





CEEDUCON 2025 | Dr. Alina Stocklöv – University of Konstanz, Germany





Workshop Goals

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-  **Spot the invisible** – Identify which staff groups are missing from mobility statistics
-  **Uncover the “why”** – Understand barriers that prevent participation
-  **Rethink communication** – Develop targeted communication strategies – define audiences, craft messages, choose effective channels
-  **Design outreach tools** – Create small, practical actions to increase visibility and motivation
-  **Connect the dots** – Position inclusive mobility as part of institutional internationalisation



Introduction



<https://www.menti.com/alj3tiowcsf1>



Erasmus+ Staff Mobility

Erasmus+ Staff Mobility



“**Staff mobility** can be carried out by **any type** of higher education staff or by invited staff from outside the HEIs. To ensure high-quality mobility activities with maximum impact, the mobility activity must be related to the staff’s professional development and to address their learning and personal development needs.

Staff may carry out any of the activities described below:

- A *teaching period* abroad at a partner higher education institution. The teaching period abroad enables any teaching staff at a higher education institution or staff from enterprises to teach at a partner higher education institution abroad. Staff mobility for teaching can be in any study field.
- A *training period* abroad at a partner higher education institution, enterprise, or any other relevant workplace. The training period abroad enables **any staff** at a HEI to take part in a training activity abroad that is relevant to **their day-to-day work** at the HEI. It may take the form of training events (excluding conferences) or job shadowing and observation periods.“

Erasmus+ Staff Mobility



- **Teaching mobility (STA):** Teaching assignments at a partner university abroad.
- **Training mobility (STT):** Job shadowing, workshops, or staff training at a university, enterprise or organisation abroad.
- **Combined mobility:** Combination of teaching and training activities.

Typical duration

2–5 days abroad (up to 2 months possible).

Funding

Grant covering travel and daily subsistence costs. Rates vary by destination country.

Main objectives

- Enhance professional and intercultural skills.
- Strengthen cooperation and networking between institutions.
- Support institutional internationalisation and inclusion strategies.

The Challenge(s)

What are the challenges at your institutions?



Challenges when it comes to Staff Mobility



- **Lack of visibility and awareness**
- **Different target groups with specific needs**
- **Lack of support from the supervisor**
- **Difficulty finding suitable communication channels**
- **Not enough funding**

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→ COMMUNICATION



Target Groups

Group Brainstorm

Who Goes Abroad?

- Which staff groups are active in mobility at your institution?
- Who is missing – and why?

10 mins





Barriers

Common Barriers Across Institutions



Institutional | Lack of substitution coverage, unclear policy support, limited budget allocation

Structural | Complex bureaucracy, language requirements, visa processes, timing constraints

Personal | Family duties, fear of travel, language barriers, health concerns

Cultural | “Mobility is for academics” mindset, perception of exclusivity, hierarchies, low awareness

Communication Target Groups

Communication Target Groups



Inclusive mobility communication goes beyond the participants themselves – it must address the entire institutional ecosystem

- **Academic staff (STA)** – potential teaching mobility participants
- **Non-academic staff (STT)** – administrative, technical, support roles
- **Leadership & management** – rectorate, deans, heads of department
- **Human resources department** – for integration into training & staff development
- **Incoming staff (STA/STT)** – to strengthen reciprocity and visibility
- **Students (indirectly)** – as observers and future staff / ambassadors



Finding Solutions

Barrier	Impact	Possible Solution	Communication Strategy
Lack of coverage at work	Staff can't leave workplace	Involve supervisors early Work with the HR department so that Erasmus+ mobility counts as recognised professional training.	Engage supervisors early Hold short info sessions on team benefits: knowledge transfer, motivation, networking. Share examples of departments that managed absences well. Frame mobility as staff development, not disruption.
Language anxiety	Self-exclusion from programs	Language support/English programs Expectation management	Talk openly: You don't need perfect English to join. Share stories of colleagues who succeeded with limited language skills. Stress that communication is about connection, not perfection.
"Not for my role" mindset	Low participation rates	Role-specific success stories	Show diverse examples – admin, technical, and support staff abroad. Use testimonials to prove: Every role can go international.
...			

Group Work

Analyse the results of the other group:

Which groups remain unaddressed, and what reasons were identified for this?

Discuss possible obstacles or concerns of these groups – why do they not participate?

Collect strategies to reach these groups more effectively. Which communication channels, messages, or measures could help?

15 mins



Case Example – University of Konstanz



Certificate “Intercultural Competence”

Aim

Develop intercultural and language skills; prepare non-academic staff for Erasmus+ mobility.

Target group

Administrative, technical, and support staff.

Programme (4 modules)

1. Intercultural Communication
2. English for Networking
3. Short-term Mobility Abroad (Erasmus+ STT)
4. Reflection & Application

Format

Annual call • Joint HR & International Office initiative • Recognised staff development

Impact

Greater motivation, confidence, and participation in mobility

Inclusive Communication Principles

Inclusive Communication Principles



- ✓ Plain, friendly language
- ✓ Diverse staff in visuals
- ✓ Highlight institutional support
- ✓ Use peer testimonials
- ✓ Integrate with staff development programs

Inclusive Mobility as Institutional Strategy

Inclusive Mobility as Institutional Strategy



Why it matters

Inclusive staff mobility is not only an individual opportunity — it's a lever for *institutional change and capacity building*.

How to embed it

- Integrate mobility into **HR development** and staff training plans.
- Link mobility goals to the **university's internationalisation strategy**.
- Recognise participation in **annual appraisals** or internal awards.
- Include diverse staff voices in **internationalisation committees**.
- Communicate mobility results as part of the institution's **success stories**.

Outcome

A culture where international experience is valued, shared, and accessible to *all* staff.

Inclusive mobility = Inclusive internationalisation.

Thank you.

Let's stay in touch

