



Erasmus GAP Self-assessment Toolkit

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Erasmus GAP

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Introduction

Promoting student mobility remains a key priority in advancing inclusive and accessible education across Europe. The 2024 policy framework, *Europe on the Move*, introduces ambitious goals for student mobility, striving to ensure that **23% of higher education graduates and 20% of participants with fewer opportunities take part in mobility programs**.

The **Erasmus GAP project addresses this disparity by providing data, tools, and strategies** to help higher education institutions (HEIs) identify and overcome barriers to mobility for underrepresented groups.

In 2024, the Erasmus GAP team conducted mixed-methods research to explore and mitigate the mobility gap within higher education settings. The research findings reveal that understanding the **gap between mobile and non-mobile students** is a **highly complex issue** that extends beyond individual-level factors. While these factors are important, **institutional-level dynamics as well as global, regional and national trends** are equally crucial in shaping students' participation in international mobility. To fully grasp and address this gap, more research is needed to **explore how institutions perceive and respond to these disparities**, as well as to **identify best practices** that can help reduce barriers and promote more equitable access to international student mobility.

The barriers to student mobility are **multifaceted and context-related**, arising not only from the characteristics of the student population but also from the operational structures of higher education institutions themselves. These barriers manifest as **gaps in accessibility and inclusivity** when institutional responses fail to adequately address individual-level factors such as socio-economic status, cultural capital, and psychological readiness. By failing to recognize or adapt to these dimensions, **universities inadvertently widen the mobility gap, limiting opportunities for students from underrepresented backgrounds** to participate in study abroad programmes. The findings underscore **the critical need for a systemic and inclusive approach** in the design and implementation of mobility initiatives, one that bridges institutional frameworks with the diverse needs of students.

Based on the research findings, the **Erasmus GAP Self-assessment Toolkit** is developed for higher education institutions (HEIs) to explore the gap between mobile and non-mobile students and their inclusive practices in outbound student mobility (excluding degree mobility). The Toolkit aligns with principles of inclusivity, student-centered design, comprehensive access, and collaborative knowledge-sharing, ensuring that all vertical topics are approached with these horizontal elements in mind.



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Structure of the Erasmus GAP Self-Assessment Toolkit

This section provides an overview of the Erasmus GAP Self-Assessment Toolkit and explains its structure for both paper and digital formats.

Paper Format of the Erasmus GAP Self-Assessment Toolkit

The Toolkit consists of three main sections:

1. **Institutional and Respondent Data**

This section collects contextual information about respondents and their institutions. It includes data such as respondents' roles, affiliations, and countries to support benchmarking efforts.

2. **Benchmarkable Questions to Explore the Mobility Gap**

This section collects institutional data such as availability of mobility programs, student participation rates, and trends in outbound learning mobility, with special regards to students with fewer opportunities. These insights create a baseline to compare practices and identify areas for improvement across different HEIs in the European context.

3. **Self-Assessment Questions on Mobility Strategies and Practices**

This section examines institutional strategies and practices aimed at bridging the gap between mobile and non-mobile students. It includes detailed self-assessment questions organized into thematic areas, such as:

- [Strategic approaches to mitigating the mobility gap](#)
- [Widening access to learning mobility](#)
- [Inclusive learning mobility practices](#)
- [Accessible funding and financial support](#)

Cross-cutting elements, including inclusivity, student-centeredness, accessibility, and effective data management, are integrated throughout. The Toolkit employs diverse evaluation scales, such as four-point scales, benchmarkable metrics, and descriptive scales, to explore the reasons behind the mobility gap.

At the end of the document, there is a consent form and a glossary of key terms to enhance clarity and compliance. The Consent form needs to be revised thoroughly in line with implementation of the digital version of the Self-assessment Toolkit.



Digital Version of the Erasmus GAP Self-Assessment Toolkit

The digital version of the Toolkit mirrors the structure of the paper format while introducing interactive elements. The following text describes how it is organized:

1. **Welcome Page**
Introduces the Toolkit's aims and sections, with a "Start Survey" button leading to the next section.
2. **Consent Form Page**
Ensures GDPR compliance and informs participants about data management procedures for the Dashboard. Participants must accept the terms before proceeding.
3. **Section 1: Institutional and Respondent Data**
 - Questions appear on a single page.
 - Pop-up notes or active links built in the statements provide definitions for [common terms](#) included in the glossary.
 - Upon completion, the survey moves seamlessly to the next section.
4. **Section 2: Exploring the Mobility Gap**
 - Questions appear on one page.
 - Pop-up notes or active links built in the statements provide definitions for [common terms](#) included in the glossary.
 - Upon completion, respondents receive a message about the value of their input, with a link to the Dashboard (once operational) for aggregated visualized results.
5. **Section 3: Self-Assessment Questions**
 - Questions are grouped into four thematic pillars, presented on separate pages to minimize data loss and reduce respondent drop-out rate:
 - a. [Strategic Approach to Mitigating the Mobility Gap](#)
 - b. [Widening Access to Learning Mobility](#)
 - c. [Comprehensive and Inclusive Learning Mobility Procedures](#)
 - d. [Accessible Funding and Financial Support](#)
 - Pop-up notes or active links built in the statements provide definitions for [common terms](#) included in the glossary.



- A progress bar at the bottom of the page will visually indicate the participant's completion status, helping to track their advancement through the survey.

Feedback Page

- After completing the self-assessment, respondents receive feedback aligned with the four thematic pillars.
- Results are displayed in an interactive spider chart to visualize strengths and areas for improvement:
 - a. [Strategic Approach to Mitigating the Mobility Gap: Evaluation and feedback](#)
 - b. [Widening Access to Learning Mobility: Evaluation and feedback](#)
 - c. [Comprehensive and Inclusive Learning Mobility Procedures Pillar: Evaluation and feedback](#)
 - d. [Accessible Funding and Financial Support: Evaluation and feedback](#)
- On the feedback page, the results should be presented in a format that can easily be printed for reference.

7. Thank You Page

The final page thanks participants and informs them that aggregated results will be available on the Dashboard.



Erasmus GAP Self-assessment Toolkit

Welcome, and thank you for your interest in the Erasmus Gap Self-assessment Toolkit! This toolkit supports higher education institutions in exploring the gap between mobile and non-mobile students, as well as the practices and procedures that can influence all students' intentions and participation in learning mobility.

The tool builds on two key terms: **learning mobility** and **mobility gap**.

- In this toolkit, **learning mobility** refers to higher education students moving physically to a country other than their country of residence, possibly combined with a period of virtual participation, in order to undertake study, training, or non-formal learning. We use this term in the tool to refer to the widest range of outbound mobility opportunities available to higher education students, which are centrally supported by the sending institution, regardless of whether it is funded or a credit-bearing activity. The maximum length of mobilities covered in this tool takes up to 12 months.
- The **mobility gap** refers to the disparity between students who have realistic opportunities to participate in learning mobility and those who face significant barriers preventing access, hereinafter referred to as *students with fewer opportunities*. This gap is shaped by multiple factors, including students' individual characteristics, institutional features and practices, as well as national, regional, and global trends. Addressing the mobility gap requires inclusive strategies to ensure that underrepresented groups can access and benefit from international experiences.

If you would like to learn more about the background of the research, you can read further here: <https://www.erasmusgap.uvsq.fr/inclusivity-toolkit>

The self-assessment toolkit consists of three main sections:

- Section 1 includes questions on the respondent and their university.
- Section 2 explores the data behind the mobility gap.
- Section 3 facilitates reflection on institutional practices and factors influencing the mobility of all students.

All responses will remain entirely anonymous, with no personal data being stored. However, institutional identifiers are necessary to accurately aggregate results from multiple responses within the same institution.

Before starting the self-assessment, please read the [consent form](#) carefully.



Section 1. Institutional and respondent data

This section aims to gather information about your role and institutional affiliation. Your responses will help us understand the diversity of experiences across institutions in Europe. Please answer the following questions regarding your position, the country and the name of your institution.

No	Question	Question type	Answer options	Additional information
1.1.	What is your position within your higher education institution ?	Single Choice Question	Academic Coordinator (Erasmus, institutional, international, mobility or other type) Head/Director of the International Office Inclusion Officer/Coordinator Manager (project manager, research manager etc.) Student Counsellor/Advisor Student Representative Student Other Prefer not to specify	Offering the "other" option would be useful to integrate different responses from universities. Due to data processing and data visualization, the "other" option will remain close-ended.
1.2.	Which country is your higher education institution based in?	Dropdown (single choice) Question or Click map question	Dropdown list of EU countries (Member states and Erasmus+ programme partner countries) with an "Other" option	Offering the "other" option would be useful to integrate different responses from universities. Due to data processing and data visualization, the "other" option will remain close-ended.
1.3.	Which higher education institution do you work for?	Dropdown (single choice) Question	Dropdown list of Higher Education Institutions in Europe with "Other" and "Prefer not to say" option	You can add condition on this question. For example, if



				respondent select "Hungary" in the previous question, the Hungarian Universities should appear in the list.
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Section 2. Data and information to explore the mobility gap

In this section you can provide data and information on outbound learning mobility at your institution. We recommend that you read these questions carefully. In the first question, please indicate the year of reference for your data sharing related to **your university** with a special focus on learning mobility of up to 12 months. At the end, your results will be visualized to give you an opportunity to compare and benchmark your data in order to explore the mobility gap in a comparative way.

No	Question	Question type	Answer options	Additional information, suggestions
2.1.	Please select the year of reference for your data and information sharing.	Dropdown question	2025 2024 2023 2022 2021	
2.2.	Please enter the total number of students who are enrolled in your higher education institution .	Benchmarkable question	This question asks the survey participant to enter a single number.	
2.3.	Please enter the total number of students from your university (at all levels) who participated in short-term learning mobility .	Benchmarkable question	This question asks the survey participant to enter a single number.	
2.4.	How has the number of mobile students who participated in	Single choice question	The number of mobile students has grown	



	<u>learning mobility</u> changed over the last three years?		<p>The number of mobile students has remained approximately the same</p> <p>The number of mobile students has decreased</p>	
2.5.	<p>Please provide a ranking of the following ISCED levels according to the number of mobile students participating in <u>learning mobility</u>! Please rank the relevant ISCED levels in descending order, i.e. rank the ISCED level with the highest mobility rate first.</p>	Ranking question	<p>ISCED 5 Tertiary Education (Short-cycle)</p> <p>ISCED 6 Bachelor's or Equivalent Level</p> <p>ISCED 7 Master's or Equivalent Level</p> <p>ISCED 8 Doctoral or Equivalent Level</p>	
2.6.	<p>Please select the ISCED Fields with high mobility rate at your university! Please select all that apply.</p>	Multiple-choice question	<p>Generic programmes and qualifications</p> <p>Education</p> <p>Arts and humanities</p> <p>Social sciences, journalism and information</p> <p>Business, administration and law</p> <p>Natural sciences, mathematics and statistics</p> <p>Information and Communication Technologies</p> <p>Engineering, manufacturing and construction</p> <p>Agriculture, forestry, fisheries and veterinary</p> <p>Health and welfare</p> <p>Services</p>	
2.7.	<p>Which of the following student-level factors do you think discourage</p>	Multiple-choice question	<p>Age</p> <p>Gender</p> <p>Disability</p> <p>Rural residential background</p>	



	<p>students from participating in learning mobility at your institution? Please select all that apply.</p>		<p>Minority or migrant background Lack of motivation Lack of prior/previous mobility experience Lack of awareness about mobility opportunities Financial factors (e.g. lack of sufficient funds, fear of losing their paid job) Fear of the impact of mobility period on their studies (e.g. credit recognition, prolonging their studies) Lack of sufficient foreign language skills (e.g. insufficient language skills) Lack or low level of self-confidence Lack of sufficient intercultural competence Separation from family, partner Separation from friends</p>	
2.8.	<p>What is the share of students with fewer opportunities among mobile students who participated in learning mobility? Please note that this question covers all types of hardship and challenges (including disabilities, social background, minority background etc.) faced by students. The subsequent questions will</p>	Benchmarkable question	<p>None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available</p>	



	address specific types of hardship or challenges.			
	What is the share of students from low-income or disadvantaged backgrounds among mobile students who participated in learning mobility ?	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	
2.10.	What share of mobile students are first-generation students among mobile students who participated in learning mobility ?	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	
2.11.	What share of mobile students originate from rural or remote regions among mobile students who participated in learning mobility ?	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	
2.12.	What share of mobile students have cultural or national minority backgrounds among mobile students who participated in learning mobility ?	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	
2.13.	What share of mobile students are from migrant or refugee backgrounds among mobile students who	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	



	participated in <u>learning mobility</u> ?			
	What is the share of students with physical, mental, or sensory impairments among mobile students who participated in <u>learning mobility</u> ?	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	
2.15.	What share of mobile students have caregiving responsibilities or family-related constraints among mobile students who participated in <u>learning mobility</u> ?	Benchmarkable question	None of them Less than 1% Between 2% and 5% Between 6% and 10% Between 11% and 15% Between 16% and 19% More than 20% No data available	

Section 3: Self-Assessment Questions

The Self-assessment Tool for higher education institutions consists of 38 statements on four thematic pillars. We recommend you read these statements carefully and then assess on a scale to what extent your higher education institutions can be described by the statements. Please evaluate the statements based on your personal experience and knowledge of your university's practices. Select the level that best represents your assessment. Use the scale below:

- **Not at all:** This statement does not describe the university at all.
- **Slightly:** The statement describes the university to a limited extent, in smaller part.
- **Moderately:** The statement describes the university moderately, to a greater extent, but not entirely.
- **Completely:** The statement fully describes the university.
- **I do not know:** You are not sure, or you do not have sufficient information to answer.

Please answer all questions in order to give us enough information to provide more accurate feedback.

Based on the responses submitted, a data visualization of the results will be created and assessed. The self-assessment tool is designed to raise awareness of specific factors that may have a significant impact on exploring and reducing the mobility gap. It is recommended that



...results are considered and integrated into everyday practice at your university. It should be ... that the results are completely anonymous; no personal data will be stored.

Strategic Approach to Exploring and Mitigating the Mobility Gap

This thematic pillar includes statements on the **strategic approach to exploring and mitigating the mobility gap** at the institutional level. We recommend you read these statements carefully and then assess on a scale to what extent your higher education institutions can be described by the statements. Please answer all questions in order to give us enough information to provide more accurate feedback.

No	Statements	Not at all	Slightly	Moderately	Completely	I do not know
	Scores	1	2	3	4	0
1.	My university has established a wide range of active partnerships with other higher education institutions in Europe and beyond, reflecting its commitment to fostering international learning mobility of students.					
2.	My university has a clearly defined institutional strategy regarding outgoing learning mobility , which includes specific objectives aimed at reducing the mobility gap and encouraging all students to participate in learning mobility programs.					
3.	All members (academics, staff) of my university are strongly committed to increasing the share of students with fewer opportunities to participate in learning mobility .					
4.	My university has an executive body involving representatives from all stakeholder groups of the HEI (academics, staff, students) responsible for overseeing the institutional strategy, ensuring its effective implementation and regularly reviewing its outcomes.					
5.	My university has a clear Erasmus+ policy that focuses on increasing					



	students' participation in outbound learning mobility by actively addressing barriers faced by mobile students.					
6.	Based on our institutional strategy, my university segments student groups based on their needs and opportunities when communicating about mobility opportunities.					
7.	The diverse socio-economic composition of the student body at my university has an impact on the achievement of the learning mobility goals.					
8.	My university applies a clearly defined criteria for identifying students with fewer opportunities .					
9.	My university employs a systematic approach to the monitoring of data pertaining to students' learning mobility, with a particular emphasis on students with fewer possibilities .					
10.	My university regularly monitors relevant international and national surveys, and statistical data to inform and enhance its learning mobility strategies and practices, with a focus on addressing the mobility gap .					

STRATEGIC APPROACH TO EXPLORING AND MITIGATING THE MOBILITY GAP PILLAR: EVALUATION AND FEEDBACK ON THE RESULTS

The feedback below highlights your institution's current standing, identifies areas of strength, and suggests some practical steps to address the mobility gaps.

Scores	Evaluation
The score is less than 20 points.	The self-assessment indicates significant areas for improvement in your university's approach to fostering international learning mobility and inclusivity. There may be limited evidence of well-defined strategies, or systematic efforts to address barriers faced by students with fewer opportunities.



	Immediate actions should focus on developing clear policies, building institutional commitment, exploring the mobility gap and implementing targeted initiatives to enhance student participation in learning mobility programs.
The score is between 21 and 34 points.	Your university demonstrates a moderate level of commitment to learning mobility and inclusivity. While some efforts may be evident, such as existing policies and segmented communication strategies, there may be gaps in systematic implementation, monitoring, and addressing barriers for underrepresented groups. To strengthen performance, your university should refine its institutional strategy, enhance data-driven approaches, and foster broader engagement among staff and students to explore and close the mobility gap effectively.
The score is more than 35 points.	Your university shows a strong institutional commitment to learning mobility and inclusivity. Your university may have robust strategies, active partnerships, and effective systems to promote and monitor mobility, with a focus on addressing barriers for students with fewer opportunities. To maintain and further enhance this performance, your university should continue fostering collaboration, regularly monitor outcomes, and ensure that inclusive practices remain a priority in the strategic goals.

Widening Access to Learning Mobility

This thematic pillar invites institutions to reflect on their approaches and actions in widening access to learning mobility. We recommend you read these statements carefully and then assess on a scale to what extent your higher education institutions can be described by the statements. Please answer all questions in order to give us enough information to provide more accurate feedback.



	Statements	Not at all	Slightly	Modera tely	Comple tely	I do not know
	Scores	1	2	3	4	0
1.	My university takes steps to widen access to learning mobility , ensuring that all students, regardless of socio-economic background, lived experiences and individual access needs, can participate.					
2.	My university effectively promotes international learning mobility opportunities ensuring that all information is transparent, comprehensive and easily accessible for all students, including students with fewer opportunities .					
3.	My university provides additional information on learning mobility opportunities (grants, administrative preparation) for students with fewer opportunities .					
4.	My university fosters an international academic environment that encourages students with fewer opportunities to consider learning mobility as an integral part of their education.					
5.	My university promotes learning mobility through both academic and administrative staff, ensuring that learning mobility is embedded in both the academic culture and the operational procedures of the institution.					
6.	My university maintains a live network of partner institutions and offers diverse mobility destinations, accommodating the various needs and preferences of students.					
7.	My university actively takes steps to address barriers that arise from limited mobility choices by broadening the scope					



	and types of mobility programmes available (e.g., in terms of length and modality) in its mobility portfolio.					
8.	International learning mobility opportunities at my university are available to students across all fields of study and academic disciplines.					
9.	International learning mobility opportunities are introduced early in study programmes to encourage students to consider participation from the start of their academic journey.					
10.	My university ensures that the curriculum aligns with learning mobility opportunities, providing students with flexible and accessible pathways (e.g. mobility windows) to participate in mobility without delaying their academic progress.					
11.	My university systematically collects detailed information on previously mobile students' experiences to design more inclusive learning mobility strategies and procedures.					
12.	My university regularly conducts various types of data collection to gather feedback from non-mobile students, including underrepresented student groups about their expectations and obstacles in relation to learning mobility .					

WIDENING ACCESS TO LEARNING MOBILITY PILLAR: EVALUATION AND FEEDBACK ON THE RESULTS

The feedback below highlights your institution's current standing, identifies areas of strength and suggests some practical steps to widen access to learning mobility.

Scores	Evaluation
The score is less than 24 points.	The self-assessment suggests that your university is at an early stage in its efforts to widen access to learning mobility. While



	<p>there may be initial activities in place, such as the provision of information or the establishment of partnerships, these might not be sufficiently inclusive or systematically implemented yet. Specific areas for development could include offering clearer and more tailored communication, particularly for students with fewer opportunities. It would also be advantageous to focus on expanding the mobility portfolio and aligning academic pathways with mobility opportunities to reduce barriers for underrepresented groups. These steps would help ensure that participation in learning mobility becomes more accessible and equitable for all students.</p>
The score is between 25 and 41 points.	<p>The results indicate that your university is making notable progress in widening access to learning mobility, though there is room for improvement. Current efforts may include providing tailored information for students with fewer opportunities, fostering an international academic culture, and offering a range of mobility options across different levels and fields of studies. However, these activities could benefit from being more consistently implemented and systematically monitored to ensure their effectiveness. Additional focus on addressing specific barriers, such as those related to limited information provision, limited mobility choices, would further enhance inclusivity. Ensuring that mobility opportunities are introduced early in students' academic journeys and aligning curricula with mobility pathways could also encourage broader participation. Strengthening communication strategies and support services, particularly for underrepresented groups, would significantly reinforce these efforts.</p>
The score is more than 42 points.	<p>Your university demonstrates a strong and proactive commitment to widening access to learning mobility, indicated by a range of</p>



	well-developed and effectively implemented activities. These likely include the provision of transparent and inclusive information, the development of diverse and flexible mobility opportunities, and the fostering of an international academic environment that actively encourages participation from all student groups, particularly those with fewer opportunities. The systematic collection of feedback from both mobile and non-mobile students, along with detailed insights into barriers and experiences, supports the refinement of strategies and activities. Additionally, maintaining robust partnerships and embedding mobility options within curricula ensures that students have equitable access to meaningful international experiences. To sustain and build upon this strong foundation, it is recommended to continue monitoring outcomes, addressing emerging challenges, and ensuring that inclusivity remains central to your institutional goals and practices.
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Comprehensive and Inclusive Learning Mobility Procedures

This thematic pillar invites institutions to reflect on their **practices supporting inclusive, student-centered participation** in international learning mobility. The statements focus on transparent and accessible processes, including efficient information systems, clear selection criteria, comprehensive academic and administrative preparation as well as transparent regulations of learning mobility experiences. We recommend you read these statements carefully and then assess on a scale to what extent your higher education institutions can be described by the statements. Please answer all questions in order to give us enough information to provide more accurate feedback.

	Statements	Not at all	Slightly	Modera tely	Comple tely	I do not know
No.	Scores	1	2	3	4	0
1.	My university offers comprehensive student support, providing guidance for all students throughout the mobility phase, from the initial decision-making stage through to the completion of the mobility period.					



	My university provides broad administrative support, ensuring practical and organizational preparation for students before their learning mobility journey.					
3.	My university offers extensive academic preparation, including intercultural preparation and study-related academic guidance before embarking on learning mobility.					
4.	My university evaluates its academic and administrative preparation programs regularly to ensure they meet the diverse needs of learning mobility participants.					
5.	My university integrates learning mobility into academic programs through structured frameworks, such as mobility windows, to ensure it aligns seamlessly with the curriculum.					
6.	My university balances competitiveness with inclusivity in its learning mobility selection process, ensuring that opportunities are accessible to students with diverse academic and personal backgrounds.					
7.	My university regularly evaluates and revises its learning mobility selection criteria and processes to identify and mitigate potential barriers to participation.					
8.	My university ensures that academic regulations and credit recognition procedures support learning mobility participation by minimizing potential barriers (e.g., risk of prolonged studies or academic misalignment).					

COMPREHENSIVE AND INCLUSIVE LEARNING MOBILITY PROCEDURES PILLAR: EVALUATION AND FEEDBACK



The feedback below highlights your institution's current standing, identifies areas of strength, and suggests some practical steps to provide comprehensive and inclusive learning mobility procedures.

Score	Evaluation
The score is less than 16 points.	The evaluation identifies areas where your university could significantly enhance its efforts to establish a more inclusive framework for supporting learning mobility. Comprehensive guidance for students at all stages of the mobility process could benefit from further improvement. Administrative and academic preparation programs might not yet fully address the diverse needs of students, including tailored support for those from underrepresented backgrounds, for example personalized academic guidance, or preparation for managing potential barriers. Furthermore, the evaluation and revision of mobility selection criteria and processes appear necessary to identify and mitigate barriers to participation. Efforts to ensure the integration of mobility pathways into the curricula, such as implementing mobility windows or efficient credit recognition systems, could also be further explored. You are encouraged to prioritize these areas to create a more inclusive and accessible mobility support system.
The score is between 17 and 27 points.	The evaluation suggests that your university is taking important steps to build an inclusive framework for learning mobility, though there are areas where further development is needed. While some guidance is in place for students throughout the mobility process, there is room for improvement, particularly in providing more personalized and comprehensive support for students with fewer opportunities. Administrative and academic preparation programs might be present but may not fully meet the diverse needs of students, especially those from underrepresented groups. Tailored support



	such as intercultural training or specific academic guidance would enhance the preparation process. Regular evaluation and refinement of selection criteria and processes would also help address potential barriers and promote inclusivity. Additionally, ensuring that mobility windows and credit recognition systems are fully optimized could further support the accessibility of learning mobility opportunities. You are encouraged to strengthen these areas to build a more inclusive mobility support system.
The score is more than 28 points.	The evaluation highlights your university's well-developed framework for supporting learning mobility. There is clear evidence of comprehensive guidance and tailored support for students at all stages of the mobility process. Administrative and academic preparation programs are effectively designed to address the diverse needs of all students, including those from underrepresented backgrounds. These programs include academic and administrative preparatory programmes and personalized guidance to support for overcoming potential barriers. Your systematic evaluation and revision of selection criteria and processes further enhance inclusivity. Additionally, your university demonstrates a commitment to integrating mobility pathways into the curricula using mobility windows and efficient credit recognition systems. To further enhance your achievements, you are encouraged to continue refining these practices and expanding efforts to widen access for all students.

Accessible Funding and Financial Support

This thematic pillar includes statements on **the role of cost-related and financial factors exploring and mitigating the mobility gap** at the institutional level. We recommend you read these statements carefully and then assess on a scale to what extent your higher education institutions can be described by the statements. Please answer all questions in order to give us enough information to provide more accurate feedback.



	Statements	Not at all	Slightly	Modera tely	Comple tely	I do not know
	Scores	1	2	3	4	0
1.	At my university, financial and cost-related factors (including lack of sufficient funds and concerns about losing current employment) are considered to be significant factors that discourage students from participating in outbound learning mobility programs.					
2.	My university prioritizes the removal of financial and cost-related obstacles faced by students in the decision-making process regarding participation in learning mobility programs.					
3.	In developing its institutional strategies, my university considers the specific financial needs of students with fewer opportunities, with the objective of supporting them effectively.					
4.	Effective financial resources and grants (such as top-up grants, inclusion support, etc.) are available to students with fewer opportunities.					
5.	My university provides adequate financial assistance to address specific obstacles, including economic challenges and additional expenses for students with disabilities.					
6.	The application procedures for financial assistance are managed in a transparent and accessible way to all students, ensuring equitable opportunities.					
7.	My university regularly collects and monitors data on students' financial needs and concerns related to learning mobility.					



	At my university, the results of international and national surveys related to financial and cost-related barriers of student mobility are regularly monitored.					
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ACCESSIBLE FUNDING AND FINANCIAL SUPPORT PILLAR: EVALUATION AND FEEDBACK ON THE RESULTS

The feedback below highlights your institution's current standing, identifies areas of strength, and suggests some practical steps to provide accessible funding and financial support.

Scores	Evaluation
The score is less than 16 points.	Based on your assessment, your university may face significant challenges in addressing financial barriers to learning mobility. Financial considerations, such as lack of funds, insufficient grants, and additional costs for students with fewer opportunities, may appear to be inadequately prioritized. Your university should focus on identifying and addressing the specific financial needs of students, simplifying grant application procedures, and systematically collecting and utilizing data to refine strategies on student mobility. Allocating more resources may be essential to ensure equitable access for all students.
The score is between 17 and 27 points.	Your university may demonstrate a moderate level of commitment to addressing financial obstacles in learning mobility. While some initiatives may be in place, such as grants for students with fewer opportunities, gaps remain in ensuring accessibility and systematic monitoring of student needs. Enhancing awareness and availability of financial resources, regularly analyzing survey results and data on mobility barriers, and creating accessible and transparent application processes would significantly improve the university's ability to support broader range of students effectively.
The score is more than 28 points.	Your university shows a strong commitment to mitigating financial barriers to learning mobility. Your university prioritizes financial



	<p>inclusivity by offering diverse financial support, implementing transparent and accessible application processes, and regularly monitoring financial needs while leveraging survey data to inform strategies. To further enhance efforts, your university should maintain and expand financial resources, as well as enhance stakeholder engagement to ensure continuous improvement in addressing mobility barriers.</p>
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Consent form

Thank you for your interest in the Erasmus GAP Self-assessment Toolkit. This toolkit is designed to support higher education institutions in identifying and addressing gaps between mobile and non-mobile students by assessing inclusive practices for outbound student mobility. Your participation is entirely voluntary, and we appreciate your contribution to the Erasmus GAP initiative.

Purpose of the Toolkit

The Erasmus GAP Self-assessment Toolkit provides instantaneous, evidence-based feedback to help institutions understand their strengths and areas for improvement. Aggregate results from all participants will contribute to a visualized, anonymized dataset, showcasing the state of play across Europe and supporting the development of strategies to reduce the mobility gap.

Data Collection and Use

- **Anonymity:** All responses to this tool are completely anonymous. No personal data, including identifying information, will be collected or stored.
- **Data Use:** The anonymized, aggregate data will be used to generate insights and trends to inform institutional practices and broader strategic frameworks within Europe. It may also be used for research purposes. Individual responses cannot and will not be traced back to you or your institution.

Participation

- Your participation is entirely voluntary. You may choose to proceed with or discontinue the assessment at any point without any consequences.
- There are no risks or direct benefits to you for participating, but your input will contribute to improving inclusive mobility practices across Europe.

Feedback

Upon completing the self-assessment, you will receive immediate, evidence-based feedback tailored to your institution's responses. This feedback is for informational and developmental purposes.

Consent

By proceeding with the self-assessment tool, you confirm that you:

1. Understand the purpose of the tool and how your responses will be used.
2. Agree that your responses will be anonymized and used solely for the purposes described above.
3. Voluntarily consent to participate in this assessment.

If you agree to participate, please click "I Agree" to proceed to the Self-assessment Toolkit.

If you have any questions or concerns about this tool or your participation, please contact us [Contact Email].

Thank you for your contribution!



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Erasmus GAP

Common terms

Higher Education Institution (HEI)

A higher education institution that, in accordance with national law or practices, provides recognized degrees or other tertiary-level qualifications. It also includes comparable institutions that national authorities deem eligible to participate in the programme within their respective territories.

International Student Mobility

Based on the Erasmus+ Programme Guide, student mobility can be carried out in any study field and cycle (short cycle/bachelor/master/doctoral). To ensure high-quality mobility activities with maximum impact on the students, the mobility activity must be compatible with the student's degree related learning and personal development needs.

Learning Mobility

Based on the Erasmus+ Programme Guide, moving physically to a country other than the country of residence, possibly combined with a period of virtual participation, in order to undertake study, training or non-formal or informal learning. It may take the form of traineeships, apprenticeships, youth exchanges, teaching or participation in a professional development activity, and may include preparatory activities, such as training in the host language, as well as sending, receiving and follow-up activities.

Mobility Gap

It refers to the disparity between students who have realistic opportunities to participate in learning mobility and those who face significant barriers preventing access. This gap is shaped by multiple factors, including students' individual characteristics, institutional features and practices, as well as national, regional, and global trends. Addressing the mobility gap requires inclusive strategies to ensure that underrepresented groups can access and benefit from international experiences.

Students with Fewer Opportunities

Based on the Erasmus+ Programme Guide, the term refers to individuals who may face barriers to participating in international education. These are students who face challenges that may impede their full participation in education, especially in international settings. Such obstacles may include physical, mental, or sensory impairments; severe health issues; cultural differences; educational challenges; social barriers; economic disadvantages; or discrimination based on gender, ethnicity, or other factors.

