



# SURVEY ANALYSIS

## 1. GENERAL summary – KPI

**Number of student associations** and/or representatives consulted during the design of common Mobility Programmes – **3**

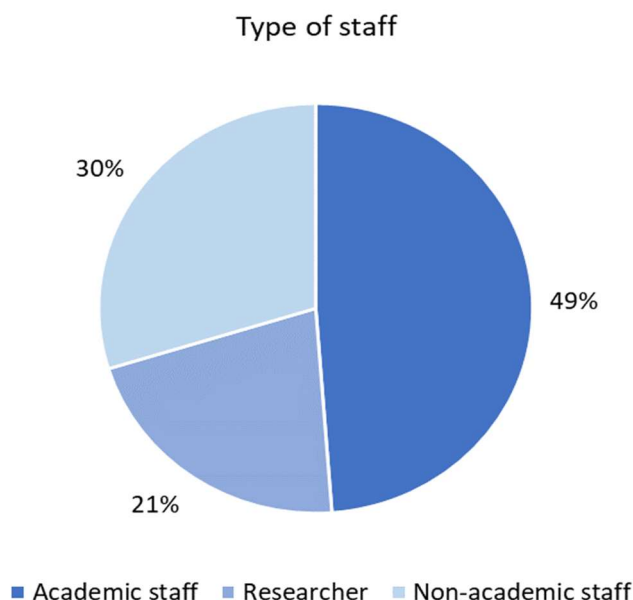
**Number of beneficiaries with special needs** and/or student associations/representatives consulted during the design of common Mobility Programmes – **10**

**Number of professors, staff and researchers** and/or their representatives consulted during the design of common Mobility Programmes – **84**

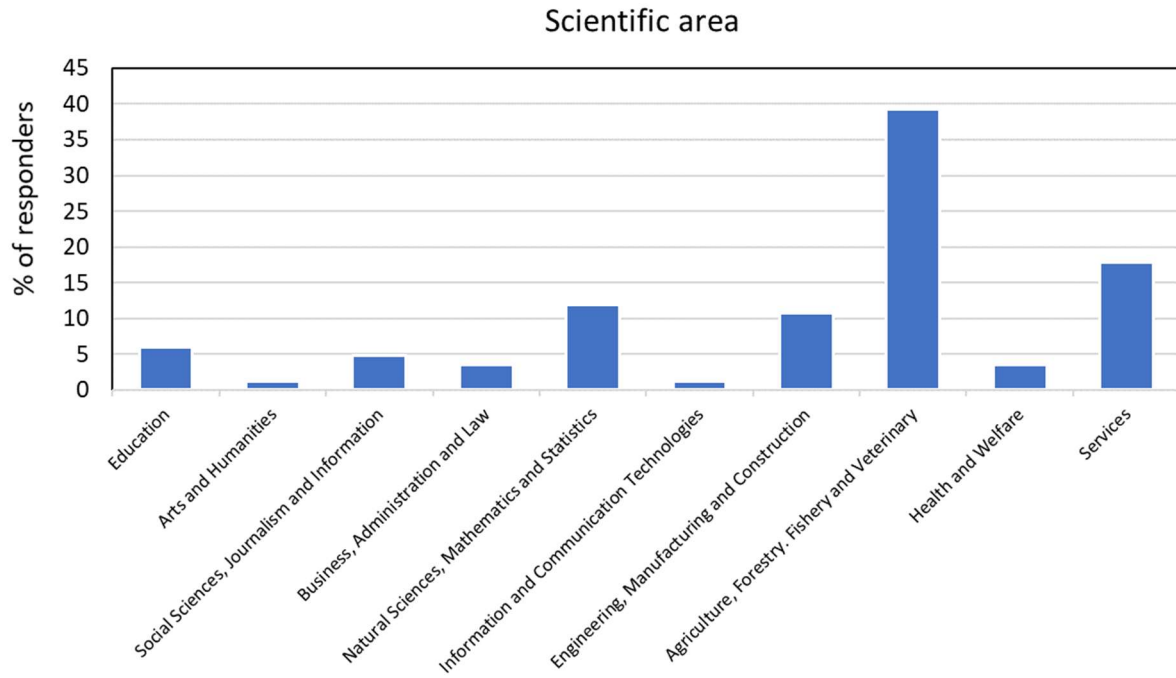
## 2. STAFF survey results

The survey was completed by 84 members of the university staff. Among them, the largest participation was in group “Academic staff” (49%), followed by group “Non-academic staff” (30%), and the lower participation was in group “Researcher” (21%) (Fig. 1). The most represented scientific area was “Agriculture, Forestry, Fishery and Veterinary” (38%), while the least represented was “Arts and humanities” (2%) (Fig 2).

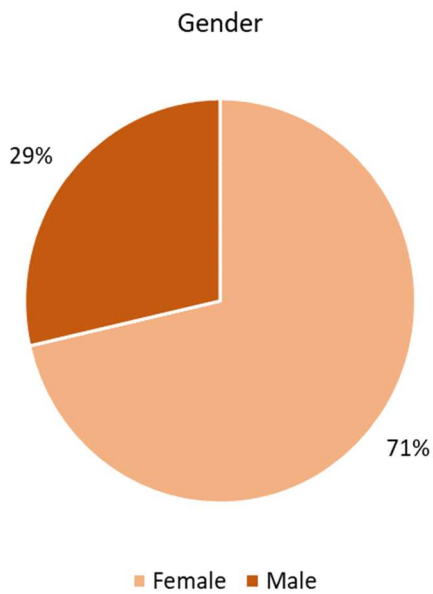
The majority of those surveyed were women (71%), while men constituted in 29% (Fig. 3). The majority of the staff (54%) have participated in some mobility (Fig. 4).



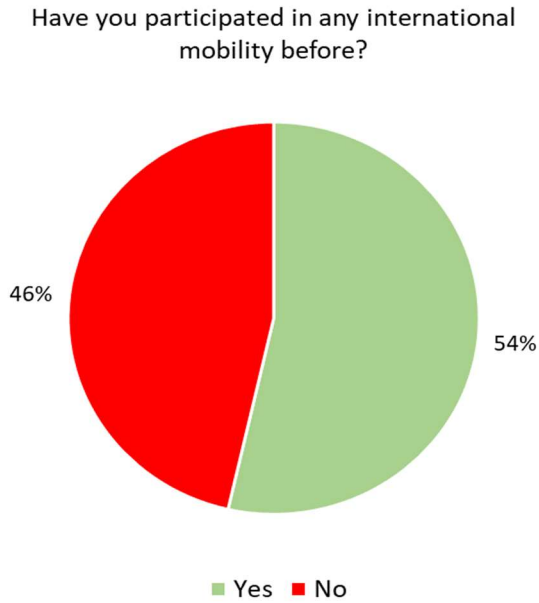
**Figure 1. The type of staff participating in the survey**



**Figure 2. The scientific area distribution among staff participating in the survey**



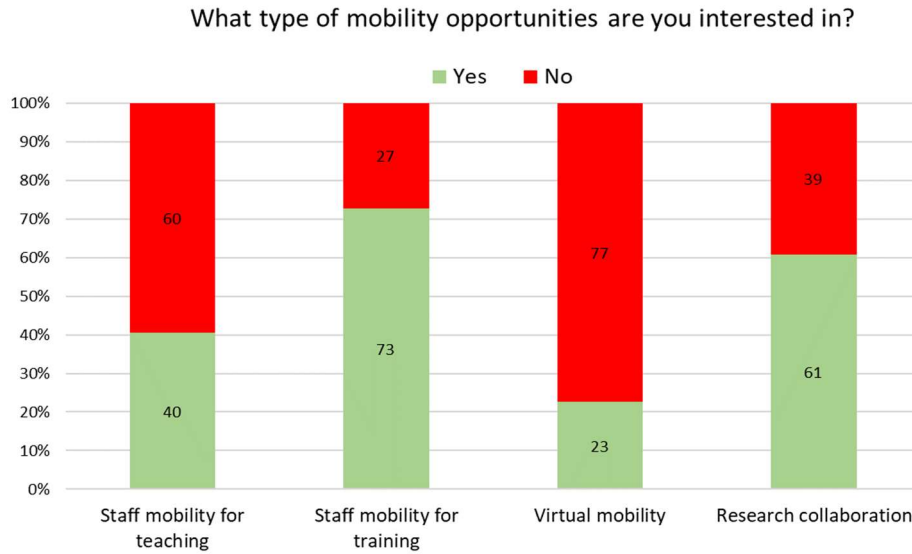
**Figure 3. The gender distribution among staff participating in the survey**



**Figure 4. Participation of staff in any international mobility**

Open Question “If yes, please briefly describe your mobility experience(s)”: Responses to this question were given by 54 staff members, who described their experiences in mobility in various ways. A significant part of them participated in the ERASMUS program. Some of them were on a longer stay for research purposes. During these trips, funding came from research grants. No one mentioned encountering any issues.

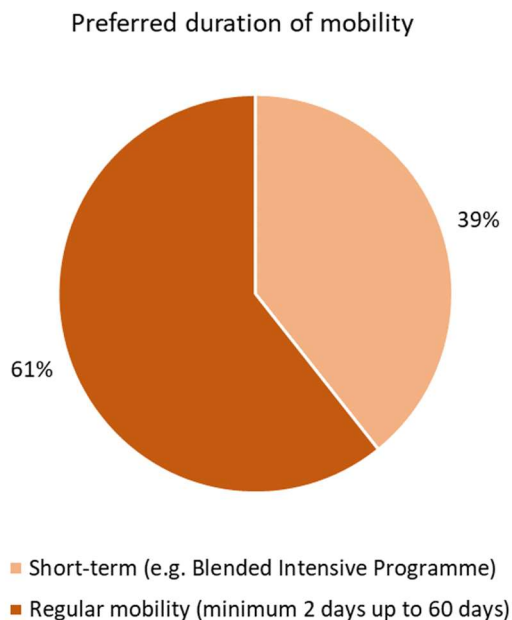
For the question “What type of mobility opportunities are you interested in?”, the highest number of “Yes” responses were given to option “Staff mobility for training” (73%) and to option “Research collaboration” (61%), while the highest number of “No” responses were given to option “Virtual mobility” (77%) (Fig. 5).



**Figure 5. Staff answers (Yes or No) on the given question**

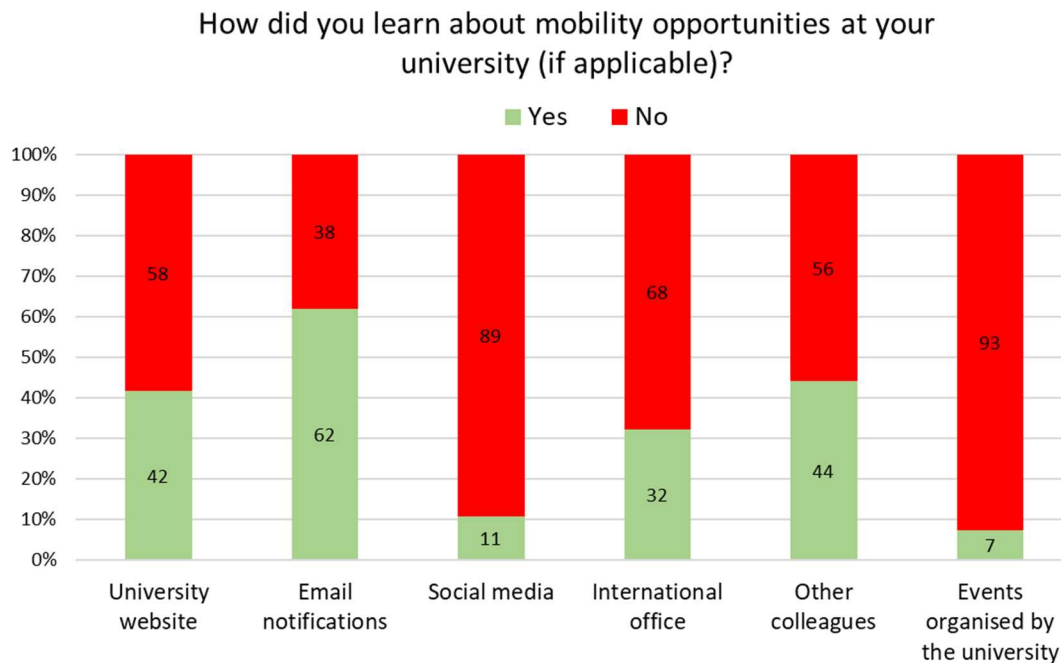
Open question “What type of mobility opportunities are you interested in? [Other]”: Responses to this question were given by 7 staff members, who as other opportunities mentioned: multiculturality, post doc, staff mobility, formal internship, job shadowing and BIP.

For the question “Preferred duration of mobility”, the majority of responses were given to option “Regular mobility” (61%). To option “Short-term” were 39% of responses (Fig. 6).



**Figure 6. Staff answers (Short - term, Regular mobility) on the given question**

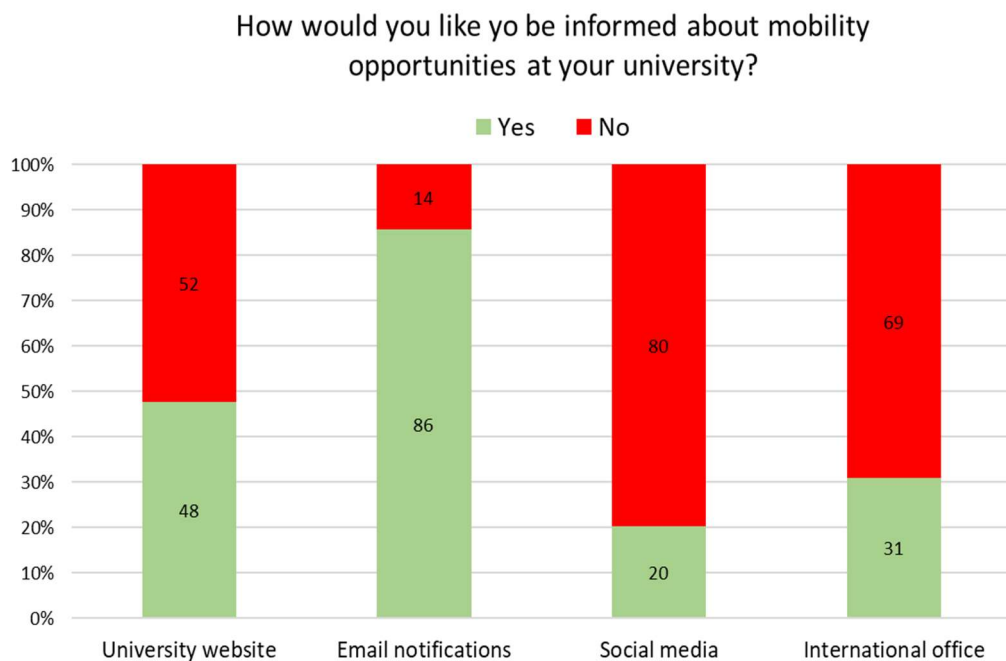
For the question “How did you learn about mobility opportunities at your university (if applicable)?”, the highest number of Yes responses were given to option “Email notifications” (62%), while the highest number of “No” responses were given to option “Events organized by the university” (93%) (Fig. 7).



**Figure 7. Staff answers (Yes or No) on the given question**

Open question “How did you learn about mobility opportunities at your university (if applicable)? [Other]”: There were very few responses to this question. One person stated that they had no information, while another mentioned obtaining it from a poster. The internet and newsletters were also referenced.

For the question “How would you like to be informed about mobility opportunities at your university?”, the highest number of “Yes” responses were given to option “Email notifications” (86%) and for “University website” (48%). The highest number of “No” responses were given to option “Social media” (80%) (Fig. 8).

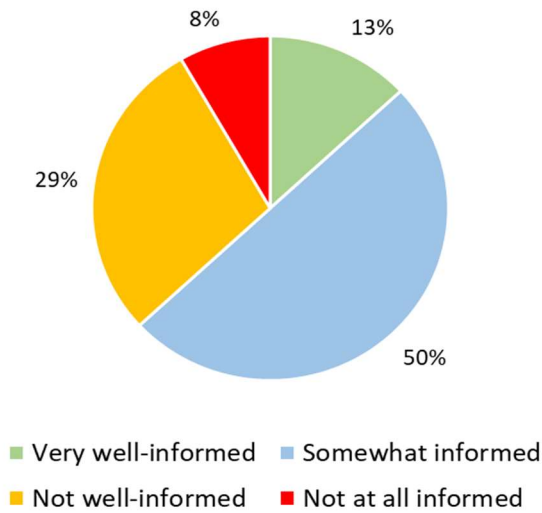


**Figure 8. Staff answers (Yes or No) on the given question**

Open question “How would you like to be informed about mobility opportunities at your university? [Other]”: Responses to this question were given by 3 staff members, who mentioned the form of information: online information meeting and newsletter.

For the question “Do you feel well-informed about the available mobility programmes?”, the highest number of responses were given to option “Somewhat informed” (50%), to option “Not well-informed” were 29% of responses, to option “Very well-informed” were 13% of responses. The lowest number of responses were given to option “Not at all informed” (8%) (Fig. 9).

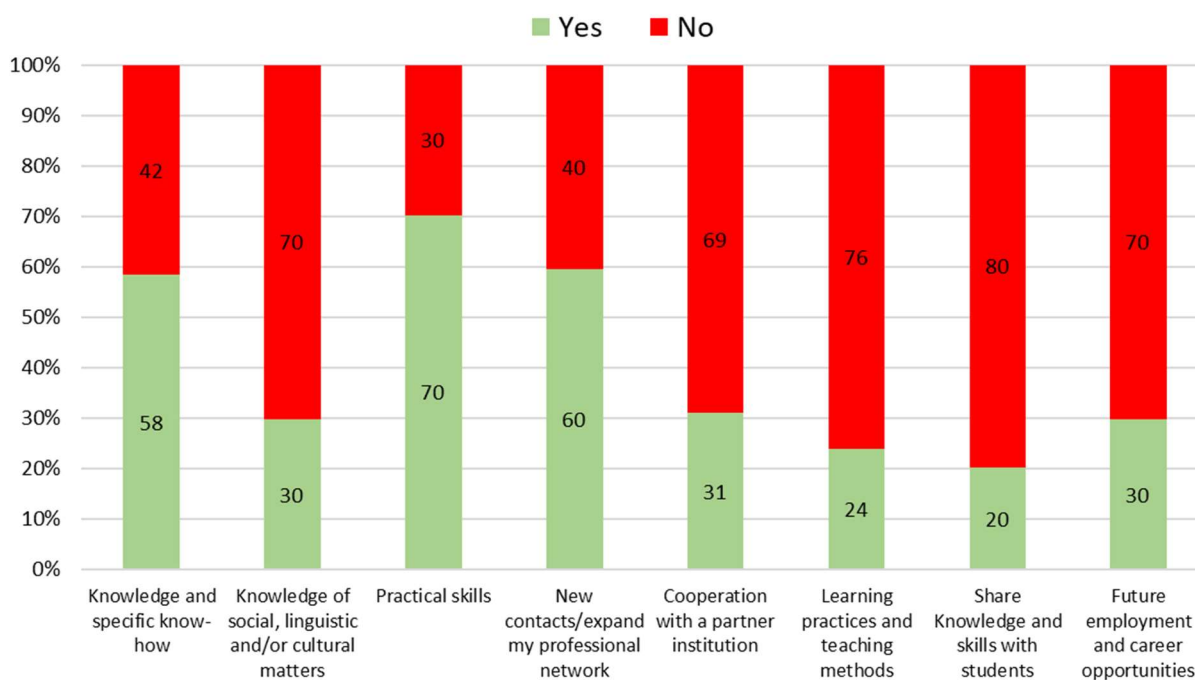
Do you feel well-informed about the available mobility programmes?



**Figure 9. Staff answers (Very well - informed, Somewhat informed, Not well-informed and Not at all informed) on the given question**

For the question “What are your primary objectives for participating in mobility?”, the highest number of “Yes” responses were given to option “Practical skills” (70%) and for “New contacts/expand my professional network” (60%). The highest number of “No” responses were given to option “Share knowledge and skills with students” (80%) (Fig. 10).

## What are your primary objectives for participating in mobility?



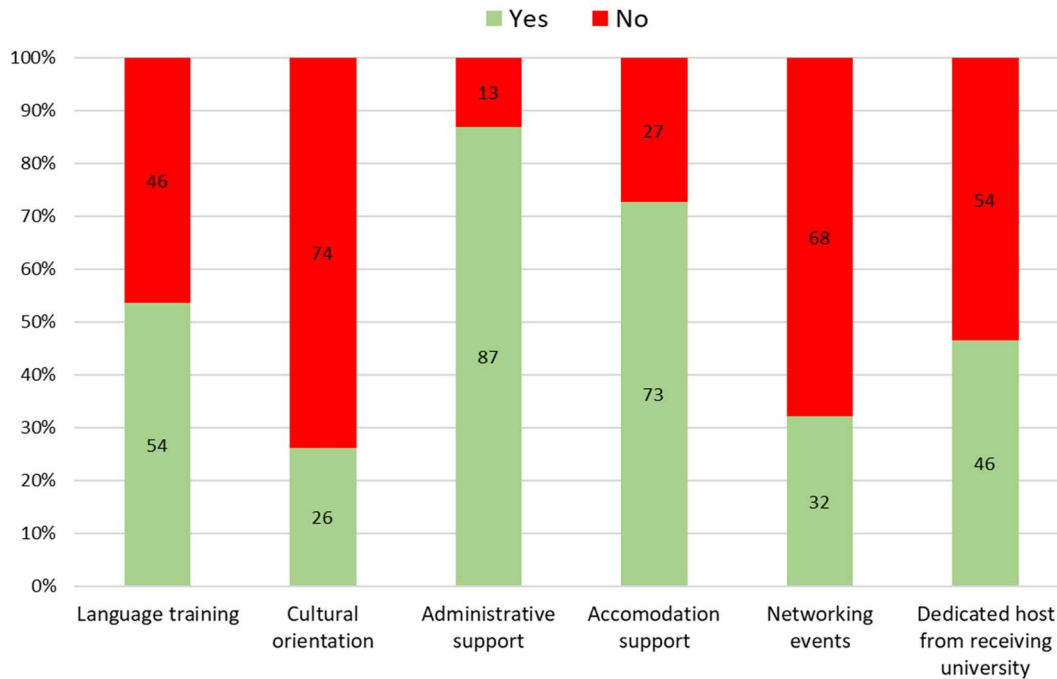
**Figure 10. Staff answers (Yes or No) on the given question**

Open question “What specific skills or knowledge do you hope to gain or enhance during the mobility?”: Responses to this question were given by 87 staff members. In answers there were mentioned following skills: technology transfer, supporting entrepreneurial attitudes, cooperation between science and business, partnership projects, gain contacts and practical skills in environmental chemistry, language training, how to better organize the processes and procedures within my professional area, use of AI in teaching and research, managing a team of researchers in international context, knowledge and skills in writing and managing projects, knowledge and skills in managing project teams, AI knowledge and skills, to learn new methodology and to build my contacts network, using advanced modeling tools for measuring the impact of climate change on agriculture. The respondents listed both general skills and skills specific to individual scientific specializations.

For the question “What kind of support or resources do you think would be helpful for a successful mobility experience?”, the highest number of “Yes” responses were given to option “Administrative support” (87%) and for “Accommodation support” (73%). The highest number of “No” responses were given to option “Cultural orientation” (74%) (Fig. 11).



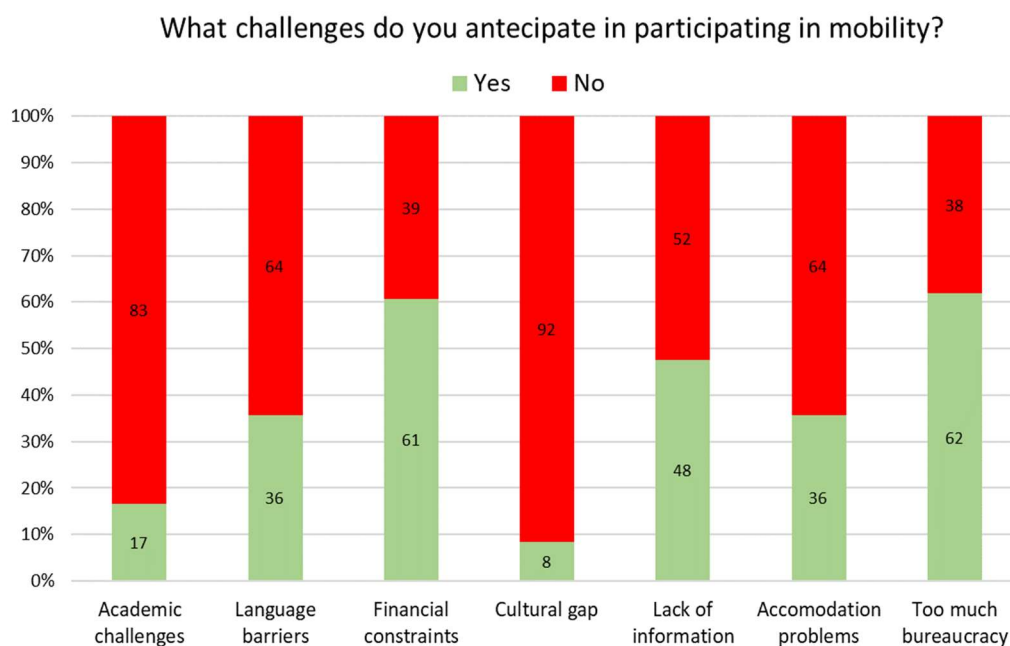
What kind of support or resources do you think would be helpful for a successful mobility experience?



**Figure 11. Staff answers (Yes or No) on the given question**

Open question “What kind of support or resources do you think would be helpful for a successful mobility experience? [Other]”: There were only 3 answers: meetings organized for the mobility participants, no didactics at home university, possibility to take family with.

For the question “What challenges do you anticipate in participating in mobility?”, the highest number of “Yes” responses were given to option “Too much bureaucracy” (62%) and to “Financial constraints” (61%). The highest number of “No” responses were given to option “Cultural gap” (92%) (Fig. 12).



**Figure 12. Staff answers (Yes or No) on the given question**

Open question “What challenges do you anticipate in participating in mobility? [Other]”: Responses to this question were given by 8 staff members. In answers there were mentioned such challenges as: not enough possibilities or possibilities inadequate to my job (office / administrative job), money, family duties or duties at university.

Open question “If you have participated in mobility programmes before, what was the most valuable aspect of your experience?”: Responses to this question were given by 46 staff members. In answers there were mentioned such aspects as: networking, new contacts, practical knowledge, strengthening self-presentation competences, ability to work in an international team, cultural immersion, sharing pedagogical insights, and establishing meaningful professional connections, knowledge on different academic practices, meeting new people and learning new methodology in practise.

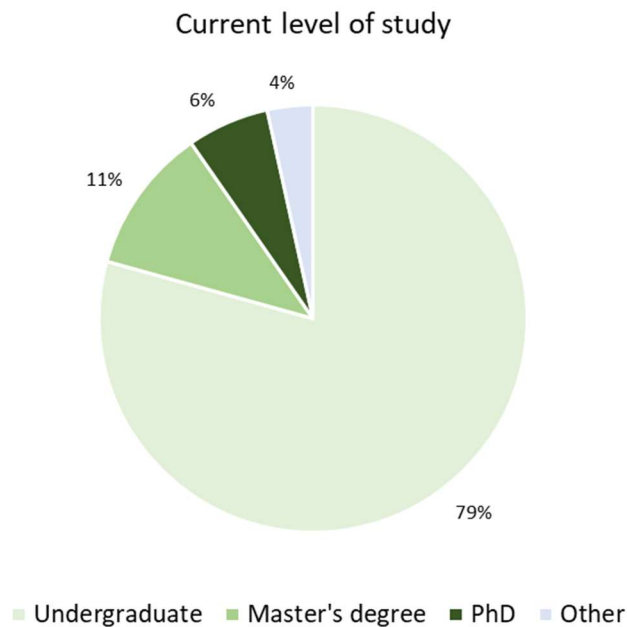
Open question “What challenges did you encounter and how were they addressed?”: Responses to this question were given also by 46 staff members. In answers there were mentioned such challenges as: cultural differences, differences in the legal environment - how business operates in a given country, language barriers and logistical issues, so-called "glass ceiling", some options were not available for foreigners, difficulties in reconciling travel and family responsibilities (children), administration and accommodation problems. They were mainly addressed to universities (especially foreign bureaus).

Open question “Additional comments”: Responses to this question were given also by 12 staff members. In answers there were such comments as: “I would be happy to have an opportunity to participate in mobility programs for non-academic (office) staff”, “There is no many short-term internships (2-4 weeks)”, “I think the most valuable mobilities are the long ones. But for many people they are not possible. Shorter ones (one-two weeks) are important, even though they are not that efficient as long term ones”, “The financial constraints are the biggest challenges for me now to take part in mobility programs”.

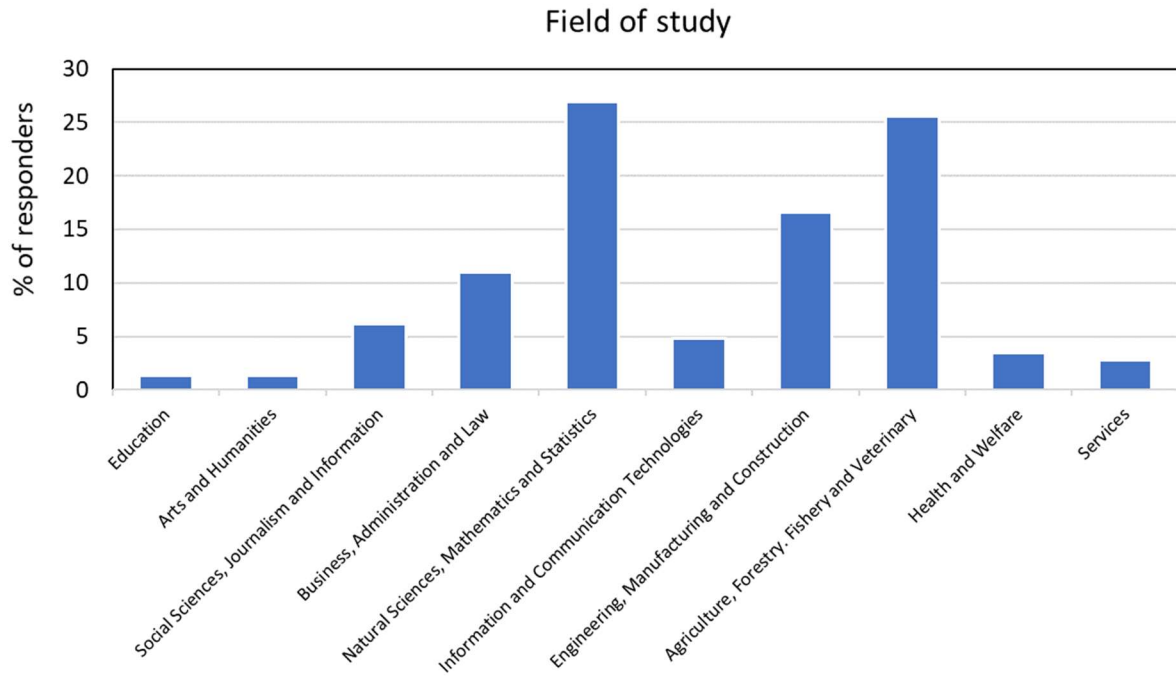
### 3. STUDENT survey results

The survey was completed by 146 students of the university. Among the surveyed students, the largest participation represents the undergraduate level of education (79%). Next, there were the master’s degree students (11%) and PhD (6%) (Fig. 13). The most represented field of study was “Natural sciences, mathematics and statistics” (28%), while the least represented was “Arts and humanities” (2%) (Fig. 14). Significant majority of the surveyed were women (63%), while men constituted 34% and non-binary 3% (Fig 15.).

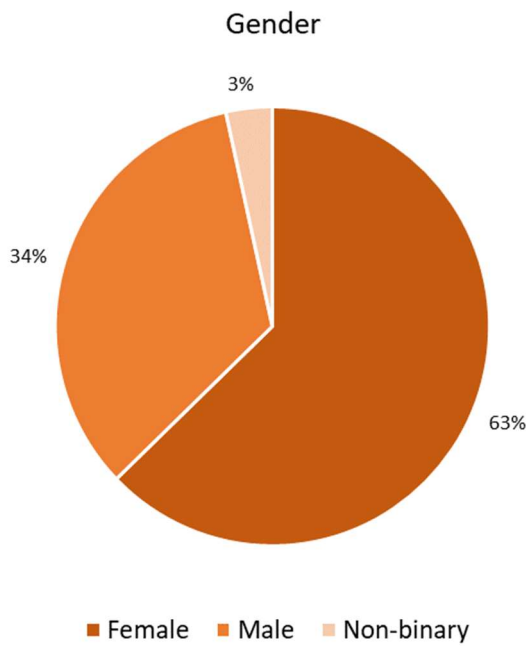
The majority of students (83%) have not participated in any mobility so far (Fig. 16).



**Figure 13. Current level of study among students participating in the survey**

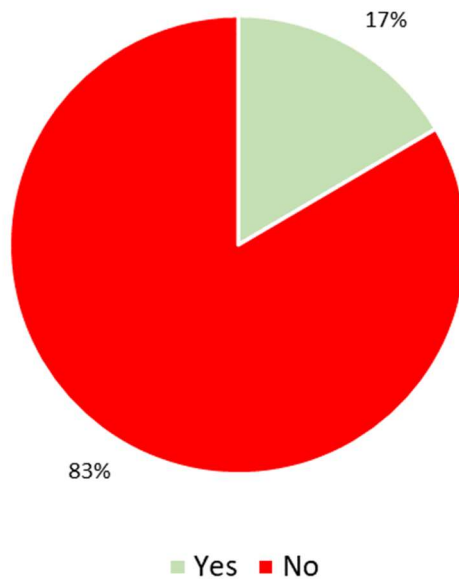


**Figure 14. The field of study distribution among students participating in the survey**



**Figure 15. The gender distribution among students participating in the survey**

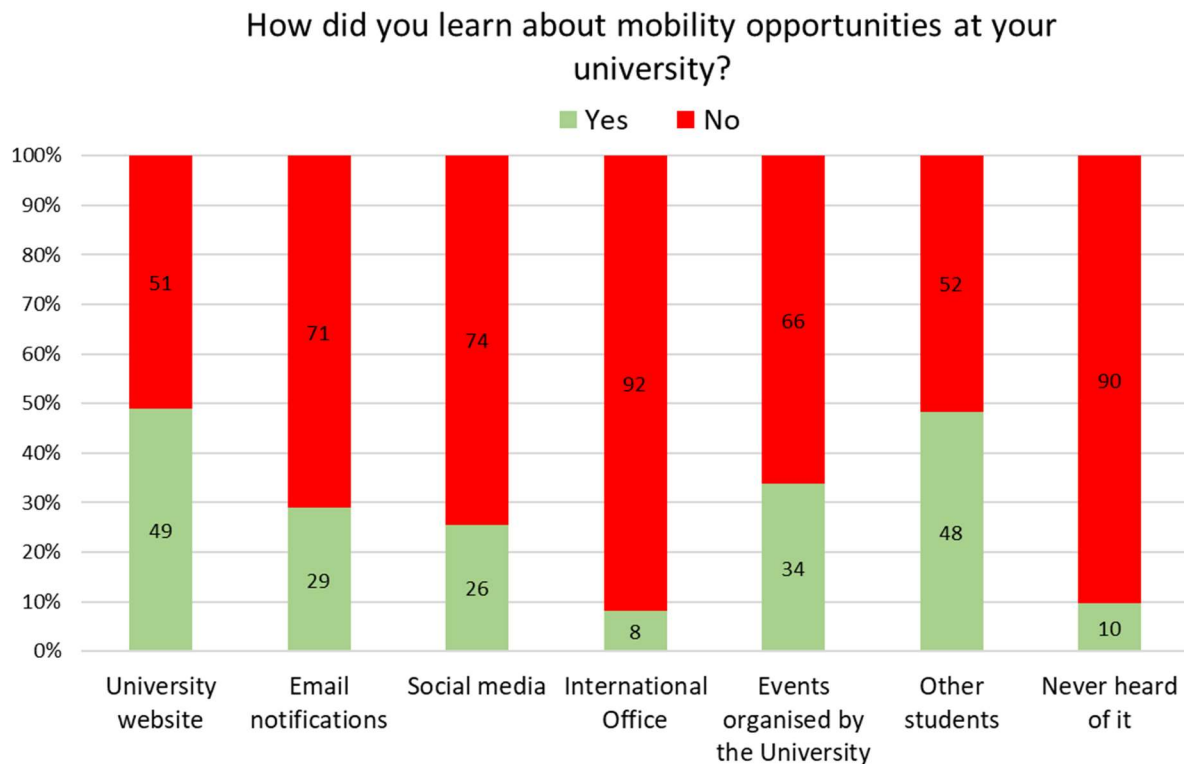
Have you participated in any international mobility before?



**Figure 16. Participation of students in any international mobility**

For the open question “Please briefly describe your mobility experience” there were 41 responses, most of the students in their answers focused on the period of their mobility. There were 3 types of mobilities mentioned in students answers: training, studies and short mobility (e.g. Blended IP). Most students chose “studies”.

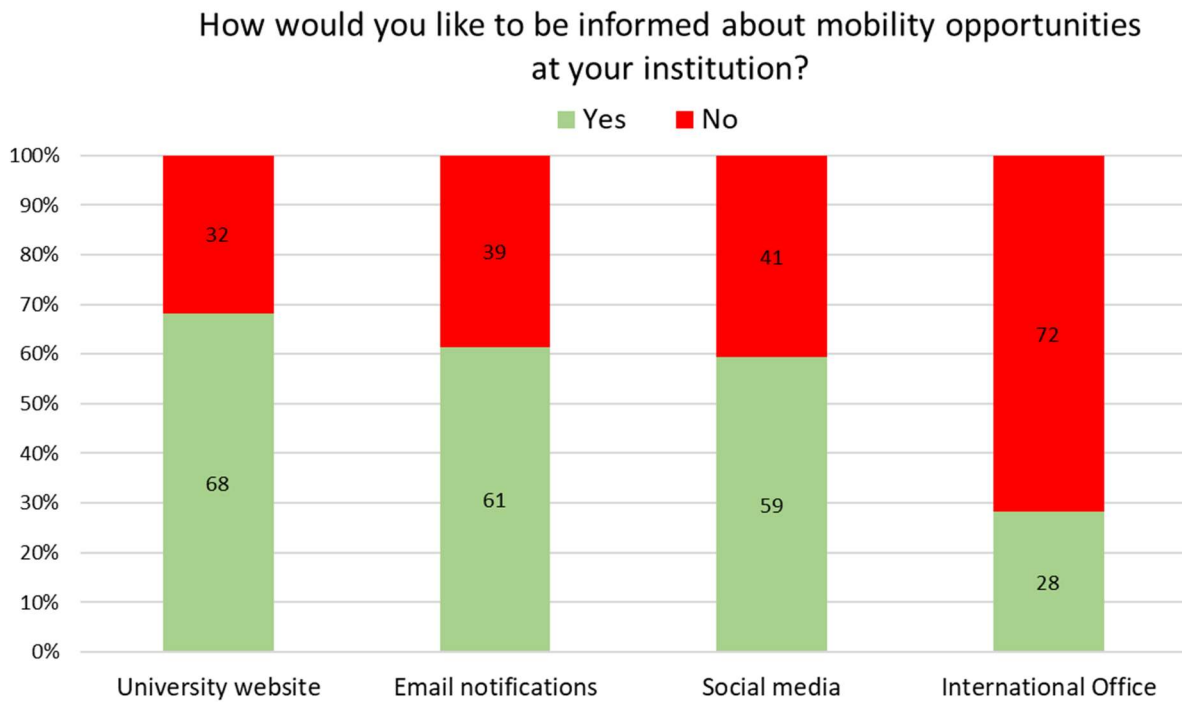
For the question “How did you learn about mobility opportunities at your university”, the highest number of “Yes” responses were given to option “University website” (49%) and to option “Other students” (48%), while the highest number of “No” responses were given to option “International Office” (92%) (Fig. 17).



**Figure 17. Students answers (Yes or No) on the given question**

For the open question “How did you learn about mobility opportunities at your university? [Other]” there were 13 responses. Most of the students answer that they learn about these possibilities from teachers and from coordinators in the faculty, from teachers, and from friends.

For the question “How would you like to be informed about mobility opportunities at your institution”, the highest number of “Yes” responses were given to option “University website” (68%), while the highest number of “No” responses were given to option “International Office” (72%) (Fig. 18).

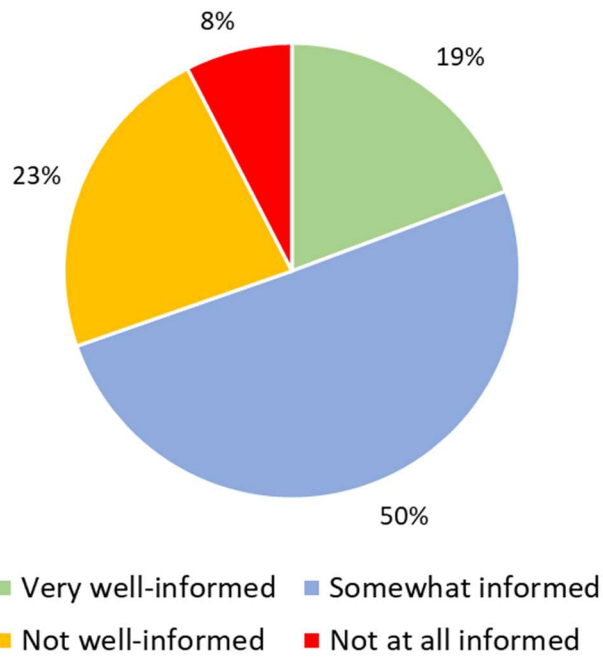


**Figure 18. Students answers (Yes or No) on the given question**

Open question “How would you like to be informed about mobility opportunities at your institution? [Other]”: Responses to this question were given by 7 students. In answers there were such comments as: other students, face to face meetings, generally from teachers. One answer is very important: “special events when people who are involved in these actions are talking about that. I think something like that will help with misinformation around this topic and it would be a great opportunity to learn about this and I think more students will be willing to do that”.

For the question “Do you feel well-informed about the available mobility opportunities?”, the highest number of responses were given to option “Somewhat informed” (50%), next were the responses were given to option “Not well-informed” (23%), very well-informed (19%) and the last option was “Not at all informed” (8%) (Fig. 19).

Do you feel well-informed about the available mobility opportunities?

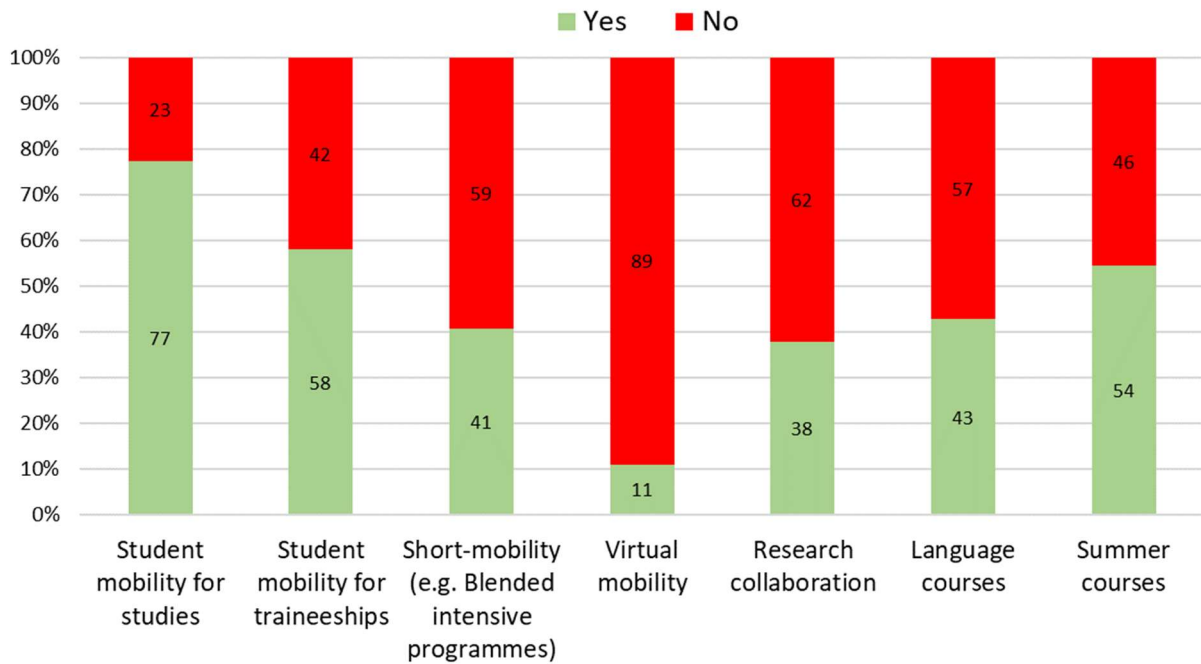


**Figure 19. Students answers on the given question**

For the question “What type of mobility interests you the most”, the highest number of “Yes” responses were given to option “Student mobility for studies” (77%), while the highest number of “No” responses were given to option “virtual mobility” (89%) (Fig. 20).



### What type of mobility interests you the most?

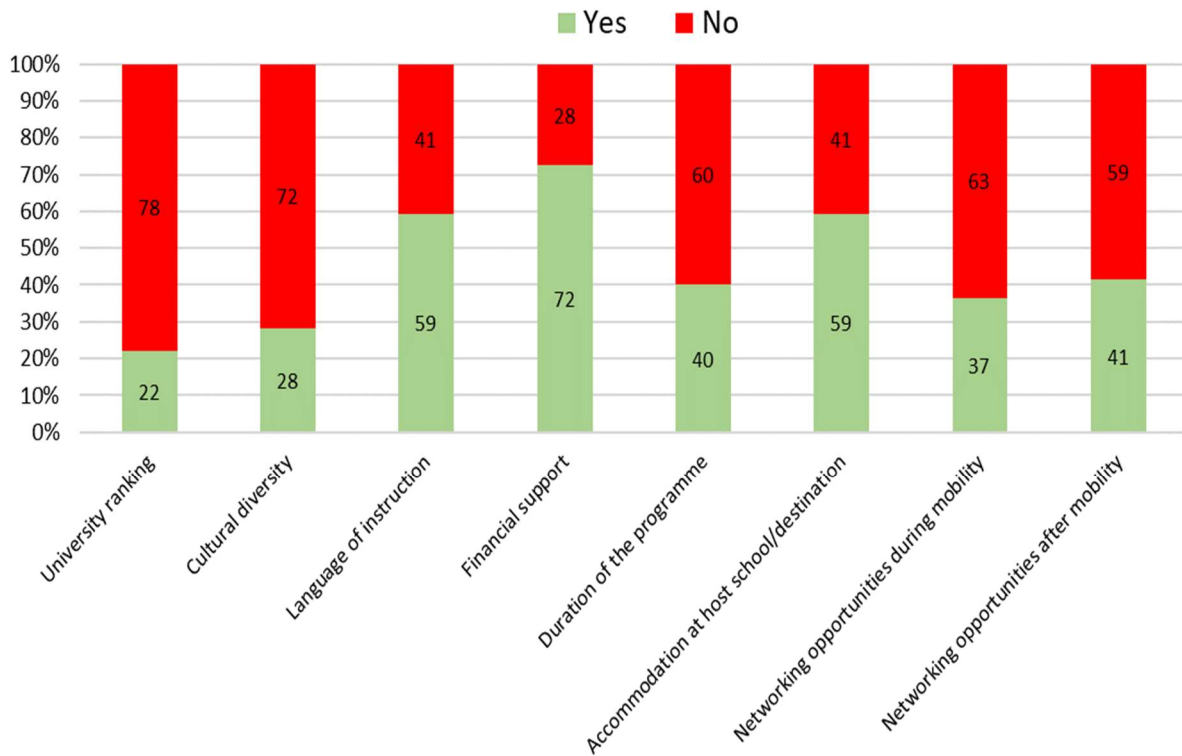


**Figure 20. Students answers (Yes or No) on the given question**

Open question “What type of mobility interests you the most? [Other]”: Response to this question was given by 1 student. The answer was “Internship”.

For the question “When you think about choosing a mobility programme, what would be the most important factors for you?”, the highest number of “Yes” responses were given to option “Financial support” (72%) , while the highest number of “No” responses were given to option “University ranking” (78%) (Fig. 21).

## When you think about choosing a mobility programme, what would be the most important factors for you?

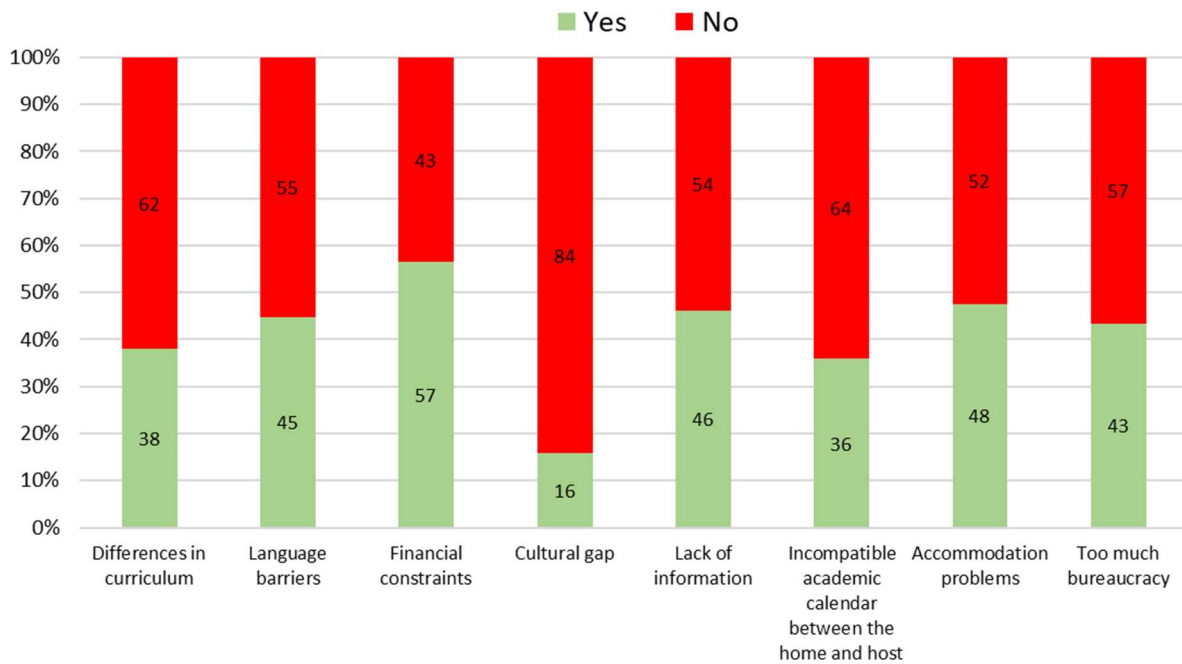


**Figure 21. Students answers (Yes or No) on the given question**

Open question “When you think about choosing a mobility programme, what would be the most important factors for you? [Other]”: Responses to this question were given by 4 students. In answers there were such comments as: fit of the topic, subjects offered by the university, culture, environment, events, community, possibilities, and course offer.

For the question “What challenges do you anticipate in participating in mobility?”, the highest number of “Yes” responses were given to option “Financial constraints” (57%), while the highest number of “No” responses were given to option “Cultural gap” (84%) (Fig. 22).

## What challenges do you anticipate in participating in mobility?



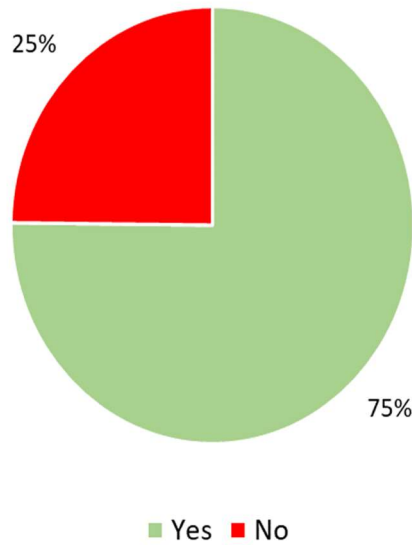
**Figure 22. Students answers (Yes or No) on the given question**

Open question “What challenges do you anticipate in participating in mobility? [Other]”: There were 4 Responses to this question, such as: “Lack of time because of work”, “I wanted to go for Erasmus+ internship programme in Australia from February to August 2024, but it wasn't possible due to the recruitment time (spring 2024). Eventually, I'm traveling on my own with no support which is the worst possible scenario”, and “Small number of a subjects fitting my faculty in offered universities”.

Open question “What additional resources or support would encourage you to consider participating in a mobility programme?”: Responses to this question were given by 162 students. In answers there were such comments as: “Better information, long-term programmes, financial support, accommodation”, “Programs related to what I am studying”, “The most scary and challenging is to get through the mobility without financial support from other parties ( not support from university). Especially in more expensive countries it is hard to go by with only scholarship money which makes people coming from poorer families excluded from the experience that the mobility might provide”, “A larger selection of universities with the main English language”, “Accommodation guide”, “Covering transportation fees and health insurance”, and “Clear instructions of preparation and formal issues before mobility”.

For the question “Would you be interested in participating in a buddy programme (peer-to-peer students mentoring) to guide future students interested in mobility?”, 75% of students’ answer was “Yes”, and 25% was “No” (Fig. 23).

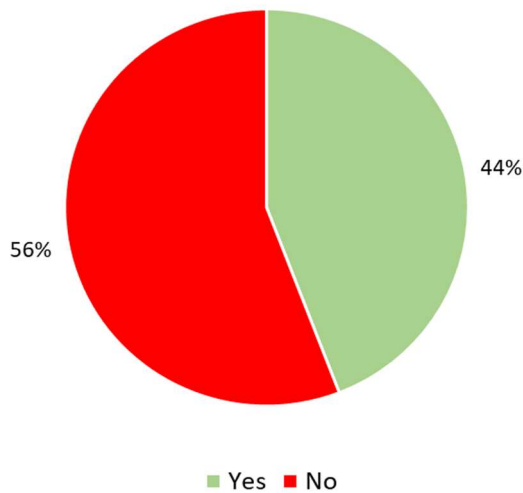
Would you be interested in participating in a buddy programme (peer-to-peer student mentoring) to guide future students interested in mobility?



**Figure 23. Students answers (Yes or No) on the given question**

To the question “Do you think that a mobility period should be mandatory in the academic curriculum?”, 44% of students’ answer was “Yes”, and 56% was “No” (Fig. 24).

Do you think that a mobility period should be mandatory in the academic curriculum?

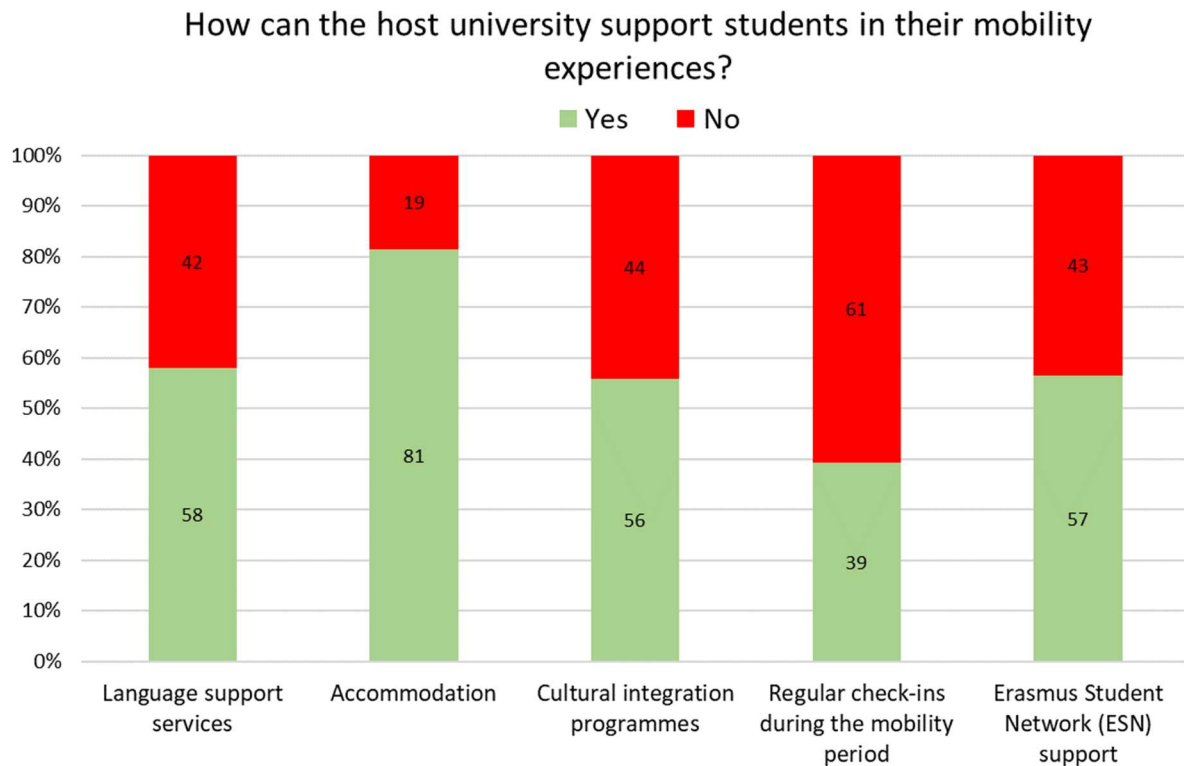


**Figure 24. Students answers (Yes or No) on the given question**

Open question “If you have participated in mobility programmes before, what was the most valuable aspect of your experience?”: Responses to this question were given by 24 students. In answers there were such comments as: “The new things I learnt, about different cultures”, “Meeting new and interesting people”, “Discovering new development opportunities, broadening horizons”, “Improving my English”, “Learning new techniques in my field of study”, and “New skills”.

Open question “What challenges did you encounter and how were they addressed?”: Responses to this question were given by 24 students. In answers there were such comments as: “Language barrier”, “Problem with matching the study program”, “The scholarship was not enough to cover all the costs”, “Loneliness, lack of supervision”, and “Overcoming bureaucracy”.

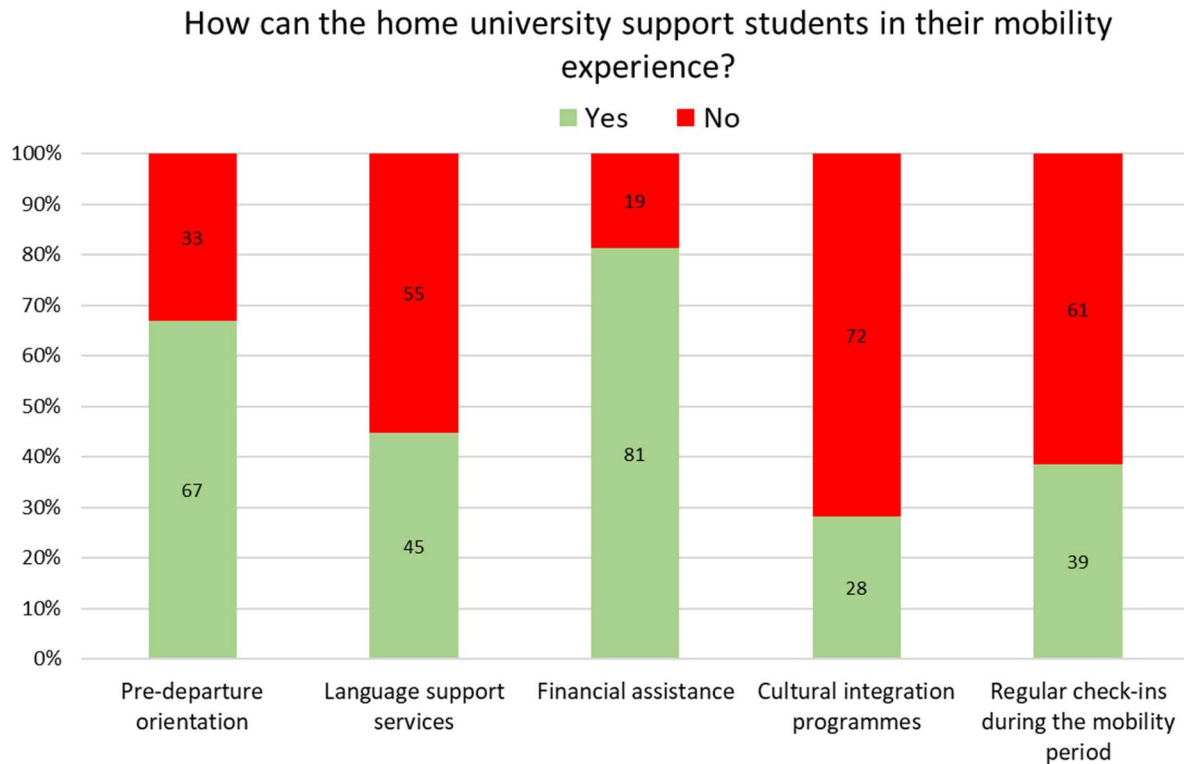
For the question “How can the host university support students in their mobility experience?”, the highest number of “Yes” responses were given to option “Accommodation” (81%), while the highest number of “No” responses were given to option “Regular check-ins during mobility period” (61%) (Fig. 25).



**Figure 25. Students answers (Yes or No) on the given question**

Open question “How can the host university support students in their mobility experiences? [Other]”: Responses to this question were given by 7 students. In answers there were such comments as: “Integration with other students in the same course in the host university”, “Mentoring”, “Host University should link up at their embassies at the visitor's country to make visa acquisition easy”, and “Universities could organize meetings with host and mobility students”.

For the question “How can the home university support students in their mobility experience?”, the highest number of “Yes” responses were given to option “Financial assistance” (81%), while the highest number of “No” responses were given to option “Cultural integration programmes” (72%) (Fig. 26).

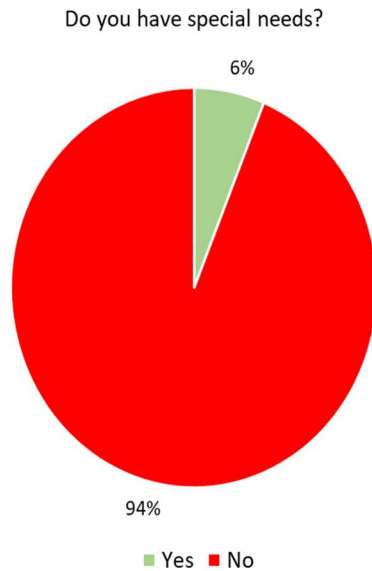


**Figure 26. Students answers (Yes or No) on the given question**

Open question “Do you have any additional comments or suggestions regarding the mobility programme at your institution?”: Responses to this question were given by 147 students. However, in majority, the answers were such as “ No, I don’t”. In answers worthy to note were: “I’d like to participate and be better informed about the programme”, “It’s important continue with the mobility programs and encourage to more students can participate”, “It might be just a thing at my faculty but having meeting in the faculty which would promote the mobility opportunities that are present at the specific faculty, maybe contact to students who have already visited the universities that are working with the faculty. In general more specific information of what I could expect when choosing specific countries for my exchange”, “I really liked it, I think there should be more meetings about mobility opportunities, and students should be encouraged to join them”, “I wish there was more universities or fields that are considered in the available list of my university. As I recall there are not many universities that allow students to participate in student’s exchange programme if it comes to economics”, “I would like to see more offers, for example if there is Erasmus or Erasmus Internship, in my opinion there should be someone who will show you that you can take part in this plus also what we can choose. Professors know place, other universities, private companies to work together but they don’t recommend much”, “More information about on-going registration period for mobility programme and up-to-date only info on main page of the site not from 4

years ago”, and “Maybe arrange meetings with former exchange students so you know what to expect more”.

For the question “Do you have special needs?”, 6% of students’ answer was “Yes”, and 94% was “No” (Fig. 27).

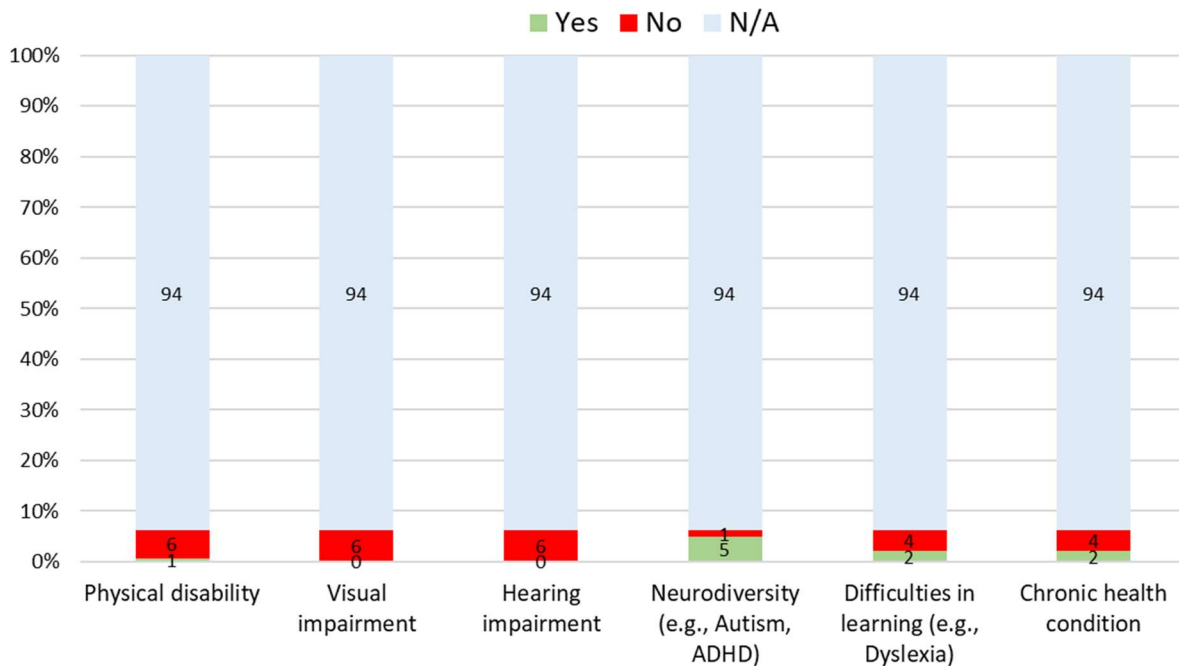


**Figure 27. Students answers (Yes or No) on the given question**

For the question “Nature of special needs?” 5% of students’ answer was “Yes” to “Neurodiversity”. On the other hand, the 6% of students’ answer was “No” to “Physical disability”, “Visual impairment” and “Hearing impairment” (Fig. 28).



## Nature of special needs



**Figure 28. Students answers (Yes, No or N/A) on the given question**

Open question “Nature of special needs: [Other]”: There were no answers.

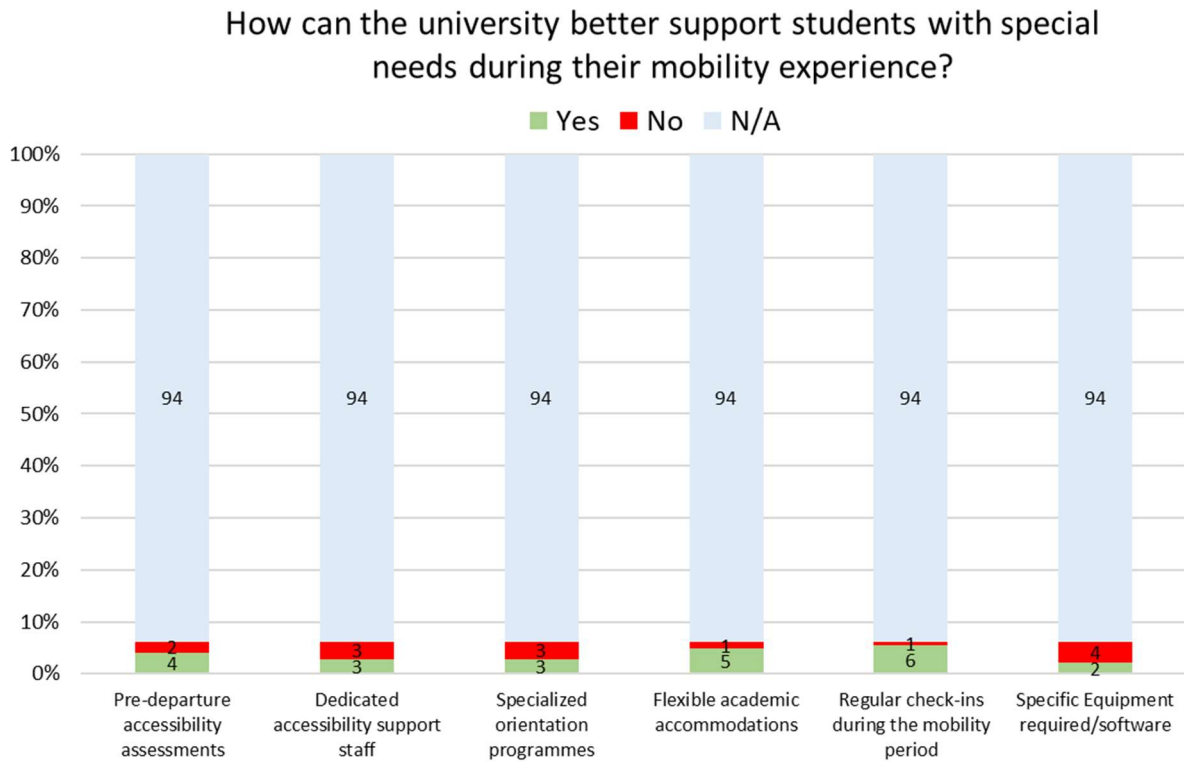
Open question “Do you feel very well-informed about the available mobility programmes, especially those tailored to students with special needs?”: Responses to this question were given by 10 students. In answers there were such comments as: “Somewhat informed” and “Not at all informed”.

Open question “What specific challenges or concerns do you anticipate in participating in a mobility programme due to your special needs? [Other]”: There were no answers.

Open question “What support services would be essential for you to fully benefit from a mobility programme?”: Responses to this question were given by 10 students. In answers there were such comments as: “support in communication with lecturers, support in the organization”, “Easy access to healthcare in host country”, “Money and a place to sleep”, “Access to psychiatric help while outside of home country”, “Accommodation”, and “Extra time for tests like I have at my home university and someone to turn to if I get stuck with things”.

For the question “How can the university better support students with special needs during their mobility experience?” 5% of students’ answer was “Yes” to “Flexible academic accommodations” and 6% of students answered “Yes” to “Regular check-ins during the mobility period”. The 4% of students’ answer was “No” to “Specific Equipment

required/software”, and 3% to “Dedicated accessibility support staff”, and “Specialized orientation programmes” (Fig. 29).



**Figure 29. Students answers (Yes, No or N/A) on the given question**

There were no rational answers on open questions: “How can the university better support students with special needs during their mobility experience? [Other]” and “What additional resources or support would encourage you to consider participating in a mobility programme?”.