

# INCLUSIVE MOBILITY

Survey 2022

April 2023

This is an internal evaluation conducted by  
Education Exchange Support Foundation, [smpf.lt](https://www.smpf.lt)  
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# CONTENT



Detailed long version of the report



Short version of  
the report



# INTRODUCTION

# SURVEY

**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, this survey 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.

This survey focuses on inclusive mobility for outgoing learners. Respondents are Erasmus+ project managers who have experience with mobility projects financed by Lithuanian national agency – Education Exchange Support Foundation. Survey rate is 58%. Survey conducted in September 2022.

The survey is divided to six parts:

**First**, “Understanding” part involves three questions about mobility barriers and withdrawal from the mobility process.

**Second**, “Developing a Strategy” part has a question about inclusion targets in organisational strategic plan.

**Third**, “Supporting” part has a question about support for learners when preparing them for mobility.

**Fourth**, “Monitoring” part has a question about monitoring of learners from disadvantaged groups.

**Fifth**, “Differentiating” part consists of three questions about measures which help adjust the mobility programme for disadvantaged learner.

**Sixth**, “Believing” part has a question about the perception of inclusion in organisations.

# RESPONDENTS

**120** respondents in total

**58%** of ongoing mobility project managers

Number of respondents by field:

<b>SCH</b>	From schools (general education)_____	72
<b>VET</b>	From vocational education and training providers__	32
<b>HED</b>	From higher education institutions_____	16

Number of respondents by call year of their last project:

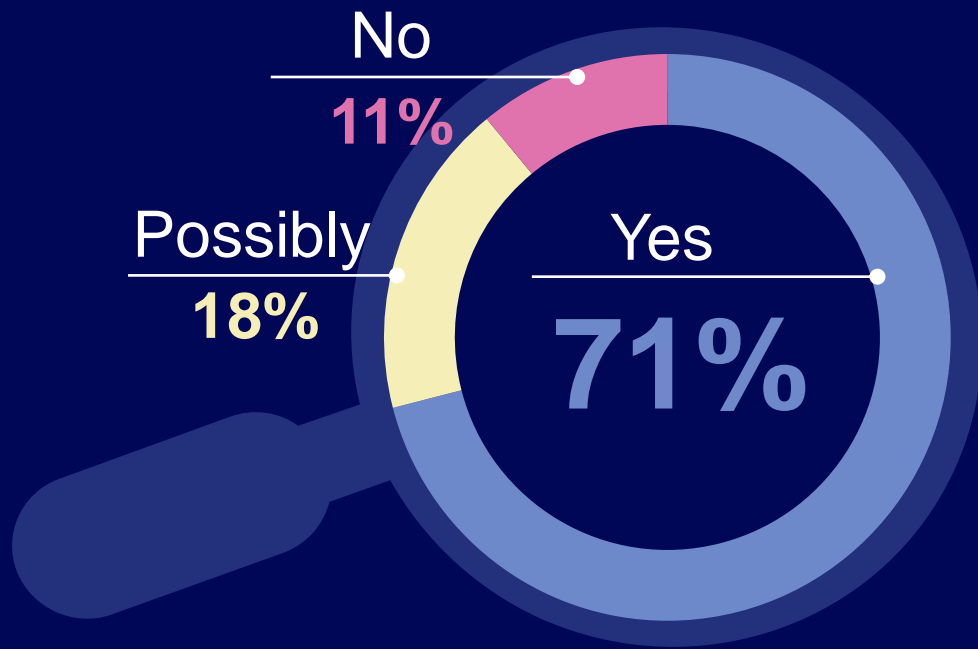
Call 2020_____	4
Call 2021_____	40
Call 2022_____	76

# I. UNDERSTANDING

Inclusive Mobility

# Feedback about unwillingness to participate in mobility

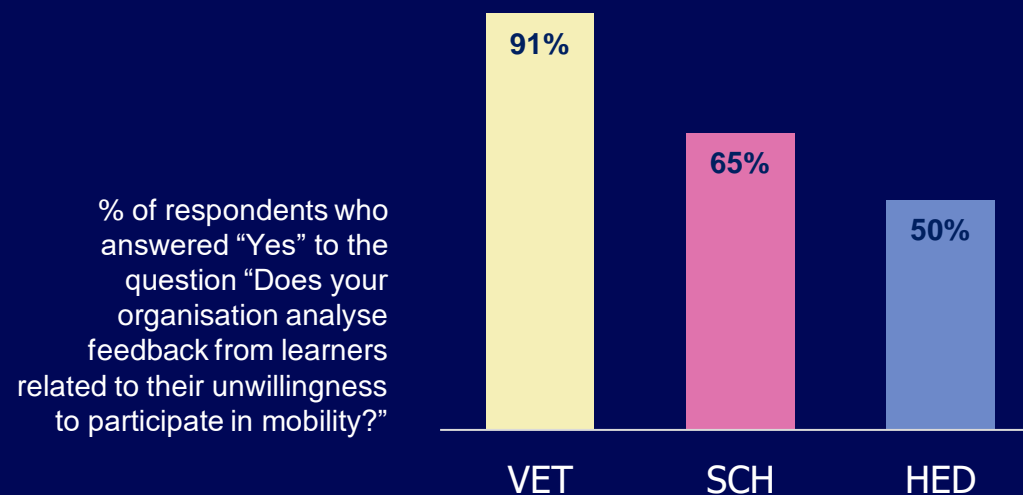
Survey shows that organisations seek to understand the reasons behind unwillingness to participate in mobility programs. More than 71% of respondents stated that they analyse feedback from their non-mobile learners and may have a better understanding of learners' needs.



% of respondents by answers to question "Does your organisation analyse feedback from learners related to their unwillingness to participate in mobility?"

# Feedback about unwillingness to participate in mobility *by field*

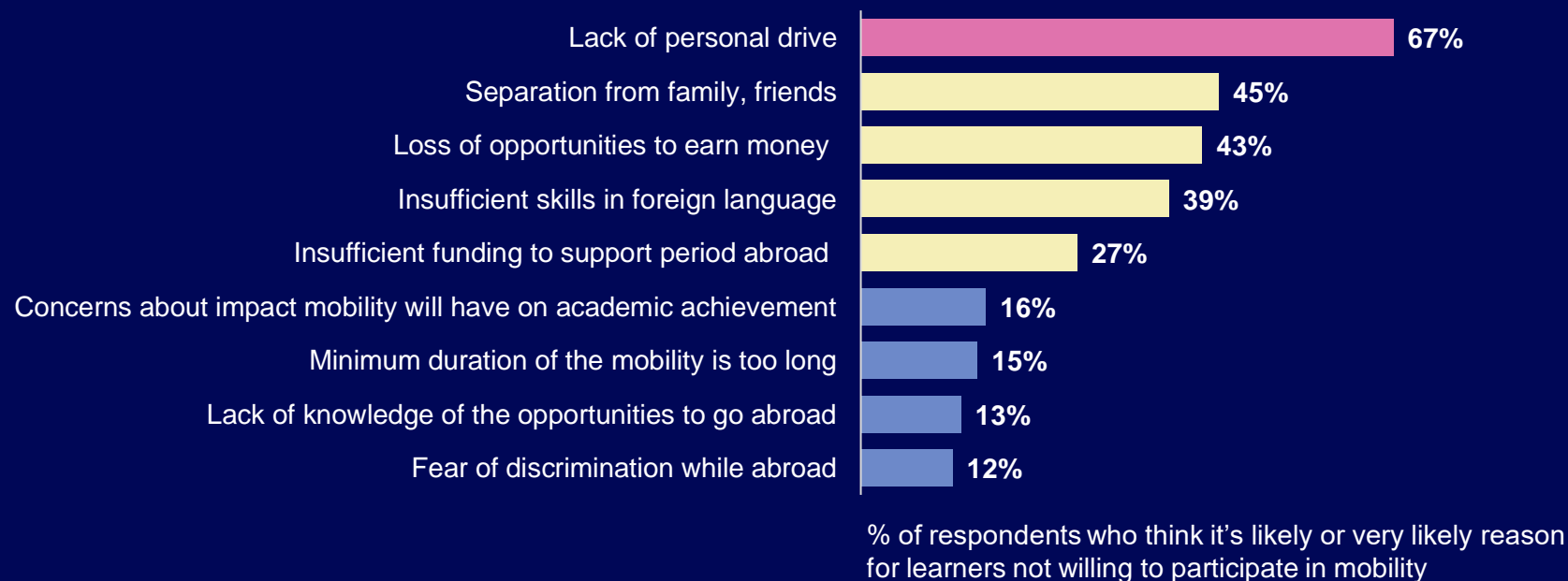
In comparison with HED and SCH fields, project managers from VET field are best informed about the reasons of learner unwillingness to participate in mobility. 91% of them analyse feedback from non-mobile learners. While the least informed are HED project managers as only 50% of them analyse such feedback.





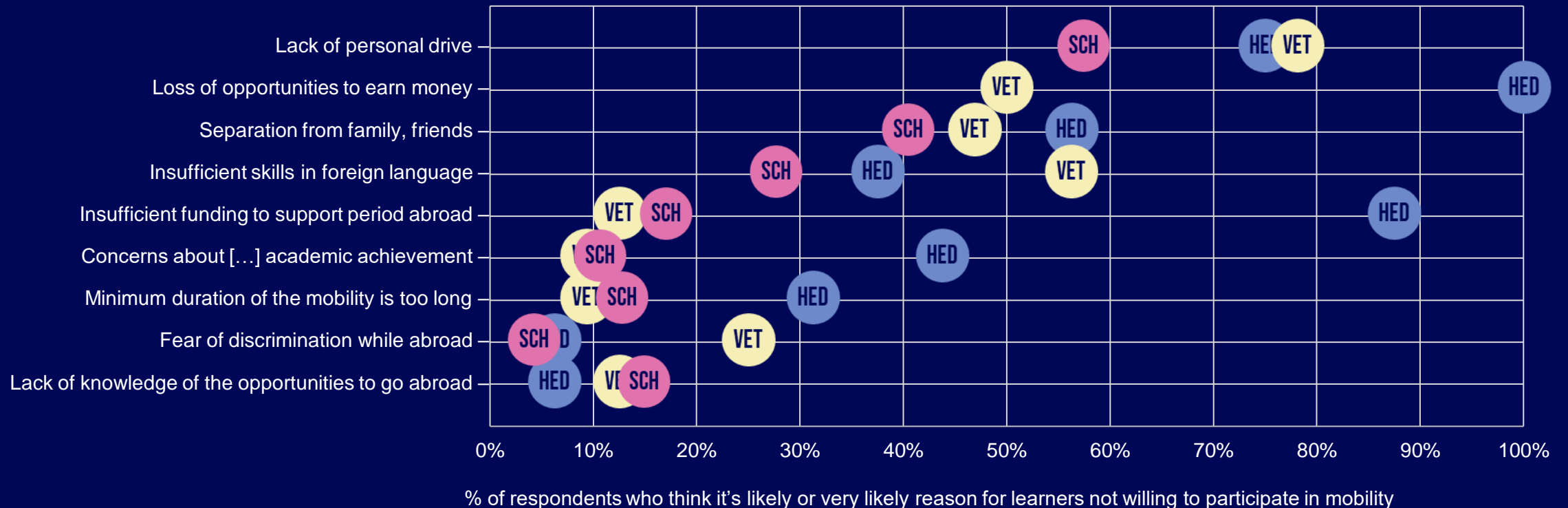
# Reasons for learners not willing to participate in mobility

In general, project managers see the exclusion from mobility as an isolated personal decision (“Lack of personal drive”) rather than caused by structural barriers (“Insufficient funding...” or “Lack of knowledge...”)  
Because this survey was conducted among project managers, data on real reasons for the learners’ unwillingness can be incomplete.



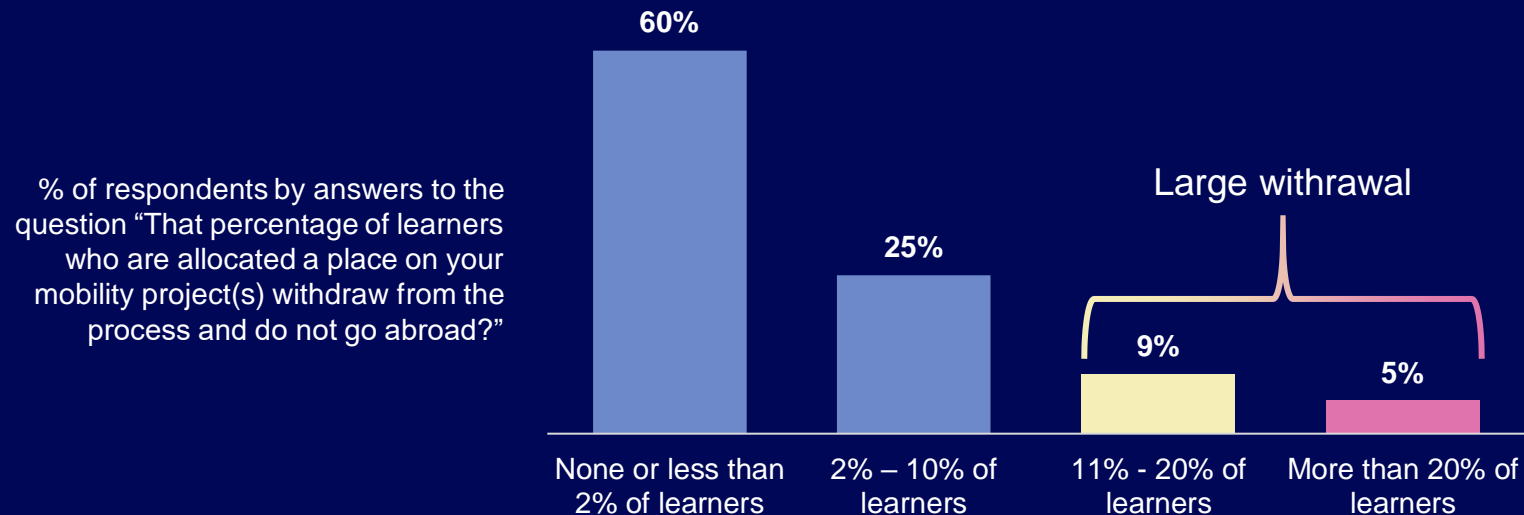
# Reasons for learners not willing to participate in mobility *by field*

Financial obstacles (“Loss of opportunities to earn money” and “Insufficient funding...”) are prevailing reasons of exclusion in the field of HED. While VET learners are perceived as lacking personal drive and foreign language skills. The main barriers hindering SCH learners from participation in mobility program are also the lack of personal drive and separation from family.



# Learners who withdraw from mobility (before going abroad)

Survey revealed that, typically, less than 10% of learners who have allocated places on mobility projects withdraw from the process and do not go abroad. However, 14% of project managers reported a large withdrawal rate of over 11%. Large learner withdrawal rate may indicate that mobility projects are not meeting the learners' needs.



# Learners who withdraw from mobility (before going abroad) *by field*

 **0-1%** of VET and SCH learners usually withdraw

 **2-10%** of HED learners usually withdraw

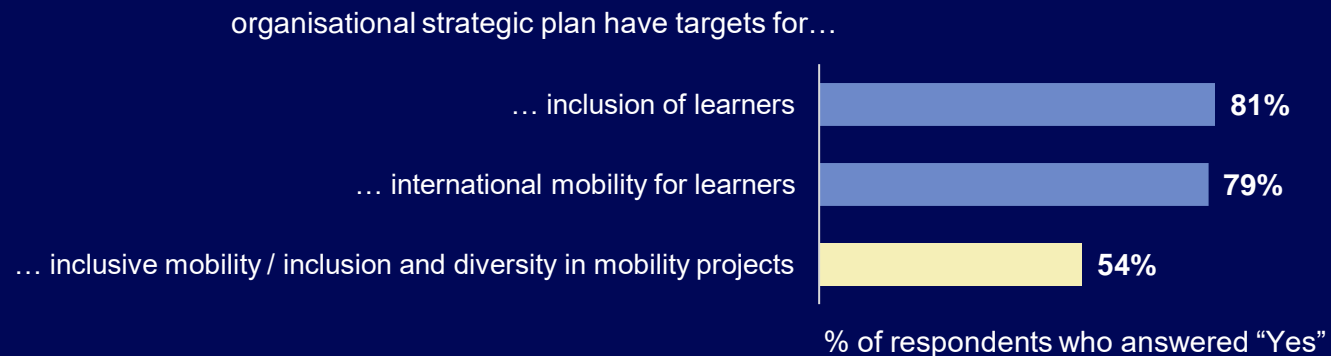
This is a median of answers to the question “That percentage of learners who are allocated a place on your mobility project(s) withdraw from the process and do not go abroad?”

# II. DEVELOPING A STRATEGY

for Inclusive Mobility

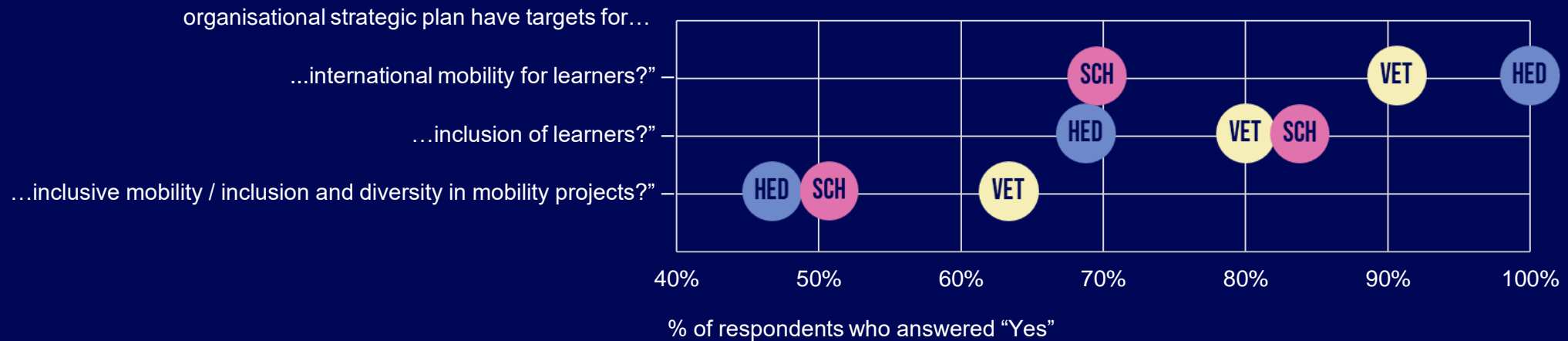
# Targets for inclusion in organisational strategic plan

Most surveyed project managers confirmed that their organisation has targets for inclusion (81%) and international mobility (79%), while less commonly inclusion targets are aligned with mobility targets (54%). Aligned targets in the organisational strategies mean that appropriate attention and resources are directed towards inclusive mobility.



# Targets for inclusion in organisational strategic plan *by field*

Compared among fields, international mobility targets are more important for HED organisations. While inclusion of learners is more prioritized in SCH organisations, according to the survey. Inclusion and mobility targets are most aligned (i.e., expressed in terms of “inclusive mobility” or “inclusion / diversity in mobility projects”) in VET organisations.



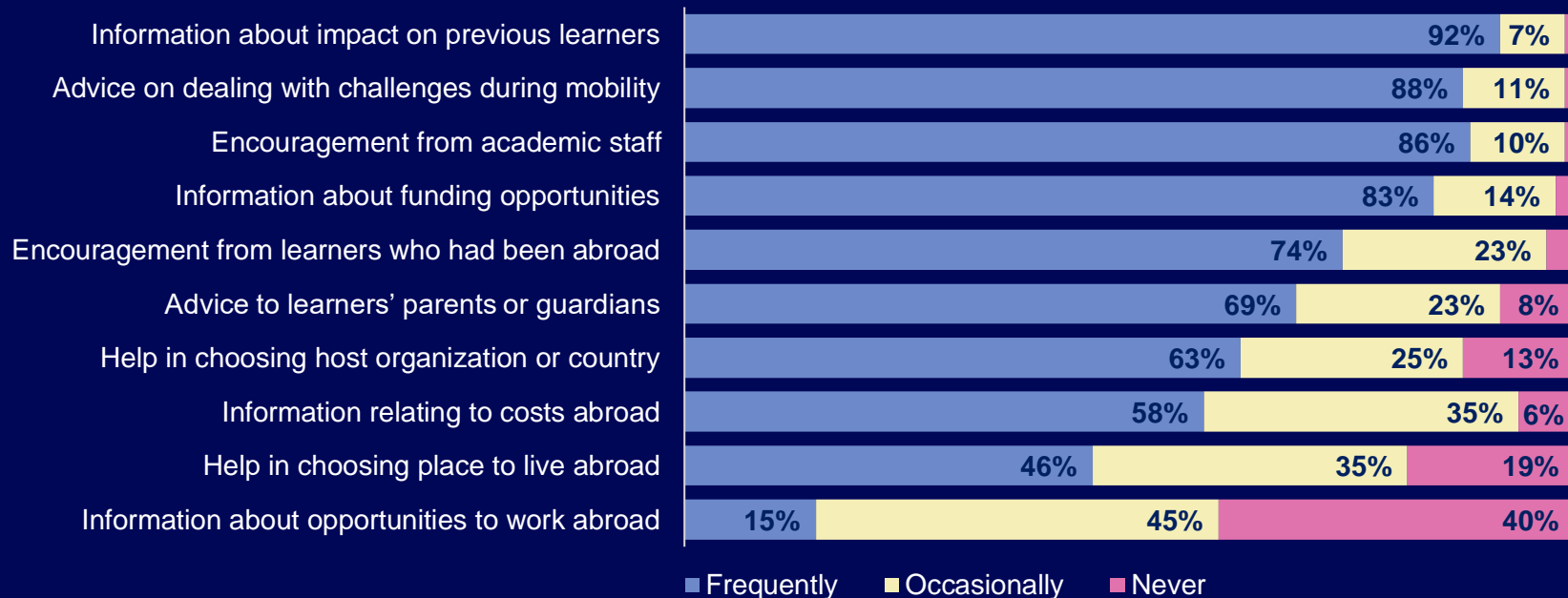
# III. SUPPORTING

Inclusive Mobility



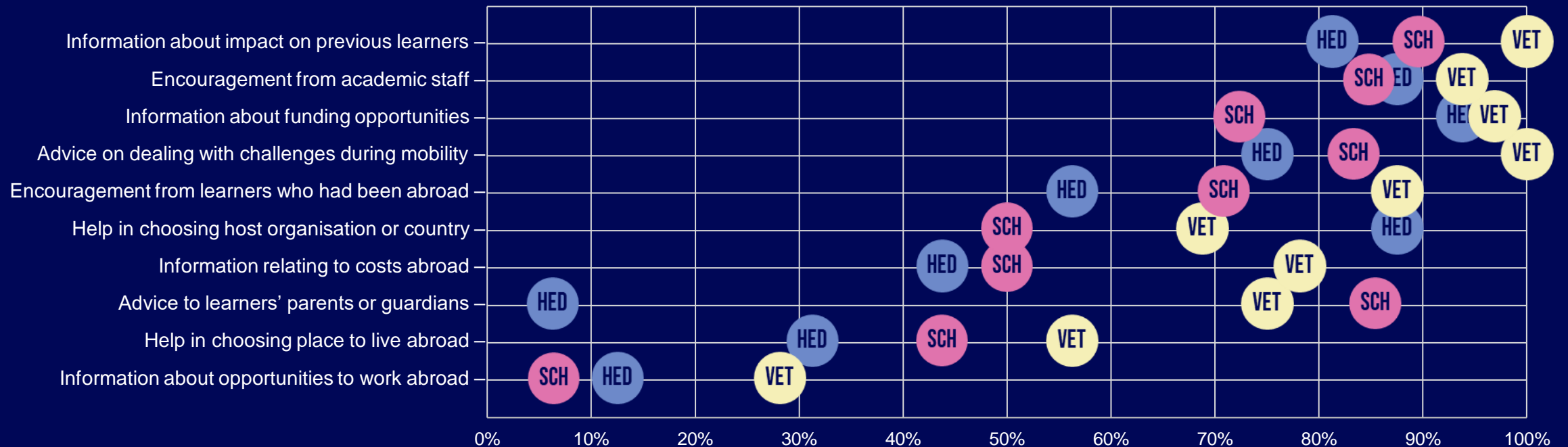
# Support to learners when preparing for their mobility

Surveyed managers reported offering a wide range of support for learners when preparing to their mobility. Most respondents (92%) provide information about impact on previous learners, 88% provide advice on dealing with mobility challenges. By contrast, less than half of respondents provide practical information about choosing place to live or opportunities to work abroad.



# Support to learners when preparing for their mobility *by field*

In comparison by field, VET organisations provide more measures of support for their learners. Information about mobility impact, advice on dealing with challenges, and funding guidance are the most provided support types across the VET organisations. HED more frequently help in choosing host organisations or countries, while SCH are more frequently advising parents or guardians.



% of respondents who stated that their organisation frequently provide support to learners when preparing to their mobility

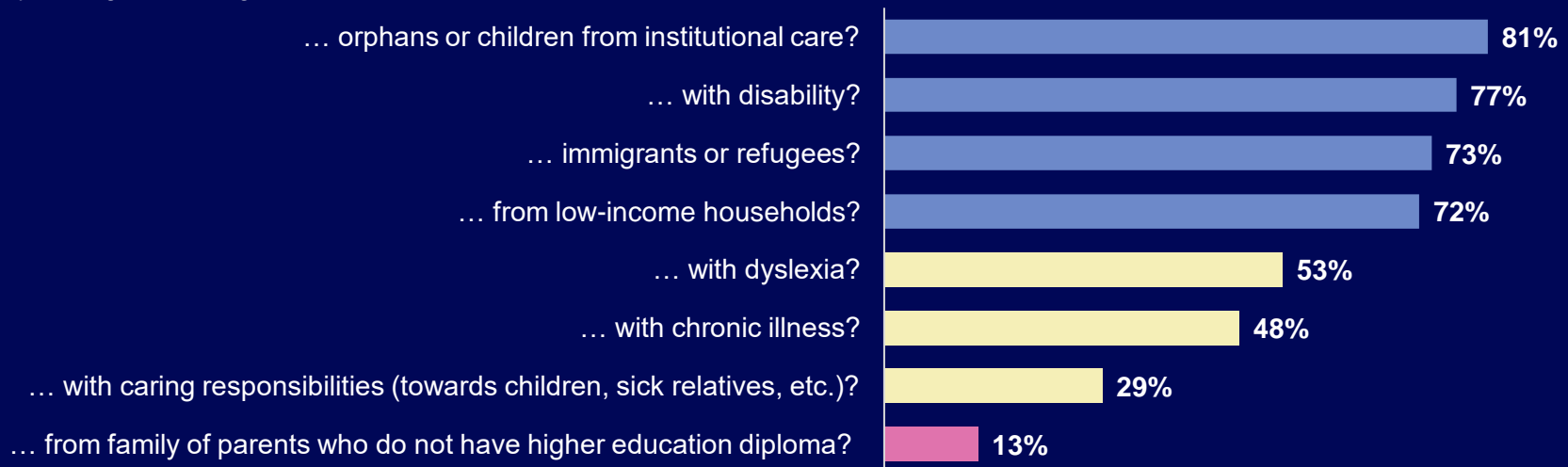
# IV. MONITORING

Inclusive Mobility

# Gathering information about learners with fewer opportunities

According to the survey, most organisations monitor relevant learner characteristics such as disability, immigrant status, low household income. More than 81% of respondents reported that they gather numbers or learners who are orphans or received an institutional care. Such monitoring is important to know which learners may require additional support to overcome mobility barriers.

Does your organisation gather the number of learners who are...

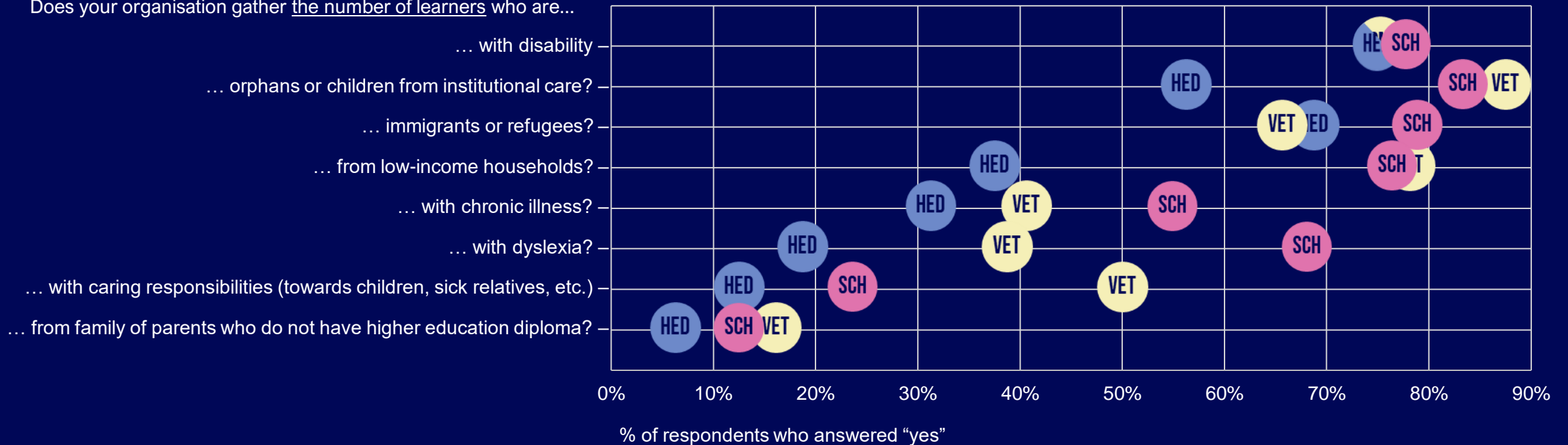


% of respondents who answered "Yes" to the question.

# Gathering information about learners with fewer opportunities *by field*

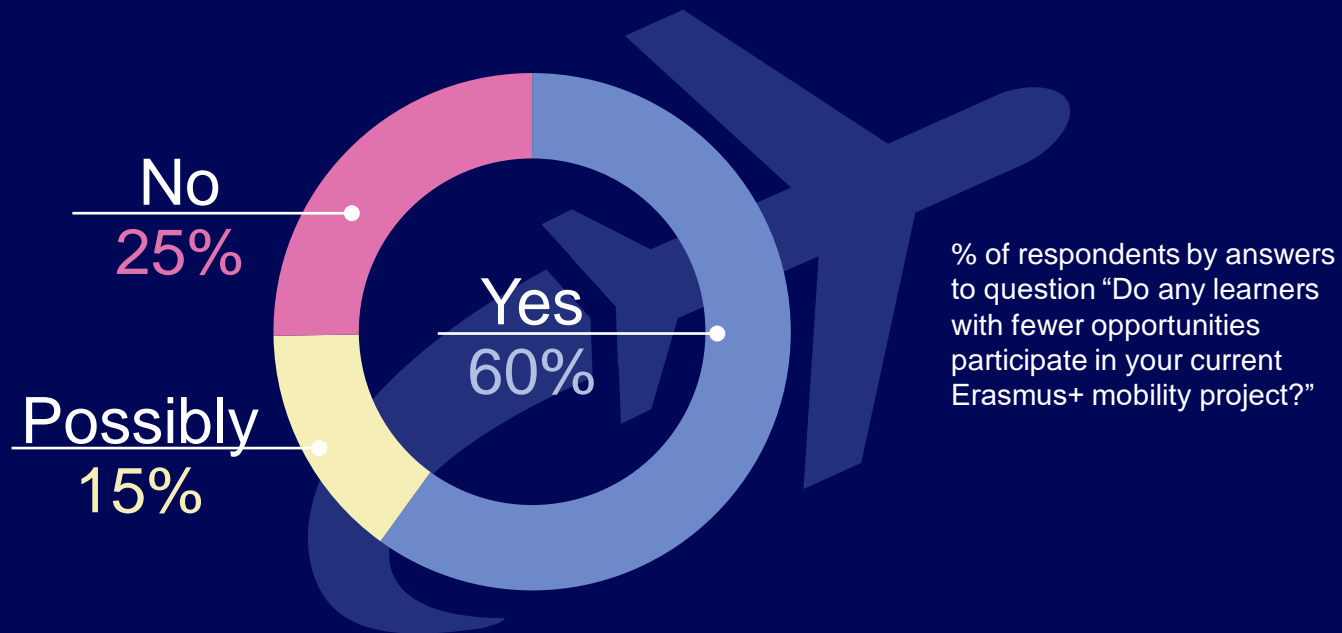
In comparison by fields, SCH organisations gather more information about learners with fewer opportunities. The largest difference among fields occurs when it comes to gathering information about dyslexia. 68% of SCH organisations monitor the number of learners with dyslexia, while only 19% of HED organisations do so.

Does your organisation gather the number of learners who are...



# Learners with fewer opportunities in Erasmus+ mobility projects

While considering that not all disadvantaged learners participating in mobility projects are captured by Erasmus+ monitoring system, we included a question “Do any learners with fewer opportunities participate in your current Erasmus+ mobility project?”. According to the survey, more than 60% of ongoing mobility projects attracted one or more learners with fewer opportunities. The term of “learners with fewer opportunities” include all learner groups mentioned in the previous page.



# V. DIFFERENTIATING

Mobility For Inclusion

# Specific measures in the Erasmus+ mobility projects

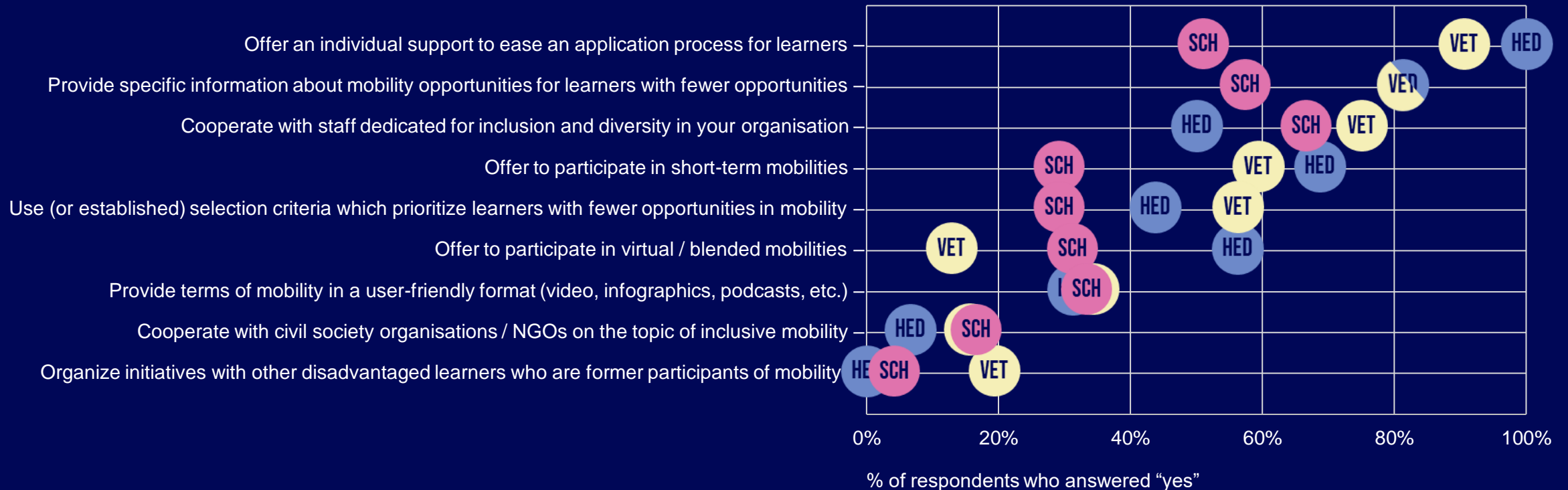
Survey revealed that specific initiatives are taken to attract disadvantaged learners. Usually, individual support in application process or information about mobility opportunities for learners with fewer opportunities is provided. However, short-term mobilities and blended mobilities are still unavailable in most surveyed organisations. Also, most organisations still neglect to provide mobility terms in a user-friendly format or demonstrate role models (i.e., initiatives with disadvantaged Erasmus+ alumni).





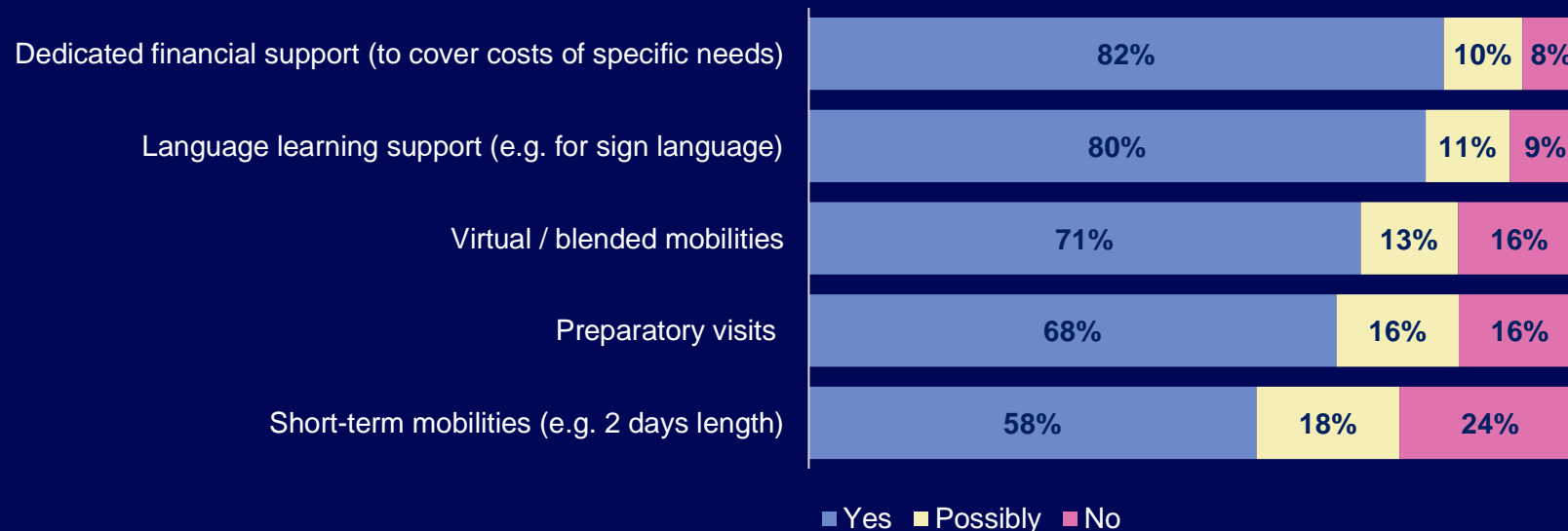
# Specific measures in the Erasmus+ mobility projects *by field*

According to the survey, HED organisations lead in providing individualized support during application process and offering short-term and blended mobilities. While VET is the most proactive in cooperating with staff dedicated to inclusion and prioritizing learners with fewer opportunities in selection process. Also, VET organisations most often organize initiatives with disadvantaged learners who are the former participants of mobility projects.



# Awareness of Erasmus+ inclusion novelties

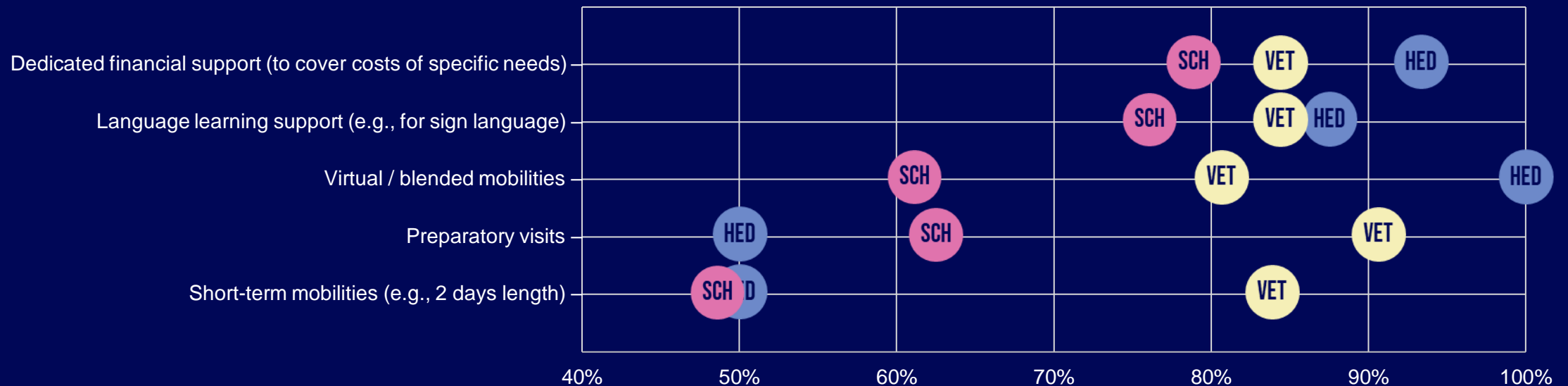
Vast majority of project managers are aware of Erasmus+ inclusion novelties, such as dedicated financial support or language learning support. While preparatory visits and short-term visits (e.g., 2 days length) are less known.



% of respondents by answers to the question "Have you heard of the following Erasmus+ inclusion novelties to support participants with fewer opportunities?"

# Awareness of Erasmus+ inclusion novelties *by field*

In comparison among fields, VET project managers are more informed about preparatory visits and short-term mobilities (e.g., 2 days length), while HED project managers are more aware of blended mobilities, financial support dedicated for inclusion.



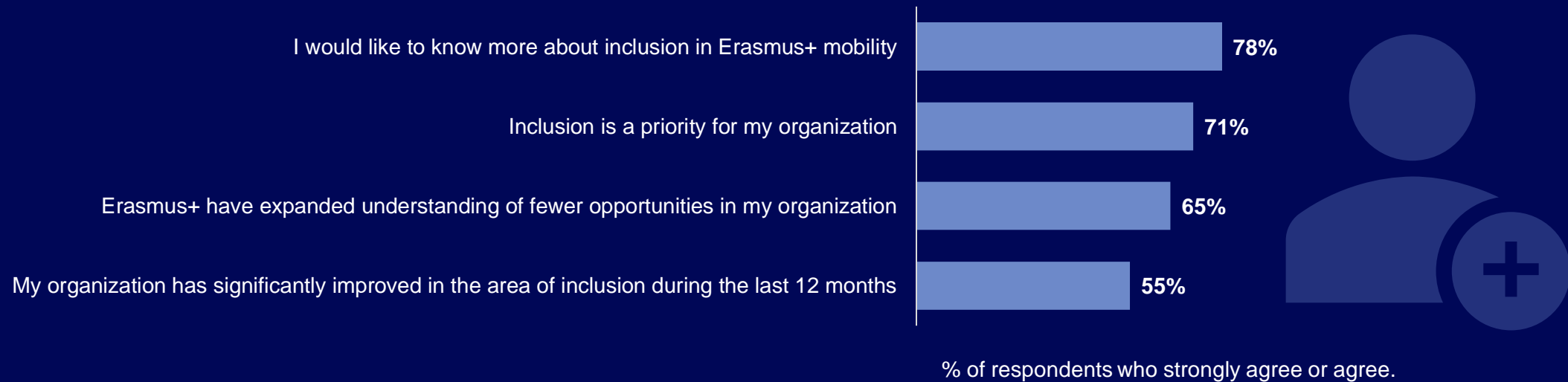
% of respondents who answered "yes" to the question "Have you heard of the following Erasmus+ inclusion novelties to support participants with fewer opportunities?"

# VI. BELIEVING

in Inclusive Mobility

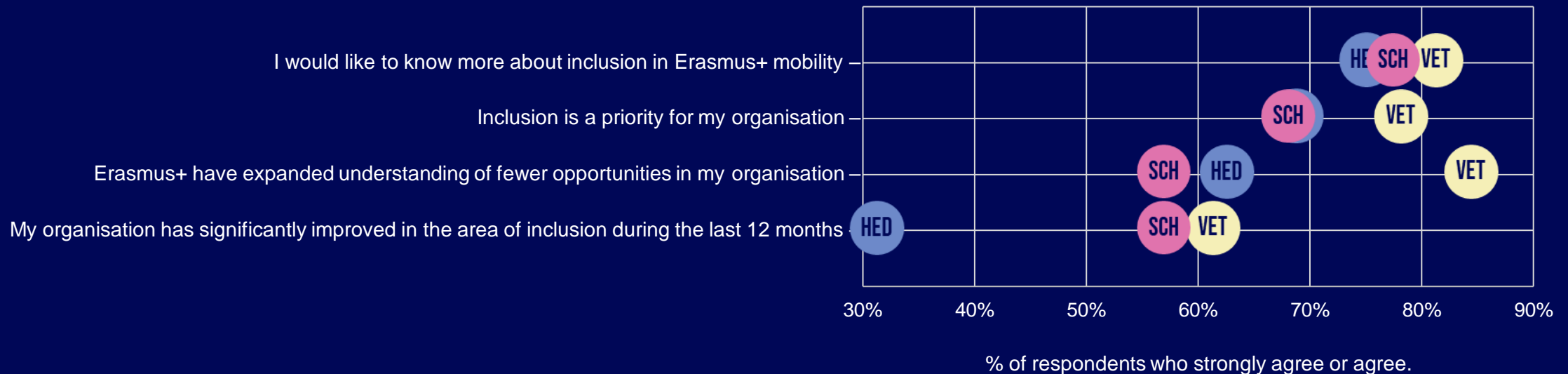
# Attitudes towards inclusion

Vast majority of surveyed project managers stated that they would like to know more about inclusive mobility and that inclusion is a priority for their organisation. Moreover, 65% of respondents state that Erasmus+ has improved the understanding of fewer opportunities in their organisation.



# Attitudes towards inclusion *by field*

In comparison among fields, VET organisations are most effective in implementing Erasmus+ inclusion priority: they expanded their understanding of fewer opportunities, they are most interested in knowing more about Erasmus+ inclusion, they prioritize inclusion, and improved in the area of inclusion more than the rest. Nevertheless, for HED organisations Erasmus+ inclusion priority has potential to add the greatest value, as HED organisations least improved in the area of inclusion, according to the survey.



# TOP 5 TRENDS

of Inclusive Mobility

# #1

Non-mobile learners  
are perceived as  
well informed  
*but lacking  
personal drive*

Overall, most project managers find that learners' unwillingness to participate in mobility depends more on personal decision ("Lack of personal drive") rather than structural barriers (e.g., "Lack of knowledge of the opportunities to go abroad"). Because this survey represents the perceptions of project managers, data on real reasons for the learners' unwillingness can be incomplete.

**67%**



of respondents state that likely or very likely reason for learner unwillingness to participate in mobility is **lack of personal drive**.

**13%**



of respondents state that likely or very likely reason for learner unwillingness to participate in mobility is **lack of knowledge of the opportunities to go abroad**.



# #2

Financial barriers  
are dominant  
*when it comes to  
HED students*

HED project managers report that financial barriers (loss of opportunity to earn money and insufficient funding to support period abroad) are the most important reasons affecting students' unwillingness to participate in mobility. Nevertheless, information that could help overcome financial obstacles (e.g., regarding opportunities to work abroad or costs of living abroad) is rarely provided to students preparing for mobility.

**100%**



of HED respondents state that likely or very likely reason for learners not willing to participate in mobility is **loss of opportunity to earn money**.

**15%**



of HED respondents state that their organisation frequently **provide information about opportunities to work abroad**.

# #3

Mobility and inclusion  
targets are important,  
*and often aligned*

The vast majority of project managers confirm that their organisational strategy has embedded targets for inclusion of learners. More than half respondents state that mobility and inclusion targets are aligned, i.e., expressed in terms of “inclusive mobility” or “inclusion / diversity in mobility projects”. Compared among fields, VET organisations are leaders in adapting their strategies, and employing support measures to the inclusive mobility targets.

**81%**



of respondents confirmed that their organisational strategic plan **have targets for inclusion of learners.**

**54%**



of respondents confirmed that their organisational strategic plan has targets for **inclusive mobility / inclusion and diversity in mobility projects.**

# #4

Disadvantaged  
learners are  
supported  
*yet still invisible*

Most project managers state that they offer individual support to ease application process and provide specific information about mobility opportunities for learners with fewer opportunities. Accordingly, 60% of managers find that disadvantaged learners participate in their mobility projects. Still only 8% of organisations have ever organized awareness raising initiatives with disadvantaged learners who are former participants of mobility. In contrast, initiatives with Erasmus+ alumni are organized in 97% of organisations.

60%



of respondents state that **learners with fewer opportunities participate** in their current Erasmus+ mobility project.

8%



of respondents state that they organized initiatives **with disadvantaged learners who are former participants of mobility.**

# #5

Erasmus+  
inclusion gains  
interest and  
*adds value*

Survey revealed that most project managers have positive attitudes towards inclusive mobility (e.g., 78% want to know more about this topic) and are aware of Erasmus+ inclusion novelties (e.g., 82% have heard about dedicated financial support). Moreover, 65% of respondents state that Erasmus+ has improved understanding of fewer opportunities in their organisation.

**78%**



of respondents strongly agree or agree that they **would like to know more about inclusion in Erasmus+ mobility.**

**65%**



of respondents strongly agree or agree that **Erasmus+ has expanded understanding of fewer opportunities** in their organisation.

