

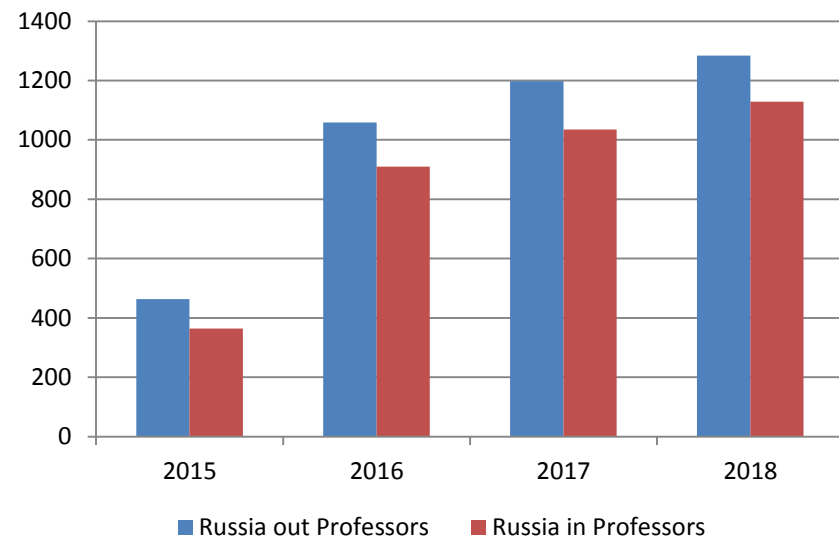
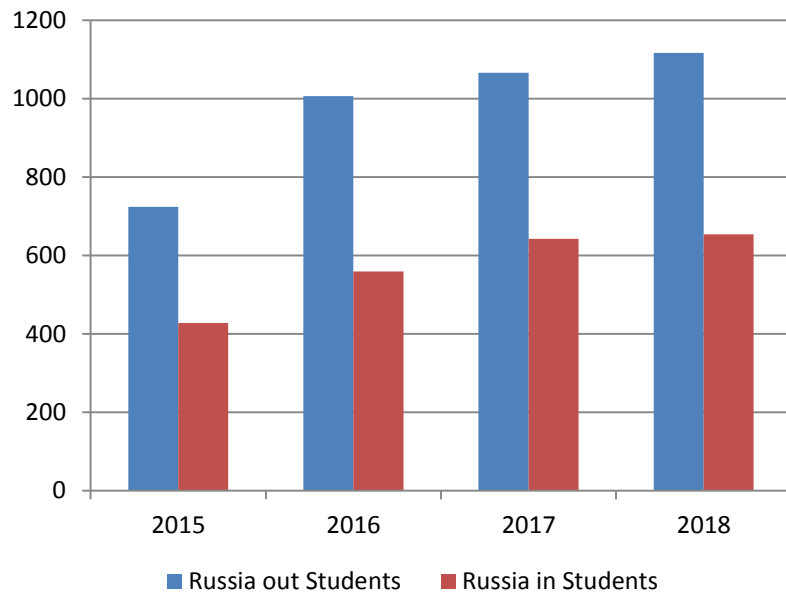
**NEW MODELS FOR EDUCATIONAL  
PROCESS ORGANISATION,  
INNOVATIVE EDUCATIONAL PRACTICES  
AND INTERNATIONALISATION IN THE POST-COVID REALITY**

**SESSION 2: ACADEMIC MOBILITY**



**HSE**  
University

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# EU-Russia students' mobility: statistical data

Sources: Erasmus+ Annual Reports 2016, 2018; HSE University Internationalization Office

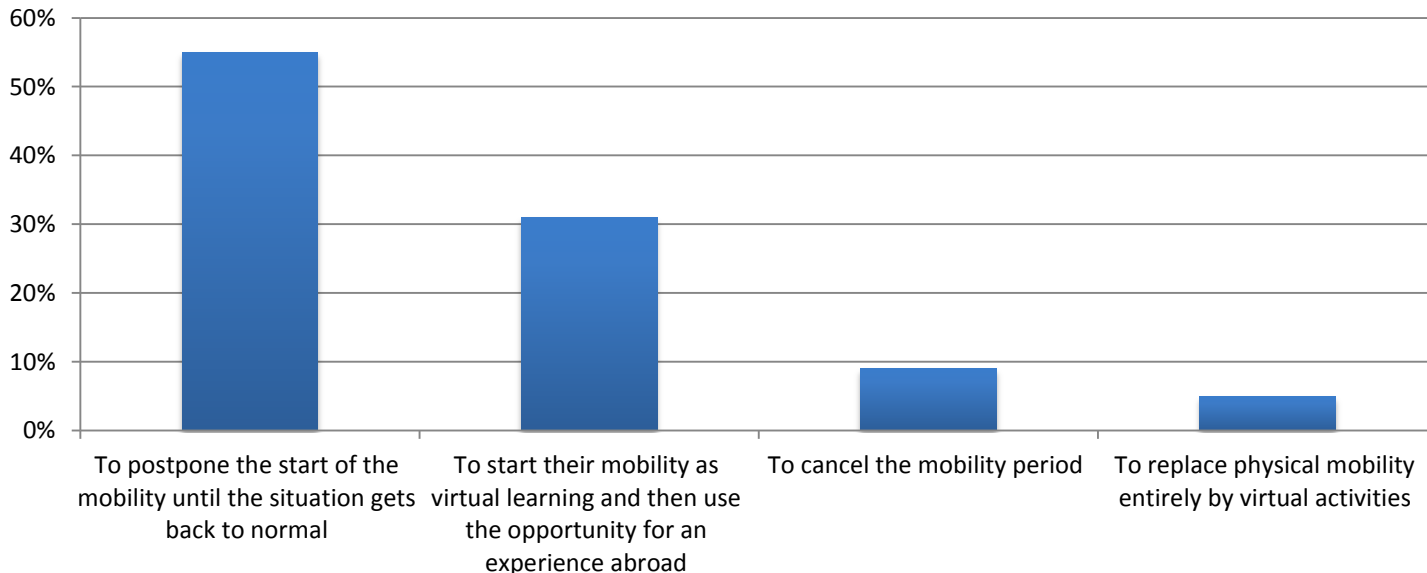
KA105 - Youth mobility	Call 2015	Main Erasmus+ countries	Call 2017	Main Erasmus+ countries
Russia - out	1 133	DE 235 NO 50 PL 44 FR 40 IT 40	952	DE 136 SP 49 FR 43 PL 39 IT 39
Russia - in	918	UK 76 DE 64 PT 46 NO 33 PL 30 IT 23 FR 23	363	DE 65 IT 20 SP 16 TK 14 HU 14 AU 14 PL 10

HSE Statistics	2016 out	216 in	2018 out	2018 in	2019 out	2019 in
EU exchanges	326	215	412	305	467	285
Erasmus +	60	0	34	0	81	0

# The pandemic shock and possible response

*“Erasmus+ and European Solidarity Corps Survey on the impact of COVID-19 on learning mobility activities”  
(May 2020, 11 800 participants)*

- **For 36% of respondents the activity was cancelled, 75% of the affected participants returned home, whereas around 25% of the affected participants stayed abroad**
- **An “ideal advice” to those people who plan to carry out a mobility in the coming months**



- **Participants who have carried out virtual mobility periods are more confident on the validity of the scenario “blended mobility”.**

## TOWARS BLENDED MOBILITY?

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**On one hand, the “virtual mobility” is a great option to create new (blended) programs, to increase international mobility and to enlarge “destinations” thanks to its**

- Safety
- (Quite much) Costless
- Flexibility

**On other hand, it has some important disadvantages:**

- Absence of “face to face” communication and immersion in the different environment
- Technical limits (internet connection, specific digital solutions may be needed, time zones...)
- Limited and/or unbalanced offer of courses
- Lack of rules and regulations, no institutional financial support

# THANK YOU!



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