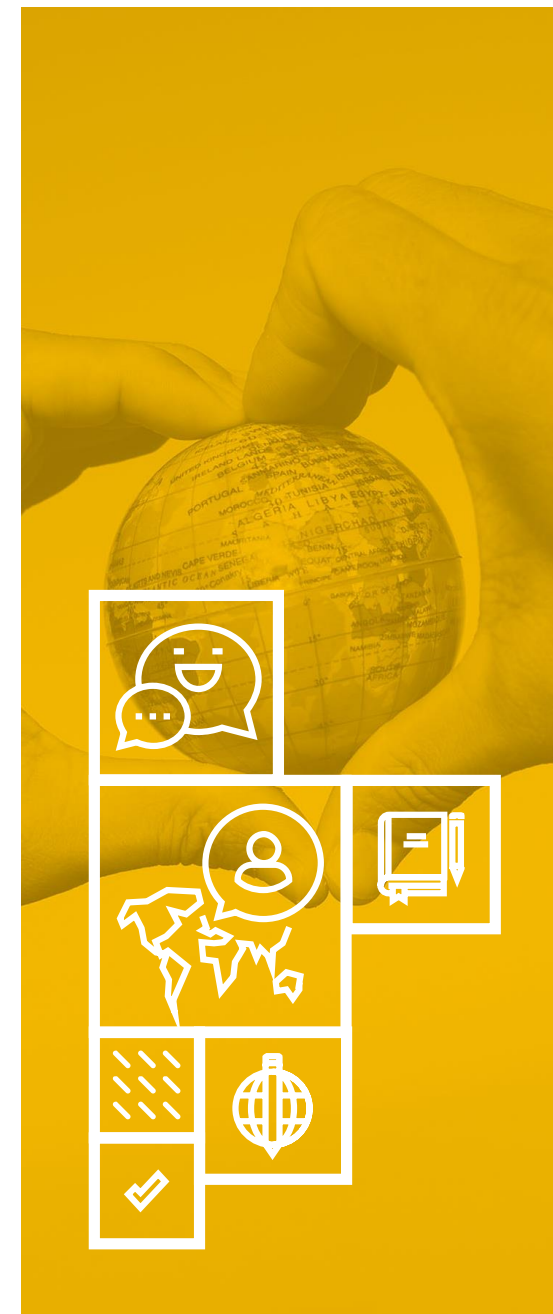


Digitalisation in Erasmus+ and European Solidarity Corps

Czech National Agency for International
Education and Research

January 2022





Information about the survey

- The **questionnaire survey** was conducted on-line using the SurveyMonkey tool.
- Within all sectors of education, **1084 coordinators were approached**. 368 responses were obtained, of which **337 were used for analysis** (31 respondents were not included due to leaving the questionnaire at the beginning). The return rate was therefore approximately one third.
- Data collection: 11–30 November 2021
- The survey was aimed at mapping **coordinators' awareness and experience of virtual and hybrid mobilities**.
 - For those who **had not yet encountered virtual mobility**, we surveyed the institution's readiness for and possible interest in this type of mobility.
 - **In the case of experienced coordinators**, we were interested in their insights, support within the institution and among colleagues, and feedback from actual participants.





Key findings – coordinators with experience of virtual or combined mobilities/activities

Out of 10 coordinators interviewed, 4 have experience of virtual or combined mobility, most of them within the Erasmus+ programme (94%).

Half of them have been involved in one such project, the other half in multiple projects.

The reason for involvement was mostly to **replace or supplement a physical mobility (82%)**.

8 out of 10 participants were satisfied with the experience: they appreciated that it had been **fun, useful** and it had provided them with an **alternative solution** during the pandemic. What was perceived negatively was the **lack of personal contact**.

Most experienced coordinators (94%) said that their **institution had the necessary tools to implement such mobilities**.

According to two thirds of the respondents, their colleagues were interested in getting involved (as participants or as support during implementation). One third do not have the support of their colleagues, mainly because of a preference for physical mobilities.

Physical mobilities are widely supported by institutions' management (97%), virtual mobilities less so (77%). The coordinators feel that **management provides greatest support in administrative and organisational tasks and in technical and IT changes in the institution**.

It is **the need for good preparation of the technical background/facilities** that the coordinators themselves emphasise when an institution decides to become newly involved. The second most common advice for other institutions was **not to worry and give virtual mobilities a try**.



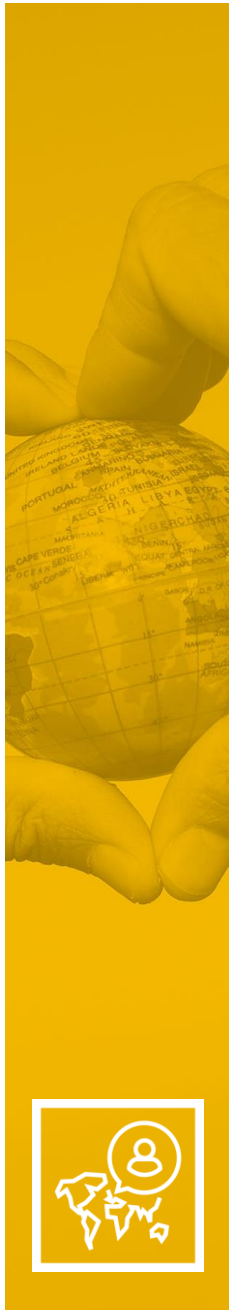


Key findings – coordinators without experience of virtual or combined mobilities/activities

The majority of inexperienced coordinators (85%) learned about the possibility of virtual mobilities during the COVID-19 pandemic.

At the moment, almost two thirds of respondents believe that potential participants are also aware of them. By contrast, one fifth of the coordinators claim that potential participants are not aware of this possibility at all.

A third of respondents think their institution might be interested in virtual mobilities in the future, while 57% think it will not be interested.





Key findings – common section for all interviewed coordinators

In terms of having an understanding of this area, **44% of coordinators do not have enough information on virtual mobilities**, especially basic information (how to implement them, what is being offered).

More than half of the coordinators believe that the future of virtual mobilities lies solely in **replacing physical mobilities** where they cannot be implemented. According to one third of the respondents, **these two activities will be intertwined and complementary**.

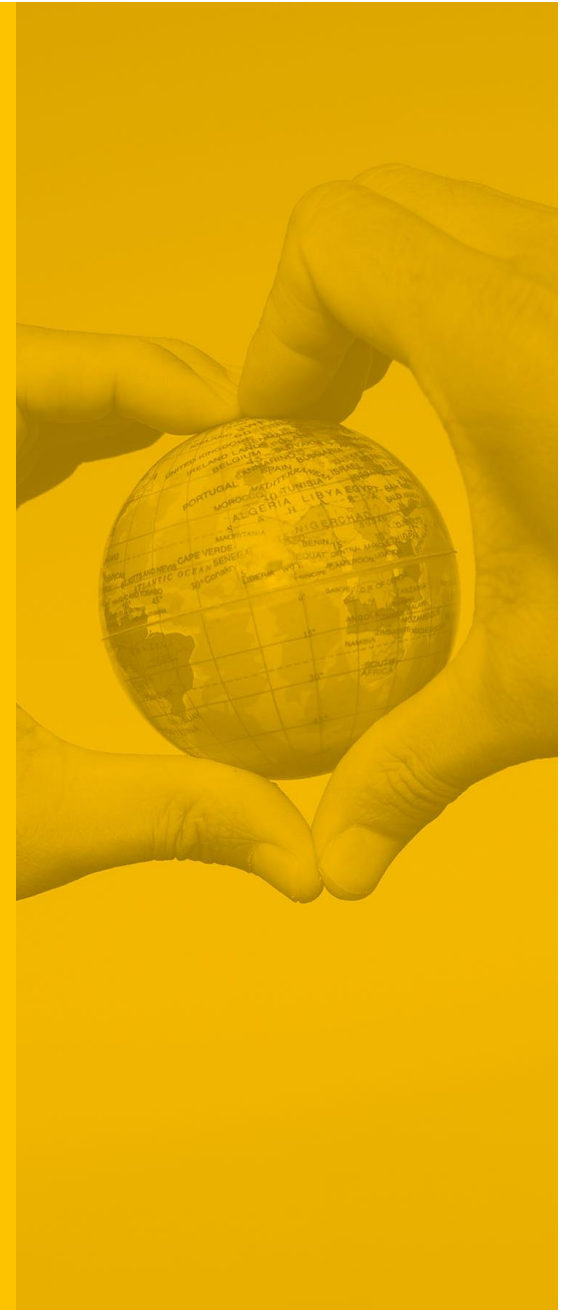
The main advantages include lower financial costs, the possibility of audio recordings, the involvement of multiple institutions or countries at the same time and better accessibility for the disadvantaged.

The biggest disadvantages include the inability to get to know a foreign country, fewer opportunities for networking and unsuitability for some fields.

However, 9 out of 10 respondents agree that **virtual mobilities are an alternative for participants who could not travel physically**.

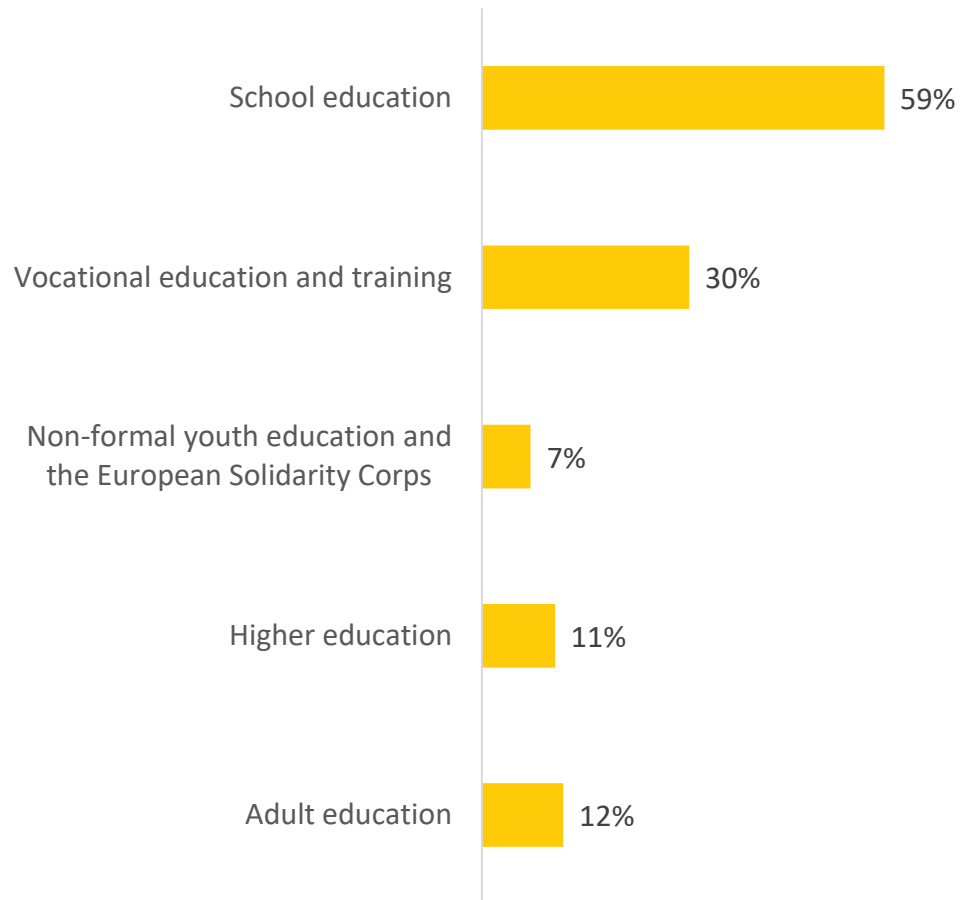


Basic information about coordinators

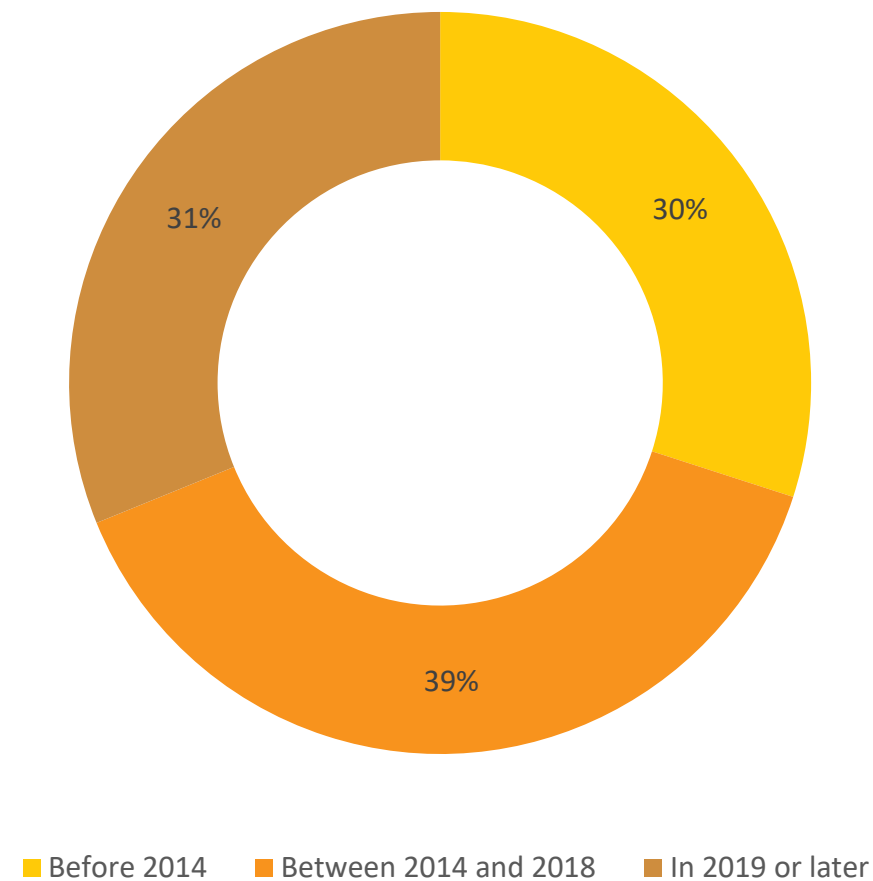




In which sector do you coordinate (or have you coordinated) projects?

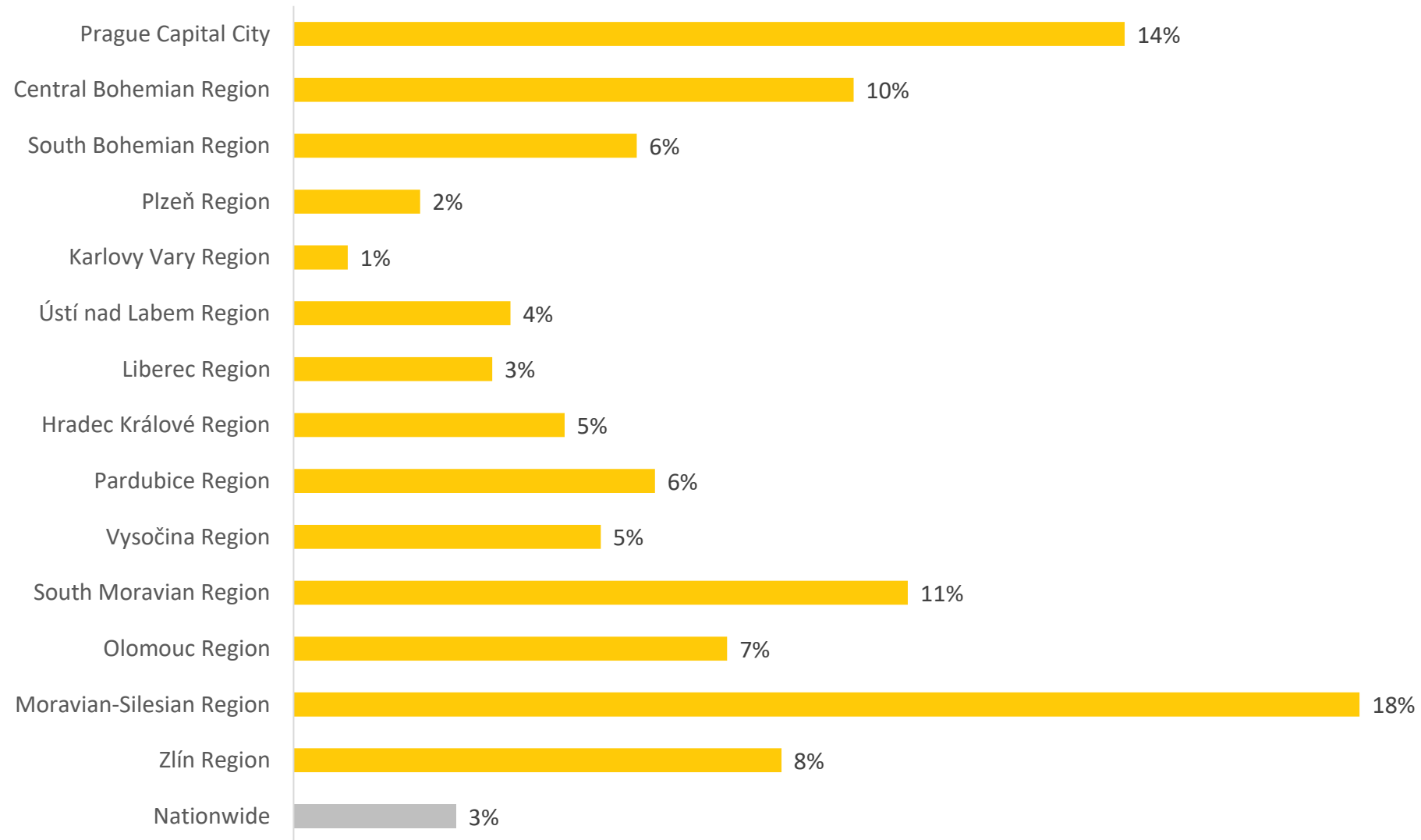


When did you first coordinate a project funded by Erasmus+ or its predecessors?

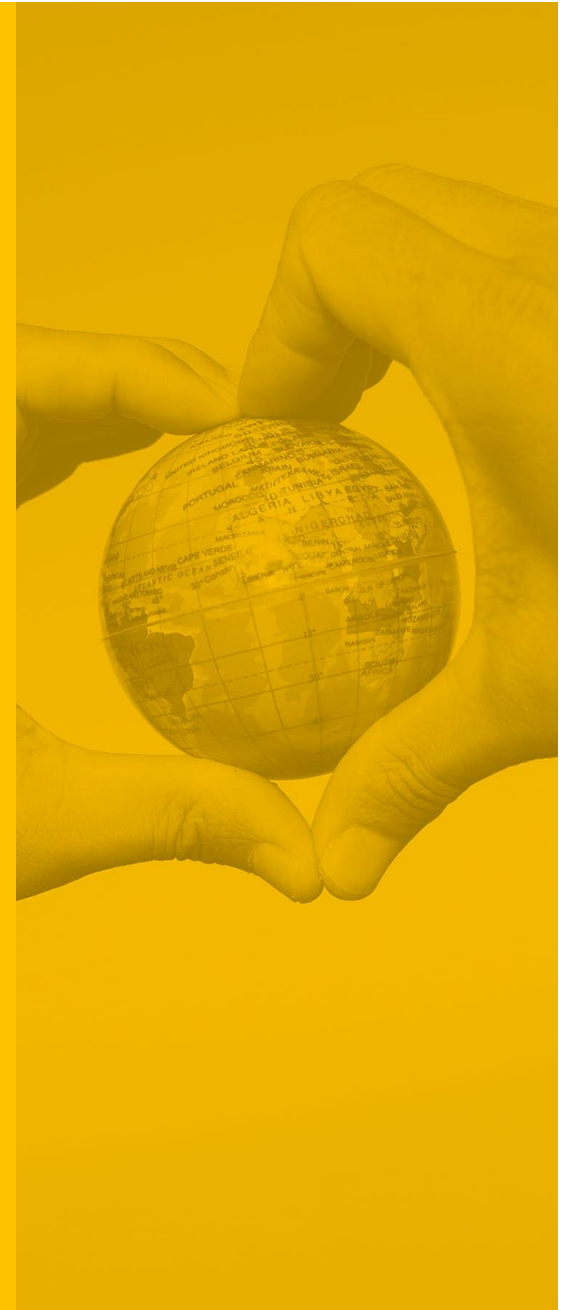




Which self-governing region do you operate in?



Awareness of virtual mobilities/activities





What do you personally imagine under the term virtual mobility/activity in education? (n = 343)

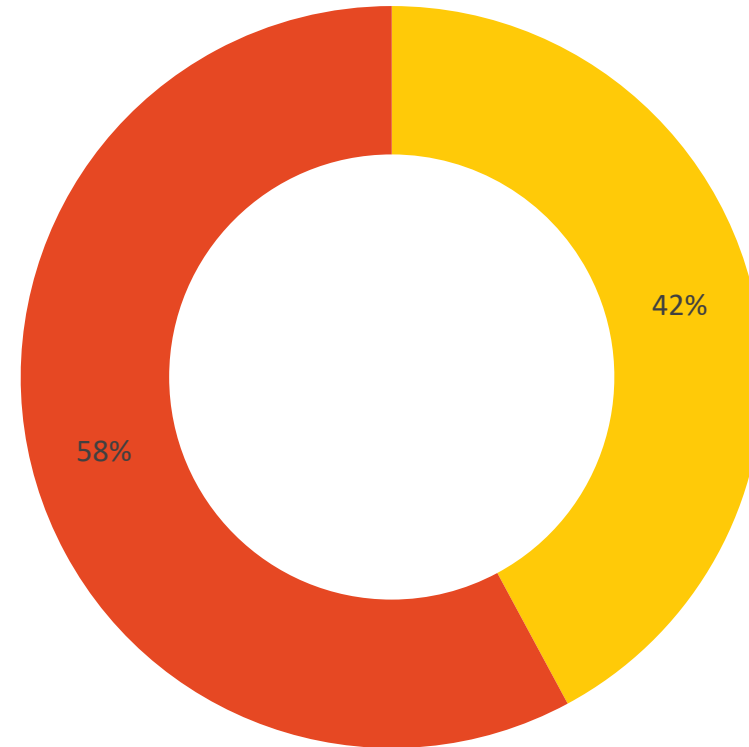




Do you have experience of a virtual or combined mobility/activity in the role of a coordinator or as part of the team responsible for implementing these activities?

Virtual mobility is defined as a mobility where the participant remains in their home country for the duration of the mobility and participates in the host institution's educational activities on-line.

Combined mobility consists of two parts: a virtual part in the home country and a physical part in the country of the receiving institution.

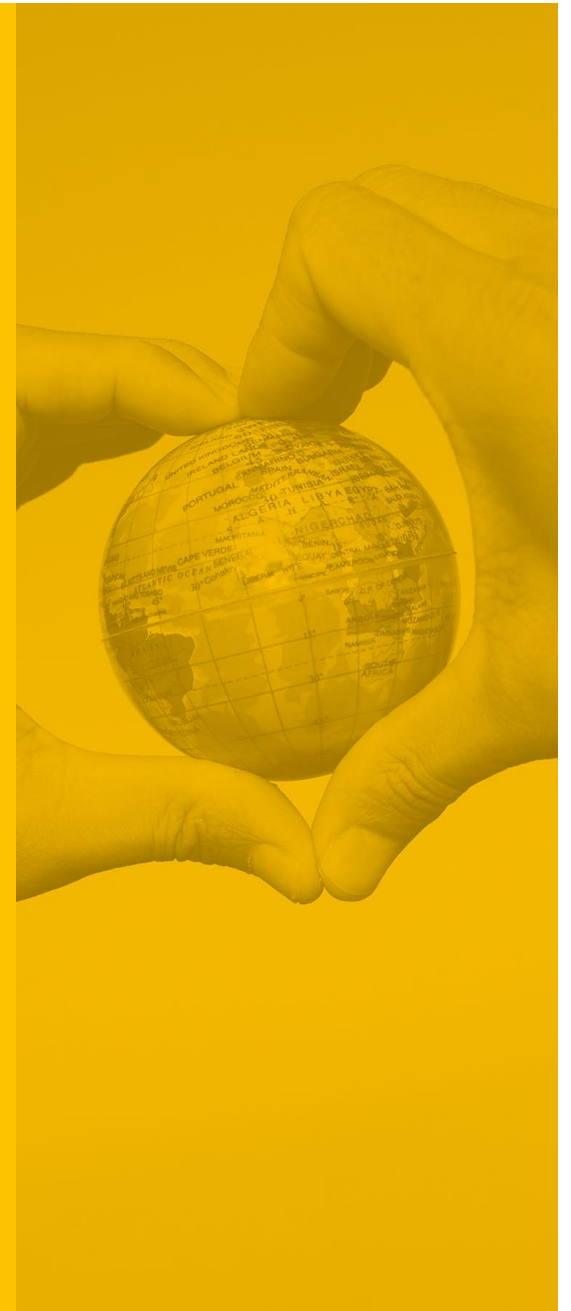


■ Yes ■ No



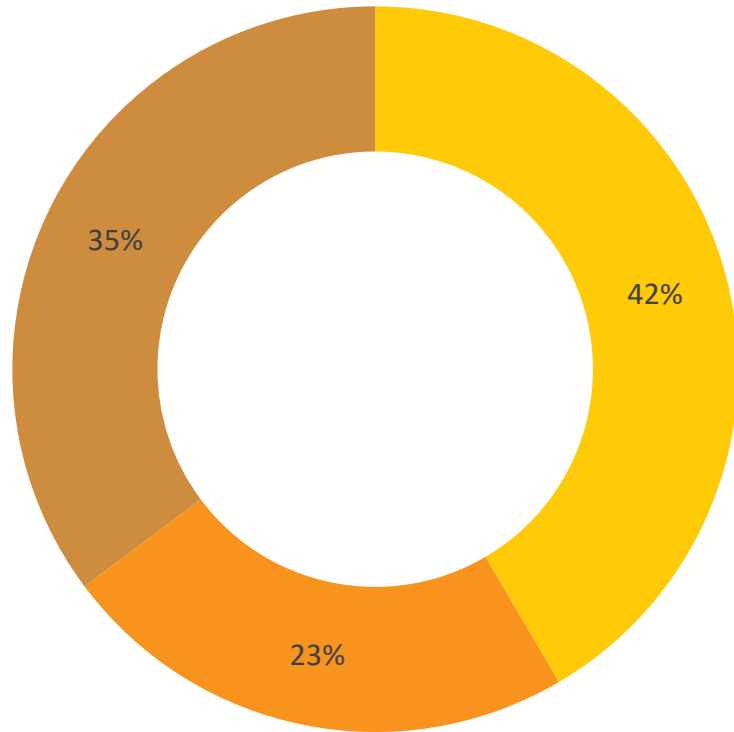
Coordinators with
experience of virtual or
hybrid
mobilities/activities

N = 142



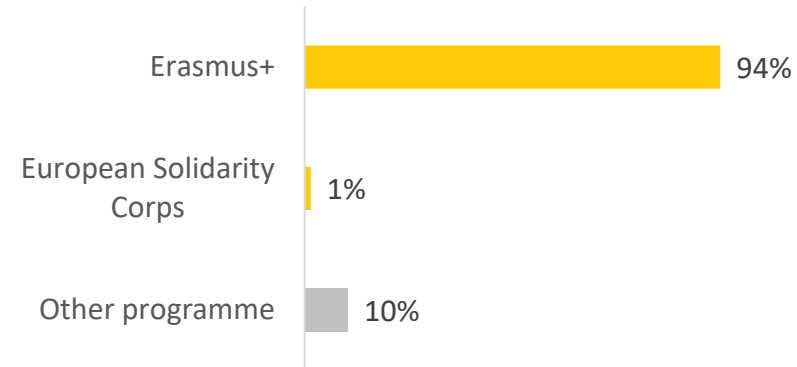


What type of mobility/activity do you have experience of?



- Virtual form
- Combined form
- Both virtual and combined form

Under which programme or initiative did you participate?



Other programme (n = 14):

Indicated 2x: Interreg, Comenius, Europe for Citizens

Also indicated: CEPUS, RDE, Czech-German Future Fund, EEA grants, Internal programme to support doctoral students' mobility abroad, TCA Erasmus+: Mechanism for Inclusion, university programme

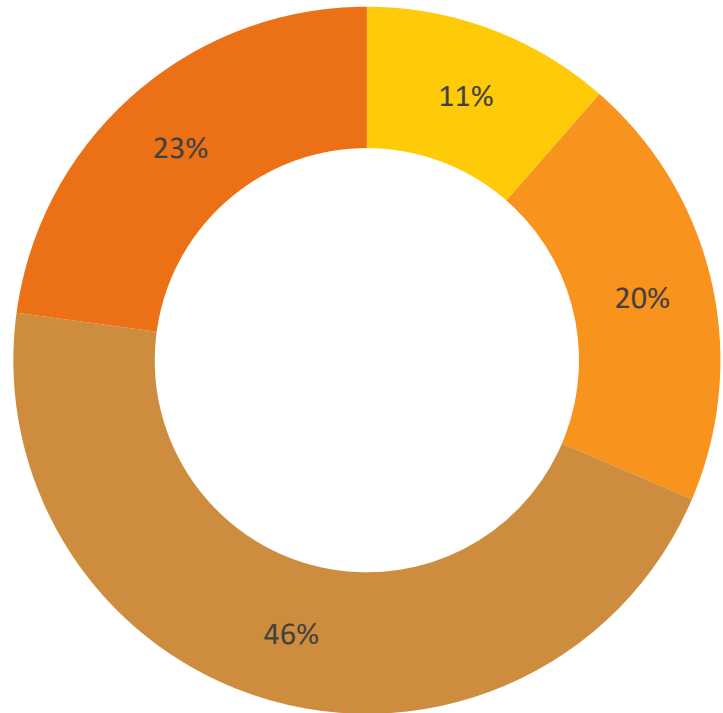
"It was an activity under the Euroleague for Life Sciences, supported by the ELLS Fund for Incentives."

"Projects supported by other institutions, but also aimed at young people, youth workers e.g. Visegrad Fund, or Regional Cooperation Youth Office."



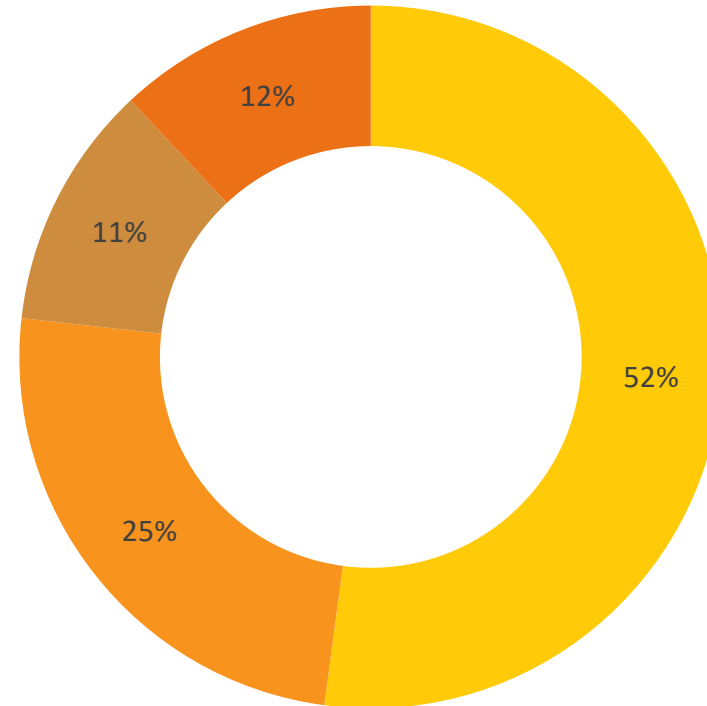


Under which call did you first coordinate a project involving virtual or combined mobilities/activities?

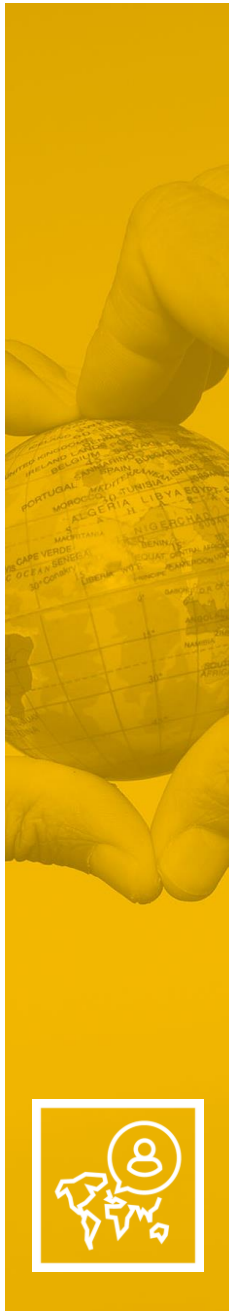


■ In 2017 or earlier ■ In 2018 ■ In 2019 ■ In 2020

In total, how many such projects do you have experience of?

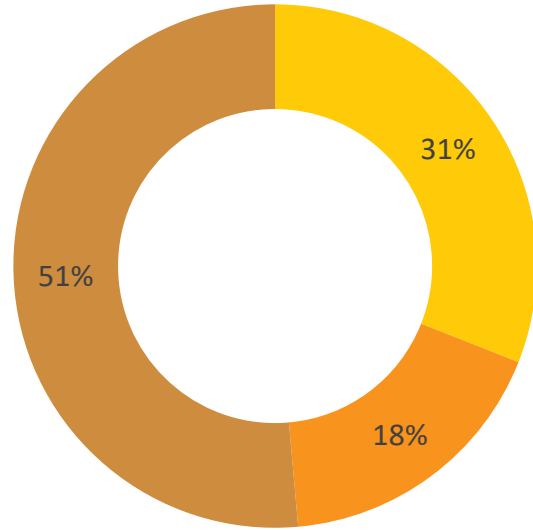


■ One project ■ Two projects
■ Three projects ■ Four or more projects



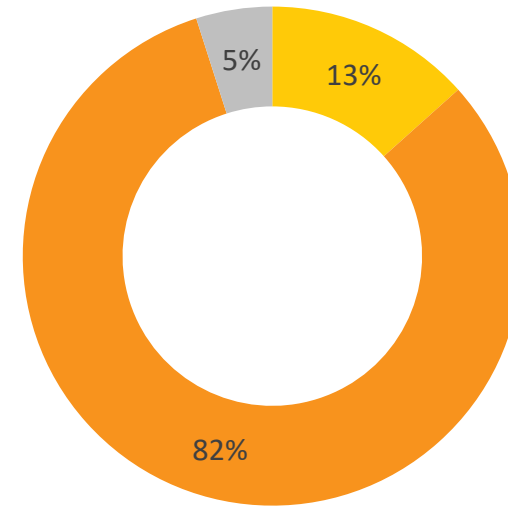


Did you participate as a sending or a receiving institution?



- Sending institution
- Receiving institution
- Both sending and receiving institution

During your first experience, was the institution's primary goal to try virtual or combined mobilities/activities?



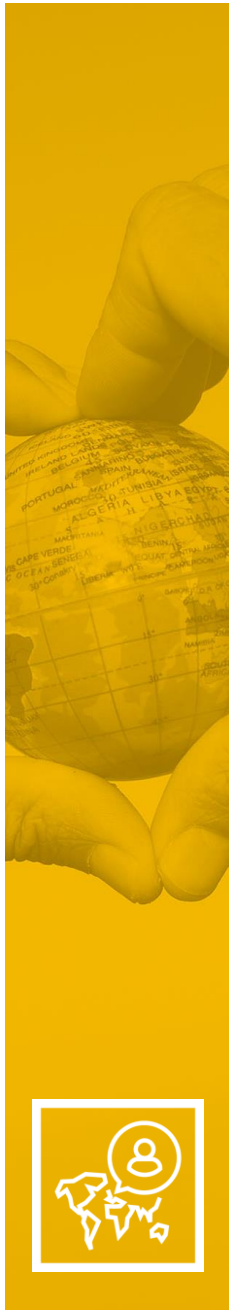
- Yes
- No, it was a replacement for or supplement to a physical mobility
- Other

Virtual mobility as a primary goal – other option (n = 7)

"These were two different projects. In one case, it was a trial followed by virtual mobilities. In the second project, it was a substitute for the physical mobility of one partner school from the project."

"The virtual activity was a direct part of the project."

"The aim of the project was to develop a virtual mobility module focusing on learning about other cultures."





Please describe the course of the virtual or combined mobility/activity that you have experience of as a coordinator. (n = 140)

“Virtual mobility was done using the Zoom application and children connected in pairs using tablets at school. Together they worked on presentations in Canva, there was a virtual tour of the Finnish school – the children were enthusiastic. The children learned about the Finnish language and Finnish history. They enjoyed working in pairs and virtual groups. Together, they could consult the steps to take. Communication with other children was in English. The children did very well. Despite some trouble with connection, everything went fairly well. The children also played games together via Kahoot.”

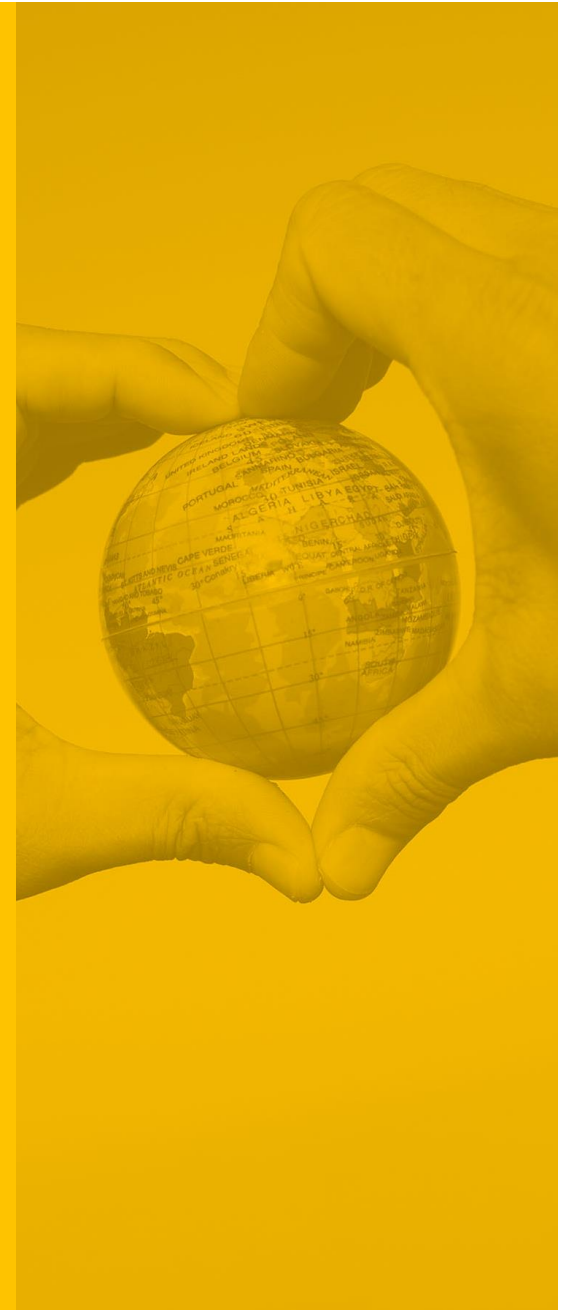
“It was a Czech-German virtual mobility. Pupils from GER and CZ implemented a digital project together. Regular meetings were held on the DINA.international on-line platform, the tasks (photography according to given parameters) were performed by the students offline. The virtual mobility resulted in photographs that were printed and have already been exhibited in two exhibitions in Prague and Berlin.”

“The Italian school was not allowed to travel abroad, our school hosted a combined mobility – a meeting of four countries and a virtual connection with the Italian school. In all joint work activities, we were connected on-line – opening, closing, presentation of outputs, students’ joint work. Italian students had Czech partners and together they performed tasks in GoogleMeet. Czech students were connected with their partners during all activities – they shared photo documentation and published a continuous diary of each day.”



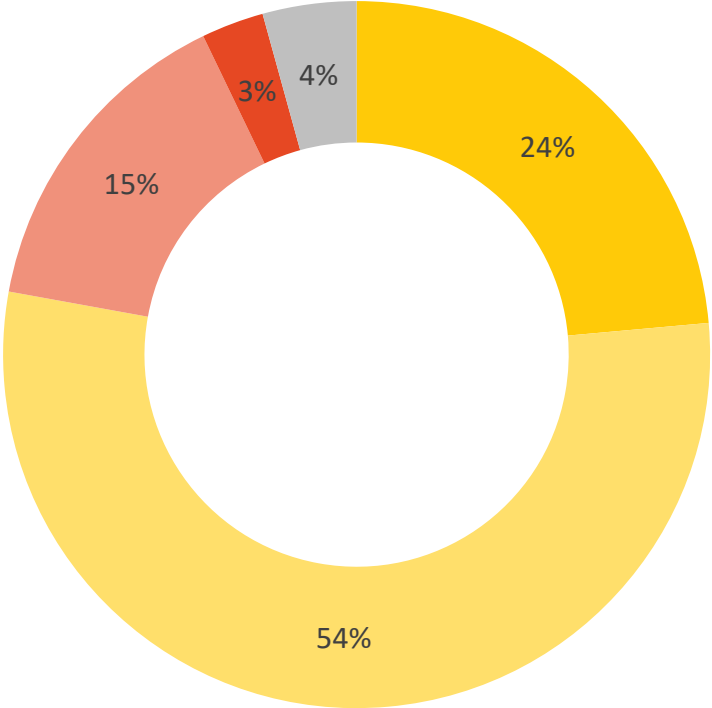
Coordinators with
experience of virtual
mobilities

Feedback from
participants





In general, what feedback did you get from actual participants in virtual or combined mobilities/activities? The participants were:



Very satisfied Rather satisfied Rather dissatisfied Very dissatisfied I don't know the feedback from the participants





What specifically did the participants praise the most? (n = 108)

- The possibility of an alternative solution during restrictions on physical mobilities 29x
- Appreciation of this activity 29x (usefulness, fun, quality preparation)
- Good cooperation, communication 14x
- On-line environment 13x (new experience, interactivity)
- Foreign language practice or improvement 8x
- Time savings 6x

"The original physical mobility was for intended for 15 people, and the virtual mobility made it possible to double participation."

"The pupils were most excited about face-to-face meetings, but they always appreciated the benefits of preparing these meetings on-line, they knew what to expect."

"With blended mobilities, students had an opportunity to meet their new classmates, teachers and soak up the atmosphere of an international team even before they went abroad. This made them feel more comfortable and confident before their mobility. By working in an on-line environment, it was possible to establish friendly links between classmates, and students had a clearer idea of the content of learning abroad."

"The fact that the activity could take place at all, and that it was interesting, we even did e.g. on-line yoga and did some remote workouts together. They liked that the programme was varied and they could communicate in English."

"The organisation and how we "grappled" with virtual mobility – it was our first time, it was difficult to arrange the time in such a way that it meaningfully corresponded to the mobility. They praised the experts who accepted the invitation and presented facts from the field, they praised the sharing of videos – demonstrations/examples of work with children, etc."





What specifically did participants perceive as negative? (n = 25)

- Lack of direct contacts, personal presence 16x
- Technical complications 6x
- The need to adapt communication 5x (greater demands on attention, language, coordination)

“The mobilities were originally planned as practical workshops to share and gain experience + demonstrations of work with students. Unfortunately, this was not possible during virtual meetings and the pandemic.”

“Low motivation for work, poorer ability to remember, lack of focus.”

“The ever-changing rules and conditions.”

“The connection kept crashing, they couldn’t hear each other well, only one could speak at a time, disruption of teaching by the school management because the students are from different classes and the teacher is also teaching, classes in different countries do not match.”

“Everyone is tired of sitting in front of a screen, the aim of the programme is to meet new people, visit new places, try for yourself what it’s like to be in a foreign country on your own...”

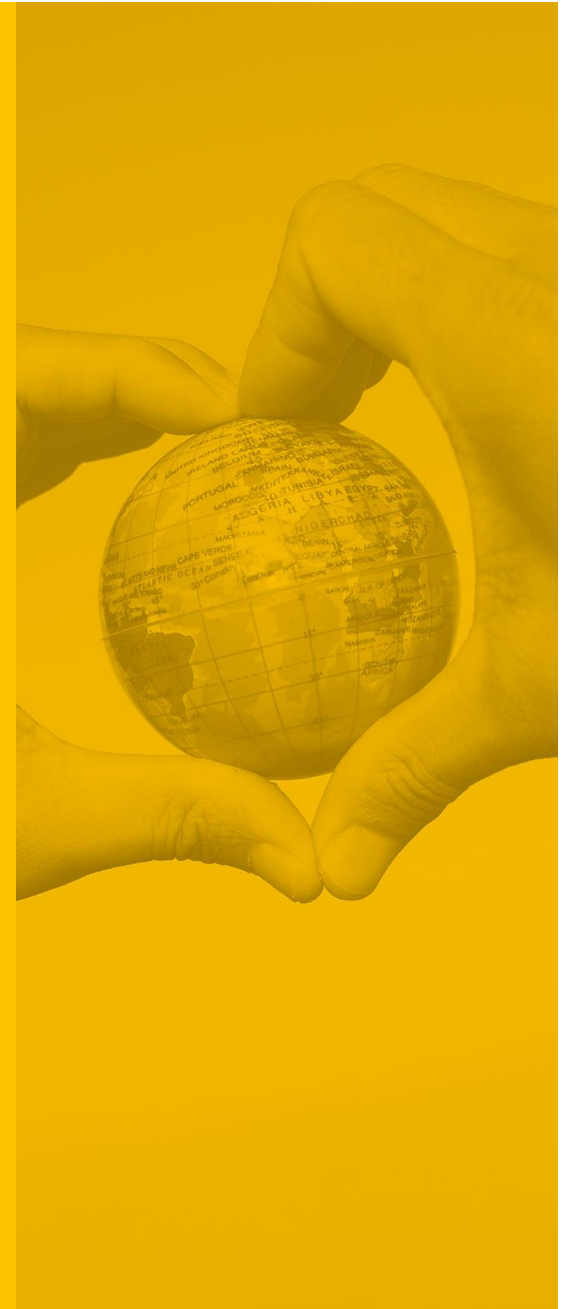
“During a virtual mobility, you need to be proficient in the language in which the virtual mobility takes place, participants with poorer language skills are basically excluded, or this requires increased support from one of the other participants – e.g. two participants are sitting in one place and one helps the other to understand others.”

“It is very challenging for an organiser to prepare a virtual mobility in terms of both methodology and content – this was not always a success.”



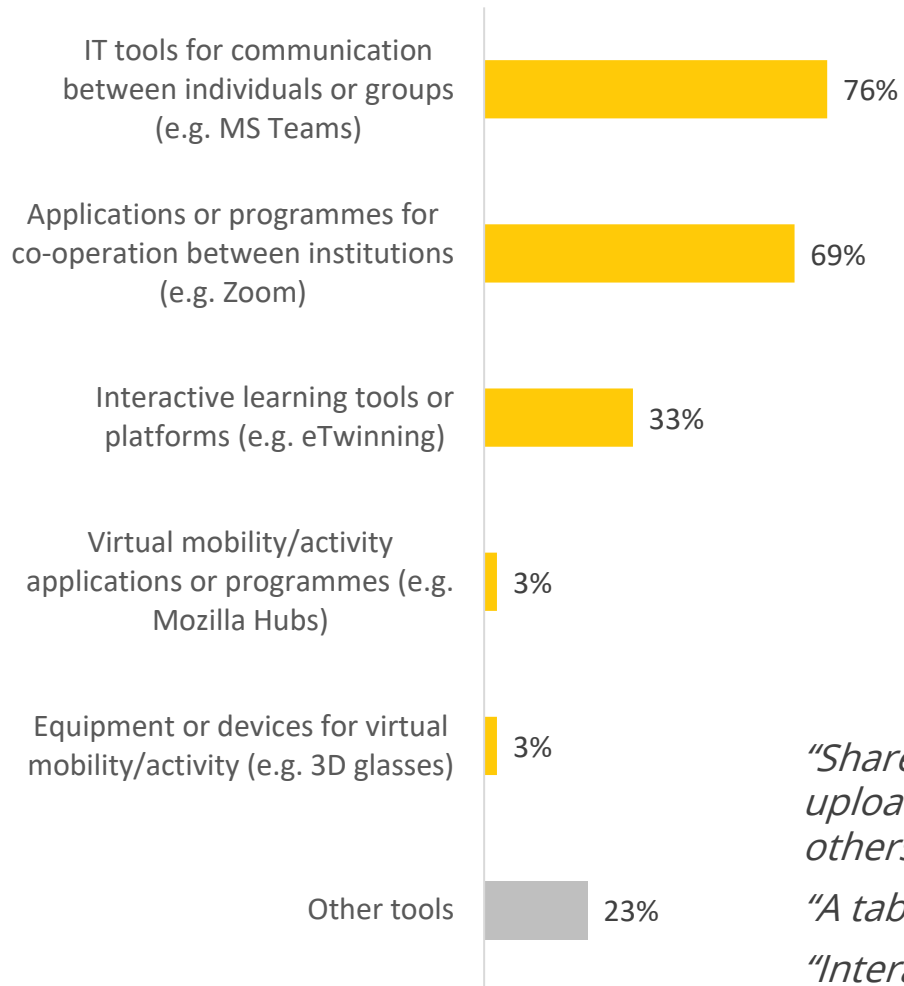
Coordinators with
experience of virtual
mobilities

Virtual mobilities at
schools (institutions)





What tools do you work with during virtual or combined mobilities/activities?



Other tools (n = 32):

11x Google tools (G. Classroom, G. Drive, G. Forms, G. Maps, G. Meet)

5x Kahoot

4x Jamboard

3x Canva, Mentimeter

2x Padlet, WhatsApp, Wordwall

Other tools: Animoto, Blackboard/Oliva, BlueButton, DINA.international, Flipgrid, Geogebra, Jigsaw, Jit.si.met, cameras, Learning Apps, Live Worksheets, Meet, Minecraft Education, Miro, Moodle, Nearpod, Pictra Map, Powtoon, Quizalize, Quizzes, Skype, Sluchátka, Smartsheets, SurveyMonkey, Tinkercad, Wakelet, whereby.com, Youtube

"Shared data repositories where you can not only store and comment on uploaded documents, but also start a thread or quickly communicate with others via chat (e.g. basecamp)."

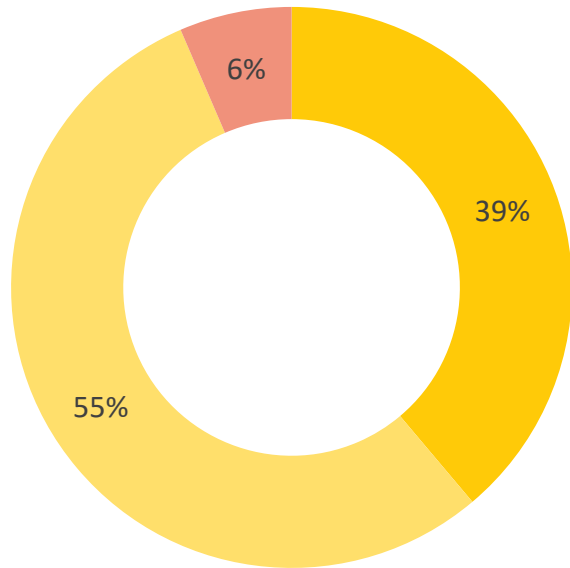
"A tablet with a data sim card for streaming."

"Interactive conference equipment, streaming."





Are you satisfied with the range of these tools that are available at your institution?



■ Definitely yes ■ Probably yes ■ Probably no

What are the reasons you are not satisfied with the tools available at your institution? (n = 9)

"A lack of cameras, microphones and, where appropriate, equipment capable of adapting these to the active participant. There is also a lack of human resources to help with installation and initial training when getting started."

"This is an alternative form that is completely different from the activity I would like to do."

"Many tools are paid for (e.g. Zoom, Padlet, Canva) and no one pays those for me."

"Inadequate number and availability of tools."

"I find the range of tools rather limited, but I understand that in order for everyone in the system to be involved, there needs to be one platform in operation that is accessible to everyone."

"The school only has 1 computer lab in which there are classes all the time, if we use the interactive whiteboard transmission, it is impersonal and hard to hear. For the school management, this is organisationally challenging and unsupported."

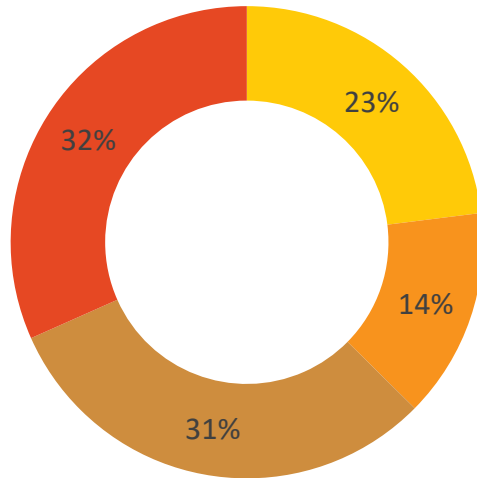
"For the most part, our institution is not aware of it."

"Software is outdated, nothing can be installed due to strict security measures, we can only run applications in browsers, if the connection is unstable it affects the quality of the transmission, there is zero IT support."



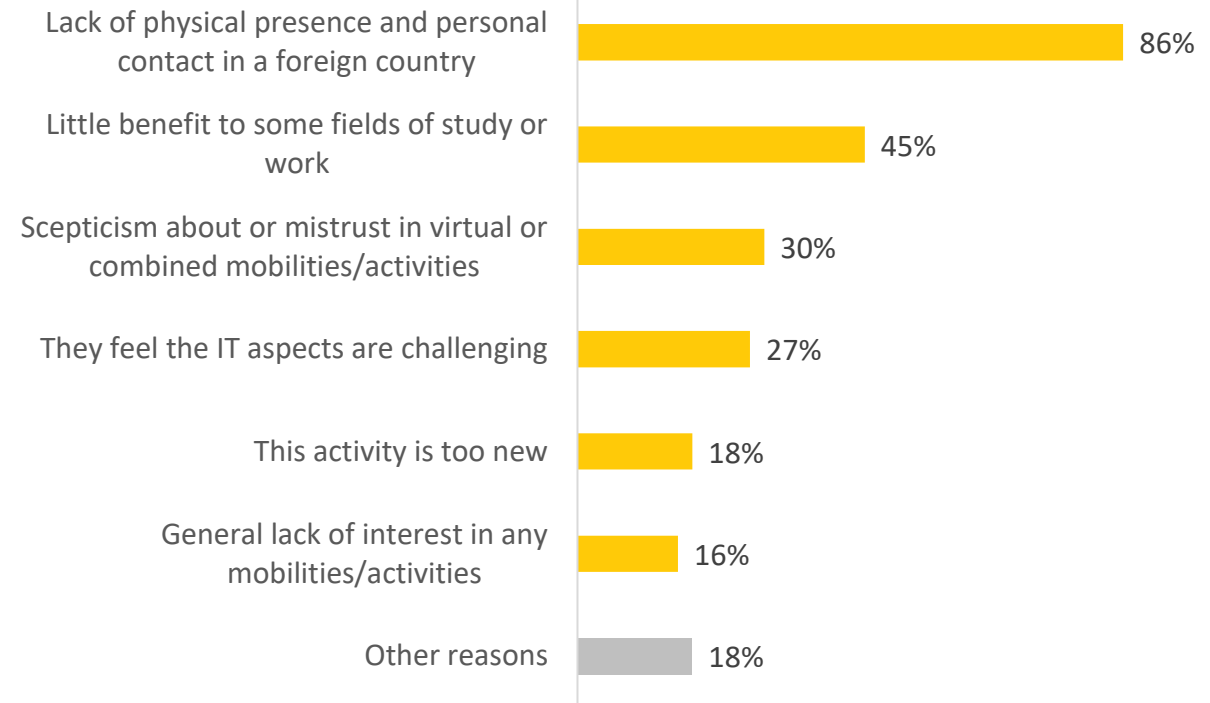


Are your colleagues interested in virtual or combined mobilities/activities?



- Yes, they are involved in their implementation
- Yes, as potential participants
- Yes, both as participants and as support in implementation
- No

What are the reasons your colleagues are not interested in virtual or combined mobilities/activities? (n = 44)



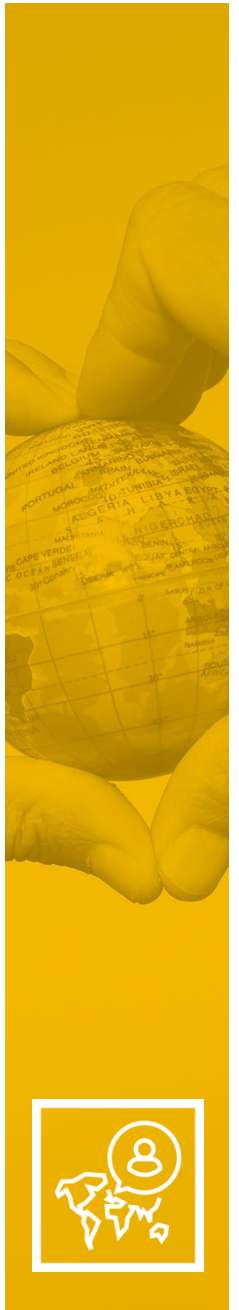
Colleagues are not interested – other reasons (n = 8):

“Most colleagues are overwhelmed by the demands and requirements for distance or hybrid learning (half of the class at school, half quarantined at home). They usually prefer something that is more about personal contact rather than virtual connection.”

“Unfeasible for some fields of study.”

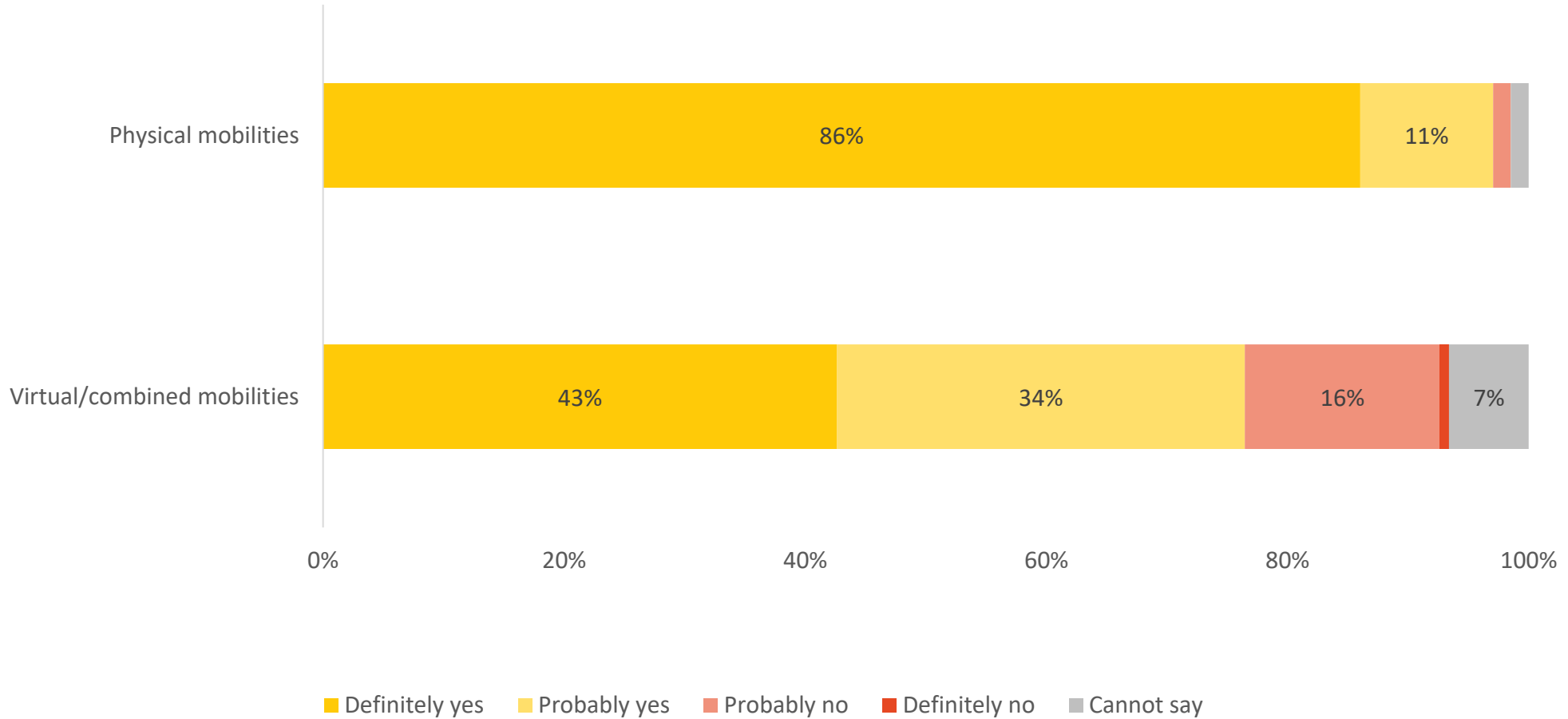
“Language skills are not adequate for the needs of virtual mobility.”

“It is a temporary and alternative form.”



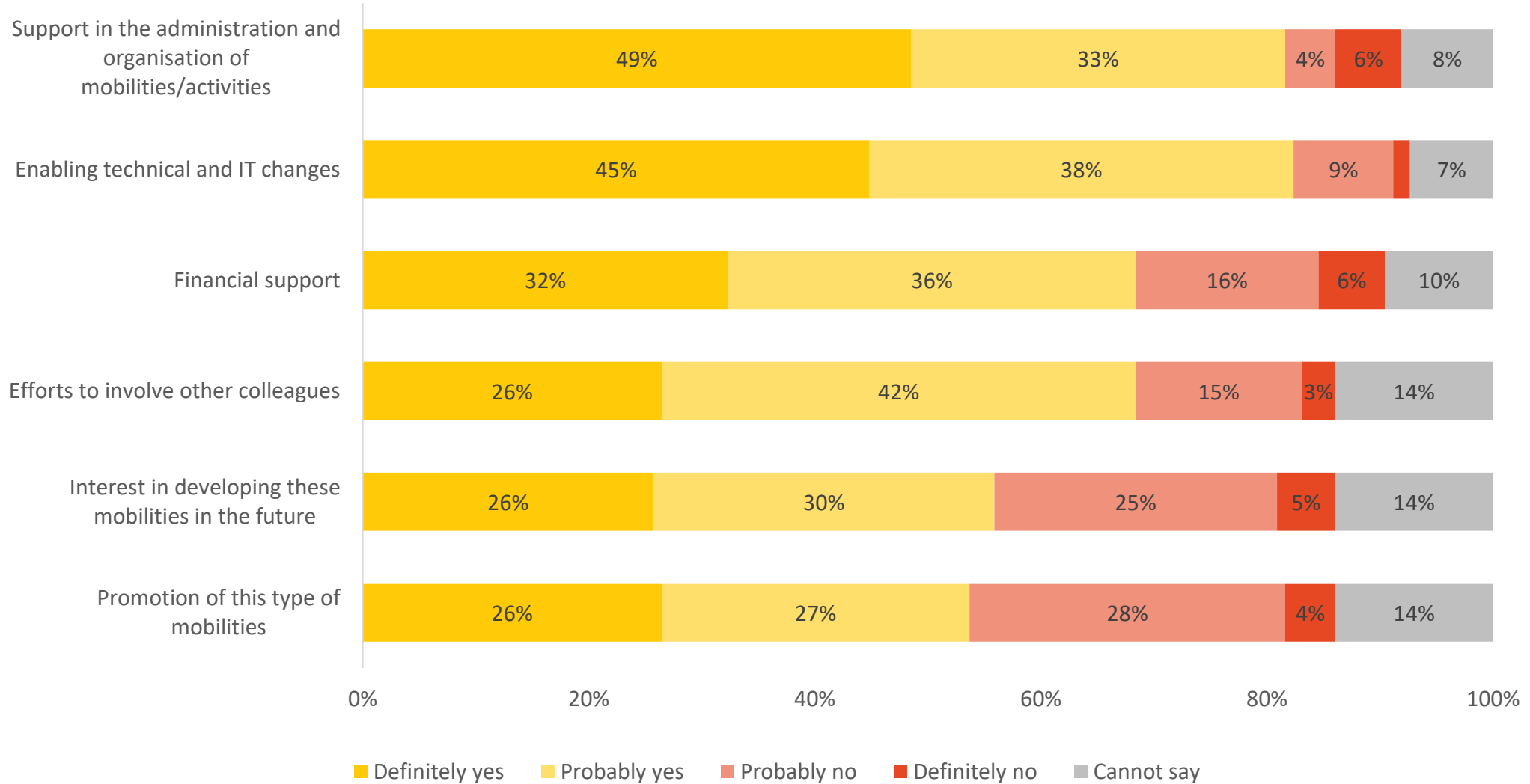


Would you say that the management of your institution actively supports physical, virtual or combined mobilities/activities?





For now, please focus only on virtual or combined mobilities/activities. Does the management of your institution provide the following forms of support?





What advice would you give to schools that have no experience of virtual or combined mobilities/activities? (n = 131)

- It is necessary to prepare, especially in technical and IT terms 40x
- They shouldn't worry and give virtual mobilities a try 37x
- Virtual mobilities are only good in some cases 18x (e.g. as an initial step or complement to physical activity, partial replacement for mobilities during the pandemic, an option for those who cannot physically participate)
- Discussion and cooperation is important, ideally with an experienced organisation 9x
- They should avoid virtual mobilities 6x

"They don't need to worry, it is similar to distance learning, but they do need to agree on a goal and tasks for the mobility."

"Start with something easy and take advice. You should also take advantage of the ingenuity and creativity of children – they may surprise you."

"Students who are ill and cannot travel can also participate."

"It is necessary to provide a very good quality technical equipment, including support from the IT department to quickly resolve any problems. I recommend testing everything beforehand, including e.g. sharing PPTs or playing videos, especially because of the sound."

"Take advantage of the benefits, focus rather on combined forms because in most cases personal experience is irreplaceable. But it is possible to think about how to optimally combine the virtual and personal components."

"In many ways, virtual activities are even more effective – in terms of reaching the target group and saving all resources, especially money and time. Overall, at least for our work, I consider virtual activities to be more appropriate, both international meetings and educational and dissemination activities."

"Combined activities are a natural part of cooperation within project activities."



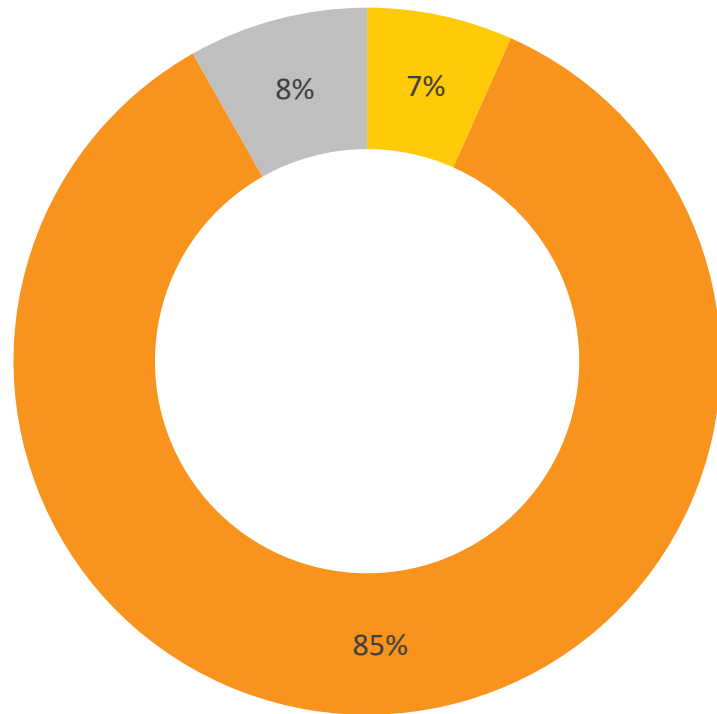
Coordinators without
experience
of virtual or hybrid
mobilities/activities

N = 195



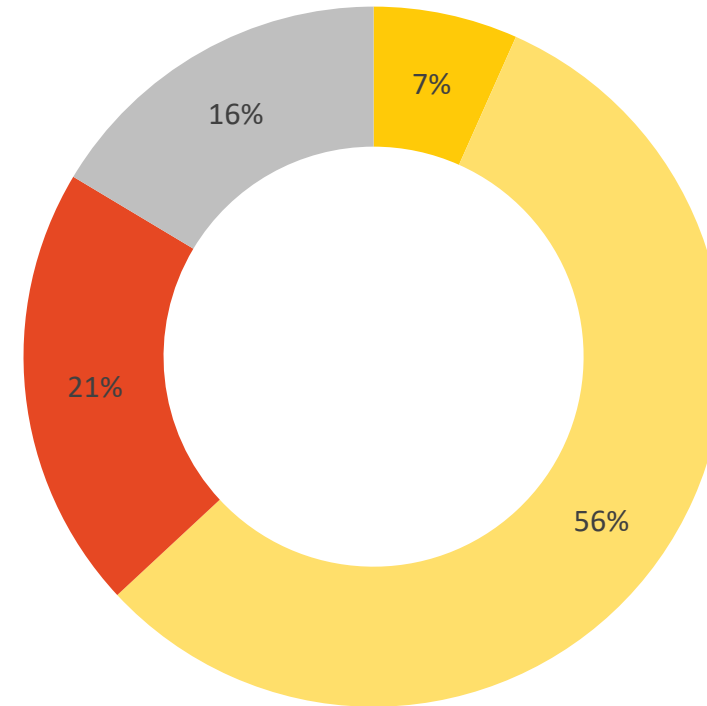


When did you first hear about virtual or combined mobilities/activities?



- Before the outbreak of the COVID-19 pandemic
- During the COVID-19 pandemic
- Cannot remember

In your opinion, is the possibility of virtual or combined mobilities sufficiently widespread among potential participants?

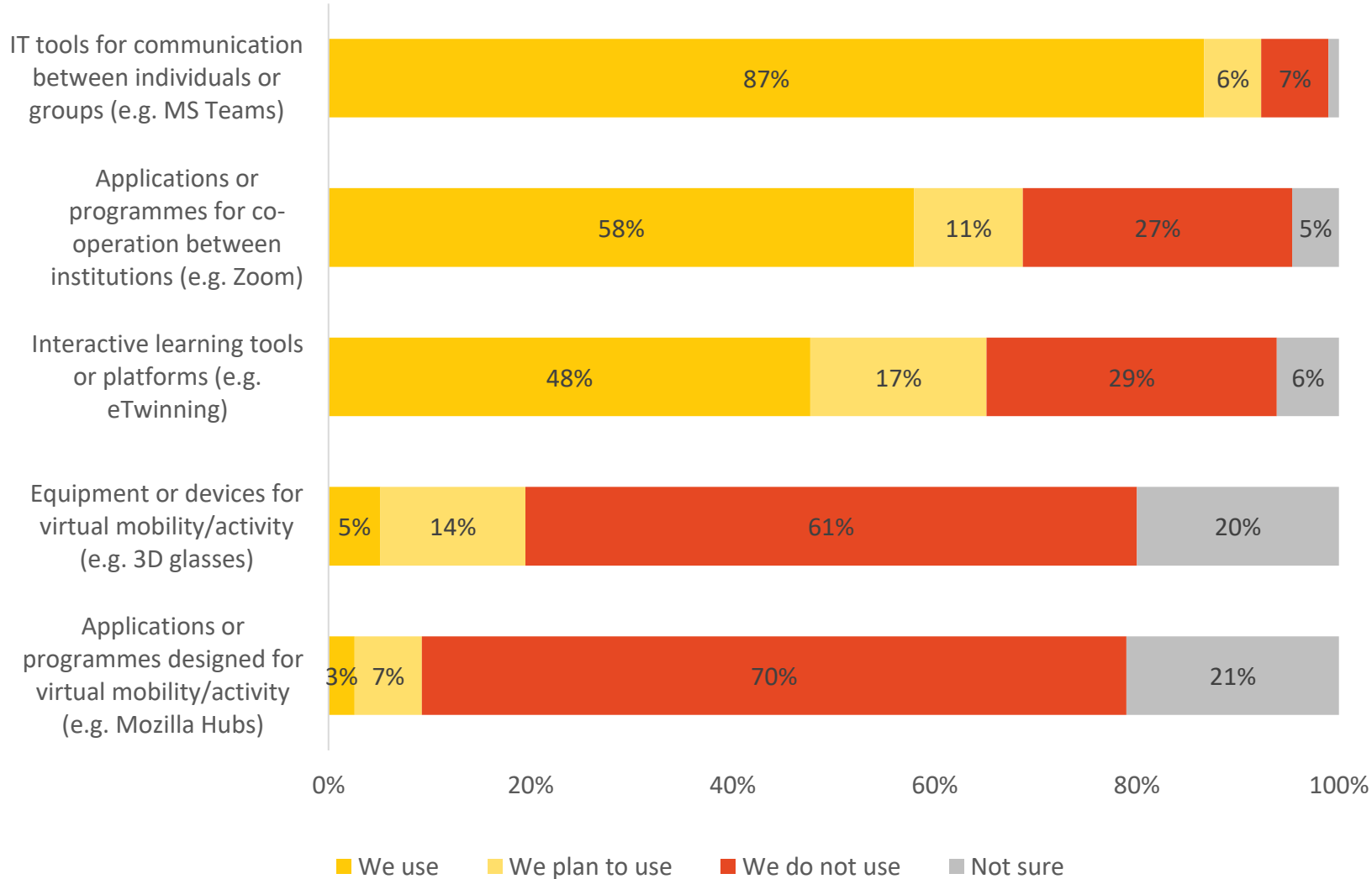


- Yes, most of them know exactly what it is
- Most of them are vaguely aware of the possibility but don't know the details
- No, most of them are unaware of the possibility
- Cannot say





Do you use or plan to use any of the following tools?



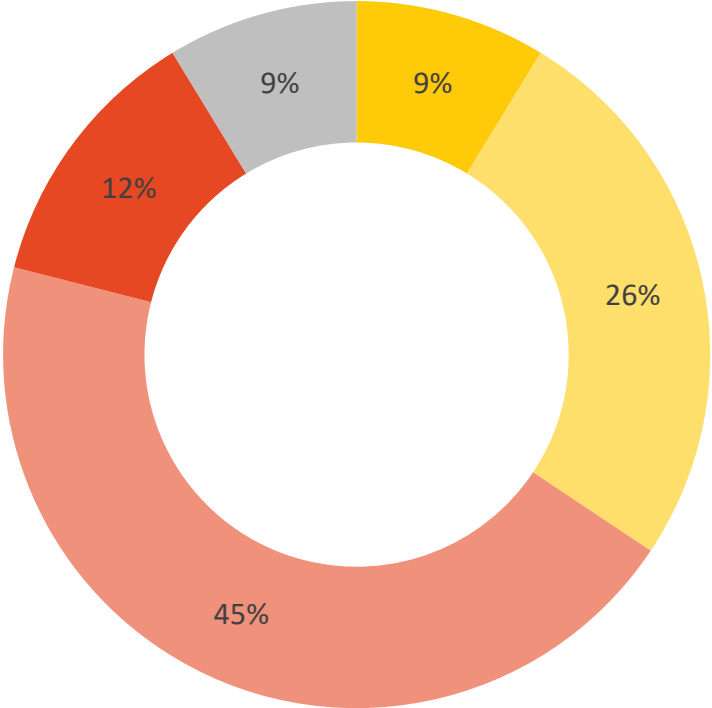
Other tools (n = 14):

- Facebook
- Flipgrid
- Google tools (G. Classroom, G. Meet)
- Instagram
- 360-degree cameras in the ballroom
- Messenger
- Skype
- Trello
- Webex
- WhatsApp





Would your institution be interested in pursuing virtual or combined mobilities/activities in the future?



■ Definitely yes ■ Probably yes ■ Probably no ■ Definitely no ■ Not sure





How do you think people's awareness of virtual or combined mobilities could be improved? (n = 139)

- Through events 55x (seminars, webinars, conferences, training, etc.)
- Sharing examples of good practice 42x
- Information campaigns, promotion 37x (web, social networks, advertising, newsletters, etc.)
- Through active use, direct offers in institutions and projects 15x
- There is little interest in virtual mobilities anyway 11x

"A course for coordinators or participants to get acquainted with the possibilities of virtual mobilities and the IT tools that can be used in such mobilities, presenting this possibility more."

"Through communication channels within the school. It is important to have specific courses that can be offered to students as part of awareness raising. Creating a motivating environment for teachers."

"Giving examples of specific mobilities that have taken place. I wonder how working with tools and equipment in an auto repair shop can be replaced with an on-line activity so that participants gain the same skills and work habits."

"Approaching those who might be potentially interested more broadly and directly, organising workshops for those interested not only in Prague but also e.g. in smaller towns so that information can reach secondary schools more quickly and directly."

"Focusing on promoting the benefits over physical mobilities in order to generate interest in virtual mobilities even after the pandemic."

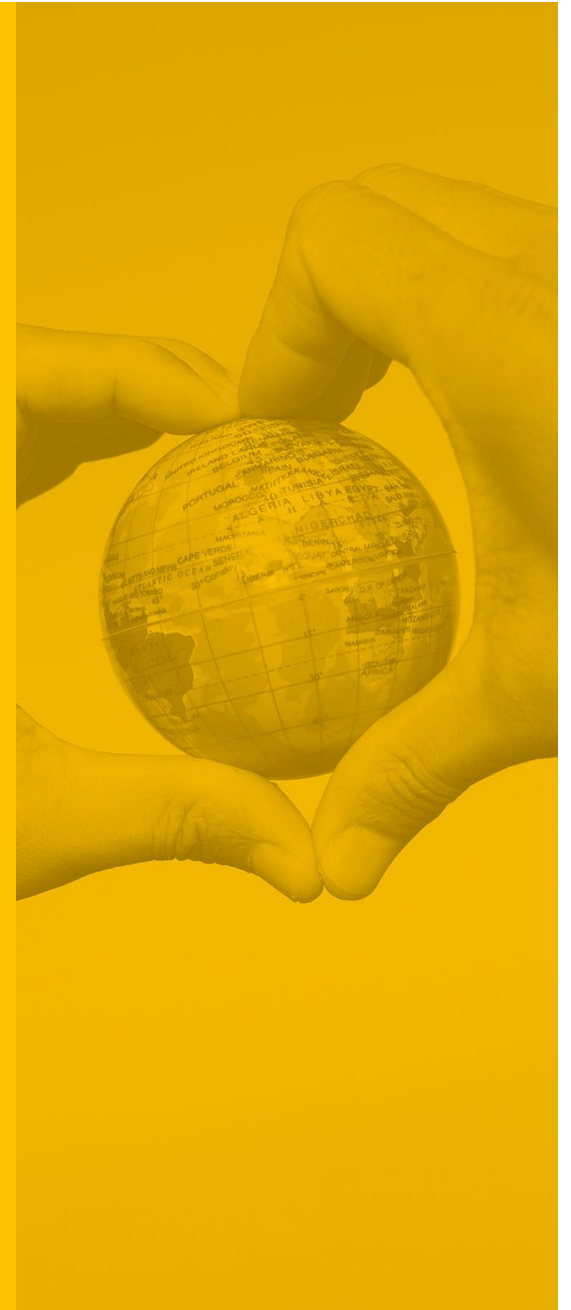
"In the education sector, where I work, there is widespread awareness of this option. Especially because we had to work out on the fly how to replace, for example, exchange visits/stays and other international projects."

"Clearly defining what we should do though virtual mobilities. What activities can be done with children virtually? Justifying the purpose of virtual reality."



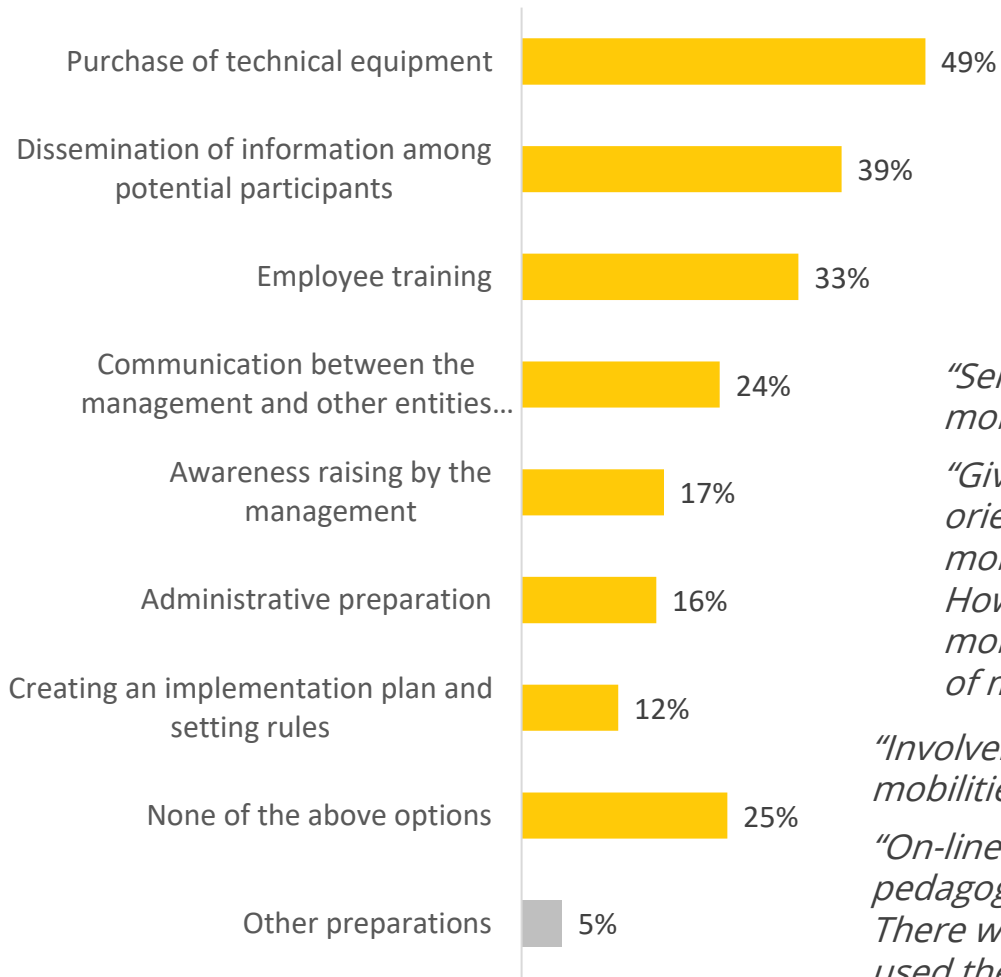
All coordinators
(N = 327)

Preparations for the
use of virtual
mobilities





At your institution, are preparations underway to allow you to engage in virtual or combined mobilities/activities on a regular basis in the future?



Other preparations (n = 14):

"Development co-operation – participation in CRP virtual mobility projects / Erasmus Without Paper."

"We have the equipment, but we don't find this type of mobility useful."

"Selecting appropriate goals and content for traineeships for virtual mobilities."

"Given that this is a vocational school and most projects are practically oriented around the field of study and more or less require physical mobilities, there will less interest in this type of mobilities in the future. However, the school has provided the technical equipment for virtual mobility and training for the participating teachers and supported this type of mobility."

"Involvement in mapping employees' and students' interest in this type of mobilities."

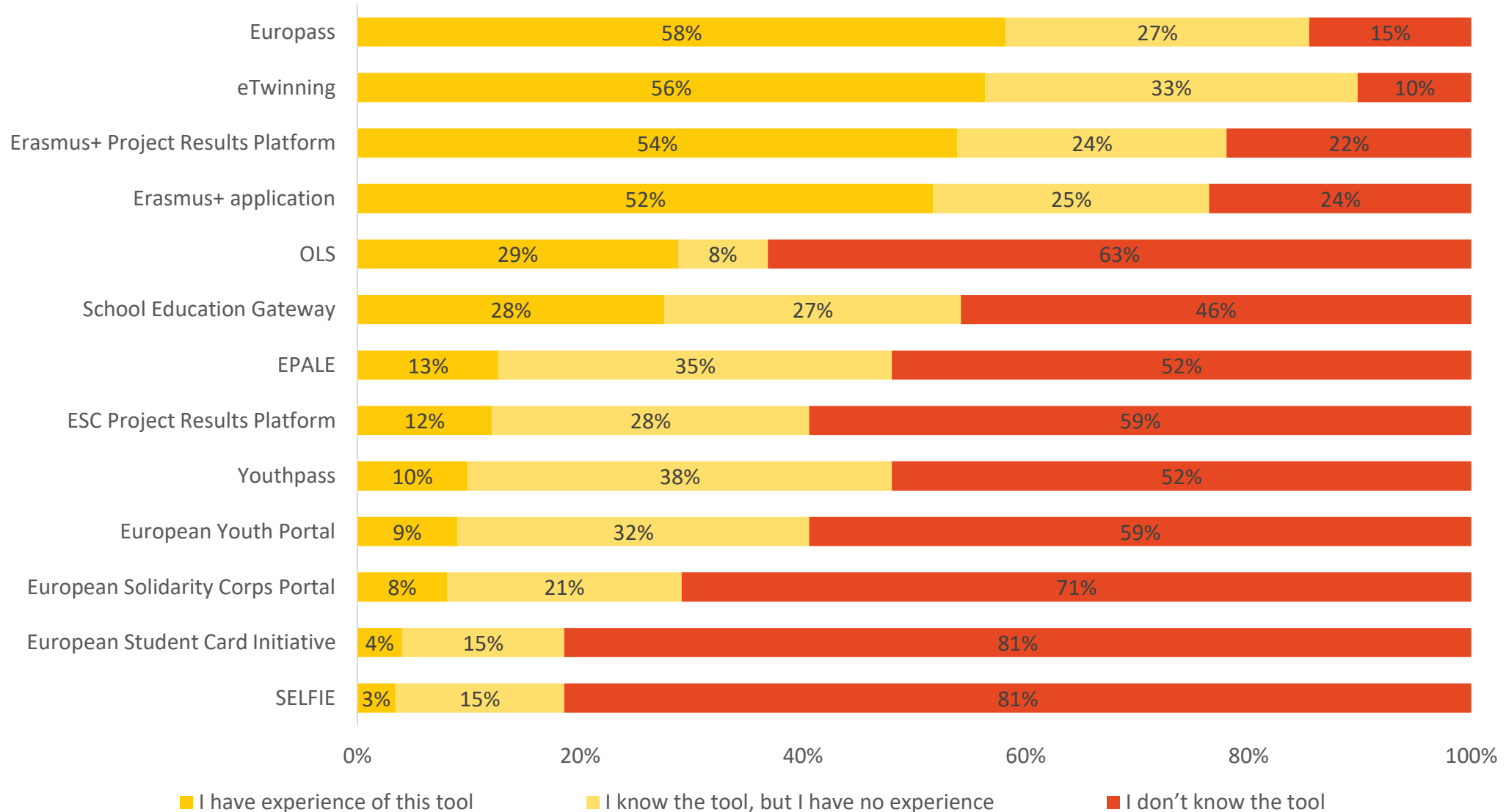
"On-line webinars are now also taking place within continuing education for pedagogical staff, and most of the pedagogical staff already have experience. There were also on-line parents' evenings, so that not only pupils but also parents used the virtual environment to come together with the class teacher."

"We are open to anything, but virtual mobilities cannot replace in-person mobilities."



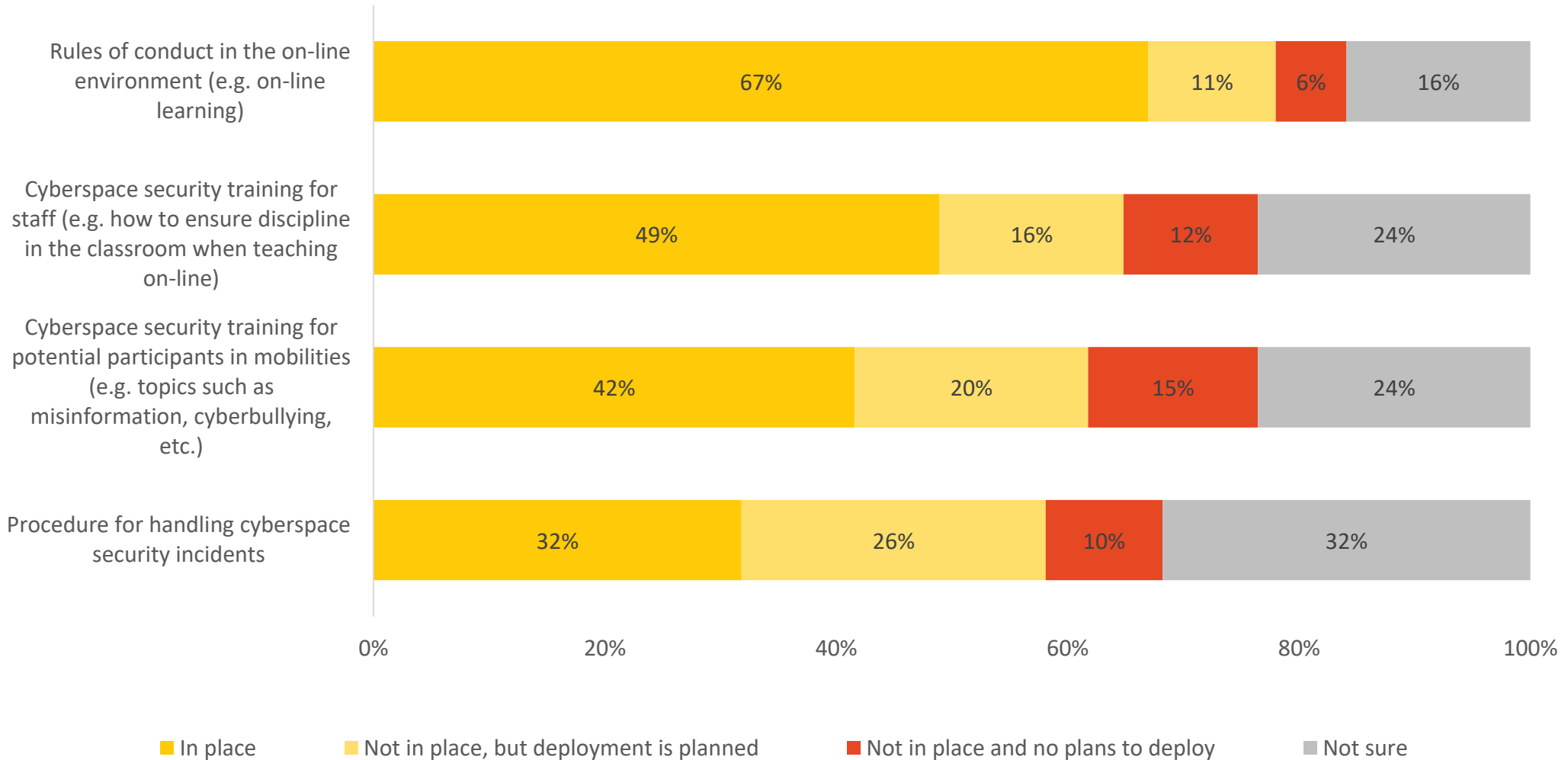


One of the ways in which Erasmus+ supports virtual or combined mobilities/activities is through the use of the European Commission's tools. Which of these tools do you know and possibly use?





Do you have the following security measures in place for cyberspace security at your institution?





Is there anything you would change about your institution's cybersecurity measures? (n = 109)

- No / not necessary 67x
- More information or training 26x (seminars, webinars, training)

"More information on this topic for teachers and pupils, I think even parents greatly underestimate the dangers of cyberspace."

"IT professional to schools – given the experience from the past two years of distance learning, the school should have a part- or full-time employee who will take care of the HW aspects of IT and generate ideas on how to further develop the entire team."

"Security in cyberspace is dealt with haphazardly rather than systematically."

"Equipment with newer types of PCs, technology, Wi-Fi speed."

"We are working on that. We are gaining experience."

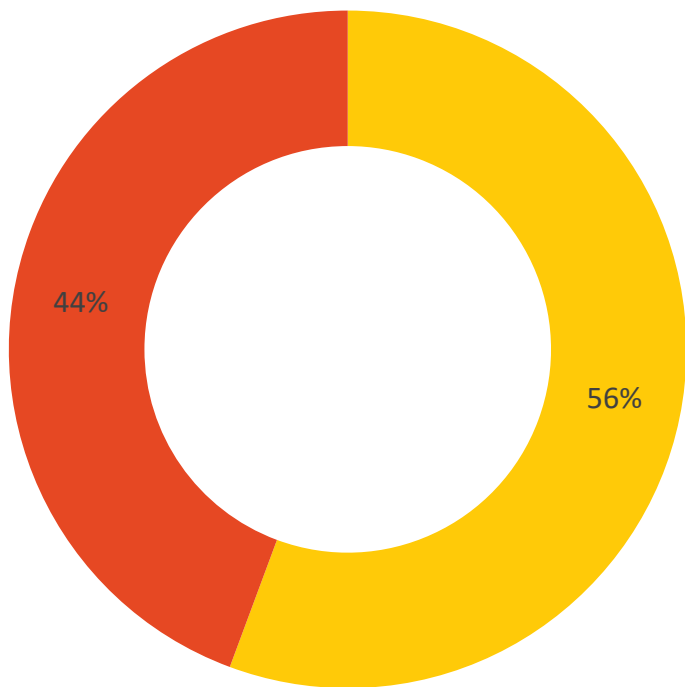
"Introducing school e-mails for students, our institution does not have them."

"We will address cybersecurity training for potential participants in mobilities when virtual activities are used, until then we are focusing mainly on on-line learning."





Do you have enough information about virtual and combined mobilities?



■ Yes ■ No

What specific information would you need? (n = 139)

Basic information 73x (how they work, how to implement them, what options are available/being offered)

Examples, demonstrations, inspiration 31x

No interest in information 15x

Budget, financing 13x

The position of virtual mobilities alongside physical mobilities 13x

Technical and IT advice 6x

"All information. How it works, what is funded and how, what the rules are, everything."

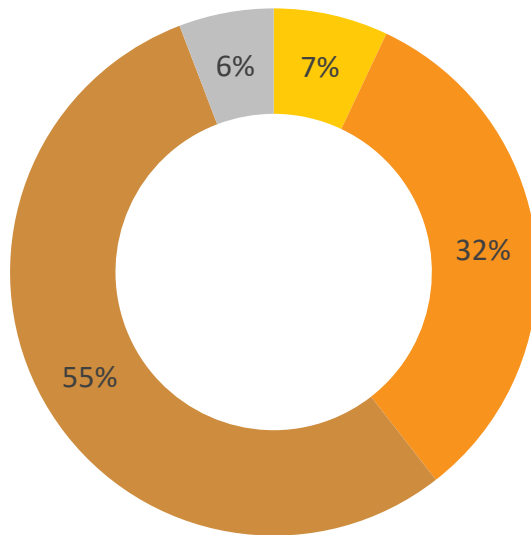
"What exactly does this type of activity entail, how time-consuming is it, what is needed to implement it, what are the additional benefits of virtual/combined mobility compared to physical mobility?"

"Examples of how they work, how to implement them successfully in vocational education."





In your view, what role should virtual or combined mobilities/activities play in the future?



- As separate and equally important mobilities/activities that exist alongside physical mobilities
- As an activity that overlaps and complements physical mobilities
- As an alternative option if physical mobility cannot be implemented
- Other

Other option (n = 19):

"As preparation for physical mobility."

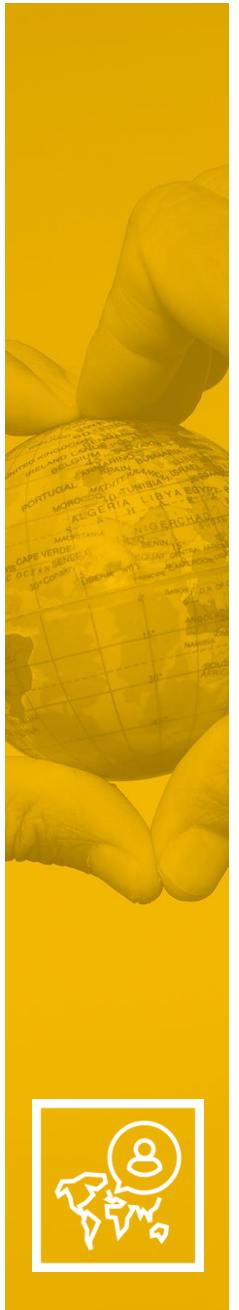
"A combination of options (depending on the topic, group, length of activity)."

"Virtual activities or mobility cannot be used in craft education. You can't learn to shape clay on a virtual wheel."

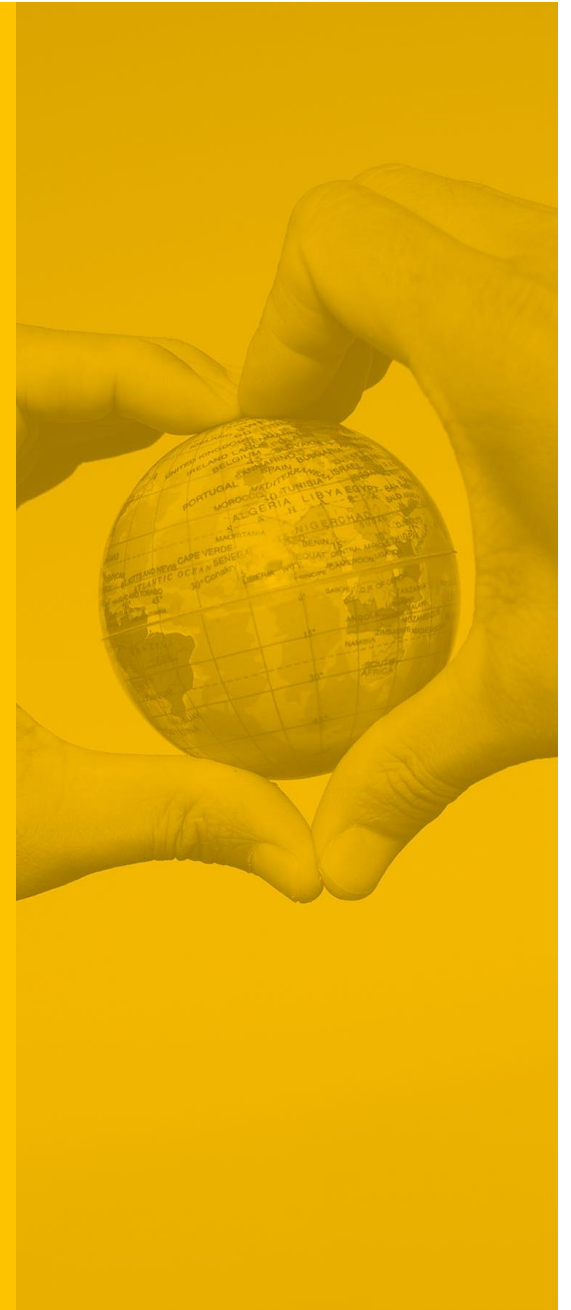
"As a marginal activity complementing physical mobilities. Combined and virtual mobilities will be used for participants with specific conditions, or where they make sense academically and there is interest from multiple institutions."

"Virtual mobilities are the solution where the situation does not allow for any other option. No one desires to spend additional hours sitting at their PC on their own. Virtual activities lack added value – cultural, emotional, experiential – and are significantly less effective in terms of engaging the participants."

"For example, a maximum of two physical international meetings will be sufficient in a project, ideally one. The rest can be done on-line more efficiently. If well prepared, educational activities are at least as good as physical activities. In our experience, dissemination activities are even better in virtual form because they involve more participants, have a greater reach and impact, and are much cheaper."

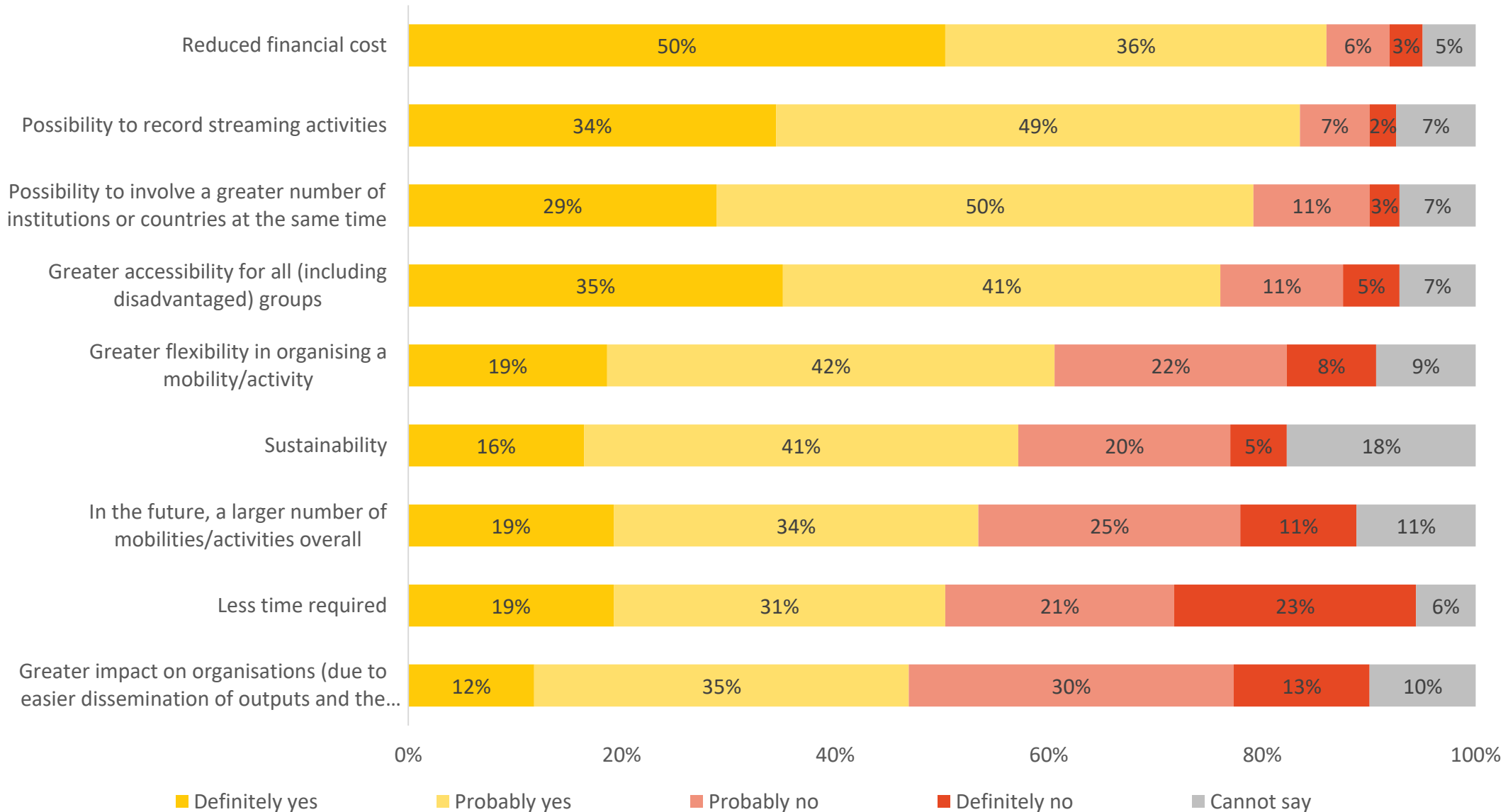


Advantages and disadvantages of virtual mobilities



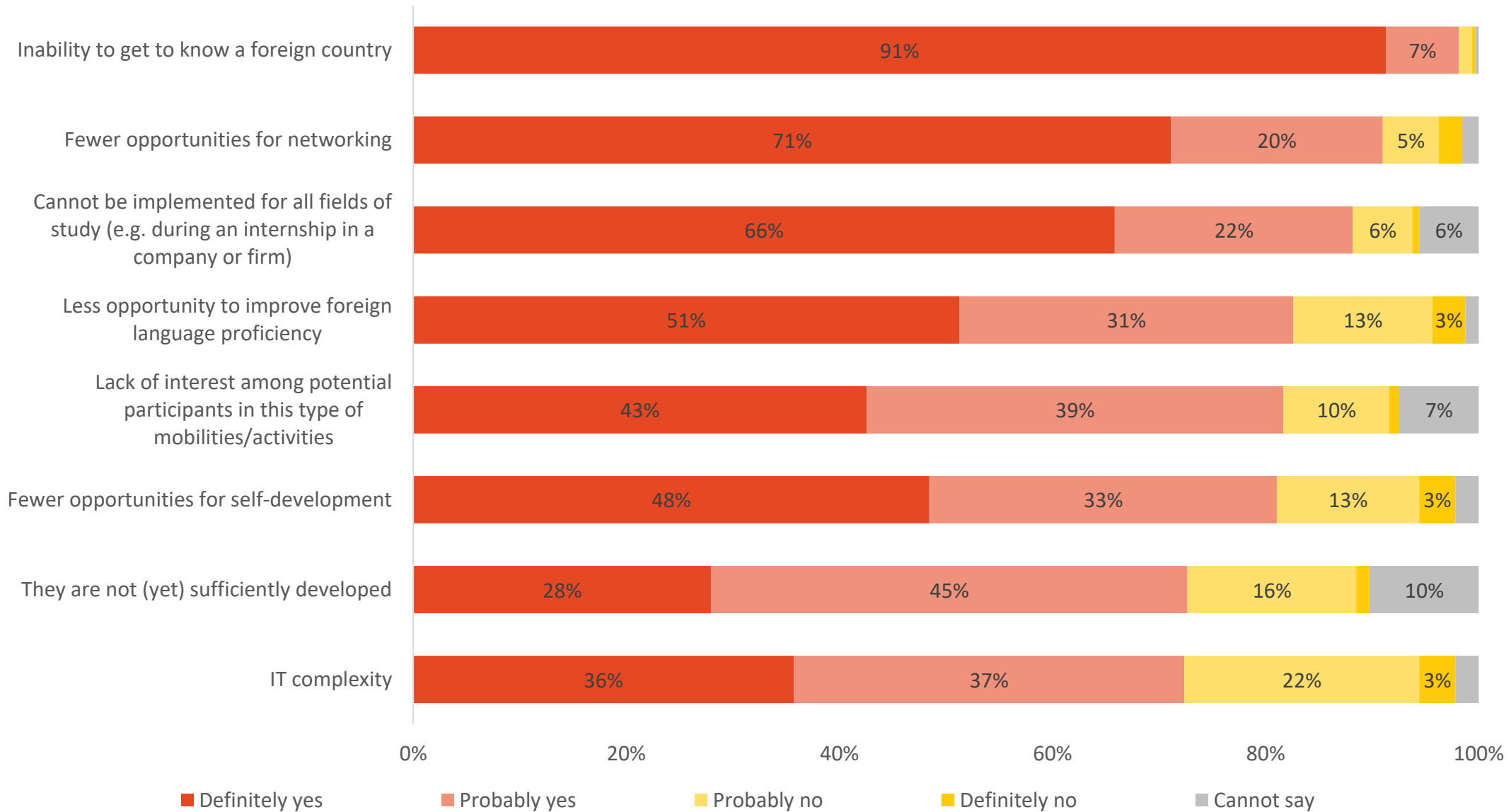


What do you think are the advantages of virtual or combined mobilities/activities?





What do you think are the disadvantages of virtual or combined mobilities/activities?





Are there other advantages or disadvantages that you consider to be essential? (n = 79)

9 coordinators mentioned advantages, the others focused on disadvantages

Lack of personal experience 32x (getting to know the country, communication in real life, social contact)

No interest in virtual mobilities 18x

Some activities cannot be done on-line 7x (e.g. work experience in manual trades)

Organisational complexity 6x (complexity of organization, organisation of time)

Technical or IT complexity 6x

Unhealthy learning method 5x (eyesight, back, etc.)

"At least there is an option to partially replace mobilities that cannot be implemented because of the pandemic."

"With virtual mobilities, we will not be able to generate interest in completing tasks. Going abroad is the biggest motivator."

"The opportunity to see how things work somewhere else, not only at school but also in society, is not transferable to the virtual world. And yet, this was the greatest benefit that I gained and that allowed me to move our school forward."

"Unsuitable for mobilities that are based on vocational training. How do you virtually mix mortar and build a residential partition wall...?"

"There may be participants who don't like to travel and for whom this will be a more convenient option."

"During virtual mobilities, we are unable to ensure that the participants are fully committed and focused. Participants get sidetracked (meetings, exams, etc.), as soon as the on-line activity is over they go back to their regular duties rather than spend time preparing for the next on-line activity."

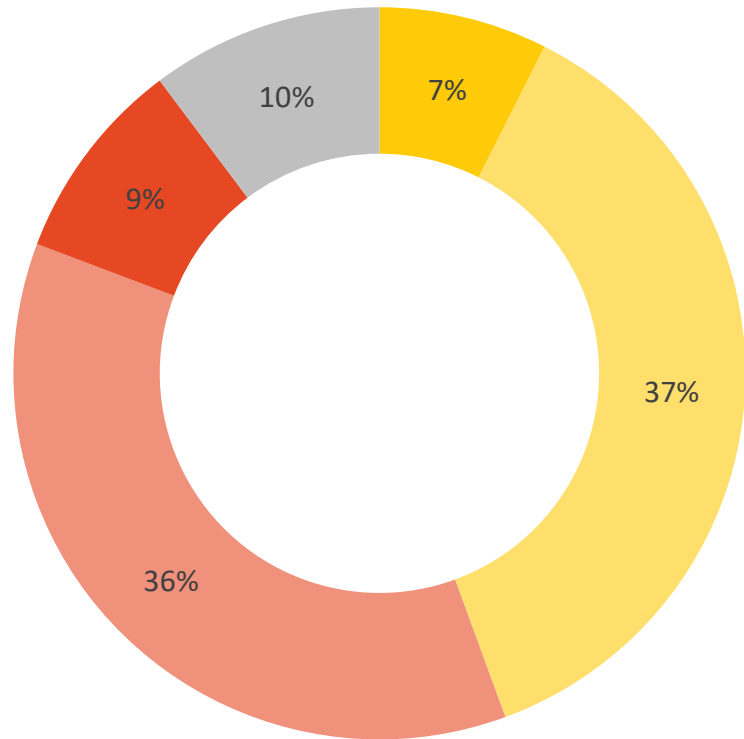
"In the future, greater inclusiveness and accessibility for participants from different countries (room for implementing mobilities that involve an order of magnitude more partner countries, less pressure to find more participants)."

"It's hard to find a partner. During a physical mobility, participants may provide much-appreciated help to their mentor because they work with the mentor in the workplace. In the case of a virtual mobility, the mentor must usually spend time with the participants after the end of their normal work. It is virtually impossible to motivate someone abroad to do that, especially in the commercial."



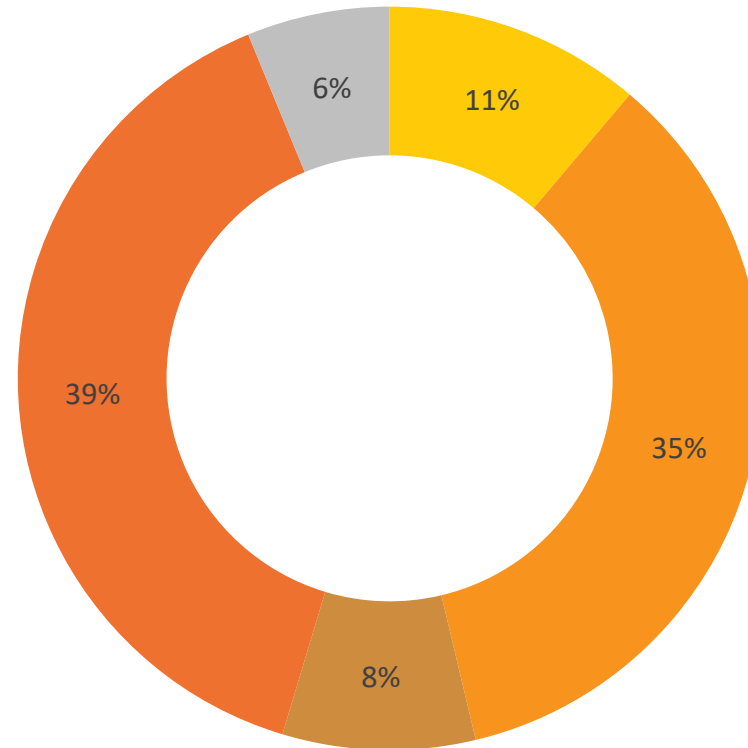


Considering all the advantages and disadvantages of virtual or combined mobilities/activities, how important do you think it is to implement such mobilities/activities?



- Very important
- Rather important
- Rather unimportant
- Completely unimportant

In your opinion, is it better for a participant to first start with a physical mobility/activity or a virtual or combined mobility/activity?

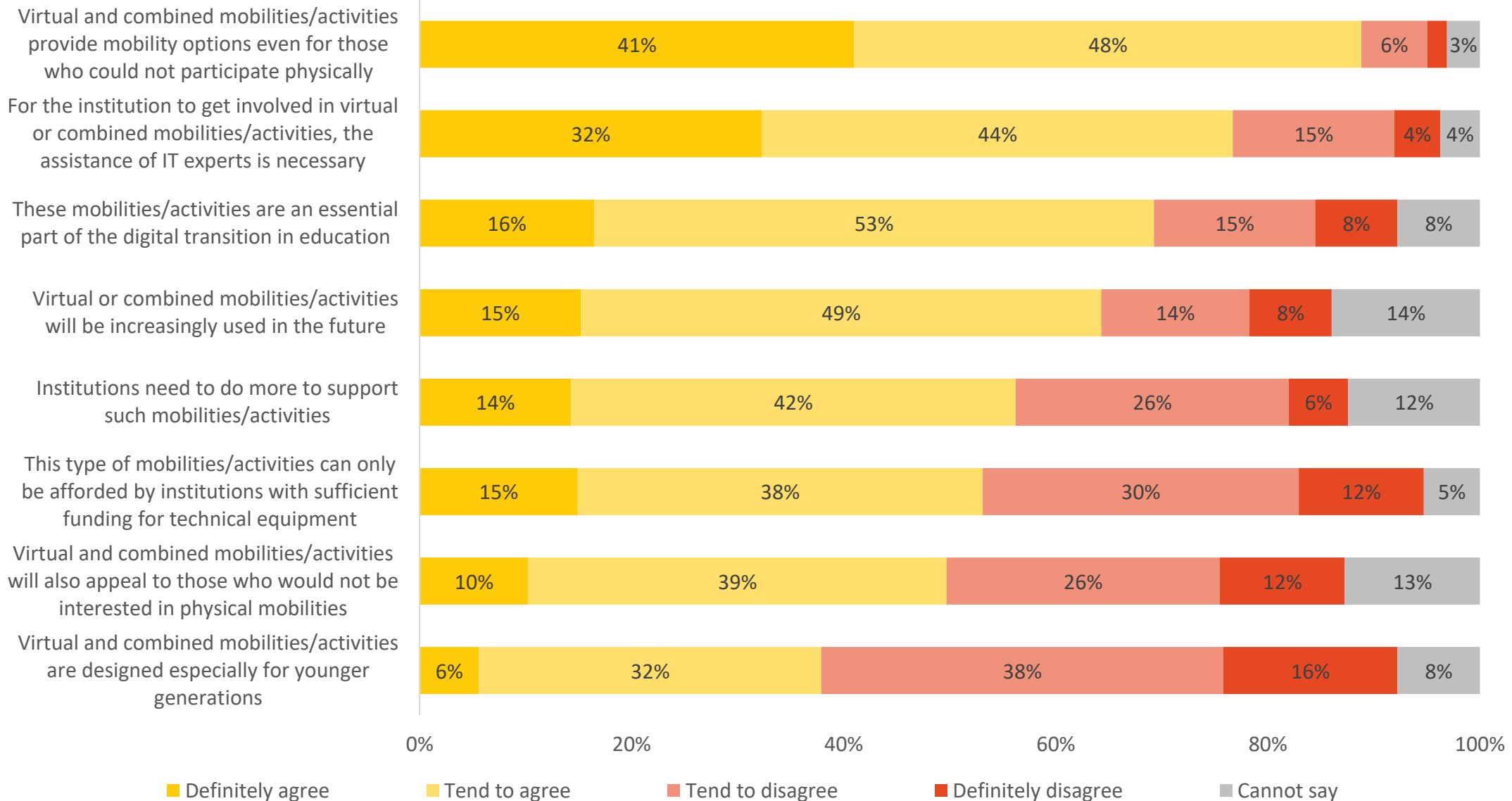


- Virtual or combined first
- Physical first
- The order doesn't matter
- It always depends on the specific situation
- Cannot say





To what extent do you agree with the following statements about virtual or combined mobilities/activities?





Is there anything you would like to add to this topic? (n = 62)

Virtual mobilities are not beneficial 26x (or only as an emergency solution)

Virtual mobilities may be beneficial in certain cases 13x

Physical mobilities are more important, more beneficial 12x

Virtual mobilities are interesting or beneficial 6x

"Virtual/combined mobility – only as a complementary (temporary) solution, in the short term and as an opportunity for the disabled. Almost two years of working from home, on-line seminars, training, learning, meetings without a handshake, the context of the venue... has been enough."

"The topic is interesting, but I don't have enough information yet. I will be happy to participate in the webinar."

"Virtual and combined mobilities have their pros and cons. They are an interesting activity, but they should not completely replace physical mobilities. The experience and competences gained from both types of mobilities (virtual, physical) are different and have different impacts."

"In general, I'm afraid that my institution has a lot of work to do in terms of the digitalisation process."

"The Czech Republic lacks legislation and this should be urgently addressed given the implementation of the Erasmus programme in the 2021–2027 programming period. Then, virtual/combined mobilities can be rolled out and their benefits and limits can be identified. Unless the legislation is adopted immediately, it will not be possible for them to be fully implemented, and universities will be unwilling to individually regulate the issue using their internal regulations."

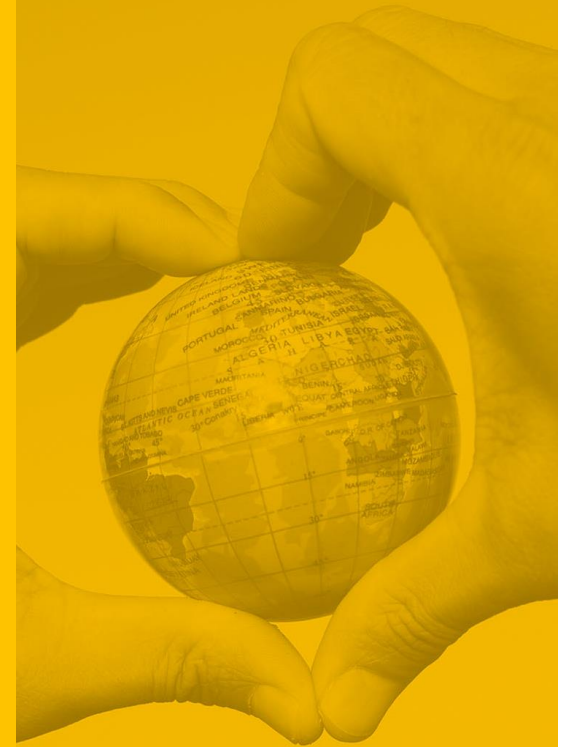
"One-off assistance to organisations for VM equipment, especially sound and projection equipment, would be helpful."

"Within the 2019 and 2020 calls of the Era+ programme, no grants were allocated for them and they are funded using limited resources (organisational costs), without a prior plan. If a grant were provided for VMs, there would be a larger and better-quality offer."

"In the case of vocational training in fields of education with an apprenticeship certificate, virtual mobilities can only be used with extensive support and for a limited group of capable and motivated students – the vast majority of students in the above groups are not interested in this type of mobility because the virtual world cannot deliver the things that made them choose that particular field of study in the first place."



Support from DZS





What forms of support regarding virtual or combined mobilities/activities would you appreciate from DZS?



Other forms of support (n = 13)

"Individual invitations to seminars (not separate Yammer searches)."

"The possibility to consult via WhatsApp, Skype (faster than email)."

"Awareness raising for school management."

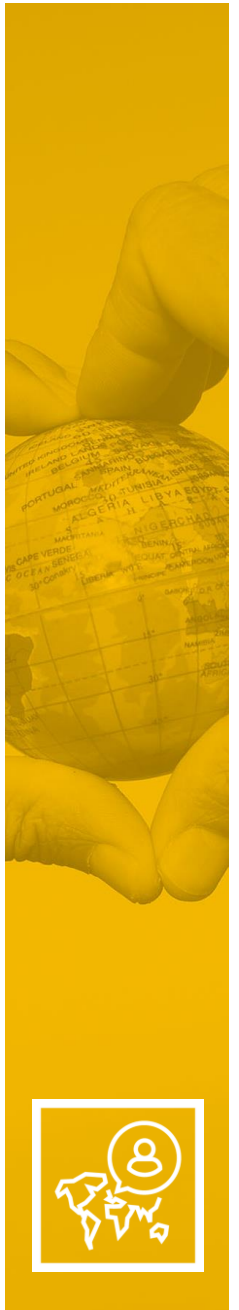
"Help with setting up the system in the organisation."

"Providing input at departmental meetings and in student classes."

"Workshops supported by an IT specialist, including the opportunity to learn how to work with the programmes."

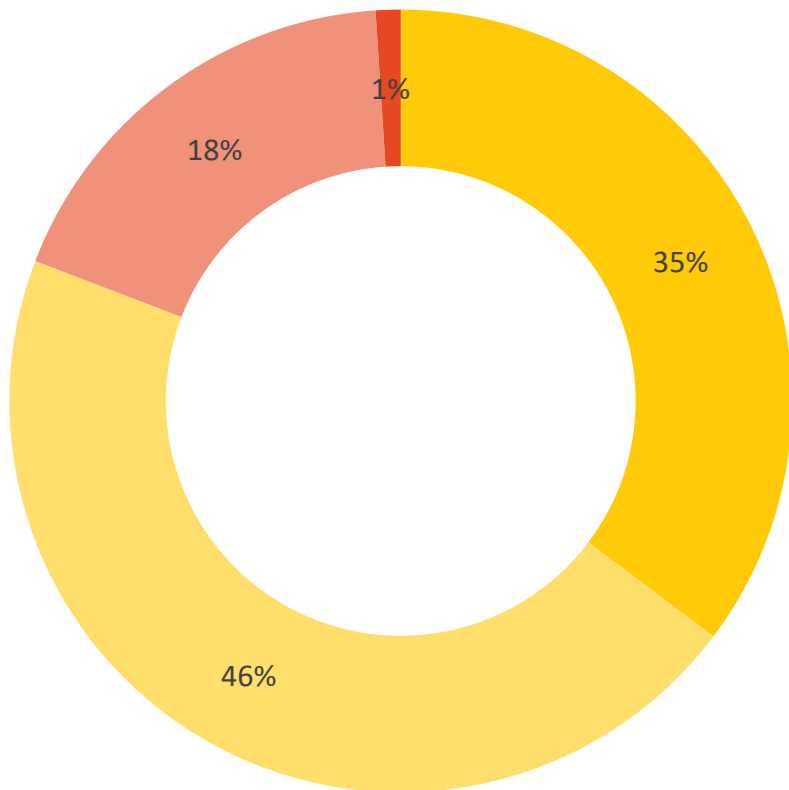
"Keeping the amount of funding for organising mobilities at the same level as for physical mobilities."

"Simplifying information."



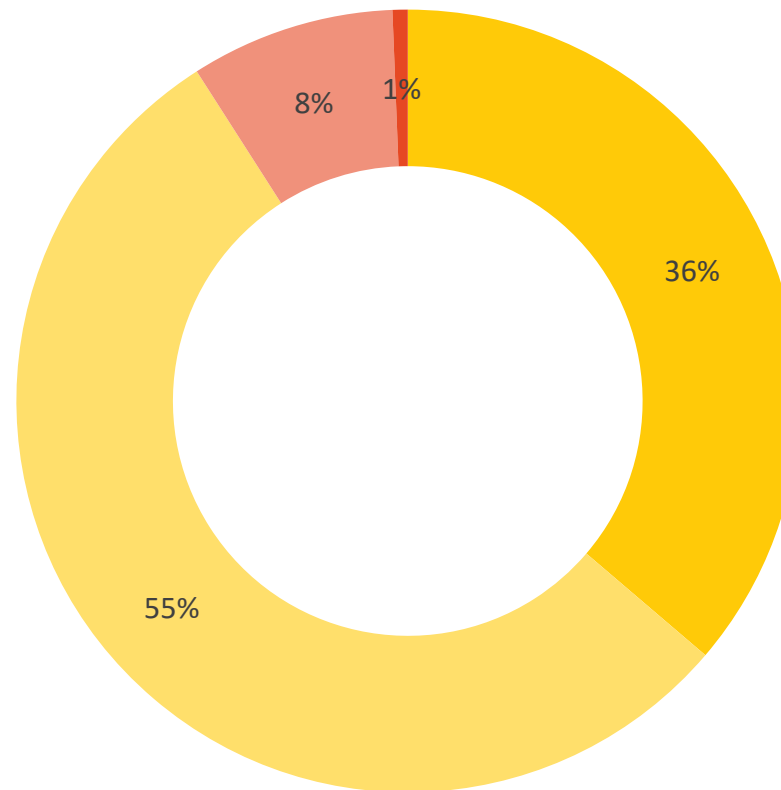


Would you appreciate DZS representation in the regions and the possibility to consult the possibilities of international programmes directly and personally in your city?



■ Definitely yes ■ Probably yes ■ Probably no ■ Definitely no

Do you have enough information and materials from DZS to promote Erasmus+ and the European Solidarity Corps?

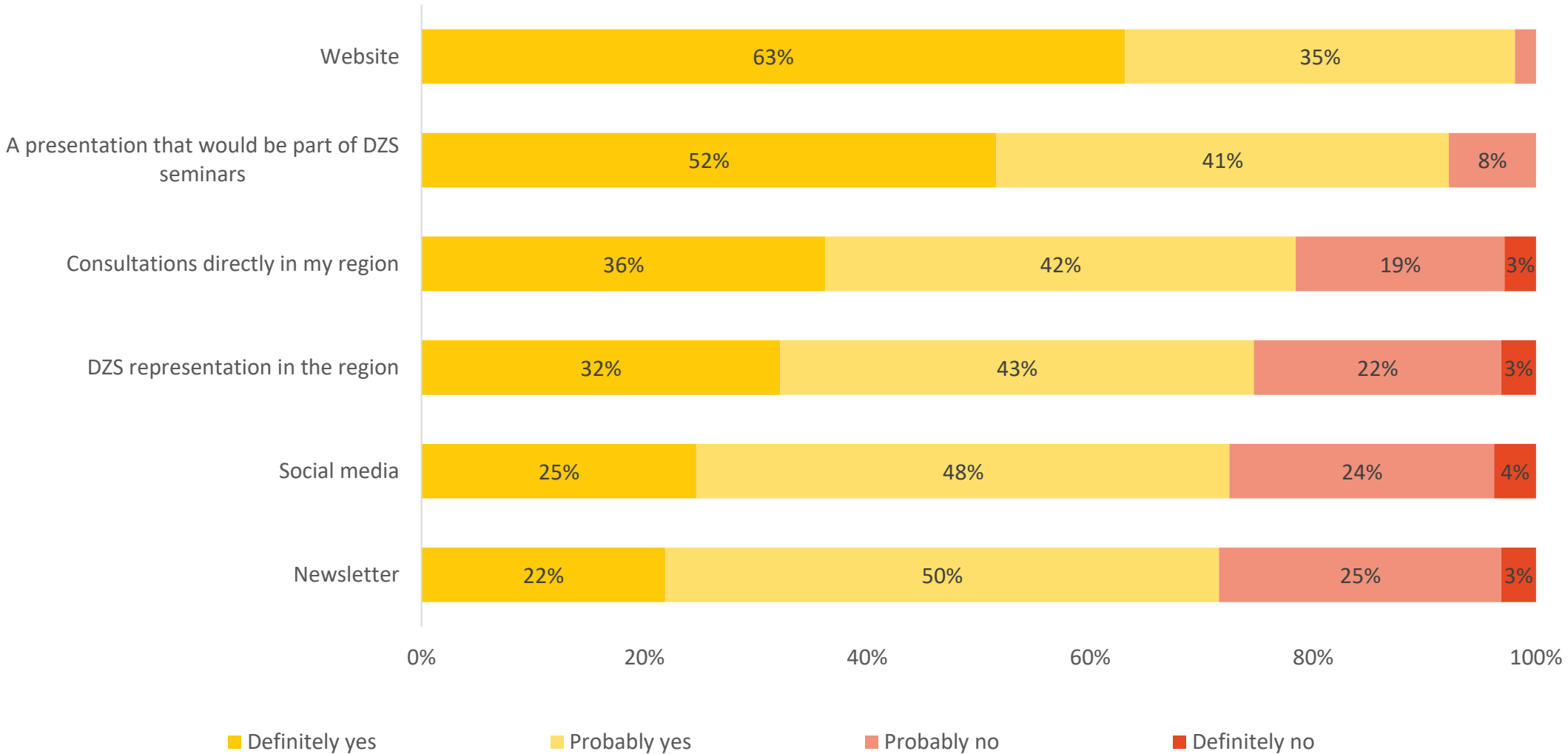


■ Definitely yes ■ Probably yes ■ Probably no ■ Definitely no





What source of information would you appreciate from DZS to promote Erasmus+ and the European Solidarity Corps?





What other sources of information would you appreciate from DZS to promote Erasmus+ and the European Solidarity Corps? (n = 14)

“Short thematic webinars on all requested topics, with the possibility to ask questions.”

“A comprehensive communication package – translated logos and official texts, pre-designed communication visuals for different types of presentations (in social media, posters, video, etc.).”

“Expert consultations directly at the university: “A day with DZS marketing and social media specialists.” Sharing experience and good practice between universities with each other under the umbrella of DZS as the mentor and the institution that gathers know-how from the different universities, including from abroad.”

“Organising seminars for organisations to share experience from practice. It is possible to consider creating a database of experienced organisations that other organisations could approach for advice or consultation.”

“I see the promotion as sufficient, it is modern and attractive.”

“Assigning a specific project manager to a specific project.”

“A brief manual designed for new participants, including all the pitfalls, topics, assigned contact persons, etc.”

“Above all, the consistency of the information provided – avoiding a situation where we would need to monitor multiple channels at the same time to get all the information we need.”



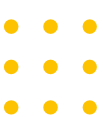
**Thank you
for your
attention.**

Name

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personal e-mail



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