

# INCLUSIVE LEARNING MOBILITY

Results from Surveys by Estonian and  
Lithuanian Erasmus+ National Agencies

June 2023

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The Reasons for Learners  
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ŠVIETIMO  
MAINŲ  
PARAMOS  
FONDAS

# INTRODUCTION

# About Report

**Inclusion is the priority of Erasmus+. It aims to ensure that international learning mobility is accessible to all, regardless of social, economic or cultural capital, health or other characteristics.**

Therefore, Estonian and Lithuanian National Agencies (NAs) carried out a survey that aims (1) to assess awareness in inclusive Erasmus+ mobility and its strategies, and (2) to inform project managers about Erasmus+ inclusion measures. The assessment helps to ensure that Erasmus+ inclusion priority is feasible, appropriate, and acceptable before it is fully implemented.

These surveys are based on a single methodology. They focus on inclusive mobility for outgoing learners. Respondents are Erasmus+ project managers who have experience with mobility projects financed by Estonian and Lithuanian National Agencies.

Surveys in Estonia and Lithuania were carried out independently, at different points in time, and include questions with different formulation and categories of response. This report aims to aggregate findings and identify patterns across both Estonian and Lithuanian surveys.

*This report is a part of Erasmus+ Transnational Cooperation Activities between Estonian and Lithuanian NAs.*

# About Surveys



## ESTONIAN SURVEY

**69** respondents in total

Response rate: 50%

Survey conducted in January 2023

### Number of respondents by field:

From schools (general education)	35
From vocational education and training providers	23
From higher education institutions	11



## LITHUANIAN SURVEY

**120** respondents in total

Response rate: 58%

Survey conducted in September 2022

### Number of respondents by field:

From schools (general education)	72
From vocational education and training providers	32
From higher education institutions	16

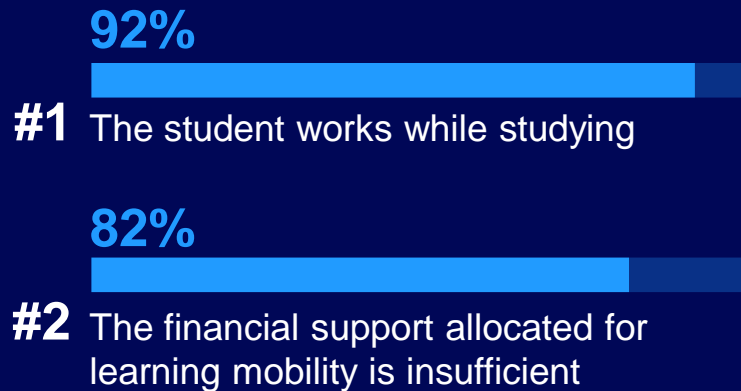
# I. UNDERSTANDING

**The Reasons for Learners  
Not Willing to Participate in Mobility**

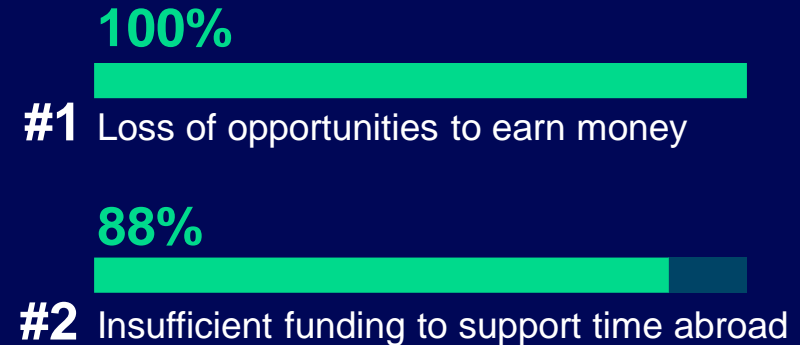
# What are the most likely reasons for HED\* students not willing to participate in mobility?



## ESTONIAN SURVEY



## LITHUANIAN SURVEY



Surveys reveal that financial obstacles are prevailing reasons of passing over learning mobility in the field of HED. Diagrams above show TOP 2 reasons from Estonia and Lithuanian surveys (ranked by % of respondents that think it's likely or very likely reason).

*\*Higher education*

# What are the most likely reasons for VET\* learners not willing to participate in mobility?



## ESTONIAN SURVEY

70%

**#1** Fear of an unfamiliar environment

61%

**#2** Lack of need or motivation



## LITHUANIAN SURVEY

78%

**#1** Lack of personal drive

56%

**#2** Insufficient skills in foreign language

Majority of respondents agree that VET learners' unwillingness to participate in mobility depends more on personal factors (fear, motivation) rather than structural barriers. Diagrams above show TOP 2 reasons (ranked by % of respondents that think it's likely or very likely reason).

*\*Vocational education and training*



# How many learners usually withdraw from mobility before going abroad?



## ESTONIAN SURVEY

**<2%** of VET and SCH\* learners

**11-20%** of HED students



## LITHUANIAN SURVEY

**<2%** of VET and SCH\* learners

**2-10%** of HED students

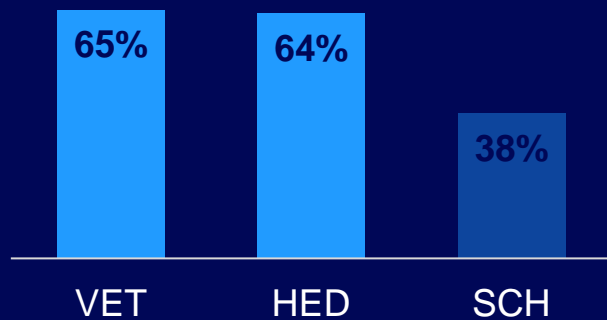
According to surveys, typically, less than 2% of VET and SCH learners who have allocated places on mobility projects withdraw from the process and do not go abroad. While HED project managers report a higher withdrawal rate.

*\*Schools (general education)*

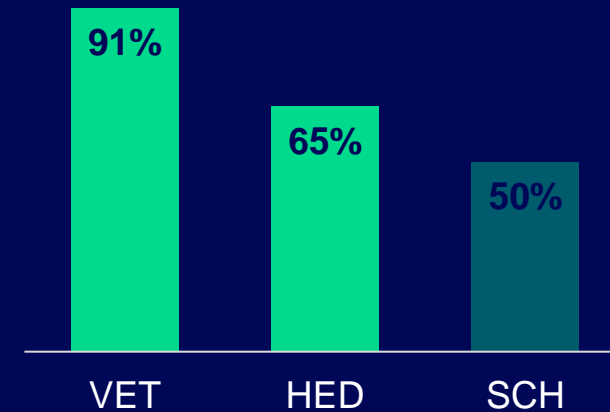
# How many organisations analyse feedback from learners unwilling to participate in mobility?



## ESTONIAN SURVEY



## LITHUANIAN SURVEY



According to surveys, project managers from VET and HED fields are best informed about the reasons of learner unwillingness to participate in mobility. Majority of them analyse feedback from non-mobile learners. Diagrams show % of respondents who answered “Yes” to the question “Does your organisation analyse feedback from learners related to their unwillingness to participate in mobility?”

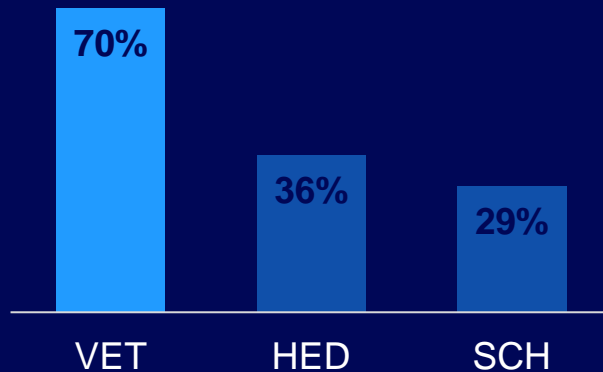
# II. DEVELOPING A STRATEGY

for Inclusive Learning Mobility

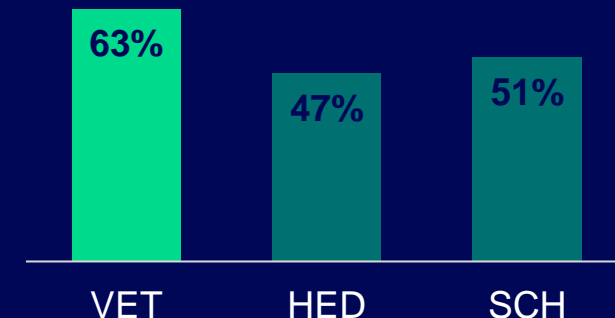
# How many organisations set targets for inclusive learning mobility?



## ESTONIAN SURVEY



## LITHUANIAN SURVEY

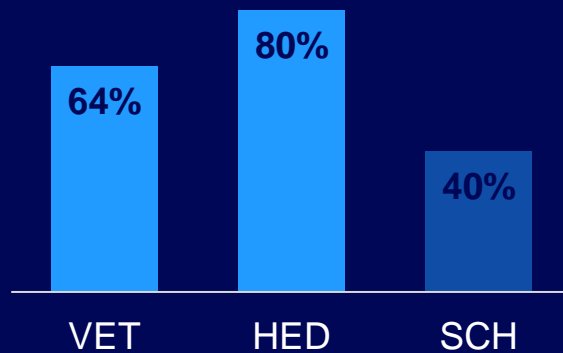


Compared among fields, inclusion and mobility targets are best aligned in VET organisations. Most surveyed VET project managers confirmed that organisational strategic plans have targets expressed in terms of “inclusive learning mobility” or “inclusion / diversity in mobility projects”.

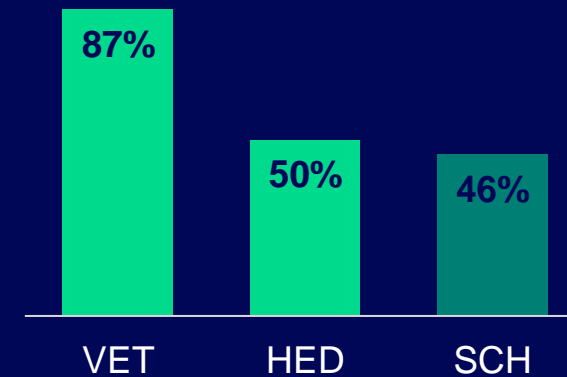
# How many current mobility projects include learners with fewer opportunities?



## ESTONIAN SURVEY



## LITHUANIAN SURVEY



According to surveys, majority of HED and VET mobility projects attract at least one learner with fewer opportunities. The term of “learners with fewer opportunities” include learners with learning difficulties, disability or chronic illness, orphans or children from institutional care, immigrants or refugees, learners from low-income households, learners with caring responsibilities etc.

# III. SUPPORTING

**Inclusive Learning Mobility**

# What kind of support do HED learners usually receive when preparing for their mobility?



## ESTONIAN SURVEY

100%



#1-2

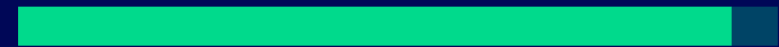
- Counselling on mobility during the preparation period: introducing contracts terms etc.
- Encouragement by the project coordinator and other (academic) staff of the university

*\*Two statements received the same %*



## LITHUANIAN SURVEY

94%



#1

Information about funding opportunities

88%



#2-3

- Encouragement from academic staff
- Help in choosing host organisation or country\*

*\*Two statements received the same %*

Besides providing information about contract terms and funding opportunities, the most prevailing form of HED student support is encouragement from staff before going abroad. Diagrams above show TOP 2-3 support measures (ranked by % of respondents answered “Often/Sometimes” in Estonian survey and “Yes” in Lithuanian survey).

# What kind of support do VET learners usually receive when preparing for their mobility?



## ESTONIAN SURVEY

95%



#1-3

- Help with the practical organisation of life in the destination country
- Encouragement by the project coordinator and other (pedagogical) staff of the organisation
- Counselling on mobility during the preparation period (introducing contract terms, etc.)

*\*Three statements received the same %.*



## LITHUANIAN SURVEY

100%



#1-2

- Advice on dealing with challenges during mobility
- Information about funding opportunities

*\*Two statements received the same %.*

In comparison by field, VET organisations provide more intense support for their learners. Help on dealing with practical challenges during mobility, and encouragement from staff are the most prevailing forms of support. Diagrams above show TOP 2-3 support measures (ranked by % of respondents answered “Often/Sometimes” in Estonian survey and “Yes” in Lithuanian survey).



# IV. DIFFERENTIATING

Learning Mobility For Inclusion

# What are the most popular inclusion measures in HED mobility projects?



## ESTONIAN SURVEY

60%



#1-2

- Offering additional support in the application process to students with fewer opportunities
- Offering the opportunity to participate in shorter blended mobility

*\*Two statements received the same %.*



## LITHUANIAN SURVEY

100%



- #1 Offer individual support to ease an application process for learners

81%



- #2 Provide specific information about mobility opportunities for learners with fewer opportunities

Surveys revealed that specific measures are taken to attract disadvantaged students. Usually, individual support in application process for learners with fewer opportunities is provided. Diagrams above show TOP 2 measures (ranked by % of respondents answered “Often/Sometimes” in Estonian survey and “Yes” in Lithuanian survey).

# What are the most popular inclusion measures in VET mobility projects?



## ESTONIAN SURVEY

90%



**#1** Using formats suitable for the target group to provide information about mobility projects

85%

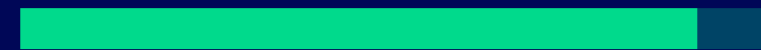


**#2** Offering additional support in the application process to VET learners with fewer opport.



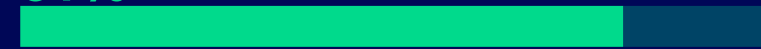
## LITHUANIAN SURVEY

91%



**#1** Offer individual support to ease application process for learners

81%



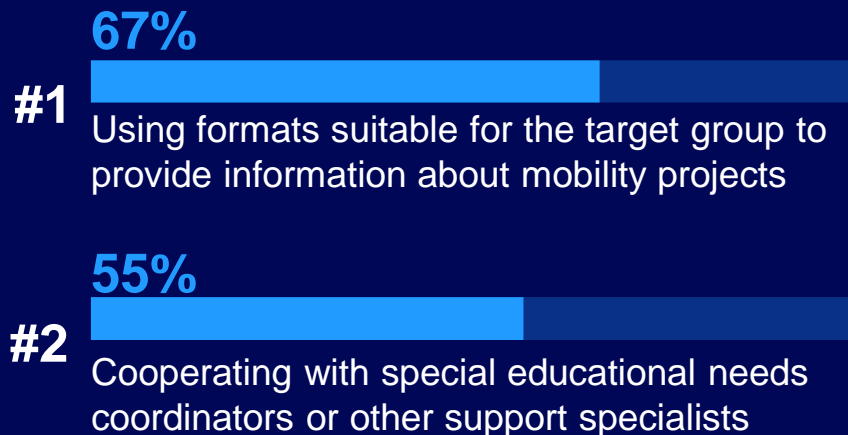
**#2** Provide specific information about mobility opportunities for learners with fewer opport.

Usually, individual support in application process for VET learners with fewer opportunities is provided. Also, project managers from VET field adapt information about mobility opportunities for learners with fewer opportunities. Diagrams above show TOP 2 measures (ranked by % of respondents answered “Often/Sometimes” in Estonian survey and “Yes” in Lithuanian survey).

# What are the most popular inclusion measures in SCH mobility projects?



## ESTONIAN SURVEY



## LITHUANIAN SURVEY



According to surveys, project managers from SCH field usually adapt information about mobility opportunities for learners with fewer opportunities and cooperate with staff dedicated for inclusion in SCH organisations. Diagrams above show TOP 2 measures (ranked by % of respondents answered “Often/Sometimes” in Estonian survey and “Yes” in Lithuanian survey).

# Data Sources

Jurkov, K., Kivistik, K., Erasmus Inclusive Mobility Study.  
Institute of Baltic Studies, Tartu, 2023.

Jurkuvėnienė, L., Inclusive Mobility: Survey 2022. Education  
Exchange Support Foundation, Vilnius, 2022.