

BLENDED MOBILITY

Blended mobility, as defined by the Erasmus+ programme, has a single definition (below) but slightly different conditions of application within the education sector.

The purpose of this report is to improve your understanding of this modality, and to explain the differences between EQF **level 3 and 4 programmes** (which come under the **vocational education and training - VET**) and **training programmes at levels 5 and above** (part of the **higher education - HE**).

WHAT IS BLENDED MOBILITY?

Blended mobility, as proposed in the Erasmus+ programme, is defined as “physical mobility combined with a virtual component facilitating a collaborative online learning exchange and teamwork.”

A number of points need to be clarified:

+ A blended mobility project must be pedagogically coherent. Consequently, all virtual and face-to-face activities must be seen as part of an educational continuum in which virtual activities include a learning component linked to physical mobility.

These virtual activities require a great deal of preparation to attain the quality required for distance learning courses.

+ Virtual activities may be carried out prior to physical mobility (in preparation for physical mobility) but also afterwards (for additional learning components and/or for summary purposes).

+ In the VET field, a minimum 10-day period of mobility is required “at a partner VET provider, in a company, or in another organisation active in the field of VET or the labour market” (see Erasmus+ programme guide).

+ It is essential for people from the host organisation (HO) (teaching team or in-company tutor) to participate in the design and running of virtual activities.

+ In the VET field, a virtual activity is eligible if the distance learning activity is carried out in France prior to the learner's departure or after their return. It should be noted, for example, that if the activity is carried out in the host country, the days of activity corresponding to training in the use of a software program cannot be financed under the programme's individual support component (software training does not constitute a work experience activity).

+ Both blended mobility and physical mobility may be formally recognised (Europass Mobility, diploma recognising competencies acquired in a mandatory credit for a vocational qualification, optional mobility credit).

N.B. Formal recognition of virtual activities is mandatory for HES. This recognition must cover blended mobility – physical mobility plus the virtual component – as a whole for a total of 3 ECTS (or equivalent if a different recognition system is used).

+ At HES, a “blended intensive programme” can be organised. This is a short training programme forming part of the study programme, jointly designed by three higher education institutions from three countries fully engaged in the Erasmus+ programme. This type of project must include blended mobility with the same implementation and recognition procedures.





1. BENEFITS OF BLENDED MOBILITY

All activities in the Erasmus+ programme can be organised in a blended format.

N.B. For HES, blended mobility enables participation in short-term physical mobility activity (between 5 and 30 days). It is compulsory in this case; for other mobility periods and formats, it is optional.

WHEN ACTIVITIES OCCUR UPSTREAM

Better preparation of learners for the physical mobility period (partial knowledge of the professional environment: safety, prevention or behaviour rules specific to the host country, techniques, specific products, materials or equipment...)

Limited knowledge of the people with whom learners will interact during their physical mobility period

Proficiency in digital tools, therefore meeting Priority 2 of the Erasmus+ "Digital Transformation" programme

Better preparation by the host organisation/company to receive and supervise learners, including the acquisition of specific knowledge or the reactivation of prerequisites prior to physical mobility in order to encourage on-the-job learning and save time

WHEN ACTIVITIES OCCUR DOWNSTREAM

Consolidation of learning outcomes

Continuity of additional or supplementary learning components

Maintenance of links between the sending organisation and the host organisation to ensure a lasting partnership.



2. EXAMPLES OF BLENDED MOBILITY ACTIVITIES

UPSTREAM ACTIVITIES

ESSENTIAL

Targeted theoretical learning (identification, characterisation, knowledge) concerning:

- + specific equipment (machines, tools, software, etc.) ;
- + local materials and products;
- + professional or specific vocabulary;
- + specific operating procedures or processes;
- + prevention/health/safety rules specific to the host country's working practices.

Targeted practical learning: learners can start with the conceptual and organisational dimensions of a project and then carry out the production activities on site

ADDITIONAL*

Acquaintance activities, introductions to other people

Activities to discover and present workplaces and working environments abroad (e.g. premises, companies, types of worksite)

*N.B. Virtual mobility activities are organised **jointly** with the HE (whether a training organisation or a company). If an intermediary organisation is involved in the overall organisation of the mobility experience, it can help to set up blended mobility activities by facilitating links with the host organisation and/or companies.*

DOWNSTREAM ACTIVITIES

Supplementary learning components following on from activities carried out abroad:

- + distance-learning courses on specific points linked to what has been achieved
- + overview, conclusions about all the work done and identification of the skills developed or acquired

Feedback between learners and host organisations' partners on all the work carried out, and identification of strengths and aspects to be improve

*These activities alone are not eligible for blended mobility programmes.



EXAMPLES OF VIRTUAL ACTIVITIES IN BLENDED MOBILITY PROGRAMME

DÉCOUVRIR
EN VIDÉO



LET'S SHARE PASTRY MAKING!



The aim of this project is to share European expertise, communicate in different languages and discover new culinary traditions and cultures (lifestyle, education system and work habits) between a French apprentice training centre (CFA) and a Finnish training centre.



Operation supported by the government as part of the "Compétences et Métiers d'Avenir" (Competencies and Professions of the Future) Call for Expressions of Interest in the France 2030 Programme, run by the Caisse des Dépôts

SECTOR: Catering

PARTNER COUNTRY: Finland

YEAR OF COMPLETION: 2023-2024

TYPE(S) OF AUDIENCE: French apprentices aged 18 and over. Finnish learners from a VET institution aged between 15 and 18

LEVEL OF TRAINING: Level 4

PROFESSION(S) AND NUMBER OF LEARNERS:

- + Pastry cooks for the French apprentices (between 6 and 8)
- + Bakers for the Finnish learners (between 5 and 13)



DESCRIPTION OF VIRTUAL ACTIVITIES

Two types of virtual activities conducted in three sessions prior to the physical mobility:

- + **1st session:** general presentation of countries (lifestyle, culture / traditions) and education systems, and discussions between participants (questions/answers) supervised by English teachers and trainers.
- + **2nd session:** workshops involving the transmission of typical French recipes and demonstrations by French teachers and apprentices.
- + **3rd session:** workshops involving the transmission of typical Finnish recipes and demonstrations by Finnish teachers.



Equipment: digital whiteboard / computer / microphones / television





DURATION OF PROJECT AND SESSIONS

2 academic years:

- + 1st year: 2 remote sessions (1st session of 1 to 2 hours and 2nd session: 1 workshop of 4-5 hours)
- + 2nd year: 1 remote session with 1 workshop lasting 4-5 hours and a 2-week physical mobility



OBJECTIVES

At the end of the session, learners will be able to:

- ✓ understand the basics of the Finnish education system and the different levels of learning;
- ✓ master oral instructions in another language;
- ✓ gain confidence from the fact that despite different ways of learning, identical culinary outcomes may be obtained;
- ✓ appreciate the value of learning practices;
- ✓ overcome their fear of speaking another language;
- ✓ learn techniques to become faster in their work.



TEACHING SCENARIO

UPSTREAM:

1 or 2 meetings are organised to define the learning objectives, the programme and tools used during the project (Teams / Whatsapp).

DURING THE 1ST SESSION:

General presentation of both education systems and the countries (geography, weather, lifestyle, culture, etc.). Discussion between participants about their respective training programmes, typical French recipes, working hours and any other subject of interest to them.

DURING THE 2ND SESSION: *workshop*

Before the workshops, the recipes are chosen, adapted to the level of the learners and sent to the partner. All recipes are in English. Each partner then orders the required ingredients and prepares them for the workshop. Two groups of 2 learners show how to make the recipes (2 different recipes). All participants work simultaneously.

DURING THE 3RD SESSION: *workshop*

The Finnish teachers show the recipes while the learners make them at the same time.



Deliverables - outputs: videos / recipes / questionnaire



EXAMPLES OF VIRTUAL ACTIVITIES IN BLENDED MOBILITY PROGRAMME

DÉCOUVRIR
EN VIDÉO



Blended mobility in construction industry



Blended mobility in a company for two apprentices in a construction industry design office.

SECTOR: Building envelope, construction and insulation

PARTNER COUNTRY: Norway

YEAR OF COMPLETION: 2023-2024

TYPE(S) OF AUDIENCE: Two French apprentices aged over 18

LEVEL OF TRAINING: Advanced Vocational Training Qualification (EQF level 5)

PROFESSION(S): Design and/or site supervision technician for all aspects of the building envelope (mainly insulation)



DESCRIPTION OF VIRTUAL ACTIVITIES

UPSTREAM:

Acquaintance session by videoconference enabling the two apprentices to meet their host company abroad:

- + introductions to the people involved;
- + presentation of the company and its activities;
- + presentation of apprentices' expectations;
- + definition of training objectives.

DOWNSTREAM:

Continuation of work begun during the period abroad.

- + performance of a case study based on data and parameters taken from a specific site;
- + drafting of specifications and an energy audit. This work was carried out during personal working time, punctuated by discussion and learning sessions with the in-company tutor abroad (by video and telephone);
- + submission of a final technical file.



Equipment: digital whiteboard / computer, telephone + software / microphones / television





DURATION OF PROJECT AND SESSIONS

Three months from the first apprentice/company acquaintance videoconference to the submission



OBJECTIVES

AT the end of the session, learners will be able to:

- ✓ characterise and identify different climatic parameters and the associated constraints;
- ✓ characterise local materials and specific installation techniques;
- ✓ use these materials;
- ✓ characterise and choose a type of insulation adapted to new environmental constraints;
- ✓ develop new expertise using a specific software program with which learners are partially familiar (different configuration);
- ✓ take sustainable development into account with the use of wood-based biosourced materials;
- ✓ present specific professional practices (technical, organisational, occupational health, safety and prevention, cultural, etc.).



TEACHING SCENARIO

The mobility coordinator contacted a Norwegian vocational school which facilitated the meeting with the host company;

The apprentices contacted the company to define the learning objectives of their mobility project. The mobility experience was designed as an overall programme with objectives and tasks to be carried out during the on-site period and remotely afterwards. The apprentices' learning process began as soon as they made contact with the company, bringing their socioprofessional and language skills into play.

On site, the apprentices participated effectively in the professional activity and developed or acquired expertise that relates directly to their sector of activity (primarily technical and organisational skills).

After returning to France, the apprentices continued their apprenticeship by writing a technical report based on the information gathered abroad. They consulted their Norwegian in-company tutor by videoconference or telephone for assistance with this report.

All these stages were supervised by a technical trainer and the mobility coordinator from the apprentices' sending organisation.



Deliverables - outputs: specifications and technical file



EXAMPLES OF VIRTUAL ACTIVITIES IN BLENDED MOBILITY PROGRAMME

DÉCOUVRIR
EN VIDÉO



STEPS OF THE SALE IN MALTA



The aim of this project is to share European expertise, acquire professional vocabulary in the field of commerce and conduct a sale in English.

SECTOR: Commercial

PARTNER COUNTRY: Malta

YEAR OF COMPLETION: 2023-2024

TYPE(S) OF AUDIENCE: French learners at Baccalauréat level
Commercial and Sales Professions, Option A

LEVEL OF TRAINING: Level 4

PROFESSION(S) AND NUMBER OF LEARNERS: Sales people for
the French learners (5)



DESCRIPTION OF VIRTUAL ACTIVITIES

Two types of virtual activities conducted in 2 sessions before and after the physical mobility:

1ST SESSION, UPSTREAM:

Videoconference with the tutor from the host company, supervised by an English-language trainer. General presentation of the host company by the tutor (products sold, type of clientele) + discussion of the different stages in the sales process carried out by the host company in order to target the tasks to be performed by the apprentice. At the end of the videoconference session, and in consultation with the tutor, the learner will be able to identify the tasks to be carried out in the company.

2ND SESSION, DOWNSTREAM:

Feedback given to the learner by the tutor from the host company in a videoconference session concerning an actual in-store sale (stages of the sale, acquisition of professional vocabulary, positive aspects and difficulties encountered).



Equipment: computer





DURATION OF PROJECT AND SESSIONS

1 academic year:

- + October/December: identification of learners/explanation of the project
- + February: 1st remote session lasting 90 min
- + March: 15 days of physical mobility
- + May: 2nd remote session lasting 90 min



OBJECTIVES

At the end of the session, learners will be able to:

- ✓ understand oral instructions in another language;
- ✓ overcome their fear of speaking another language;
- ✓ master commercial communication in a foreign language;
- ✓ carry out a sale independently, in compliance with the stages of the sale.



TEACHING SCENARIO

PRIOR TO THE 1ST REMOTE SESSION

- + December: the learners familiarise themselves with their host company
- + December / January: Personal research on the host company

DURING THE 1ST SESSION (FEBRUARY):

- + general presentation of the host company (products sold and type of customer);
- + discussion of the host company's sales practices with the aim of defining the stages of sales to be carried out by the learners according to their level of English;
- + objectives set by the host company's tutor;
- + drafting of a list of assignments.

DURING THE 2ND SESSION (MAY):

- + presentation of a sale made by the learner, referring to the stages of the sale;
- + discussion of the positive aspects and difficulties encountered during this sale;
- + comparison of the targets attained in relation to the targets set.



Deliverables - outputs: list of assignments to be carried out / glossary of professional vocabulary in English