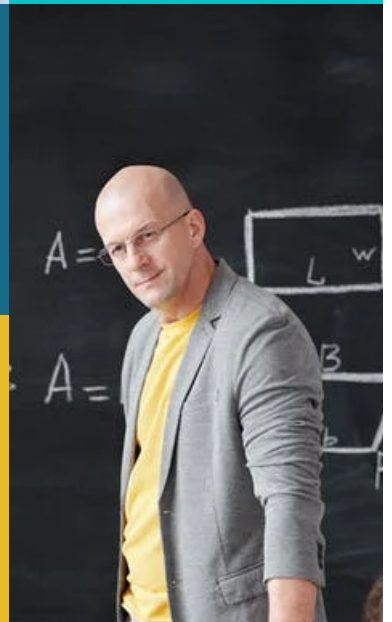
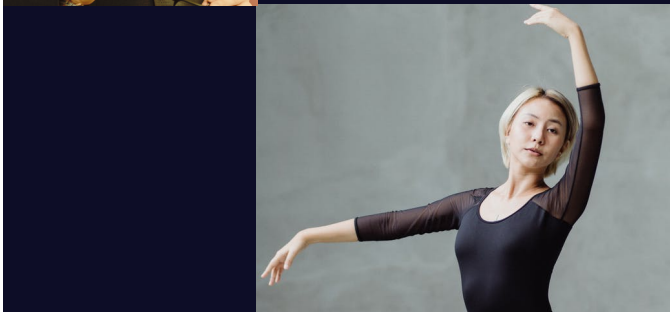


Recommendations on effectively promoting **Teaching mobility in Europe**



Developed under the
Teach with Erasmus+ project
www.teachwitherasmus.eu

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INTRODUCTION

The mobility of academic staff, whether physical, blended or digital, is a key aspect in internationalising higher education and achieving the European Education Area by 2025. It is one of the main priorities of the European Commission in the field of education outlined in the “Political Guidelines for the next European Commission 2019–2024”, published by the that-time Candidate for President, Ursula von der Leyen and in the “Communication on Achieving the European Education Area by 2025” by the new Commission in September 2020.

Even though this view is widely shared by higher education stakeholders, student mobility has been in the forefront of action of both policymakers and higher education leaders. This has been the trend not only in recent years but since the adoption of the Bologna Declaration in 1999, which called on EU Member States to promote the mobility “for students, access to study and training opportunities and to related services, for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights”. More recently, the Rome Ministerial Communiqué, adopted in November 2020, replaced the term “virtual mobility” for students with the phrase “digitally enhanced mobility”, offering a broader and more connected concept, implicitly referring to teaching mobility as well. Focusing on students however, (unintentionally) has diverted attention away from academic (as well as from administrative) staff mobility, as a result of which there is still a lack of proper understanding of the obstacles of teaching mobility and effective solutions to existing challenges.

In 2018, the Teach with Erasmus+ project (TWE+ hereinafter) was launched with the ambition to broaden knowledge and provide a more comprehensive understanding of academic staff mobility as well as to tackle the challenges linked to the quality of the mobility of academics and support the academic staff wishing to pursue international mobility. To reach these ambitious goals, the partnership completed an international survey to better understand (mainly) junior academic staff needs, personal views, attitudes, and concerns and published its findings in the [Teach with Erasmus+ Research Report](#), as well as the paper [Quality & Impact Tool for Teaching Mobility Assessment](#), which was drafted with the aim to provide tools, templates, ideas to administration and management as well as individual academics to foster institutional quality culture regarding teaching mobility and enhance the teaching mobility experience for instructors. To strengthen the practical aspects of teaching mobility and the learning progress of students, a set of pedagogical tools have been created, including videos and detailed description of the methods. One of the main outcomes of the project is the [Erasmus+ Teaching Mobility Platform \(ETMP\)](#), a brand-new website, akin to a marketplace, where institutions/teachers can offer and find relevant mobility opportunities easily and effectively. This novel platform aims to solve many of the existing challenges, and I expected to be used across the continent. Still, policy actions should be part of the overarching solution, hence, the present document, which is the final project output developed based on the research report and experiences of the TWE+ project as well as on further policy and project papers available, has been prepared with the aim to contribute to respond to these needs and be a practical guide for the stakeholders concerned. In this sense, the paper is directed to (1) policymakers active at the European and national level, i.e. European Commission, ministries, national agencies and other national authorities, etc.; (2) higher education institutions; and (3) academic staff regardless of their experience level in teaching or training mobility.

It is worthwhile noting that the Covid-19 pandemic broke out halfway through the project and evidently it has not left international staff mobility unaffected either. Although currently few comprehensive scientific data is available about how the pandemic will shape the future of academic staff mobility, the authors strived to reflect on the developments of the past one and a half years and on possible future trends.



Recommendations SUMMARY for policymakers

Use the European Universities initiative to test and promote new forms of teaching mobility

The alliances of the best universities in Europe should be encouraged to discover possible solutions for the obstacles related to the mobility of academic staff. Piloting solutions with a small pool of stakeholders should provide the best possible answers. More details on page 3.

Encourage the digitalisation of staff mobility in Erasmus+ countries (and beyond)

Digitalisation of the administrative procedures of staff mobility should be promoted at the highest level. Extending the usage of the already existing digital tools for student mobility should be supported. More details on page 3.

Mainstream sustainability into teaching mobility guidelines

Sustainability should become a guiding principle in teaching mobility guidelines. Realisation of the new green mobility principals should be strongly encouraged and supported.

More details on page 4

Make teaching mobility more inclusive

Mainstreaming inclusion and diversity in policy papers as well as supporting monitoring and accountability mechanisms for inclusion and diversity should be encouraged by the main decision makers when talking about mobility of academics. More details on page 4.

Recommendations for policymakers

Use the European Universities initiative to test and promote new forms of teaching mobility

Given that the European Universities Initiative is currently the most important testbed for the future models of European higher education, the diverse paths the alliances are pursuing are of special importance and closely followed by the policymakers and other stakeholders of European higher education landscape. As a result, the solutions, models, and schemes being developed in this framework enjoy a better visibility and have a better chance to be adapted by other higher education institutions. In the light of this, alliances should be further encouraged to keep a special eye on the mobility of academic staff, to experiment with new schemes, including blended and virtual activities⁽¹⁾, examine the possible hurdles and incentives of staff mobility for teaching and training as well as help spread and share good practices and lessons learnt.

Based on the well-known and the newly identified obstacles, the possible fields of action have a wide range. It would be of great importance to explore how an alliance can develop and implement a system of joint teaching mobility and how this can be adapted by other higher education institutions. Also, the European Universities can be used to create and share replicable solutions in the area of sustainability, where many institutions have relatively little experience. Alliances can offer another important learning point in reconsidering and applying new curriculum design models for the professional development of academic staff based on the principles of micro-credentials. The use of such a system would allow the construction of flexible training modules both in terms of content and mobility areas, which can be shared with partners.

Nevertheless, to make use of the full potential of the initiative, the European Commission and the National Authorities should provide dedicated funding for networking activities and knowledge sharing that facilitate the valorisation of good practices. Also, encouraging teaching mobility should be considered as a priority during the preparation of the next phase of the European Universities initiative.

Encourage the digitalisation of staff mobility in Erasmus+ countries (and beyond)

Several studies (TWE+⁽²⁾, REALISE⁽³⁾) have shown that an important hindering factor of teaching mobility is bureaucratic hurdles. Making use of the digitalisation boost that European (and global) higher education is undergoing in the wake of the Covid-19 crisis, paperless staff mobility would considerably reduce administrative and organisational costs of teaching assignments abroad, thus becoming more attractive to academic staff. Good examples in the field of student mobility already exist, most notably the recently launched initiatives under the aegis of the European Student Card Initiative. This step would be in line with the path the European Commission has been pursuing in its most recent documents, among others in the Digital Education Action Plan and the new Erasmus+ Programme Guide 2021 published in September 2020 and March 2021, respectively. Also, replacing outdated paper-based administrative processes with innovative solutions would be essential to boost blended and digitally enhanced mobility and a genuine step towards implementing environmentally friendly schemes.

(1) The authors of the paper do not wish to take sides in the existing discussions around the term "virtual mobility" and "virtual exchange", thus the neutral "virtual activities" or "digitally enhanced mobility" are used throughout the paper.

(2) Teach with Erasmus+ Research Report, p. 40. Available at: <https://teachwitherasmus.eu/sites/default/files/2020-04/TWEResearchReport.pdf>. (Accessed on 11 June 2021).

(3) REALISE project - Report on a comparative analysis of current practices in Erasmus Staff mobility at European HEIs. p. 33. Available at: https://www.realise-erasmusplus.fr/sites/default/files/KM3668_MDX_Uni_REALISE_report_v5_DIGITAL.pdf (Accessed on 11 June 2021)

Recommendations for policymakers

Mainstream sustainability into teaching mobility guidelines

Concerns about the effects of climate change are not only increasingly prevalent among students but also among staff, consequently becoming a potential hindering factor of mobility. This phenomenon is already strongly present in some countries, where the society in general is more aware of the consequences of climate change. As sustainability, especially the United Nations' Sustainable Development Goals (SDGs⁽⁴⁾), are gaining ground in Erasmus+ countries (and worldwide) with a growing number of higher education institutions assuming responsibility for implementing the goals and adopting a whole institution approach, such concerns will gradually become predominant, thus they will need to be properly addressed. Providing guidelines, financial and non-financial incentives specifically focussing on academic staff mobility would help higher education institutions make green travel a rule and not an exception and allow them to find their own solutions of how to achieve the right balance between the benefits of physical mobility and its environmental impact.

While there is an increasing number of higher education institutions to become carbon neutral, significant efforts are being made to measure their carbon footprint, including the carbon dioxide emissions resulting from mobilities, and to compensate them by different offsetting schemes. Designing such complex plans from scratch and implementing them require not only long-term commitment but also considerable investment into human and financial resources that many universities simply cannot afford. Hence, exploring reliable and replicable methods of measuring CO₂ emission of mobilities as well as carbon offsetting schemes that can be implemented step by step would enable other HEIs to start small and save significant time and costs. In this respect, European and national level support to facilitate the sharing of good practices would make this process more efficient. The European Green Deal in the context of the NextGenerationEU Recovery Plan offers an especially valuable opportunity to allocate funds to European higher education institutions for such purposes.

Make teaching mobility more inclusive

Mainstream inclusion and diversity in strategies and policy documents

At the European level, there have been various political commitments to strengthen inclusiveness and diversity in higher education. The concept of the social dimension of higher education emerged in the context of the Bologna Process and has gained further importance over the last couple of years. Promoting social inclusion in higher education is one of the four key goals of the European Commission's "Renewed EU agenda for higher education" (2017) and has become one of the key objectives of the Rome Ministerial Communiqué (2020).

Although access, participation and non-discrimination are considered in several policy documents, strategic frameworks and recommendations at the European, national and institutional level, these documents still appear separately from general education and training, including in the field of mobility. Also, bearing in mind the idea of inclusiveness for success, i.e. the equal chances to access and to success in academia, it is recommended that inclusion and diversity (understood in a broad sense) become guiding policy principles that are incorporated in all areas of strategy, policy and practices documents in the field of education, training and mobility. There needs to be a strong commitment and support from the European level to create the impetus for change and drive implementation to the various levels.

(4) The 2030 Agenda for Sustainable Development, including 17 goals and 169 targets, was adopted by all United Nations Member States in 2015. See more here: <https://sdgs.un.org/goals> (Accessed on 12 June 2021)



Recommendations for policymakers

Create monitoring and accountability mechanisms for inclusion and diversity

Inclusion in all areas of higher education should not be based on a philanthropic approach but on an adherence to human rights. There is a risk for tokenism that inclusion and diversity remain buzzwords on a political, policy, and implementation level. If there are no or only soft processes in place, inclusion and diversity can remain on the sidelines of policies and practices. In practice, it means that although social inclusion and diversity are highlighted in European education and training policies and strategies (such as the EU Education and Training Strategy 2020 and the Erasmus+ Programme), there is still a lack of safeguarding accountability and monitoring processes. In this sense, meaningful qualitative and quantitative indicators should be created for certain aspects of policies and procedures and specified according to the type of mobility. Additional consultation and feedback mechanisms with networks and umbrella organisations run by people with various backgrounds, own-lived experiences, circumstances and access needs should be included, and where possible, it is recommended to have meaningful engagement with stakeholders.



Recommendations

SUMMARY

for Higher Education Institutions

Adopt a **strategic approach** to teaching mobility

Promote teaching mobility among junior staff with strategic partner institutions

Improve and formalise **recognition schemes**

Make teaching mobility **greener and more sustainable**

Promote new spaces of **digital networking**

Encourage blended and virtual forms of teaching mobility

Provide **assistance** in administration

Provide **preparatory training** before applying to and taking up mobility

Encourage teachers to make use of **innovative and inclusive digital solutions**

Design and implement clear, **inclusive and targeted communication and promotion**

Promote an inclusive outreach and engagement strategy to academic staff and inclusive teaching and learning environment

Recommendations for Higher Education Institutions

Adopt a strategic approach to teaching mobility

Teaching mobility is an important tool to improve the quality of study programmes both in the sending and the host institutions and have a positive impact on the individual teaching skills and the career development of academic staff. Thus, higher education institutions are encouraged to embrace the added value of teaching mobility and adopt a strategic, whole institution approach. This could ensure an established framework for the outgoing and incoming teaching staff and give a major boost to the number, types, and quality of mobilities. Teaching mobility is also connected to the motivation and resilience of academic staff, which are important predictors of increasing the quality and the performance of teaching and learning.

Ideally, teaching mobility (together with other kinds of mobilities) are included in institutional internationalisation strategies. The TWE+ research has found that academic staff from institutions with an organisational strategy for internationalisation reported better results of teaching mobilities (TWE+ research report, p. 9, 36). This is probably due to the fact that internationalisation strategies provide a clear vision about teaching mobility and put performance management and incentive systems with SMART indicators in place. Similarly, having a new strategic approach to institutional leadership of teaching and learning, which is based on the valorisation of the educational performance of teachers and their motivation to dedicate themselves to facilitating learning processes, can be a guarantee for an active, coherent and well-founded mobility system based on real training needs. Stimulating mobility and achieving the expected performance in this field will also depend on institutional leadership, which supports continuous professional development, motivation and career satisfaction of university teachers. Such a strategic approach, which is based on institutional leadership of teaching and learning, empowers teaching mobility as well.

Measures, when properly designed and implemented, are mutually reinforcing, and take the needs of both the outgoing and incoming teachers into consideration by creating appropriate conditions to facilitate, encourage and promote teachers' mobility, on the one hand, and become attractive destinations, on the other.

A large share of the respondents of the TWE+ survey (TWE+ research report, p. 40, 58) identified hindering factors related to organisational issues that fall within the competence of the higher education institutions, both as sending and host universities. Such impressions are underlined by further studies conducted in the field (REALISE, p. 32). As outlined above, it favours the teaching staff when higher education institutions or departments formulate clear guidelines about their expectations towards them as well as provide tools and adopt concrete measures that help organise mobilities in a more efficient way. Such good practices include clustering mobilities for a particular period of the year (e.g. for an international week) and opening mobility windows. Considering the prospective rise in the number of teaching mobilities resulting from the strong commitment of the European Commission (European Universities, Erasmus+ Teacher Academies, etc.), higher education institutions will be increasingly pressed to find solutions to this challenge. Embedding incoming and outgoing teaching mobilities into the study programmes seems to be a way forward, as it would offer effective solutions to many of the existing obstacles.

Based on the TWE+ research, one of the main disincentives of teaching mobility is substitution. Some 39.8 percent of the participants reported their own institution would not provide substitution for their classes, if they participated in teaching mobility (TWE+ research report, p. 36). Similar difficulties have been reported by the respondents of the large-scale survey carried out by the REALISE project (REALISE, p. 32). Mobility windows do not only solve this problem but provide a more organised and predictable framework for teaching mobility.

The [Erasmus+ Teaching Mobility Platform](#) developed in the framework of the TWE+ project is a powerful tool for academics and institutions to organise mobility windows by offering advertisements of "mobile academics", thus teachers who intend to go to teaching mobility, and post an advertisement on the site.



Recommendations for Higher Education Institutions

Promote teaching mobility among junior staff with strategic partner institutions

Given that international strategic partners are mostly reliable, long-standing forms of cooperation, where relations are more intense, the communication and the information flow are more predictable and steady, they can be considered “safe spaces” for junior staff who are about to gain their first teaching mobility experience. As a result of mutual trust between the host and the sending partners as well as the longer history of cooperation, many of the concerns voiced by respondents of the TWE+ survey (receiving late answers, lack of openness of partners, difficulties in finding a host, lack of information, etc.) can be overcome easier than in the case of less established partnerships. Having such “safe spaces” (e. g. partners from currently running international projects) can be of special importance also for persons with less self-confidence and difficulties in finding a host institution, as it can help temper initial uncertainty and build on the existing institutional contacts respectively.

Improve and formalise recognition schemes

23.9 percent of respondents of the survey conducted in the framework of the project did not agree with the statement that teaching mobility is a recognised activity by their institution. Similar findings were made by the REALISE project, pointing out the existence of a “negative, broad perception that [teaching] mobility has no real impact on career development” (REALISE, p. 35), especially compared to the research mobility. The lack of reward can be a demotivator for teachers, while they should feel that going on teaching mobility is not only encouraged and expected but also properly recognised. In the light of this, higher education institutions should consider all three aspects of recognition, i.e. professional development, salary and recruitment, and promotion. To support universities in this regard, in the framework of the TWE+ project, a number of good practices of institutional recognition were collected and published in a [toolbox](#) based on the participants’ responses. These practices include the recognition of mobility as training hours in the teachers’ work plan and the implementation of a “recognition table” with different grades for evaluation by the host institution regarding the performance of mobility participants, among others. Such practices would support the processes of training and professional development of the teaching staff as well as strengthen the impact of mobility in career dynamics and evolution.

Make teaching mobility greener and more sustainable

Sustainability, especially the consequences of climate change are an increasing concern for staff, not only for students, thus gradually becoming a hindering factor for teaching mobility. As a response, a growing number of higher education institutions formulate a sustainability strategy and make efforts to mainstream the United Nations’ Sustainable Development Goals into their daily operation. Still, such trends might imply that teachers will become less mobile, especially because foreign teaching assignments are usually short-term, thus, can be considered the least sustainable form of mobility.

Recommendations for Higher Education Institutions

In order not to renounce the benefits of teaching mobility, higher education institutions can consider providing additional incentives for staff to choose sustainable forms of travel (e.g. additional financial support, recognising the extra time spent with travel as part of the assignment, ensuring the use frequent traveller passes for trains, etc.). When it is inevitable to travel by air, higher education institutions can promote the use of carbon offsetting schemes, however the majority of universities have little or no experience in this field, which makes awareness-raising and sharing good practices even more necessary. It can be also considered to make sustainability a part of the recognition scheme of teaching mobility, ranging from material bonuses to other forms of incentives, like professional acknowledgements. In this sense, the [Erasmus+ Teaching Mobility Platform](#), developed in the framework of the project, can support teachers to plan their mobility and choose host institutions in a more conscious way.

Promote new spaces of digital networking

As a result of the pandemic situation, human, real-life contacts have lost ground, which hits junior teaching staff, whose professional networks are not well-established yet, especially hard. The lack of professional relationships and the difficulty of finding a host institution were identified as important barriers already before the pandemic (TWE+ research report, p. 10, 14). Although we have not seen any large-scale scientific investigation about how the pandemic has affected networking, access to information and forming new professional relationships, it is highly probable that with the disappearance of "traditional", offline forms of encounters, it has become more challenging, or at least different, to establish new contacts. Also, bearing in mind the current digitalisation trends and the direction global higher education seems to be evolving to, it will be especially important to put a special emphasis on creating spaces for networking in the virtual space, even if the pandemic will be over. It is also essential to acknowledge the barriers of ICT environments that hinder the full and effective participation of individuals from various backgrounds, own-lived experiences, and access needs. For this reason, the digital inclusion agenda of the European Union should be taken into account within the mobility schemes too.

The [Erasmus+ Teaching Mobility Platform](#) aims to offer a solution to networking challenges by creating opportunities for teaching staff through an online "Marketplace" or "Hub" as well as providing academic teachers with tools to adapt new and effective teaching methodologies, which improve the quality and learning outcome of the mobility.

Encourage teachers to make use of innovative and inclusive digital solutions

One of the indisputable benefits of the pandemic has been the digitalisation boost of global higher education that had been hard to imagine before. Digitalisation can not only make classes more interactive, inclusive or resources better available for students but also provide teachers with flexibility never seen before. Holding classes in a blended form can offer a solution to substitution that seems to be a substantial challenge for many academics, as classes can be held online during a mobility period, would substitution not be possible. Digitalisation goes hand in hand with the rise of innovative pedagogies, which are naturally and methodologically linked to digitally enhanced mobility. However, to fully exploit this potential, teachers need support both from their peers and home institutions. This should have various forms, ranging from sharing good practices to providing suitable IT equipment, training, or extra allocated time and positive feedback, bearing in mind that experimenting with innovative solutions requires motivation, curiosity, dedication, time, and involves the risk of failing.

Recommendations for Higher Education Institutions

Encourage blended and virtual forms of teaching mobility

Blended and virtual activities, as defined in the new Erasmus+ Programme (2021-2027) may also be used as a parallel path through which higher education institutions can boost teaching mobility with their partners. The innovative short-term blended mobilities, including the so-called intensive academic programmes, shall help forging education schemes with the idea in mind that joint classes of teachers working at different institutions can be a great way of starting or further developing cooperation between teachers of the sending and the host institutions, as it enables participants to build mutual trust, get to know each other and the students as well as develop competencies, like intercultural communication.

Provide preparatory training before applying to and taking up mobility

Based on the TWE survey, it has proved to be crucial that teachers participating in mobility feel self-confident and trust in their abilities and skills, like self-efficacy, tolerance for ambiguity, intercultural sensitivity or positive attitude development. Findings of the TWE+ research indicate that such personality factors are highly represented among those who participate in a teaching mobility scheme. Also, the more positive attitude participants have, the fewer difficulties they face. Therefore, organising institutional level preparatory training prior to the take-up of the mobility that focuses on the above-mentioned topics could equip them with necessary skills, resulting in an increasing number of applicants and higher-quality mobility. (TWE+ research report, p. 9.) Beside these skills and attitudes, additional training on pedagogical competence and language skills can be provided as well. Also, designing this type of pre-mobility experiences can contribute to develop the sense of belonging and create the learning readiness in an emotional and motivational way.

Provide assistance in administration

Based on the TWE+ research, 30.55 percent of respondents stated the most important obstacle when participating in Erasmus+ teaching mobility is the administrative and organisational red tape. (TWE+ research report, p. 40.) Making mobility paperless (at a policy level) would be a major step forward but would not solve the problem alone. It is recommended that institutions analyse their business processes and make them more user-friendly and accessible. Digitalising wherever possible is a great way forward, in line with the European Union's Web Accessibility Directive

(5) <https://digital-strategy.ec.europa.eu/en/policies/web-accessibility>. (Accessed: 12 June 2021)



Recommendations

for Higher Education Institutions

Design and implement clear, inclusive and targeted communication and promotion

Providing clear and accessible information about teaching and training mobility is essential to successfully promoting this opportunity to academic staff. The TWE+ research showed that at institutions where respondents had insufficient access to information about the mobility scheme, respondents reported more difficulties with regards to the lack of time, financial support or the lack of benefits. (TWE+ research report, p. 69) This shows the crucial role of dissemination, which provides relevant and first-hand information to lectures interested in mobility. Similarly, activities linked to inclusion and diversity, that are often part of higher education institutions' vision and strategies, are not always directly communicated with a proactive approach, so they are not sufficiently visible to the academic community. Ensuring specific and targeted communication in this respect would contribute to creating a more inclusive higher education environment. Also, creating communities of practice, which provide space for reflection, knowledge sharing, and exchanging good practices among peers, could be an important tool of tailor-made communication with meaningful impacts on the quality of mobility.

Promote an inclusive outreach and engagement strategy to academic staff and inclusive teaching and learning environment

Academic staff at the early stage of their career, with caregiving responsibilities, families or from various backgrounds often remain at the margins of outreach plans and engagement strategies, or any promotion, communication and dissemination strategies. Hence, it is recommended that higher education institutions apply a proactive approach towards these individuals and create support structures, such as mentoring, peer-to-peer support and provide professional acknowledgements. Outreach should highlight information about special financial allowances, e.g. the Erasmus+ Supplementary Grant, which is still a concern for a significant proportion of the teaching staff. Whenever possible, higher education institutions should provide additional financial aids and support mechanisms for individuals.


In many cases, aspects of inclusive teaching and learning and their implementation are vague in institutional policies and practices. Therefore, higher education institutions should provide direct support, in other terms, regular professional development opportunities to academic staff about these issues, including attitudes, skills, and knowledge, so that they can become inclusive in the teaching and learning environment during their mobility as well. It is recommended that higher education institutions equip academic staff (both non-mobile and mobile academic staff) with an inclusiveness checklist, which offers a set of orientation points that foster critical reflection and guidance for the design and delivery processes.

Recommendations SUMMARY


for academic staff (individual level)



Expand your network



Get prepared to your mobility experience and enhance your relevant skills



Improve your language skills



Foster an inclusive, intercultural mindset



Plan your courses – constructive alignment



Get to know your students – Intercultural Understanding Inventory



Create a Course Portfolio



Get useful feedback from students – student evaluation of teaching



Support your junior colleague in finding mobility opportunities




Recommendations for academic staff (individual level)



Expand your network

To be able to go on teaching or training mobility, it is necessary to develop your professional network, which can be done easier by participating in international conferences and events, even online. The network of mobile academics improves substantially after carrying out mobility, therefore it is easier to get invited to the next teaching assignment. According to the TWE+ research, the most important result of mobility is the expansion of the professional network with 71.2 percent of the academics reporting it as a direct result of their mobility. (TWE+ research report, p. 14)

We encourage you to exploit the opportunities offered by the [Erasmus+ Teaching Mobility Platform](#), which supports academics in finding the best teaching or training mobility opportunity, whether they would like to go abroad or host a guest lecturer. The platform specifically supports junior academics in finding the very first mobility opportunity. This first step is essential to enter the world of mobile academics.



Get prepared to your mobility experience and enhance your relevant skills

Based on our research, applying a step-by-step approach to competence and skill development proves to be useful to boost confidence, self-efficacy, language and pedagogic skills. Presenting at a conference in a foreign language at home or abroad can be an ideal start to gain more confidence. This also allows you to expand your network. Taking online classes to enhance your presentation skills can be helpful too. Next, you can teach a lecture for international students at your own institution, followed by your own class for a whole semester. At this point, you are probably ready to take up mobility. Also, you can ask a colleague to observe your class and provide feedback to you to be able to develop your pedagogical skills.



Improve your language skills

Proper language skills and confidence are indispensable for a successful mobility experience.

To be able to improve your general and scientific language skills, you can participate in trainings organised by your home institution, or join online courses offered by several language teaching institutions and associations. It is also advisable to apply and/or take part in international conferences and research as well as practice teaching in classes with international students at your home institution to gain more confidence in academic language. These practices will help you to get prepared for mobility and also will ensure a successful mobility experience.

Recommendations for academic staff (individual level)



Foster an inclusive, intercultural mindset

Students in the 21st century university campus come from many different backgrounds and circumstances, and they differ in terms of ethnicity, religion or belief, gender identity, sexual orientation, children or other caring responsibilities, disability, chronic illness, mental health and well-being, low-income/socio-economic background, work responsibilities, mature students, or coming back to education after a long break, etc. Before taking up mobility, try to gather as much information as possible from the host institution not just about cultural issues of your destination but also about your students that allow you to design your classes in an inclusive way and embed intercultural aspects.



Plan your courses – constructive alignment

We recommend using this tool to plan your courses held during mobility. The aim of this tool is to help you better plan your lecture or course by prompting you to think around basic curriculum design principles. Please click on [this link](#) for more information about this tool:



Create a Course Portfolio

This is a long-term strategic tool that can be used to capture and document all the insights that you have over the course of the semester, which can be used in the next semester to enhance and enrich the course. Course portfolios also help you reflect on your teaching and learning practices, and act as a vehicle to give structure to the process of developing or enhancing your courses. Please click on [this link](#) for more information about this tool



Get to know your students – Intercultural Understanding Inventory

The aim of this tool is to help assess students' diverse cultural background for intercultural understanding. You can use this tool in various ways to help you better understand your students which is a key in a teaching and learning process. To find out more about this tool please click on [this link](#).

Recommendations for academic staff (individual level)

Get useful feedback from students – student evaluation of teaching

The research conducted in the Teach with Erasmus+ project also highlighted the importance of meaningful feedback from students in enhancing the teaching mobility experience. Students' voices are an important source of information regarding teaching quality, although it is not without bias. Researchers of the TWE+ consortium created a simple tool that you can use to gather feedback from students. For more information about the tool please [click here](#).

Support your junior colleague in finding mobility opportunities

Our research showed that the majority of current participants of teaching mobility tend to have a higher position, longer work experience and senior level. Younger teachers seem to lack time, network and opportunity to take advantage of mobility, therefore we encourage senior academics to support and motivate the mobility of younger colleagues.



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