

Erasmus+ Impact on Participants of Higher Education and Vocational Education and Training

Report



The report presents results of online quantitative survey conducted 27Feb–21Mar 2018. Participants of Erasmus+ (and its predecessors Socrates, Leonardo da Vinci, Lifelong Learning) from 2005–2017 completed the questionnaire. Data analysis consists of 1026 respondents: 768 Higher Education (HE) and 258 Vocational Education and Training (VET) answers.

The organizers sincerely thank all those who responded to the invitation and completed the questionnaire.

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1. Research methodology, organization, performance

The purpose of the study – to assess the impact of Erasmus + and its predecessors (Socrates, Leonardo da Vinci, Lifelong Learning Programme) on their participants.

The subject of the study – the impact of Erasmus + (and programme predecessors) on participants

Research tasks:

1. To determine how participation in mobility has contributed to enhance soft skill competencies for HE and VET students (social, communication, language skills, etc.);
2. To determine what impact mobility had on professional competencies;
3. To analyze what impact mobility had on value and attitude development;
4. To analyze what aspects of mobility have led to quicker employment and better further career or further learning perspectives.

Respondents – participants from Erasmus + and its predecessor programmes (Socrates, Leonardo da Vinci, Lifelong Learning Programme), participated in the mobility in 2005–2017. With a 5 per cent probability of error, when the general population is more than 100,000, it is sufficient to interview 384 respondents in a random way. The aim of study was to reach a sample of thousands of respondents.

Table 1. Maximum error for the sample size

Size of population	Confidence level = 95 %			Confidence level = 99 %		
	Margin of error			Margin of error		
	5 %	2,5 %	1 %	5 %	2,5 %	1 %
100	80	94	99	87	96	99
500	217	377	475	285	421	485
1 000	278	606	906	399	727	943
10 000	370	1 332	4 899	622	2 098	6 239
100 000	383	1 513	8 762	659	2 585	14 227
500 000	384	1 532	9 423	663	2 640	16 055
1 000 000	384	1 534	9 512	663	2 647	16 317
2 500 000	384	1 536	9 567	663	2 651	16 560
10 000 000	384	1 536	9 594	663	2 653	16 584

The research method is a quantitative online survey.

Research instrument. A questionnaire consisting of 69 characteristics assessing the experience gained during mobility was created for this study. The answers are based on a five-point scale: “Completely disagree,” “Disagree,” “Neither agree nor disagree,” “Agree,” “Completely agree,” and the option “Cannot say”. The questionnaire also includes factual questions about mobility: year of the mobility, purpose (study, practice, etc.), duration and the type of educational institution and cycle (vocational training school, college, university). Additionally, respondents were asked three open-ended questions: “the biggest discovery, benefit or lesson learned during mobility”, and positive and negative things about mobility. Respondents also had to indicate their gender, age, education, place of residence and whether they are currently working or not.

The pilot study was conducted from 21–26 Feb2018 with eight people who have taken part in mobility programmes during vocational or higher education studies. According to the comments submitted by the respondents, the questionnaire was adjusted (some questions were dropped, others were included in the questionnaire). Depending on the comments made, some items and answers were clarified and corrected.

Data collection and research progress. The invitation to the survey was sent by e-mail. The study was conducted from 27Feb–21 March2018. The link to the survey was clicked by 1605 people, of whom 1131 responded by completing the questionnaire. Responses which were started but not completed, as well as responses without socio-demographic data, were removed from further analysis. Duplicates were removed from the database. The report is based on the data of 1026 respondents' answers.

Data analysis methods. Data were analyzed using the IBM SPSS Statistics 20 and MS Office 2010 Excel programs. The results are analyzed using descriptive, comparative and multivariate analysis.

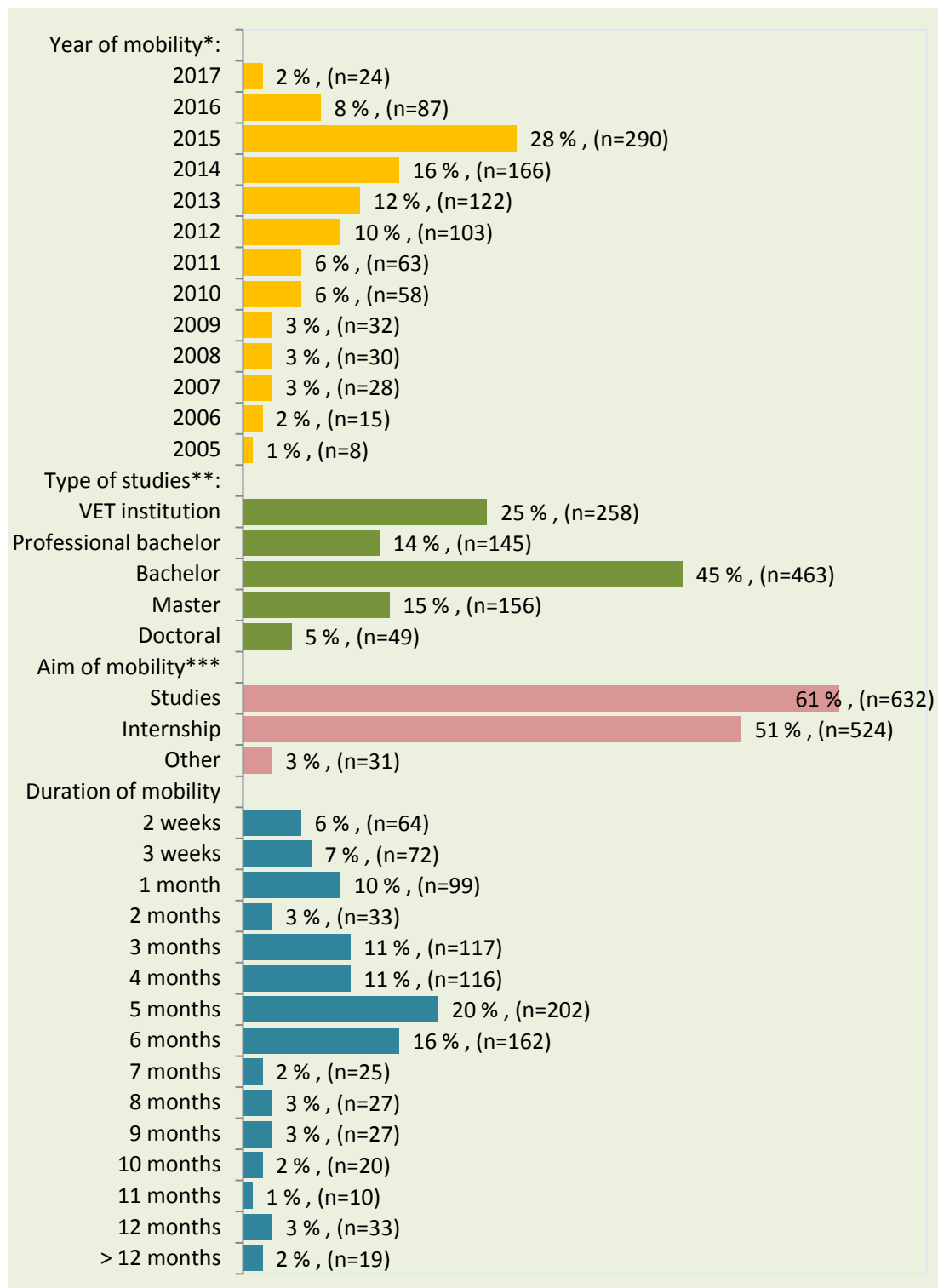
Data analysis and visualization. Scores "Completely disagree" and "disagree" are merged and named "Disagreement". Scores "Agree" and "Completely agree" are named as "Agreement". Then the score "Neither agree nor disagree" is named as "Neutral". The data in the analysis are presented by the following variables and groups:

- gender ("man", "woman")
- age ("18-24", "25-29", "30 years and more")
- type of educational institution, study cycle ("vocational school", "professional bachelor", "bachelor", "master's degree", "doctoral degree")
- type of mobility ("study", "practice", "studies and practice")
- duration of mobility (up to 2 months, 2–6 months,> 6 months)

The chi-square criterion and the one t-test are used to estimate the differences between the groups.

2. Data analysis

2.1. Data about the participants



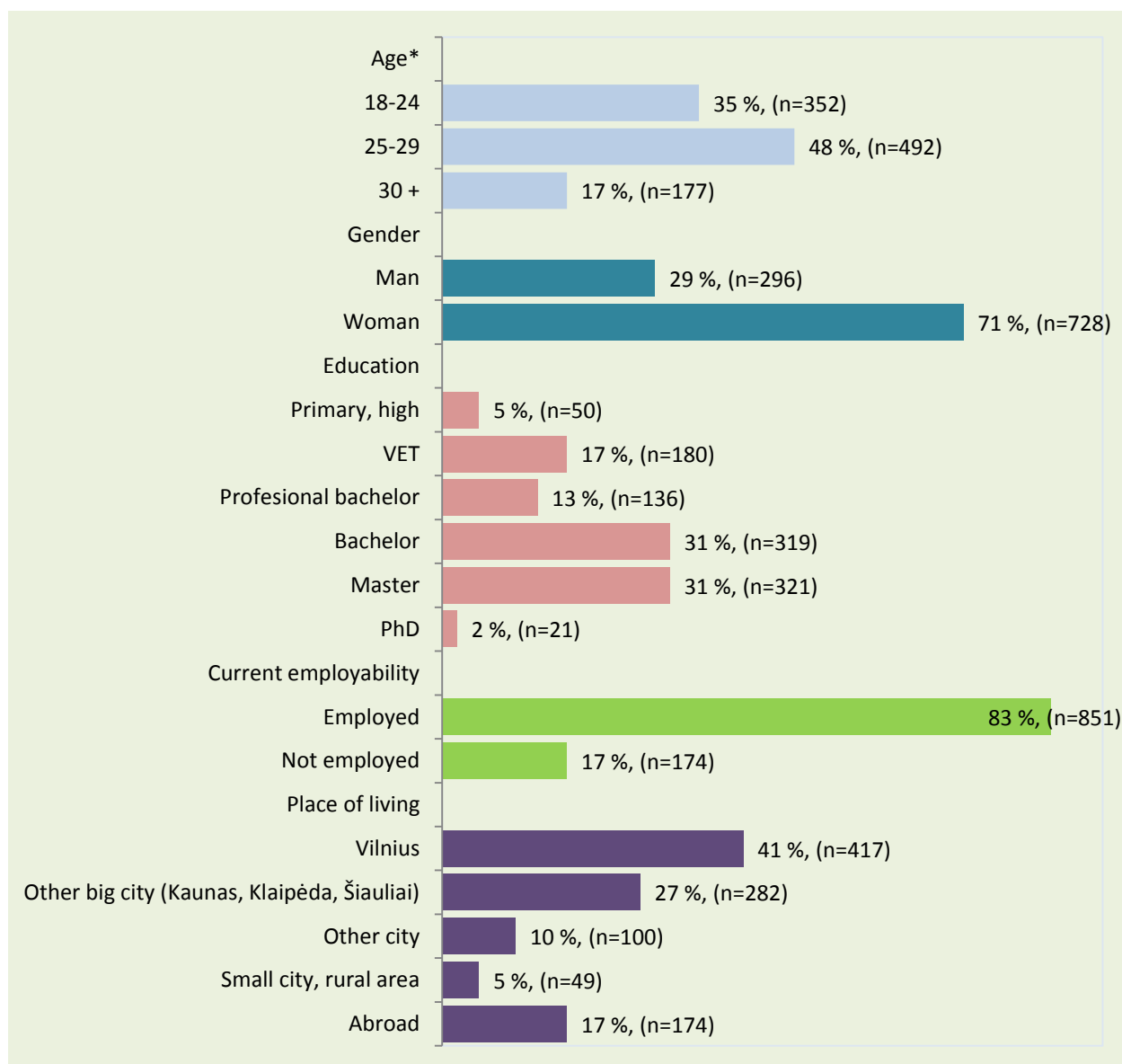
* "Year of mobility". 51 respondent participated two or more times. In these cases the earliest year of mobility was used in data analysis.

** "Type of studies". Possible to choose few answers.

*** "Aim of mobility". Possible to choose few answers.

Fig. 1. Facts about participation in mobility (year of mobility, type of studies, type of mobility, duration of mobility)

2.2. Sociodemographic characteristics



² The eldest respondent was 60 years old.

Fig. 2. Sociodemographic characteristics of respondents

2.3. Overall evaluation of the mobility

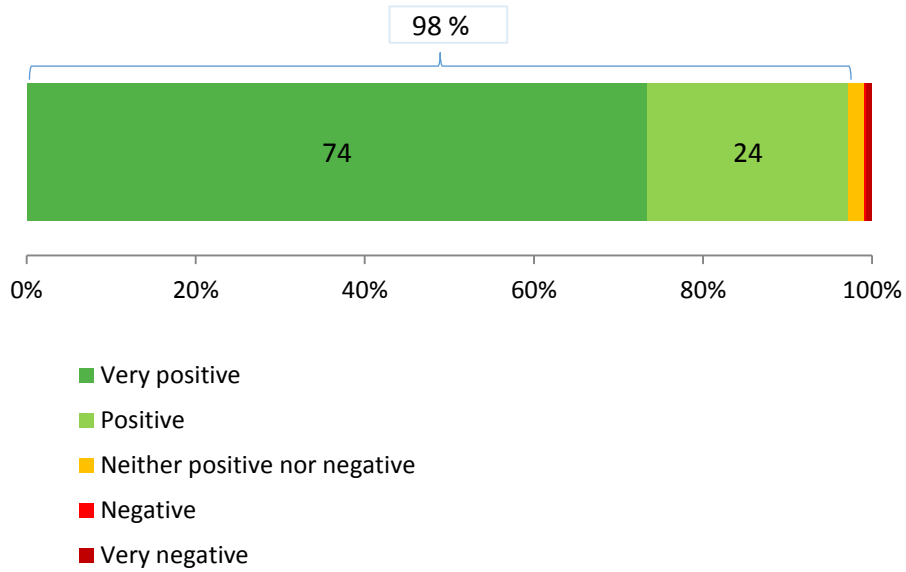


Fig. 3. "How in general do you evaluate the experience gained during the exchange programme?"

The vast majority (98%) of respondents were positive about the experience gained from mobility. 74% scored "very positive", 24% "positive"; 1.8% of respondents chose the mean score of the scale "neither positive nor negative"; 3 respondents rated the experience "negative" and 7 respondents "very negative".

Persons who rated "very negative" and "negative" mobility were students from vocational schools, colleges, or university bachelor students.

There are no statistically significant differences according to socio-demographic characteristics, except for the place of residence. Respondents living in smaller towns and rural areas of Lithuania tended to evaluate the experience mobility more often than not in the negative.

98% of respondents would recommend other students to go on such programmes, 90% of them would "definitely recommend".

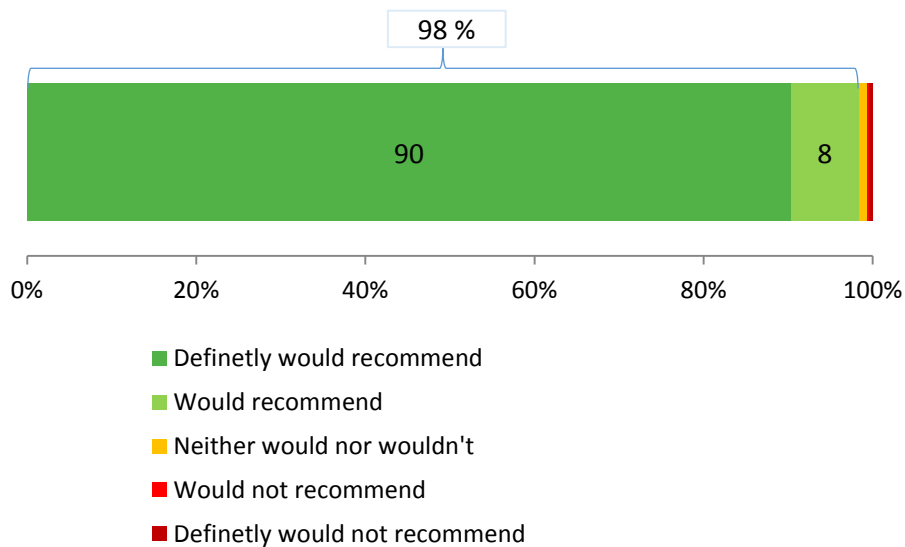


Fig. 4. "Would you recommend other students to participate in mobility programmes?"

2.4. Agreement with every item about the mobility

Table 2. Assignment of items to subscales, % (rated by average agreement of subscale)

Name of subscale (number in parenthesis indicates number of items assigned to it)	Variable (hyphen means that the value of item is recoded, i. e., instead of “agree”, “completely agree”, the values of “disagree” and “completely disagree” are used)	Agreement (“agree” & “completely agree”), %	Average agreement of subscale, %
Language and communication skills (4)	Improved foreign language(s)	95	86
	Improved my communication skills	88	
	Due to mobility I can better adapt to changing situations	82	
	Due to mobility I can more easily make contact with strangers	80	
Interest in other cultures and their knowledge (2)	I can better understand people from other cultures	88	86
	Mobility increased my interest in other cultures	83	
Improvement of different personal skills (6)	Started to trust myself more	90	83
	Became more independent	87	
	Became more courageous	84	
	Due to being abroad I became more mature as a person	83	
	Became more responsible for my own decisions and actions	81	
	Showed more initiative	72	
Gaining professional knowledge and skills (3)	Improved my professional knowledge	86	76
	Gained/improved my practical professional skills	80	
	Due to mobility discovered/learnt professionals things that I could never get in Lithuania	63	
Critical thinking and self-assessment (6)	Due to mobility I understood how much I need to know and to learn	89	76
	Due to mobility I broadened my point of view – started to see things from many perspectives	85	
	Due to mobility I re-assessed my skills	85	
	Due to mobility I knew myself better	79	
	Due to mobility I can look at things more critically	65	
	I became more self-critical	52	
Input to learning/study process (4)	Study/professional education is more valuable when part of it is spent abroad	89	63
	I would not experience the same in Lithuania as I got in studies/internship/other abroad	84	
	Mobility has played significant role in my final work	47	
	I had much better access to information sources (library sources, databases etc.) abroad than in Lithuania	31	

Name of subscale (number in parenthesis indicates number of items assigned to it)	Variable (hyphen means that the value of item is recoded, i. e., instead of “agree”, “completely agree”, the values of “disagree” and “completely disagree” are used)	Agreement (“agree” & “completely agree”), %	Average agreement of subscale, %
Set up of life priorities (4)	Mobility helped me to understand what I want achieve in life	65	59
	Being abroad helped me to set up life priorities	61	
	Due to mobility I learned to plan better	62	
	Due to mobility I understood where I want to realize myself	48	
Better opportunities in job market and competitive abilities (3)	Experience during mobility enhanced employability and improved my career prospects	68	56
	Became more competitive compared with those who did not go abroad	65	
	Experiences gained in the programme helped me to get a job	35	
Quality of learning/studies in Lithuania (3)	Due to mobility I gained an understanding of what a good educational institution should look like	66	56
	I understood that the quality of education in Lithuania is good	51	
	I was disappointed by the quality of education in Lithuania	22 (50)	
Tolerance of others (4)	Due to mobility I became more tolerant of people who think differently	66	54
	Due to mobility I became more tolerant of people of other races	59	
	Due to mobility I became more tolerant of people of other religions	52	
	Due to mobility I became more tolerant of people of different sexual orientations	40	
Assessment of Lithuanian life (2)	Due to mobility I understood we are not worse than foreigners	62	54
	Due to mobility I started to value more my own Lithuanian roots	45	
Disappointment about Lithuanian employers (2)	Due to mobility I understand what a good employer should be	60	50
	Having comparison with foreign countries I became disappointed with Lithuanian employers	40	
Ideas for new actions, enterprise (4)	I became more creative, I have more ideas	57	38
	Mobility encouraged me to volunteer, to participate in public activities	37	
	Due to mobility I became more enterprising, I devised business ideas	33	
	Experience abroad gave me confidence to create my own business	23	
Mastering IT	I learned better use of information technologies	37	37
Mobility as the only opportunity to go abroad	Mobility was the only opportunity for me to go abroad	25	25
Priority to live in Lithuania (2)	Mobility increased my intention of a future related with foreign countries	57 (21)	17
	Due to mobility I understood I want to work only in Lithuania	13	

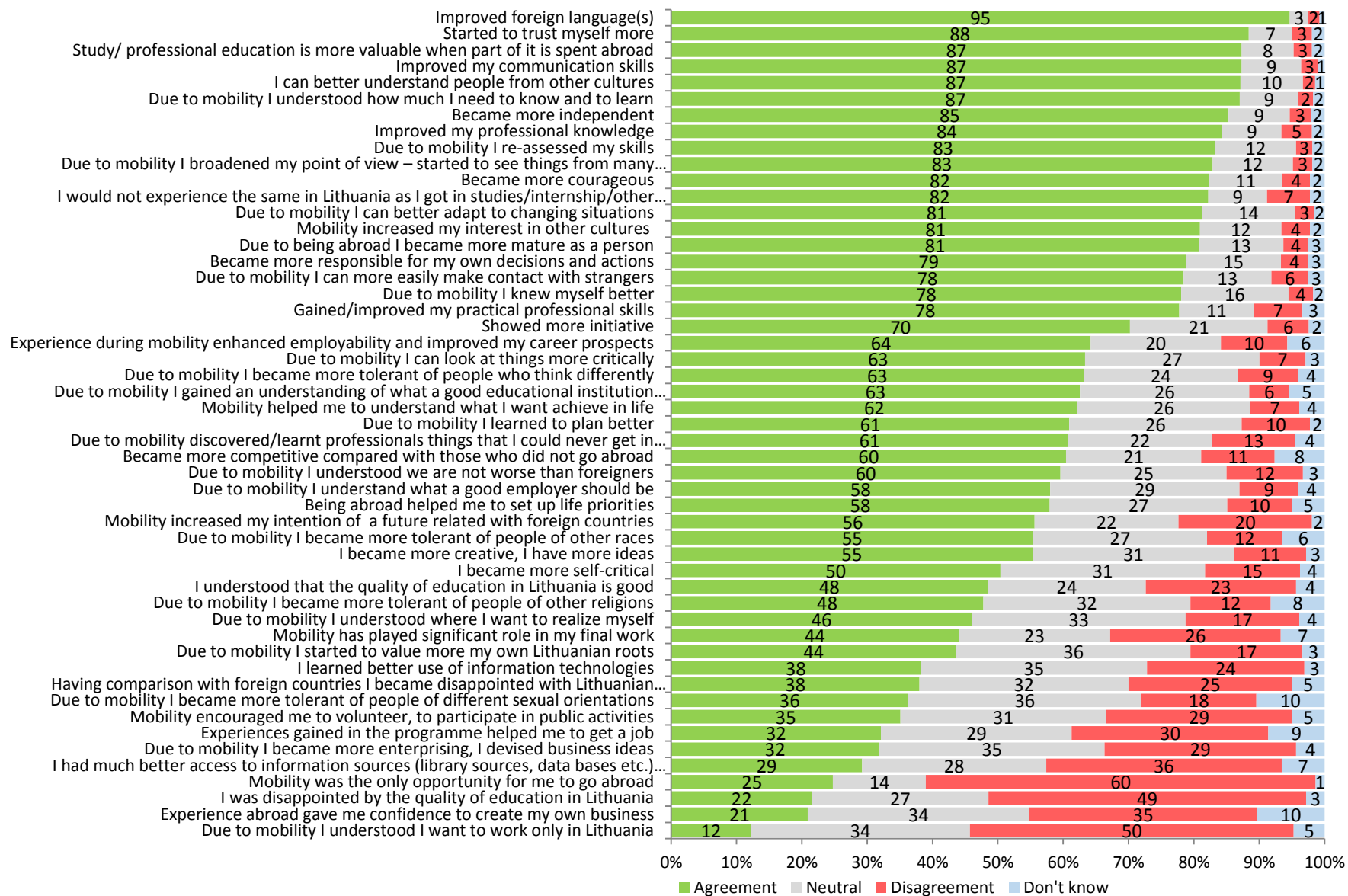


Fig. 5. “Agreement”, “neutral”, “disagreement”, “don’t know” with every item about the mobility

Mobility had an impact on different aspects. More than 80 per cent of respondents agreed with the following items:

- “Improved foreign language(s)” (95%)
- “Due to being abroad I became more mature as a person” (88%)
- “Study/professional education is more valuable when part of it is spent abroad” (87%)
- “Improved my communication skills” (87%)
- “I can better understand people from other cultures” (87%)
- “Due to mobility I understood how much I need to know and to learn” (87%)
- “Became more independent” (85%)
- “Improved my professional knowledge” (84%)
- “Due to mobility I re-assessed my skills” (83%)
- “Due to mobility I broadened my point of view – started to see things from many perspectives” (83%)
- “Became more courageous” (82%)
- “I would not experience the same in Lithuania as I got in studies/internship/other abroad” (82%)
- “Due to mobility I can better adapt to changing situations” (81%)
- “Mobility increased my interest in other cultures” (81%)
- “Due to being abroad I became more mature as a person” (81%)

<...>

Least agreement was with the following items:

- “I was disappointed by the quality of education in Lithuania” (22%)
- “Experience abroad gave me confidence to create my own business” (21%)
- “Due to mobility I understood I want to work only in Lithuania” (12%)

2.5. Agreement with scales about the mobility

Table 3. Minimum, average and maximum agreement with scales about the mobility, % (rated by average agreement with scale)

No.	SCALE (number in parentheses indicates number of subscales)	SUBSCALE (number in parentheses indicates number of items)	Agreement of subscale („Agree“ & „Definitely agree“) Ave. (min.-max.)	Average agreement of scale Percent for scores “Agree” & “Definitely agree”	Factor loadings
1	Improvement and development of general skills (5)	Language and communication skills (4)	86% (80%–95%)	77 %	0,799
		Interest in other cultures and their knowledge (2)	86% (83%–88%)		0,730
		Improvement of different personal skills (6)	83% (72%–90%)		0,817
		Critical thinking and self-assessment (6)	76% (52%–89%)		0,825
		Tolerance of others (4)	54% (40%–57%)		0,697
2	Improvement and development of professional, special skills (6)	Gaining professional knowledge and skills (3)	76% (63%–86%)	55 %	0,759
		Input to learning/study process (4)	63% (31%–89%)		0,734
		Set up of life priorities (4)	59% (48%–65%)		0,810
		Better opportunities in job market and competitive abilities (3)	56% (35%–68%)		0,708
		Ideas for new actions, enterprise (4)	38% (23%–57%)		0,727
		Mastering IT	37% (37%)		0,663
3	Attractiveness of the teaching and working environment, living conditions in Lithuania (4)	Quality of learning/studies in Lithuania (3)	56% (50%–66%)	44 %	0,745
		Assessment of Lithuanian life (2)	54% (45%–62%)		0,512
		Disappointment about Lithuanian employers (2)	50% (40%–60%)		0,604
		Priority to live in Lithuania (2)	17% (13%–21%)		0,694

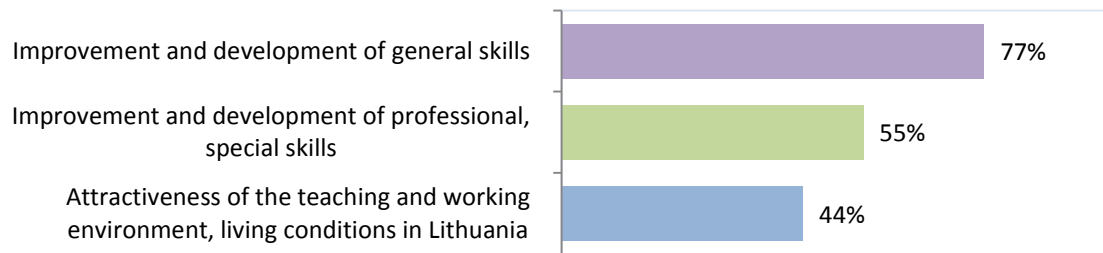


Fig. 6. Average agreement of scales about the mobility

In the secondary factor analysis three factors were obtained:

1. Improvement and development of general skills (average agreement for factor 77%)
2. Improvement and development of professional, special skills (58%)
3. Attractiveness of the teaching and working environment, living conditions in Lithuania (44%)

1. Regarding the improvement of general skills competences, respondents were most likely to agree on acquiring “language and communication skills” (average agreement with the subscale – 86%), “Interest in other cultures and their knowledge” (86%), “Improvement of different personal skills” (courage, self-confidence, initiative, responsibility) (83%), greater “Critical thinking and self-assessment” (76%), and greater “Tolerance of others” (54%).

2. Respondents have also improved their specialist skills, and professional knowledge and skills. The respondents were most likely to agree that they have gained “professional knowledge and skills” due to their mobility (76% average agreement with subscale). Mobility also has an impact on “Input to learning/study process” (63%), mobility has helped to “Set up of life priorities” (59%), and gave “Better opportunities in job market and competitive abilities” (56%). Respondents also got “Ideas for new actions, enterprise” (38%).

3. In addition to the acquired general skills and professional knowledge and skills, some respondents got a greater appreciation of “Lithuanianness” (average agreement for subscale – 54%). 56% agreed that the quality of learning/studies in Lithuania is good. Mobility has strengthened the willingness of participants to live and work abroad – only 17 per cent would like to live and work in Lithuania (“Willingness to live and work in Lithuania”). Half of the participants of the study were disappointed by Lithuanian employers (“Disappointment about Lithuanian employers”).

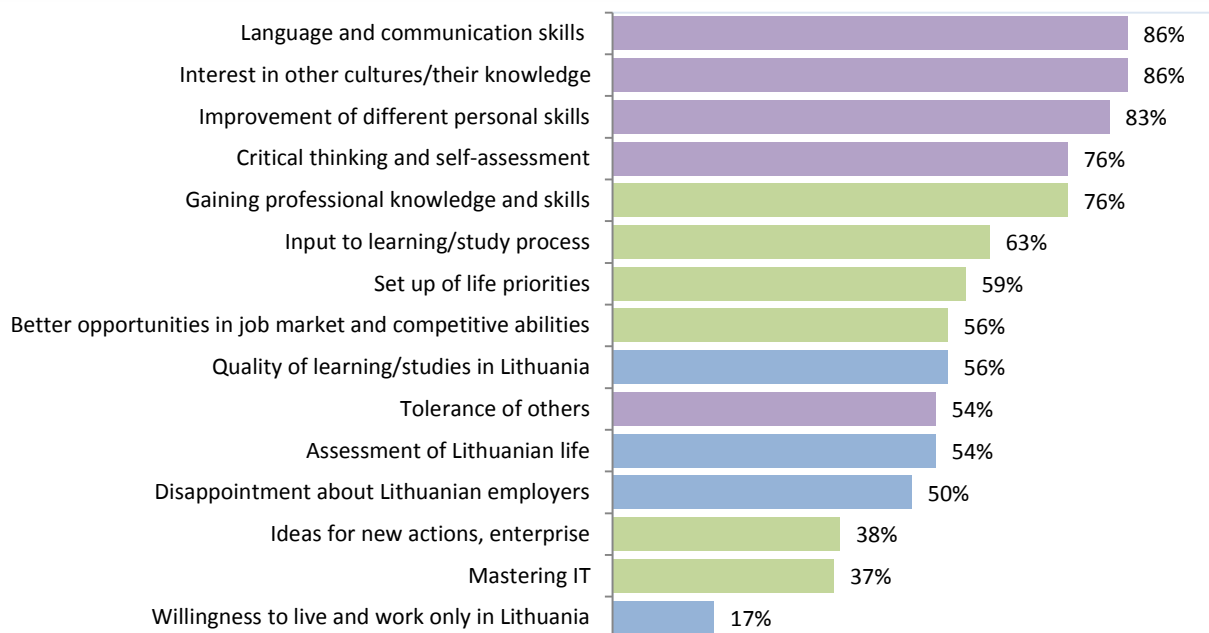


Fig. 7. Average agreement of subscales about impact of the mobility

Erasmus+ is expected to have positive and long-lasting effects on the participants. For learners and students, the mobility activities (http://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/key-action-1_en) are meant to produce outcomes such as:

- improved learning performance
- enhanced employability and improved career prospects
- increased sense of initiative and entrepreneurship
- increased self-empowerment and self-esteem
- improved foreign language competences
- enhanced intercultural awareness
- more active participation in society
- better awareness of the European project and the EU values
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad)

Results of the survey show that mobility had a positive impact on programme participants, and reached set aims. Respondents gained or improved different skills and competencies: “language and communication skills” (average agreement with the subscale – 86%), “Interest in other cultures and their knowledge” (86%), “Improvement of different personal skills” (83%), greater “critical thinking and self-assessment” (76%), “professional knowledge and skills” (76%), mobility also has an impact on “Input to learning/study process” (63%), mobility has helped to “set up of life priorities” (59%) and gave “better opportunities in job market and competitive abilities” (56%), “tolerance to others” (54%) and helped to improve IT skills (37%).

3. Agreement with items about the mobility

3.1. Language and communication skills

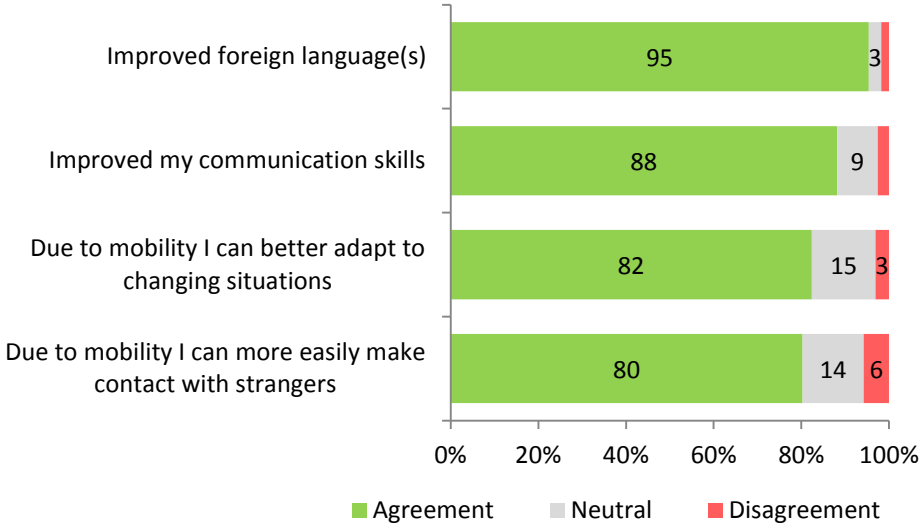


Fig. 8. Agreement and disagreement with items about language and communication skills

The vast majority (95 %) of respondents improved their “foreign language skills”. 88 per cent scored that they “improved my communication skills”, 82 per cent “can better adapt to changing situations”, 80 per cent “can more easily make contact with strangers”.

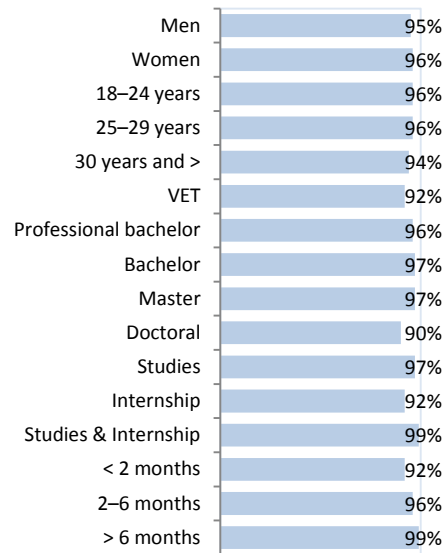


Fig. 9. Agreement with item “Improved foreign language(s)” by sociodemographic characteristics

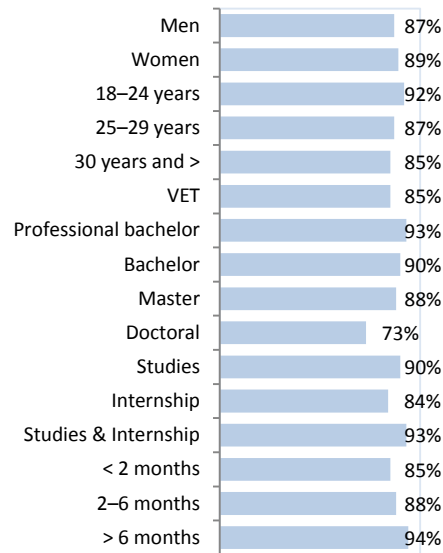


Fig. 10. Agreement with item “Improved my communication skills” by sociodemographic characteristics

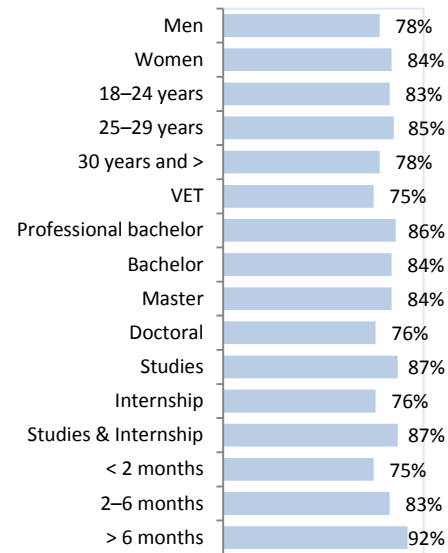


Fig. 11. Agreement with item “Due to mobility I can better adapt to changing situations” by sociodemographic characteristics

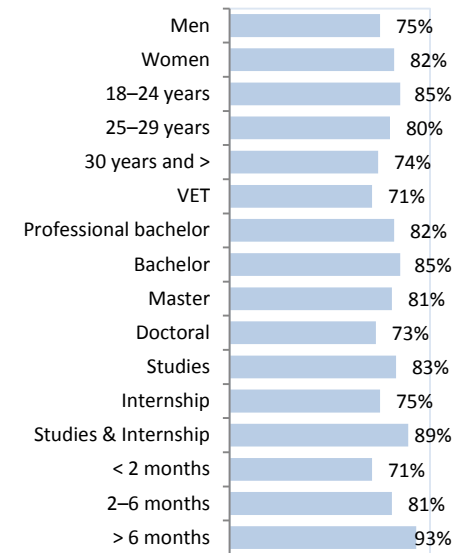


Fig. 12. Agreement with item “Due to mobility I can more easily make contact with strangers” by sociodemographic characteristics

“Foreign languages” were more improved for those who spent more time in mobility; similarly for those who went for “study” (97%) rather than “internship” (92%).

“Communication skills” were less improved during “internships” (84%) than “studies” (90%). The more time spent in the mobility the more respondents tended to agree improvement of their communication skills.

The oldest respondents (30 years and over) tended to agree that “due to mobility they can better adapt to changing situations” or “can more easily make contact with strangers”. The longer the duration of mobility the more respondents tended to agree to both items.

Item “Due to mobility I can more easily make contact with strangers” differs by all sociodemographic characteristics.

3.2. Interest in other cultures and their knowledge

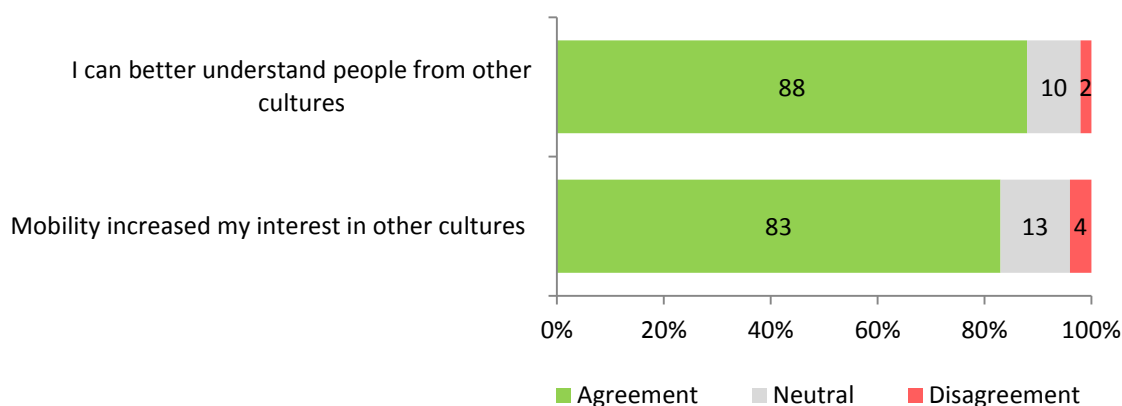


Fig. 13. Agreement and disagreement with items about other cultures and their knowledge

Due to the mobility, 88 per cent of respondents “can better understand people from other cultures”. Respondents from doctoral studies (78%) tended less to agree with the item, as did respondents who went for internship (83%) rather than to study (92%); respondents who spent less than 2 months (83%), than those who spent 2–6 months (89%) or more (94%).

Mobility “increased interest in other cultures” for 83 per cent of respondents. Women (85%) more than men (78%) tended to agree with this. Doctoral studies students were least to agree with this item (65%). There are no statistically significant differences by other sociodemographic characteristics.

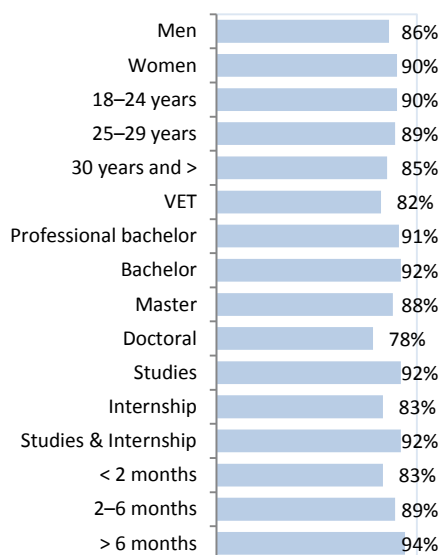


Fig. 14. Agreement with item “I can better understand people from other cultures” by sociodemographic characteristics

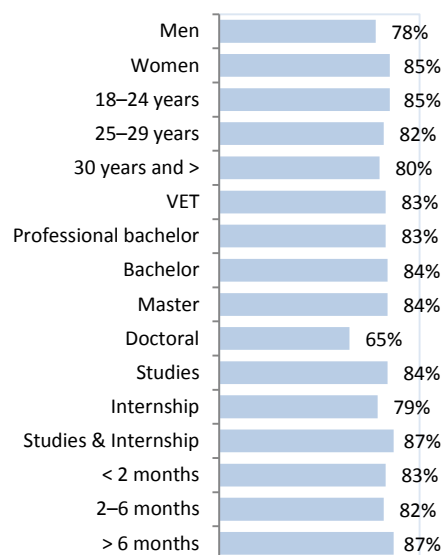


Fig. 15. Agreement with item “Mobility increased my interest in other cultures” by sociodemographic characteristics

3.3. Improvement of different personal skills

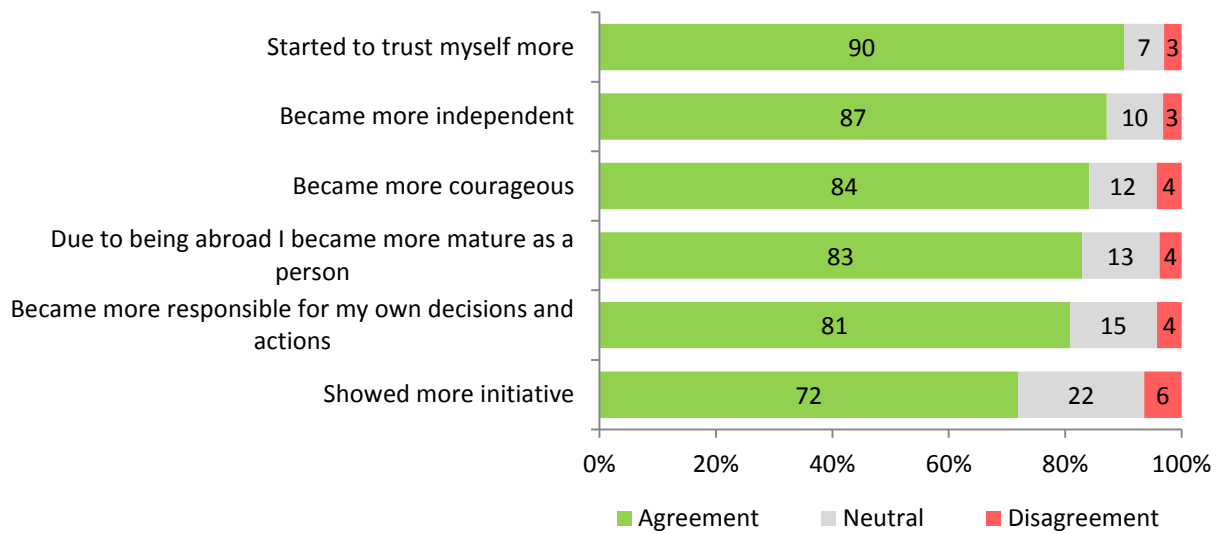


Fig. 16. Agreement and disagreement with items about improvement of different personal skills

Due to mobility, many personal skills were improved: 90 per cent of respondents gained more self-confidence, 87 per cent “became more independent”, 84 per cent “more courageous”, 83 per cent “became more mature as a person”, 81 per cent “became more responsible for own decisions and actions”, 72 per cent became “more initiative-taking”.

Respondents who spent more than 6 months in mobility were more likely to agree with all the items, while students who went for internship, and doctoral students, tended to agree less.

Statistically significant differences by gender were only for “becoming more courageous” when women (86%) more often than men (79%) agreed an increase in this quality.

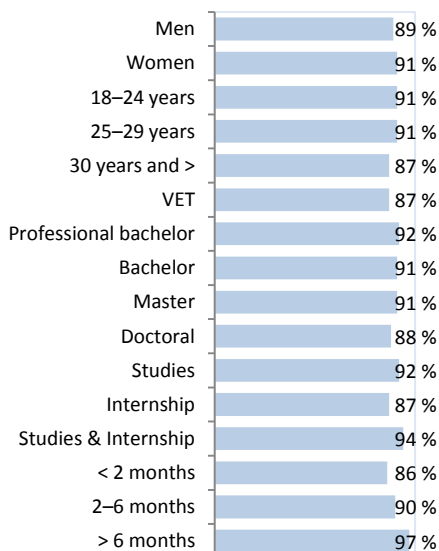


Fig. 17. Agreement with item “Started to trust myself more” by sociodemographic characteristics

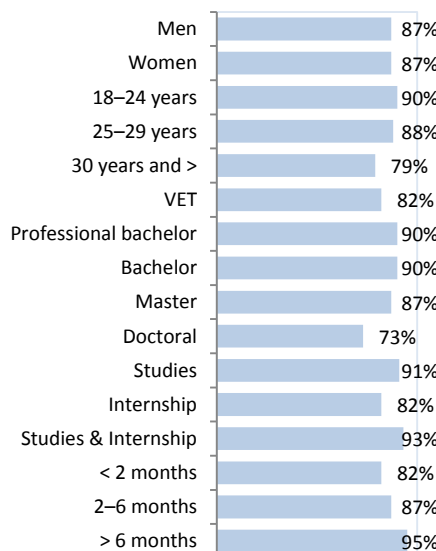


Fig. 18. Agreement with item “Became more independent” by sociodemographic characteristics

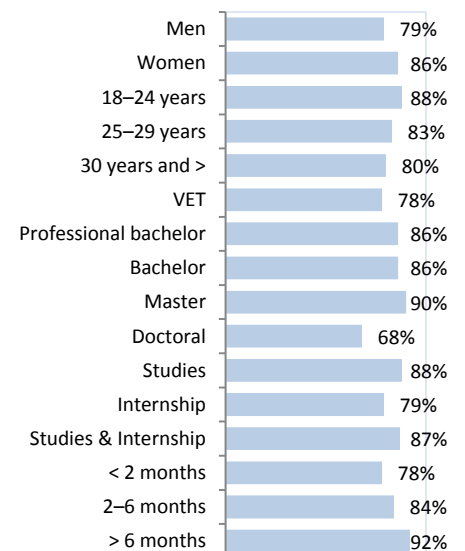


Fig. 19. Agreement with item “Became more courageous” by sociodemographic characteristics

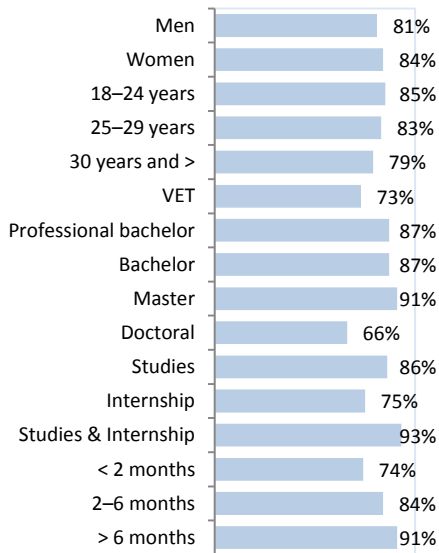


Fig. 20. Agreement with item “Due to being abroad I became more mature as a person” by sociodemographic characteristics

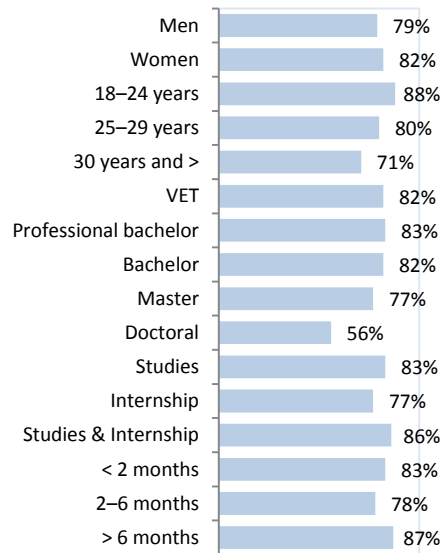


Fig. 21. Agreement with item “Became more responsible for my own decisions and actions” by sociodemographic characteristics

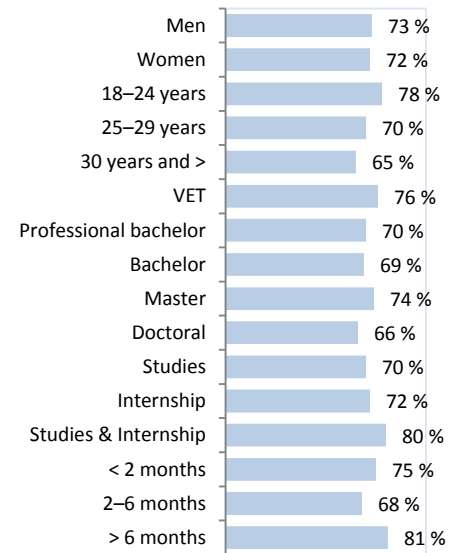


Fig. 22. Agreement with item “Showed more initiative” by sociodemographic characteristics

3.4. Critical thinking and self-assessment

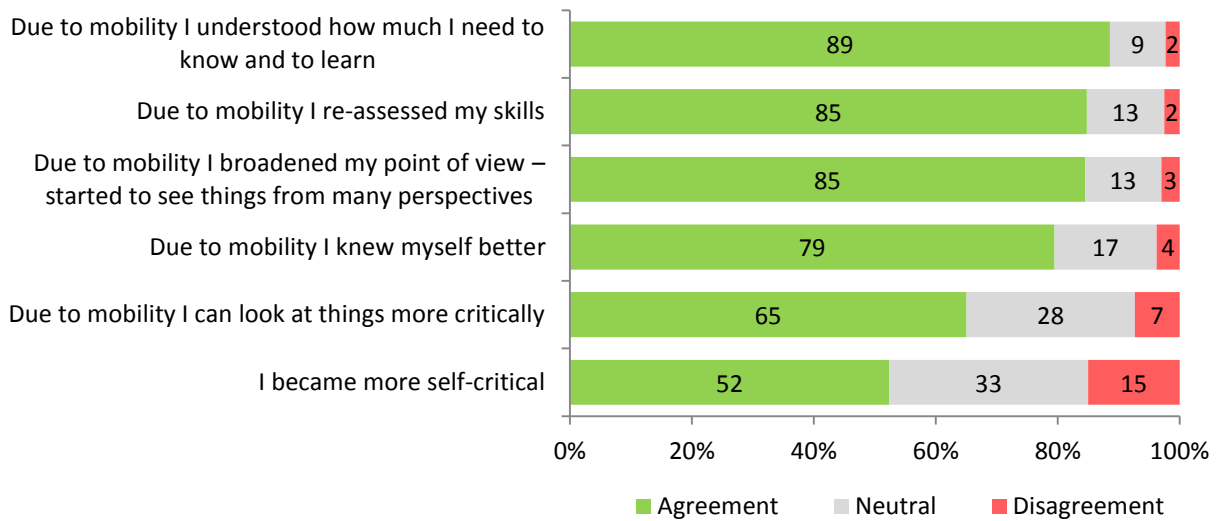


Fig. 23. Agreement and disagreement with items about critical thinking and self-assessment

Mobility had an impact on participants' improvement of critical thinking. Respondents who participated in mobility agreed that due to mobility they realized "much to they need to know and to learn" (89%), 85 per cent "re-assessed their skills", 85 per cent "broadened point of view". Mobility helped "to know oneself better" for 79 per cent of respondents. 65 per cent started "to look at things more critically", 52 per cent "became more self-critical".

All the items do not significantly differ by gender. The item "I re-assessed my skills" does not significantly differ by any of sociodemographic characteristics. The rest of the items were more likely to be agreed by people who spent the longest time in mobility (more than 6 months).

Age is statistically significant for "I understood how much I need to know and to learn" and "knew myself better" – oldest group of respondents (30 years and more) were less likely to agree.

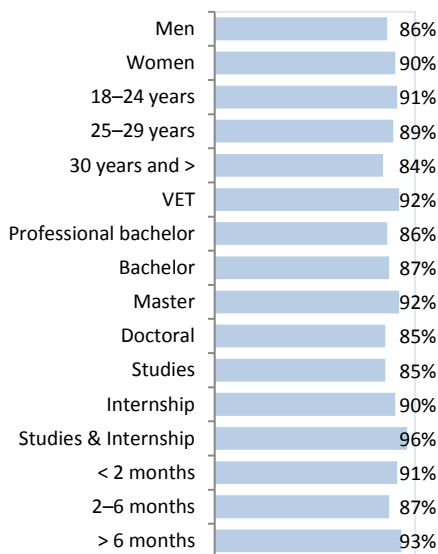


Fig. 24. Agreement with item "Due to mobility I understood how much I need to know and to learn" by sociodemographic characteristics

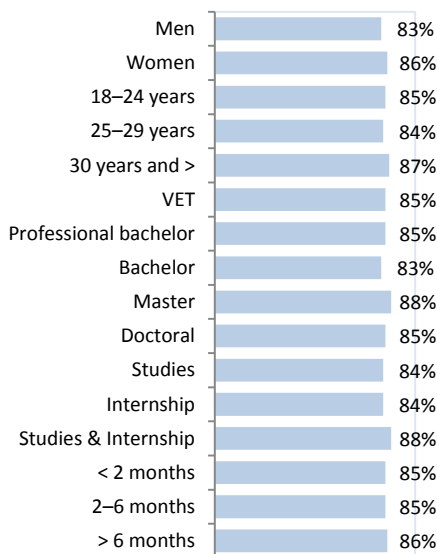


Fig. 25. Agreement with item "Due to mobility I re-assessed my skills" by sociodemographic characteristics

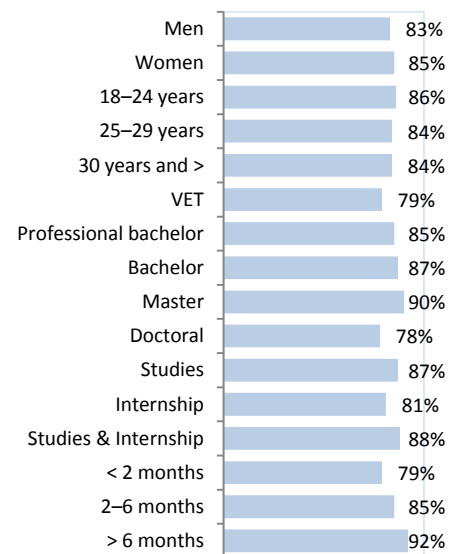


Fig. 26. Agreement with item "Due to mobility I broadened my point of view – started to see things from many perspectives" by sociodemographic characteristics

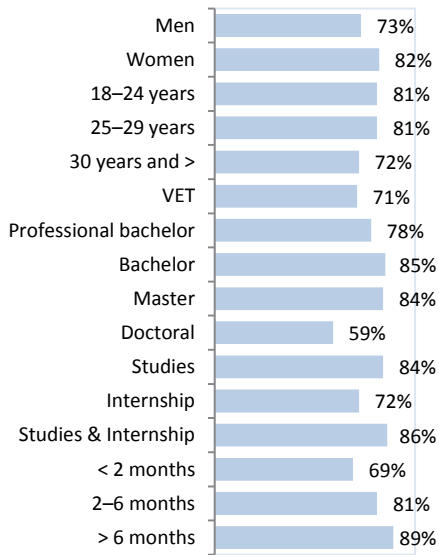


Fig. 27. Agreement with item “Due to mobility I knew myself better” by sociodemographic characteristics

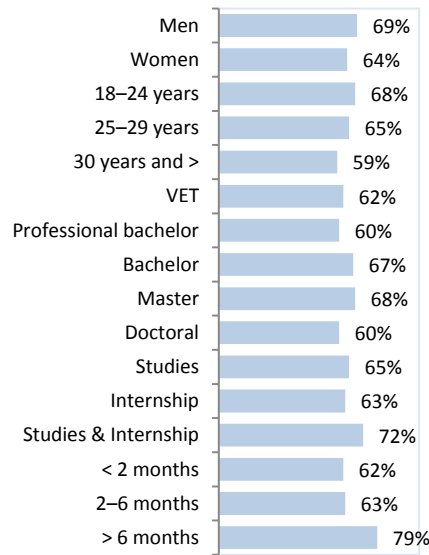


Fig. 28. Agreement with item “Due to mobility I can look at things more critically” by sociodemographic characteristics

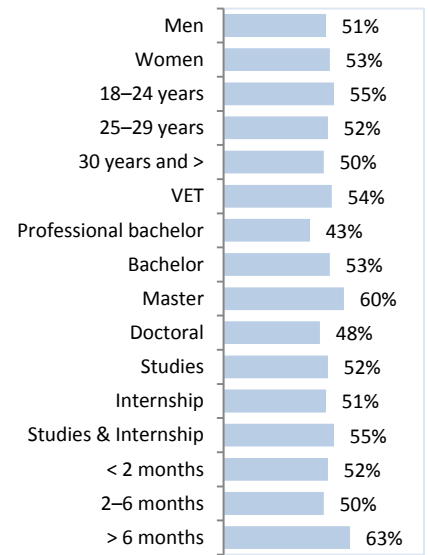


Fig. 29. Agreement with item “I became more self-critical” by sociodemographic characteristics

3.5. Gaining professional knowledge and skills



Fig. 30. Agreement and disagreement with items about gaining professional knowledge and skills

86 per cent of mobility participants improved their own professional knowledge. This is more likely for students who went for internship (90%) rather than studies (81%). More often they were VET learners (91%) or doctoral students (90%), least often bachelor's students (82%). Respondents who went for a 2–6 month duration tended to agree more (83%) than respondents for shorter or longer durations of mobility.

80 per cent “gained/improved their practical professional skills”: these respondents were most likely to be VET learners (90%) and doctoral students (89%); least likely to be bachelor's students (74%). Respondents of average duration mobility tended to agree less (75%, 2–6 months).

63 per cent of respondents agreed they “discovered/learnt professional things that could never get in Lithuania”. There are no statistically significant differences by sociodemographic characteristics.

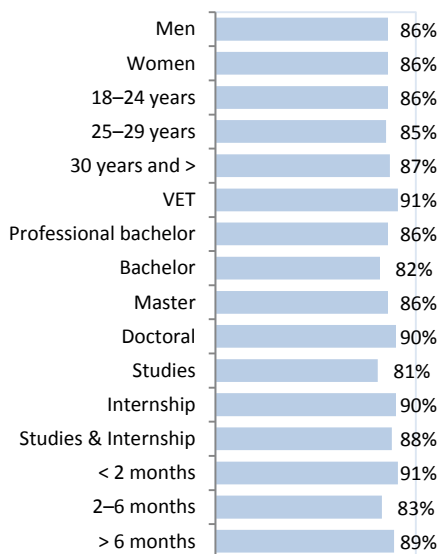


Fig. 31. Agreement with item “Improved my professional knowledge” by sociodemographic characteristics

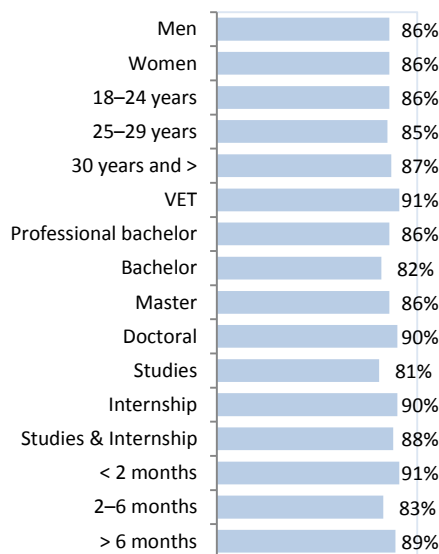


Fig. 32. Agreement with item “Gained/improved my practical professional skills” by sociodemographic characteristics

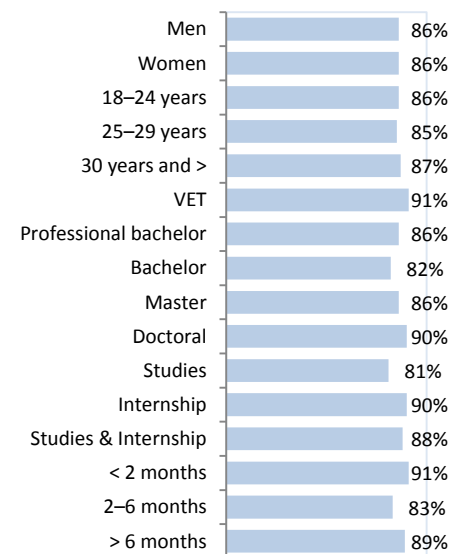
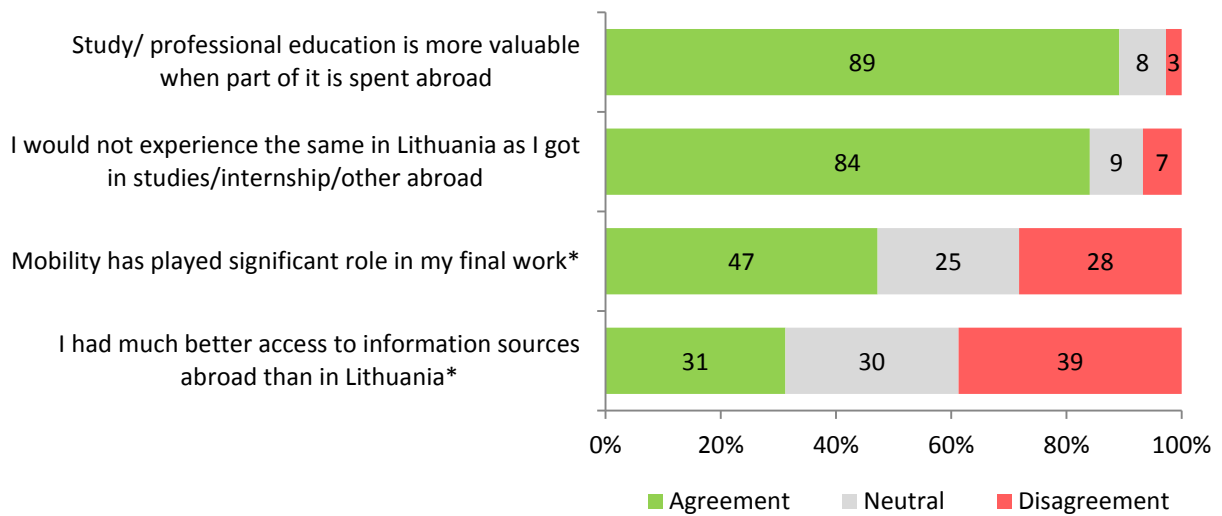


Fig. 33. Agreement with item “Due to mobility discovered/learnt professional things that I could never get in Lithuania” by sociodemographic characteristics

3.6. Input to learning/study process



* the items for respondents of higher education

Fig. 34. Agreement and disagreement about input of mobility to learning/study process

Mobility increases learning/studying quality in large part. 89 per cent of respondents agree that “Study/professional education is more valuable when part of it is spent abroad”; 84 per cent agree “I would not experience the same in Lithuania as I got in studies/internship/other abroad”.

47 per cent of higher education students agreed that “Mobility has played significant role in my final work”. 31 per cent indicate they had “much better access to information sources”.

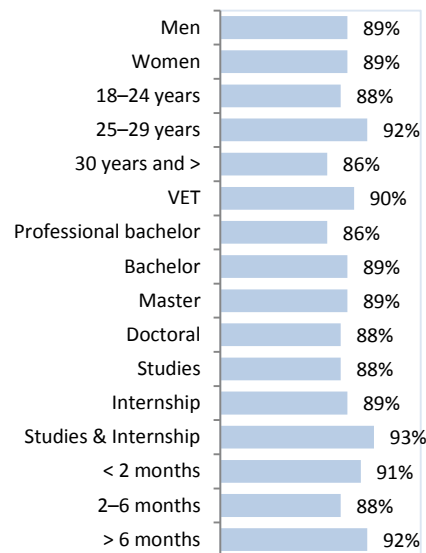


Fig. 35. Agreement with item “Study/professional education is more valuable when part of it is spent abroad” by sociodemographic characteristics

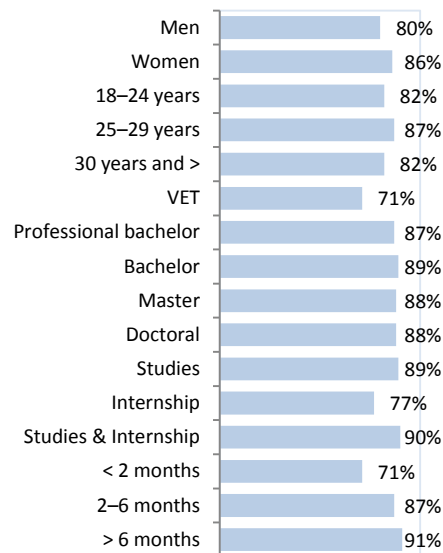


Fig. 36. Agreement with item “I would not experience the same in Lithuania as I got in studies/internship/other abroad” by sociodemographic characteristics

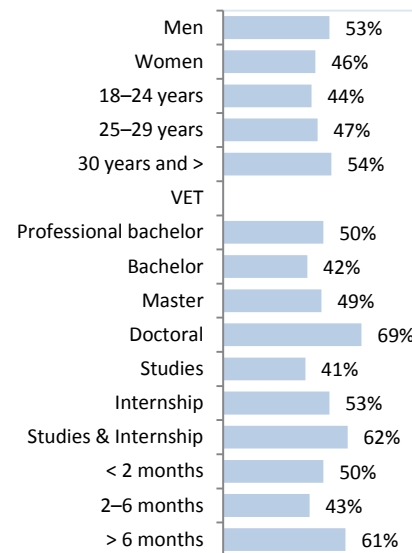


Fig. 37. Agreement with item “Mobility has played significant role in my final work” by sociodemographic characteristics

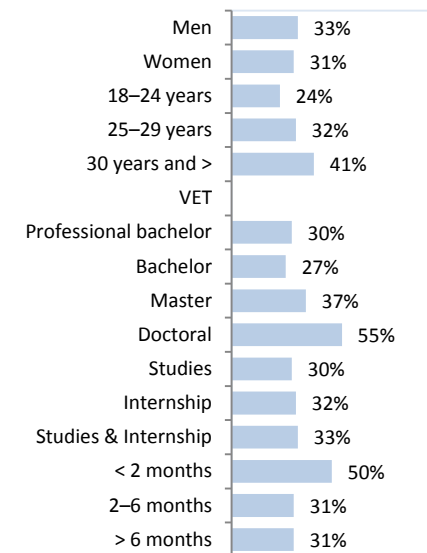


Fig. 38. Agreement with item “I had much better access to information sources abroad” by sociodemographic characteristics

Agreement with all items except “I would not experience the same in Lithuania as I got in studies/internship/other abroad” does not significantly differ by gender. Women (86%) more likely than men (80%) tended to agree they “would not get the same experience as they got abroad”. VET learners, also respondents who went for internship (77%) than for study (89%), persons who spent shortest period in the mobility (less than 2 months) tended to agree less with the item.

The oldest respondents (30 years and over) were less likely to agree that “Study/professional education is more valuable when part of it is spent abroad”. There are no statistically significant differences by other sociodemographic characteristics.

Doctoral students were more likely than others to agree that “Mobility has played significant role in my final work” and “I had much better access to information sources (library sources, databases etc.) abroad than in Lithuania”. There is weak statistically significant correlation between the two items ($r_p=0,385$).

Students with longest mobility tended to agree more often with “Mobility has played significant role in my final work” (61%, 6 months and more).

3.7. Set up of life priorities

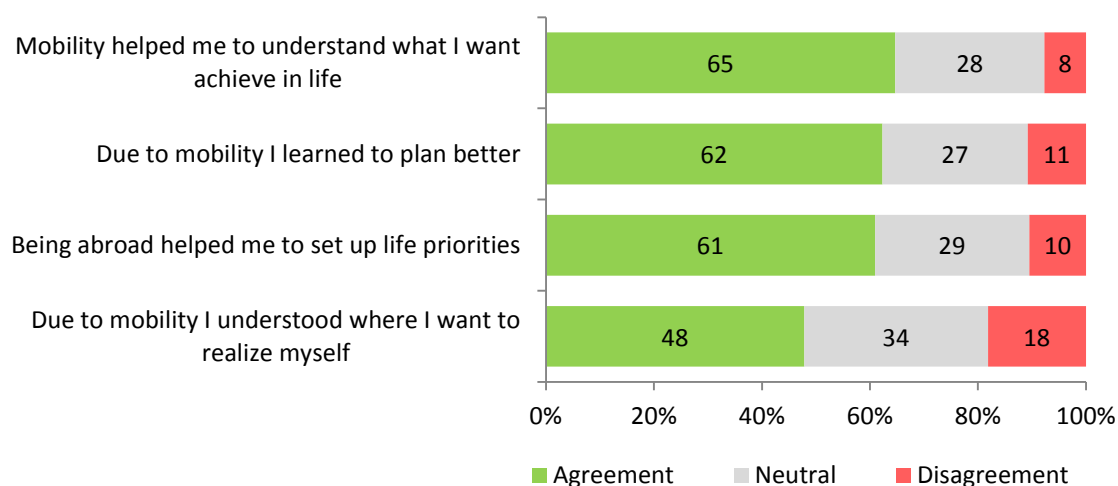


Fig. 39. Agreement and disagreement with items about mobility's input to set up of life priorities

Mobility helped to “to understand what to achieve in life” (65%), taught “to plan better”(62%), “helped to set up life priorities” (61%), helped to understand “where to realize oneself” (48%).

There are no statistically significant differences by gender. The older the person the less likely they are to agree with every item.

Internship more than studies helped “to understand what to achieve” and “where to realize oneself”. VET learners and respondents who spent more than 6 months in mobility tended to agree more often.

Distribution by sociodemographic data is presented in further figures.

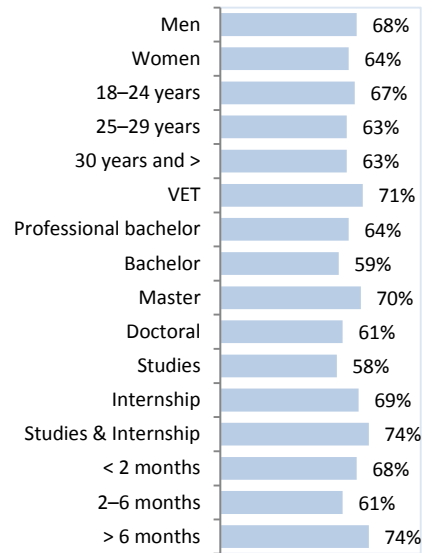


Fig. 40. Agreement with item “Due to mobility I understood where I want to realize myself” by sociodemographic characteristics

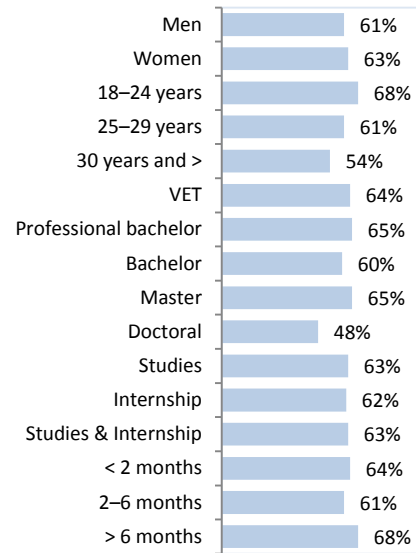


Fig. 41. Agreement with item “Due to mobility I learned to plan better” by sociodemographic characteristics

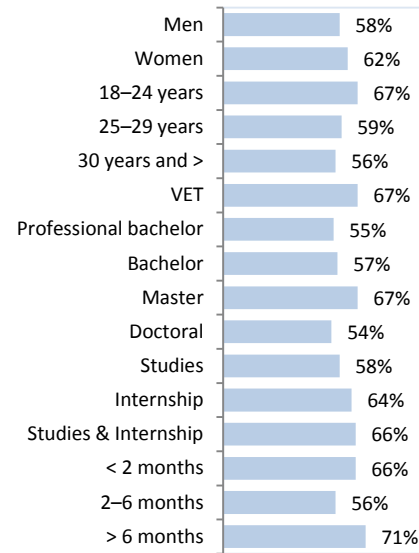


Fig. 42. Agreement with item “Being abroad helped me to set up life priorities” by sociodemographic characteristics

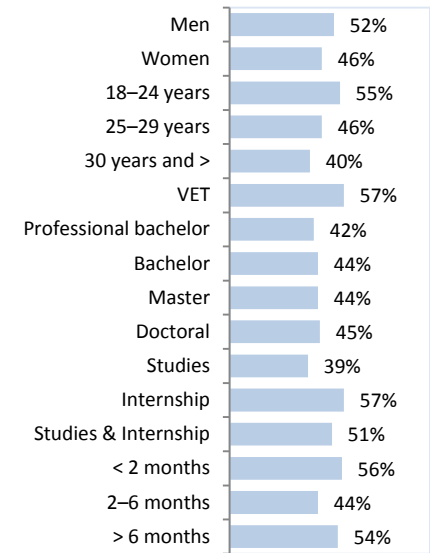


Fig. 43. Agreement with item “Due to mobility I understood where I want to realize myself” by sociodemographic characteristics

3.8. Better opportunities in job market and competitive abilities

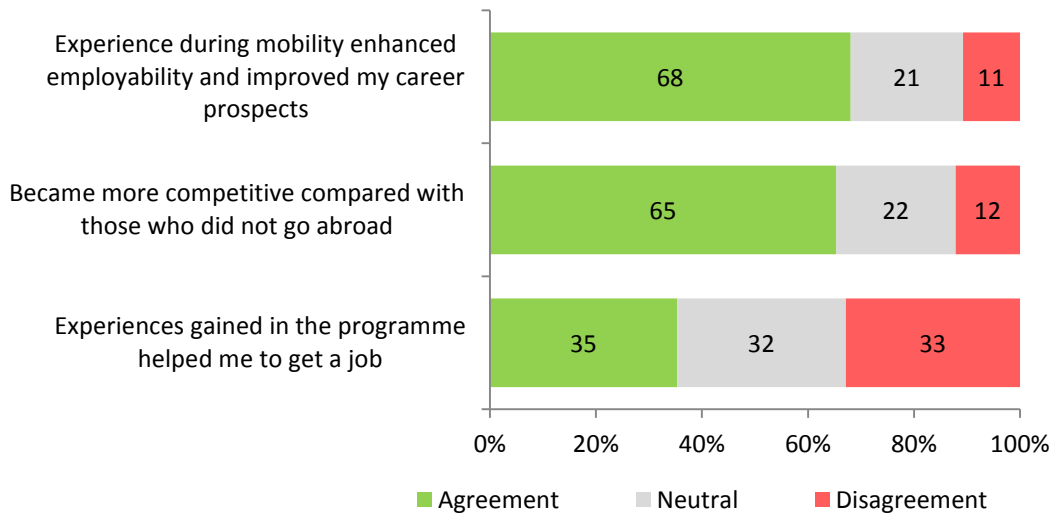


Fig. 44. Agreement and disagreement with better opportunities in job market

68 per cent of respondents agreed that “experience enhanced employability and improved their career prospects”, 65 per cent “Became more competitive compared with those who did not go abroad”; for 35 per cent “Experiences gained in the programme helped me to get a job”.

There are no statistically significant differences by gender.

The oldest respondents (30 years and over) tended less than younger respondents to agree that they “enhanced employability and improved my career prospects” and due to mobility became “more competitive compared with those who did not go abroad”. The longer a student spent in mobility the more they tended to agree that mobility “enhanced employability and improved career prospects. Respondents who went for “studies and internship” (75%) more often than those who went to study (66%) tended to indicate that they became “competitive compared with those who did not go abroad”.

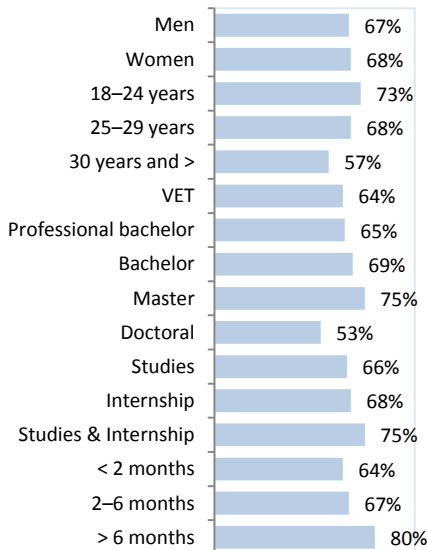


Fig. 45. Agreement with item “Experience during mobility enhanced employability and improved my career prospects” by sociodemographic characteristics

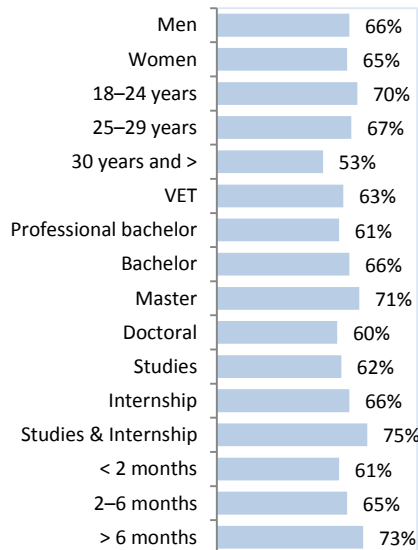


Fig. 46. Agreement with item “Became more competitive compared with those who did not go abroad” by sociodemographic characteristics

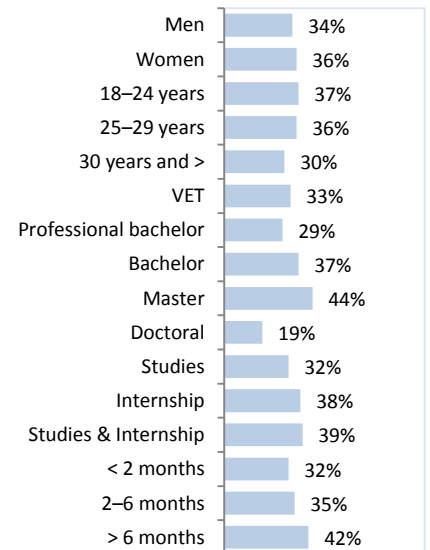


Fig. 47. Agreement with item “Experiences gained in the programme helped me to get a job” by sociodemographic characteristics

Experiences gained in the programme helped me to get a job

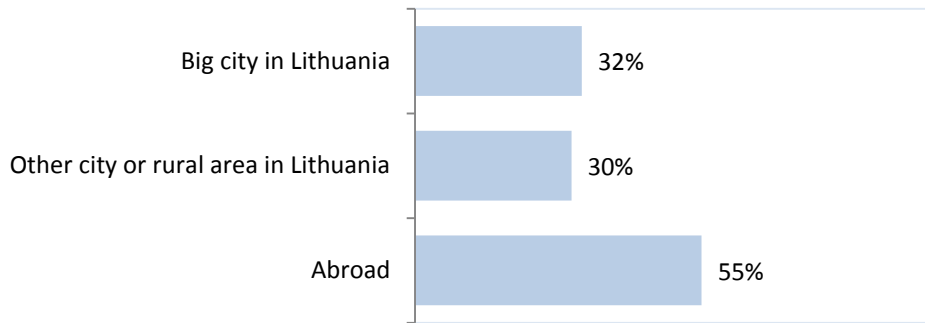


Fig. 48. Agreement with item “Experiences gained in the programme helped me to get a job” by respondent’s living place

Respondents living abroad (55%) tended more than those living in Lithuania (30–32%) to agree with the item “Experience gained in the programme helped me to get a job”.

Subscale “Better opportunities in job market and competitive abilities” correlates most with “set up of life priorities” ($r_p=0.481$), “ideas for new actions, enterprise” ($r_p=0.419$), “gaining professional knowledge and skills” ($r_p=0.418$) and “critical thinking and self-assessment” ($r_p=0.413$).

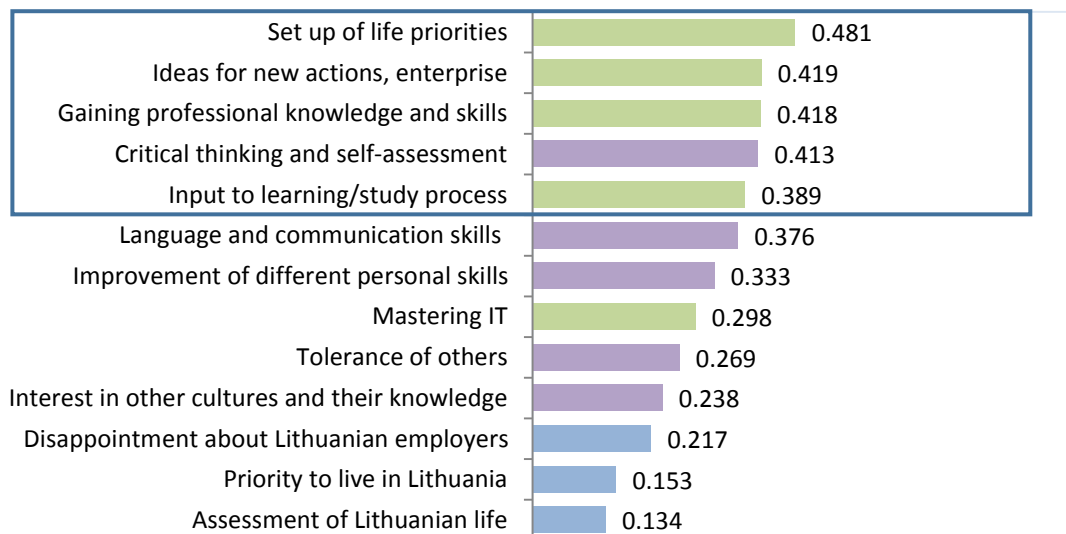


Fig. 49. “Better opportunities in job market and competitive abilities” correlation with other subscales

3.9. Quality of learning/studies in Lithuania

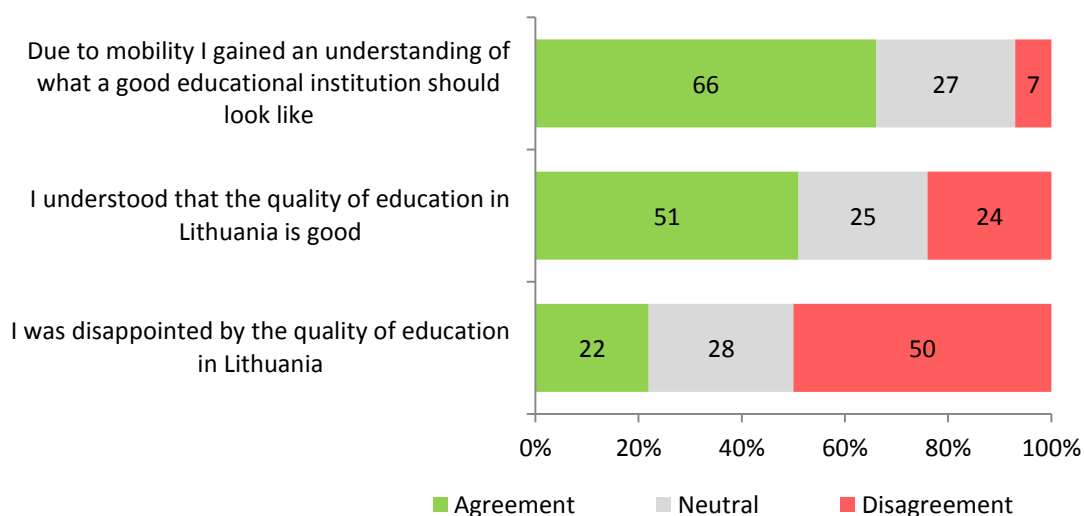


Fig. 50. Agreement and disagreement with items about quality of learning/studies in Lithuania

Through mobility, two-thirds of respondents “gained an understanding of what a good educational institution should look like”. 51 per cent of respondents agree that “quality of education in Lithuania is good”, while 22 per cent were “disappointed by the quality of education in Lithuania”.

VET learners (60%) more often than higher education students (46–47%), and respondents who went for internship (59%) rather than study (46%), tended to agree that “quality of education in Lithuania is good”.

Men (29%) tended more than women (20%) to be disappointed about the “quality of education in Lithuania”. The longer a person spent in mobility the more s/he was disappointed about this item.

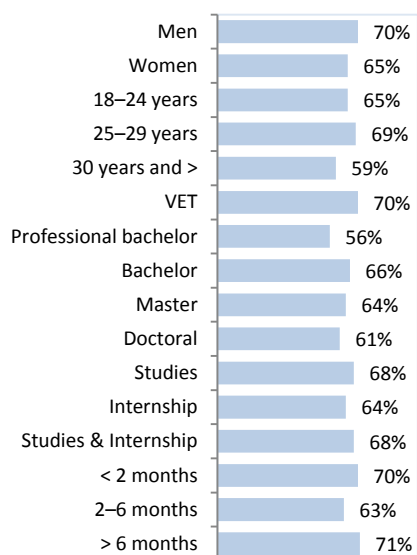


Fig. 51. Agreement with item “I gained an understanding of what a good educational institution should look like” by sociodemographic characteristics

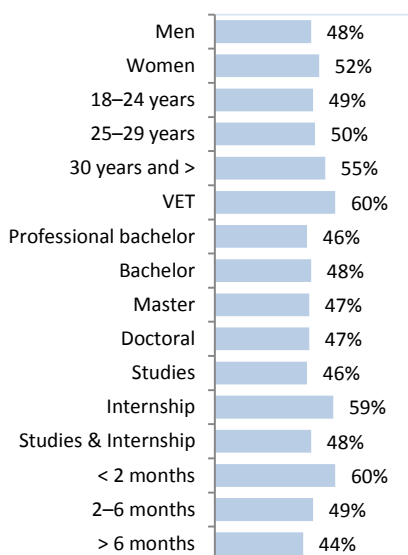


Fig. 52. Agreement with item “I understood that the quality of education in Lithuania is good” by sociodemographic characteristics

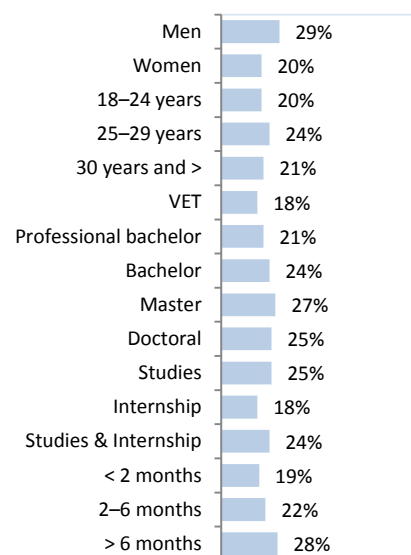


Fig. 53. Agreement with item “I was disappointed by the quality of education in Lithuania” by sociodemographic characteristics

3.10. Tolerance of others

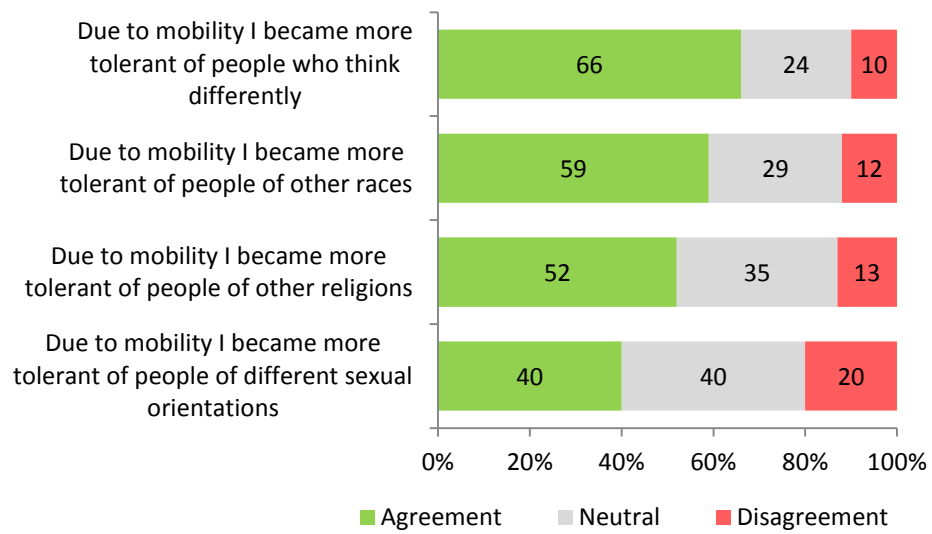


Fig. 54. Agreement and disagreement with items about tolerance of others

Mobility has a positive impact on improving tolerance of others. Two thirds of participants indicated that “due to mobility they became more tolerant of people who think differently”, 59 per cent became “more tolerant of people of other races”, 52 per cent – “more tolerant of people of other religions”, while 40 per cent became “more tolerant of people of different sexual orientations”.

All four factors make one with 76.7 per cent of common variance and subscale’s reliability Cronbach $\alpha = 0.897$.

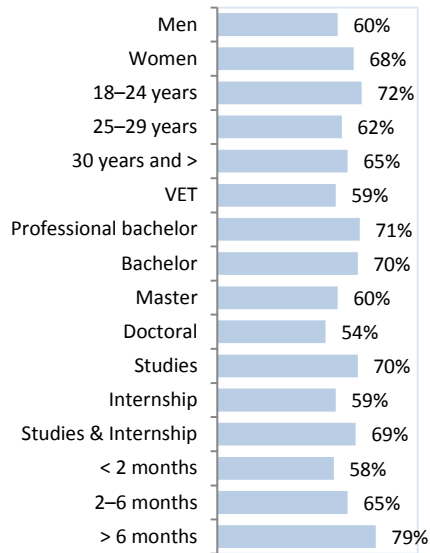


Fig. 55. Agreement with item “Due to mobility I became more tolerant of people who think differently” by sociodemographic characteristics

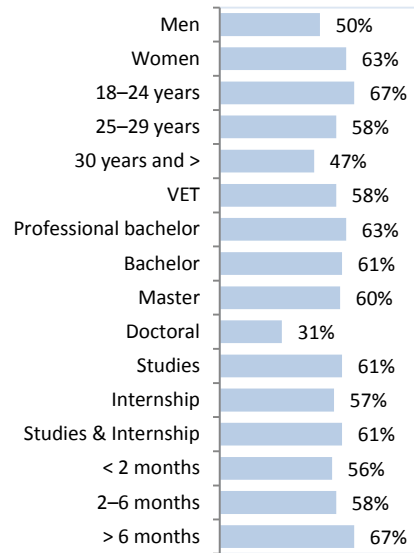


Fig. 56. Agreement with item “Due to mobility I became more tolerant of people of other races” by sociodemographic characteristics

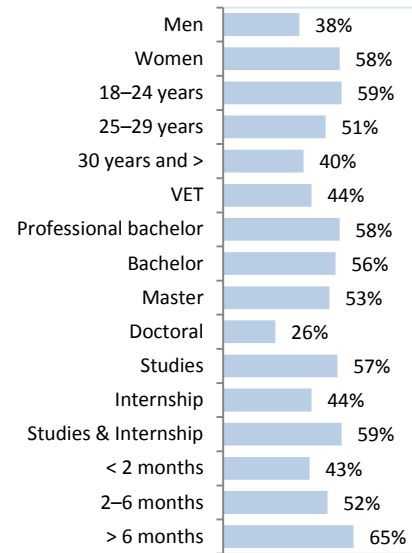


Fig. 57. Agreement with item “Due to mobility I became more tolerant of people of other religions” by sociodemographic characteristics

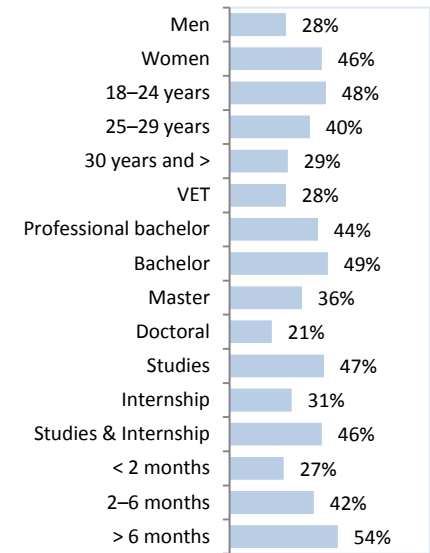


Fig. 58. Agreement with item “Due to mobility I became more tolerant of people of different sexual orientations” by sociodemographic characteristics

Women more than men tended to agree they became more tolerant of people who think differently, of other races, other religions or other sexual orientation. The younger the respondent the more s/he is likely to agree about enhanced tolerance of others. The longer the duration of mobility the more tolerant respondents became.

3.11. Assessment of Lithuanian life

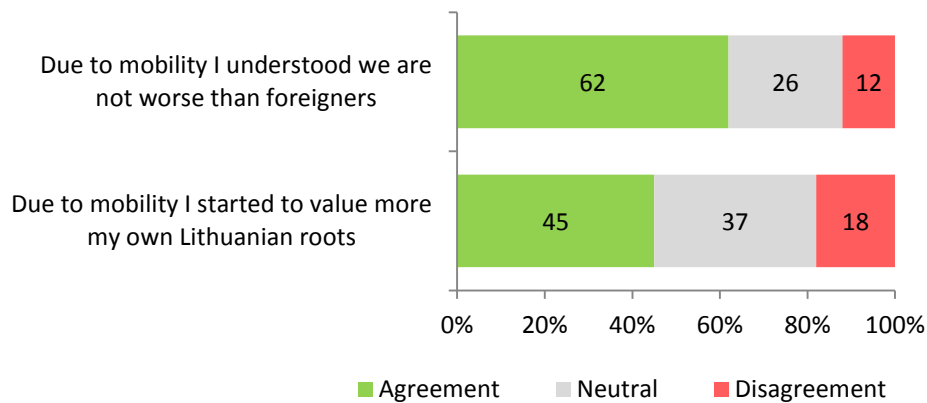


Fig. 59. Agreement and disagreement with items about Lithuanian life

62 per cent of respondents agreed with item “Due to mobility I understood we are not worse than foreigners”.

Respondents who spent less than two months (67%) or more than six months (68%) in mobility were more likely to agree that “Lithuanians are not worse than foreigners” than those who spent 2–6 months in mobility (57%). There are no statistically significant differences by other sociodemographic characteristics.

Due to mobility, 45 per cent of respondents “started to value more my own Lithuanian roots”. Women (48%) are more likely than men (39%) to agree with this item.

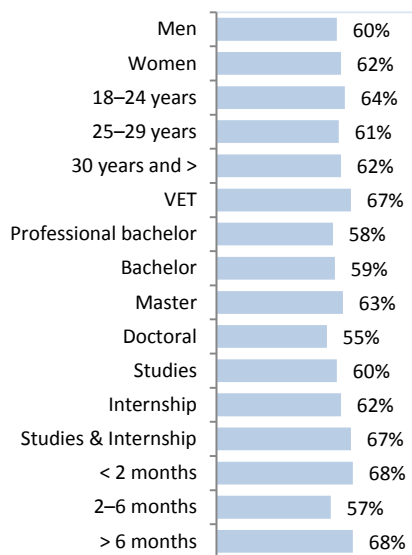


Fig. 60. Agreement with item “Due to mobility I understood we are not worse than foreigners” by sociodemographic characteristics

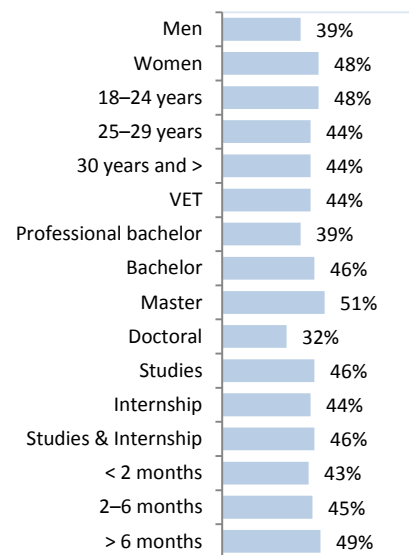
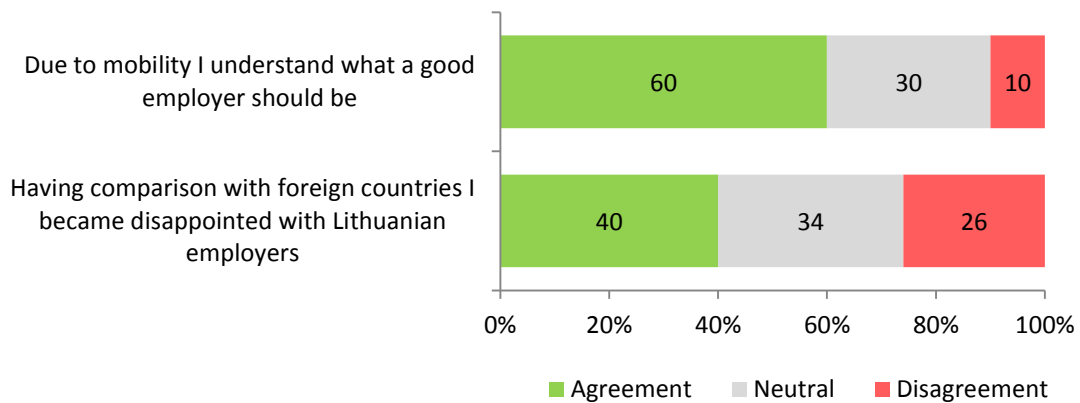


Fig. 61. Agreement with item “Due to mobility I started to value more my own Lithuanian roots” by sociodemographic characteristics

3.12. Disappointment about Lithuanian employers



Only those who went for internship

Fig. 62. Agreement and disagreement with items about employers

Due to mobility, 60 per cent of respondents “understood what a good employer should be”. 40 per cent, due to having comparison with foreign countries, “became disappointed with Lithuanian employers”. There are no statistically significant differences according to socio-demographic characteristics.

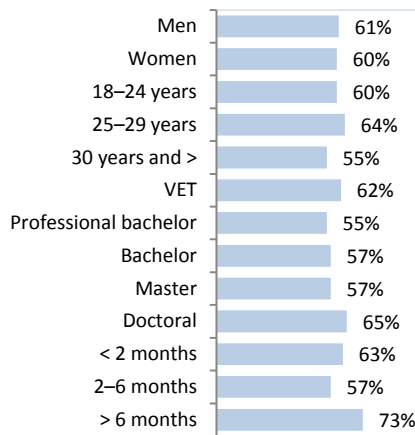


Fig. 63. Agreement with item “Due to mobility I understand what a good employer should be” by sociodemographic characteristics

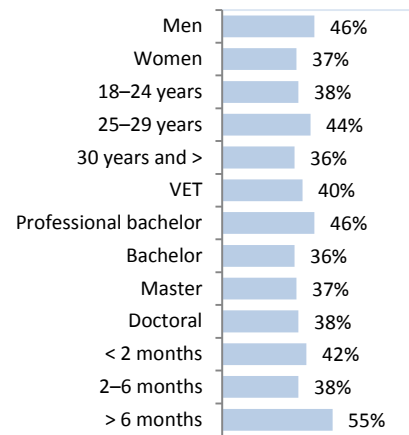


Fig. 64. Agreement with item “Having comparison with foreign countries I became disappointed with Lithuanian employers” by sociodemographic characteristics

3.13. Ideas for new actions, enterprise

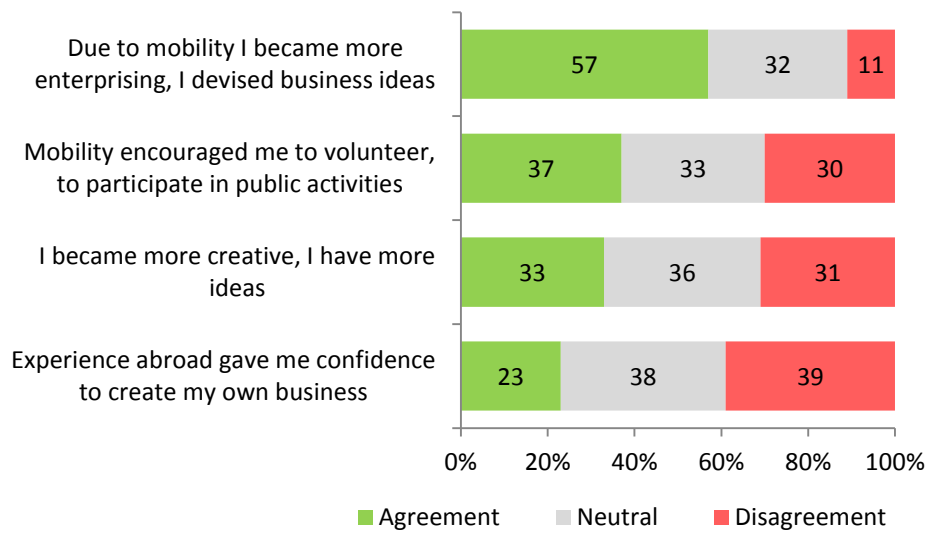


Fig. 65. Agreement and disagreement with items about ideas for new actions, enterprise

57 per cent of respondents agree that “due to mobility they became more enterprising, devised business ideas”, 37 per cent were “encouraged to volunteer and to participate in public activities”, 33 per cent “became more creative, have more ideas”, 23 per cent “got confidence to create own business”.

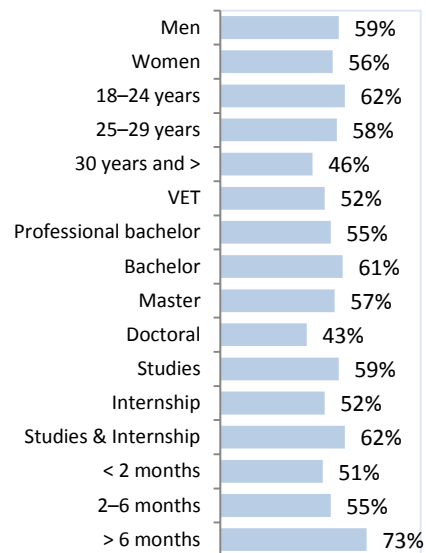


Fig. 66. Agreement with item “Due to mobility I became more enterprising, I devised business ideas” by sociodemographic characteristics

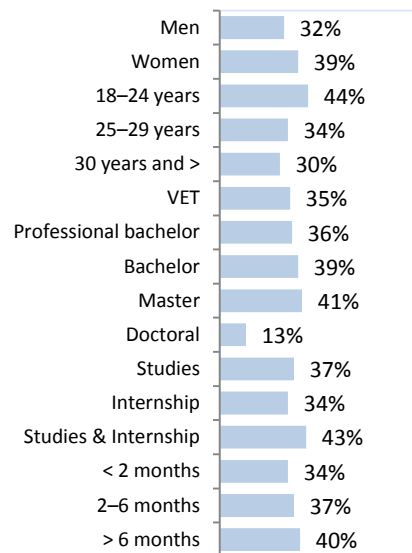


Fig. 67. Agreement with item “Mobility encouraged me to volunteer, to participate in public activities” by sociodemographic characteristics

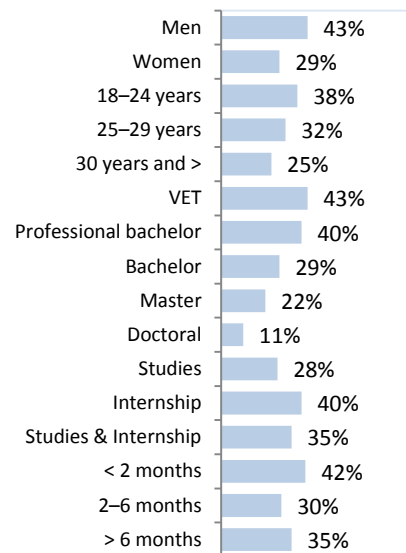


Fig. 68. Agreement with item “I became more creative, I have more ideas” by sociodemographic characteristics

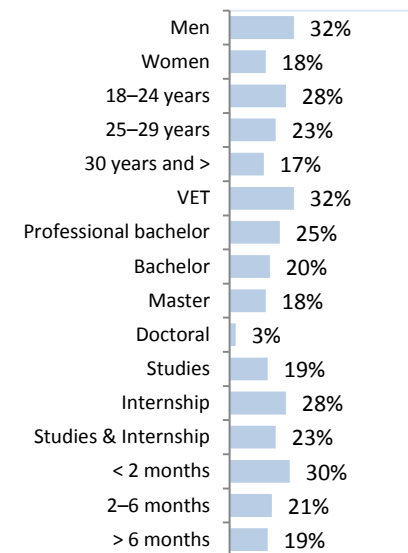


Fig. 69. Agreement with item “Experience abroad gave me confidence to create my own business” by sociodemographic characteristics

The longer a person spent in mobility the more likely they were to agree that they “became more creative and have more ideas” (73%, six months and more, 51%–55% those who went for a shorter period). Youngest more than oldest respondents tended to agree with the item (respectively 62%, 18–24 years old, 58%, 25–29 years old, 46%, 30 years and over). There are no statistically significant differences according to gender, type of educational institution or aim of mobility (studies/internship).

Women (39%) more than men (32%) tended to agree that “Mobility encouraged me to volunteer, to participate in public activities”. The longer the mobility and the younger the respondent, the more respondents tended to agree with the item. Doctoral students were about three times less likely to agree that “mobility encouraged to volunteer and to participate in public activities”.

The impact of mobility is more common in men (32%) than in women (18%), and similarly between youngest (28%) and oldest (17%) mobility participants. The mobility and enterprise connection depends on type of studies: VET more than HE students tended to agree that due to mobility they “became more enterprising, devised business ideas” (43%) and that experience abroad “gave confidence to create own business” (32%). Students who went for internship more than students who went to study tended to agree with the items.

3.14. Mastering IT

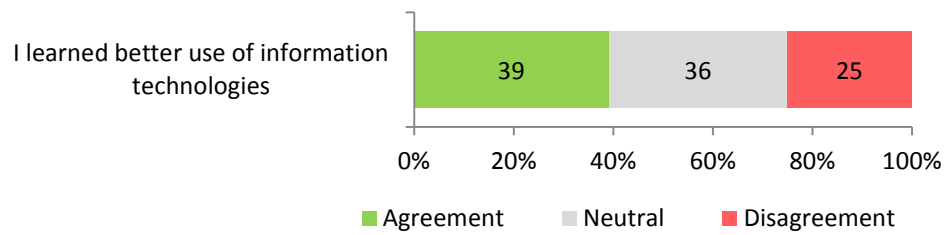


Fig. 70. Agreement and disagreement about mastering IT

Through mobility, 39 per cent of respondents learned to use information technologies better. There are no statistically significant differences according to socio-demographic characteristics.

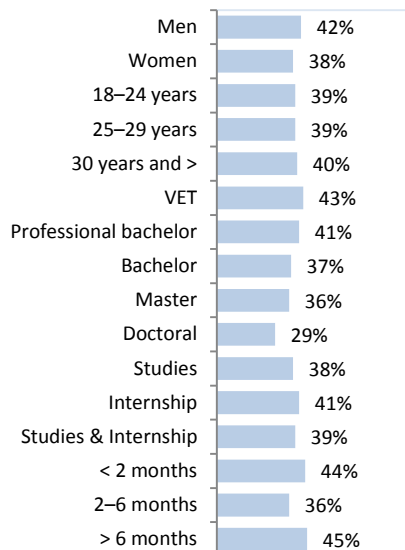


Fig. 71. Agreement with item “I learned better use of information technologies” by sociodemographic characteristics

3.15. Mobility was the only opportunity for me to go abroad

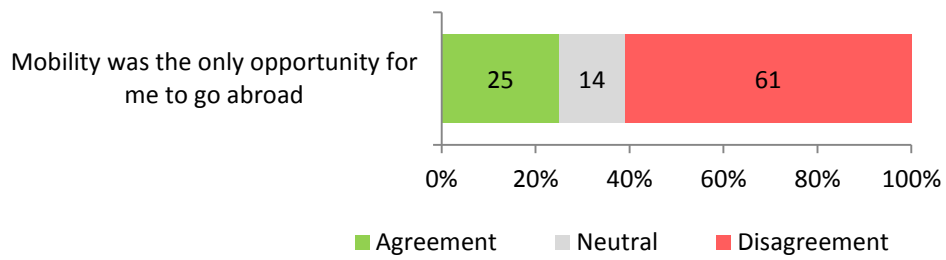


Fig. 72. Agreement with item “Mobility was the only opportunity for me to go abroad”

Mobility was the only opportunity to go abroad for 25 per cent of respondents. More often these respondents are VET learners (38%), and respondents who went for internship (31%) than to study (22%).

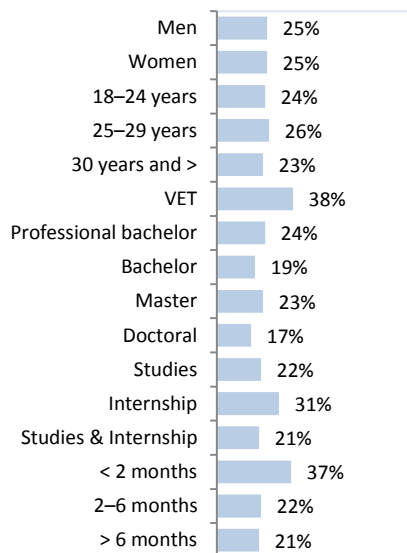


Fig. 73. Agreement with item “Mobility was the only opportunity for me to go abroad” by sociodemographic characteristics

3.16. Willingness to live and work only in Lithuania

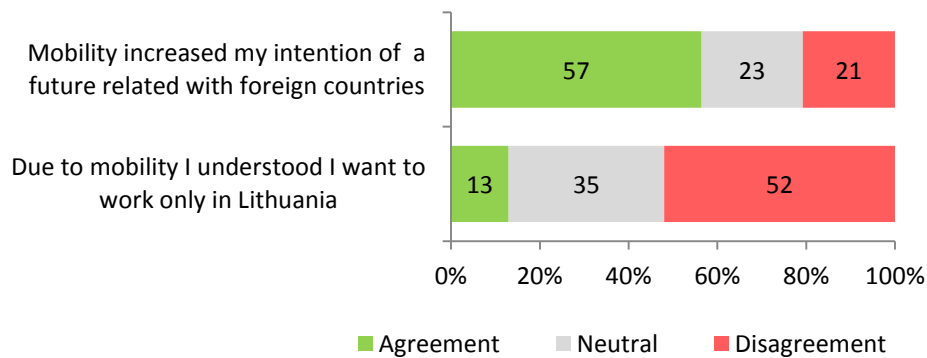


Fig. 74. Agreement and disagreement with items about willingness to live and work only in Lithuania

57 per cent of respondents agreed that “mobility increased an intention to relate in the future with foreign countries”. Younger respondents and also respondents of master’s studies (63%) tended more than other students to agree with this.

13 per cent of respondents “understood they want to work only in Lithuania”. There are no statistically significant differences according to socio-demographic characteristics.

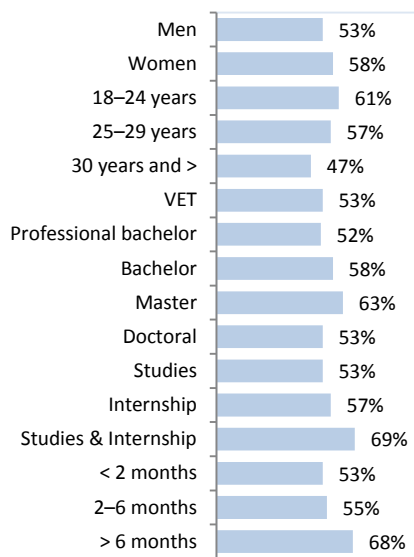


Fig. 75. Agreement with item “Mobility increased my intention of a future related with foreign countries” by sociodemographic characteristics

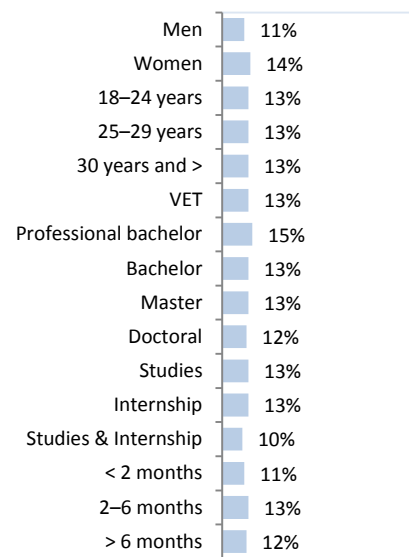


Fig. 76. Agreement with item “Due to mobility I understood I want to work only in Lithuania” by sociodemographic characteristics

4. Improvement of different skills due to mobility



Skills used in World University Rankings (QS Global Employer Survey)

Fig. 77. Skills enhanced due to mobility, %

Main skills which respondents improved due to the mobility (question: “What skills did you improve due to the mobility? Please check not more than five”) are:

- Communication skills (77%)
- Language skills (73%)
- Flexibility/adaptability (62%)
- Ability to work in a team (46%)
- Resilience/dealing with conflict (42%)

The skills improved least are: “negotiating skills” (7%), “leadership skills” (7%) and “commercial awareness” (3%). 5 respondents indicated they improved none of the provided skills.

Age variable was important acquiring “communication” and “creativity” skills – youngest respondents more likely than oldest acquired those skills due to the mobility. Gender was not significant in acquiring “communication”, “creativity”, “problem-solving”, “organizational” skills and “depth of knowledge in subject”.

People who went to study tended more to gain “language”, “flexibility/adaptability”, while people who went for internship tended to improve “ability to work in a team”, “technical skills” and “depth of knowledge in subject”.

Students who went during doctoral cycle studies tended to acquire “technical skills”, “depth of knowledge in subject”, “analytical skills”, but less “flexibility/adaptability”, “ability to work in a team” and “creativity”.

Statistically significant difference for “negotiating skills” and “leadership skills” was only for the gender variable. These skills were more likely to be improved for men.

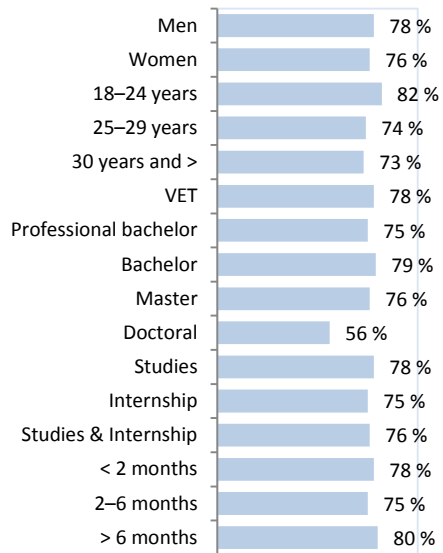


Fig. 78. „Communication skills“ by sociodemographic characteristics

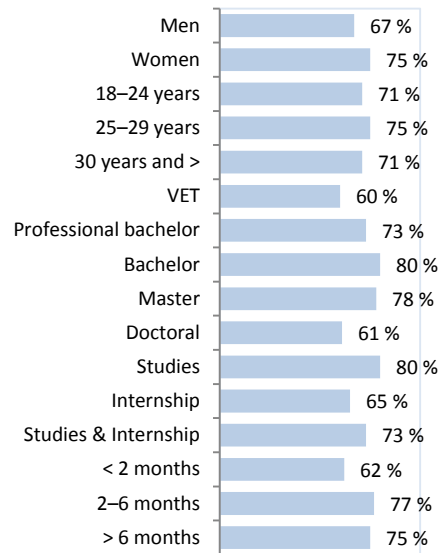


Fig. 79. „Language skills“ by sociodemographic characteristics

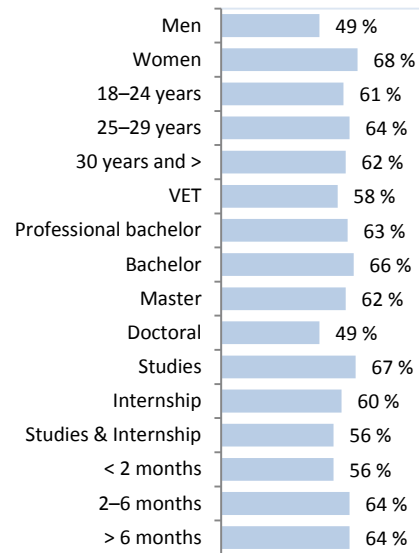


Fig. 80. „Flexibility/adaptability“ by sociodemographic characteristics

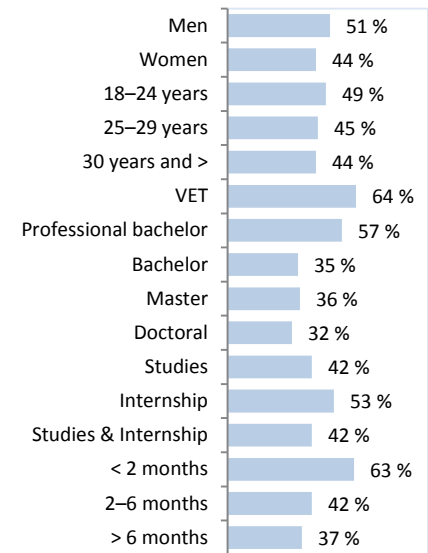


Fig. 81. „Ability to work in a team“ by sociodemographic characteristics

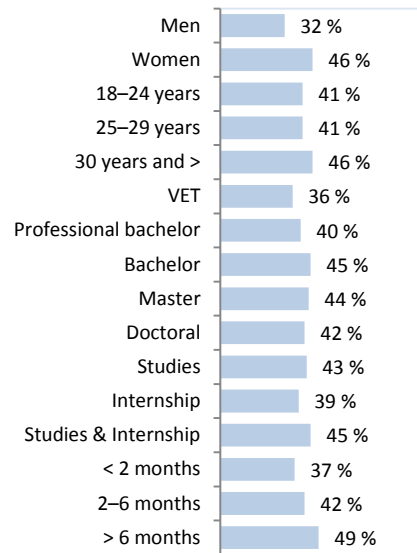


Fig. 82. „Resilience/dealing with conflict“ by sociodemographic characteristics

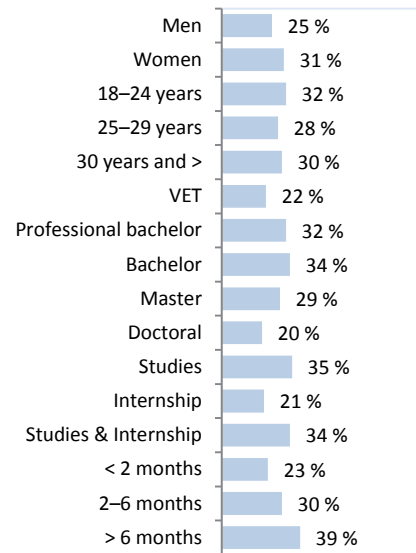


Fig. 83. „Interpersonal skills (relates well to others)“ by sociodemographic characteristics

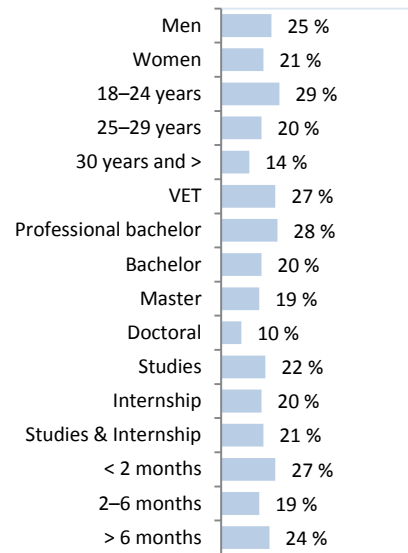


Fig. 84. „Creativity“ by sociodemographic characteristics

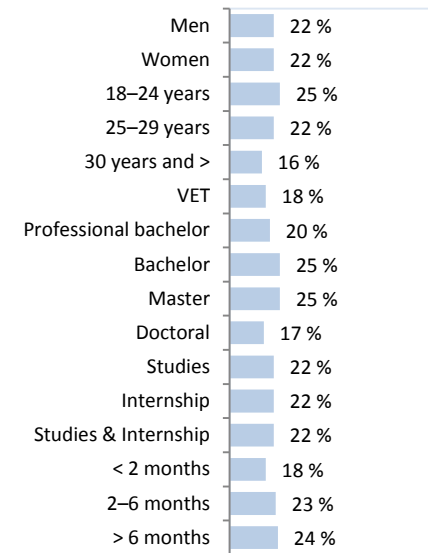


Fig. 85. „Problem-solving“ by sociodemographic characteristics

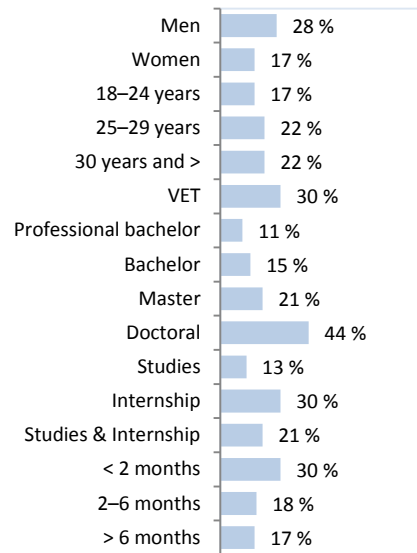


Fig. 86. „Technical skills“ by sociodemographic characteristics

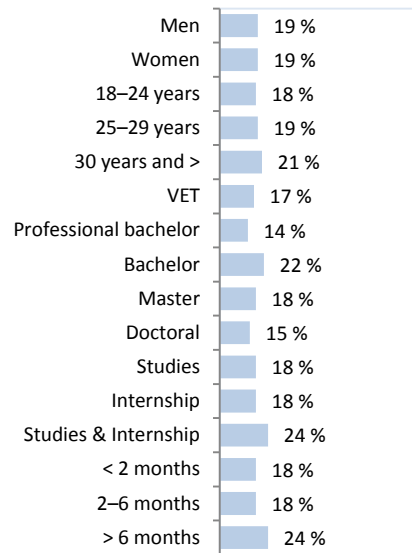


Fig. 87. „Organizational skills“ by sociodemographic characteristics

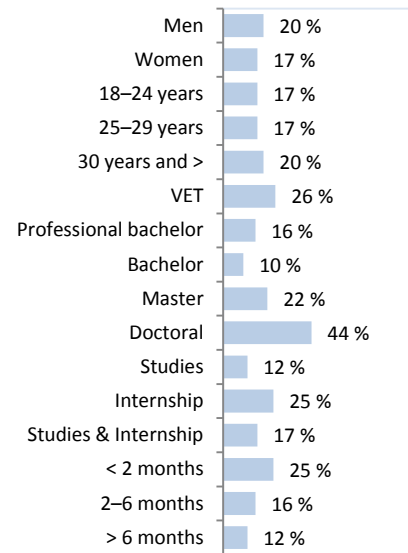


Fig. 88. „Depth of knowledge in subject“ by sociodemographic characteristics

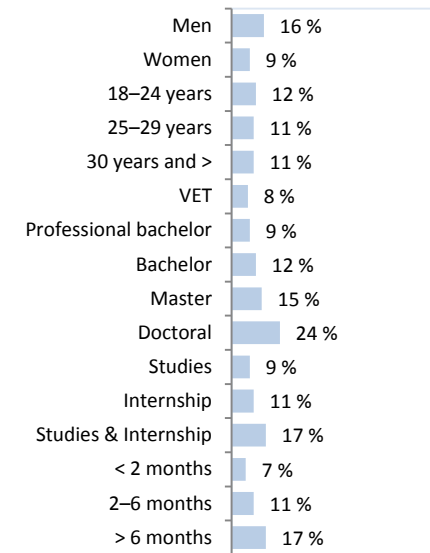


Fig. 89. „Analytical skills“ by sociodemographic characteristics

5. Impact of mobility by respondent's gender and age

Respondent's gender made a difference to 16 of 51 items provided in a survey. Men more than women tended to indicate these positive aspects of mobility: "Due to mobility I became more enterprising, I devised business ideas", "Having comparison with foreign countries I became disappointed with Lithuanian employers", "Experience abroad gave me confidence to create my own business", "I was disappointed by the quality of education in Lithuania".

Women tended more to positively evaluate these items: "I would not experience the same in Lithuania as I got in studies/internship/other abroad", "Became more courageous", "Mobility increased my interest in other cultures", "Due to mobility I can better adapt to changing situations", "Due to mobility I can more easily make contact with strangers", "Due to mobility I knew myself better", "Due to mobility I started to value more my own Lithuanian roots", "Mobility encouraged me to volunteer, to participate in public activities", and all the items about tolerance of others.

Respondents' opinions differed for 22 (of 51) items between age groups. The older the respondent the more s/he tended to agree that "Mobility has played significant role in my final work" and "I had much better access to information sources (library sources, databases etc.) abroad than in Lithuania". In all other cases younger respondents tended to agree more often. The biggest differences between youngest and oldest respondents are for items: "Became more responsible for my own decisions and actions", "Became more competitive compared with those who did not go abroad", and for items about tolerance of others (other races, other religions, other sexual orientations).

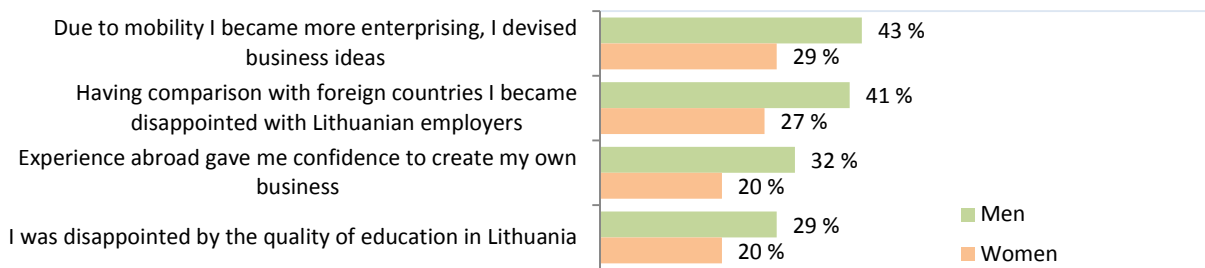


Fig. 90. Items better valued by men

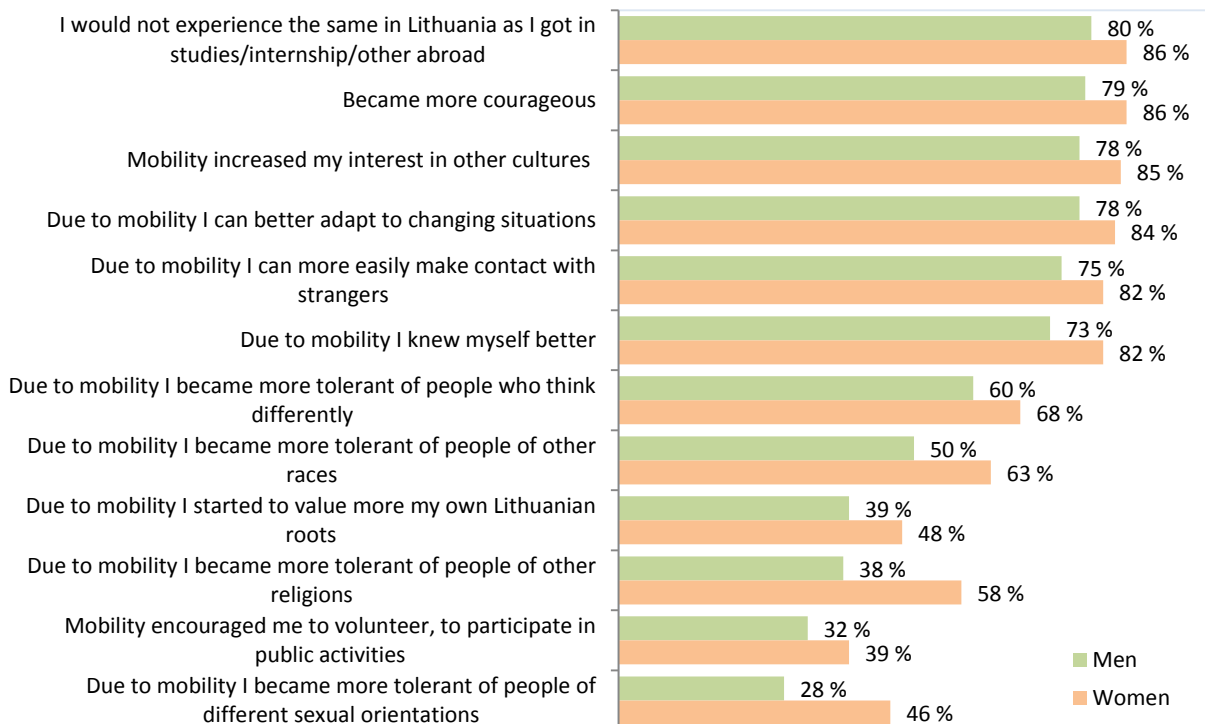


Fig. 91. Items better valued by women

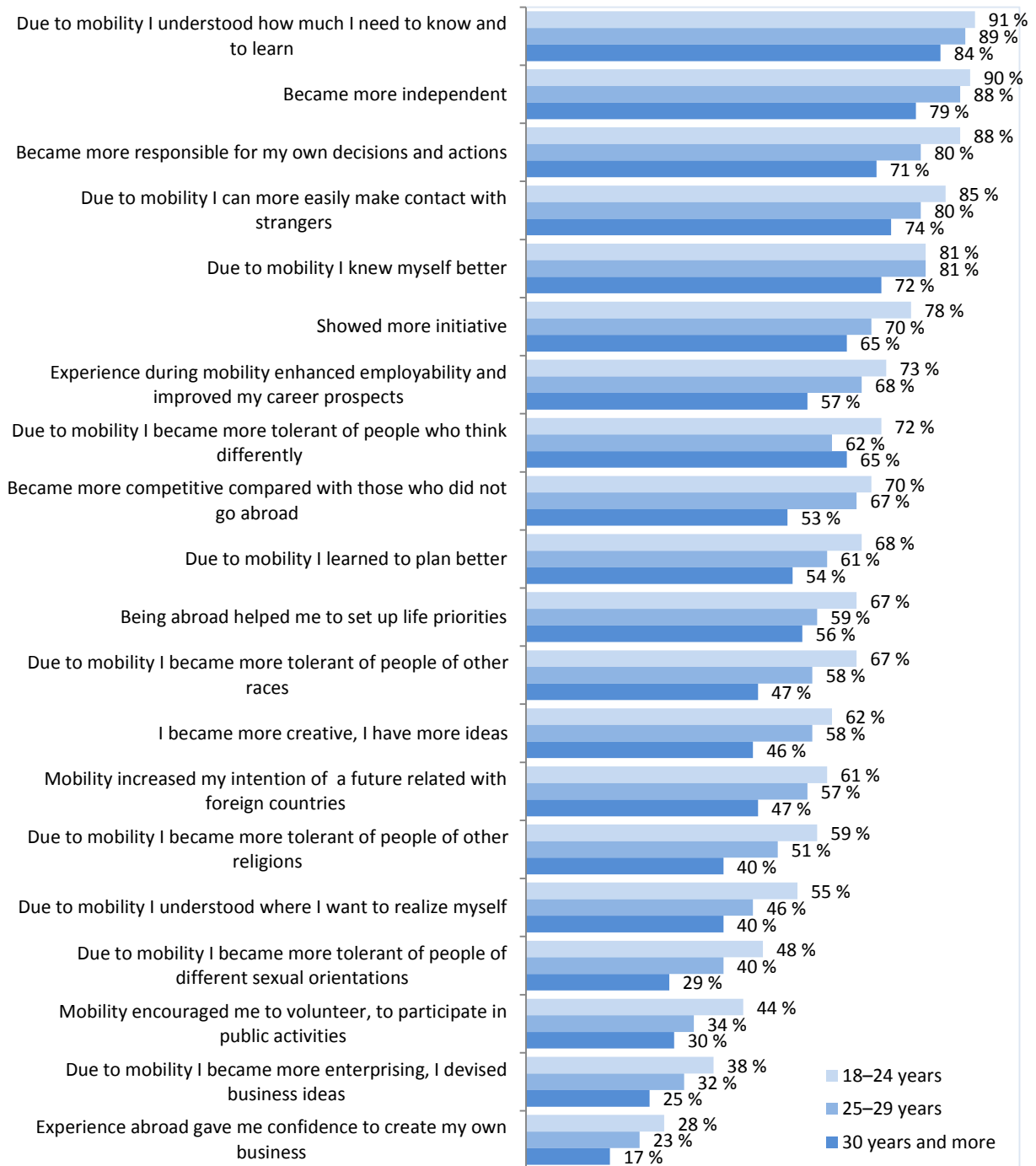


Fig. 92. Items better valued by younger age respondents

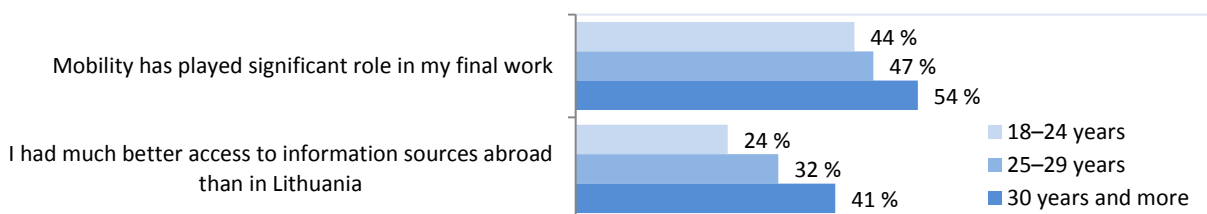


Fig. 93. Items better valued by older age respondents

6. Impact of mobility on VET and HE participants

Opinions between Vocational Education and Training (VET) and Higher Education (HE) students differ for more than half of the items provided in a survey. HE students tended to agree more for 15, while VET learners for 12 different aspects about mobility. These data are shown in figures 94 and 95.

HE participants tended to agree more with items about improving general skills, knowing oneself, improvement of personal skills, and enhanced broad point of view, while VET learners tended to agree with items about improving professional skills, about work and enterprise aspects (for example, improved professional knowledge, better valued the quality of education in Lithuania, have become more enterprising, devised business ideas, and gained confidence to create own business).

Items that were more scored by VET learners are presented in figure 94. The biggest differences are for the items: “Due to mobility I understand what a good employer should be”, “Mobility was the only opportunity for me to go abroad” and “Having comparison with foreign countries I became disappointed with Lithuanian employers”.



Fig. 94. Items better valued by VET participants

Figures 94 and 95 present aspects that have statistically significant differences between VET and HE participants. Figures present agreement (“completely agree” and “agree”) with items.

Items that were more scored by HE students are presented in figure 94. The biggest differences are for the items “I would not experience the same in Lithuania as I got in studies/internship/other abroad”, “Due to being abroad I became more mature as a person” and for three items about tolerance of others (of people who think differently, of people of other religions and of people of different sexual orientations).

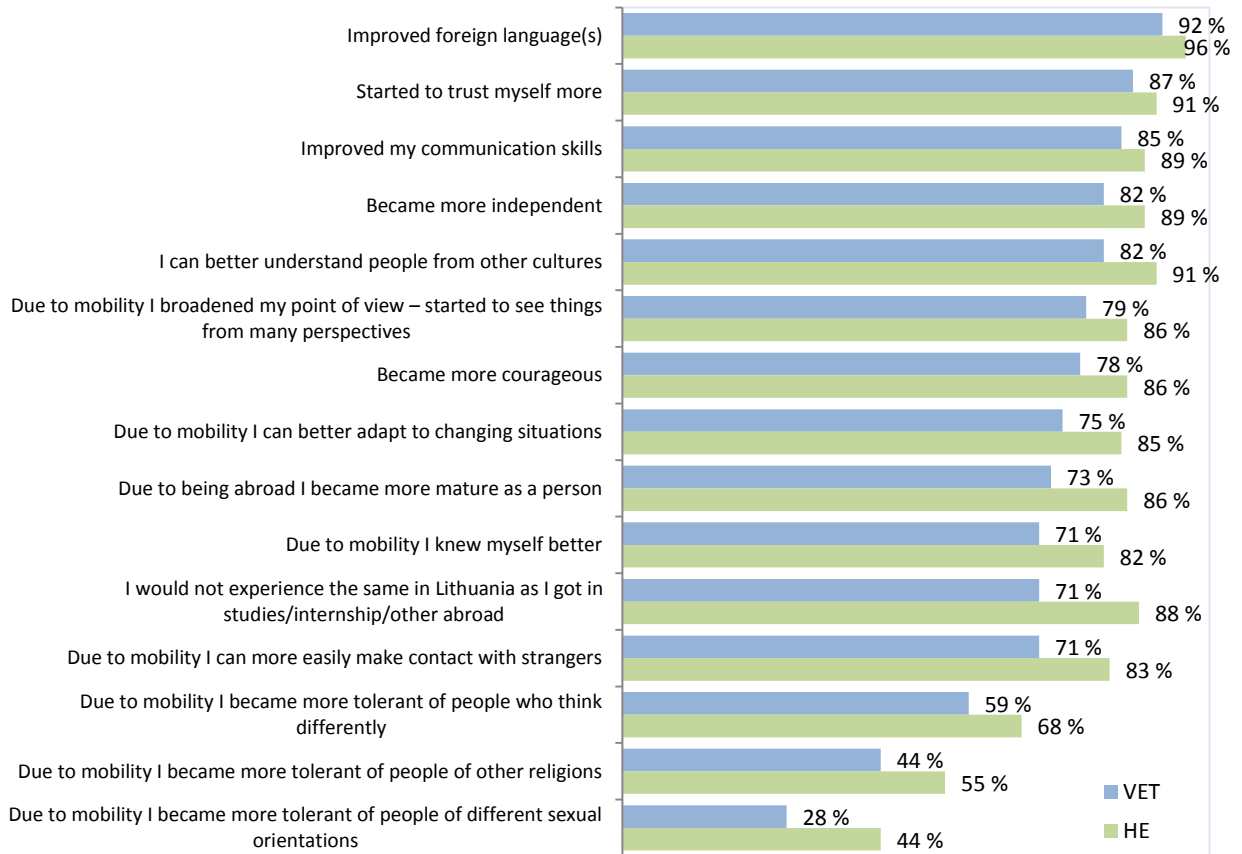


Fig. 95. Items better valued by HE participants

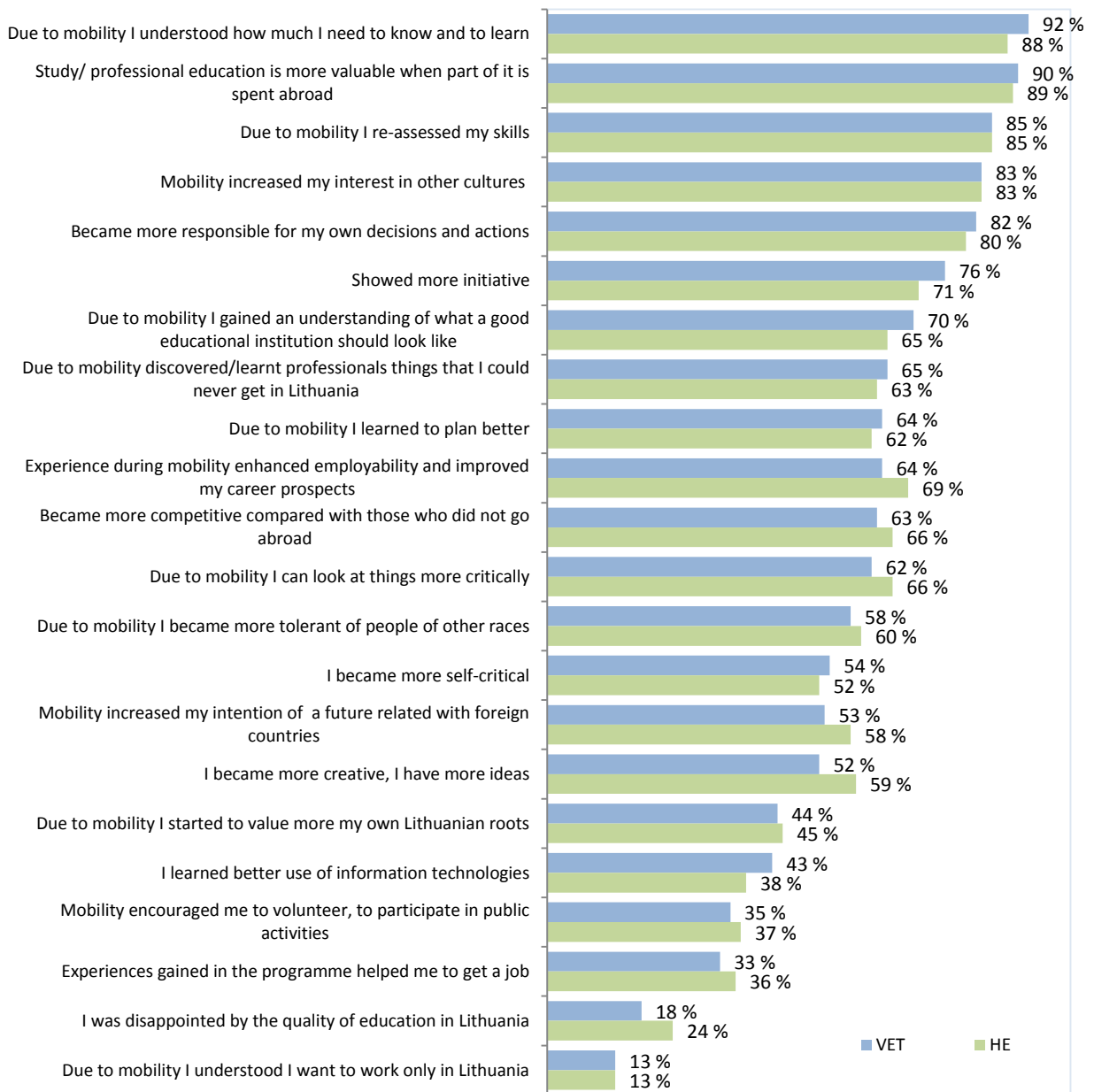


Fig. 96. Items that do not statistically significant differ between VET and HE participants

Figure 96 presents items that do not have statistically significant difference between VET and HE participants. The figure presents agreement (“completely agree” and “agree”) with items.

7. Impact of mobility by duration of mobility

Duration of mobility has an impact on evaluation of items about the mobility. 35 items (of 51) have weak statistically significant correlation with duration of mobility. Higher scores of correlation are for items about improvement of personal skills (independence, knowing oneself), experience gained, and tolerance of others (sexual orientation, understanding other cultures).

Duration of mobility negatively weakly correlates with job aspects (gained practical skills, enterprise, quality of studies in Lithuania) (Table 4). It should be explained that these items were more positively scored by VET learners who usually go for the shortest period of mobility.

Table 5 presents items for which evaluation does not statistically significant differ by duration of mobility. That is, aspects like “Due to mobility I understood we are not worse than foreigners”, “Due to mobility I understood where I want to realize myself”, “Mobility helped me to understand what I want achieve in life” and so on are valued similarly by those who went for short, average or long durations of mobility.

Table 4. Correlation between duration of mobility and agreement with item (rated by correlation score)

Item	Correlation coefficient
POSITIVE CORRELATION	
Due to being abroad I became more mature as a person	,242**
Due to mobility I became more tolerant of people of different sexual orientations	,228**
Became more independent	,213**
Due to mobility I knew myself better	,212**
I would not experience the same in Lithuania as I got in studies/internship/other abroad	,207**
Due to mobility I can better adapt to changing situations	,206**
I can better understand people from other cultures	,196**
Due to mobility I became more tolerant of people who think differently	,191**
Improved foreign language(s)	,183**
Due to mobility I became more tolerant of people of other religions	,168**
Due to mobility I can more easily make contact with strangers	,166**
Improved my communication skills	,163**
Started to trust myself more	,162**
Due to mobility I broadened my point of view – started to see things from many perspectives	,149**
Due to mobility I can look at things more critically	,134**
Experience during mobility enhanced employability and improved my career prospects	,133**
I became more creative, I have more ideas	,123**
Mobility increased my intention of a future related with foreign countries	,123**
Due to mobility I became more tolerant of people of other races	,119**
Became more courageous	,117**
Became more competitive compared with those who did not go abroad	,113**
Became more responsible for my own decisions and actions	,112**
Mobility has played significant role in my final work	,119**
Experiences gained in the programme helped me to get a job	,101**
I became more self-critical	,096**
I was disappointed by the quality of education in Lithuania	,092**
Being abroad helped me to set up life priorities	,071*
Due to mobility I started to value more my own Lithuanian roots	,063*
Mobility encouraged me to volunteer, to participate in public activities	,062*
NEGATIVE CORRELATION	
Gained/improved my practical professional skills	-,062*
Due to mobility I understand what a good employer should be	-,166**
Mobility was the only opportunity for me to go abroad	-,104**
I understood that the quality of education in Lithuania is good	-,100**
Having comparison with foreign countries I became disappointed with Lithuanian employers	-,093**
Experience abroad gave me confidence to create my own business	-,081**

** – statistically significant, Pearson correlation ($\alpha=0,01$)

* – statistically significant, Pearson correlation ($\alpha=0,05$)

Table 5. Items of which evaluation does not statistically significantly correlate with duration of mobility

Item
Mobility increased my interest in other cultures
Due to mobility I re-assessed my skills
Due to mobility I became more enterprising, I devised business ideas
I had much better access to information sources (library sources, data bases etc.) abroad than in Lithuania
Due to mobility I understood I want to work only in Lithuania
Showed more initiative
Improved my professional knowledge
I learned better use of information technologies
Due to mobility I learned to plan better
Mobility helped me to understand what I want achieve in life
Due to mobility discovered/learnt professionals things that I could never get in Lithuania
Study/professional education is more valuable when part of it is spent abroad
Due to mobility I gained an understanding of what a good educational institution should look like
Due to mobility I understood how much I need to know and to learn
Due to mobility I understood where I want to realize myself
Due to mobility I understood we are not worse than foreigners

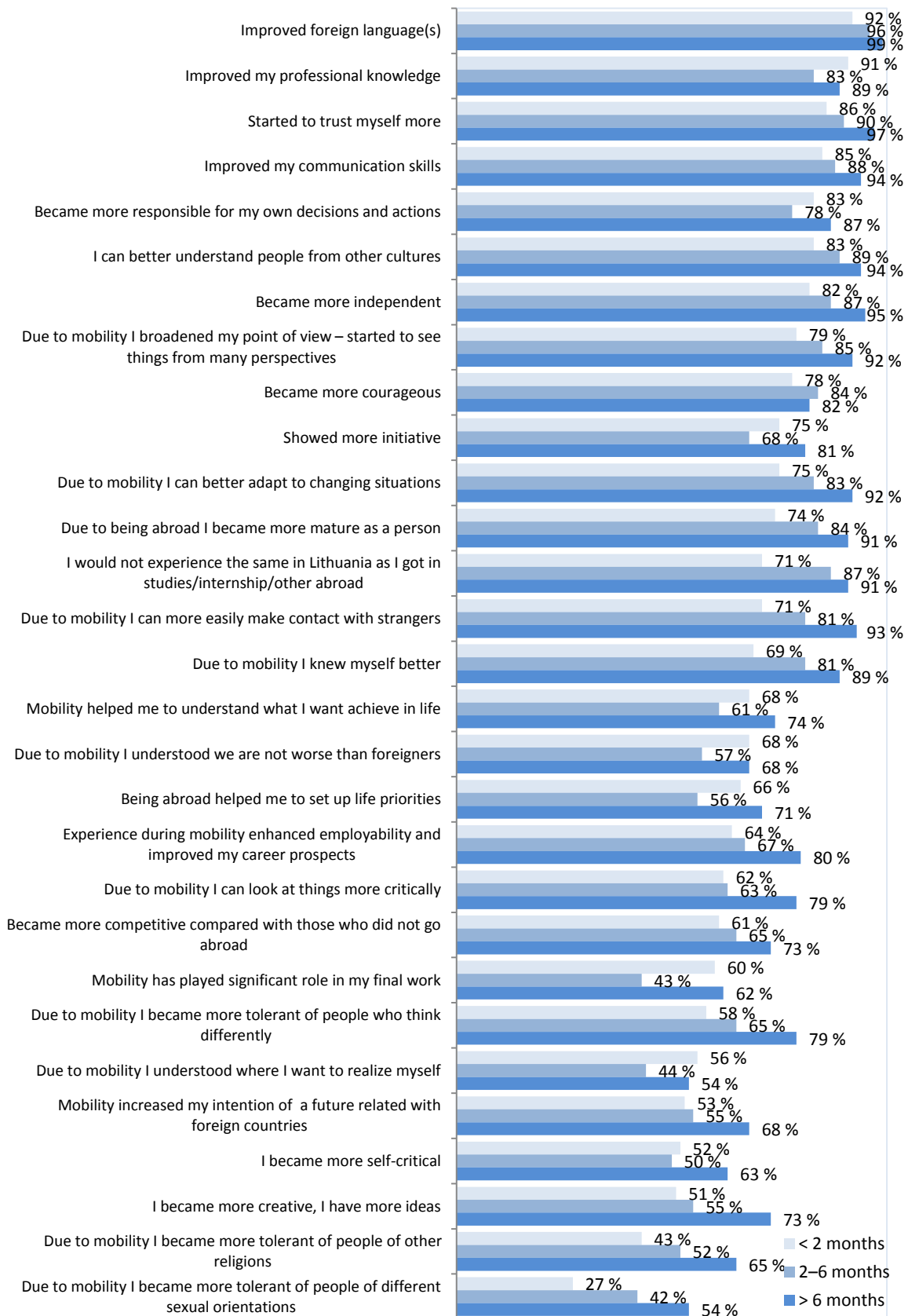


Fig. 97. Items better valued by respondents who had the longest duration

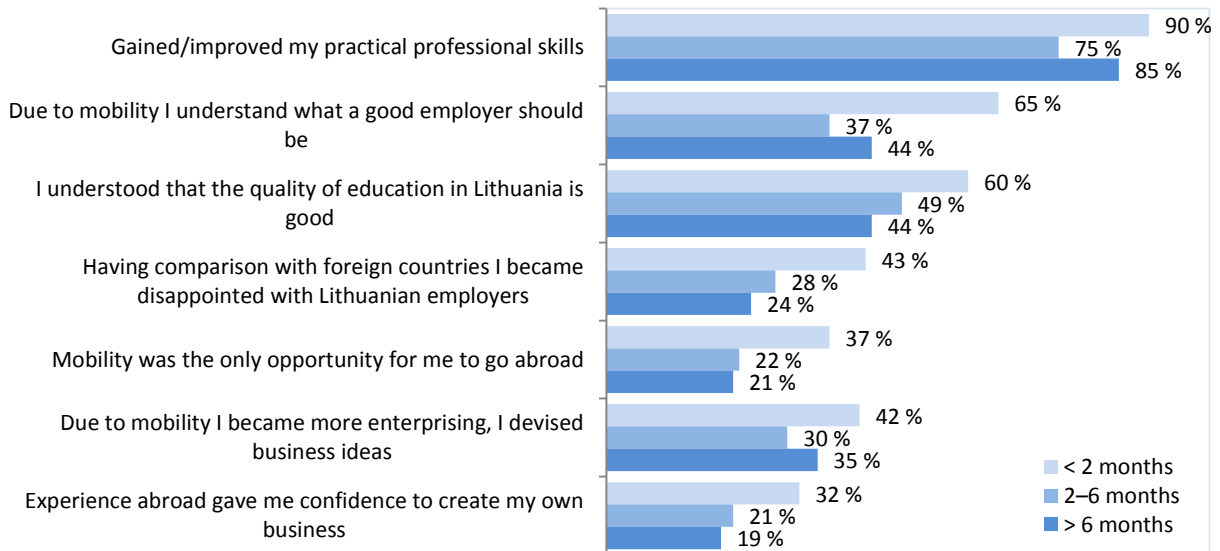


Fig. 98. Items better valued by respondents who had the shortest duration of mobility

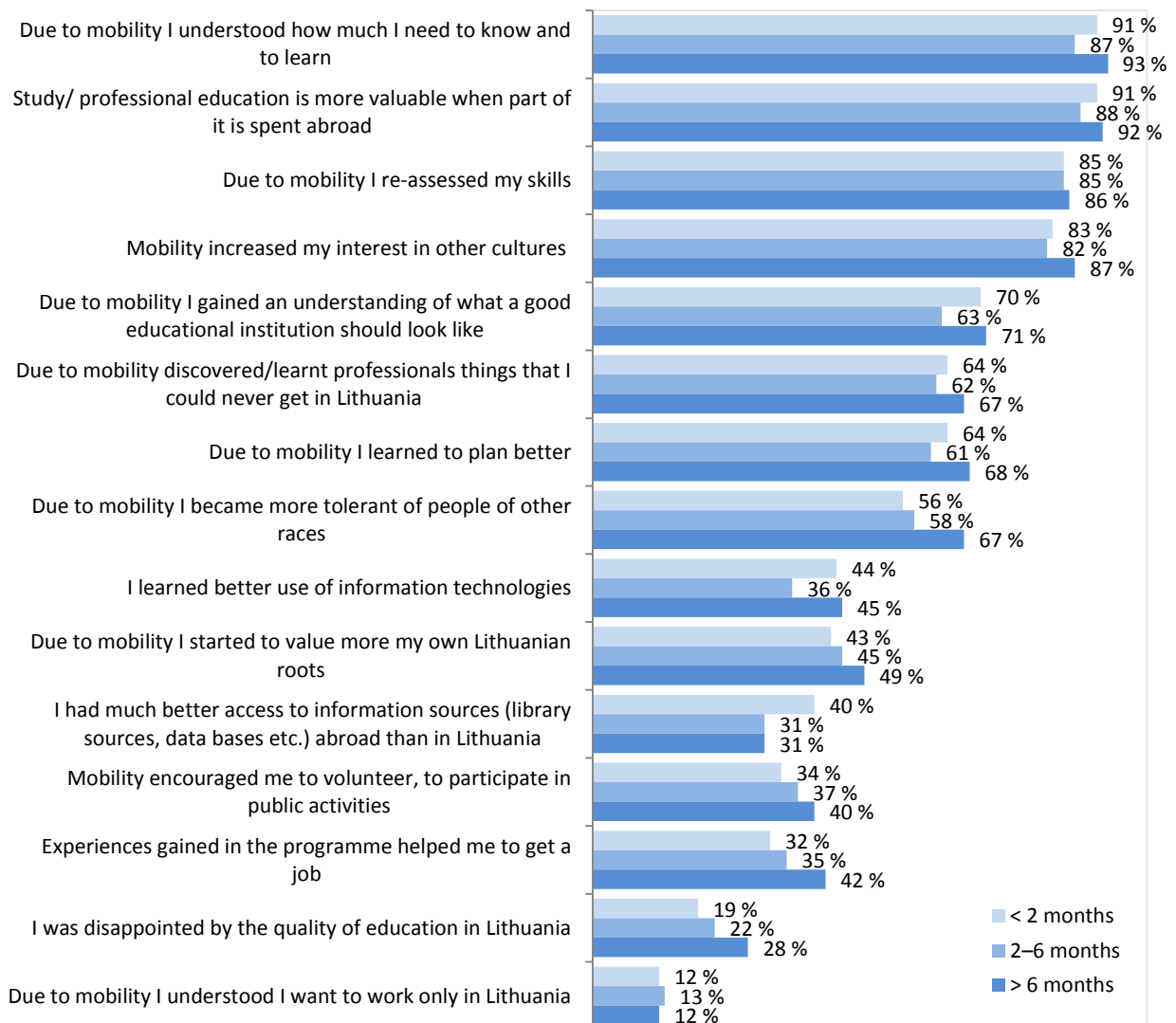


Fig. 99. Items which do not statistically significantly correlate by duration of mobility

8. Impact of mobility by years of mobility

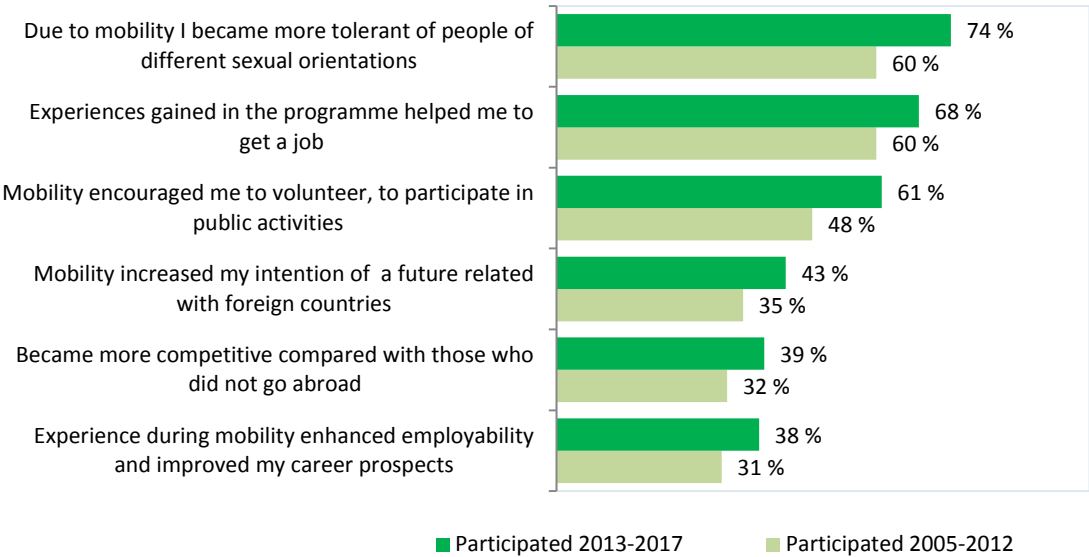


Fig. 100. Impact of mobility by years of mobility

The figure presents only those items with statistically significant difference by the variable “years of mobility”, i.e. a person participated in mobility earlier (2005–2012) or later (2013–2017). There were six items which differ between participants from 2005–2012 and 2013–2017 (“Experience during mobility enhanced employability and improved my career prospects”, “Became more competitive compared with those who did not go abroad”, “Mobility increased my intention of a future related with foreign countries”, “Mobility encouraged me to volunteer, to participate in public activities”, “Experiences gained in the programme helped me to get a job” and “Due to mobility I became more tolerant of people of different sexual orientations”).

Respondents who participated in mobility during the last five years tended to evaluate more positively than respondents who participated in earlier (2005–2012) years.

9. Analysis of open-ended questions

9.1. Biggest discovery, benefit and lesson received from mobility

Table 6. Analysis of question “Please describe your biggest discovery, benefit or lesson received due to mobility”: categories, subcategories and number of confirmative phrases

Categories, subcategories	Number of confirmative phrases
Self-knowledge, attitudes and value changes	271
Broadened point of view, attitudes	75
Enhanced knowledge about other cultures	64
Greater tolerance, openness	31
Greater self-knowledge	28
Discovery of new hobbies	25
Assessment of own country	17
Knowing what you want	8
Discovery of other food	6
Changed attitudes to education and learning	6
Having changed the trust of other people	6
Validation of values	5
Gain and improvement of general competencies	218
Improved foreign language skills	109
Better communication with other cultures	33
Improved communication skills	32
Adaptation to changing, different conditions	31
Learning to work in a team	13
Gain and improvement of personal qualities	169
Becoming more independent	56
Becoming more confident	42
Development of other personal qualities	39
Becoming more brave	20
Acquiring leadership skills	12
Gained experience, practice and professional competence	126
Gained general experience, practice	67
Acquired professional knowledge and skills	59
Making new contacts, acquaintances	105
Established acquaintances and friendship	98
Finding a partner	7
Job, career, future perspectives	84
Changed attitudes about achieving a goal	29
Comparison of working conditions in Lithuania and abroad	24
Larger activities, career opportunities	18
Better opportunities for further studies	8
Better preparation for learning in Lithuania	3
Ideas for own business	2
Comparison of teaching/learning systems	51
Possibility to compare teaching/learning systems	16
Opportunity to know foreign lecturers	15
Opportunity to access foreign learning resources	11
Opportunity to become familiar with other teaching methods	6
Other aspects related to education systems	3
Other aspects	53
Total:	1077

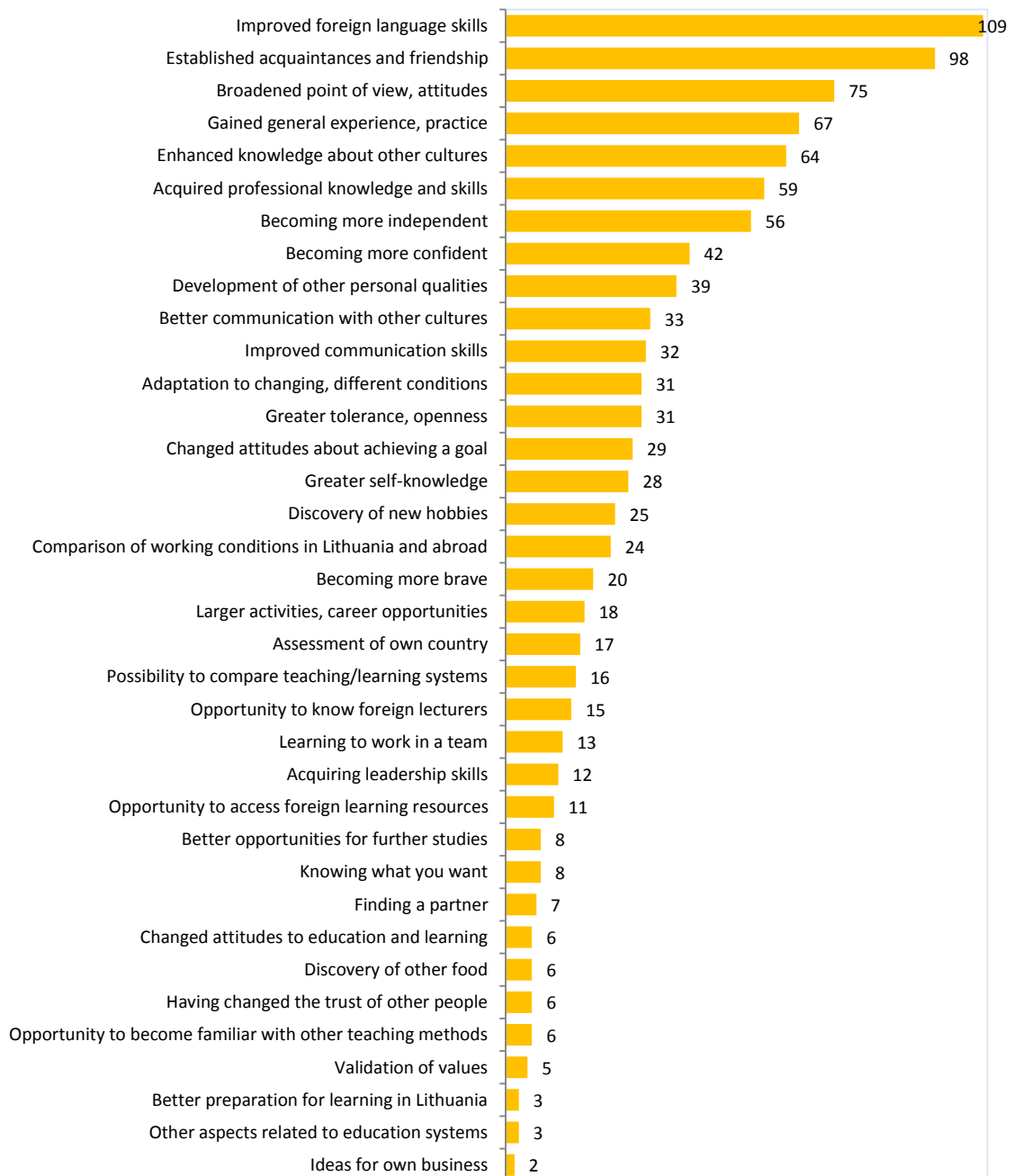


Fig. 101. Biggest discovery, benefit or lesson received due to mobility (rated by frequency of phrases in each subcategory)

Biggest discovery, benefit or lesson received due to mobility is “improved foreign language skills” (109 confirmative phrases), “established acquaintances and friendship” (98 phrases), “broadened point of view, attitudes” (75 phrases), “gained general experience, practice” (67 phrases), “enhanced knowledge about other cultures” (64 phrases), “acquired professional knowledge and skills” (59 phrases), “becoming more independent” (56 phrases).

Categories, subcategories and confirmative phrases are presented in appendix 1.

9.2. Positive aspects worth to participate in mobility

Table 7. Analysis of question “Please describe positive aspects worth to participate in mobility”: categories, subcategories and number of confirmative phrases

Categories, subcategories	Number of confirmative phrases
Opportunity to discover	873
Knowledge of other cultures	318
Ability to travel, to discover	246
Gained experience	177
Other positive impressions	53
Changed environment, seeing new things	45
Mobility as an opportunity	28
Knowledge of new technologies	6
Gain and improvement of general competencies	546
Improved foreign language skills	428
Improved communication skills	85
Adaptation to changing, different conditions	33
Making new contacts, acquaintances	433
Established acquaintances and friendships	408
Established professional relations	20
Finding a partner, family relationships	5
Gain and improvement of personal qualities	339
Became more independent	112
Acquired skills and knowledge	103
Greater self confidence	48
Development of other personal qualities	57
Becoming more brave	19
Self-knowledge, attitudes and value changes	310
Broadened point of view, attitudes	118
Greater self-knowledge, self-discovery	80
Greater tolerance, openness, understanding	39
Moving away from one’s comfort zone, self-testing	34
Assessment of own country	17
Changed attitudes towards education and learning	13
Knowing what you want	9
Work, career, future perspectives	303
Acquired professional knowledge and skills	121
Acquired work/professional experience	82
Getting to know working conditions abroad	34
Employment opportunities, career perspectives	18
Acquired competitiveness in the labour market	18
Ideas for business	9
Familiarity with foreign employers	7
Other job related aspects	14
Teaching/learning aspects	232
Opportunity to compare teaching/learning systems	119
Teaching subjects, programmes, methods	30
Gained learning/study experience	22
Opportunity to use foreign learning resources	16
Opportunity to know foreign lecturers	14
Opportunity to participate in researches/projects	6
Contribution to the final work	5
Other aspects related to the education system	20
Total:	3036



Fig. 102. Positive aspects worth to participate in mobility (rated by frequency of phrases in each subcategory)

Main **positive aspects** regarding participation in mobility are: “improved foreign language skills” (428 confirmative phrases), “established acquaintances and friendships” (408 phrases), “knowledge of other cultures” (318 phrases), “ability to travel, to discover” (246 phrases) and “gained experience” (177 phrases).

Categories, subcategories and confirmative phrases are presented in appendix 2.

9.3. Negative aspects of mobility

Table 8. Analysis of question “Indicate negative aspects of mobility, if any”: categories, subcategories and number of confirmative phrases

Categories, subcategories	Number of confirmative phrases
Financial difficulties	184
Communication and adaptation difficulties	159
Language barrier problem	67
Difficult adaptation	28
Negative attitudes to newcomers	17
Disagreement with others	16
The problem of cultural differences	13
Shallow communication	12
Loss of personal relationships, breakdown	6
Teaching and study aspects	141
Shortage or mismatch of teaching programmes	51
Poor teaching quality, mismatch of educational systems	41
Insufficient competence of teachers	15
Lack of diligence by participants	15
Poorer grades	9
Difficulties in studying	7
Insufficient learning resources	3
Psychological difficulties, health problems	116
Homesickness	66
Feeling of loneliness	20
Unfulfilled expectations	12
Health problems	9
Fear, stress	9
Organization problems	97
Bureaucracy	26
Lack of information before departure	19
Poor organization	18
Inappropriate position of host organization	12
Poor work of mentors and coordinators	9
Lack of communication between organizations	7
Inappropriate organization and selection process	6
Short duration of mobility, lack of activities	60
Short duration of mobility	46
Lack of opportunities and activities	14
Problems with living conditions	56
Difficulties due to housing and living conditions	47
Complicated transportation	5
Poor internet connection	4
Organization of work, practice	43
Incorrectly organized practice	21
Experienced exploitation at work	17
Job not related to specialism	5
Other negative aspects	48
Worsened opinion about Lithuania	7
Bad weather	5
Other negative experiences	36
Total:	904
No negative experience	131



Fig. 103. Negative aspects of mobility (rated by frequency of phrases in each subcategory)

Main **negative aspects** indicated by respondents in an open-ended question were: “financial difficulties” (184 confirmative phrases), “language barrier problem” (67 phrases), “homesickness” (66 phrases), “shortage or mismatch of teaching programmes” (51 phrases), “difficulties due to housing and living conditions” (47 phrases), “short duration of mobility” (46 phrases).

Categories, subcategories and confirmative phrases are presented in appendix 3.

Conclusions

Respondents. The research (quantitative internet survey) was conducted from 27 Feb–21 March 2018. The report is based on the data of 1026 respondents' answers.

Survey participants were 71 per cent women and 29 per cent men.

Respondents' ages were 35 percent 18–24 years, 48 per cent 25–29 years, and 17 per cent 30 years and over.

83 per cent of respondents are employed.

41 per cent live in Vilnius, 27 per cent in other Lithuanian big cities, 10 per cent in other Lithuanian cities, 5 per cent in Lithuanian rural areas, 17 per cent live abroad.

Respondents were participants in Erasmus+ and its predecessor programmes (Socrates, Leonardo da Vinci, Lifelong Learning Programme), participating in the mobility in 2005–2017. The highest number of respondents participated in mobility in 2013 (12%), 2014 (16%) and 2015 (28%).

25 per cent of respondents entered mobility as Vocational education and training learners; 14 per cent – college students; 45 per cent – bachelor's students; 15 per cent – master's students; and 5 per cent – doctoral students.

61 per cent of respondents went to study, 51 per cent for an internship. 161 respondents went for both study and internship.

For 23 per cent of respondents mobility lasted for a month or less, 61 per cent spent 2–6 months; for 16 per cent mobility was longer than 6 months (respondents calculated duration of all mobilities).

Erasmus+ is expected to have positive and long-lasting effects on the participants. For students, the mobility activities are meant to produce outcomes such as improved foreign language competence, enhanced employability and improved career prospects, enhanced intercultural awareness, better awareness of the EU values and so on (http://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/key-action-1_en). Results of the survey show that mobility had a positive impact on programme participants and reached set aims.

The vast majority (98%) of respondents were positive about the experience gained from mobility. 74% scored "very positive", 24% "positive". 98% of respondents would recommend other students to go on such programmes, 90% of them would "definitely recommend".

Mobility was the only opportunity to go abroad for 25 per cent of respondents.

Main skills which respondents improved due to the mobility are:

- Communication skills (77%)
- Language skills (73%)
- Flexibility/adaptability (62%)
- Ability to work in a team (46%)
- Resilience/dealing with conflict (42%)

The skills improved least are: "negotiating skills" (7%), "leadership skills" (7%), and "commercial awareness" (3%). 5 respondents indicated they improved none of the skills offered. Statistically significant difference for "negotiating skills" and "leadership skills" was only for the gender variable. These skills were more likely to be improved for men.

The age variable was important in acquiring "communication" and "creativity" skills – the youngest respondents were more likely than the oldest to acquire those skills due to the mobility. Gender was not significant in acquiring "communication", "creativity", "problem-solving", "organizational" skills and "depth of knowledge in subject".

People who went to study tended more to gain "language" and "flexibility/adaptability" skills, while people who went for internship tended to improve "ability to work in a team", "technical skills", and "depth of knowledge in subject".

Mobility had an impact on different aspects. More than 80 per cent of respondents agreed with the following items:

- “Improved foreign language(s)” (95%)
- “Due to being abroad I became more mature as a person” (88%)
- “Study/professional education is more valuable when part of it is spent abroad” (87%)
- “Improved my communication skills” (87%)
- “I can better understand people from other cultures” (87%)
- “Due to mobility I understood how much I need to know and to learn” (87%)
- “Became more independent” (85%)
- “Improved my professional knowledge” (84%)
- “Due to mobility I re-assessed my skills” (83%)
- “Due to mobility I broadened my point of view – started to see things from many perspectives” (83%)
- “Became more courageous” (82%)
- “I would not experience the same in Lithuania as I got in studies/internship/other abroad” (82%)
- “Due to mobility I can better adapt to changing situations” (81%)
- “Mobility increased my interest in other cultures” (81%)
- “Due to being abroad I became more mature as a person” (81%)

<...>

Least agreement was with the following items:

- “I was disappointed by the quality of education in Lithuania” (22%)
- “Experience abroad gave me confidence to create my own business” (21%)
- “Due to mobility I understood I want to work only in Lithuania” (12%)

In the secondary factor analysis three factors (from 14 subscales) were obtained:

1. Improvement and development of general skills (average agreement for factor 77%)
2. Improvement and development of professional, special skills (58%)
3. Attractiveness of the teaching and working environment, living conditions in Lithuania (44%)

1. Regarding the improvement of general skills competences, respondents were most likely to agree on acquiring “language and communication skills” (average agreement with the subscale – 86%), “Interest in other cultures and their knowledge” (86%), “Improvement of different personal skills” (courage, self-confidence, initiative, responsibility) (83%), greater “Critical thinking and self-assessment” (76%), and greater “Tolerance of others” (54%).

2. Respondents have also improved their specialist skills, and professional knowledge and skills. The respondents were most likely to agree that they have gained “professional knowledge and skills” due to their mobility (76% average agreement with subscale). Mobility also has an impact on “Input to learning/study process” (63%), mobility has helped to “Set up of life priorities” (59%), and gave “Better opportunities in job market and competitive abilities” (56%). Respondents also got “Ideas for new actions, enterprise” (38%).

3. In addition to the acquired general skills and professional knowledge and skills, some respondents got a greater appreciation of “Lithuanianness” (average agreement for subscale – 54%). 56% agreed that the quality of learning/studies in Lithuania is good. Mobility has strengthened the willingness of participants to live and work abroad – only 17 per cent would like to live and work in Lithuania (“Resolve to live and work in Lithuania”). Half of the participants of the study were disappointed by Lithuanian employers (“Disappointment about Lithuanian employers”).

Differences by respondent's gender and age. Men more than women tended to indicate these positive aspects of mobility to work aspects (i.e. they tended to agree more for items such "Due to mobility I became more enterprising, I devised business ideas", "Having comparison with foreign countries I became disappointed with Lithuanian employers", "Experience abroad gave me confidence to create my own business") while women tended more to positively evaluate items about tolerance of others (i.e. ("Due to mobility I became more tolerant of people who think differently", "more tolerant of people of other races", "more tolerant of people of different sexual orientations"). Women also tended to agree more with gaining "courage", "better adaptation to changing situation"; "make contact with strangers", "to be interested to other cultures", "to value more Lithuanian roots", "willingness to volunteer".

Respondents' opinions differed for 22 (of 51) items between age groups. The older the respondent the more s/he tended to agree that "Mobility has played significant role in my final work" and "I had much better access to information sources (library sources, databases etc.) abroad than in Lithuania". In all other cases younger respondents tended to agree more often. The biggest differences between youngest and oldest respondents are for items: "Became more responsible for my own decisions and actions", "Became more competitive compared with those who did not go abroad", and for items about tolerance of others (other races, other religions, other sexual orientations).

Differences by years of mobility. There were six items which differ between participants from 2005–2012 and 2013–2017. Five of them relate to activities and work and one – to tolerance of others. Respondents who participated in mobility during the last five years tended more than respondents who participated in earlier (2005–2012) years to positively evaluate the items: "Experience during mobility enhanced employability and improved my career prospects", "Became more competitive compared with those who did not go abroad", "Mobility increased my intention of a future related with foreign countries", "Mobility encouraged me to volunteer, to participate in public activities", "Experiences gained in the programme helped me to get a job" and "Due to mobility I became more tolerant of people of different sexual orientations".

Differences by duration of mobility. Duration of mobility (less than 2 months, 2–6 months, more than six months) has an impact on evaluation of items about the mobility. 35 items (of 51) have weak statistically significant correlation with duration of mobility. The biggest difference was for agreement with these items: "I would not experience the same in Lithuania as I got in studies/internship/other abroad", "Due to mobility I can more easily make contact with strangers", "Due to mobility I knew myself better", "I became more creative, I have more ideas", "Due to mobility I became more tolerant of people of other religions", "Due to mobility I became more tolerant of people of different sexual orientations". The longer the respondent spent in mobility the more s/he tended to value these more positively.

Differences between VET and HE participants. Opinions between Vocational Education and Training (VET) and Higher Education (HE) students differ for more than half of the items provided in a survey. HE participants tended to agree more with items about improving general skills, knowing oneself, improvement of personal skills, and enhanced broad point of view, while VET learners tended to agree with items about improving professional skills, about work and enterprise aspects (for example, improved professional knowledge, higher value of the quality of education in Lithuania, becoming more enterprising, devising business ideas, and gaining confidence to create own business).

Main **positive aspects** regarding participation in mobility are: "improved foreign language skills" (428 confirmative phrases), "established acquaintances and friendships" (408 phrases), "knowledge of other cultures" (318 phrases), "ability to travel, to discover" (246 phrases) and "gained experience" (177 phrases).

Main **negative aspects** indicated by respondents in an open-ended question were: "financial difficulties" (184 confirmative phrases), "language barrier problem" (67 phrases), "homesickness" (66 phrases), "shortage or mismatch of teaching programmes" (51 phrases), "difficulties due to housing and living conditions" (47 phrases), "short duration of mobility" (46 phrases)

Appendices

Appendix 1. “Please describe your biggest discovery, benefit or lesson received due to mobility”: categories, subcategories and number of confirmative phrases

Self-knowledge, attitudes and value changes (number of phrases – 271)
Broadened point of view, attitudes (number of phrases – 75)
<i>“<...> broader point of view <...>”; “<...> openness to new ideas, experiences”; “They were many, very difficult to describe. In brief I would say that mobility helps to know the world more broadly in social and scientific areas <...>”; “it opens one’s eyes”; “there is a broader context, it is important not to close in to your narrow circle”; <...></i>
Enhance knowledge about other cultures (number of phrases – 64)
<i>“<...> gained experience about a new country”; “<...> other people, another culture”; “there were many discoveries starting from knowing other cultures”; “to know a country from the inside, for example I felt in love with France”; “knowing other cultures – it is the biggest advantage of mobility”; <...></i>
Greater tolerance, openness (number of phrases – 31)
<i>“People from different part of world are very similar”; “tolerance for other nations and religions”; “different cultures have different traditions, yet similar values”; “I became more open to the world, to other cultures, to other opinions. I feel like a citizen of a world”; “ability to accept another’s opinion”; <...></i>
Greater self-knowledge (number of phrases – 28)
<i>“Self-knowledge”; “I became friends with myself”; “I found myself”; “It helped me to understand that I am a positive person, quick to learn”; “in comparison with contemporaries from other countries I understood that people of my age from other countries were more active, cleverer, more tolerant”; <...></i>
Discovery of new hobbies (number of phrases – 25)
<i>“Passion for traveling”; “discovery that I love to travel”; “<...> willingness to travel”; “more travelling”; “it is important to use opportunities to broaden point of view and travel”; <...></i>
Assessment of own country (number of phrases – 17)
<i>“I understood that I could not be alone in foreign country”, “things are very good in Lithuania”; “I understood how it is good to learn and practise in Lithuania!”; “never to leave Lithuania”; “I understood that I need Lithuania very much”; <...></i>
Knowing what you want (number of phrases – 8)
<i>“I understood in what field I want to work”; “I understood that I do not want to work in the field of my studies and practice”; “I understood that I will work in a field that I am studying in”; “due to mobility I understood that I want to work in my profession. And I am working successfully so far”; “I understood what I want to do in the future”; <...></i>
Discovery of other food (number of phrases – 6)
<i>“Italian kebab”; “I eat what I was not eating before”; “Improvisation in meals”; “Average roast beef”; “Discovery of different dishes”; “<...> get familiar with traditional cuisine of other country”; <...></i>
Changed attitudes to education and learning (number of phrases – 6)
<i>“Due to mobility I got a good opportunity to concentrate on education and self-improvement”; “Willingness to continue studying”; “Changed opinion about professional training”; “Priorities about studies, creative flexibility”; <...></i>
Having changed the trust of other people (number of phrases – 6)
<i>“To trust other people less”; “Do not trust Lithuanians”; “Do not trust other people”; “Trust only yourself”; “I became more confident with foreigners”; <...></i>
Validation of values (number of phrases – 5)
<i>“Gained west European values <...>”; “Family values”; “Freedom is the biggest value of human being”; “EU as a value”; <...></i>
Gain and improvement of general competencies (number of phrases – 218)
Improved foreign language skills (number of phrases – 109)
<i>“<...> skills in foreign languages <...>”; “the biggest discovery is learning a new language”; “I learnt Spanish”; “Improvement of English language”; “I had the opportunity to speak German”; “I improved my language skills”; <...></i>
Better communication with other cultures (number of phrases – 33)
<i>“Find solutions talking with people from different cultures”; “Different nations – connecting professionally”; “<...> communication with people from other cultures”; “I would communicate with foreigners independently”; “knowledge about other nations, communications with people from other cultures, knowledge of their traditions, food and so</i>

on"; <...>
Improved communication skills (number of phrases – 32)
"<...> communication skills"; "I became more communicative"; "Communication <...>"; "Lesson of communication"; "it is possible to communicate with anyone"; "Different kinds of mentality towards solving problems"; <...>
Adaptation to changing, different conditions (number of phrases – 31)
"Adaptation to new environment"; "Adaptation to unusual situations"; "I learnt to adapt to a new environment"; "I understood that people can adapt to almost everything"; "On purpose it is possible to quickly adapt to a new environment and become immersed in a new culture"; <...>
Learning to work in a team (number of phrases – 13)
"<...> in professional terms – work in a team"; "I stopped solving problems alone, started to consult with colleagues"; "team work with people from other nations"; "team work and flexibility"; "I learnt to work in a team"; <...>
Gain and improvement of personal qualities (number of phrases – 169)
Becoming more independent (number of phrases – 56)
"<...> becoming independent"; "independent in all aspects"; "Due to mobility I became independent, I don't need parents' help anymore"; "I understood I can be independent"; "I learnt to be alone, independent and happy. Responsible for myself and my decisions"; "The most I learnt was to be independent"; <...>
Becoming more confident (number of phrases – 42)
"Started to trust myself more"; "Started to trust myself and others"; "Much greater self-confidence"; "I understood that I was needlessly worried about myself and my capabilities"; "<...> experience in foreign country definitely improves a person's self-confidence"; <...>
Development of other personal qualities (number of phrases – 39)
"<...> organizing my time <...>"; "orientation, flexibility"; "self-education"; "willing to improve every day, new challenges and experience"; "openness and understanding"; "growing of my personality"; <...>
Becoming more brave (number of phrases – 20)
"I learnt do not be afraid of changes in my life"; "Bravery"; "I got more courage"; "Never to be afraid"; "Be not afraid to do!"; "Do not be afraid to get everything from life"; "Freedom to not be afraid to create, to risk, to tell own ideas even people minded with hostility"; <...>
Acquiring leadership skills (number of phrases – 12)
"Skills to manage situations"; "I can be a wonderful leader"; "Leadership"; "Biggest discovery was a strength inside. Do not lose orientation in critical situations (there were many) <...>"; "I understood I can lead others and stand even if it seems there are no more strengths"; <...>
Gained experience, practice and professional competencies (number of phrases – 126)
Gained general experience, practice (number of phrases – 67)
"Life experience living abroad"; "Knowledge is best gained when it is applied practically"; "Practical experience"; "Invaluable experience"; "All gained experience – one of the best in my life"; "New experiences"; "Gained knowledge, gained experience"; <...>
Acquired professional knowledge and skills (number of phrases – 59)
"Professional knowledge that I apply in my life"; "Gained knowledge and new technologies"; "I learn new things that I had not known and could not imagine before"; "Improvement of profession"; "The biggest benefit was professional skills"; "I got familiar with completely new technologies"; <...>
Making new contacts, acquaintances (number of phrases – 105)
Established acquaintances and friendship (number of phrases – 98)
"<...> new friends"; "New acquaintances, discovery of different points of view"; "I met wonderful people"; "Biggest benefit – to get to know people from different countries in the world"; "friends from all over the world"; "International contacts"; <...>
Finding second half (number of phrases – 7)
"Biggest benefit was my husband and growth of my family"; "Love of my life"; "<...> met my husband"; "I found my life partner"; <...>

Job, career, future perspectives (number of phrases – 81)

Changed attitudes about achieving a goal (number of phrases – 29)

"You need to work a lot if you want to achieve something"; "Everything is achieved by hard work, will and motivation"; "If you are brave, patient and know what you want – everything is achievable"; "Everything is possible"; "Understanding that everything is possible"; "It is possible to achieve everything – you just need to start"; <...>

Comparison of working conditions in Lithuania and abroad (number of phrases – 24)

"Different work nature than in Lithuania"; "<...> work differences"; "I saw how work is in other countries"; "I understood how working conditions differ abroad and in Lithuania"; "I understood <...> what an interesting job means. How employers view their employees. I hope Lithuania will achieve this level"; "That is possible to go to work as to a festivity not because "you need" but because "you want!"; <...>

Larger activities, career opportunities (number of phrases – 18)

"<...> I got an important network which opened broad career opportunities"; "competitiveness in job market"; "Opportunities"; "I got work in the company where I was for internship"; "<...> clearer vision of my future career"; "<...> new opportunities"; <...>

Better opportunities for further studies (number of phrases – 8)

"During my internship they suggested to come after my master's and study for PhD at the Technical University of Denmark"; "Study at the University of foreign country <...>"; "I understood I want to continue my studies and career abroad. And I am there successfully for 8 years now"; "Opportunities to study later abroad"; <...>

Better preparation for learning in Lithuania (number of phrases – 3)

"Gained research results which significantly improved my doctoral thesis <...>"; "Topic of my bachelor work"; <...>

Ideas for own business (number of phrases – 2)

"Several business ideas"; "Encouragement to realize my dream, to create my own business".

Comparison of teaching/learning systems (number of phrases – 54)

Possibility to compare teaching/learning systems (number of phrases – 16)

"The biggest benefit was to understand that education in Lithuania, Lithuanian world-view, understanding is certainly at a high level"; "Helped to understand that higher education in Lithuania is not bad quality"; "I have learnt things that I could never learn in Lithuania"; "Quality of teaching is much better abroad"; "feminist ideas about which I can only dream in Lithuanian learning institutions"; <...>

Opportunity to know foreign lecturers (number of phrases – 15)

"Work in a good team with good lecturers"; "Lecturers and students can communicate as friends"; "I understood what wonderful and competent lecturers should be"; "Wonderful friendly lecturers"; "Biggest benefit – incredibly high level lecturers <...>"; <...>

Opportunity to access foreign learning base (number of phrases – 11)

"Foreign literature"; "Opportunity to use rich library"; "Better opportunities, more interesting programmes"; "As I visited Finland <...> I have seen what good learning conditions are there"; "Understood what a good institution means when there is no lack of learning opportunities for everyone"; <...>

Opportunity to become familiar with other teaching methods (number of phrases – 6)

"Interesting experience as in half of my lectures I was the only student, so I can say I had private lessons"; "Variety of teaching methods"; "Discovery was order of examination in host university, when one semester has two sessions and only two modules are taught. It is wonderful practice that should be applied in Lithuania"; <...>

Other aspects related to education systems (number of phrases – 3)

"Mobility should be common in study process"; <...>

Other aspects (number of phrases – 53)

Other different aspects (number of phrases – 53)

"No man becomes great on his own"; "Be yourself"; "In solitude the mind gains strength and learns to lean upon itself." – Laurence Sterne"; "Social skills"; "When a mentor leads you around the same building and takes photos asking to smile you need to understand that he will not be able to show anything more"; "There is no single way to do things right"; "Lithuanian medicine is far behind EU countries. In terms of material things and employees' mentality"; "Lithuanians can work better, foreigners can rest better"; <...>

Appendix 2. “Please describe positive aspects worth to participate in mobility”: categories, subcategories and number of confirmative phrases

Opportunity to discover (number of phrases – 873)
Knowledge of other cultures (number of phrases – 318)
<i>“Other <...> culture, language, point of view”; “To live in other <...> culture”; “Traditions”; “Knowledge of local culture”; “I saw how foreigners are for real”; “Started to understand differences of other cultures”; “New culture”; “Broadened understanding about other cultures”; <...></i>
Ability to travel, to know (number of phrases – 246)
<i>“Other country <...>”; “Memories, trips, <...>”; “Experience living abroad”; “Living in foreign country, discovering it”; “It is wonderful opportunity to travel and see at least part of world or those who have little or have none possibilities to travel”; “Discovery of world”; “I travelled a lot”; “I got comfort feeling about travelling”; “It was first time for me going abroad”; <...></i>
Gained experience (number of phrases – 177)
<i>“Cultural and international practice”; “Experience gained abroad <...>”; “New experience <...>”; “Other experiences”; “Life lessons”; “I can compare practice in Lithuania and abroad”; “New experience in a country I had never visited”; “Experience in a big hotel”; “Experience – is a main thing”; “You will not get such experience in Lithuania”; “Perfect life school”; <...></i>
Other positive impressions (number of phrases – 53)
<i>“Good impressions”; “Good emotions because of new experiences”; “Had good balance between studies and leisure”; “Food”; “Theory”; “Additional help”; “You will have loads of fun”; “Time spent very well”; <...></i>
Changed environment, seeing new things (number of phrases – 45)
<i>“Something new”; “New experiences”; “Environment”; “It is good to change environment”; “New place, new adventures”; “New context”; “Rest from routine”; “Changes”; “Live in other environment”; “Something new”; <...></i>
Mobility as an opportunity (number of phrases – 28)
<i>“New opportunities”; “Freedom”, “Money”; “Quick progress”; “Opportunities”; “New challenges”; “To go for mobility was the most wonderful thing at that moment”; “Living abroad”; <...></i>
Knowledge of new technologies (number of phrases – 6)
<i>“I got familiar with new technologies (which are not yet in Lithuania) <...>”; “Knowing new technologies”; “you see new models which simply are not in your country and you have an opportunity to apply experience, to make changes”; “New technologies”; <...></i>
Gain and improvement of general competencies (number of phrases – 546)
Improved foreign language skills (number of phrases – 428)
<i>“Improved foreign language <...>”; “Improved my English skills”; “Broadened my foreign language vocabulary”; “New language”; “Basics of Italian language”; “Improvement of language”; “Increase of English language which led to greater self-confidence”; “I found my talent for foreign languages”; “Improved English language skills”; <...></i>
Improved communication skills (number of phrases – 85)
<i>“Communication skills”; “Improved <...> communication skills”; “I had an opportunity to communicate with foreigners”; “International communication experience”; “Communication skills using other language and with people from different cultures”; “Skills to communicate and live with bigger group of people”; “Easier to communicate with people”; <...></i>
Adaptation to changing, different conditions (number of phrases – 33)
<i>“Adaptation <...>”; “<...> learning to adapt to changing environment”; “Learn to adapt to circumstances”; “Adaptation to other cultures”; “Learn to adapt to changes”; “Experience to survive in unknown/foreign cultural surrounding”; <...></i>
Making new contacts, acquaintances (number of phrases – 433)
Established acquaintances and friendships (number of phrases – 408)
<i>“<...> acquaintances”; “valuable friendship for the whole life”; “Meet people”; “<...> new acquaintances <...>”; “Circle of acquaintances and friends”; “International friendship”; “Got new contacts”; “Mobility helps to meet many different people from different countries <...>”; “New friends from all over the world”; “very good friends”; “I found friends abroad”; “I met many different people and after 9 years we are still in a connection”; <...></i>

Established professional relations (number of phrases – 20)
<i>“Got contact from abroad”; “Contacts from all over the world that last till now”; “I had the chance to work and get knowledge from professional foreign specialists”; “International professional network”; “Opportunity to participate in academic society of other country. New contacts for future arise”; “New professional contacts”; “Being amongst professionals of my field”; <...></i>
Finding the second half, family relationships (number of phrases – 5)
<i>“My husband is a foreigner”; “I found a husband”; “Changes in personal life”; <...></i>
Gain and improvement of personal qualities (number of phrases – 339)
Became more independent (number of phrases – 112)
<i>“Leaving comfort zone while living abroad alone and becoming more independent”; “Possibility to make own decisions and become more responsible”; “Becoming more independent <...>”; “I became mature as personality as I was long time away from home”; “I became more independent”; “Living without parents”; “<...> more active, more independent”; <...></i>
Acquired skills and knowledge (number of phrases – 103)
<i>“I gained informal skills”; “Knowledge that you would not get in Lithuania”; “Knowledge”; “Additional knowledge”; “Improved social skills”; “New knowledge about science and work”; <...></i>
Greater self confidence (number of phrases – 48)
<i>“Gained more self-confidence”; “Started to trust myself more <...>”; “I saw <...> other people which let me trust myself more and go further”; “You get more self-confidence”; <...></i>
Development of other personal qualities (number of phrases – 57)
<i>“<...> emotional stability when you learn to cope with yourself”; “creativity”; “planning”; “I learn to be more responsible and commit”; “Flexibility <...>”; “Growing”; “Greater resilience to problems”; “Improvement of social skills”; “More flexible view of life”; “<...> leadership skills”; “Learnt to manage in unexpected situations”; <...></i>
Becoming more brave (number of phrases – 19)
<i>“Bravery”; “Enhance bravery”; “I better cope with fear about insufficient experience”; “Experience in such programmes make yourself stronger”; “<...> courage to express your opinion”; “got more courage as I had to communicate with people that I do not know and make conversation with them”; <...></i>
Self-knowledge, attitudes and value changes (number of phrases – 310)
Broadened point of view, attitudes (number of phrases – 118)
<i>“<...> Broader point of view”; “Broder and more open thinking, comprehensiveness”; “broaden your point of view, see the world and come back completely different”; “many differences, point of view is much broader”; “completely different culture and language, for me, an artist allowed me a broader vision”; <...></i>
Greater self-knowledge, self-discovery (number of phrases – 80)
<i>“Knowing better myself and realization”; “Deeper understanding of myself”; “You grow as a personality”; “Improvement of personal qualities”; “This experience helped me to understand myself better, to become a bit braver”; “I grew up as a personality”; “I got chance to test myself in different situations”; “You find and you experience what you never had”; <...></i>
Greater tolerance, openness, understanding (number of phrases – 39)
<i>“Broadened thinking and attitudes toward other cultures and religions”; “<...> improvement <...> of tolerance”; “I understood how different people could be, what makes them happy. It is possible to see that in Lithuania just you don’t go so deep in own country”; “Accept and understand cultural differences of mentality”; “Point of view became more cosmopolitan in many things, more tolerant <...>”; “To learn understand each other”; “Respect other cultures”; “World is full of good people”; <...></i>
Moving away from one’s comfort zone, self-testing (number of phrases – 34)
<i>“Moving away from comfort zone”; “Challenges”; “I tried myself in unusual circumstances”; “To try myself and knowledge abroad”; “Proof to myself that I can”; “Broad comfort zone and cut restraints that limit yourself”; <...></i>
Assessment of own country (number of phrases – 17)
<i>“Understood that it is not so bad in Lithuania as everyone says”; “I understood how dear is Lithuania to me”; “Understating that I love Lithuania”; “<...> this experience changed my attitudes to Lithuania a lot”; “I understood that is good where we are not. If more serious, I saw that people abroad lives much better than in Lithuania”; <...></i>
Changed attitudes towards education and learning (number of phrases – 13)
<i>“Helped me to see my study subject from other perspectives”; “Another point of view of my studies and work”;</i>

"Changed my opinion about <...> studies"; "Accepting another point of view of studies. Where great responsibility of study results depends on a student as an independent and motivated individual. Also to follow your study process. In Lithuania you get everything (at least administrative matters) to the point of small details"; "Changed opinion of professional education, teaching and evaluation"; <...>

Knowing what you want (number of phrases – 9)

"I understood that I want to relate my life to science"; "Helped me to decide what I want to do in the future <...>"; "Helps to understand whether you want to realise yourself abroad"; "Clear understanding what career I want in a future"; "Set up my life priorities"; "I better understood what I want from life and what I don't"; <...>

Work, career, future perspectives (number of phrases – 303)

Acquired professional knowledge and skills (number of phrases – 121)

"Got information from people who work in industry"; "Got more professional knowledge"; "Professional improvement"; "Improvement in own field"; "Deeper knowledge of my profession"; "Duration of practice longer than in Lithuania thus I got knowledge which is proportionally greater"; "I learned many useful things in terms of work"; "I got new skills for my study subject"; "Practical skills in laboratory"; "Practical skills"; <...>

Acquired work/professional experience (number of phrases – 82)

"<...> due to work experience got abroad"; "Work experience in other culture"; "New work experience"; "International work experience"; "Valuable working experience"; "Opportunity to get experience abroad"; "Experience in foreign enterprise"; "Gaining work experience is a big plus in my work"; "I learnt to program MATLAB language and created main conception in my head"; "Experience in my profession"; <...>

Getting to know working conditions abroad (number of phrases – 34)

"Work in international company"; "Work in international team"; "Understanding different working cultures"; "More flexible work schedule, relax environment, more recreational activities"; "I saw a modern hospital, smart methods to organize work, managing to respect employees. I understood that our lagging behind is not about finance but also about mentality"; "In terms of work better than in Lithuania"; "I got familiar with another working culture"; "I started to look for a different job. I don't feel guilty anymore. I feel that I deserve rest; I understood that we live not for work, but we work for a living. To indulge life is not a sin"; <...>

Employment opportunities, career perspectives (number of phrases – 18)

"Career opportunities. It is easier to get a job"; "Perspectives"; "To get a job"; "I got my dream job in Denmark"; "Professional experience which helped me to start and continue career abroad"; "Possibility to emigrate easier (during the mobility it is possible to get necessary documents and later on move to another country"; "Without Erasmus I doubt whether I would have the courage to go for a job interview in English"; <...>

Acquired competitiveness in the labour market (number of phrases – 18)

Positive employers' opinion about experience abroad"; "Listing mobility in my cv makes you more competitive compared with other candidates"; "Diploma, bigger plus looking for a job"; "More competitive in a job market"; "I am more valuable in a job market"; <...>

Ideas for business (number of phrases – 9)

"Business ideas"; "New ideas"; "<...> ideas for own business"; "Enterprise"; <...>

Familiarity with foreign employers (number of phrases – 7)

"Employer's good behaviour with employees"; "Mobility taught that there is no reason to fear a manager. Employees should communicate without fear with a manager, which is a common situation in Lithuania"; "Professionalism of employers"; "I have examples of wonderful collaboration of managers and employees, that could be a goal for us in Lithuania"; "Due to mobility I could get familiar with employer <...>"; <...>

Other job related aspects (number of phrases – 14)

"Salary"; "Changed opinion about work <...>"; "Broader understanding about profession"; <...>

Teaching/learning aspects (number of phrases – 232)

Opportunity to compare teaching/learning systems (number of phrases – 119)

"I saw a quality of teaching in a college"; "Better understanding about quality of education"; "High studies' quality"; "I could give all my time to studies"; "I saw what teaching is like in a foreign institution"; "Opportunities to try the education system of other country"; "New experience of educational system"; "Academic experience! I saw how the lectures are conducted, and scientific works – I understood what is needed in Lithuania!"; <...>

Teaching subjects, programmes, methods (number of phrases – 30)

"Another angle on studies (opportunity to hear things that were not that time at the university)"; "I could learn

subjects that were not in my Lithuanian university"; "I became familiar with other teaching methods. Where the lecturer is more showing the way, as an adviser, a friend, with whom you can discuss and even take issue. Not a smarty, knowing everything and often not tolerating other opinions"; "I became familiar with new programme"; "I became familiar with other studying strategies"; "Opportunity to get valuable knowledge in particular field programmes which are poor in Lithuania"; <...>

Gained learning/study experience (number of phrases – 22)

"Experience in foreign educational institution"; "Experience of studies and practices of a foreign country"; "Teaching/learning experience in foreign country"; "Mastering new methods"; "International and multicultural experiences while studying"; "Experience in a foreign university"; <...>

Opportunity to use foreign learning resources (number of phrases – 16)

"Acquaintance with more modern teaching base"; "Greater access to literature"; "Greater opportunities to write bachelor work (for example, more sources of literature)"; "Databases"; "Working with equipment that we don't have in my college"; "Possibility to use library"; <...>

Opportunity to know foreign lecturers (number of phrases – 14)

"Different relationship between student and lecturer"; "Sincerity and understanding of lecturers"; "<...> network with foreign scientists"; "To get friendship with foreign lecturers and keep it"; "To get familiar with a university of another country and its lecturers"; <...>

Opportunity to participate in researches/projects (number of phrases – 6)

"Understanding how scientific research is conducted"; "Participation in projects that are not conducted in Lithuania"; "<...> motivates to look for international projects"; <...>

Contribution to the final work (number of phrases – 5)

"Helped to write my final work"; "I wrote one of the best master's theses in Lithuania that year"; "Better quality of master's theses and dissertations"; <...>

Other aspects related to the education system (number of phrases – 20)

"I understood that is worthwhile to study abroad"; "Studies gave me an opportunity to try many different sporting activities"; "Scholarship"; "Possibility <...> to get a scholarship <...>"; "<...> respectful point of view to a student"; "opportunity to study in environment where everyone wants to learn something"; <...>

Appendix 3. “Indicate negative aspects of mobility, if any”: categories, subcategories and number of confirmative phrases

Financial difficulties (number of phrases – 184)
<i>“I needed to borrow a lot of money as scholarship of Erasmus is not enough”; “Scholarship is almost enough to rent a place to live – without savings mobility is a heavy burden”; “Financial aspect”; “Scholarship was enough only to pay rent so I needed my parents’ help”; “Scholarship is not enough to cover expenses so I needed to go abroad to work and earn money before my internship”; “Scholarship is too little”; “It is complicated as the Lithuanian standard of living is lower than abroad”; “Scholarships are too little. If you want to adapt to students from richer countries you need to invest from our own pocket”; “It is impossible to survive without additional financial aid”; <...></i>
Communication and adaptation difficulties (number of phrases – 159)
Language barrier problem (number of phrases – 67)
<i>“The town where I lived was small, <...> people practically did not speak English”; “Nobody wanted teach and speak English. My knowledge of language was not enough”; “I had difficulties because low level of language”; “Biggest part of my working team were locals and most of time they were speaking their native language”; “Not all the lecturers knew English (however all the studies should be in this language), so was quite difficult to communicate and study”; “Lecturers do not speak English”; “Country does not speak English”; “Language barrier”; <...></i>
Difficult adaptation (number of phrases – 28)
<i>“Getting adapted can take time”; “First days could be the most difficult as you need to adapt to other rules, circumstances, people and environment”; “Difficult integration after coming back”; “<...> not easy adaptation period after coming back in Lithuania”; “New unknown environment”; “Not sufficient help of foreign educational institutions for foreign students to adapt to environment”; <...></i>
Negative attitudes to newcomers (number of phrases – 17)
<i>“Intolerant behaviour of local people”; “Not all the people you met are friendly”; “I understood that Turkish people are not very nice people. There were not the only one situation where they showed that do not want to accept local culture and rules – different from Europeans who saw it as a funny experience”; “That culture had negative attitudes toward Lithuanians”; “It was felt cold and distance from locals”; “Lithuanians, whoever, are seen as “post-soviet countries”. We are seen with compassion and we are considered as undeveloped country. Especially by French people and similar. Sometimes I was feeling worse because they know nothing about my country”; <...></i>
Disagreement with others (number of phrases – 16)
<i>“Avoid living with other Lithuanians”; “Biggest part of students’ hostel did not tolerate people of other cultures”; “Conflicts with other people from Lithuania with whom I lived”; “Conflicts with people from other cultures (in my particular situation my roommate was Spanish)”; “Noisy roommate”; <...></i>
The problem of cultural differences (number of phrases – 13)
<i>“Cultural shock”; “Cultural differences”; “Problems of cultural differences”; “Differences of cultures and religions”; “Lack of knowledge about other culture and reliance on stereotype about your own and other countries”; <...></i>
Shallow communication (number of phrases – 12)
<i>“Shallow communication. There are a lot of new acquaintances, however all them are shallow – usually you do not go in deeper communication than “where are you from”, “what do you study”, “why did you choose this country”; “These people are important only for short period as friendship will not last after the programme <...>”; “Many small talks”; “It was difficult to find friends as many Erasmus students came to have fun and socialise with alcohol”; <...></i>
Loss of personal relationships, breakdown (number of phrases – 6)
<i>“The distance collapsed my long-cherished relationship”; “Due to my studies my relationship with my child suffered”; “Distance”; “Forgot friends and friendship in Lithuania”; <...></i>
Teaching and study aspects (number of phrases – 141)
Shortage or mismatch of teaching programmes (number of phrases – 51)
<i>“Not a big number of subjects which you can choose”; “Narrow choice of teaching subjects. University could not afford as many subjects to get 30 credits”; “Difficult to match study modules with foreign offer”; “Missed important modules in Lithuania”; “Not enough connection between modules in Lithuania and abroad”; “Quite difficult to combine modules between universities”; “Programmes do not match”; “Usually programmes in Lithuania and abroad</i>

<i>do not match for all 100 per cent. After you need to pass exams. If there are few of them – it is difficult”; <...></i>
Poor teaching quality, mismatch of educational systems (number of phrases – 41)
<i>“Lower lever of studies”; “<...> not interesting study programme”; “Too little learning material”; “Poor study quality”; “Study quality is much better abroad. This reduced my motivation to continue studies in Lithuania”; “Study quality was not the best”; “Much higher educational level compared with Lithuania”; “Studies abroad were meaningful but difficult as I was in a strong university”; “Mobility’s university was much lower level than in Lithuania”; “You get disappointed about Lithuanian educational institutions”; “Completely different teaching system” <...></i>
Insufficient competence of teachers (number of phrases – 15)
<i>“Often absence of lecturers, not giving time to students from abroad, only autonomous work. Academically poor experience”; “Not all the lecturers <...> give their effort to teach foreigners”; “Not helpful lecturers <...>”; “Problems to get grades from lecturers abroad. We barely got grades before leaving – it is a horror how little they care”; “Lecturers not competent to teach in English” <...></i>
Lack of diligence by participants (number of phrases – 15)
<i>“Never-ending parties”; “Use of alcohol”; “Many parties, little education”; “Many of students do not use the change to get knowledge in their field of study”; “Not all the participants are motivated and it disturbed me a bit in reaching my aims”; “It is possible to relax too much and forget why you came there – to study”; <...></i>
Poorer grades (number of phrases – 9)
<i>“During bachelor studies I chose too-difficult master’s level subjects and did not pass exams”; “I went to mobility when I needed to prepare for exams that is why I got lower grades”; “Poor grades from Erasmus studies”; “Due to different grading systems my grades are lower in my diploma”; “Faulty grading conversion system”; <...></i>
Difficulties in studying (number of phrases – 7)
<i>“It was difficult to study the same level and language as native speakers”; “It was difficult to write practical work and work at the same time abroad”; “Difficulties passing exams”; “Studies are more difficult because of studying in foreign language”; “To study in a foreign university was more difficult than in a higher school at home”; <...></i>
Insufficient learning resources (number of phrases – 3)
<i>“I understood that it could be difficult to use library”; “I did not have access to databases”; <...></i>
Psychological difficulties, health problems (number of phrases– 116)
Homesickness (number of phrases – 66)
<i>“Lack of close people beside”; “Homesickness, loneliness”; “Lack of own culture, national food and so on”; “You begin to miss your home”; “Missing Lithuania <...>”; “Was a period when I missed my friends, family”; <...></i>
Feeling of loneliness (number of phrases – 20)
<i>“Sometimes you feel lonely”; “Feeling lonely”; “Lack of communication”; “Lack of socialisation with local people”; “Sometimes I felt unsafe, lonely”; “Isolation”; “Being alone”; <...></i>
Unfulfilled expectations (number of phrases – 12)
<i>“There were not a lot of professional tasks”; “I did not improve in an academic sense”; “Do not expect too much”; “Usually you get not what you were expecting”; “Little benefit”; “Mobility did not fit my expectations”; <...></i>
Health problems (number of phrases – 9)
<i>“Had health problems because of inappropriate nutrition during the mobility”; “Discomfort and fatigue”; “Big fatigue”; “Difficult medical system – more difficult to do elementary things such as go to a doctor”; <...></i>
Fear, stress (number of phrases – 9)
<i>“Fear of uncertainty”; “Was extremely difficult and much stress”; “Stress at work”; “Stress being far away from the nationals as I was only one Lithuanian in a whole campus”; “Stress changing environment”; “Fear”; <...></i>
Organization problems (number of phrases – 97)
Bureaucracy (number of phrases – 26)
<i>“Long period to fill out documentation”; “Many documents to fill out before and after the Erasmus process”; “There is a need to fill out a lot of documents to get Erasmus scholarship”; “Enough difficult organization of documents”; “Many bureaucracy and requirements”; “bureaucracy”; <...></i>
Lack of information before departure (number of phrases – 19)
<i>“College did not help at all to choose study subject, communicating with foreign university and so on”; “Lack of information before departure (working hours during internship, what conditions of living etc.)”; “Lack of information”; “Often they send students to little towns”; “Before departure we got little information from our college. We needed to search everything ourselves and ask students living there about accommodation etc.”; <...></i>

Poor organization (number of phrases – 18)
<i>“Poor organizing level”; “Poor organization of host NGO”; “There were organizational difficulties”; “Sometimes it was badly organized”; “Poor organization of host university”; “Employers could organize practice a little better”; <...></i>
Inappropriate position of host organization (number of phrases – 12)
<i>“Unclear what you will need to do”; “Host institution was not prepared to accept foreigner”; “Little help from host institution”; “School where we did our internship did not take our teaching seriously, did not give us bigger challenges for our experience”; “I hoped that my host organization would solve problems differently”; <...></i>
Poor work of mentors and coordinators (number of phrases – 9)
<i>“Poor project manager”; “Mentors were not responsible. They did not respect their promises”; “Mentor who was appointed to me did not do his job. He did not help. I had to find all needed information by myself”; “Attendant person was not prepared”; “You do not get any help to any question from coordinators”; <...></i>
Lack of communication between organizations (number of phrases – 7)
<i>“Poor communication system with host institution”; “Universities should be more attentive choosing partners”; “Insufficient collaboration”; “Poor communication before the mobility”; “Poor communication with administration of university”; “Work of host university’s administrations is very poor. There was a big lack of information, problems were ignored and they started to solve them only after our physical arrival”; <...></i>
Inappropriate organization and selection process (number of phrases – 5)
<i>“Possibility to go not for everyone!”; “Poor selection of participants – anyone can go”; “Competition is strong but places of mobility are limited”; <...></i>
Short duration of mobility, lack of activities (number of phrases – 60)
Short duration of mobility (number of phrases – 46)
<i>“It is too short :)))”; “Just begun to adapt to environment and mobility is finished”; “Standard period of 4 months is too short”; “Everything finished too quickly ... I would like more ...”; “Practice could be longer. We were there for 2 weeks”; “One month it too short a period for internship”; <...></i>
Lack of opportunities and activities (number of phrases – 14)
<i>“The city where I lived was small, there was nothing to do <...>”; “Lack of activities”; “There could be more activities”; “I did not have time to get to know the country”; “I wanted more opportunities to visit different places in a country”; “Poorly organized study trip”; <...></i>
Problems with living conditions (number of phrases – 56)
Difficulties due to housing and living conditions (number of phrases – 47)
<i>“Too many rules living in a students’ hostel. For example, they lock the door at 10p.m.”; “Difficult to find a living place for two months”; “Host university did not bother about accommodation so I spent few weeks finding a place to live without help of any institution”; “Very poor accommodation without internet and TV and so on; things which are very important for young person”; “When you go for practice not for studies there is no help finding accommodation”; “Very poor living conditions”; <...></i>
Complicated transportation (number of phrases – 6)
<i>“Travelling”; “Poorly organized trip. Too much time lost in waiting”; “Long and not always comfortable trips”; “No explanation how to get from one point to another”; “Fatigue during the trip”; <...></i>
Poor internet connection (number of phrases – 4)
<i>“Poor Internet connection”; “No wifi in my room”; “Slow Internet: D”; <...></i>
Organization of work, practice (number of phrases– 43)
Incorrectly organized practice (number of phrases – 21)
<i>“Bad <...> teacher of practice”; “Little attention from employers to a person who does practice”; “I expected other behaviour from my supervisor during my practice”; “Not organized practice”; “More practice”; “Not useful work during practice”; “Task for practice sometime was in the style of “do whatever you want because we don’t have anything to give to you”; <...></i>
Experienced exploitation at work (number of phrases – 17)
<i>“Bad employer <...>”; “Long and tiring working conditions”; “Hard work at organization just for ‘thank you’”; “Work during weekends”; “Was working from morning till evening”; “Long working hours”; <...></i>

Job not related to specialism (number of phrases – 5)
<i>“Assisting jobs. When you do not do an actual task but do only assisting jobs”; “I was working on a job which was not related to my specialism”; “Employer gave little work. More about cleaning while in my programme there should be other tasks”; <...></i>
Other negative aspects (number of phrases – 48)
Worsened opinion about Lithuania (number of phrases – 7)
<i>“Worsened opinion about Lithuanian education system”; “When you are successful abroad you don’t want to go back to Lithuania”; “I understood how tragic the Lithuanian education system and market situation is. How awful are employers in Lithuania and how much corruption exists. It is a feeling that the country itself makes people emigrate”; “When you learn another language the will to read books or articles in Lithuanian disappears”; <...></i>
Bad weather (number of phrases – 5)
<i>“There was a lot of rain”; “There is a lot of rain in Belgium”; “Was bad weather”; <...></i>
Other negative experiences (number of phrases – 36)
<i>“Low level”, “Uncertainty”; “Food”; “Limited freedom”; “High criminality level in a city <...>”; “Misunderstandings”; “Big attention to blonde from Arab foreigners”; “Post-Erasmus depression”; “I have chosen a too-little country”; “I lost a chance to get employed during the mobility”; “I was stolen from”; “I was travelling alone. If I was travelling with others I would have done more things”; <...></i>
No negative experience (number of phrases – 131)
<i>“There is none”; “I did not personally have negative experiences”; “None, PERFECT ERASMUS, EVERYONE TO ITALY!”; “Everything was just right”; “Everything OK”; “I think there were none. I remember only positive things”; <...></i>



The research was commissioned by the Education Exchanges Support Foundation (www.smpf.lt).
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2018