2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

PARTICIPATION IN THE ERASMUS+ PROGRAM: ITS ASSOCIATION WITH STUDENTS' SELF-EFFICACY, VALUE ORIENTATIONS, AND IDENTITY DEVELOPMENT — A CASE STUDY OF TBILISI STATE UNIVERSITY

Tea Gergedava
Ivane Javakhishvili Tbilisi State University (TSU)
ORCID: 0009-0001-5921-915X

Ekaterine Pirtskhalava
Ivane Javakhishvili Tbilisi State University (TSU)
ORCID: 0000-0003-0345-0560

Annotation

This study examines the impact of Erasmus+ International Credit Mobility on students' self-efficacy, identity development and value orientations. A mixed-methods approach was applied, including a survey of 355 students and graduates and focus groups with mobility participants. The findings indicate that Erasmus+ participation contributes to higher self-regulation, effective use of social resources, intercultural awareness and personal development while influencing value orientations.
Keywords: Erasmus+, international mobility, self-efficacy, value orientations, identity development

Introduction

The rise of globalization has significantly reshaped the landscape of higher education, emphasizing study abroad programs as an integral component of academic curricula. These programs extend beyond enhancing academic knowledge, fostering transformative personal and social outcomes such as intercultural competence, improved self-esteem, and a more integrated sense of identity (Hoffa & DePaul, 2010; Paige et al., 2009). Scholars have extensively documented the benefits of study abroad experiences, underscoring their role in exposing students to diverse cultures and environments, which in turn fosters critical life skills essential for thriving in a globalized world (Engle & Engle, 2004; Dwyer, 2004).

Short-term study abroad programs, such as those facilitated by the European Union's Erasmus+ International Credit Mobility (ICM) Program, have gained increasing popularity among Georgian students. These programs provide students with opportunities to spend a semester or two at European universities, allowing them to expand their professional knowledge, develop foreign language proficiency, and immerse themselves in the host country's culture and social environment. Such experiences cultivate observational skills, tolerance, and the ability to adapt successfully to new cultural settings, making them a vital component of higher education for preparing students to navigate multicultural and global contexts (Deardorff, 2006).

Extensive research into student mobility experiences has highlighted various positive outcomes, including increased language proficiency, intercultural communication skills, professional competence, and awareness of other cultures and one's own (Cushner & Karim, 2003; Halse, 1996; McCabe, 2001). However, studies have yielded mixed results regarding the impact of study abroad on intercultural competence and personal development. While some researchers argue that direct intercultural contact fosters learning and openness (Czura, 2017; Mak et

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

al., 2014), others suggest that students may return with unchanged or even more ethnocentric attitudes (Jackson, 2015; Vande Berg, 2007).

Contact Theory (Allport, 1954) provides a useful framework for understanding how intercultural interactions influence personal attitudes and values. Meaningful contact under favourable conditions can reduce prejudice, strengthen intercultural understanding, and contribute to identity transformation (Pettigrew & Tropp, 2005; Sobkowiak, 2019).

At Ivane Javakhishvili Tbilisi State University (TSU), researchers have focused on exploring the personal and professional impacts of the Erasmus+ ICM Program on students participating in international mobility. Particular attention has been paid to self-efficacy, identity development, value orientations, and intercultural awareness.

Research Problem

Despite the growing popularity of Erasmus+ mobility programmes, limited empirical evidence exists regarding their impact on Georgian students' values, identity development, and self-efficacy. Existing studies have mainly focused on academic outcomes and intercultural competence, while less attention has been paid to the relationship between mobility experiences and students' personal values and self-efficacy. Therefore, further empirical investigation is needed to understand the developmental impact of Erasmus+ mobility within the Georgian higher education context.

Aim of the Study

The aim of this study was to examine whether participation in the Erasmus+ International Credit Mobility (ICM) programme is associated with differences in students' self-efficacy, identity development, and value orientations.

Research Objectives

1. To examine differences in self-efficacy between Erasmus+ participants and non-participants.
2. To compare value orientations across mobility groups.
3. To explore students' perceptions of the Erasmus+ mobility experience.
4. To identify the personal and professional outcomes of participation.

Research Hypotheses

H1. Participation in the Erasmus+ ICM Programme is associated with differences in students' self-efficacy.

H2. Participation in the Erasmus+ ICM Programme is associated with differences in students' value orientations.

H3. Participation in the Erasmus+ ICM Programme is associated with differences in students' identity development.

Methods

To address the research questions, the study employed a convergent parallel mixed-methods design, in which qualitative and quantitative data were collected and analyzed independently and subsequently integrated during interpretation (Creswell & Plano Clark, 2011).

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

The research was conducted between 2022 and 2024 and consisted of several stages. First, a desk review of relevant literature and Erasmus+ mobility documentation was carried out. Based on the findings of the desk research, data collection instruments for both qualitative and quantitative phases were developed.

The qualitative component included 27 in-depth interviews with academic and administrative staff members and two focus groups with Erasmus+ mobility participants (N = 16). The interviews and focus groups explored participants' experiences, perceived benefits, challenges, and the impact of Erasmus+ mobility on personal, professional, and institutional development.

The quantitative component consisted of an online survey involving 355 students and graduates. Participants included Erasmus+ ICM beneficiaries, applicants who were not selected, and students who had not participated in mobility programs. The sample comprised bachelor's, master's, and doctoral students, as well as alumni of Ivane Javakhishvili Tbilisi State University who had engaged with Erasmus+ opportunities between 2016 and 2024.

Qualitative and quantitative data were analyzed separately and subsequently integrated to provide a comprehensive understanding of the impact of Erasmus+ International Credit Mobility on students, university staff, and the institution as a whole.

2.1.1. Qualitative Findings

The qualitative data obtained from 27 in-depth interviews and two focus groups were analyzed using thematic analysis. The analysis revealed four major themes related to participants' experiences of Erasmus+ mobility: personal growth, identity development, professional development, and challenges associated with participation.

Table 1. Themes Identified Through Thematic Analysis

Theme	Description
Personal Growth	Increased independence, self-confidence, and personal responsibility
Identity Development	Enhanced cultural awareness and reflection on personal and national identity
Professional Development	Academic networking, collaboration, and exposure to new educational approaches
Challenges	Credit recognition procedures and adaptation to a new environment

Participants frequently associated Erasmus+ mobility with increased independence and self-confidence. As one participant explained, "I became more confident in myself and overcame the fear of new things." Exposure to multicultural environments enhanced cultural awareness and identity reflection. According to one student, "During my time abroad, I understood my country and my origin better."

Participants also emphasized academic and professional benefits, particularly the opportunity to establish international networks and future collaborations. One academic staff member noted: "Establishing personal contacts is essential. You do

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

it for the future." At the same time, several challenges were identified, most notably issues related to credit recognition and adaptation to a new environment.

These findings support the themes identified through thematic analysis and complement the quantitative results, highlighting the role of Erasmus+ mobility in fostering students' self-efficacy, identity development, and personal growth.

Quantitative Findings

Sample

The study employed a "convenience sampling" approach. Questionnaires were distributed via Google Forms to 946 students who participated in the program at TSU between 2016 and 2022, based on data provided by the Department of Foreign Relations. The initial sample was drawn from the 2016–2022 Erasmus+ mobility database, while an additional survey wave was conducted between 2022 and 2024 to increase the number of responses and include more recent participants. To increase the response rate, three reminders were sent to the survey participants of each wave.

In addition, 27 in-depth interviews were conducted with academic and administrative staff members to explore institutional experiences, perceived benefits, and challenges associated with Erasmus+ mobility. Two focus groups, comprising 16 participants (10 women and 6 men) in total, included Erasmus+ ICM Program beneficiaries from 2016–2022. Some participants were graduates now employed, while others were continuing their studies. All participants were informed about the audio recording of the sessions.

The survey sample included BA and MA students and graduates, while PhD students participated only in the qualitative component of the study. Ethics standards for the research based upon informed consent procedures were followed.

Instruments

The survey employed a questionnaire comprising structured questions, Likert-type scales, and closed-ended questions aligned with the research objectives, while also incorporating the following psychological measurement instruments:

- Schwartz Values Questionnaire (PVQ-RR) (Schwartz, 1992; 2012)
- Dimensions of Identity Development Scale (DIDS) (Luyckx et al., 2008)
- Child and Adolescent Self-Efficacy Scale (Bandura et al., 1996)

All scales were adapted for the Georgian population. Confidentiality was ensured through implicit consent protocols. Additionally, a tailored focus group guide was developed for the sessions.

Data Analyses

Quantitative data were entered and analyzed using SPSS version 25. Qualitative data were analyzed using thematic analysis.

Results

Background information

Considering the research hypothesis, three groups were selected in the research study:

- ❖ those who won the Erasmus + ICM grant to spend a semester abroad (N = 139; 39.2%);
- ❖ those who participated in the ERASMUS+ ICM grant contest but were not selected as grantees (N = 137; 38.6%);

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

- those who did not participate (N = 79; 22.3%).

Table 2. Demographic Characteristics of the Study Participants

Participants Characteristic	%	Participants Characteristic	%
Gender		**Education**	
Female	79	BA	68.3
Male	21	MA	19.5

According to the results, the age range of the study participants is from 16 to 51 years, with a mean age of 21.98 (SD = 4.08).

1) **Dimensions of Identity Development Scale (DIDS) (Luyckx et al., 2008).**

There were no statistically significant differences observed among the three groups for the following variables:

Table 3. **One-Way ANOVA Results for Dimensions of Identity Development**

Dimension	F (2,282)	p
Decision-Making	1.129	.325
Exploring Alternatives	2.298	.102
Continuous Searching	0.915	.402
Identification with Choices	1.569	.210
Reflective and In-Depth Searching	1.660	.192
Reconsideration of Choices	1.719	.181

Note. No statistically significant differences were observed among the three groups across any DIDS dimensions.

The analysis of several personal traits among mobility participants, students preparing to participate, and those who have never participated in mobility programs revealed no statistically significant differences across key dimensions such as decision-making, exploring alternatives, continuous searching, identification with choices, reflective and in-depth searching, and reconsideration of choices. These findings suggest that participation in mobility programs does not inherently lead to notable differences in these specific personal traits.

While mobility experiences are often celebrated for fostering personal growth and professional development, the absence of significant differences in these variables may indicate that other factors, such as cultural context, prior experiences, or individual characteristics, play a more pivotal role in shaping these traits. Furthermore, the results underscore the complexity of the relationship between mobility experiences and personal development, suggesting that the impact of mobility programs may be more nuanced and context-dependent.

2) Self-efficacy (Child and Adolescent Self-Efficacy Scale (Bandura et al., 1996)).

The findings of this study highlight the nuanced impact of mobility experiences on various aspects of personal development.

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

Table 4. One-Way ANOVA Results for Self-Efficacy Dimensions

Dimension	F (2,282)	p	η^2
Use of Social Resources	6.85	.001	.046
Management of the Learning Process	3.20	.042	.022
Engagement in Extracurricular Activities	0.76	.468	.005
Self-Regulation	5.56	.004	.038
Implementation of Assertive Behavior	1.76	.173	.012
Engagement in Social Activities	1.86	.158	.013

The findings of this study highlight the nuanced impact of mobility experiences on various aspects of personal development. Specifically, statistically significant differences were observed in the domains of social resource use, management of the learning process, and self-regulation, with participants who had mobility experience demonstrating notable advantages in these areas. The "Not Yet/Unable to Participate" group excelled in social resource use and self-regulation, indicating the potential influence of mobility anticipation or engagement in preparation activities.

Conversely, no significant differences were found in the domains of engagement in extracurricular activities, implementation of assertive behavior, and engagement in social activities, suggesting that these aspects may not be directly influenced by mobility experiences. This indicates that while mobility programs contribute significantly to certain traits, their effect is not universally transformative across all personal development dimensions.

These results underscore the role of mobility programs in fostering specific competencies, such as self-regulation and social resource management, which are critical for personal and professional success. However, the variability in impact across different domains suggests the need for tailored interventions within mobility programs to address areas where significant changes were not observed.

2. Schwartz's Values Questionnaire (PVQ-RR) (1992; 2012).

This study utilized the Schwartz Values Questionnaire (Schwartz, 1992; 2012), a well-established tool for measuring personal values, to investigate the impact of mobility experiences on specific personality traits. The questionnaire consists of 57 items and 19 subscales, which are organized into four higher-order value categories: self-transcendence (other-oriented values), self-enhancement (self-oriented values), openness to change, and conservation. Additional subscales, such as humility and image, were assigned to the respective higher-order categories based on factor analysis results.

The primary goal was to assess differences among three mobility groups: those who had completed a mobility program ("Completed"), those preparing for or unable to proceed ("Not yet/Unable to Apply"), and those who had never engaged in the process ("No and did not try"). The traits of interest were self-transcendence, self-enhancement, openness to change, and conservation. Descriptive statistics and one-way ANOVA analyses were conducted to evaluate these differences.

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

Table 5. One-Way ANOVA Results for Schwartz Value Dimensions

Value Dimension	F (2,282)	p	η^2
Self-Transcendence	12.77	< .001	.083
Self-Enhancement	1.99	.139	.014
Openness to Change	14.13	< .001	.091
Conservation	5.10	.007	.035

Descriptive Statistics: The analysis revealed noteworthy patterns across the three groups:

1. Self-Transcendence: The highest average score was recorded in the "No and did not try" group (M = 11.12, SD = 1.19), followed by the "Completed" group (M = 10.30, SD = 2.15). The lowest score appeared in the "Not yet/Unable to Apply" group (M = 9.46, SD = 2.70).

2. Openness to Change: The "No and did not try" group again displayed the highest average (M = 10.14, SD = 1.22), followed by the "Completed" group (M = 9.60, SD = 1.86) and the "Not yet/Unable to Apply" group (M = 8.70, SD = 2.21).

These findings suggest variations in personality traits between individuals with differing levels of mobility experience.

To determine statistical significance, one-way ANOVA analyses were performed. The findings are summarized below:

1. Self-Transcendence ($\eta^2 = 0.083$): Significant differences were observed among the groups, $F (2, 282) = 12.77$, $p < .001$, with a moderate effect size. Post hoc analyses revealed that the "No and did not try" group scored significantly higher than both the "Completed" and "Not yet/Unable to Apply" groups.

2. Self-Enhancement ($\eta^2 = 0.014$): No significant differences were found among the groups, $F (2, 282) = 1.99$, $p = .139$, with a small effect size.

3. Openness to Change ($\eta^2 = 0.091$): Significant differences were identified, $F (2, 282) = 14.13$, $p < .001$, with a moderate effect size. The "No and did not try" group demonstrated significantly higher scores compared to other groups.

4. Conservation ($\eta^2 = 0.035$): Significant differences were also found, $F(2, 282) = 5.10$, $p = .007$, with a small-to-moderate effect size. The "No and did not try" group exhibited significantly higher scores than the "Not yet/Unable to Apply" group.

Post Hoc Comparisons (Tukey HSD)

1. Self-Transcendence:

- The "Completed" group scored significantly higher than the "Not yet/Unable to Apply" group (M = 0.84, p = .017).
- The "No and did not try" group scored significantly higher than both the "Completed" (M = -0.82, p = .041) and "Not yet/Unable to Apply" (M = -1.66, p < .001) groups.

2. Openness to Change:

- The "Completed" group showed significantly higher scores than the "Not yet/Unable to Apply" group (M = 0.90, p = .002).

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

- The "No and did not try" group scored significantly higher than the "Not yet/Unable to Apply" group ($M = -1.44$, $p < .001$).

Interpretation of Results

Self-Transcendence - Self-transcendence reflects values that prioritize the well-being of others. Contrary to expectations, individuals who participated in mobility programs scored lower on this dimension than those who had not engaged in mobility experiences. This finding indicates a greater inclination toward individualism among mobility participants, as opposed to an orientation toward others. The lack of significant differences between competition participants who did not advance and those who did not participate at all suggests that mobility experiences themselves are the critical factor influencing self-transcendence.

Openness to Change – This dimension typically represents flexibility, curiosity, and adaptability. Surprisingly, mobility participants exhibited lower openness to change than those who had not pursued mobility opportunities. This finding contradicts theoretical expectations that exposure to new cultures should enhance openness to change. Factors such as cultural barriers, adaptation challenges, or limited intercultural engagement might explain these results.

Conservation - Conservation encompasses traditional values, conformity, and security. Mobility participants scored lower in conservation compared to non-participants, suggesting that their experiences reduced conformity and reliance on traditional norms. However, this lower score in conservation was not accompanied by a corresponding increase in openness to change, presenting a paradox that warrants further investigation.

Contradictions and Implications - According to Schwartz's theory, openness to change and conservation are inversely related. However, this study found that mobility participants scored low on both dimensions. This suggests that while mobility programs may challenge traditional values, they do not necessarily enhance openness to change. These contradictions might be attributed to sample size limitations, cultural influences, or the specific contexts of mobility experiences.

The findings provide a nuanced understanding of how mobility experiences influence personal values. While mobility programs appear to decrease traditionalism (lower conservation scores), they do not universally foster openness to change or self-transcendence. This challenges the assumption that mobility experiences inherently promote adaptability and global-mindedness.

Additionally, the results highlight the complexity of personality development in the context of international experiences. Merely participating in a competition does not influence personal values, emphasizing that the transformative impact lies in the actual experience of living and studying in a new cultural environment.

Discussion

The integration of qualitative and quantitative findings enabled triangulation of results and provided a more comprehensive understanding of the impact of Erasmus+ mobility.

The findings of this study provide evidence that participation in the Erasmus+ International Credit Mobility Program is associated with important aspects of

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

students' personal and professional development. The integration of quantitative and qualitative findings provides a more comprehensive understanding of the impact of Erasmus+ mobility on students' development. The quantitative results revealed significant differences in several dimensions of self-efficacy, particularly in the use of social resources, management of the learning process, and self-regulation. These findings suggest that international mobility experiences contribute to the development of competencies that are essential for academic success and adaptation in multicultural environments.

The qualitative findings provide additional insight into these results. Participants frequently described increased independence, self-confidence, and personal responsibility following their mobility experience. Many emphasized that studying abroad required them to make decisions independently, adapt to unfamiliar circumstances, and develop new coping strategies. These experiences may help explain the higher levels of self-regulation and effective use of social resources observed among mobility participants. Furthermore, participants highlighted the importance of intercultural interaction, exposure to new educational environments, and the opportunity to establish international academic and professional networks.

The study also revealed significant differences in several value dimensions. While mobility participants demonstrated lower levels of conservation and self-transcendence compared to non-participants, the qualitative data suggest that exposure to diverse cultural contexts encouraged critical reflection on existing beliefs, social norms, and personal identity. Participants reported increased intercultural awareness, broader perspectives, and a deeper understanding of their own cultural background. These findings support previous research emphasizing the transformative potential of international mobility experiences and suggest that value development in the context of international mobility is complex and influenced by multiple individual and contextual factors.

Overall, the integration of qualitative and quantitative findings confirms that Erasmus+ mobility represents more than an academic opportunity; it is a developmental experience that influences students' self-efficacy, value orientations, and identity formation. At the same time, challenges related to credit recognition and adaptation to new environments indicate areas where institutional support mechanisms could be further strengthened to maximize the benefits of mobility participation. These findings highlight the importance of international mobility programs in supporting students' personal growth, intercultural competence, and preparation for participation in increasingly globalized academic and professional environments.

Study Limitations

Several limitations should be acknowledged. The study employed convenience sampling and was conducted within a single higher education institution, which may limit the generalizability of the findings. In addition, the data were collected through self-report measures and a cross-sectional design, restricting the ability to draw causal conclusions. Future studies should include more diverse samples and longitudinal approaches to further explore the long-term impact of Erasmus+ mobility experiences.

Conclusion

This study sought to examine the impact of student participation in the Erasmus+ ICM Program on personal attitudes, self-efficacy, and basic values. The

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

findings provide nuanced insights into how international mobility experiences influence participants, addressing the study's two central hypotheses.

Hypothesis 1: Influence on Personal Attitudes and Self-Efficacy

The results demonstrated that student engagement in the Erasmus+ ICM Program significantly influences certain aspects of self-efficacy. Participants with mobility experience showed higher scores in social resource use, management of the learning process, and self-regulation, supporting the hypothesis that mobility fosters personal growth and adaptability. These traits are critical for navigating complex academic and social environments, underscoring the program's role in enhancing students' confidence and independence.

However, the findings did not reveal significant differences in other self-efficacy dimensions, such as extracurricular engagement, assertive behavior, and social activity participation. This suggests that while mobility programs facilitate specific competencies, their transformative effects may not extend universally across all personal attitudes or behaviors.

Hypothesis 2: Influence on Basic Values

Regarding basic values, participation in the Erasmus+ ICM Program and the semester spent at partner universities were found to significantly influence dimensions such as self-transcendence, openness to change, and conservation. Mobility participants exhibited lower scores in self-transcendence and conservation, indicating a shift toward individualism and reduced conformity to traditional norms. Conversely, non-participants scored higher in these dimensions, reflecting greater orientation toward collective values and traditional frameworks.

Surprisingly, participants also scored lower in openness to change, which contradicts theoretical expectations that mobility fosters adaptability and receptivity to new experiences. This unexpected result could be attributed to contextual factors such as language barriers, cultural differences, or the challenges of adapting to unfamiliar environments. It highlights the complex interplay between international experiences and value development, warranting further investigation. The qualitative findings further supported the quantitative results. Participants consistently described increased independence, self-confidence, intercultural awareness, and professional networking opportunities resulting from Erasmus+ mobility. At the same time, challenges related to credit recognition and adaptation to new environments were identified. These findings highlight the transformative nature of mobility experiences and provide additional context for understanding the observed differences in self-efficacy and value orientations.

Hypothesis 3: Influence on Identity Development

The analysis of the Dimensions of Identity Development Scale (DIDS) revealed no statistically significant differences among the three groups across any of the measured dimensions of identity development. Therefore, participation in the Erasmus+ ICM Program was not associated with measurable differences in identity development in the present study. Consequently, the third hypothesis was not supported by the quantitative findings. These results suggest that identity development may be influenced by factors other than participation in short-term mobility programmes and may require a longer period of observation to detect significant changes.

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

Implications

The findings support the overarching hypothesis that participation in the Erasmus+ ICM Program influences personal and value-related traits. Mobility experiences foster key competencies like self-regulation and social resource management while challenging traditional value orientations. However, the variability in impacts across different dimensions suggests that the program's influence is nuanced and context-dependent.

Future Directions

Longitudinal Studies: Future research should track participants over time to capture long-term impacts on personal development and values.

Contextual Analysis: Examining cultural, institutional, and individual factors could provide deeper insights into the observed patterns.

Program Customization: Tailored interventions addressing specific competencies, such as openness to change, may enhance the program's holistic impact.

In conclusion, the integration of qualitative and quantitative evidence suggests that the Erasmus+ ICM Program plays a transformative role in shaping students' self-efficacy, value orientations, and personal development. By fostering critical life skills and challenging traditional norms, mobility experiences contribute to both individual growth and the broader goals of internationalization in higher education.

Recommendations

Based on the findings of this study, several recommendations can be proposed. Universities should strengthen pre-departure intercultural preparation for mobility participants. Greater attention should be paid to simplifying and standardizing credit recognition procedures. Follow-up activities and support mechanisms should be developed to assist students after their mobility experience. Future Erasmus+ projects should incorporate structured reflection and mentoring activities to maximize the developmental benefits of international mobility.

References

Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.

Altschuler, L., Sussman, N. M., & Kachur, E. (2003). Assessing intercultural sensitivity in study abroad students. *Journal of Intercultural Relations, 27*(1), 381-399.

Bennett, M. J. (2008). Intercultural competence for global leadership. *Group & Organization Management, 33*(1), 41–71. https://doi.org/10.1177/1059601107313023

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage Publications.

Cushner, K., & Karim, A. U. (2003). Study abroad at the university level. *International Journal of Intercultural Relations, 27*(4), 421–427. https://doi.org/10.1016/S0147-1767(03)00032-3

Czura, A. (2017). Short-term mobility programs and their impact on intercultural competence development. *Journal of Multilingual and Multicultural Development, 38*(6), 527-540. https://doi.org/10.1080/01434632.2016.1207188

2026, 30(1), 47–58 Received 19 May 2026. Accepted 1 November 2026.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education, 10*(3), 241–266. https://doi.org/10.1177/1028315306287002

Desforges, D. M., Lord, C. G., Ramsey, S. L., Mason, J. A., Van Leeuwen, M. D., West, S. C., & Lepper, M. R. (1997). Effects of structured cooperative contact on changing negative attitudes toward stigmatized social groups. *Journal of Personality and Social Psychology, 72(*2), 370–382. https://doi.org/10.1037/0022-3514.72.2.370

Dwyer, M. M. (2004). More is better: The impact of study abroad program duration. **Frontiers: The Interdisciplinary Journal of Study Abroad, 10*, 151-163.

Engle, L., & Engle, J. (2004). Assessing language acquisition and intercultural sensitivity development in relation to study abroad program design. *Frontiers: The Interdisciplinary Journal of Study Abroad, 10*, 219–236.

Fang, F., & Baker, W. (2017). "A more inclusive mind towards the world": Student perceptions of intercultural competence development during study abroad. *International Journal of Intercultural Relations, 60*, 105–118. https://doi.org/10.1016/j.ijintrel.2017.04.004

Gaertner, S. L., Rust, M. C., Dovidio, J. F., Bachman, B. A., & Anastasio, P. A. (1993). The common ingroup identity model: Recategorization and the reduction of intergroup bias. *European Review of Social Psychology, 4(1*), 1–26. https://doi.org/10.1080/14792779343000004

Halse, C. (1996). Developing professional competence in student teachers. *International Journal of Educational Development, 16*(3), 287–295. https://doi.org/10.1016/0738-0593(96)00025-4

Hoffa, W. W., & DePaul, S. C. (2010). A history of U.S. *study abroad: 1965–present. Frontiers*: The Interdisciplinary Journal of Study Abroad.

Jackson, J. (2015). *The Routledge handbook of language and intercultural communication*. Routledge.

Mak, A. S., Brown, P. M., & Wadey, D. (2014). Contact and attitudes toward international students in Australia. *Journal of Intercultural Communication Research, 43*(1), 22–38. https://doi.org/10.1080/17475759.2013.867766

McCabe, L. T. (2001). Globalization and internationalization: The impact on education abroad programs. *Journal of Studies in International Education, 5*(2), 138–145. https://doi.org/10.1177/102831530152003

Paige, R. M. (1993). On the nature of intercultural experiences and intercultural education. *Intercultural Education, 4*(1), 1–12. https://doi.org/10.1080/0952391930040101

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. (2004). Maximizing study abroad: A students' guide to strategies for language and culture learning and use. *Center for Advanced Research on Language Acquisition.*

Pettigrew, T. F., & Tropp, L. R. (2005). Allport's intergroup contact hypothesis: Its history and influence. In J. F. Dovidio, P. Glick, & L. A. Rudman (Eds.), *On the nature of prejudice: Fifty years after Allport* (pp. 262–277). Blackwell Publishing.

Sobkowiak, P. (2019). Erasmus+ and the building of European identity: A narrative review. *Journal of Educational and Social Research, 9*(4), 25-32. https://doi.org/10.36941/jesr-2019-0024

Van Dick, R., Wagner, U., Pettigrew, T. F., Christ, O., Wolf, C., Petzel, T., & Tropp, L. R. (2004). Role of perceived importance in intergroup contact. *Journal of Personality and Social Psychology, 87(*5), 711–727. https://doi.org/10.1037/0022-3514.87.5.711

Vande Berg, M. (2007). Intervening in the learning of U.S. students abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad, 18*, 1–75.