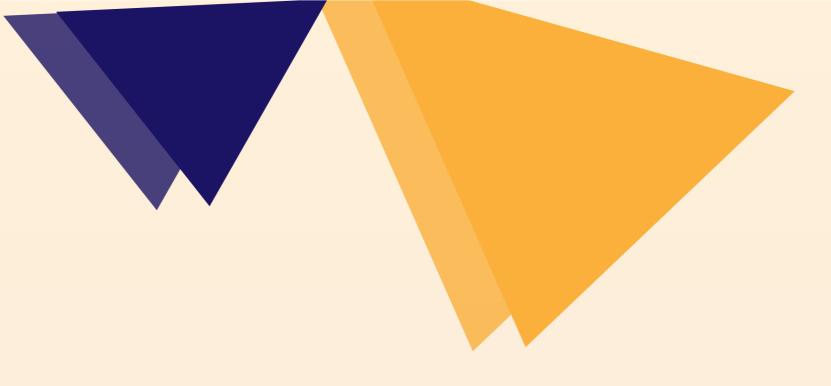
Erasmus GAP





Project aims

The Erasmus Gap project aims to **draw** attention to the existing gap among students with realistic opportunities for mobility and those without.

It will provide a wide set of data and recommendations to enable institutions and policy-makers to adopt a more inclusive approach to reduce the gap.

Desk research

- **Research questions:** What trends and factors support or hinder ISM on the global, institutional, and individual levels? How do HEIs reflect on these factors?
- **Erasmus-funded mobilities** (up to 12 months) for study or professional practice purposes at the focus
- **Scoping review** methodology used for a comprehensive overview of the field (Xiao & Watson, 2019) including several study designs (Arksey & O'Malley, 2005)
- 11 databases checked for English language studies published after 2015 and 35 articles included in the final review

Macro-level

Global trends

- Growing scale of ISM
- Globalization and internationalization (interlinked phenomena)
- Global level crises (COVID-19, economic crisis)
- Mainstreaming of the diversification of mobility formats and types

European factors

- Supranational (EU) and intergovernmental (EHEA) policymaking
- Erasmus(+) as a key initiative
- Intra-EU mobility as an instrument for wider European policy goals

National characteristics

- Country-specific political, socioeconomic, cultural, and geographic characteristics
- Country-level policy agendas and discourses on student mobility
- Structural differences

Meso-level

Academic factors

- Institutional network
- Academic culture
- Teaching and evaluation methods
- Curricular issues
- Field of studies
- Academic preparation

Strategic factors

- Institutional characteristics
- Internationalisation strategies: approaches to mobility & diversity
- Diversity of the mobility portfolio
- Regulations
- Selection criteria

Operative factors

- Support services administrative, organisational, mobility guidance and preparation
- Financial support

Micro-level

Demographics and socio-economic factors

- Parents' educational background and labour market position
- Age
- Gender
- Rural-urban aspect
- Disabilities

Cost-related factors

Indirect and direct costs of mobility

Social networks

- Relationship with family and friends
- Having minor children

Cultural and mobility capital

- Foreign language knowledge
- Educational path

Pychological factors

- Motivation
- Personal traits

Project consorcium

Université de Versailles Saint-Quentin-en-Yvelines (coordinator), Eötvös Loránd University, Humboldt Universität zu Berlin, University of Porto, Ivan Franko National University of Lviv and EUF

Project outcomes

- Inclusivity Toolkit
- Data repository and data visualization
- Peer-learning activities & workshops
- Policy recommendations



