

20 TWENTY  
YEARS OF  
EDUCATION  
EXCHANGES

# Thematic Conference

“Erasmus+ programme’s impact  
on individuals in VET and HE”

Vilnius, Lithuania  
31 May, 2018





## 20th anniversary of international education exchanges in Lithuania

Celebrating the 100th anniversary of restored Lithuania, we are also proudly mentioning the 20th anniversary of international education exchanges in our country.

Twenty years ago, when Lithuania joined EU programme “**E**uropean **C**ommunity **A**ction **S**cheme for the **M**obility of **U**niversity **S**tudents” (*Erasmus*), it opened up opportunities to go to study, learn or practice in other countries.

More than 120,000 people from the country who were involved in the educational system have taken part in it. During the years 1998-2017, the European Union allocated more than 200 million euros to Lithuanian education projects. Teachers and lecturers, pupils and students, business workers and senior citizens had possibilities to experience educational exchanges for twenty years.

During this, 20 years of international education exchanges in Lithuania:



**200 million**

EU has allocated 200 million for education and youth exchange programs in Lithuania.



**120 000**

120 000 Lithuanian citizens have benefited from the opportunities for EU education and training exchange.



**23 thousand**

23 thousand teachers, school staff and pupils participated in exchange programs.



**28 thousand**

28 thousand vocational pupils, graduates and vocational training specialists took part in exchange programs.



**63 thousand**

63 thousand high school students, lecturers and staff members participated in exchange programs.



**6 thousand**

6 thousand adult educators and professionals and seniors took part in exchange programs.

We believe that international education activities and opportunities have helped to create a more beautiful, more open, modern and growing Lithuania.



<b>Title of research</b>	<b>Erasmus+ Impact on Participants of Higher Education and Vocational Education and Training</b>
<b>Country, NA</b>	Lithuania, Education Exchanges Support Foundation (ŠMPF)
<b>Year</b>	2018
<b>Target group</b>	Students from higher education and vocational education and training institutions (mobility period – 2005–2017)
<b>The main findings</b>	<p>The study of 1026 participants in the Erasmus+ programme revealed that the vast majority (98%) of participants evaluated their experience during mobility positively, and would recommend participation in the programme to others. Factor analysis was applied to 51 primary items measuring different aspects of mobility's impact. Secondary factor analysis revealed three factors showing that mobility helped most to enhance soft skill competencies; second, to enhance professional knowledge and skills; and third, to give an opportunity to compare Lithuanian and foreign conditions of study, life and work.</p> <p>Students from vocational education and training schools tended more to gain professional knowledge and skills, as well as work and enterprise-related aspects, while higher education students tended more to gather soft skill competencies (languages, personal development and so on). Skills that in respondents' opinion were most improved were: communication, language, flexibility/adaptability, ability to work in a team, resilience/dealing with conflict. The least improved were negotiating, leadership and commercial awareness.</p> <p>The most positive impacts of mobility (indicated in an open question) were "improved language skills", "new contacts and friendship" and "knowing other cultures". The most negative experiences were "financial difficulties", "linguistic barriers" and "homesickness".</p>
<b>Link to research</b>	<a href="http://www.erasmus-plus.lt/puslapis/erasmus-mobilumo-mokymosi-tikslais-projektu-statistika-177">http://www.erasmus-plus.lt/puslapis/erasmus-mobilumo-mokymosi-tikslais-projektu-statistika-177</a>

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



<b>Title of research</b>	<b>Hidden Competences</b> - is society and working life able to identify and utilise the learning outcomes from international experiences?
<b>Country, NA</b>	Finland, Finnish National Agency for Education EDUFI (before year 2017 known as CIMO)
<b>Year</b>	2012-2013
<b>Target group</b>	Employers, business and industry; Students from secondary-level VET and higher education; Society at large
<b>The main findings</b>	<p>The key findings of the research project, carried out in cooperation between CIMO (since 2017 EDUFI) and the Nordic think tank Demos Helsinki were, that while students estimate international experiences as useful in future working life, employers do not emphasize international competences in recruitment.</p> <p>At the same time, global megatrends are slowly changing most industries and work environments, highlighting the need for global know-how, 21<sup>st</sup> Century Skills and transversal competences. This seems to have links to international competences, which in turn leads to a demand for a renewed understanding of international competences.</p> <p>The report Hidden Competences introduces an extended understanding. While language skills, cultural knowledge and tolerance often have been at the basis of international competences, three new factors emerged. The extended understanding of international competences encompasses also productivity, resilience and curiosity. The report brings together the full spectrum of the learning outcomes of an international exchange or experience, at the same time as it pin-points skills and competences that might be high demand in the future.</p> <p>In 2014 we also published a set of tools for recognizing international competences, for both students, teachers and guidance counsellors in both Finnish, Swedish and English.</p>
<b>Link to research</b>	<p>The original report "Pilotettu osaaminen", available in Finnish only, was published in 2013.</p> <p>The report Hidden Competences, available in English only, was published in 2014 and further materials in 2014-2015.</p> <p><a href="http://www.cimo.fi/hidden_competences">http://www.cimo.fi/hidden_competences</a></p>

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

<b>Title of research</b>	Widening Participation in Outward Mobility
<b>Country, Institution</b>	United Kingdom, Universities UK International
<b>Year</b>	2017
<b>Target group</b>	Outward Mobility Practitioners, Disability Teams, Student Support Teams
<b>The main findings</b>	<p>Higher education students who spend some time abroad working, studying or volunteering achieve better degrees and get better jobs, and the number of students going abroad is rising each year. However, not all students in the UK participate in outward mobility at the same rate. The Widening Participation in Outward Mobility project worked with universities and colleges across the UK to make a series of recommendations for supporting disadvantaged students going abroad.</p> <p>The project produced a report analysing national mobility trends in the UK, and found that disadvantaged learners were participating in mobility at a lower rate than their more advantaged peers.</p> <p>The project also produced a toolkit of guidance for institutions across the European Higher Education Area (EHEA), looking at areas including funding, short-term programmes, marketing and student support. The toolkit also included student perspectives and recommendations.</p>
<b>Link to research</b>	<a href="http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/widening-participation-in-uk-outward-student-mobility-a-picture-of-participation.aspx">http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/widening-participation-in-uk-outward-student-mobility-a-picture-of-participation.aspx</a>




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



<b>Title of research</b>	Student Mobility and Employment: What Works for Whom?
<b>Country, NA</b>	Netherlands, National Agency Erasmus+ Netherlands (CINOP)
<b>Year</b>	2018
<b>Target group</b>	Students in vocational education and training and higher education institutions
<b>The main findings</b>	<p>What is the impact of student mobility on employability? To answer this question, the Dutch NA had an analysis conducted on existing national school leaver surveys in VET and HE. More than 70,000 Dutch students filled in the questionnaire 1.5 years after graduation. The main effects of mobility on study success and several indicators of labour market success are limited. Mainly for research universities a positive effect of mobility on labour market success is found; for VET and universities of applied sciences there is an effect on studying further after graduation.</p> <p>Moreover, among several subgroups interesting impacts of student mobility were found. Firstly it turns out that in VET, internships (rather than studying abroad) and long-term mobilities are most effective. In HE the combination between internship and study works best in terms of labour market success. As for the characteristics of the qualification, the impact of mobility is larger for lower (EQF – European qualification framework) levels in VET. There are also indications that mobilities also are more effective for students in technical and science studies, at least in HE. Lastly, as for personal characteristics, the impact of mobility is largest for students with a non-western background.</p>
<b>Link to research</b>	Not yet available




---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



<b>Title of research</b>	Tracer study on education and career paths of Erasmus VET mobility participants
<b>Country, NA</b>	Poland, Foundation for the Development of the Education System
<b>Year</b>	2017
<b>Target group</b>	Vocational education and training graduates
<b>The main findings</b>	<p>The core objective of this research was to evaluate impact of VET mobility projects on further career paths of mobility participants. The tracer study also covered intercultural and social dimensions of mobility experience stemming not only from learning by doing but also from learning in other national and cultural contexts. The vast majority of graduates agrees that such a training experience provided them with an opportunity to try their hand in the world of work. Moreover, the respondents note significant differences between professional experiences gained in Poland and abroad, claiming the importance of the coherent strategy for planning domestic and foreign internship programmes. According to former trainees this kind of synergy between learning abroad and at sending school significantly improves the quality of provided training and its impact on their further professional careers. It should be added, however, that such impact claims to be dependent on various factors, such as the length of stay, the nature and extent of work, recruitment criteria and the quality of organisational arrangement and mentoring provided This may indicate the salience of the sending and receiving institutions organizational capacity to deal with vocational mobility of learners.</p>
<b>Link to research</b>	<a href="http://www.frse.org.pl/badania/">http://www.frse.org.pl/badania/</a>




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Title of research	<b>Study on the Impact of the Erasmus Programme in Cyprus</b>
Country, NA	Cyprus, Foundation for the Management of European Lifelong Learning Programmes
Year	2017
Target group	Higher Education Students and Recent graduates who have participated in the Programme (HE mobility for studies or placement)
The main findings	<p>Through a detailed analysis of the results of the survey, it was concluded that for 83.1% of the respondents the incentives were multiple and important and at the same time they stated that the Program had a significant impact. Hence, there was a strong positive correlation between incentives and impact, and hence for the majority, the Programme had met their expectations.</p> <p>Also, the findings were significant in relation to the long-term impact of the program. Specifically, in terms of personal impact, 21.6% said that due to the program they had changed their country of residence, while 67.5% answered that after their participation in the Program they are more willing to change their country of residence.</p> <p>Regarding studies, 67.5% said that participation in the Program had an impact on the choice of further studies, while for the 56.5% (out of those for whom the question was applicable) claimed that there had been recognition of their mobility by an employer.</p> <p>It is also important to note that 42.7% declare that due to their participation in the Program they had found work easier and 21.3% declare that they have been offered employment opportunities abroad, out of which 36.8% state that they have changed their country of residence.</p> <p>Finally, 99.1% said they would recommend the Program to others, while 26% believe that the Program has no disadvantage.</p>
Link to research	<a href="http://erasmusplus.cy/uploadfiles/IDEP/Publications/IDEP/ImpactStudy_Final_2017.pdf">http://erasmusplus.cy/uploadfiles/IDEP/Publications/IDEP/ImpactStudy_Final_2017.pdf</a>




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Handwriting practice lines on page 20. The page contains 20 horizontal blue lines for writing.



Handwriting practice lines on page 21. The page contains 20 horizontal blue lines for writing.



Handwriting practice lines on page 22. The page features 20 horizontal blue lines for writing, starting from the top line and extending to the bottom line.



Handwriting practice lines on page 23. The page features 20 horizontal blue lines for writing, starting from the top line and extending to the bottom line.

## Information about a Centenary of the Restoration of the Lithuanian State

Throughout 2018, Lithuania is celebrating 100 years since the signing of its Act of Independence. The document laid the foundation for the Lithuanian state that we know today: democratically-run, based on the principles of equality for all and connected to the rest of the world.

### Some interesting facts about Lithuania, during Centenary of the Restoration of the Lithuanian State:

# 4

Lithuania ranks 4th globally for information technology skills.

## Constitution

Constitution of 3 May 1791 is the first in Europe and second in the world.

# 1

Lithuania is the first in the Central and Eastern Europe for foreign language skills.

## Vilnius

Vilnius is one of the greenest capitals in Europe, with its 40 per cent covered by vegetation.

## Jonas Mekas

Jonas Mekas is godfather of American avant-garde cinema.

## No. 1

Air in Vilnius is the cleanest among the Eastern and Central European capitals, leading the Green City Index.

## CATcerto

CATcerto. The first piano concerto for a cat was created by Lithuanian composer Mindaugas Piečaitis.

## 110 kg

110 kg of black bread is eaten by a Lithuanian per year.

## 200 000

There are around 200 000 crosses on the Hill of Crosses.

## 94 %

There are 94 % number of foreign students who would recommend studies in Lithuania to their friends.

To know more about the Centenary of the Restoration of the Lithuanian State and its events, head to [www.lietuva.lt/100/en](http://www.lietuva.lt/100/en)