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**“Interim Evaluation of Erasmus Mundus II  
(2009-2013)”**

**ANNEXES TO THE FINAL REPORT**

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Contractor:



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ACTS	Asian Credit Transfer System
ALUF	Albert-Ludwigs-Universität Freiburg
ANECA	National Spanish Agency for Quality Assessment and Accreditation
AOIFE	Association of Institutions for Feminist Education and Research in Europe
ASEM	Asia-Europe Meeting
ATHENA	Advanced Thematic Network in Women's Studies in Europe
AUF	Agence Universitaire de la Francophonie
BOKU	University of Natural Resources and Life Sciences
CEFRES	Centre Français de Recherche en Sciences Sociales
CEPUS	Central European Programme for University Studies
CEU	Central European University
CIRAD	Agriculture Research for Development
CMU	Chiang Mai University
CNRS	French National Centre for Scientific Research
CODOC	Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe
CULS	Czech University of Life Sciences Prague
DAAD	The German Academic Exchange Service
DCI	Financing Instrument for Development Cooperation
DE	Germany
DG	Directorate General
DG DEVCO	DG Development and Cooperation
DG EAC	DG Education and Culture
DG ELARG	DG Enlargement
EACEA	Education, Audiovisual & Culture Executive Agency
EC	European Community
ECP	Education Cooperation Programme
ECTS	European Credit Transfer System
EDF	European Development Fund for ACP (Africa, Caribbean, Pacific countries)
EEA	European Economic Area
EEAS	European External Action Service
EHEA	European Higher Education Area
EHESS	L'École des Hautes Etudes en Sciences Sociales
EM	Erasmus Mundus
EMA	Erasmus Mundus Alumni Association
EMJD	Erasmus Mundus Joint Doctorate
EMMC	Erasmus Mundus Master Course
EMQA	Erasmus Mundus Quality Assessment
ENP	European Neighbourhood Policy
ENPI	Financing Instrument for Neighbourhood Countries
EP	European Parliament
ERC	European Research Council
ES	Spain
EU	European Union
EUA	Council for Doctoral Education
EVS	European Voluntary Service
FP	Framework Programme
FR	France
HE	Higher education
HEI	Higher education institution
ICI	Financing Instrument for Industrialised Countries
ICT	Information and communication technologies
IPA	Financing Instrument for Pre-Accessing Countries
IT	Information Technology
KTH	Royal Institute of Technology, Sweden

LLP	Lifelong Learning Programme
MSc	Master degree
NGO	Non-governmental organisation
NL	Netherlands
NTO	National Tempus Offices
PhD	Doctoral degree
PPMI	Public Policy and Management Institute
R&D	Research and development
SARUA	Southern African Regional Universities Association
TATA	Institute of Fundamental Research
TEEP II	Transnational European Evaluation Project
TEMPUS	Tempus Public Foundation
UGR	University of Granada
UK	United Kingdom
USA	United States of America
VET	Vocational education and training
WUN	Worldwide Universities Network



## ANNEX 1. TERMS OF REFERENCE OF THE INTERIM EVALUATION

### **1. Title of the assignment:**

**Interim Evaluation of Erasmus Mundus II (2009 – 2013)**

### **2. Context of the assignment**

#### **2.1 Introduction**

The Decision N° 1298/2008/EC of the European Parliament and of the Council of 16 December 2008<sup>1</sup> establishing the Erasmus Mundus 2009 – 2013 action programme is based on Article 165 of the Consolidated version of the Treaty on the Functioning of the European Union, which stipulates that *“The European Union and the member states shall foster cooperation with Third Countries and the competent international organisations.....”* with a general view to contributing to the development of quality education. This provision must be interpreted against the background of the following key developments:

- The Bologna Process as a European reform process aimed at creating the European Higher Education Area (EHEA) which was launched in March 2010 during the Budapest – Vienna Bologna Ministerial Conference. The EHEA main objective, included in the whole Bologna Process, is to support more comparable and coherent European higher education systems. Consolidating the EHEA will be the main objective of the Bologna Process during the coming years, supporting the internationalisation process both at institutional and educational national systems level;
- The challenges of the Globalisation process were responded by the European Union which in the Conclusions of the Lisbon European Council of March 2000 <sup>2</sup>underlined the need to reach a new knowledge-driven economy for the European Union. According to the new perspective of interdependence, developments in higher education (HE) can no longer be geographically confined or limited to the European Union and other European countries. The Communication to the European Parliament and the Council on “Strengthening Cooperation with Third Countries in the field of Higher Education”<sup>3</sup> adopted by the European Commission in 2001 included this new external condition as part of cooperation activities.

Since then, the link between the Lisbon Agenda and the need for reforms allowing higher education institutions (HEIs) to play an efficient role (in the European knowledge triangle: Education-Research-Innovation) to achieve the EU main objectives have seen the following milestones:

- 2005: Communication “Mobilising the brainpower of Europe: enabling Universities to make their full contribution to the Lisbon Strategy (COM/2005/152)”<sup>4</sup>.
- 2006: Communication “Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation (COM/2006/208)”<sup>5</sup>.
- 2007: Council Resolution on Modernising universities for Europe’s competitiveness in a global knowledge economy (23 November 2007)<sup>6</sup>.
- 2010: Council conclusions of 11 May 2010 on the “Internationalisation of higher education”<sup>7</sup>, where political support is given to the objective of the Internationalisation and a strong external dimension of HE within the European Union.

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<sup>1</sup> OJ 340, 19.12.2008, p.83

<sup>2</sup> March 2000, the European Council agreed on the Lisbon Agenda including an ambitious goal: making the EU “the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”.

<sup>3</sup> COM (2001)385, 18.12.2001

<sup>4</sup> COM (2005)152 final, 20.05.2005

<sup>5</sup> COM (2006)208 final, 10.05.2006

<sup>6</sup> Council Resolution of 23.11.2007 and the Report from the Commission to the Council on the Council Resolution COM(2008)680 final, 30.10.2008

<sup>7</sup> OJ 2010/C 135/04, 26.05.2010

Furthermore, beyond the strategic scope of 2010, on 3 March 2010, the European Union's main objectives were reviewed by the European Commission's proposal of a 10 year plan aimed to reactivate the European Union in the long term (horizon 2020), known as : "Europe 2020 Strategy"<sup>8</sup>.

Following the way initiated by the "Lisbon strategy", this renewed strategy is strongly focussed on knowledge innovation for smart, inclusive and sustainable growth to achieve more and better jobs.

Developed through flagship initiatives, "Europe 2020 Strategy" includes "Youth on the Move"<sup>9</sup> as a key initiative including a New Generation of Programmes with a new Erasmus Phase starting beyond 2013.

As a conclusion, the Erasmus Mundus Programme (2009 – 2013) is provided with specific coherence through its contribution to building the European Higher Education Area (Bologna Process) and through its support to the realization of the "Europe 2020 Strategy".

The Erasmus Mundus Programme phase II (2009 – 2013) has given continuity to the E M phase I (2004 – 2008)<sup>10</sup> by modifying and extending the programme<sup>11</sup>. As in phase I, phase II has continued to support world-class integrated masters programmes in Europe and scholarships for the best international students and academics. However, EM phase II has widened the scope incorporating key new dimensions to the programme, namely:

- Extending Joint Programmes which now include the doctoral level.
- Offering scholarships for European students.
- Integrating the phase I strand "External Cooperation Window" into the EM programme as Action 2 "Erasmus Mundus partnerships", with a wider scope including all levels of higher education – bachelor, doctoral and post-doctoral and other forms of cooperation with Third Countries.
- Allowing Third Country higher education institutions to participate in the EM consortia and partnerships on the same footing as European institutions.

In this context, this interim evaluation should pay special attention to the novelties introduced in phase II of the programme, how they have been used by beneficiaries and their impact in terms of programme's Relevance, Effectiveness, Sustainability and Efficiency (please, see the related specific evaluation questions). Furthermore, other evaluation questions (more related with previous evaluations) have also been included to suggest that evaluation's outcomes should update previous findings.

## **2.2. Specific and operational objectives of the Erasmus Mundus Programme**

### **2.2.1. General Objectives**

Article 3.1 in the Erasmus Mundus Decision sets up the following programme general aim:

"The programme's overall aim is to enhance the quality of European higher education and to promote dialogue and understanding between peoples and cultures through cooperation with Third Countries as well as to promote external policy objectives and the sustainable development of Third Countries in the field of higher education."

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<sup>8</sup> Communication from the Commission EUROPE 2020. A strategy for smart, sustainable and inclusive growth. COM(2010)2020final 3.3.2010

<sup>9</sup> Communication from the Commission "Youth on the Move", An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union. COM(2010)477 final 15.9.2010

<sup>10</sup> OJ L 345, 31.12.2003, p.1 Decision N° 2317/2003/EC of the European Parliament and of the Council established a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with Third Countries (Erasmus Mundus 2004 – 2008)

<sup>11</sup> During the first phase of the programme (2004 – 2009) Erasmus Mundus has supported 103 Erasmus Mundus Masters Courses of outstanding academic quality. It has provided grants to 6197 graduate students from Third Countries to follow these Masters Courses, and to 843 EU graduate students involved in these courses to study in Third Countries. The programme has also offered teaching or research scholarships in Europe to over 1121 incoming third-country academics and to 569 outgoing EU scholars. In addition, Erasmus Mundus has supported, during the mentioned period, 47 partnerships between Erasmus Mundus Masters Courses and higher education institutions in Third Countries. Finally, Erasmus Mundus I has funded 54 projects aimed at enhancing the attractiveness and the profile of European higher education in the world.

The three expected long term outcomes and impacts of the Erasmus Mundus Programme are:

- Firstly, the promotion of the European Higher Education as a centre of excellence, thus becoming an increasingly attractive destination for higher education studies.
- Secondly, to contribute to the Third Countries efforts in fostering sustainable development of Third Countries in line with the Millennium Development Goals.
- Thirdly, to enhance and better prepare the career prospects of outstanding students from Third Countries, the European Union and other European countries. The potential for future leadership roles of young people from Third Countries participating in the Erasmus Mundus Programme should not be discounted as the investment may contribute directly to a better general understanding between European Union and Third Countries thus indirectly underpinning global stability.

#### 2.2.2 Specific objectives

The specific objectives of the programme (as described in Article 3.2 of the Erasmus Mundus Decision) are:

- To promote structured higher education cooperation between European institutions and Third Country institutions.
- To offer high-quality higher education with European Union added-value.
- To promote a greater world-wide interest in European higher education activities, contributing to a mutual enrichment of societies by developing qualifications and skills of populations as regards labour market.
- To promote mobility for the most talented students and academics from both third and European countries.
- To contribute towards the development of human resources and the international cooperation capacity of higher education institutions in Third Countries through mobility streams between European Union and Third Countries.
- To improve accessibility to and enhance the profile and visibility of the higher education European offer.

#### 2.2.3 Specific Programme Actions

The Erasmus Mundus Programme includes three concrete actions, namely:

**ACTION 1:** Erasmus Mundus Joint Masters (Action 1A) and Erasmus Mundus Joint Doctoral (Action 1B) Programmes, including scholarships and fellowships schemes, are key components of the Erasmus Mundus Programme. These two sub-actions are designed as high-quality integrated courses at masters or doctoral level organised and offered by a supporting Consortium composed of at least three universities/HEIs from at least three different European countries<sup>12</sup>.

Within Erasmus Mundus 2009 – 2013, contrary to the previous generation of programme, European,<sup>13</sup> students are also offered scholarship in order to participate in the EM Masters or Doctoral Courses as grantees. The Erasmus Mundus Joint Programmes (whether at masters or doctoral levels) must be “integrated” to be selected under the EM Programme, which means that it must foresee a study period in at least two of the European universities/HEI’s partner in the Consortium. At the end of a successful study period, the EM Joint Programme must lead to the award of a double, multiple or joint degree. The scholarship scheme (EM Masters Courses) and the fellowship scheme (EM Joint Doctoral Courses) is aimed at highly qualified Third Country and European individuals who come to the EU to follow the EM Courses.

Specific Action 1 objectives are:

- Provide high quality education to European and Third Country students, contributing to the advancement of knowledge including in its professional context.

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<sup>12</sup> As mentioned in 2.1, the Consortia supporting the Erasmus Mundus Masters and Doctoral Programmes have been, in the new EM phase II (2009 – 2013) opened to Third Country institutions, who are invited to participate in the programme on the same footing as the European HEIs.

<sup>13</sup> For the definition of European student, please refer to Article 2 of the EM programme Decision

- Promote high quality academic mobility for students and scholars between at least two of the European countries participating in the EM Joint Programme.
- Lead to the award of recognised joint, double or multiple degrees to successful students.
- Contribute to reinforcing links between universities – research organisations and other sectors, including industry.
- Support academic excellence contributing to improving the overall quality of higher education in Europe.
- Provide appropriate professional career development opportunities and incentives for candidates (from Europe and developing countries).

**ACTION 2:** Erasmus Mundus Partnerships supports the creation of large Partnerships<sup>14</sup> between European universities and universities from targeted non European countries or regions as a basis for structured cooperation and the implementation of sustainable mobility flows from and, if applicable, to the target non-European countries/regions at all higher education levels (from bachelor to post doctorate, including academic and administrative university staff). Action 2 supports the interuniversity cooperation activities implemented by the partnership and provides a scholarship scheme covering the mobility costs of students and staff.

Specific Action 2 objectives are:

- To support cooperation between higher education institutions with a view to promoting study programmes and mobility;
- To foster the mobility of students, doctorate and post-doctorate candidates between the European Union and the third-countries/territories by promoting transparency, mutual recognition of qualifications and periods of study, research and training, and, where appropriate, portability of credits;
- To support the mobility of professionals (academic and administrative staff) with a view to improving mutual understanding and expertise, of issues relevant to relations between the European Union and the partner countries;
- To develop a distinctive value for the promotion of region to region cooperation.
- To develop higher education teaching and learning capacities of Third Countries and regions in areas of policy and practice closely linked to partners' political, economic and social reforms and modernization efforts
- To enhance the international cooperation capacity of universities and higher education institutions' staff in Third Countries
- To enable talented students, particularly from vulnerable groups to benefit linguistically, culturally and educationally from the experience of pursuing academic studies in another country and to promote EU values
- To provide Third Country students from vulnerable groups with postgraduate education thus enhancing their future career development opportunities
- To enhance scholars' skills to contribute to the improvement of higher education systems (capacity building) in Third Countries, implementing common study areas.
- To improve the transparency and recognition of studies and qualifications in particular building upon the achievements of the Bologna Process in this area
- To enhance political, cultural, educational and economic links between the EU and Third Countries.

**ACTION 3:** Promotion of European higher education by increasing the attractiveness of Europe as an educational destination and a centre of excellence worldwide. Activities under Action 3 aim to improve the visibility and the accessibility of the European higher education, to support better co-ordination and networking activities of the Erasmus Mundus National Structures (acting as EM National Agencies, see 2.4.2), and to support other issues related with the internationalisation of higher education.

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<sup>14</sup> The requirements are: minimum five European higher education institutions from at least three European Union member States and higher education institutions from the Third Countries according specific rules; to ensure sound management of the partnership by the applicant, the maximum size of the partnership is limited to 20 partners.



Specific Action 3 objectives are:

To provide support to transnational projects, studies and other initiatives which aim to enhance the attractiveness, image, visibility of and accessibility to European higher education which contribute to:

- the promotion and awareness raising of the European higher education,
- the dissemination of the programme's results and good practices,
- the exploitation of these results at institutional and individual level.

During the period concerned by this evaluation, Erasmus Mundus has supported cooperation projects and granted scholarships and fellowships as follows:

#### ACTION 1

	Student scholarships / fellowships (period 2009-2011)	Scholar scholarships (period 2009-2011)
EM Masters Courses (EMMCs) Selected: -2009: 50 MC (31 new & 19 renewed) -2010: 29 MC (15 new & 14 renewed)	N° scholarships granted to 3rd country individuals: <u>2.902 student scholarships</u> (joint programme editions <sup>15</sup> starting in 2009 and 2010)  N° scholarships granted to European individuals : <u>671 student scholarships</u> (1 <sup>st</sup> funded edition started in Academic year 2010)	<u>868 scholar scholarships</u> (joint programme edition starting in 2009 and 2010) granted to 3 <sup>rd</sup> country individuals  <u>93 scholar scholarships</u> (1 <sup>st</sup> funded edition started in Academic year 2010) granted to European individuals
EM Joint Doctoral Programmes (EMJDs) Selected : -2009 : 13 JD -2010 : 11 JD	N° fellowships granted to 3rd country doctoral candidates: <u>39 fellowships</u> (1 <sup>st</sup> funded edition started in the Acad. year 2010) N° fellowships granted to "European" doctoral candidates: <u>40 fellowships</u> (1 <sup>st</sup> funded edition started in the Acad. year 2010)	Not applicable

#### ACTION 2

	Programme period 2009 - 2011
Number of partnerships selected	<u>84 partnerships</u> selected in 2009 and 2010
Number of mobility flows	<u>13864 mobility flows</u> (editions starting in the Acad. year 2009 and 2010)

#### ACTION 3

	Programme period 2009 - 2011
Number of selected projects	<u>13 projects</u> (selected in 2009 and 2010)

### 2.3. Legal basis, Budget and Duration

#### 2.3.1 Legal basis

Decision N° 1298/2008/EC of the European Parliament and of the Council of 16 December 2008<sup>16</sup> establishing the Erasmus Mundus 2009 – 2013 action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with Third Countries.

#### 2.3.2 Budget

The following Programme Funding scheme included in the Erasmus Mundus Decision:

- EUR 493,69 Mio for Actions 1 & 3
- EUR 460.00 Mio for Action 2, from different financial instruments according to geographical areas:
- ENPI Financing Instrument for Neighbourhood countries
- DCI Financing Instrument for Development Cooperation

<sup>15</sup> An "edition" is the complete implementation of a joint programme from students' (doctoral candidates) enrolment up to the award of the final degree(s)

<sup>16</sup> OJ 340, 19.12.2008, p.83

- ICI Financing Instrument for Industrialised countries
- IPA Financing Instrument for Pre-Accessing countries
- EDF European Development Found for ACP (Africa, Caribbean, Pacific countries)

The yearly budget allocations by Actions in the period 2009 – 2011 have been as follows (Mio EUR); Action 2 breakdown by funding Financial Instruments:

	2009	2010	2011	Total
<b>Action 1</b>	78,49	92,338	103,568	274,396
<b>Action 2</b>	<b>(163,5)</b>	<b>(105,2)</b>	<b>(100,8)</b>	<b>(369,5)</b>
ENPI	29	33	36	98
DCI	126	46,7	40,5	213,2
ICI	No decision	7,5	6,3	13,8
IPA	8,5	12	12	32,5
EDF	No decision	6	6	12
<b>Action 3</b>	2,5	3,662	1,821	7,983

### 2.3.3 Duration

Erasmus Mundus is a five year (2009 – 2013) duration Programme which shall be implemented over a period from 1<sup>st</sup> January 2009 to 31 December 2013.

### 2.3.4 Eligible Countries

The programme is open to:

- the 27 EU member states. Only EU higher education institutions can apply to be consortia coordinators and therefore sign the agreements with the European Commission;

Furthermore, in accordance with Article 9 of the EM Decision, the programme shall be open to the participation of:

- the candidate countries with pre-accession strategy in accordance with the framework agreements concluded with these countries;
- the countries of the Western Balkans, in accordance with the general principles and general terms and conditions laid down in the framework agreements concluded with these countries;
- the EFTA countries, which are members of the EEA, in accordance with the conditions of the EEA Agreement;
- the Swiss Confederation, provided that a bilateral agreement foreseeing this participation is concluded.

The Erasmus Mundus programme may involve higher education institutions from Third Countries on the same footing as European institutions.

## **2.4 Instruments of the programme**

### 2.4.1 Call for proposals

The EM programme has been implemented since 2006 by the “Education, Audiovisual & Culture Executive Agency (EACEA)<sup>17</sup> of the European Commission via annual calls for proposals and on the basis of a Programme Guide<sup>18</sup> valid for the entire duration of the programme and that defines the specific rules, procedures and requirements applicable to each of the three actions of the programme

The following table shows how Actions 1, 2 and 3 of the programme have been implemented over the first two years of the second phase:

<sup>17</sup> EACEA Web site address: [http://eacea.ec.europa.eu/index\\_en.php](http://eacea.ec.europa.eu/index_en.php)

<sup>18</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/programme/programme\\_guide\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/programme/programme_guide_en.php)

2009 Call for proposals <sup>19</sup>	Publication date	Deadline submission	Award decision	Activity period
<b>Action 1</b> Ref: EACEA/04/2009	10/02/2009	30/04/2009	09/07/2009	Funding of 5 consecutive joint programme editions of joint programmes (1 to 2 year masters courses; 3 to 4 years joint doctoral programmes)
<b>Action 2</b> Ref: EACEA/35/08 Ref: EACEA/13/09 (Additional call for Latin America)	23/12/2008 30/06/2009	15/10/2009 15/10/2009	12/06/2009 26/11/2009	Funding of 48 month projects Funding of 48 month projects

<b>Action 3</b> Ref: EACEA/30/09 (restricted call for National Structures)	29/04/2009	30/06/2009	24/07/2009	Funding of 1 to 3 year projects
2010 Call for proposals	Publication date	Deadline submission	Award decision	Activity period
<b>Action 1</b> Ref: EACEA/29/09	03/12/2009	30/04/2010	12/07/2010	Funding of 5 consecutive joint programme editions of joint programmes (1 to 2 year MC; 3 to 4 year of Joint Doctoral Programmes)
<b>Action 2</b> Ref EACEA/29/09 Ref: EACEA/22/10 (additional call for ENPI South + DCI Central Asia + IPA Western Balkan)	03/12/2009 22/07/2010	30/04/2010 15/10/2010	09/07/2010 19/11/2010	Funding of 48 month projects Funding of 48 month projects
<b>Action 3</b> EACEA/29/09 (open call for proposals) Ref: EACEA/07/2010 (restricted call for National Structures)	03/12/2009 18/02/2010	30/04/2010 31/05/2010	12/07/2010 14/07/2010	Funding of 1 to 3 year projects Funding of 1 to 3 year projects

The results of the call for proposals (2009 – 2010) can be found at:

Action 1 – Selected Erasmus Mundus Masters Courses

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_action\\_1\\_master\\_courses\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_en.php)

Action 1 – selected Erasmus Mundus Joint Doctorates (EMJD)

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_action\\_1\\_joint\\_doctorates\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_joint_doctorates_en.php)

Action 2: Selected projects for Action 2 and External Cooperation Window

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_action\\_2\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_2_en.php)

Action 3

a) Erasmus Mundus National Structures information projects

<sup>19</sup> EACEA reference Web site for further details on call for proposals closed and ongoing since 2009):  
[http://eacea.ec.europa.eu/erasmus\\_mundus/funding/higher\\_education\\_institutions\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/funding/higher_education_institutions_en.php)

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_action\\_3\\_national\\_structure\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_3_national_structure_en.php)

b) Erasmus Mundus Projects to promote European Higher Education

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_promote\\_ehe\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_promote_ehe_en.php)

#### 2.4.2 The EM National Structures

According to the EM Decision Article 6, the Member States shall designate appropriate structures to cooperate closely with the Commission (6.2(b)). The Erasmus Mundus National Structures act, in cooperation with the European Commission in the following activities:

- to provide general information about the Programme (distribution, dissemination of results, contacting higher education institutions).
- to provide advice to applicants (application process, “ad-hoc” information for potential applicants, facilitating contacts with international partners).
- to cooperate with other National Structures through networking activities.
- to play a consultative role within the selection process.

The close cooperation between the European Commission, the Executive Agency and the National Structures is supported and reinforced with bi-annual National Structures formal meetings in Brussels plus bi-annual informal meetings organised by the national structures themselves in the participating countries.

The National Structures are listed at:

[http://ec.europa.eu/education/erasmus-mundus/doc1515\\_en.htm](http://ec.europa.eu/education/erasmus-mundus/doc1515_en.htm)

Since 2010 and for the ENPI and CA countries, the mandate of the national Tempus Offices (NTO) has been extended in order to include an information and awareness raising in relation with the three Erasmus Mundus Actions.

#### 2.4.3 The Erasmus Mundus Committee

In relation with the EM Programme, the Commission shall be assisted for Action 1 and 3 aspects by a Committee (the Erasmus Mundus Committee). The EM Committee members meet twice a year to adopt measures for the implementation of the programme such as annual work programme, annual budget and breakdown of funds, general guidelines for implementing the programme, the selection procedure (including the “Selection Board” composition) and the Programme monitoring and evaluation.

In accordance with Articles 7 and 8 of the Programme’s Decision, for Action 2, the Commission shall be assisted by the Committees concerned by the respective financial instruments (ENPI, DCI, ICI, IPA and EDF Committees).

#### 2.4.4 Consortia and Action 2 Partnerships<sup>20</sup>

Consortium (Action 1 & 3) or Structured Cooperation Partnerships (Action 2) are the way to involve HEIs in the EM programme, by submitting applications including proposals of joint EM Masters Courses, Doctoral programmes (Action 1), structured Cooperation Partnerships (Action 2) or projects with the objective of enhancing attractiveness of the European higher education<sup>21</sup>.

The applicant organisation/institution is the coordinating institution. The applicant/coordinating institution represents and acts on behalf of the group of the participating organisations: coordinator and partners. When selected, the coordinator as the project leader, takes over the management of the project, and ensures the contact with the Executive Agency.

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<sup>20</sup> Please see footnote n° 14 included in page 5

<sup>21</sup> Minimum requirements for composition of a Consortium or Structured Cooperation Partnership explained earlier in the ToR.

### **3. Description of the assignment**

#### **3.1 Purpose and objective of the evaluation**

This interim evaluation is launched in accordance with Article 13 of the Erasmus Mundus Decision. The findings will provide the input for the Commission's Interim Evaluation Report on the results achieved and on the qualitative and quantitative aspects of the implementation of the programme.

This interim evaluation will be a reference for the EM programme for the period 2009 – 2011, covering the first two years of the programme's implementation during its second phase.

The contractor must make use of recent materials related with the EM – phase II such as:

- The outcomes of the "2010 Erasmus Mundus Quality Assessment (EMQA) Project": the "Erasmus Mundus Quality Handbook" and the "Self-assessment Tool" (visiting [www.emqa.eu](http://www.emqa.eu) the Web site "Erasmus Mundus Excellence").
- The Graduate Impact Survey performed by Erasmus Mundus Alumni Association (EMA), carried out in 2007-2008 and 2008-2009<sup>22</sup>.

And as a reference:

- The ex-post evaluation of the Erasmus Mundus phase I (2004 – 2009)<sup>23</sup>.
- The Impact Assessment study on the second phase of the EM Programme (2007).

The contractor should ensure that any overlaps, between evaluation tasks and these studies and previous evaluations, are avoided.

#### **3.2. Evaluation issues to be addressed**

The interim evaluation should **pay attention particularly to the novelties introduced in phase II of the programme**, how they have been used by beneficiaries and their impact in terms of programme's Relevance, Effectiveness, Sustainability and Efficiency (see the related specific evaluation questions in 3.4).

#### **3.3 Geographical & timing scope of the evaluation**

This is an interim evaluation that should cover all actions and geographic areas of the programme during the period 2009 – 2011. This interim evaluation should be concerned and, in some extent linked with the design of the next Generation of Programmes and more specifically with the flagship initiative "Youth on the Move" and its "External Dimension" and other EU reviews such as ENP and ENPI and DCI Instruments.

#### **3.4 Evaluation Questions**

The interim evaluation should be focused and provide answers to the evaluation questions listed below. However, the contractor will be required to use its knowledge and experience to refine these questions and where appropriate, propose others to the Commission for improving the interim evaluation.

The listed sub-questions do not exclude other possible aspects: the contractor should note that the sub-questions do not necessarily cover the entire aspects of the subject included in each question.

These questions and sub-questions deal with issues the Commission is particularly interested in and which the contractor therefore should address in addition to any other issue which the evaluator may see as requiring attention.

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<sup>22</sup> <http://www.em-a.eu/erasmus-mundus/graduate-impact-survey.html>

<sup>23</sup> [http://ec.europa.eu/dgs/education\\_culture/evalreports/education/2009/mundusreport\\_en.pdf](http://ec.europa.eu/dgs/education_culture/evalreports/education/2009/mundusreport_en.pdf)

With respect to each of the evaluation questions, the interim evaluation is expected to provide concrete recommendations on how the logic, the objectives, the design, the implementation and the results can be further improved, from the perspective of the Commission, the beneficiaries and potential applicants:

- Within the running Erasmus Mundus Decision.
- When a new Generation of Programmes will be drawn-up for the continuation of Erasmus Mundus through a new phase.

### **Relevance**

- Bearing in mind the related findings of the EM I ex-post evaluation, to what extent are the Erasmus Mundus programme's general and specific objectives relevant to the needs of European and non-European higher education? Has the need analysis of the programme proved to be correct?
  - *To what extent has the Erasmus Mundus programme proved relevant to the development needs of Third Countries with regard to higher education? Particular attention should be paid to the needs with regard to higher education of candidates and potential candidates<sup>24</sup> for EU accession.*
- To what extent is the programme complementary to other European Union initiatives in the field of higher education and research<sup>25</sup>?
  - *To what extent is the programme design based on 3 Actions appropriate to attain its specific objectives?*
  - *To what extent can expected links and synergies between the different actions be developed and to what extent have these links and synergies already been implemented?*
- What is the European Union added value to the programme? Please, specify the added value in relation to the joint/multiple degrees provided by the joint masters or doctoral programmes when students are looking for work or further study/research activities?

### **Effectiveness**

- Bearing in mind the findings of the EM I ex-post evaluation, to what extent do the EM programme's objectives (and specific objectives by Action) and activities implemented contribute to the overall EU strategies such as the "Lisbon strategy"? To what extent are these objectives and the resulting activities still in line with the new "Europe 2020 Strategy"?
  - *To what extent does the programme continues contributing to the strengthening of the of the Bologna principles (e.g. convergence of HE systems in the participating countries, encourage and support mobility, implementation of joint recognition mechanisms through ECTS, joint degrees, joint diploma supplement, etc.) ?*
- To what extent is the programme actually attaining its general, specific objectives?
  - *To what extent does the programme contribute influencing national legislation (both in the European and non-European partner countries) in issues relevant for higher education international cooperation such as joint degrees, recognition of study periods or degree recognition?*
  - *Is the programme assisting in the emergence of a distinctly European offer in higher education?*
  - *To what extent do EM, Joint Programmes and Partnerships manage to overcome the obstacles linked to the diversity of the European and non-European national systems involved?*
- Can an identifiable "Erasmus Mundus brand" be said to have emerged from the first phase of the programme and with what qualities is it associated (for national authorities, higher education institutions, academics, students and employers)?

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<sup>24</sup> Potential candidates are: Albania, Bosnia and Herzegovina, Montenegro, Serbia and Kosovo.

<sup>25</sup> In particular the Lifelong Learning, TEMPUS, Alfa or Edulink Programmes, as well as the People strand of the Framework Programmes for research.

- How well is it known and does it help to boost the profile and attractiveness of European higher education?
- How can the “Erasmus Mundus brand” be used by the beneficiary institutions beyond the programme’s supporting period?

- Has the programme contributed to making policy, administration and teaching in European higher education institutions more internationally oriented, helping them to overcome the “Internationalisation Process” (international higher education cooperation beyond the European countries) challenges?
  - To what extent has the programme contributed to strengthening the international orientation of institutions with regard to curriculum structure and content, pedagogical approach, services offered, linguistic diversity, transnational quality assurance mechanisms and attitudes of teachers and students?
- Is there evidence to show that EM Joint Programmes and EM Partnerships are helping to meet the requirements of the European and Third Country labour markets in terms of providing graduates with relevant skills, competences and knowledge? Particular attention should be paid to the contribution to the cases of the candidates and potential candidates countries and their graduates.
- Is there evidence to show that participation of non-European Universities in Joint Programmes and Partnerships has contributed to boosting their capacity in key developing economic sectors and/or increasing the exposure of their national higher education systems to European and worldwide standards of excellence, teaching and research quality?
- Does the participation in the programme appear satisfactory in terms of gender balance? Is there particular evidence within Erasmus Mundus Partnerships of measures taken by consortia to maximize and ensure equitable access to Action 2 by female students?
  - Are there any particular lessons to be learned a) worldwide; b) with regard to specific geographical regions or sub-regions?
- Bearing in mind the findings of the EM I ex-post evaluation, does the participation in the programme change in terms of :
  - geographical coverage from the institutional and individual scholarship holder point of view?
  - subject area coverage?
- Does the programme manage to attract the best European higher education institutions, as well as the best students from European and Third Countries?
- Is there evidence to show that the programme contributes to fight against or to mitigate the risk of “brain drain” from Third Countries towards the European Union? Can relevant models of good practice be identified for further dissemination?
  - In this regard, is there evidence to show that “brain drain” contributes to the development of European higher education and the European Union’s labour market to the detriment of Third Countries?
- For each of the three Programme Actions, what is the experience of Consortium co-ordinators in terms of application procedure on the one hand and subsequent implementation phase on the other?
  - To what extent do the mechanisms applied by EM Joint Programmes and Partnerships for selecting their students and scholars guarantee their academic excellence?
  - Can any common difficulties be identified and, if so, how might these be overcome (please, illustrate this with best practice examples)?
  - Can any practical conclusions be offered to stakeholder universities on how to attract and retain best students?

## **Sustainability**

- What efforts are made by EM Joint Programmes, Partnerships and Action 3 projects to diversify sources of funding through sponsorships, links with business, attracting fee-paying students, etc? Which of the current actions would be likely to continue in the future if the European Union support was withdrawn or decreased?
  - *How strong is the support given by the participating higher education institutions to the EM activities: was the investment level in human resources dedicated to EM Joint Programmes and Partnerships sufficient to ensure viability of the inter-University cooperation model and its mobility scheme on a long term basis?*
- In accordance with the new EM operating rules, which allow European students to benefit from EM scholarships, how successful have the EM courses been in attracting European students and what are the main factors influencing their participation in the programme?
  - *Action 1 Strand 1: How successful has been the participation of European students in the mobility scheme? Is there any evidence of the impact of European mobility in the institutions/countries concerned?*
  - *Action 2 Strand 2: Is there evidence that the programme increased the third-country partner institutions capacity to create their own national and/or regional scholarship programmes?*
- To what extent does the programme contribute to the development of sustainable cooperation models and mechanisms between:
  - European HEIs
  - European and non-European HEIs
  - Non-European HEIs from the same belonging to the country/region (e.g. development of credit recognition systems, development and implementation of joint curricula, award of double, multiple or joint degrees, delivery of Diploma Supplement, etc)
- To what extent do non educational organisations, in the European and/or non European partner countries, involved in the implementation of Action 1, 2 and 3 projects, contribute to the efficient implementation of the cooperation activities and the corresponding mobility scheme.
- How do existing Action 1 consortia, selected under the first phase of the programme, respond to the progressive reduction in the number of scholarships awarded by the programme?
- Bearing in mind the findings of the EM I ex-post evaluation, to what extent, during the two first years of the EM II programme, are the project results properly disseminated to relevant stakeholders (e.g. public authorities at national, regional or local level, European and non-European HEIs and the HE sector in general, potential individual beneficiaries, actors from the relevant socio-economics sectors, etc)?
  - *To what extent are the recipients of EM scholarships and fellowships been encouraged to promote the EM programme and the benefits of Europe as a study destination in their home institutions and countries?*

## **Efficiency**

- Bearing in mind the ambitious general and specific objectives of the programme, is the size of the budget sufficient to achieve the programme's objectives?
  - *Could the same results be achieved with less funding?*
  - *Could the use of other policy instruments or mechanisms provide better cost-effectiveness?*
  - *To what extent is the scholarship/fellowship amount paid to Third Country students, doctoral candidates and scholars appropriated compared with other scholarships/fellowships schemes pursuing similar goals (e.g. Fulbright, Chevening, Rotary, Marshall scholarship schemes, DAAD, etc)?*
  - *How has the specific funding scheme for European Students included in Action 1 affected their participation in the programme?*



- To what extent do the mechanisms applied by the Commission and the Executive Agency (EACEA) for selecting and monitoring EM Joint Programmes, Action 2 Partnerships and Action 3 projects ensure the expected academic and management excellence of selected EM projects?  
- *Is there evidence to show management programme progress in terms of call for proposals, selection procedure and monitoring?*
- To what extent do the mechanisms applied by EM Action 2 Partnerships for selecting students under Action 2 prove to be equitable and fair in terms of a) access for women and b) access for vulnerable groups?
- How efficiently did the Erasmus Mundus National Structures in the European countries, the National TEMPUS Offices in the relevant non-European countries and the EU Delegations in the rest of the world contribute:
  - to the promotion of the programme and
  - to supporting and assisting applicants and beneficiaries?
- To what extent do the new elements introduced under EM Action 1 within this second phase of the programme (i.e. support to joint doctorate programmes, participation of 3<sup>rd</sup> country HEIs and associated partners, scholarships/fellowships for European students and scholars, decentralised insurance coverage, EM Brand Name) contribute to the Programme global and specific objectives?

### 3.5 Reporting and deliverables

#### General reporting requirements

Each report (except the final version of the Final Report) should have an **introductory page** providing an overview and orientation of the report. It should describe what parts of the document, on the one hand, have been carried over from previous reports or been recycled from other documents, and on the other hand, represent progress of the evaluation work with reference to the work plan.

All reports must be drafted in English and submitted according to the timetable below to the responsible body. Electronic files must be provided in Microsoft ® Word for Windows format. Additionally, besides Word, the Final Report must be delivered in Adobe ® Acrobat pdf format. All reports will be delivered also in 6 hard copies.

The Commission will comment on all reports within maximum 30 calendar days. In the absence of observations from the Commission within the deadline the report will be considered as being approved.

Within maximum 14 calendar days of receiving the Commission's observations the Contractor will submit the report in definitive form, taking full account of these observations, either by following them precisely or by explaining clearly why they could not be followed. Should the Commission still not consider the report acceptable, the Contractor will be invited to amend the report insofar as such amendments do not interfere with the independence of the evaluator in respect of their findings, conclusions or recommendations.

#### Inception Report

The inception report must describe in detail how the methodology proposed by the Contractor is going to be implemented in the light of an examination of the quality and appropriateness of existing data. It should include the Contractor's understanding of the intervention logic, as well as the quantitative and qualitative indicators that he/she will use in addressing each of the evaluation questions (indicators included in the EM II Impact Assessment Study<sup>26</sup> must be taken into consideration). A detailed work plan including the allocation of experts per task per number of working-days should also be provided.

The report shall not exceed **30** pages, annexes excluded.

## Interim Report

The report is to be produced after the desk and field research has been completed, and should, to the extent possible, include some preliminary conclusions. The report must as a minimum provide:

- An overview of the status of the evaluation project;
- A description of problems encountered and solutions found;
- A summary of initial findings and results of the data gathering;
- An assessment of the data, whether it meets expectations and will provide a sound basis for responding to the evaluation questions;
- A conclusion whether any changes are required to the work plan, or any other solutions should be sought in order to ensure that the required results of the evaluation are achieved. If any such issues are to be identified, they must be discussed in the meeting with the Steering Group dedicated to this report;
- A proposal for the final structure of the Final Report, as well as a structure of the Executive Summary.

It shall not exceed **50** pages, annexes excluded.

## Draft Final Report

This document should deliver the results of all tasks covered by these Terms of Reference, and must be clear enough for any potential reader to understand.

It should contain:

- **Main report:** The main report must be limited to **75** pages and present, in full, the results of the analyses, conclusions and recommendations arising from the evaluation. It must also contain a description of the subject evaluated, the context of the evaluation, and the methodology used (including an analysis of its strengths and weaknesses).
- **Annexes:** These must collate the technical details of the evaluation, and must include the Terms of Reference, questionnaire templates, interview guides, any additional tables or graphics, and references and sources.

## Final Report (FR)

The Final Report follows in principle the same format as the draft Final Report. In addition to the contents described above (main report and annexes), it should contain:

- **Executive summary:** It sets out, in no more than **7** pages, a summary of the evaluation's main conclusions, the main evidence supporting them and the recommendations arising from them. Furthermore, the Executive Summary should be translated into French and German by a professional translation agency, once it has been approved by the responsible body.
- **Summary statement:** A ½ page summary of the main evaluation conclusions and recommendations.

The Final Report must take into account the results of the quality assessment of the draft Final Report, and the relevant discussions with the Steering Group insofar as these do not interfere with the independence of the Contractor in respect of the conclusions they have reached and the recommendations made.

The contracting authority will publish the Final Report, the Executive Summary and the annexes on the World-Wide Web<sup>27</sup>.

## 3.6 Organisation and timetable

### 3.6.1 Organisation: the Steering Group

The contract will be managed by unit EAC C4 "International Cooperation and Programmes", European Commission Direction General for Education and Culture. A Steering Group has been set up and will be

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<sup>27</sup> On the site [http://ec.europa.eu/comm/dgs/education\\_culture/evalreports/index\\_en.htm](http://ec.europa.eu/comm/dgs/education_culture/evalreports/index_en.htm)

involved in the management and guidance of the evaluation. The responsibilities of the Steering Group include:

- providing the external evaluator with access to information;
- supporting and monitoring the work of the external evaluator;
- assessing the quality of the reports submitted by the external evaluator;

while ensuring that the Contractor's independence is not compromised.

### 3.6.2 Meetings

It is expected that the contractor (who should organise its operational base in the contractor's home office) will participate in three meetings in Brussels with the Evaluation Steering Group<sup>28</sup>. For those meetings, minutes should be drafted by the contractor, to be agreed by the participants, approved and signed by the chair person, who will be appointed from Unit EAC/R2

### 3.6.3 Timetable

The indicative starting date is xx xxxx xxxx

The contract will commence after the signature of both parties, the European Commission and the contractor. The period of execution of the contract is 8 ½ calendar months (from xx/xx/xxxx to xx/xx/xxxx).

The following outline work plan and indicative timetable are envisaged:

Deadline (from starting date)	Task
<i>Kick-off</i> Week 1	The project is kicked off at a meeting between the contractor and the Steering Group in Brussels
<i>Inception Report</i> Month 1	Contractor submits <b>inception Report</b> to the Steering Group. At least one Steering Group meeting will be held in Brussels within <b>two weeks</b> after the submission.
<i>Interim Report</i> Month 4	Desk and field research completed. Contractor submits <b>interim report</b> to the Steering Group. At least one Steering Group meeting will be held in Brussels within <b>two weeks</b> after the submission.
<i>Draft Final Report</i> Month 7	Desk and field research completed. Analysis and drafting completed. Contractor submits <b>draft final report</b> to the Steering Group. At least one Steering Group meeting will be held in Brussels within <b>two weeks</b> after the submission.
<i>Final Report</i> Month 8	Taking account of the Commission's comments, the contractor sends the <b>final report and summary</b> to the Steering Group.

### 3.6.4 Quality Assurance

The draft Final Report will be subjected to a preliminary quality assessment that will verify the extent in which it respects the relevant criteria contained in the contracting authority's Evaluation Standards.

## **3.7 Budget**

The estimated maximum budget for the Interim evaluation of the EM II programme, covering all the results to be achieved by the contractor as listed in Section 2 and 3 above of this ToR is EUR 180,000.

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<sup>28</sup> In the event of clear difficulties encountered by the contractor to respect the ToR, the Commission reserves the right to call for additional meeting of the Steering Group.

### **3.8 Requirements**

#### **3.8.1 Specific expertise required**

As specified in the framework contract.

#### **3.8.2 Methodology**

The Contractor will have a free choice as to the methods used to gather and analyse information and make the assessment. Nevertheless, he must perform an evaluation based on recognised evaluation techniques. The Contractor should submit a tender including a methodology with a linked evaluation strategy.

The Contractor must take account of the following:

- The choice and a detailed description of methodology must form part of the offer submitted. There should be a clear link between the evaluation questions addressed and the corresponding methodology proposed. The evaluation questions can be further elaborated e.g. by providing operational sub-questions under each question.
- Emphasis should be placed on the analysis phase of the evaluation. In addressing the evaluation questions, quantitative indicators should be sought and used as far as possible. The contractor must support findings and recommendations by explaining the degree to which these are based on opinion, or on analysis and objectively verifiable evidence. Where the opinion is the main source, the degree of consensus and the steps taken to test the opinion should be given.
- It is not expected that all individual projects supported by the programme will be assessed but the sample of projects examined should be drawn in a manner suitable for each evaluation question addressed and should be such as to enable the evaluators to draw general conclusions on the programme.

### **4. References**

#### **Programme documents**

The following information will be made available to the contractor in the inception phase:

- List of selected EM projects (actions 1, 2 and 3; universities and countries involved)
- List of all universities involved in selected projects (actions 1 and 2)
- Contact details of co-ordinators of all EM projects (actions 1, 2 and 3)
- Selected proposals (actions 1, 2 and 3)
- Expert assessment manuals (actions 1, 2 and 3)
- Expert assessments of selected proposals (actions 1, 2 and 3)
- Development of country involvement over five selection rounds (actions 1, 2 and 3, submitted and selected proposals)
- Progress and final reports submitted by EM projects (actions 1, 2 and 3)
- Mission reports to EM projects (actions 1, 2 and 3)
- Framework of student selection procedures applied by selected action 1 courses
- List of degrees awarded by selected action 1 courses
- List of tuition fees to be paid for selected action 1 courses
- Best practice models (joint degrees, joint diploma supplements, student contracts, online application tools, etc.) used by selected action 1 and 2 projects
- List of third-country student grantees under action 1 and 2 via a database (names, nationalities, home institutions, gender, age)
- Nationality and gender of rejected third-country students via a database
- List of third-country scholar grantees under action 1 and 2 (names, nationalities, home institutions, gender)
- Mobility paths of third-country students
- List and contact details of Erasmus Mundus National Structures (in 30 European countries eligible for action 1 and 2)

## Background and reference documents

Knowledge of the following documents is required for the tender:

- The Erasmus Mundus Decision
- Commission Staff Working Document accompanying document to the proposal for a Decision of the EP and of the Council establishing an action programme Erasmus Mundus 2009 -2013. Extended Impact Assessment
- Programme proposal including the ex-ante evaluation
- Erasmus Mundus 2009 – 2013 Programme Guide
- For IPA and ENPI regions, the Annual Accession Report and ENP Progress Reports per country; the ENP Sectoral Report ( <http://ec.europa.eu/world/enp> )
- Strategy Papers for ENPI Inter-regional Cooperation 2007 – 10 and 2011 – 13
- Interim evaluation of the Erasmus Mundus programme (2004-2008)
- Commission Communication on the interim evaluation report
- Ex-post evaluation of the Erasmus Mundus Programme (2004 – 2008)
- Commission communication on the ex-post evaluation report (2004 – 2008)
- Commission Proposal for the Erasmus Mundus programme (2009-2013)
- Education & Training 2010 – Main policy initiatives and outputs in education since the year 2000 (December 2008)
- The communications referred to under section 1.1
- The survey and conclusions referred to under section 2.1

All information can be found on the following websites:

<http://eacea.ec.europa.eu/static/en/mundus/index.htm>

[http://ec.europa.eu/education/lifelong-learning-policy/doc28\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm)

[http://ec.europa.eu/education/external-relation-programmes/doc72\\_en.htm](http://ec.europa.eu/education/external-relation-programmes/doc72_en.htm)

In addition, the evaluator is called upon to take into account other relevant studies in the field, such as the 2010 Erasmus Mundus Quality Assessment (ENQA) Project (Web site [www.emqa.eu](http://www.emqa.eu) ), the ENQA Transnational European Evaluation Project (TEEP II) on Joint Masters Programmes (2006), and the EUA study on Developing Joint Masters Programme for Europe.



## ANNEX 2. EVALUATION METHODOLOGY

### 2.1. Methods for data collection and analysis

Aiming to collect the most recent and relevant data to be used for the evaluation, the evaluator employed a number of recognised evaluation methods. These included:

- Desk research;
  - o Literature review
  - o Analysis of the monitoring data
- Interviews;
- Case studies;
- Surveys;
- Other methods of policy analysis.

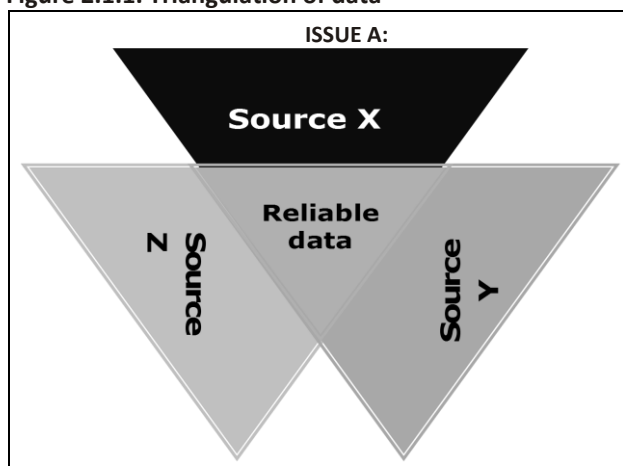
Their application during the evaluation process was organised following the work plan proposed by the evaluator in the inception phase of this evaluation. It consisted of the following phases divided into specific tasks:

1. Inception phase:
  - 1.1. Elaboration of the framework for analysis
  - 1.2. Preparation and delivery of the Inception Report
2. Data collection phase:
  - 2.1. Desk research
  - 2.2. Preparation of the methodological documents
  - 2.3. Implementation of the interview programme
  - 2.4. Preparation of the case studies
  - 2.5. Implementation of the survey programme
  - 2.6. Preparation and delivery of the Interim Report
3. Data analysis phase:
  - 3.1. Retrospective analysis of collected data
  - 3.2. Triangulation of findings
  - 3.3. Preparation and delivery of the draft Final Report
4. Finalisation phase:
  - 4.1. Revision of the draft Final Report
  - 4.2. Delivery of the Final Report

The principle of triangulation was applied in this evaluation. It is a method of data verification based on the use of different sources of data on the same finding or conclusion (see Figure 2.1.1. below). The application of this method consisted of three steps:

- first, all potential sources of information were identified to answer the operationalised evaluation questions;
- second, each source of information was exploited in order to obtain evidence on the same question;
- third, the data from various sources were compared.

**Figure 2.1.1. Triangulation of data**



In addition, the Final Report indicates the sources of information supporting the evaluation findings as well as the extent to which the evaluation conclusions are supported by the evaluation data (weakly supported; moderately supported; strongly supported). We consider that an evaluation conclusion is strongly supported when there is straightforward evidence from three and more sources of information.

### **Desk research**

#### *Literature review*

The data analysis phase included the utilisation of the extensive desk research resources. The desk research focused on the following sources of information:

- EU strategic and policy documents relating to Europe 2020 strategy, modernisation of HE, skills and cooperation with third countries;
- Procedural documents of the programme that included documentation of the calls for proposals, decisions of the EM Committee meetings, assessments of selected projects, reports of the funded projects, relevant reports produced by the EACEA and others;
- Studies, previous evaluations and assessments that included ex ante and ex post evaluations of the programme, EM Graduate Impact Surveys and others;
- Monitoring data on financial and physical implementation of EM II;
- Statistical data in the area of higher education provided by Eurostat

#### *Analysis of the monitoring data*

Analysis of the EM monitoring data focused on the assessment of such aspects of the programme's implementation as the contraction rate of EM budget, the achievement of the expected outputs, the demand for Action 1 – Action 3 activities, the geographic coverage of Category A and Category B scholarship/fellowship grants, the geographic coverage of Action 2 partnerships, the unit-cost and tuition fee rate changes in Action 1. The monitoring data was provided to the evaluator by EACEA through CIRCABC.

### **Case studies**

The aim of case studies is to investigate the context and clarify complex inter-relations of various factors resulting in particular functioning of the programme “on the ground-level”. This method combines qualitative and quantitative, as well as “latitudinal” and longitudinal research methods. The set of case study units matches multiple criteria: horizontal and beneficiary-level, Actions 1, 2 and 3, geographical distribution within the EU and among participating third countries,

and subject area coverage. The evaluator made sure that all actions are covered in the current stage of interim evaluation.

The methods used for case study analysis were desk research (including progress and final reports, mission reports for the selected projects) and interviews with coordinators, academic and administrative staff, European and third-country students and graduates, National Structures, Tempus offices and/or EU Delegations. In South Africa, the EU-South Africa Partnership Facility was also relevant, thus it was included in the case study analysis. Table 2.1.1. presents the distribution of the case study units, showing which subject areas and geographical regions have been covered during the interim evaluation of EM II.

**Table 2.1.1. Distribution of case studies**

European region	Subject area				
	Unspecified	Humanities	Social sciences	Natural sciences/ health	Engineering/ technology
Scandinavia					EMJD
Southern Europe		EMMC			
Central and Eastern Europe			EMMC	Action 2	
Continental Europe	Action 3 project				Action 2
Anglo-Saxon countries	Action 2				
Horizontal	Internationalisation of higher education				

Problems encountered and solutions found in the implementation of the case studies were the following:

- Due to a delay in the final selection of the case studies (presented in the draft Inception Report), it was not possible to contact the consortia early in advance. Our solution: telephone calls were used to obtain faster responses about the interviews from the consortia; some case studies were completed with the revised Interim Report;
- Political/administrative changes in one of the participating institutions (in Tunisia). Our solution: contacts with other participating institutions;
- Due to the early phase of project implementation, relevant employers could not be found. Our solution: interviewing graduates from earlier cohorts of similar programmes (in GEMMA, Averroès and Eurasia 2) about their career;
- Some partnerships have only recently started and are unable to answer many of the implementation and impact questions. Our solution: a balanced sample of new and renewed partnerships was constructed so as to enable answering the evaluation questions based on more established partnerships. For example, of the selected EMMCs, one consortium has only started receiving students, whereas another one has even been evaluated in the ex-post evaluation of EM I. The ex-post evaluation was used for filling data gaps. In Action 2, one current partnership has been extended several times, thus many questions could be answered based on the earlier partnerships.

### **Interview programme**

Interviews are one of the main methods of data gathering in this evaluation, both as parts of the case study analysis (see below) and as an independent research method to collect opinions from policy-makers and implementing bodies or to verify other evaluation findings. In addition, three interviews with Action 2 Strand 2 were carried out, because the projects were mostly too recent to carry out case studies, but the overall number of Strand 2 beneficiaries was too small to rely on survey information. The interview programme is essential to present the experience of officials and stakeholders involved in the implementation of the



programme and that of the EM II beneficiaries. All interviews were semi-structured, adapted to a specific target group of the interview programme.

It was planned in the inception report that 50 interviews would be conducted during the interim evaluation of EM II. However, this number proved to be insufficient, therefore, in total 61 interviews have been carried out. Seven interviews were with policy-makers and implementing bodies, three with EU Delegations, one with a regional partner, one with a global stakeholder, and further 50 interviews were carried out to feed into the beneficiary-level case studies. The list of completed interviews is provided in Annex 5.

**Table 2.1.2. Progress of the interview programme**

	General	Horizontal	Action 1	Action 2	Action 3
Policy-makers	4	1	NA	NA	NA
Implementing agency	1	-	NA	NA	NA
National Structures, Tempus offices and EU Delegations	NA	NA	2	4	3
Stakeholders	2				
Beneficiaries – coordinators	NA	NA	4	5	1*
Beneficiaries – partners	NA	NA	3	8	1
Beneficiaries – scholars	NA	NA	2	3	NA
Beneficiaries – students and graduates	NA	NA	7	10	NA

Note: \*EUA is also included among stakeholders.

Problems encountered and solutions found in the implementation of the interview programme were the following:

- Low responsiveness to emails asking for some interviews. Our solution: telephone calls facilitated the planning of the interviews;
- Cancellations and rescheduling of some planned interviews. Our solution: more time, an expanded contact base of relevant persons;
- Huge workload and resulting low responsiveness of the programme's beneficiaries. Our solution: the interviewees were contacted early in advance, with several timeframes possible. Telephone calls facilitated the planning process;
- Short timeframe to interview all the consortia. Our solution: some interviews were carried out by telephone.

### **Survey programme**

During the first/data gathering phase the evaluator prepared draft survey questionnaires covering two types of beneficiaries:

- Institutions participating in the programme;
- Individuals participating in Action 2 of the programme.

The survey design was informed by the results of other evaluation tasks (desk research, analysis of the monitoring data, interviews and case studies). The draft questionnaires were coordinated with DG EAC and EACEA in November 2011. The final questionnaires of the surveys of the individual and institutional beneficiaries can be found in Annex 6. For the survey of institutional beneficiaries, there were three types of questionnaires (one for each Action of the programme). They contained both general (identical for each Action) and Action-specific questions and answer options. The institutional beneficiaries of Action 2 were asked to forward a link of the on-line questionnaire to individuals of their organisation (students/lecturers/other staff members) participating in Erasmus Mundus projects.

The survey of the beneficiaries of Erasmus Mundus was launched on 18 November 2011. A final deadline for the submission of questionnaires was 16 December 2011. During the survey period email invitations and reminders to participate in the web-based survey were sent to contact persons of the applicant and partner institutions.

In total, 982 invitations were sent to participate in the survey. 7% of the invitation emails bounced due to incorrect (or changed) email addresses. The structure of the respondent list and information concerning response rates is provided in Table 2.1.3.

**Table 2.1.3. Structure of the respondent list and response rates of the survey of the beneficiaries of Erasmus Mundus**

	Total	Action 1	Action 2	Action 3
Number of email invitations sent	982	516	458	8
Number of emails bounced	69	31	38	0
Number of answers received	374	186	183	5
<b>Response rate</b>	<b>40.96%</b>	<b>38.35%</b>	<b>43.57%</b>	<b>62.50%</b>
<b>Response rate among applicants</b>	<b>63.28%</b>	-	-	-
<b>Response rate among partners</b>	<b>37.32%</b>	-	-	-
Responses from individual beneficiaries of Action 2	384	-	-	-

A total of 374 responses from the institutional beneficiaries were received, which makes a 41% response rate. Responses were received from 89% of the EM II projects if responses from at least one member of project consortia are counted. The individual beneficiaries of Action 2 provided 384 responses. The detailed description of survey data is provided in Annex 6.

During the final phase of data gathering a survey of the National Structures and the EU Delegations was carried out. The questionnaire of this survey as well as gathered data is provided in Annex 6. This questionnaire was tested during interviews with representatives of the National Structures. There are both general questions (designed for all respondents) and specific questions (designed for a specific group of respondents) in the survey questionnaire.

The survey was launched on 13 January 2012 with the deadline to submit the questionnaires until 26 January 2012. Invitations to participate were sent to 31 national structure and 85 EU delegations in countries with universities, participating in Erasmus Mundus programme. Due to the low response rate the deadline to submit questionnaires was extended until 6 February 2012. Table 2.1.4. presents the structure of the respondent list and response rates of the survey.

**Table 2.1.4. Response rate of the survey of the National Structures and the EU Delegations**

	Total	National structures	EU Delegations
Email invitations sent	116	31	85
Answers received	81	27	54
<b>Response rate</b>	<b>69.8%</b>	<b>87.1%</b>	<b>63.5%</b>

#### **Other methods of policy analysis**

The evaluation also employed a few additional methods of policy analysis for the formulation of evaluation conclusions of recommendations. The following methods are specifically used:

- **Analysis of public interventions** (Actions and strands) supported by the programme;
- **Analysis of strengths and weaknesses** of this programme;

- **Analysis of policy options** for the next generation of the successor programme.

## 2.2. Strengths and weaknesses of the methodology used

The main strength of the evaluation methodology is the fact that it employed a number of recognised evaluation methods, combining both the qualitative (through desk research, the case studies and interview programme) and quantitative (through the survey programme and analysis of the monitoring data) approach. The mix of quantitative and qualitative methods allowed the collecting of a wide range of evaluation data and undertaking their holistic analysis. Also, this facilitated the application of the triangulation principle, helping to avoid subjectivity and partiality of the data.

The interim evaluation required the achievement of a good balance between the collective performance of the whole programme as well as its individual actions. The case study design covered each action of the EM II programme, while analysis of the monitoring and survey data allowed splitting evaluation evidence according to different actions. However, it should be noted that Action 3 could not have been subject to the same in-depth assessment as Actions 1 and 2 of this programme due to the limited number of supported projects and accordingly responses to the survey of the institutional beneficiaries and, as agreed with the client, one project-level case study selected for Action 3. Nevertheless, additional evaluation evidence about the promotion of European higher education was collected under the survey of the National Structures and the EU Delegations and the interview programme.

Overall, the evaluation results and conclusions are considered to be robust. All the evaluation conclusions are strongly or moderately supported by the evaluation data, depending on the evaluation criteria and questions. The Final Report contains no weakly supported conclusions. The extent to which the results and conclusions are supported by quantitative and/or qualitative sources is stated in the respective parts of the Final Report. Moderately supported conclusions should be treated more cautiously in policy-making because they are based on less than three sources of information or evaluation evidence from three or more sources is not straightforward. Therefore, these conclusions should be used in combination with other empirical evidence (the monitoring data or certain studies) or be subject to the consultation process.

Table 2.1.5. summarises the main method-specific strengths and weaknesses.

**Table 2.1.5. Strengths and weaknesses of the main evaluation methods**

	Strengths	Weaknesses
<b>1.Desk research and analysis of the monitoring data</b>	It provides objective results because it is based on official documents and statistics; It is holistic and detailed: the available sources cover the whole programme as well as its specific actions; Extensive analysis was possible because all documents and information were made available to the evaluator.	Interpretation of the findings of desk research requires additional data collection methods; Official documents do not necessarily reflect the perceptions of decision-makers and target groups; There were some data gaps in the monitoring information on the EM programme.
<b>2.Case studies</b>	In-depth contextual and holistic view of the actions selected; The case study design allowed combining evidence from desk research, analysis of the monitoring information and interviews;	It is difficult to generalise on the basis of case studies because of the small project sample selected for the case studies; Many contextual and institutional factors do not allow the

	Strengths	Weaknesses
	<p>Case studies allow longitudinal analysis instead of a “snapshot” approach to programme design and implementation;</p> <p>Balanced representation of different types of projects selected on the basis of various criteria;</p> <p>Method-based approach to work organisation allowed using case study evidence to inform other evaluation methods (in particular the surveys).</p>	<p>establishment of clear causal links in individual case studies.</p>
<b>3.Interviews</b>	<p>Interviews provide detailed and comparable information. Unlike surveys, the interviewer can explain or clarify the question, minimising the chances of misinterpretation;</p> <p>Excellent methodological tool for capturing subjective assessments and opinions of different stakeholders;</p> <p>Since institutional interviewees represent their institution, their statements reflect the position of their respective institutions.</p>	<p>Interviews capture standpoints of the individual interviewees and do not necessarily provide “hard” data;</p> <p>The answers are given from a point of view and may be mindful of the interests of a particular institution.</p>
<b>4.Surveys</b>	<p>Good method to collect quantitative data about a large population (such as individual and organisational beneficiaries);</p> <p>A good response rate under the survey of the institutional beneficiaries at the project and Action level;</p> <p>Statistical analysis of the survey data was possible, it allowed comparisons across the actions or types of beneficiaries (e.g. in terms of geographical areas).</p>	<p>Surveys measure perceptions of the beneficiaries and other programme stakeholders at a particular point of time;</p> <p>The survey of Action 2 individual beneficiaries could have been unrepresentative because the general population of individual beneficiaries and their contact details were unknown to the evaluator;</p> <p>The small number of National Structures and the EU Delegations did not allow a more detailed analysis of the data;</p> <p>Some administrative burden on the respondents participating in the survey.</p>



## ANNEX 3. ANALYSIS OF THE MONITORING DATA

### Financial aspects

The table below presents a breakdown of the Programme's budget allocations to finance the joint programmes and scholarships/fellowships under Action 1 in the 2009-2011 period. The allocated funds were compared with the estimated total budget foreseen for the different activities covered by Action 1 in the 2009-2013 period and the contraction rate was calculated. At this stage of the programme's implementation, more than a half of the estimated funds have already been allocated to finance scholarships and fellowships for the third-country students, doctoral candidates and scholars. Meanwhile funds to finance scholarships and fellowships for the European students, doctoral candidates and scholars have been contracted to a smaller extent. The least amount of planned funds was used to finance scholarships for the European scholars – only 10% of the estimated budget for this activity has been used so far.

**Table 3.1.1. Summary of annual Action 1 budget allocations in the period 2009-2011 (EUR)**

		Budget allocated				Budget planned	Contraction rate
		2009	2010	2011	2009-2011	2009-2013	
Joint Programmes							
Courses	Erasmus Mundus Masters Courses (EMMCs)	1,545,000	3,540,000	3,690,000	8,775,000	19,000,000	46%
	Erasmus Mundus Doctorate Programmes (EMJDs)	0	650,000	1,200,000	1,850,000	6,000,000	31%
Individual scholarships / fellowships							
Students	Category A scholarships for masters students	65,078,800	51,186,854	45,186,280	161,451,934	245,000,000	66%
	Category B scholarships for masters students	0	15,681,440	15,697,100	31,378,540	63,000,000	50%
Doctoral candidates	Category A fellowships for doctoral candidates	0	9,692,870	15,264,000	24,956,870	35,000,000	71%
	Category B fellowships for doctoral candidates	0	6,148,800	8,638,800	14,787,600	30,000,000	49%
Scholars	Scholarships for third-country scholars in EMMCs	4,941,000	5,342,400	5,472,000	15,755,400	28,000,000	56%
	Scholarships for European scholars in EMMCs	0	1,411,200	1,440,000	2,851,200	28,000,000	10%
TOTAL:		71,564,800	93,653,564	96,588,180	261,806,544	454,000,000	-

According to the Erasmus Mundus II 2009-2013 Programme Guide, an indicative overall amount of EUR 460 million was proposed for the financing of Action 2 projects. Analysis of the monitoring data suggests that approximately 78% of the planned budget has already been distributed with more than EUR 359 million allocated to finance Action 2 activities in the 2009-2011 period.

**Table 3.1.2. Summary of annual Action 2 budget allocations in the period 2009-2011 (EUR)**

	ECW	Action 2	Action 2	2009-2011
	2009	2010	2011	
ENPI (South + East and Russia)	28,894,525	32,829,200	31,915,150	93,638,875
DCI	120,695,300	46,484,900	40,437,425	207,617,625
IPA	8,490,650	11,803,275	11,874,125	32,168,050
EDF	-	5,919,600	5,919,600	11,839,200

	ECW	Action 2	Action 2	2009-2011
	2009	2010	2011	
ICI (A2 Strand 2)	-	7,458,150	6,293,900	13,752,050
<b>TOTAL:</b>	<b>158,080,475</b>	<b>104,495,125</b>	<b>96,440,200</b>	<b>359,015,800</b>

As for Action 3, EUR 16 million for the entire duration of the programme were originally foreseen. Almost 37% of this budget was allocated to fund promotion, tender projects and projects of the National Structures. As a result, there should be a reserve of approximately EUR 10 million for the 2012-2013 period.

**Table 3.1.3. Summary of annual Action 3 budget allocations in the period 2009-2011 (EUR)**

	2009	2010	2011	2009-2011
Promotion Projects	446,010	2,182,354	2,005,209	4,187,563
National Structures Projects	446,010	676,487	473,563	919,573
Tender projects	793,298	0	0	793,298
<b>TOTAL:</b>	<b>1,239,308</b>	<b>2,182,354</b>	<b>2,478,772</b>	<b>5,900,434</b>

#### *Outputs of Action 1 – Action 3*

A budget of almost EUR 262 million allocated to finance Action 1 activities in the 2009-2011 period has produced outputs presented in table below. Particularly good results have been achieved with funds dedicated to finance the joint programmes – at this stage of the programme's implementation 74% of the expected EMMCs' outputs have been produced with less than a half of the planned budget and 100% of the expected EMJDs outputs have been produced with only 31% of the budget foreseen for this activity. Meanwhile in terms of other outputs and their achievement the results of our analysis are mixed. First, there is a risk that some of the planned outputs will not be achieved by the end of the programme's implementation, namely the number of scholarships to the European and third-country scholars, the number of category A and category B fellowships for doctoral candidates. In certain cases this risk is a result of higher than planned implementation costs (in the case of category A fellowships). Second, progress has been too slow in other cases – too few outputs were produced in 2009-2011.

**Table 3.1.4. Summary of Action 1 outputs in the period of 2009-2011**

	Outputs (No. of courses/No. of scholarships and fellowships) produced				Outputs planned	Achievement rate
	2009	2010	2011	2009-2011	2009-2013	
Joint Programmes						
Erasmus Mundus Masters Courses (EMMCs)	51	29	31	111	150	74%
Erasmus Mundus Doctorate Programmes (EMJDs)	13	11	11	35	35	100%
Individual scholarships / fellowships						
Category A scholarships for masters students	1,667	1,148	996	3,811	5,300	72%
Category B scholarships for masters students	0	816	809	1,625	3,400	48%
Category A fellowships for doctoral candidates	0	77	120	197	440	45%
Category B fellowships for doctoral candidates	0	52	72	124	330	38%
Scholarships for third-country scholars in EMMCs	343	371	380	1,094	1,900	58%
Scholarships for European scholars in EMMCs	0	98	100	198	1,900	10%

Analysis of the monitoring data also suggests that the amount of planned Action 2 outputs will be considerably exceeded – 124 partnerships were selected in the 2009-2011 period, which is already 24% more than was planned for the whole period of the Programme's implementation.

**Table 3.1.5. Summary of Action 2 outputs in the period of 2009-2011**

	Outputs (No of partnerships) produced				Outputs planned	Achievement rate
	2009	2010	2011	2009-2011	2009-2013	
Selected partnerships (former ECW)	43	-	-	43		
Selected partnerships (strand 1)	-	36	36	72		
Selected partnerships (strand 2)	-	5	4	9		
<b>TOTAL:</b>	<b>43</b>	<b>41</b>	<b>40</b>	<b>124</b>	<b>100</b>	<b>124%</b>

A EUR 16 million budget foreseen for the implementation of Action 3 projects is expected to lead to the funding of around 50 projects. At the moment of evaluation, only 44% of this quantitative target has been achieved. On the other hand, a considerable amount of the planned budget is still available (only 37% used in the period 2009-2011).

**Table 3.1.6. Summary of Action 3 outputs in the period of 2009-2011**

	Outputs (No of partnerships) produced				Outputs planned	Achievement rate
	2009	2010	2011	2009-2011	2009-2013	
Selected projects	2	11	9	22	50	44%

#### *Demand for Action 1 – Action 3 activities*

In the case of Action 1 we analysed not only the success rates of joint masters and doctoral programme proposals, but also the demand for scholarships and fellowships.

The overall success rate of submitted proposals for joint masters and doctoral programmes has been low – in 2011 it amounted to 13%. It was largely affected by high competition in the area of joint doctoral programmes – only 11 of the proposals received were accepted in the 2010-2011 period, i.e. 7-8% a year. In the case of Joint Masters Programmes, the competition is lower and the success rates are correspondingly higher. Approximately 16-18% of the proposals received for masters courses were accepted in the 2010-2011 period. In both cases the demand is rather stable as the number of proposals received for the joint programmes neither increased nor decreased substantially during the analysed period.

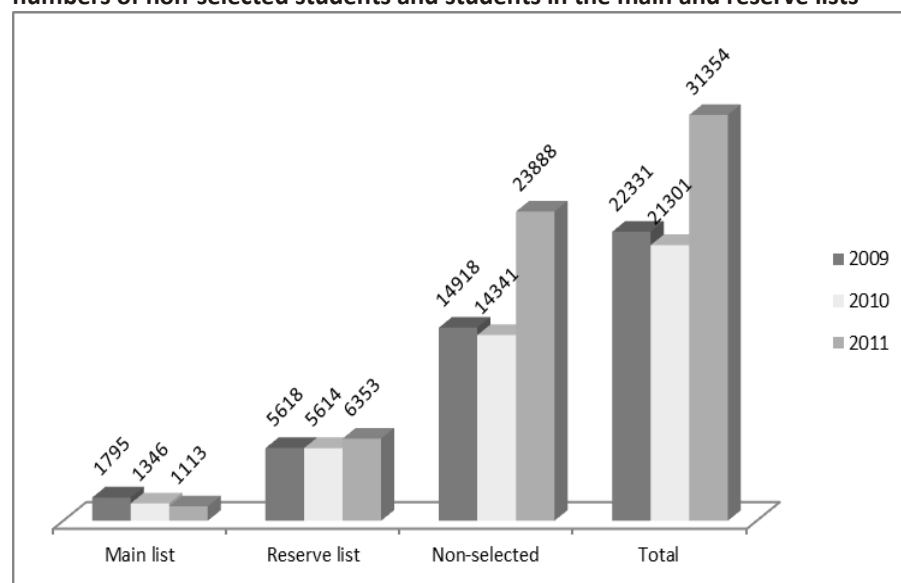
**Table 3.1.7. Demand for Action 1 activities: success rates of joint programme proposals in the period 2009-2011**

	2009			2010			2011		
	Received	Accepted	Success rate	Received	Accepted	Success rate	Received	Accepted	Success rate
EMMC+EMJD	320	64	20%	329	40	12%	317	42	13%
Masters courses (EMMC)	184	51	28%	181	29	16%	177	31	18%
Doctoral courses (EMJD)	136	13	10%	148	11	7%	140	11	8%

The demand for category A student scholarships is illustrated in figure 3.1.1. below. In total, there were 22,331 applications submitted in 2009 and only 1,795

applicants were included in the main list and received a scholarship. In other words, only 8% of all applicants received a scholarship. Although in 2010 the total amount of applicants decreased, the comparative decrease in the number of scholarships awarded was even larger. As a result, the success rate in 2010 was even lower than in 2009 – only 6% of all applicants received a scholarship. In 2011, the chance of receiving a scholarship further decreased because the number of submitted applications for a scholarship increased by more than 10,000, while the number of scholarships awarded decreased. Hence, the success rate of the application process in 2011 was only 3.5%. To sum up, the figure below illustrates the opposite trends of increasing demand for category A scholarships and their decreasing supply.

**Figure 3.1.1. Demand for category A scholarships in the period 2009-2011: numbers of non-selected students and students in the main and reserve lists**

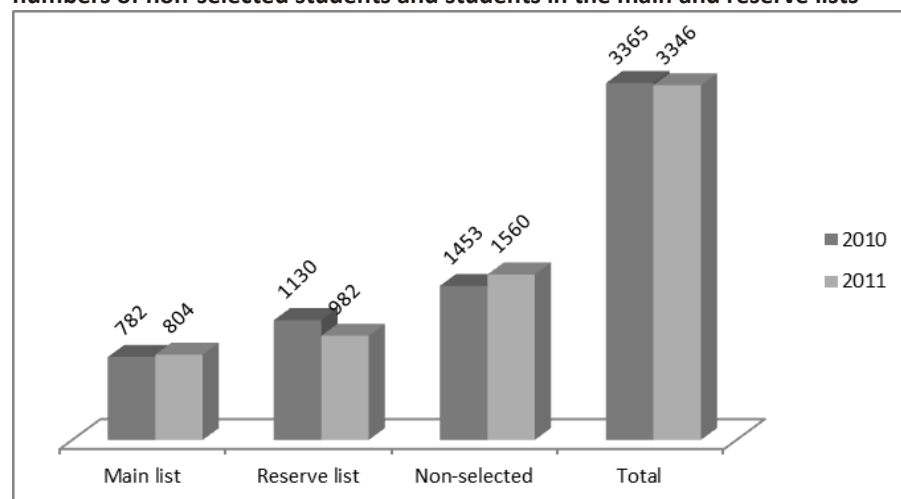


Source: analysis of the monitoring data.

In comparison, a mismatch between demand and supply was considerably lower in the case of category B student scholarships. In total, there were 3,365 scholarship applications submitted in 2010 and more than 23% of these were accepted. In 2011, the success rate of the application process remained largely the same and increased by a mere 1%. This data suggests that student scholarships under Action 1 are more easily accessible to European students than to their counterparts from the third countries. On the other hand, it also shows that current demand for scholarships is considerably greater than the supply. Furthermore, although in the case of European students the demand for scholarships remained at the same level and did not increase during the 2010-2011 period, the analysed period is too short to conclude that the aforementioned trend is not going to change.



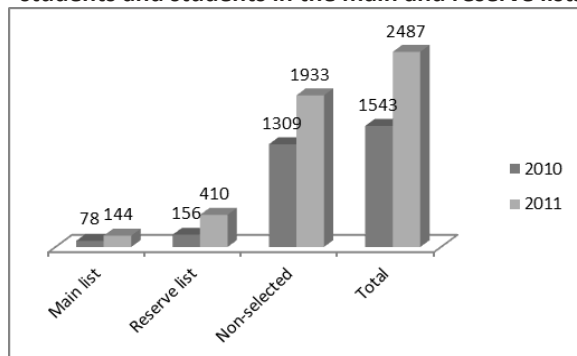
**Figure 3.1.2. Demand for category B scholarships in the period 2010-2011: numbers of non-selected students and students in the main and reserve lists**



Source: analysis of the monitoring data.

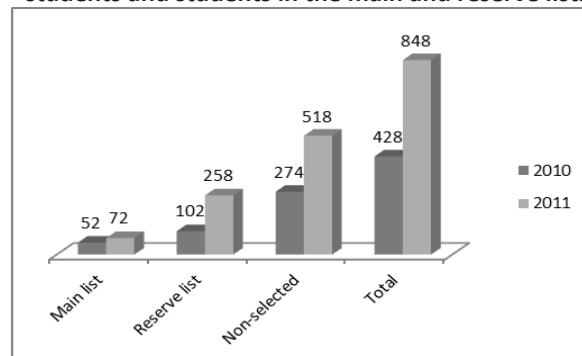
Analysis of the monitoring data concerning the demand and supply of category A and category B fellowships leads to rather similar conclusions. First, only a minor number of doctoral candidates received fellowship grants. In the case of fellowships to the third country-doctoral candidates, the success rate in the 2010-2011 period did not change much and remained at the 5-6% level. Meanwhile European doctoral candidates in 2011 experienced increased competition as only 8.5% of all applicants received a fellowship (in 2010 the application success rate was 12%). Although such data also points to the fact that European doctoral candidates have better chances of receiving a fellowship than their counterparts from the third countries, recent changes suggest this difference has narrowed.

**Figure 3.1.3. Demand for category A fellowships in the period 2010-2011: numbers of non-selected students and students in the main and reserve lists**



Source: analysis of the monitoring data.

**Figure 3.1.4. Demand for category B fellowships in the period 2010-2011: numbers of non-selected students and students in the main and reserve lists**



Slightly different trends were evident in the case of Action 2 and Action 3 in the 2010-2011 period. Although the demand for grants in both cases was notably higher than the number of accepted applications (see table 3.1.8), the absolute number of applications received decreased in 2011. Furthermore, the success rates of applications under Action 2 and Action 3 are notably lower than under Action 1 (for more details see Table 3.1.7 on the success rates of proposals for joint programmes), i.e. the demand for Action 1 and its activities is higher.

**Table 3.1.8. Demand for Action 2 and Action 3 activities: application success rates in the period 2009-2011**

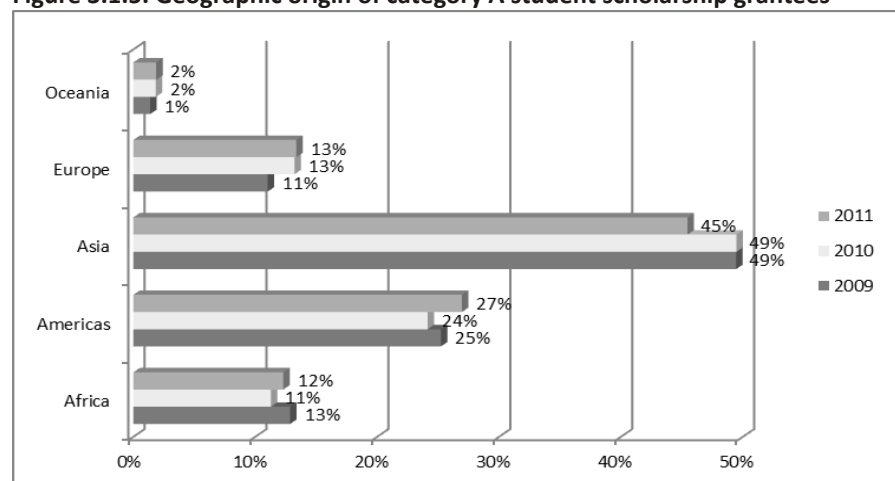
		2009			2010			2011		
		Received	Accepted	Success rate	Received	Accepted	Success rate	Received	Accepted	Success rate
Action 2	Partnership applications (ECW)	111	43	39%	-	-	-	-	-	-
	Partnership applications (strand 1)	-	-	-	98	36	37%	91	36	40%
	Partnership applications (strand 2)	-	-	-	19	5	26%	12	4	33%
Action 3	Project applications	3	2	67%	44	11	25%	37	9	24%

*Geographic coverage of category A scholarship/fellowship grants*

As one of the specific objectives of the Programme is to “contribute towards the development of human resources and the international cooperation capacity of higher education institutions in third countries through mobility streams between European Union and third countries”, we also present analysis of the programme’s geographic coverage.

Data analysis suggests that the largest share of category A scholarships was awarded to students coming from Asian countries. As in the 2009-2011 period, they received almost half of all category A scholarships. In 2011, most of these grants were awarded to students from China (93), India (62), Russian Federation (60) and Indonesia (43). The second largest group is comprised of students from South and North America. According to the monitoring data, in 2011 they received approximately 27% of all scholarships granted to the third country individuals. Subsequently, students from Mexico (63), the United States (54) and Brazil (52) were among those countries whose students received a large number of grants. Meanwhile the 25% of category A scholarships was awarded to African, European students and individuals coming from the countries of Oceania. It should be noted that their share has recently increased at the expense of students from Asian countries. On the other hand, since the absolute number of awarded grants decreased in the 2010-2011 period, the aforementioned increase was only relative.

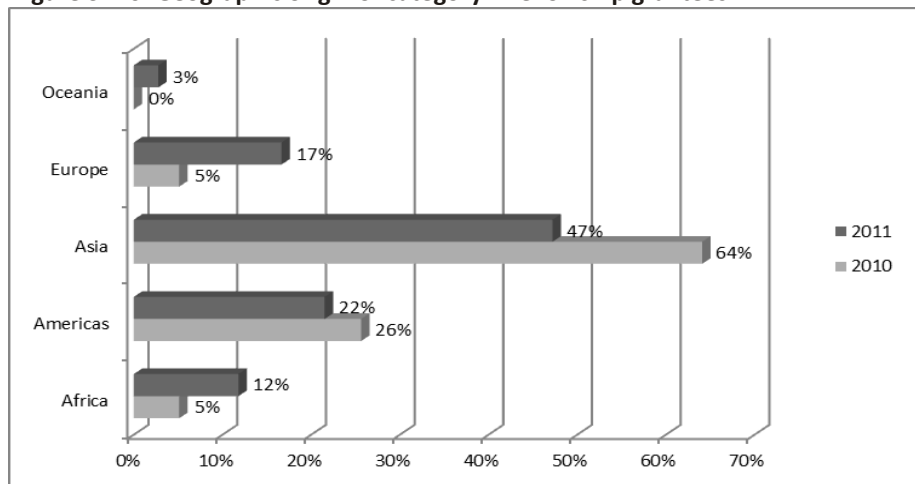
**Figure 3.1.5. Geographic origin of category A student scholarship grantees**



Source: analysis of the monitoring data.

Similar trends were evident in the case of fellowships awarded to the third country doctoral candidates. Individuals from Asian and American countries received the largest number of category A fellowships in the 2010-2011 period. Doctoral candidates from India were awarded 13 fellowships, and 10 fellowships were awarded to individuals from Iran and Mexico. Meanwhile the smallest number of grants went to the students from the countries of Oceania. As in the case of scholarships, Asian doctoral candidates in 2011 were awarded fewer fellowships than the year before. The same happened to American doctoral candidates. Respectively, individuals from other continents have notably increased their share. In contrast to the situation with category A scholarships, the absolute number of fellowships increased during the analysed period (from 78 fellowships in 2010 to 144 in 2011).

**Figure 3.1.6. Geographic origin of category A fellowship grantees**

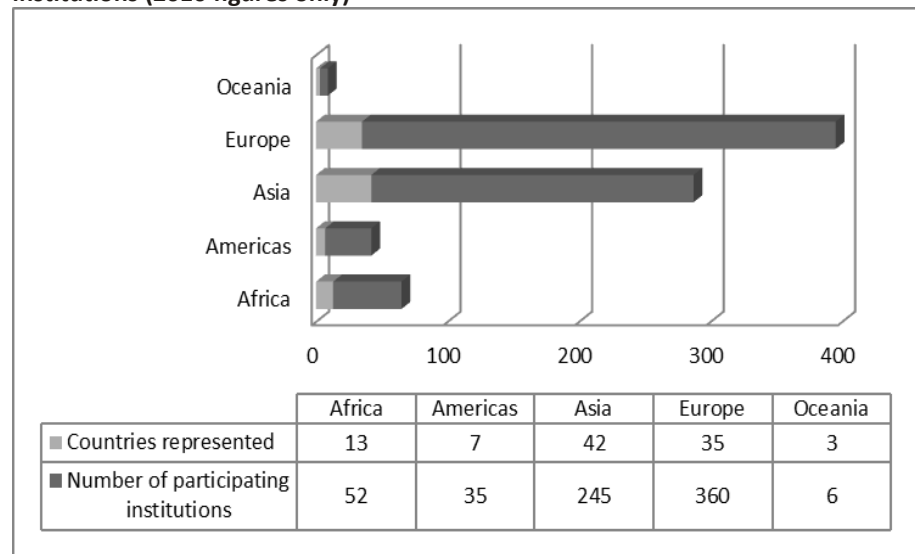


Source: analysis of the monitoring data.

#### *Geographic coverage of Action 2 partnerships*

According to the available monitoring data, institutions from 100 countries participated in Erasmus Mundus Action 2 partnerships in 2010. Furthermore, the number of European and third country institutions involved in partnerships reached 698. The most active participants in Action 2 activities were Asian and European universities. The positions of European universities were particularly strong because many of them acted as applicants in selected partnerships. As partners or applicants German (39 cases), Italian (37 cases), French (36 cases), Belgium (23 cases) and Swedish (20 cases) universities were the most active in Europe. In the case of Asia, Russian (34 cases), Chinese (18 cases), Kazakh (18 cases) and Uzbek (16 cases) universities were more active than universities from other Asian countries. Meanwhile universities from Africa, North and South America or Oceania were less frequently included in partnerships. From the group of African countries, there were universities from South Africa (22 cases) and Egypt (10 cases). As for the Americas, only Argentina (25 cases) was the most actively involved in partnerships.

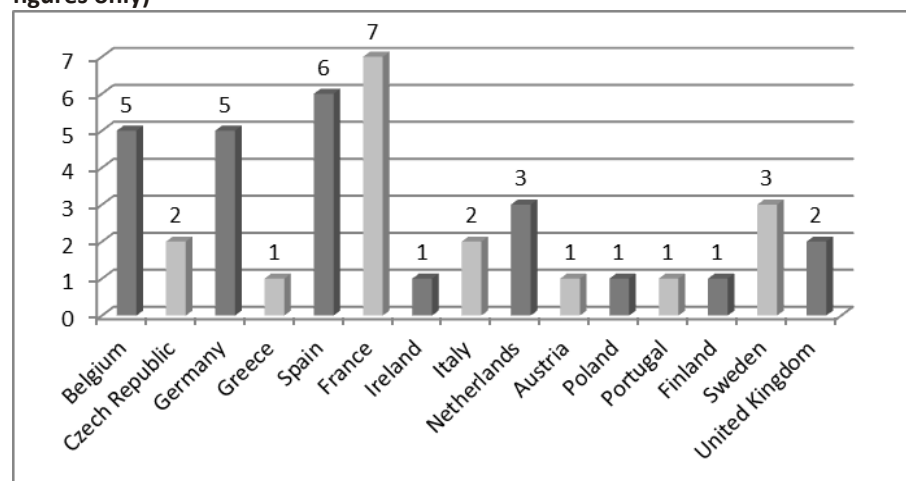
**Figure 3.1.7. Geographic coverage of Action 2 partnerships: all participating institutions (2010 figures only)**



Source: analysis of the monitoring data.

Most of the coordinating institutions in Action 2 partnerships represented France, Spain, Germany and Belgium. Universities from other European countries rarely acted as applicants and more often were involved in partnerships as partner institutions.

**Figure 3.1.8. Geographic coverage of Action 2 partnerships: applicants (2010 figures only)**



Source: analysis of the monitoring data.

#### *Action 1 unit cost changes*

The most significant changes of unit costs occurred in the area of scholarships for third country students. Since 2009 they increased by 16%. In 2011, the average amount of a scholarship was EUR 45,367. Meanwhile the unit cost changes in other areas during the analysed period were minor: the average amount of a scholarship for the European student, third country or European doctoral candidate increased by 1%.

**Table 3.1.9. Changes in the average size of Action 1 scholarship/fellowship grant in the period 2009-2011 (EUR)**

Grant		2009	2010	2011	2009-2011
Students	Scholarships for third country students	39,039	44,588	45,367	42,365
	Scholarships for European students	-	19,217	19,403	19,310
Doctoral candidates	Fellowships for third country doctoral candidates	-	125,881	127,200	126,685
	Fellowships for European doctoral candidates	-	118,246	119,983	119,255
Scholars	Scholarships for third country scholars	14,400	14,400	14,400	14,400
	Scholarships for European scholars	-	14,400	14,400	14,400

*Action 1 tuition fee rate changes*

Analysis of Action 1 tuition fee rate changes implies that since 2007 the average tuition fee rate for third country students increased by 9.5%. Meanwhile European students have to pay 16.4% higher tuition fees. Although changes were gradual, the largest increase occurred in 2010-2011 when the average tuition fee rate increased by 11-15%. On the other hand, based on our analysis, the increase was mainly caused by the inclusion of several pre-selected courses with considerably higher tuition fees (EUR 8,000 for third country students and EUR 6,000 for European students) in the list. As a result, in most cases tuition fees for third country students throughout the analysed period remained at EUR 4,000 level. Meanwhile European students usually had to pay EUR 2,000.

**Table 3.1.10. Tuition fee rate changes in Action 1 pre-selected courses in 2007-2011**

Year	Average fee rate paid by a third-country student (EUR)	Change of the average fee rate (%)	Fee rate range (EUR)	Average fee rate paid by a European student (EUR)	Change of the average fee rate (%)	Fee rate range (EUR)
2007	3,853		2,400-4,000	1,838		750-2,000
2008	3,913	+1.5	2,335-5,500	1,845	+0.4	1,000-2,000
2010	3,674	-6.1	500-4,000	1,921	+4.1	500-4,000
2011	4,220	+14.9	2,000-8,000	2,140	+11.4	0-6,000



## ANNEX 4. THE EU-LEVEL AND NATIONAL CASE STUDIES

### 4.1 Action 1 Case study: Horizontal case study

PRE-FILLED SECTION		
Case study title		
Horizontal case study of the impact of Erasmus Mundus II on the internationalisation of Higher Education in Europe and the third countries		
Information sources		
Main documents used (legal acts, national reports/implementation documents)	No. of interviews and a list of interviewed organisations*	Other sources (statistical sources, studies, analytical papers, etc.)
<ul style="list-style-type: none"> <li>The Bologna Declaration of 19 June 1999, <a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA_DECLARATION1.pdf">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA_DECLARATION1.pdf</a></li> <li>Council conclusions on the internationalisation of higher education, 3013th EDUCATION, YOUTH AND CULTURE Council meeting Brussels, 11 May 2010 &lt; <a href="http://www.sefi.be/wp-content/uploads/114378%20Conclusions%20Consejo%20Internacionalizaci%C3%B3n.pdf">http://www.sefi.be/wp-content/uploads/114378%20Conclusions%20Consejo%20Internacionalizaci%C3%B3n.pdf</a>&gt;</li> <li>European Commission (2006) Perceptions of European Higher Education in Third Countries. Luxembourg, Office for official publications of the European Communities;</li> <li>Erasmus Mundus 2009-13: Programme Guide. &lt;<a href="http://eacea.ec.europa.eu/erasmus_mundus/programme/programme_guide_en.php">http://eacea.ec.europa.eu/erasmus_mundus/programme/programme_guide_en.php</a>&gt;</li> </ul>	<p>Interview with the member of DG EAC, Date: 12-10-2011;</p> <p>Interview with the member of DG EAC, Date: 19-10-2011;</p> <p>Interview with the representative of the Czech national structure, National Agency for European Educational Programmes, Centre for International Services (Czech Republic), Date: 23-11-2011;</p> <p>Interview with the representative of the Croatian national structure, Agency for Science and Higher Education (Croatia), Date: 12-10-2011;</p> <p>Interview with the representative of the Hungarian national structure, Tempus Public Foundation, Date: 04-10-2011;</p> <p>Interview with the representative of the Spanish national structure, Directorate General for University Policy, Ministry of Education (Spain), Date: 21-12-2011.</p> <p>Interview with the representative of Bologna Follow-Up Group Secretariat, date: 23-02-2012</p>	<ul style="list-style-type: none"> <li>Anne Corbett, Ping Pong: competing leadership for reform in EU higher education 1998–2006, European Journal of Education, Vol. 46, No. 1, 2011, Part I</li> <li>Batory, Agnes and Nicole Lindstrom, The Power of the Purse: Supranational Entrepreneurship, Financial Incentives, and European Higher Education Policy, Governance: An International Journal of Policy, Administration, and Institutions, Vol. 24, No. 2, April 2011 (pp. 311–329)</li> <li>Davies, Howard, Survey of Masters Degrees in Europe, EUA Publications 2009</li> <li>Action 2 project Eurasia II case study;</li> <li>Case study ,Action 1 project EuroSPIN – European Study Programme in Neuroinformatics’ conducted in the course of the project</li> <li>Action 2 case study of the university consortium – EM2-STEM, conducted in the course of the project</li> <li>Action 2 project university consortium Averroës case study, conducted in the course of this project</li> <li>Case study of Action 1 project – EMMC GEMMA Masters Degree in Women's and Gender Studies</li> <li>Predrag Lazetic, Managing the Bologna Process at the European Level: institution and actor dynamics, European Journal of Education, Vol. 45, No. 4, 2010</li> <li>Survey of institutional beneficiaries of the Erasmus mundus ii programme.</li> <li>Survey of the National Structures and the EU delegations, involved in implementation of the EM programme.</li> </ul>

## 1. INTRODUCTION

### 1.1 Case study objectives and approach

The principal aim of this case study is to understand how and to what extent the EM II programme has contributed to the internationalisation of Higher education in both European and third countries. The study is

divided into three parts and thus aims at revealing the impact of EM II in three different aspects. The first part of the study elicits the *context* of the EM II programme, which allows understanding why and how the programme is expected to have an impact on the internationalisation of higher education in Europe and beyond. The second part of the work emphasises the *relevance* of the programme in fostering the internationalisation of higher education. Finally, the third part focuses on the *effectiveness* of the programme in promoting the internationalisation of the higher education. In this part of the study, the effectiveness of EM II will be analysed in terms of its impact *at the institutional and systemic levels* on the one hand, and in terms of its impact on *European and third countries* on the other hand.

## 1.2 Summary of the main findings

The study indicates the impact of EM varies according to different aspects in which the programme might contribute to the internationalisation of higher education. The evidence provided by this work reveals that the contribution of EM II to the internationalisation of higher education is moderate with the exception of specific areas (joint degree recognition; cooperation with the third countries), where it has a unique role.

At the system level impact, thus, it is hard to notice any substantial effect that the programme had on the overall development of the adoption of Bologna standards in the European countries precisely because numerous other programmes and initiatives has also contributed to the development of the Bologna principles in the European context. The impact of EM II, however, is much clearer in the area of recognition of joint degrees, because at the present time the programme is the sole initiative in this area: there are no other programmes, which would create an incentive for European HEIs to seek changes in their respective national legislations related to the recognition of joint degrees. In terms of the programme's impact at the institutional level, the study provides enough evidence to confirm that EM II contributed significantly to the development of joint admission, selection, supervision, monitoring and assessment standards and practices among both European and third country HEI participants, although the impact among the former is hard to distinguish from the impact of the first phase of EM.

Thus, the impact of the programme on most of the recognition systems reveals itself to be moderate in Europe, where credit and study mobility recognition mechanisms were developed well before the onset of EM II. The impact in the third countries, which were not affected by earlier internationalising developments within Europe, on the other hand, turns out to be much more obvious with clear evidence about the development of new quality assurance, credit and mobility recognition standards, where it did not exist prior to EM II.

The impact of EM II on the internationalisation of HE, therefore, can be summarised as a success in particular areas, where EM II represents substantial novelties (funding of joint European degrees; support for mobility of the third-country students ), while its influence on the overall convergence of the European Higher Education systems and Bologna process is rather moderate.

The case study was prepared between November and December of 2011.

## 2. CONTEXT

### 2.1 Current EU HE internationalisation policies

Today European policies aimed at internationalisation of European HE are implemented in three distinct although complementary forms: *The Lifelong Learning Policy, Lifelong Learning Programme, and the External Activities*<sup>29</sup>.

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<sup>29</sup> Anne Corbett, Ping Pong: competing leadership for reform in EU higher education 1998–2006, European Journal of Education, Vol. 46, No. 1, 2011, Part I.

**Table 4.1.1. HE internationalisation incentives in the broader context of the current EU education and training policies**

Lifelong learning policy	Lifelong learning programme	External Activities
1. The strategic framework for education and training (Education and Training for 2020); 2. Mobility and lifelong learning instruments for school education; 3. Vocational education and training (VET); 4. Adult learning; 5. Innovation and creativity policy; 6. Policy work on research and analysis; 7. Bologna process.	1. <i>Comenius</i> project for school education; 2. <i>ERASMUS</i> programme supporting student exchanges; 3. <i>Leonardo da Vinci</i> programme for vocational education and training; 4. <i>Grundtvig</i> programme for adult education; 5. Transversal programme covering four areas: policy cooperation and innovation in education and training; foreign language teaching; development of ICT-based content and services; and dissemination of results of the programme; 6. Jean Monnet Programme supporting the European integration.	1. Erasmus Mundus; 2. Co-operation with industrialised countries; 3. <i>Tempus</i> – cooperation in the field of education between EU and its neighbour countries; 4. <i>Edulink</i> – capacity building and regional integration in HE in Africa, Caribbean and Pacific regions; 5. <i>Alfa</i> co-operation in the field of HE between the EU and Latin American countries; 6. Regional initiatives in HE cooperation (Eastern Partnership; Union for the Mediterranean; Africa-EU strategic partnership; Asia-Europe Meeting (ASEM)).

Source: Anne Corbett, Ping Pong: competing leadership for reform in EU higher education 1998–2006, *European Journal of Education*, Vol. 46, No. 1, 2011, Part I

**The Lifelong Learning Policy** traces its roots to the Lisbon strategy of 2000, which declared the need for closer international cooperation in the field of HE and which emphasised the role of HE and innovations in creating a knowledge society and knowledge economy in Europe. The policy consists of seven elements, each covering a different educational and training area (See Table 4.1.1 above). The Bologna process is the HE element of the Lifelong Learning policy.

### Bologna process

The central forum for European countries seeking to coordinate their higher education policies, the Bologna Process began in 1999 and today includes 47 countries.

The Bologna declaration, initially signed by 29 European Ministers of Education declared six main objectives:

- Adoption of a system of easily readable and comparable degrees;
- Adoption of a system essentially based on two main cycles, undergraduate and graduate;
- Establishment of a system of credits – such as in the ECTS system – as a proper means of promoting the most widespread student mobility;
- Promotion of mobility of students, teachers, researchers and of administrative staff;
- Promotion of European cooperation in quality assurance;
- Promotion of the necessary European dimensions in higher education.<sup>30</sup>

Recent studies indicate that today the Bologna process, although being slowly integrated into the broader EU policies of HE internationalisation, still remains a non-EU project because of the participation of non-EU countries on the one hand, and because of the less formal, legally non-binding nature of the decisions made by the participants on the other hand. This non-hierarchical and voluntary nature of the process is responsible for the slow or even suspended implementation of certain Bologna directives on the part of less developed participating countries. After more than 10 years of the process, as the representatives of the ministries stated, because of the lack of financial resources or because of different political priorities, the countries to the east of EHEA were still slow in adopting a new degree structure, quality assurance mechanisms and recognition procedures. Furthermore, a lot of the countries were not able or willing to implement the reforms “on the ground”, i.e. at the level of HEIs, even though passing the necessary legislation.<sup>31</sup>

<sup>30</sup> The Bologna Declaration of 19 June 1999,

<[http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA\\_DECLARATION1.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA_DECLARATION1.pdf)>

<sup>31</sup> Predrag Lazetic, Managing the Bologna Process at the European Level: institution and actor dynamics, *European Journal of Education*, Vol. 45, No. 4, 2010.



The Bologna process, thus, although having developed a flexible pan-European forum for common HE policies and created a common “language” for its participants, because of the lack of more binding decision making mechanisms, is currently incapable of the implementation of broader and more complex HE internationalisation strategies.

As the coordinator of the EM II programme has noted, Erasmus Mundus is seen as a practical instrument to achieve the Bologna recommendations by overcoming the structural weaknesses of the Bologna process: “*EM gave a possibility to universities to request some changes from ministries of education. Thanks to EM and university pressure, it became possible for some countries to award joint degrees*’.<sup>32</sup> The EM programme, thus, is expected to prompt the implementation of the Bologna process standards by introducing additional pressures on the national authorities to adopt the necessary legal and administrative reforms, and in this way to overpass the structural weaknesses of the Bologna process itself.

**The Lifelong Learning Programme (LLP)** refers to the package of programmes, funding multiple actions of exchanges, study visits and networking activities. The HE element of LLP is the Erasmus flagship education and training programme, supporting student, teachers and business staff exchanges between European HEI’s.

**The External activities** encompass a range of EU initiatives aimed at promoting international cooperation in the field of education and training. The most important of these programmes is Erasmus Mundus with its second phase (2009 – 2013).

## 2.2 Erasmus Mundus II

The direct basis to launch the Erasmus Mundus II programme was the success of the first Erasmus Mundus phase of 2004-2008 and EM External Cooperation Window, a cooperation and mobility scheme in the area of higher education, which started in 2006 and the principal objective of which was the achievement of better mutual understanding between the EU and the third countries as well as cooperation in the field of HE through the exchange of persons, knowledge and skills.<sup>33</sup> Another major contribution to the launching of EM II was *ICI-ECP* (Industrialised Countries Instrument – Education Cooperation Programme), which started in 2008. The objective of this programme was EU cooperation with Australia, New Zealand, Japan, and the Republic of Korea in the field of HE and vocational education through regional and bilateral cooperation projects based on joint EU-Partner Countries funding and mutual agreement on the selection of higher education partnerships.<sup>34</sup> The programme of Erasmus Mundus II, thus, reflects a longer development of policies aimed at internationalising European HE.

The principal novelties introduced by the second EM phase show that with EM II the internationalisation of European HE advanced both in its breadth and depth. The extension of the joint programmes including the doctoral level and offering of scholarships for European students will increase the intensity of the academic exchange, while the permission for the third country HEIs to participate in the EM Joint programmes, along with the launching of the EM Action 2 “Erasmus Mundus partnerships” with the third country HEIs, further expanded the scope of European HE cooperation with the third countries.

These novelties correspond to the latest initiatives of the European Council directed at the internationalisation of the European Higher Education. The Council Resolution of 23 November 2007 on modernising universities for Europe’s competitiveness in a global knowledge economy encouraged members of the EU to promote internationalisation of their HE institutions by encouraging quality assurance through independent evaluation and peer review of universities, by enhancing mobility, promoting the use of joint and double degrees and by facilitating the recognition of qualifications and periods of study.

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<sup>32</sup> Interview with EAC, Date: 12 October 2011.

<sup>33</sup> <http://www.eubranex.de/index.php?id=21&L=1>

<sup>34</sup> [http://eacea.ec.europa.eu/bilateral\\_cooperation/eu\\_ici\\_ecp/programme/about\\_eu\\_ici\\_ecp\\_en.php](http://eacea.ec.europa.eu/bilateral_cooperation/eu_ici_ecp/programme/about_eu_ici_ecp_en.php)

The Council's recommendations of May 2010 (Council conclusions on the internationalisation of higher education<sup>35</sup>) invited Member States to internationalise their HE systems and to adopt these measures:

- Fostering a truly international culture within HE institutions;
- Increasing the international attractiveness of higher education institutions;
- Promoting the global dimension and awareness of the social responsibility of higher education Institutions.

According to one of the interviewees from DG EAC, a new Commission's Communication on the internationalisation of higher education is expected to appear during the course of 2012. Following Commission Modernisation Agenda for Universities of 2006, this initiative should emphasise two principal goals: firstly, internationalisation of the European HE, as an instrument to improve Europe's standing in the world itself, and secondly, it is a means for capacity building in the third countries, which could develop their HE systems on the base of the European experience.

### 3. RELEVANCE

*Perceptions of relevant policy-makers and stakeholders regarding the relevance of the programme and its clear value added in strengthening of internationalisation of higher education.*

The most common added value of the programme in strengthening of internationalisation of higher education, as indicated by the policy makers and the representatives of the HEIs involved in EM II, is the possibility of sharing and putting together the best EU members practices in the field of higher education under the framework of a single programme. According to the comment of one of the respondents, the most evident added value of the programme is that the process of cooperation between HEIs has a clearly defined structure and is not left to individual institutions. EM II programme in this way promotes the European and not just national dimension of the higher education, and increases the accessibility to and visibility of the European HE to the third countries. As the Action 2 case study of the Project EM2-STEM demonstrates, members of the international consortium acknowledge that EM II programme gives not only funding but, more importantly, a credible context for co-operation and joint development. According to the representative of Warsaw University, "EM provides a mechanism for linking funding, networking and building co-operation and trust".

Another added value of the EM II Action 1 to the internationalisation of the HE process, as noted by the EMAA representative, is that it promotes the convergence of the European HE systems, and in this way contributes to the implementation of the Bologna process. The basic mechanism, which encourages national authorities to implement the reforms in their HE systems, works through the stakeholders of the programme, i.e. the universities competing for funding. The requirement that international consortia of universities, eligible for funding, must consist of the HEIs from at least three different European countries, motivates these HEIs to strive for the implementation of common international HE standards within their home countries, and in this way reinforces the realisation of Bologna objectives<sup>36</sup>.

Under the conditions of EM II, for instance, national HE systems of the consortia must recognise the components of the joint academic course; consortia must have a joint governance structure, common admission, selection and supervision process. In addition, HEIs competition for European Commission's funding and the subsequent pressure they put on their national authorities in order to implement common-standards, also reinforces the unification of the duration of courses and of the tuition fees. Thus, funding, which became available to HEIs thanks to EM II, is the major leverage through which Commission implements the policies of the HE internationalisation within Europe.

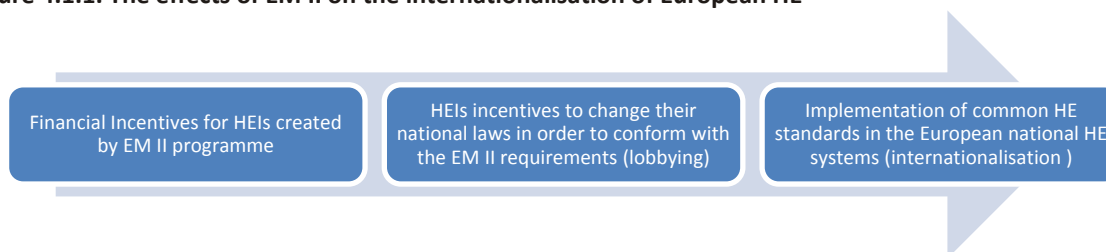
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<sup>35</sup> Council conclusions on the internationalisation of higher education, 3013th EDUCATION, YOUTH AND CULTURE Council meeting Brussels, 11 May 2010

< <http://www.sefi.be/wp-content/uploads/114378%20Conclusiones%20Consejo%20Internacionalizaci%C3%B3n.pdf> >

<sup>36</sup> Batory, Agnes and Nicole Lindstrom, The Power of the Purse: Supranational Entrepreneurship, Financial Incentives, and European Higher Education Policy, Governance: An International Journal of Policy, Administration, and Institutions, Vol. 24, No. 2, April 2011 (pp. 311–329).

**Figure 4.1.1. The effects of EM II on the internationalisation of European HE**



Source: Own compilation.

Another major added value of EM II Action 2, in terms of the internationalisation of the European HE, is related to the extension of the area of European HEIs international co-operation. EM2 gave a new dimension to the process of internationalisation by fostering the cooperation and mobility between European and *third countries* in the field of HE. As a representative of the European External Affairs Service noted, there always remains a danger that European universities will lose an interest to cooperate with the HEIs of the third countries and with the developing countries in particular. EM programme with the funding it provides, has enabled inter-university co-operation with countries which would not normally be in the top priority list for EU universities:

*“Through Action 2 the Commission has been able to extend higher education cooperation to a wide range of countries outside the EU. Without Action 2, this important collaboration would not happen – even in fact with countries with common borders with the EU, such as – for example – Ukraine. Which universities would otherwise be in a position to co-operate with Ukraine?”*

Although EM II programme complements some mobility actions aimed at intra-European student mobility (for instance, LLP with its Erasmus sub-programme), at the EU level it remains the only programme that supports mobility for third-country students. In addition, it is a unique opportunity to attract third country students from all the academic background and not only medical students.

The fourth added value to the internationalisation of the European HE created by EM II programme can be defined as the broader inter-cultural experience and new language skills EM II students acquire from the participation in the programme.

Finally, a separate EM brand name popularises European (as a contrast to national) HE among international students and in this way promotes exceptionally European dimension of HE. According to one of the European Commissions’ reports, for instance, increasing of funding for incoming students from non-European countries would foster the attractiveness of Europe as a HE area in the Global context<sup>37</sup>.

#### 4. EFFECTIVENESS

***4.1 Evidence, that implementation of EM II has led to: change in attitudes regarding Bologna process, actual convergence of HE systems and higher levels of mobility: EM II contribution to the changing national legislation in the area of HE international cooperation (EU Member States and third countries).***

##### **Joint degrees and curricular integration at the masters level**

As the sole EU education programme supporting the international consortia of universities offering joint, multiple or double degrees, EM II today is the only means to foster a change in the national legislations concerning the joint degrees.

In terms of *Joint degrees and curricular integration at the masters level*, the EM II programme with its funding for international consortia offering joint degrees directly contributes to the implementation of the necessary

<sup>37</sup> European Commission (2006) Perceptions of European Higher Education in third countries. Luxembourg, Office for official publications of the European Communities.

legislation for the recognition of joint degrees in the countries of the participating universities. According to the European Commission rules laid out in the call for proposals, in order to be eligible for Commission's funding, consortia of HEIs must prove that at the time of the application the home countries of the participating HEIs officially recognise the degrees delivered at the end of the masters course<sup>38</sup>. This formal requirement forces Universities of the consortium to push their national legislative bodies to implement the legislations recognising the joint degrees.

Already in 2007 positive impact of Erasmus Mundus on recognition of joint, multiple and double degrees was noticed in EUA Survey of masters degrees in Europe: joint degrees were formally recognised in around half of the countries concerned<sup>39</sup>. As the representative of the Czech national authorities has acknowledged in an interview, in the course of the implementation of EM programme country's national authorities had prepared the policies of joint degrees accreditation in accordance with the guidelines prepared by the HEIs. The case study of *Action 1 project – EMMC GEMMA Masters Degree in Women's and Gender Studies* has also demonstrated that the Programme might have significant impact on national legislation in the participating countries: following the EM programme new national legislation regarding postgraduate studies and joint masters degrees was adopted in Spain.

According to the information provided by the interview with the representative of the Spanish national structures, The Royal Decree 861/2010, of 2nd July, modifying the previous Royal Decree 1393/2007 that regulated Higher Education Studies, was adopted following the implementation of EM II. The main effect of this modification was that all the International Joint degrees created by consortia in which Spanish Higher Education Institutions participate as coordinator or partner and that will be selected and awarded with the Erasmus Mundus Label of Excellence in competitive calls by the European Commission will no longer need any "ex-ante" evaluation by the Spanish and/or the corresponding regional agencies for Quality Assurance. Thus, these joint degrees in Spain will no longer require double evaluation by both national and European Quality Assurance agencies. It is worthy to bear in mind, that the development of these changes was already initiated during the first EM phase. Finally, the Royal Decree 1002/2011, of 5th August, that regulates Higher Education Diploma and Diploma Supplement issue in Spain, was adopted. In addition to the model of joint diploma and joint diploma supplement for international joint degrees, the Decree also included a specific model for Erasmus Mundus joint diploma and diploma supplements. Thus, it is possible to observe the impact EM II has on the national legislations related to joint masters degrees.

Useful data on the influence the programme had on the adoption of legislations necessary for recognition of joint/double degrees is further provided by the survey of the National Structures and the EU delegations, involved in implementation of the EM programme. The results of this survey indicate that, while most of the representatives of the National Structures do not report any significant impact the programme had on legislative developments in the areas of credit recognition systems (delivery of Diploma Supplement, ECTS), adoption of a three-cycle higher education system (bachelor-master-doctorate), or mobility and employment of students participating in the programme, they do acknowledge, that the programme had stronger influence in the particular area of joint degrees recognition and curricular integration at masters level. Thus, while the overall 14 out of 27 National structures respondents indicated that EM II had at least some influence on the development of credit recognition systems, with another 10 indicating it had no influence at all in this field, an overwhelming majority of 19 out of 27 respondents reported, that the programme had influence on the joint degrees recognition and curricular integration at masters level in their countries (with merely 5 respondents saying it had no influence at all in this area). The contrast with the influence in other Bologna process-related areas is even more evident: merely 8 out of 27 National Structures respondents indicating that the programme had at least some influence on Legislative or administrative changes to facilitate the adoption of a three-cycle higher education system (with 14 respondents reporting no influence at all in this area); and 6 out of 23 respondents indicating some influence on Legislative or administrative changes to facilitate the mobility between EU countries/EU-third-country students (with the majority of 8 respondents indicating no influence at all).

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<sup>38</sup> Erasmus Mundus 2009-13: Programme Guide. <[http://eacea.ec.europa.eu/erasmus\\_mundus/programme/programme\\_guide\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/programme/programme_guide_en.php)>

<sup>39</sup> Davies, Howard, Survey of Masters Degrees in Europe, EUA Publications 2009

The analysis of the answers to the open questions of the survey strongly confirms the conclusion that the sole area, where EM II had a significant influence on the legislative developments related to the internationalisation of the Higher Education is its influence on legislative developments concerning recognition of joint degrees. While most of these answers indicate, that the legal issues related to the Bologna principles were solved well before the onset of the programme, legislative reforms in the area of the recognition of joint/double degrees constitute a vivid exception.

### **Joint degrees and curricular integration at doctorate level**

Since one of the main innovations of the second phase of Erasmus Mundus was the introduction of joint doctorates in addition to joint masters degrees, the Commission applies the same joint or multiple degree requirements for the applicants as in the first Erasmus Mundus phase. The European Commission thus posed the same requirement to have national legislation implemented recognising joint doctorate degrees, in order for an applicant HEI to be eligible for funding. The effectiveness of Erasmus Mundus II in promoting change in the national legislation governing joint degree at doctorate level, however, cannot be expected to be the same as at masters degree level. The reason for this is that, as the Erasmus Mundus 2009-2013 Programme Guide states, “there is no European consensus for a single ‘doctoral programme model’ or for any kind of ‘European Joint Doctorate’”. There is considerable variety in the curricula of doctorate degrees in different European countries (some countries use credits and taught courses where others do not, in some countries doctorate students are employees of the HEIs, while in others this is not the case etc.), and these differences require a completely different approach to international cooperation among HEIs. The impact of EM II on the recognition of joint, multiple or double degrees at doctorate level is that it promotes experimentation in creating a common European doctorate model rather than the adoption of an already existing model. The interview with the representatives of the Hungarian national structures showed for instance, that the introduction of EMJD in the programme had revealed the discrepancies between doctorate programmes in European countries (which turned out to be more significant than differences between masters courses), and in this way, helped to unfold the possibilities for new policy initiatives in the field of HE internationalisation in Europe.

The case of Spain provides a useful illustration of how the programme might foster the development of a common concept of doctorate studies, further facilitating the integration of joint doctorate degrees at the national level. Following the second phase of EM, The Royal Decree 99/2011, of 28th January was adopted, including the obligation to provide an employment contract for doctoral students because they are considered researchers not students, as was the case previously in Spain before this Royal Decree.

The data provided by the survey of the National Structures and the EU delegations, involved in implementation of the EM programme, further confirms the positive influence of the programme in this area. According to its results, 16 out of 27 National Structures respondents indicated that programmes had at least some influence in joint degree recognition and curricular integration at doctorate level in their countries. This figure, although slightly lower than the reported positive influence on joint degrees at masters level, constitutes a sharp contrast to other areas of the legislative developments related to the Bologna process, where, as we have already seen, the reported impact of EM II was much lower.

As the case study of the EuroSPIN<sup>40</sup> university consortium showed, EM II also fosters the internationalisation of HE in an indirect and informal way. KTH Royal Institute of Technology in Sweden joined the consortium as its coordinating institution despite the fact that Sweden had no law on joint degree accreditation. However, the Swedish university expected that the necessary legislation would be adopted before the first cohort of graduates finishes their studies. Thus, many universities were not deterred from joining a consortium even if substantial legal obstacles existed, because of their hope that legislation would “fall into place” with the first graduate cohort. This situation gave universities an opportunity to impress their respective Member States and to convince them about the urgency of implementing necessary legislation, which would conform to the European Commission’s requirements.<sup>41</sup>

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<sup>40</sup> Case study, Action 1 project EuroSPIN – European Study Programme in Neuroinformatics’ conducted in the course of the project

<sup>41</sup> Batory, Agnes and Nicole Lindstrom, *The Power of the Purse: Supranational Entrepreneurship, Financial Incentives, and European Higher Education Policy, Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 24, No. 2, April 2011 (pp. 311–329).

## Development of credit recognition systems (delivery of Diploma Supplement, ECTS)

As the representative of the Croatian national structure has noted, it is hard to separate the impact of EM II on the national legislation, fostering internationalisation of HE, separately from the previous trends in this area. The case study of the GEMMA project allows making similar conclusions: although all the participants of the consortium use the ECTS, the European credits are only developed among the earlier partners, while for American partners it still remains “meaningless”. Similarly, according to the data provided by the case study of the Eurasia project,<sup>42</sup> there is no evidence of the independent impact of EM II on the development of common recognition system between the participating European countries. On the contrary, European universities participating in the consortia consider the development of credit transfer and mobility recognition to be the result of the longer experience of participation in numerous Erasmus partnerships and other European programmes. Thus, it is obvious that EM II itself does not promote the acceptance of ECTS, rather, this acceptance must be preceded by previous practices related to the broader development of the Bologna process.

The ambiguous effects that EM II have on the common recognition systems is also reflected by the results of the institutional beneficiaries survey. According to the results of the survey, roughly 22.7% of the respondents (both Action 1 and Action 2 beneficiaries) acknowledged that the programme clearly contributed to the Introduction of recognition instruments (ECTS, diploma supplement) where they did not exist before, while 31.8 % said that it had only partial influence, with another 31.7 % indicating it had no influence at all. The vague nature of the influence of EM II on the national legislations, facilitating internationalisation of HE and promoting the Bologna process, is even more evident with the influence that the programme had on the adoption of a three-cycle higher education system (bachelor-master-doctorate) in the participating countries. According to the results of the survey, 22.5% of the respondents agreed that the programme had a definite influence in this field, with 22.9% stating that it had only partial influence and the majority of respondents (37%) stating it had no impact at all. Thus, these results reiterate the conclusions, that the impact of EM II on the development of common study recognition instruments in Europe is not clear and cannot be isolated from the broader developments of the Bologna process and of HE internationalisation.

Finally, the results of the survey of the National Structures and the EU delegations, involved in implementation of the EM programme, provide even stronger evidence that the impact of EM II on national legislation related to the development of credit recognition systems was moderate (14 out of 27 respondents indicating some influence, as against 10 respondents denying any contribution of the programme in this area). The principal motive dominating the answers is again the fact that most of the principal Bologna process-related legal measures in the EU27 countries were adopted under the influence of the previous initiatives. The typical answers argued that, *“it is possible that Erasmus Mundus contributed such influence, but it is difficult to assess whether the influence happened due to other initiatives (Support for ‘Bologna process’ by the national authorities in general, Tempus programme, pre-accession EU funds (IPA), etc)”* or that *“The Erasmus Mundus programme did not have any impact on the legislation as the Bologna process principles (three cycles system) had already been introduced.”* A very similar conclusion can be drawn from the information provided during the interview with a representative of the *Bologna Follow-Up Group Secretariat*, who indicated that the influence of EM II on particular national legislations concerning the Bologna process, although not zero, is hard to distinguish from the influence of the previous initiatives.

## Quality assurance

In terms of the common quality standards and quality assurance mechanisms, the biggest contribution of the programme is the spread of awareness and sharing of knowledge in the field of quality assurance between the participants of the programme. According to the results of the survey of the institutional beneficiaries of the programme, about 36.8% agree that in the course of EM II, awareness of global or European standards of excellence, teaching and research quality has increased, while another 43.9% agree that it has some influence in this area, and only 9% of the respondents claimed that it had no impact at all.

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<sup>42</sup> Action 2 project Eurasia II case study



The “soft” power exercised by EM II on the international orientation of the participant Member States, therefore, is much more obvious than its “hard” power of the influence on the national legislations of the respective state members.

### **Impact on the Third Countries**

The results of the survey of institutional beneficiaries reveal a clear distinction between the influence of the programme on the legislative developments of the Bologna process in the European and the third countries. According to the results, 72% of survey respondents from third countries and only 36% in the EU/EEA/candidate countries (both Action 2 beneficiaries) reported at least some influence in the area of development of internationalisation strategies. In addition, the development of joint degree and credit recognition mechanisms was indicated as being the most significant among EU/EEA/candidates, although the difference is not statistically significant. It is important to note that within the group of third countries the influence was the strongest among the ENPI countries. According to the data provided by the survey, 89% of the Action 2 beneficiaries reported that EM II had at least some influence on the development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education, compared to only 50% of the respondents from the EU27 countries. Similarly, 94% of the respondents from the ENPI countries reported that the programme had strong or at least partial influence on the development of joint recognition mechanisms (through ECTS, joint degrees, joint diploma supplement or alternative mechanisms) in their countries, while this number for the EU27 countries was equal to 62%. The ‘exceptionality’ of the ENPI region, in its turn, can be attributed to the success of the European Neighbourhood and Partnership Instrument in creating a common area of shared values and cooperation between the EU and its Partner countries.

The case study of the Eurasia project reveals that although not having any independent impact on the development of credit and mobility recognition systems in Europe, the project had a significant influence on the strengthening of mutual credit and mobility recognition between European and the third country universities, which participated in the consortia. In addition, the participation has further fostered development of more intensive international cooperation between the Asian countries with the development of ACTS and multiple bilateral agreements between participant universities in particular. Thus, although common credit and mobility recognition standards were present in most of the European countries before EM II, the programme, which put a new emphasis on cooperation with the third countries, had a much more significant impact on the third countries, which gained the opportunity to share and adapt European practices and standards of cooperation in the field of Higher Education.

The survey of the National Structures and the EU delegations, involved in implementation of the EM programme provides further evidence in this area. According to the results of the survey, 18 out of 27 respondents indicate that the programme had at least some impact on the development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education between the EU and third countries. The review of the answers to the open questions provide further evidence on the power of the programme to internationalise the HE education systems of the participant states by helping the third countries to adapt the European experience and standards. These are just few illustration of this kind of influence:

*“The Ministry of Education and Science has plans to put in place starting from 2012 a student-mobility programme similar to Erasmus Mundus Action 1, called Global Education 10,000 – 10, meaning 10,000 students from Russia every year and for the next ten years will benefit from state funds to study abroad. Erasmus Mundus has been clearly taken as an example.”*

*“Although Brazil does not recognize publicly that Erasmus Mundus had an influence on the Brazilian programme Science without borders, it is clear that the programme design was inspired by some of the elements of Erasmus Mundus [...]”*

EM II, therefore, can be considered as a powerful tool for building cooperation ties between the European and third country higher education systems.

## Remaining issues

Despite the increasing implementation of legislations in support of Bologna standards both in the European and the third country universities, EM II still did not reach substantial results in the area of convergence of the HE systems neither at the intra-European nor at the European-third country levels. Moreover, as some interviewees of the case studies have noted, it is difficult to distinguish the exclusive contribution of the EM II programme to the convergence of the HE systems as a contrast to the contribution of other programmes and global trends.

As has been already noted, the majority of the respondents of the survey of the beneficiaries of the programme, conducted for this project, agreed that the programme had only moderate influence on the adoption of a three-cycle higher education system (bachelor-master-doctorate) in the participating countries. A similar conclusion is drawn from another indicator of the supposed impact on the national legislations facilitating international academic mobility: only about 13.5% of those surveyed indicated EM II clearly had an impact on “legislative or administrative changes that have been introduced to facilitate the mobility between EU countries and employment of students and academic staff participating in the Erasmus Mundus programme”, with 32% stating that it had influence to some extent and 35% declaring it had no influence at all. These insights allow making a conclusion that, while EM II has some influence in particular fields of the national legislation (recognition of the joint degrees, for instance), its impact on the overall convergence of the HE systems of the participating countries is less significant. Thus, the Bologna process must be seen as a wider development requiring additional incentives for its full implementation.

Several interviews with the representatives of DG ENLARG and the National Tempus Office in Algeria provided further evidence on the limited influence of the programme on the overall legislative developments of the Bologna process in the participating countries. According to the representative of DG ENLARG, the contribution of EM II on the new legislations in the field of internationalisation of higher education both across the EU and in enlargement countries was rather indirect: the programme fostered a change of attitudes regarding the Bologna process, as well as of mindsets, leading to greater openness, rather than the national legislations. According to the Algerian representative of the National Tempus Office, EM II had hardly any significant influence on the development of the Bologna process in the country: instead the programme’s primary result was increasing openness and exchange of ideas, fostered by the increasing academic mobility between Algerian and European HEIs.

A similar conclusion is supported by the results of the survey of the National Structures and the EU delegations, involved in implementation of the EM II programme. As previously demonstrated, most of the National Structures respondents did not report significant influence of the programme on the development of national legislation related to the implementation of the Bologna process (with the exception of the legislative developments related to the recognition of joint/double degrees). While denying this “hard power” of the programme to foster significant reforms in the national legislations of the participant countries, the respondents, nevertheless, reported a positive influence of the programme on the internationalisation of higher education: an overwhelming majority of 24 out of 27 National Structures respondents gave a positive answer to the question whether “Erasmus Mundus contributed to the convergence of higher education systems in Europe”, while 20 out of 27 respondents indicated that the programme had at least some influence on the Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education within the EU. Thus, as these examples clearly demonstrate, the capacity of EM II to internationalise the HE systems of the participant countries is understood rather as a “soft power” to change attitudes, views and dispositions of the policy-makers and stakeholders, as well as to build networks and ties between the participating HEIs: 17 out of 27 National Structures respondents agreed that most of the participating institutions had extensive research networks, which they institutionalised with the help of the Erasmus Mundus programme.

In terms of administrative problems, issues related to *visa* questions remain one of the principal difficulties for successful implementation of the HE internationalisation agenda through EM II. Current visa restrictions for third-country students coming to the EU is the central aspect of this problem. In addition, as the interview with the national coordinators of EM in the Czech Republic showed, sometimes there might be a lack of clearly articulated information on the visa process for internationally mobile EU students as well. Thus, there is a need for a European Commission policy initiative to facilitate the visa application process for third-country students coming to the EU, as well as to encourage national countries to establish single competent information centres for their internationally mobile students.



The main unsolved obstacle remains *different duration of course*, where traditionally the one-year Master's of Arts degree prevalent in the UK is in contrast to the two-year masters degree, which is more common in Continental European HE systems. Secondly, despite the successful implementation of the common credit recognition system through ECTS, the grading systems remain different and academic degrees are not always recognised across national borders. Thirdly, another significant issue is the question of different tuition fees charged by the universities which is closely related to different HE funding systems across different countries. Here again, British universities, dependent on student fees and based on the free market model, stand in sharp contrast to the French or Scandinavian models, where the state subsidises HEIs.

In order to overcome these structural differences, a future Erasmus Mundus programme, should thus implement stricter regulation in the areas of tuition fees, student grading and duration of courses.

#### **4.2 EM II contribution to the HE internationalisation strategies at institutional level**

The main impact that EM II had on the internationalisation strategies at the institutional level was the raising of HEI motivation to seek change in national legislation in order to conform to the programme's requirements and receive the necessary funding. The case studies conducted in this project also reveal that EM II contribution to the internationalisation of HE strategies at the institutional level is significant, although it cannot be detached from the broader context of other EU projects aimed at internationalisation of HE.

There is enough of evidence to confirm the positive impact that Erasmus Mundus II had on the *Development of common academic standards* at the institutional level. In addition to a jointly developed programme curriculum, EM II has further developed the requirements of joint governance structure with joint admission, selection, supervision, monitoring and assessment procedures. This requirement puts pressure on participating HEIs to adopt common institutional standards of quality assurance, common administrative mechanisms of student application, selection, admissions, grading and performance monitoring.

In terms of the adoption of common quality assurance standards, the programme has also demonstrated that it has the potential to introduce changes in this area. The participants of the GEMMA consortium, for instance, adopted quality guidelines recommended by the UK Quality Assurance Agency and common to all British universities. Thus, the analysis of the case studies reveals examples of how practices and standards common for one country are "borrowed" and adopted at the international level as a consequence of the impact of EM II on the participating countries.

As the case study of Action 1 project – EMMC TEMA European territories (civilisation, nation, region, city): identity and development demonstrates, the consortium has set up joint procedures for application, selection and admission of students, including instruments to ensure equal opportunities. Action 2 case study of the Project EM2-STEM<sup>43</sup> similarly demonstrated how the necessity to cooperate in the consortium encouraged faculties of Warsaw University, which were previously not involved in ECTS, to adopt a common system of credit recognition.

The case study of the Averroès project demonstrated that participation in EM II has clearly developed the internationalisation of HEIs both in the EU and outside of its borders. EM 2 contributed to the internationalisation of Montpellier 2 university in France as well as to its partners in the Maghreb countries by changes in curriculum, mobility, promotion of transparency, research programmes and adoption of a common quality assurance mechanism – the joint development of the Quality Charter. In addition, multiple joint practices were developed, including quality assurance practices, agreed procedures for the selection of students, agreed procedures for welcoming students, implementation of the tracking of student progress, both during and after their participation in EM mobility actions, the holding of enterprise fairs at partner universities in the Maghreb and the building of strong links with commerce and industry, with the support of higher education ministries. Finally, the participation in the project helped the members from both European and third countries to build mutual trust by discussing intercultural issues which relate to Colonial past of France and the Maghreb countries.

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<sup>43</sup> Action 2 case study of the university consortium – EM2-STEM, conducted in the course of the project.

Action 2 case study – EM2-STEM also showed that participation in the programme strengthened HEI incentives to cooperate with their partners within and outside of Europe, as well as to promote mobility of students, staff, researchers and teachers in order to enhance an institution's international attractiveness and to foster its research quality. In addition, participation helped to create new courses in English, which would satisfy the incoming mobile students from abroad.

It is important to note, however, that the positive changes of the internationalisation strategies of HEIs cannot be attributed solely to the EM II programme. As the case of Montpellier 2 university shows, EM II was one among many projects, which along with other European projects (Erasmus, Tempus and the Framework Programme) contributed to the process of building internationalisation capacities of the HEIs. In addition, as the case studies and interviews conducted for this project have demonstrated, many respondents indicated that the programme is influential only when taken together with other similar programmes.

Thus, it can be stated that participation in EM II encouraged the development of internationalisation strategies at the level of participating HEIs. This contribution, however, cannot be understood separately from the broader contribution of other projects aimed at strengthening the international co-operation capacities of the HEIs involved.

### **The impact on the Third Countries**

The contribution of EM II to the internationalisation of HEIs is also evident in terms of the impact to the *third countries*. The case of EuroSPIN demonstrates that the capacity building of the third country HEIs contributes substantially to the implementation of common recognition systems, and ECTS in particular. According to the representative of National Centre for Biological Sciences of the TATA Institute of Fundamental Research in India, the participation in the consortium, in addition to other administrative reforms, prompted the adoption of ECTS within the institution. Similarly the case study of the Averroès<sup>44</sup> project confirms that the cooperation of the third country Maghreb HEIs with the European HEIs helps to accelerate the implementation process of the Bologna standards in countries where they did not exist previously.

The development of common standards in the Averroès case included development of the Quality Charter, quality assurance practices, agreed procedures for the selection of students, agreed procedures for welcoming students, and implementation of the tracking of student progress, both during and after their participation in EM mobility actions. As the study of the Averroès project reveals through organisational capacity building, partner HEIs in the Maghreb managed to adopt multiple practices and standards promoted by their European partners.

Capacity building and development of third country HEIs through the EM II programme, is thus, also a mechanism for disseminating and adopting HE standards, values and practices common to both European and third country HEIs.

The survey of institutional EM II beneficiaries conducted in the course of this project also provides useful information on the positive impact the programme has on the development of common curricula and pedagogical standards. According to the results of this survey conducted in 2011, 19.9% of the respondents (Action 1 beneficiaries) acknowledged that the programme had a strong influence on curricular structure and content, and pedagogical approaches in their institution, while another 60.3% acknowledged it had partial influence.

### **Issues relating to the institutional beneficiaries**

In addition, some of the institutional beneficiaries interviewed in the case studies indicate the financial costs of consortium management as a major obstacle to successful cooperation between the participating HEIs. Universities of the less-developed European countries find it difficult to allocate additional staff and funding for the administration and coordination of a consortium. Thus, the European Commission should consider supplementary funding possibilities for the HEIs of the less-developed Member States.

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<sup>44</sup> Action 2 project university consortium Averroès case study, conducted in the course of this project.

## 5. CONCLUSIONS AND LESSONS LEARNED

### RELEVANCE

The study found out that EM II is highly relevant in fostering the internationalisation of Higher Education in both European and third country HEIs. The programme is relevant in five different aspects: firstly it provides a single framework for sharing and putting together European practices, values and standards in the field of Higher Education; secondly, EM II creates financial incentives for the participant HEIs to put pressure on their respective national structures to implement necessary legislation which would conform to the programme requirements and allow competing for funding (the effects of this pressure are most evident in the area of joint degree recognition). Thirdly, the programme creates a new added value in internationalising higher education of the participant parties by opening new possibilities for the mobility of third-country students and in this way strengthening cooperation with non-European HEIs (as we have seen, this novelty of EM II was the most effective in helping third countries to adapt international Higher education standards, which were present in Europe before EM II). Fourthly, the programme was relevant by creating new opportunities for participants to broaden their cultural experience and foreign language skills. Finally, by developing an exceptional European brand name of Higher education EM II contributes to strengthening the European – in contrast to national – dimension of higher education.

### EFFECTIVENESS

The evidence indicates that EM II was effective in fostering internationalisation of higher education precisely in these particular areas, where it has introduced substantial novelties, namely in the area of funding joint degrees, where it is the sole European programme for supporting this type of studies; and in the area of the mobility of third-country students, because at the present time it is the sole European programme supporting European third-country student mobility. The study shows that at the system level the programme is effective in fostering the adoption of legislation necessary for the recognition of joint degrees, while its contribution in other areas of the Bologna process in Europe is moderate, because the development of quality assurance, mobility and credit recognition systems in Europe began well before EM II and was affected by numerous previous programmes. Erasmus Mundus II, therefore, contributed substantially to the development of quality assurance, credit and mobility recognition systems in the third countries, which were encouraged to adopt European experience and standards in order to meet the formal requirements of the programme. This also revealed that the influence was strongest among the ENPI countries, which provides further implications about the importance of European Higher Education policies in the European Neighbourhood.

At the institutional level, the programme's impact turned out to be evident in both European and third country contexts. In order to conform to the programme's requirements, participant HEIs developed common admission, selection, evaluation and other standards and practices. EM II impact among the European institutions, however, was hard to distinguish from the influence of the previous EM phase and from the impact of other European initiatives.

Overall, it can be summarised that the programme was successful in prompting internationalisation of Higher education precisely in these areas, where it was not preceded by other initiatives. EM II, thus, is an important instrument promoting internationalisation of higher education in the areas of joint European degrees and especially in strengthening international cooperation with the third countries and helping them to adopt the European experience in the field of the cooperation in higher education.

## 4.2 Action 1 Case study: GEMMA

### PRE-FILLED SECTION

Case study title	Partner institutions
Action 1 project – EMMC GEMMA Masters Degree in Women's and gender studies	University of Granada, Spain (Co-ordinating institution) University of Oviedo, Spain Central European University, Hungary University of Bologna, Italy Utrecht University, Netherlands University of Łódź, Poland University of Hull, United Kingdom Rutgers, the State University of New Jersey, USA

### Information sources

Main documents used (legal acts, national reports / implementation documents)	No. of interviews and a list of interviewed organisations*
<ul style="list-style-type: none"> <li>GEMMA Application form for the Erasmus Mundus 2011 Call for Proposals</li> <li>Award Criteria A – Erasmus Mundus Masters Courses</li> <li>GEMMA description</li> <li>GEMMA website: <a href="http://masteres.ugr.es/gemma/pages/uni/index">http://masteres.ugr.es/gemma/pages/uni/index</a></li> <li>Cooperation agreement for the granting of a double masters degree (second cycle degree) in Women's and gender studies, 2010</li> <li>Fields of expertise and features of the centres at each partner institution</li> <li>University of Granada. 2009. "Erasmus Mundus Master Gemma Final Report. 1<sup>st</sup> edition (2007-0072)</li> <li>GEMMA Consortium. International diploma supplement. Masters degree in Women's and gender studies</li> <li>Grade conversion table</li> <li>Agreement for Erasmus Mundus Category A Grant holder Students Academic Period 20..-20..</li> <li>Minutes of the consortium meeting. University of Granada, 19<sup>th</sup> October 2010</li> <li>Statistics – 5<sup>th</sup> edition call for applications</li> <li>GEMMA students, third edition 2009-2011</li> <li>Employability survey 2008</li> <li>Rules for submission and presentation of the master thesis (2010-2011)</li> <li>Tabla de defensa – Trabajos de fin de máster – GEMMA – 3a edición (septiembre 2011 – diciembre 2011) – Schedule of defence – MA theses – GEMMA – 3<sup>rd</sup> edition (September 2011 – December 2011)</li> <li>EACEA, Unit P4. 2011. GEMMA – Erasmus Mundus Masters degree in Women's and gender studies. Mission report</li> <li>ECOTEC. 2009. <i>Ex-post evaluation of Erasmus Mundus</i>. A final report to DG Education and Culture</li> <li>European Commission, DG Research. 2003. "The Impact of Women's Studies Training on Women's Employment in Europe." <i>EU Research on Social Sciences and Humanities</i>. Coordinated by the University of Hull.</li> </ul>	<p>Five interviews and three focus groups:</p> <ul style="list-style-type: none"> <li>Directorate General for University Policy, Ministry of Education (Spain);</li> <li>University of Granada;</li> <li>Central European University;</li> <li>Graduates (continuing studies at the PhD level or self-employed).</li> </ul>

\*The full list of interviews is presented in the case study annex.

Time period when the case study was prepared: November 2011.

## 1. INTRODUCTION

### Case study objectives and approach

The case study aims to provide insights into the process of developing an application and running an EM consortium awarding masters degrees in humanities. This case study report particularly focuses on managing a large multilingual consortium with third country-partners. The consortium uses English, Italian and Spanish as languages of instruction and involves institutions from the North, South, East and West of the EU.

The case study is based on information provided on the GEMMA website, documents in the CIRCABC database, documents provided by the technical coordinator, interviews with consortium partners and two focus groups of European and third-country students. The information is triangulated using various documents, including the application, progress and final reports, student statistics and survey data. In addition, the ex-post evaluation of EM I has evaluated the first GEMMA programme, therefore the case study analysis for this evaluation could see to what extent the feedback was taken into account.

### Summary of the main findings

Like many consortia renowned for their academic excellence, the GEMMA consortium was formed on the basis of earlier cooperation which EM funding helped institutionalise. The experience helped align study programmes and take advantage of the universities' specialisation. The programme was considered unique in its subject area, and there was a virtuous circle between the prestige of the participating universities and the added value of their participation in EM II. The programme was distinctively European, offering mobility and exposure to research methods and theoretical perspectives of the participating universities, with an emphasis on critical thinking. The consortium was moving towards a joint degree, but it was not yet possible in all the participating countries at the time of the evaluation.

The programme was popular among both European and Third Country students and did not lack applications even before scholarships for European students were introduced. But Category B scholarships were considered very valuable, as they allowed the participation of European students on more equal grounds, particularly as additional funding from public authorities, enjoyed by the consortium throughout the years, were likely to be reduced due to austerity measures.

The students and staff valued the interdisciplinary and intercultural dimension of the GEMMA course very highly. However, some administrative obstacles remained an issue. The complex nature of the consortium and mobility pathways within it, the use of multiple languages and currencies result in delays, and students expressed disappointment at not receiving their scholarship upon arrival. Visa issues also remained a problem.

Both the academics and the students of GEMMA were actively involved in promoting gender equality beyond the academia. They contributed to organising festivals, took part in summer schools and engaged in research, policy implementation and activism after their graduation.

## 2. CONSORTIUM INFORMATION

### Context

Gender mainstreaming has been on the *EU's agenda* for over a decade, and GEMMA was the first EMMC in women's and gender studies. It was linked with the "Roadmap for equality between women and men" published by the Commission of the European communities in Brussels on 01.3.2006. The programme, taught at six European institutions, was when first devised in 2006 in order to fill the educational gap in Women's and gender studies in Europe and beyond. The local coordinator at CEU (Central European University) believed that there could no longer be studies in the fields of migration and education that ignore the gender perspective, and GEMMA was producing a new generation of gender-conscious citizens for multiple sectors, including the academic community. According to the scientific coordinator, gender expertise was more needed than ever, when public spending cuts affect services for, and the lives of women disproportionately. Many GEMMA graduates worked in research or service provision for women in Europe and in third countries.

According to the consortium, GEMMA was the result of a *long-standing collaboration* and collective expertise. The GEMMA consortium participated in practically the majority of European instruments for humanities and social sciences in Europe: the Socrates Thematic Network ATHENA (Advanced Thematic Network in Women's Studies in Europe), the Association of Institutions for Feminist Education and Research in Europe (AOIFE), and ATGENDER - an independent European association which provides a forum for advancing and disseminating the knowledge produced in the field of gender, women's, and feminist studies in Europe and beyond through international cooperation, institutionalisation and visibility of the field of Gender, women's, and Feminist Studies. COTEPRA (Comparative Studies: Theory and Practice), ACUME I (Cultural memory within an interdisciplinary perspective) and ACUME II (Interfacing Sciences, Literature and the Humanities, 2007) networks are run by Vita Fortunati, GEMMA coordinator for Bologna.

In Spain, GEMMA has become a very prominent excellence programme. GEMMA students have received prestigious TALENTIA grants from the regional government. The Minister of Equality used to chair GEMMA graduation ceremonies. However, according to the scientific coordinator, the ministry has been demoted to an institute under another ministry due to austerity measures. She believes that austerity hits human rights education first, therefore, the public funding enjoyed by the consortium (see under 'Sustainability', etc. below) may not be sustainable. Concerns were also raised in Budapest, as a "gender backlash" in public policies was expected.

### **Consortium structure**

The GEMMA consortium was based on a long-standing partnership among the participating universities in the ATHENA network. The consortium reapplied for EM funding and was successful, but one of the partners, namely, the ISH Graduate School of Humanities in Slovenia, later dropped out of the consortium. According to the consortium coordinator, this was due to financial cuts at the university concerned when the economic crisis started (the relevant department was closed). The change in EM rules allowed including a third country partner – Rutgers University in the USA – as a partner in the consortium.

The core component of the EMMC was taught at all consortium universities, but various other modules were offered to maximise each university's potential and benefit from their key strengths. Students chose two universities depending on their focus areas and language competences, and they received a double degree (a joint degree was envisaged in the future). UGR in Spain hosted the consortium coordinator, main office and administrative staff.

The specialisation of the partners was the following:

- Granada: migrations, social anthropology, health, education, literature, history, archaeology, linguistics, politics, research methods and bibliographical resources;
- Bologna: feminist theories, postcolonial studies, women's literature in European countries, history of Italian women's movements, women and social sciences, women and law and European women painters;
- CEU (Budapest): gender dimensions of post-state socialism, in Central and East European women's history, in raced and sexed identities, in gender borders and transnational flows, gender, nationalism and political and feminist knowledge production;
- Hull: development, sexuality, gender and education, gender and culture, and gender theory – all taught from an interdisciplinary perspective;
- Łódź: cultural anthropology, philosophy, sociology, psychology, literature, film, cultural and media studies;
- Oviedo: cultural and historical studies, with emphasis on postcolonial, diaspora and "minority" studies, European literatures and film, women's history and historiography, social studies, particularly equal opportunities policies (from legal, political and sociological perspectives) and violence against women;
- Utrecht: ontology and epistemology, ethics and aesthetics of gender in its entanglement with other axes of sociocultural differentiation such as 'race'/ethnicity, sexuality, and age;
- Rutgers: arts, anthropology, classics, comparative literature, economics, ethnic studies, feminist theory, geography, history, law, literatures in English, French and Spanish, philosophy, political science, and sociology.

Each student was required to obtain at least 120 ECTS, of which 30 ECTS consist of the core clusters and another 30 ECTS of the master thesis. Each student was supervised by two academics from the host and



partner universities. The supervision consisted of individual tutoring and personal meetings. The second supervisor's role was mainly supportive.

The grant received was EUR 809,200 (EUR 30,000 for consortium costs and EUR 779,200 for scholarships as of 2010).

### Student statistics

The ex-post evaluation of EM I, by which the first edition of GEMMA was funded, found that GEMMA was one of the most successful EMMCs in attracting European students.<sup>45</sup> The student cohorts remain rather balanced. Between 2007 and 2010, the success rate of non-EU applicants was 11%. There were no data on the total number of applications from EU candidates, but 41 EU citizens were admitted. Five non-EU students were self-financing, but four of them received other funding.<sup>46</sup> The regional and gender distribution in the last edition was as presented in the table below.

**Table 4.2.1. Applicant and student statistics of the 5th edition**

Applications	Category A	Category B	Total EM scholarships	Self-financing	Continuing	Total
<b>APPLICANTS</b>	390	43	433	39	75	547
<b>Male</b>	69	3	72	3	5	80
<b>Female</b>	321	40	361	36	70	467
<b>ADMITTED</b>	8	7	16	23	52	91
<b>Success rate</b>						17%
<b>Success rate enrolled</b>						10%

Source: provided by the GEMMA consortium technical coordinator.

### Instruments applied as a part of Bologna process

The consortium used ECTS credits and had a grading scheme included in the Diploma Supplement. The consortium used the A-F scale for grading, and equivalents for each grade in the participating European countries were indicated in the supplement. The Diploma Supplement also included information on the national higher education systems. A new challenge was aligning credit recognition systems with the new American partner. According to the scientific coordinator, ECTS was well-developed in the earlier partners, but "meaningless" to the American partners.

### Quality assurance

The ex-post evaluation of the first edition of GEMMA under EM I found that integrated quality procedures were initially not in place. However, with the entry into force of the Cooperation Agreement, common quality guidelines were later agreed upon. The set of detailed guidelines was proposed by the University of Hull, following the standards of British universities and the UK Quality Assurance Agency. With the Agreement, these guidelines would be implemented to all consortium partners.<sup>47</sup> The GEMMA course at URG was verified by the National Spanish Agency for Quality Assessment and Accreditation (ANECA); at Oviedo, the official Spanish quality assessment programme, AUDIT, was used, and at Hull, the University Quality Assurance Committee oversaw the programme.

### Language and cultural education programmes

Mentoring and other support was available for students at the participating universities. Classes and supervision were conducted in three languages of the consortium: Spanish at UGR and Oviedo, Italian at Bologna, and English at CEU, Hull, Łódź, Utrecht and Rutgers. Applicants were required to have B2 or higher proficiency in the languages of their home and mobility institutions. Language instruction was offered to students at their home universities, preparing for the mobility semester. Spanish language courses and

<sup>45</sup> Ecotec, *Ex-post evaluation of Erasmus Mundus. A final report to DG Education and Culture* (Brussels, 2009), 46.

<sup>46</sup> Ibid., 153.

<sup>47</sup> Ibid., 156.

language exchange services were offered at UGR. Italian language courses were free at Bologna. Courses of various languages were subsidised at CEU. Polish, which was not a language of instruction, was taught for free at Łódź.

### **Alumni policies**

The consortium conducted employability surveys and maintained contacts with the graduates through email, Facebook account, and personal contacts. While contacts among GEMMA graduates seemed to be kept, the graduates were not made aware of all the possibilities of EM graduate networking. The EACEA Mission report of 2011 showed that all but one students participating at the meeting did not know about the EMA, and the same was reported by current students at UGR. According to the graduates of the first edition, networking was lacking and remained only as a part of personal relationships, but this was improved for further cohorts.

### **Flow of resources**

Under the second edition of GEMMA, scholarships were disbursed to students on a monthly basis, and it was the responsibility of the receiving universities to pay the scholarships. However, an exception had to be made for the University of Łódź, which had tax problems in paying the scholarships. Student fees were paid to the coordinating institution, which then transferred a certain share of them to the partners, corresponding to the number of students enrolled at each institution. The fees were EUR 8,000 per academic year for third-country students, and EUR 4,000 for European students, of which EUR 700 remained at the UGR regardless of mobility paths to cover the costs of coordination. The fee was automatically deducted from EM scholarships received. Students were responsible for other charges, including health insurance, except for EM II scholarship holders. The universities made attempts to balance mobility flows among them. However, UGR remained by far the most popular institution.

## **3. RELEVANCE**

### **Pertinence of objectives to national policies and the countries' development needs**

Under the Spanish Law for Equality (Ley de Igualdad), all public institutions must include an equality unit in their structure. The Women's Research Institute at the University of Granada, operating since 1992, also ran an expert's diploma in Gender and Equal opportunities, funded by equal opportunity bodies, to educate gender equality specialists. As the experience of two GEMMA graduates showed, there was a demand for this knowledge (although it was decreasing due to austerity measures).

### **Synergies and duplications**

During the first edition of GEMMA, European students, who did not receive any grants, were able to benefit from an Erasmus mobility grant to study at one of the partner universities.<sup>48</sup> The Consortium Agreement specified that the European partners signed specific LLP/Erasmus Bilateral Agreements, reserving scholarships for European GEMMA students. Yet many European students had been on Erasmus exchange during their undergraduate studies, therefore they could not use this mechanism for their mobility within GEMMA.

The consortium's members received an EM I grant (including Action 3), a Socrates thematic network grant, took part in LLP-Erasmus-EVC, the LLP Transversal programme (promoting EQF), a Jean Monnet Chair, Ad Personam Jean Monnet Chair, Alfa III, a Tempus IV grant, an Erasmus Virtual Campus grant, and a FP7-PEOPLE grant. CEU has taken part in 27 FP6 and 16 FP7 projects, coordinating three of them. The University of Utrecht hosted the ATGENDER network (the European Association for Gender Research, Education and Documentation) and was active in both the International Network in Colonial and Postcolonial Studies and the gender studies Global Network within the Worldwide Universities Network (WUN).

One of the GEMMA professors at UGR said she would use her experience at GEMMA in the work of developing a new undergraduate course in English, which would focus on development in Africa and have a

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<sup>48</sup> Ibid., 168.



mobility component in it, as well as a virtual learning platform. Professors who were planning to teach at both courses were working on synergies, but there were not many common grounds with GEMMA.

### **New national-level legislation**

New legislation was adopted in Spain regarding postgraduate studies and joint degrees as a consequence of the experience of Spanish universities in the EM Programme, but this development had already taken place under EM I.<sup>49</sup> According to a representative of the National Structure, EM enjoyed automatic accreditation by Spanish authorities. The rector of UGR could now issue degrees on behalf of the consortium, but, as of 2010, Poland and the Netherlands did not have appropriate legislation. The Consortium Agreement maintains that the intention was to move towards joint degrees. The ATHENA network, which united most of the consortium members, had a working group on joint degrees, in which various degrees were compared.

### **Target groups**

The programme targeted graduates in humanities and social sciences, but diverse backgrounds were welcome (law or even public health and other health sciences). Both academically oriented students and those with an activist/practitioner background were encouraged to take part in the programme. The programme was promoted through an extensive academic network of the partner institutions. Many students found it themselves when looking for programmes in gender studies, as the supply of such courses was not very big.

## **4. EFFECTIVENESS**

### ***Academic excellence***

#### **Changes in curricular structure and content, pedagogical approaches and services**

The partners had gender studies programmes before participating in GEMMA. Following the introduction of the GEMMA course, they deepened their specialisation and developed their interdisciplinary approach. New courses and modules were developed for GEMMA, and the possibility to invite visiting scholars has facilitated the exchange of ideas and practices. Due to the short time allowed for their visit, the universities had to approach teaching and organisation of the academic year more flexibly. According to the Final Report of the first edition of GEMMA, new mobility routes were introduced in the consortium due to student demand.

According to the professor interviewed at UGR, teaching had to be adapted to students with diverse backgrounds. However, methods and format did not change and remained predominantly American (often to the surprise of American students), while the theoretical perspective and focus were European. The main differences between the American and European styles of delivering a course were, according to the Spanish professor who has taught in the USA, lecturing, student participation, and dealing with data. She tried to expose her students to practical experience, ethnographic data and real-life situations applied in development projects she had experience with in Africa.

The consortium anticipated that EU funding would end in the future and worked to ensure the continuation of the partnership (see under “Sustainability”). One of the possibilities was application to develop an EMJD course in gender studies. The partners were considering this possibility already in 2009, but, as the Final Report notes, only the Spanish postgraduate programmes had been adapted to the European Higher Education Area.

#### **Partners’ perceived academic excellence**

According to the ex-post evaluation of the first edition of GEMMA under EM I, there were no comparable courses in the EU, and GEMMA has brought together Europe’s leading universities in the field of gender studies.<sup>50</sup> The reapplication included Rutgers, a Third Country partner and home of the top ranked Department of women’s and gender studies in the United States with the world’s largest collection of

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<sup>49</sup> Ibid.

<sup>50</sup> Ibid., 156.

research centres and institutes focusing on women. According to the consortium website, it had one of the oldest Women's Studies programmes in the world and was among the first universities in the US to offer doctoral programs in Gender and Literature, Women's History, Women and Politics, and Sociology of Gender. The University also hosted nationally and internationally renowned research institutes devoted to the study of women and gender. The women's and gender studies Department was a participating member of the Institute for Women's Leadership consortium, which brings together women's education, research, and policy initiatives on the Rutgers, New Brunswick campus.

According to the focus group at UGR and CEU, the level of various participating institutions was uneven. Students were highly satisfied with both teaching and administration at Hull and Utrecht and satisfied with CEU. According to an American student, the modules at UGR were less consistent, whereas at Bologna, according to a Spanish student, GEMMA students lacked attention and were integrated into courses not directly dealing with gender. A Malaysian student said that the level of theoretical thinking was lower at Oviedo, and there was a lack of proficiency in English among the staff and students there.

One graduate of the first edition was disappointed during her mobility at Bologna. She said she was not offered the same courses as expected. On the other hand, the knowledge received appeared very useful later. The same disappointment, as mentioned above, was voiced by a current student from Spain, who spent her mobility semester at Bologna. The courses were below her expectations academically and the course, she felt, was not well integrated into the university, as some offices and even faculty members did not know that GEMMA students were taking their courses. Yet overall the students were satisfied with their choice and would recommend it to others.

### **Impact of participation in EM on the HEIs' international visibility and prestige**

The institutions knew about one another's strengths before forming the consortium. According to a GEMMA graduate from Poland, who has also worked for GEMMA administration, the course would have not been so prestigious from the start without the EM label. The GEMMA course helped UGR and, potentially, other participating institutions to attract more PhD students from various countries.<sup>51</sup>

### **Academic excellence of students**

The academics working at GEMMA considered GEMMA students academically excellent and highly motivated. Yet, according to the professor interviewed at UGR, it was a challenge to evaluate students' essays when they come from such a variety of backgrounds, with diverse expectations. Some expected to publish their theses, whereas others hoped that merely reviewing existing literature would suffice. According to the local coordinator at CEU, there were some cultural differences which affect academic performance. For example, some students from India had never written an essay, whereas it was "as easy as ABC" for students from the USA. Personal mentoring and tutoring were used to solve such problems. "We need to explain our quality standards more," a Spanish professor believed. The results of the students of the third edition showed high achievement rates (although there were 18 dropouts too, and three students had not defended their theses on time): students' final grades ranged from 56 to 89.5. There were no significant differences in academic achievement of students from various regions. The best grades were received by students from Argentina, Spain, Vietnam, Italy and India. However, there was a very clear and significant difference in the grades of EM scholarship recipients and self-funded students. The lowest grade of an EM scholarship recipient was 70.5 (an outlier, with the next lowest grade being 79). On the other hand, two self-funded students were among the top five.

### **Selection mechanisms**

A rigorous selection mechanism was developed already under EM I, and its transparency can be considered good practice. There was a grading point scheme (0-100 scale) in place to assess the applicants' academic excellence, prior knowledge and professional experience, motivation, knowledge of the institutions' languages, social skills, and other criteria. Academic excellence constituted a half of the possible points.<sup>52</sup> The

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<sup>51</sup> Ecotec, *Ex-post evaluation of Erasmus Mundus. A final report to DG Education and Culture*.

<sup>52</sup> Ibid., 160.

applicants were expected to prove their knowledge of the language of the preferred home university, and knowledge of the language of the mobility institution was considered an advantage. Similarly, scholars were selected on the basis of academic excellence (including publications), professional experience, visit/research plan, knowledge of the host institution's language, and other criteria. Academic excellence weighed 50% of the total points.<sup>53</sup>

It was decided in 2010 that each university would choose the 10 best applicants among the students who wish to have the university concerned as their home university, and then select applicants whose profiles match the interests of other universities if applicable. The partners had already developed an online database for applications under EM I. All the coordinators could access the database, where they could find information and evaluation of the students. Following online assessment, the Steering Committee selected scholarship recipients from a pool of 70 selected students.

### **Effectiveness of marketing strategies**

Most students interviewed said they had received information about GEMMA from the website or personal contacts. Due to the prominence of the participating institutions and their academics, many students were attracted to the programme even if they did not receive any grant. One indication of the programme's attractiveness was, as suggested by the local coordinator at CEU, the fact that various grants were offered by the participating universities for similar programmes, but some students still chose GEMMA, even if it was more competitive and less funded.

### ***Labour market outcomes***

#### **Contribution to the career of students**

The course contributed to the career of students through internships and skills, which could be used for the most common careers chosen by graduates with this kind of profile. Internship at private companies and/or public administrations could be included in the study programme. GEMMA offered their students an opportunity to do practical work at equal opportunity institutions as part of the elective courses. Public institutions such as Instituto Andaluz de la Mujer, Ayuntamiento de Granada, Junta de Andalucía, International Education for Students, Instituto Asturiano de la Mujer, KRK Ediciones, Associazione ORLANDO – Centro delle Donne/Women's Centre and Biblioteca Italiana delle Donne/Women's Italian Library, cooperated with GEMMA and provided internship opportunities for students interested in the practical aspects of their studies. An internship was also available through ATGENDER, which yearly hosted four interns.

Of the students interviewed (in the form of focus groups), many expected an academic or non-profit career. One Canadian student was planning to start her own business at home. She believed that most of the skills useful on the labour market came from her undergraduate studies, whereas at the masters level, it was important to learn about a new European perspective, as she was planning to work with Europe in her business. An Italian student pointed out that the course was not very practically oriented and skills were not very applicable in the private sector. Yet, according to an American student in the same focus group, this could be expected from a programme in humanities. Activism or development classes would be useful though.

An employability survey of the first cohort of graduates (24 responses) showed that, as of 2008, a third of them were employed full-time. Of the employed graduates (12 responses) half were dissatisfied with their salary. However, a majority of the graduates were very satisfied with personal development at work, skills development and interest in what they do. The graduates appreciated original ways of addressing work-related issues, international experience and communication skills as valuable contributions to their career. Quite alarmingly, 46% (of the small sample of 24) reported being unemployed and looking for work in 2008.

Two graduates interviewed at UGR reported that they already worked for local institutions when they learned about GEMMA. The academic content was interesting, and they decided to complement their prior knowledge with a new, international perspective. The theoretical base and the opportunity to undertake

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<sup>53</sup> Ibid.

mobility in Latin America proved to be very valuable later. One of them said she did not expect new employment opportunities, but participation in the EMMC helped when applying for PhD programmes. Two graduates working in Granada were self-employed as freelance consultants and trainers for education professionals and public authorities. Political changes in Spain, following the elections in 2011, were likely to threaten their jobs, as emphasis on gender equality diminished. Local and regional governments had already cancelled several projects relating to their field of expertise. Therefore employability figures may show political priorities more than the programme's actual contribution to the employability of its graduates. In Latin America, some outstanding graduates returned or started NGO or activist careers in such fields as human trafficking prevention. For many of them international education was an advantage for a career in their home country.

### **Contribution to academic staff's career**

According to the award criteria form received, EM visiting scholars took the opportunity to advance their own research projects, results of which could be seen in the publications produced out of their stays. Outstanding examples are Biljana Dojcinovic-Nesic's *Meetings in the Dark: Introduction to reading Virginia Woolf* (2010) and Adriana Piscitelli's *Industria del sexo y Mercado matrimonial* (2011) both explicitly acknowledging their debt to GEMMA scholarship.

One of the UGR professors, who has been teaching at GEMMA since its beginning, said she had learned to adapt to very diverse students. It was not certain what they know in advance due to their diverse backgrounds. Teaching in English was good for academic career – the professor interviewed received many more invitations to congresses and conferences and noticed that her visibility increased as students and other academics quoted her work. She herself had not benefited from staff mobility due to her teaching workload. She would prefer if mobility were more flexible and took place in summer (in the form of summer schools and courses). Another professor interviewed said she had benefited from a scholar mobility scheme and went to Argentina, where she met academics, NGOs and government officials, gave talks and taught at a local university. During her visit, she developed a new course, which she teaches at CEU. In addition, she taught at a summer school in Granada, also as a part of GEMMA. According to the coordinator at CEU, the scholar scheme gained popularity, especially among young scholars, for whom it was a very significant boost to their career opportunities.

### **Brain drain**

According to the scientific coordinator, many academically oriented graduates from third countries stayed in Europe and enrolled in PhD programmes. The professor interviewed at UGR claimed that brain drain could be a risk as long as conditions in other countries remain unfavourable. Yet the local coordinator at CEU believed that graduates in gender studies had more prospects in third countries than in Europe, and a professor at CEU added that the academic labour market in Europe was very closed, except for the UK. The European diploma gave them a certain power, legitimised their knowledge and allowed them to access the labour market in fields directly relating to their expertise. Graduates with an activist background mostly returned to their home countries, highly motivated to promote gender equality policies. One notable example was a human rights lawyer from Colombia, who returned and works against human trafficking. Some former students were employed in public administration in their home countries.

Of the third-country students interviewed, North Americans were willing to return to their home countries. The Malaysian student interviewed was planning to stay in Europe and did not prioritise contributing to the development of Malaysia. Many students chose to write their theses on issues in their home countries, thus promoting the transnational dimension of research. The students were invited to take advantage of the partners' specialisation areas, e.g. gender and poverty at Hull, economic transformation in Central and Eastern Europe at CEU. While the theses ranged from highly theoretical to very locally oriented, many of them could be directly applicable in policy-making or NGO work. A French student observed that theses by American and Western European teammates were more general, whereas Eastern European students wrote about how to change the situation in their home countries. A Romanian student participating in a focus group said she was planning to contribute to her home country from a distance. Therefore, even if the academically-oriented students continue their studies in Europe, the results of their research could still be of use in their home countries.

## Equality and diversity

### Linguistic and regional diversity

The consortium was trilingual, using English, Spanish and Italian as languages of instruction. Students took the courses in the language of instruction of their university and wrote their thesis in any of the three consortium languages. If the languages of instruction of the two institutions of the student's choice were different, the student had to provide a translation of the thesis index, abstract, introduction and a brief summary of each chapter and conclusions in the other language. Although there were difficulties in maintaining this policy (e.g. translating parts of one's thesis) and it excluded some students who were not fluent in two languages, having three languages of instruction also helped to include students who would otherwise not benefit from international education. For example, according to one Spanish student and one graduate interviewed, it was easy for Spanish students to learn Italian; thus, they could undertake mobility even without knowing English, the default language of international education.

Before 2009, EM-funded students, according to the Final Report of 2009, were from the following countries: Ethiopia, Mexico, Colombia, Uruguay, Bangladesh, the USA, Cuba, Pakistan, Russia, China, Serbia, Albania, Peru and Thailand. The ex-post evaluation found that the scholarships under the Western Balkans Window were considerably less competitive.<sup>54</sup> European students who started their studies under EM I were from Poland, France, Spain, Slovenia, Iceland, the Netherlands, Italy and Romania. The table below presents the distribution of students in the 5<sup>th</sup> edition, under EM II.

**Table 4.2.2. Nationalities of the 5th edition students**

European	Number of applications	Percentage	Third country	Number of applications	Percentage
Italy	9	20%	Colombia	34	8%
Spain	7	16%	China	24	6%
Polish	4	9%	Turkey	21	5%
Romanian	4	9%	Mexico	21	5%
German	3	7%	Bangladesh	18	4.6%
Greek	3	7%	Ethiopia	18	4.6%
			India	18	4.6%
			Brazil	13	3.3%
			Argentina	10	3%

Source: provided by the GEMMA consortium technical coordinator.

### Diversity policies, gender mainstreaming and special needs

The ex-post evaluation of the first edition of GEMMA found that 93% of students were women.<sup>55</sup> According to the scientific coordinator, the consortium did its best to increase the participation of men, but it is going to be difficult until society changes. As more men enter social sciences like Anthropology, more of them are aware of the subject of gender studies and choose it. The coordinator at CEU believes that gender balance measures should not worry the consortium, as there is no gender balance in other disciplines either. According to her, it is valuable that women get this education and are empowered for their future careers.

There was only one case reported of when the consortium had to accommodate a student with a disability. Some special provisions were introduced. Special tests are developed for visually impaired students, and extra time for exams can be allocated for those with various special needs.

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<sup>54</sup> Ecotec, *Ex-post evaluation of Erasmus Mundus. A final report to DG Education and Culture*.

<sup>55</sup> Ibid., 160.

## ***System-level impact***

### **Changes in strategic plans and practices of institutional beneficiaries**

GEMMA is embedded in the existing programmes of the participating institutions, but it also introduced changes in teaching and in administration. The Institute of Women's Studies (Instituto Universitario de Estudios de la Mujer) has coordinated multidisciplinary research in the area of women's studies, feminist studies and gender studies, with the objective to contribute to their development, promotion and dissemination. It has also contributed significantly to the establishment of networks of interchange with universities and research centres of Europe, Africa and America. Aside from GEMMA, the department offers an undergraduate programme in sociology and anthropology with gender studies and 3 other postgraduate programmes in gender studies: MA Gender and Development; MSc Applied Social Research (Gender Studies).

Utrecht University's Faculty of Humanities hosts the largest gender/women's studies programme in the Netherlands: the Graduate Gender Programme, renowned for pioneering work in the fields of literary, cultural, philosophical and epistemological gender studies. Next to two gender studies minors and the academic master in Comparative Women's Studies in Culture and Politics, the programme is home to the only research master programme in the Netherlands in Gender and Ethnicity as well as a PhD training programme. According to the local coordinator at CEU, there is no competition among the institutions – they act in cooperation and prioritise the development of gender studies in Europe and beyond. "We are a feminist community," she believes.

### **Development of similar standards, values and practices**

The consortium reported on already adopting "innovative solutions in terms of negotiating eight different administrations and seven different national academic systems" in the final report of the first edition of the GEMMA course. According to the scientific coordinator, the institutions had to change their administration, particularly in order to develop a shared quality assurance system. The local coordinator at CEU adds that thesis defence deadlines and grading had to be negotiated among the partners.

The universities operate in very different academic systems with diverging tuition policies. The consortium was criticised, in the feedback to the progress report, for having different tuition policies depending on the students' mobility track. Following the feedback, the consortium agreed on a new common fee for European students starting from 2009. The implication of this change was that the course became more expensive than regular masters programmes in some of the participating universities. However, the problem was at least partly resolved under EM II, when scholarships for European students became available.

### **Main obstacles**

Under EM I, the GEMMA consortium experienced administrative difficulties for granting diplomas. Changes in the structure of the coordinating university also resulted in a certain level of confusion. Managing the financial side of the course has proved to be a challenge. Many students arrive expecting that money will be waiting for them upon arrival, but the payment of scholarships is often delayed by the administration of a large cohort. While it is possible to pay the first instalment as a cheque, there is a requirement in Hungary to open a bank account in order to receive a visa. Although having only one bank account is the preferable option for the consortium, the countries have different currencies and different regulations regarding bank accounts.

For a Malaysian student, getting student IDs and registering took long, and getting a residence permit was difficult. A Romanian student reported a lack of communication among the partners in resolving financial issues. GEMMA staff proved to be helpful, but not always aware of the issues and possible solutions. Health insurance is only available to scholarship recipients. However, according to a Malaysian student, explanations on claiming health costs were lacking.

### **Good practices in overcoming these problems**

The consortium has been looking, since the start of the GEMMA course, for innovative IT-based solutions for many of the problems encountered. For example, a student forum was set up to reduce the workload of responding to individual queries. An online learning module, which is currently being developed with Latin



American associated partners, will ensure the sustainability of the partnership when EU funding ends and travelling among the universities may become unaffordable.

The UGR faced a considerable administrative burden in paying the scholarships when a large number of students had to open new bank accounts or change them during their mobility. Changing account numbers or making corrections if any of the students made any errors in the account numbers delayed scholarship payment for all students. A solution was found that the home university could *pay the first instalment as a cheque* before the students open their accounts. It is now in the student contract that students have to open only one bank account for their entire study period.

Cooperation with relevant public institutions was very important in overcoming obstacles relating to degree recognition. The scientific coordinator reported receiving help from the National Structure. The National Agency for Quality agreed that the EM stamp sufficiently testifies the quality of the course and made exemptions from national regulations regarding the number of students in EM courses.

### **Changes in attitudes towards international cooperation and mobility**

All the universities were already actively involved in international cooperation and mobility before their participation in EM. According to the consortium's scientific coordinator, EM does not receive enough financing and therefore does not cater for the needs of local students. Many universities are willing to apply, but the low success rate is discouraging.

### **Distinctively European offer**

The consortium brings together prestigious European universities to offer an interdisciplinary programme in humanities, social sciences and health sciences. The universities have cooperated in European research in the past and their academics are widely known for their excellence. The universities represent North, South, East and West of the EU, thus enhancing the consortium's unique European offer. With the inclusion of associated partners and Rutgers as a full partner, the students are able to compare European and non-European perspectives in gender studies.

According to the scientific coordinator, one challenge is that the American partners perceive the course as too "Eurocentric". Meanwhile, two graduates of the first edition highly valued being exposed to the different traditions of teaching gender studies. According to them, Latin American feminism, as they learned, was very practical and activist, whereas European was more academic and theoretical.

Bilingualism is also a part of the European offer that students value, although some experienced problems with the bilingual policy. Two North American students interviewed at UGR were very motivated to learn Spanish, whereas the Spanish student included Italy in her mobility pathway because she had learned Italian through Erasmus studies earlier.

### **Differentiation between Erasmus and Erasmus Mundus brands**

Differentiating between the brands can be difficult in the case of GEMMA, as Erasmus bilateral agreements are used to finance the mobility of European students. Brand awareness is different from country to country: according to current students, EM is well known and popular in Spain, but confused with Erasmus in Poland. A Polish graduate confirms that confusion persists, but most people in academia know the difference. According to an American student at UGR, the EMA website strongly promotes an EM identity, and she felt proud when she learned about successful EM graduates.

According to the scientific coordinator, it would be counterproductive to change the name of EM in the future. It would be better to change the brand of Erasmus, which is a widely known programme, to call it, for example, European Erasmus grants. According to a French student at CEU, participation in a European programme explains why one would go to Budapest to get a degree.

## Using EM brand beyond the programme's implementation period

The consortium is very interested in using the quality label when applying for other grants. It has become very prominent in the area of gender studies, which allows attracting fee-paying students, but in order to keep the extensive partnership, the consortium will reapply for EM funding, potentially at the EMJD level.

The Polish graduate, who also worked for GEMMA administration, believes that the participation of prestigious universities shapes the EM brand, which in turn boosts their visibility. This will be beneficial for them in the future.

## 5. SUSTAINABILITY

### Investment and resources from participating institutions

UGR hosts the GEMMA Scientific Coordinator and the GEMMA Consortium Technical Coordinator, who is in charge of communication and management, including the preparation of reports, communication with partners and the Agency, applicants, students and scholars, coordination of selection, organisation of meetings, graduation ceremonies, preparation of quality control reports, application for extra funding, marketing, etc. A part-time officer and two student interns assist the coordinators in communication, and website and marketing tasks. The *Erasmus Mundus Unit* at the International Relations Office of the UGR manages the payment of grants, communicates the selection results, assists in visa applications and Erasmus grant procedures, and signs contracts with students. The postgraduate office manages the enrolment of all students, as well as the coordination of all transcripts of records and the custody of student records. The former Spanish Ministry of Equality provided resources for part-time employment of two persons, but these resources, according to the coordinator, are not sustainable, as the ministry was demoted to a lower-level institution as part of austerity measures. Each partner institution appoints a local coordinator. CEU only employs a coordinator full-time. The office staff of the gender studies Department helps in coordinating GEMMA. The University of Oviedo has coordinated the preparation and updating of the thesis submission instructions and deadlines combination table, the grade conversion tables and the coordination of the GEMMA Applicant's Guide for the entire consortium. Hull coordinated the QA mechanisms of all consortium members and articulated a common strategic document on Quality Control which was later incorporated into the consortium agreement. Łódź, Utrecht and CEU have been in charge of the organisation of three European Feminist Research conferences offered to GEMMA students for internships and as a forum to present their own research. Bologna, CEU, Granada and Utrecht organise summer schools. Partners take turns to organise the May consortium meeting, the January one always taking place in Granada because of the volume of administrative work involved in the selection of the 20 EM scholarship grantees out of some 300-400 applications. All partners share responsibility for coordinating the new associated partners (see below). All tasks are discussed and distributed at the January and May consortium meetings.

The **associate partnership** structure is based on the GEMMA Scientific/Academic Coordinators, coordinated by the GEMMA General Scientific Coordinator at UGR. The technical side of the partnership is administered by the Technical Offices at the Coordinating Institution. The GEMMA Consortium Technical Coordinator provides specific technical support for this partnership. GEMMA has received funding from the Granada postgraduate office and this could be used for the employment of an additional part-time technical coordinator who could help with the new administrative challenges of GEMMA at this new stage.

The ex-post evaluation of EM I found that the workload of the coordinating institution in Granada was beyond the means of the university. In particular, no staff was employed to specifically deal with finances, which stayed under the responsibility of the International Relations Office at the coordinating institution, adding to many other tasks. Therefore managing the finances of the entire student cohort was burdensome and resulted in delays in scholarship payment. Several students mentioned it as a problem, as they had to pay deposits for their apartments.

Since 2010, the consortium subsidises several students (the exact number is agreed at the selection meeting) per year from its own resources. The grants are EUR 2,500 for third-country students and EUR 2,000 for European students. Subsidies for students were needed at Hull and Utrecht, because tuition fees went up and the universities had to cover that gap. Despite financial losses, they are still highly interested in participating in EM because of the prestige, according to the scientific coordinator.



## Mobility of European students

The consortium considers participation of European students essential in order to develop a community of scholars in the area of gender studies in Europe and beyond. Under EM I, 20 third country students were receiving EM funding and 23 EU students were enrolled. Non-funded students obtained other scholarships, including from national governments.

The consortium, according to the final report of the 1<sup>st</sup> edition, was worried about the negative effects of the unification of tuition fees for all European students. However, the introduction of category B scholarships mitigated this problem, and the course enjoyed high visibility and popularity among European students.

## Capacity building for third-country institutions

Both earlier participation and the extension of GEMMA under EM II contributed to an exchange in methodology among the partners in Latin America and the US. The institutions developed summer schools and shared modules, which are expected to be improved when an online learning platform is in place.

A strong link with Latin American associated partners has been developed. Some of them may become full partners if the consortium gets EM funding again, and they will be included in the online learning platform. Latin American partners were included in the exchange of scholars, comparative work, summer schools, etc. The scientific coordinator believes that both European and third-country institutions benefited highly from the exchange.

## Cooperation with non-educational organisations

Since its beginning, the GEMMA course has benefited from grants from Spanish governmental institutions. The Spanish Ministry of Education, the Spanish Women's Institute and the Spanish Ministry of Equality funded the invitation of renowned professors from other institutions and provided technical support. Several students received a prestigious TALENTIA grant from the regional government of Andalusia to undertake mobility. The Spanish Ministry of Education provided mobility grants to European students.<sup>56</sup> Funding from the Andalusian Women's Institute allowed hiring additional administrative staff.

The cooperation takes the following forms:

- **Financial support** from Instituto Asturiano de la Mujer (IAM), the Regional Government in Asturias, through its Equal Opportunities Institute;
- **Internships** from Associazione Orlando, an independent organisation involved in promoting women's thought amongst the wider public and supporting the implementation of politics and initiatives that focus on gender differences; Comitato Pari Opportunità dell'Università di Bologna/ Equal Opportunities Committee of the University of Bologna, a representative organism of professors and technical administrative staff which organises affirmative action, training and provision of information about the dimension of the equal opportunities within the University of Bologna; ATGENDER, the European Association for Gender Research, Education and Documentation, yearly hosts 4 interns and is committed to continuing this practice. It publishes possibilities for internships on its website and via its mailing list (the president of ATGENDER is one of the Utrecht GEMMA coordinators).
- **Research opportunities** at Orlando and ATGENDER, resources from Amílcar Cabral research Centre;
- **Dissemination** by Alternativas (KRK Ediciones, Oviedo) & FEMINAE (UGR Press) book series will publish some of the best results from GEMMA, PhD theses and R&D projects developed by GEMMA; the association Peter Lang, publishing in 7 European and American countries, will start "Teaching and Researching with GEMMA" publication series;
- **Ad hoc cooperation** with The Spanish Red Cross, CIMA (National Association of Women in the Cinema), Spanish National, Regional, Local and University Equality Units, Andalusian Women Institute, Feminist activist movements such as "Acción en Red" and "Asamblea de Mujeres" (whose members present their work and projects at meetings with GEMMA students), Biblioteca Italiana delle Donne, LGBT Hungarian associations, Polish Congress of Women, International Women's

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<sup>56</sup> Ibid., 168.

Foundation (based in Łódź), Centre for the Advancement of Women Foundation (based in Warsaw), FWSA, Fundación Universidad de Oviedo; Fundación Mujeres; Fundación para la formación, la cualificación y el empleo en el sector metal de Asturias; Espora Gender Consulting, MaGenta; Mieres townhall, Asturias Health Service, Ayuntamiento de San Martín del Rey Aurelio; Ayuntamiento de Avilés, National Women's Studies Association of America, Center for American Women and Politics (CAWP), Center for Women's Global Leadership (Global Center), Center for Women and Work, The Institute for Research on Women (IRW), Rutgers Institute for Women & Art (IWA), The Institute for Women's Leadership (IWL).

### **Financial sustainability policies**

In the 4<sup>th</sup> (2010/2012) and 5<sup>th</sup> (2009/2011) editions of GEMMA around 20 students were accepted as self-financing and a further 3 had other kinds of scholarships (Ford Foundations or Join EUSee), per each edition. A little less than half of the self-financing students are third country and the rest are European.

### **Promotion of EM by beneficiaries**

According to the EACEA Mission statement, all students participating in the meeting attended by EACEA staff were certain that they would recommend GEMMA to other students. They see it as a great chance for multicultural exchange and highly value the course's academic excellence. The student blog is also one bottom-up means of promotion.

Of the students interviewed at UGR, all said they will spread information about the course and promote EM in general. A Polish student pointed out that there are no comparable opportunities in humanities in her country. An American student suggested that EU-funded programmes are an attractive option for American students, who are expected to pay for their studies in their home country. A Spanish student said she will promote GEMMA, but advised being cautious about including Bologna in one's mobility pathway.

The professor working at CEU pointed out that the curiosity of government officials and academics upon seeing a European academic spending time in Argentina lead them to inquire about GEMMA.

### **Exploitation of project results**

The results of the course are often published and presented at universities. Some students with an activist background use their research findings in their work. GEMMA academics regularly present the research results at conferences and in various media.

## **6. EFFICIENCY**

### **Management progress from EM I**

The ex-post evaluation of the first edition of GEMMA found that the main problems identified by students were uneven policies of housing assistance, visa problems for students coming to study in Spain and the UK due to delays in information, and, most importantly, significant delays of scholarship payment.<sup>57</sup> In addition, feedback to the progress report of the 1<sup>st</sup> edition emphasised that scholarships should be paid every month, rather than on a trimestral basis, which, according to the final report, was met with resistance from students. The new system was introduced for newly accepted students, but the administration workload increased, and some students still complained about delays in scholarship payment.

### **Efficiency of promotion**

Under EM I, the coordinator presented the GEMMA course at the coordinating university, the Spanish Ministry of Education, the 7<sup>th</sup> European Gender Research Conference, and the Erasmus Mundus Alumni magazine. The partners have used their academic networks to promote GEMMA. During the application process, students are asked how they first heard of GEMMA. The majority of applicants learned about

<sup>57</sup> Ibid., 159.

GEMMA from its website. From the focus group in Granada it is clear that personal contacts with GEMMA graduates and Internet search were the most efficient means of learning about GEMMA. Multidisciplinary, mobility and scholarship were mentioned as the most attractive aspects of the EMMC.

### **Support to applicants and beneficiaries**

A forum was introduced for students to discuss the main issues. Admitted students, participating in the meeting attended by the EACEA staff, found the consortium's website to be informative enough and application guidelines clear. Some visa issues were reported, but they were eventually resolved. A Canadian student reported having visa problems, as the central office of the consortium was not aware of the changes in visa policies.

Students benefit from all university facilities and language courses (although the price varies from partner to partner). Finding affordable housing is often considered a problem, particularly in Utrecht, where even student housing is not affordable for European students receiving a Category B grant. According to a Polish student, EUR 400 has to be spent on housing alone in Utrecht, and the problem was even worse as the scholarship payment was late. In Granada, the housing options proposed by the university are often too expensive for students and they look for accommodation themselves.

The students particularly valued the services and support at Hull, where students benefit from extensive information, pick-up service, etc.

### **Programme novelties**

According to the consortium's scientific coordinator, one of the weaknesses of EM I was the absence of *grants to European students*, which was partially compensated by Action 3. The current grant is insufficient to cover participation costs. As of 2011, attracting excellent European students was still considered a problem, as noted in the Mission report. According to a fee-paying Italian student, however, the double degree and mobility are considered an advantage over other comparable programmes, even if there is no funding available. A Polish graduate, who studied under EM I, said she felt discriminated against when, as a European student, she was not receiving a grant. She believes grants should be merit-based, as students have the same needs. According to her, third-country students are usually rather privileged and well off, whereas European students have to work part-time to cover the costs of their education.

The introduction of EMJDs is considered very important by academic staff at GEMMA. Most GEMMA graduates proceed to study at the PhD level, so the consortium plans to develop an EMJD programme in the future, as most partners already have PhD programmes in gender studies. It is very important, according to the coordinator at CEU, that EM equally funds applications from social sciences and humanities, particularly in the context of the backlash in human rights and the importance of gender equality in EU policy-making.

Although Rutgers, a third-country institution, is a *full partner*, it cannot receive third-country students. Meanwhile, European students receive only EUR 500, which is not enough to live on in the US. As the Mission report testifies, students regret not having more structured opportunities to go to non-European countries as a part of their mobility track, as was the case with the former Action3.

The consortium greatly benefited from what was Action 3 under EM I (possibility to send students and scholars to third countries). As a result, structured links with third-country institutions were established, and these institutions were subsequently integrated as associated partners of the consortium under EM II. The partners are now developing an online teaching scheme that would allow maintaining the links when EU funding finishes. They are designed together with the UGR's Centre for Online Teaching. Students will be able to receive credits for these online modules.

## **CONCLUSIONS AND LESSONS LEARNED**

Like many other institutions benefiting from EM, the consortium members are highly internationalised and experienced in organising international research and mobility. Therefore their strategic commitments, internationalisation policies and research development cannot be traced solely to EM. However, it is certain that EM introduced new administrative practices, allowed deepening their specialisation, and provided new

exchange opportunities for academics. There have been many spillover effects from their mobility, such as publications, research activities, capacity development, and new courses.

The consortium hopes to continue benefiting from EU funding in the future, but, according to the EACEA Mission report, this prospect should not be taken for granted. Although the participating institutions are exceptional in their academic excellence, it is fairly likely that the consortium will have to be restructured and its work simplified and streamlined. The consortium would like to remain large, and a way to reduce the costs of managing such a large consortium is the inclusion of online modules.

Overall, GEMMA has a sound sustainability plan and is prepared to make the best use of EU funding to develop joint teaching and research in the future. The partners are investing in capacity building and development of innovative teaching means while they still receive EU funding. The consortium benefits from a variety of funding sources at local, regional and national levels and is therefore an example of robust funding diversification policies.

## ANNEXES

**Table 4.2.3. List of interviewees**

No.	Institution	Type	Name, surname and position of interviewee	Date and type of interview
1.	Directorate General for University Policy, Ministry of Education (Spain)	National Structure	Ms Maria DEL MAR DUQUE, National Coordinator of the Erasmus Mundus programme	21-12-2011 Telephone
2.	University of Granada	Coordinating institution	Dr Adelina SÁNCHEZ, Consortium Coordinator, Professor	15-11-2011 Face-to-face
3.	University of Granada	Students	Ms Monika GLOSOWITZ, Poland Ms Jillian RUBMAN, USA Ms Maria Antonia CALLÉN, Spain Ms Adrienne BEAUDRY, Italy	16-11-2011 Face-to-face
4.	University of Granada	Professor	Dr Soledad VIEITEZ CERDEÑO	17-11-2011 Face-to-face
5.	Self-employed	Graduates	Ms Carmen RUIZ REPULLO Ms Esmeralda DELGADO OCOÑ	17-11-2011 Face-to-face
6.	Central European University	Partner institution	Dr Jasmina LUKIC, Associate Professor, Head of the gender studies Department, CEU Coordinator for Erasmus Mundus GEMMA Programme	27-10-2011 Face-to-face
7.	Central European University	Partner institution	Dr Andrea PETŐ, Associate Professor	28-10-2011 Face-to-face
8.	Central European University	Students	Ms Laelia DARD-DASCOT, France Ms Whitney STARK, USA Ms Daniela Simona GAMONTE, Romania Ms Yi Xing HWA, Malaysia	31-10-2011 Face-to-face
9.	Central European University	Graduate	Ms Aleksandra SOJKA	27-10-2011 Face-to-face

### 4.3 Action 1 Case study: TEMA

PRE-FILLED SECTION	
Case study title	Partner institutions
Action 1 project – EMMC TEMA European territories (civilisation, nation, region, city): identity and development	ELTE University of Budapest, Hungary (coordinating Institution) Charles University of Prague, Czech Republic School of Higher Studies in Social Sciences, France University of Catania, Italy
Information sources	
Main documents used (legal acts, national reports / implementation documents)	No. of interviews and list of interviewed organisations*
<ul style="list-style-type: none"> <li>TEMA description</li> <li>EACEA, Joint Masters Course Evaluation Report</li> <li>TEMA website</li> <li>TEMA Quality Charter</li> <li>Financial allocations: Decision EAC (from CIRCABC)</li> </ul>	Three interviews and a focus group of three students: <ul style="list-style-type: none"> <li>ELTE</li> <li>French Institute in Budapest</li> <li>Hungarian Tempus Foundation (National Structure)</li> </ul>

\*The full list of interviews is presented in the case study annex.

Time period when the case study was prepared: October 2011.

#### 1. INTRODUCTION

##### Case study objectives and approach

The case study aims to provide insights into the process of developing an application and running an EM consortium awarding masters degrees in social sciences. In addition, the case study focuses on the specificities of consortia run by an institution in an EU12 Member State. The consortium is bilingual, using English and French as languages of instruction, thus, issues relating to managing a programme in multiple languages are also important in this case study.

The case study is based on information provided on the TEMA website, documents in the CIRCABC database, interviews with consortium partners and the national structure in Hungary, as well as a focus group of three students: from Albania (European non-EU student), Italy (EU student) and Pakistan (non-European student).

##### Summary of the main findings

The TEMA consortium has chosen a topic of European relevance (urbanism and regionalism). The partners are experienced in researching this topic collaboratively, and TEMA rests on decades of inter-institutional cooperation. Most of the advantages of the consortium and the course (extensive information, innovative services for students, anticipation and mitigation of obstacles, etc.) are a result of this cooperation. In addition, contacts with various authorities (accreditation committees, embassies) help address administrative difficulties.

Students, staff and academics are extremely satisfied with the programme, and the participating institutions hope to extend it in the future to the doctoral level. Many students are willing to choose academic careers, therefore applying for EMJD funding in the future is seen as a very logical and attractive option.

One potential challenge is the policy of bilingualism which some applicants seem to not be aware of before they start their studies. This challenge is addressed by offering them discounted French courses. Students value the language skills they will receive, as well as the research skills provided. It is too early to discuss TEMA's results, as the first students are only starting their studies, but the achievements identified so far are joint administrative practices and consortium management know-how, which is being mainstreamed into other departments of the participating universities.

## 2. CONSORTIUM INFORMATION

### Context

The masters course focuses on European cohesion policy and regional development. It provides students with skills of legal analysis and critical thinking. The programme is organised into four main modules: civilisation, nation, region and city, which represent four different approaches to historical, political, social and cultural issues of space and territory. The learning process is twofold, consisting of a common study core of foundational and methodological courses and research courses. The EACEA evaluation report praised the EMMC's holistic European perspective, coherence of the course and multidisciplinary approach.

The consortium is established on the basis of a long-term cooperation between the Atelier department of ELTE, the coordinating institution, and its French partners, including French Institutes in Budapest and Prague. The cooperation started in the 80s, when the Economic and Social History Institute in France was allowed to cooperate with a Hungarian institution by the previous regime. Atelier was created during the transition period and benefited from the involvement of Ecole des Études Sociales and the French Institute. French partners organised language courses for Hungarian students and took part in curriculum development. Subsequently the bilateral partnership became multilateral, and several more EU12 countries took part in the curriculum development project. The consortium received training from the National Structure in Hungary, which took part in the EM Action 3 project for National Structures.

Students are required to study at two partner universities at least, with a mandatory mobility in semester 3 and an optional one in semester 2 and/or 4. Individual tutorial supervision is offered to each student. In total, students receive 120 ECTS credits.

### Consortium structure

In addition to the four partners, the consortium has a number of associated partners. The following information about the consortium structure is provided on the consortium website. After participating in the development of the TEMA curriculum, the Department of Hungarian Ethnology and Anthropology at the University Babeş-Bolyai of Cluj became one of the principal associated members of the Consortium. The Hungarian Ministry of Education and Culture, the French Institute of Budapest and the Service de Coopération et d'Action Culturelle of the Embassy of France in Hungary contribute to the implementation and the running of the TEMA Masters Course. In addition, depending on the main interests of the participating students, they can do an internship or possibly start their career with other associated members:

- For those who learn about participatory urban development and social questions concerning urban development – internship at the RÉV 8 Zrt., one of the most important companies in this field;
- For cultural heritage and urban landscape studies – Kulturális Örökségvédelmi Hivatal (National Office of Cultural Heritage);
- For the role of architecture in urban planning – Department of Urbanism of Budapest University of Technology and Economics and its extensive network of international connections;
- For architectural projects in the urban space – ZHJ Építésziroda Kft., one of the principal offices of architecture in Budapest.

The team of the Laboratoire Géographie-Cités du CNRS (French National Centre for Scientific Research) also took part in the development of the TEMA curriculum. As an associated member of the Consortium, it continues to play an important role in the implementation and the running of the masters course. Moreover, it accommodates the mixed unity of RIATE services (Réseau Interdisciplinaire pour l'Aménagement du Territoire Européen) that is the focal point for the ORATE/ESPON programme of the European Committee and ensures communication between the scientific and political communities in the field of regional policy and urban planning. Additionally, L'École des Hautes Etudes en Sciences Sociales (EHESS) benefits from privileged contacts with the Mayor of Paris, who regularly offers internship opportunities to students, and with the Regional Council of Île-de-France that offers MA scholarships to students – mostly from third countries – who undertake their studies in the Paris region. EHESS maintains a close relationship with the Bernard Gregory Association, whose main mission is to promote development through research in the social-economic world and to help with the professional placement of young doctors from each discipline within the appropriate companies. Its initiative "AvanThèse" enables young researchers to think about becoming professionals, thanks to the privileged contacts with the professional world. The Paris team of TEMA maintains close contact



with DIACT (Délégation Interministérielle à l'Aménagement et à la Compétitivité des Territoires) and with its Observatory of Territories.

The University of Catania has maintained, for several years, a good working relationship with the administration of Italian towns and municipalities, for instance the Mayor of Catania – Direzione Urbanismo, the Mayor of Siracusa – Direzione Piani e Programmi, and with the Institute for Archeological and Monumental Heritage of Catania (CNR – IBAM), the Consorzio Universitario Archimede and Politecnica (Bologna, Florence and Catania), an Italian enterprise specializing in urban renewal. Offering their experience in the field of programming, planning, heritage protection and development, all of these qualified actors of urban and regional planning have already contributed to higher education, as well as to projects that aim to the social and cultural integration of marginal groups. As associated members of the TEMA consortium, these institutions are ready to host TEMA students during their internship. A supervisor is assigned for each of them for a better follow-up and a complete integration of their work in the institution's own structure.

In Prague, the programme cooperates with the Centre français de recherche en sciences sociales (CEFRES), an associated member of the Consortium, and with the Municipality of Prague, the Museum of Ethnography of the National Museum, the Archives of Prague, and the Czech Tourist Authority. TEMA students can take advantage of the free access to the seminars and lectures organised by CEFRES, and of the opportunity to follow the interactive activities of the aforementioned museums and archives.

The *governing bodies* of the consortium include the Management Committee, the Pedagogic Council, and scientific managers in each partner institution. The Principal board of the Consortium, the Management Committee, is composed of TEMA scientific managers and the legal and financial representatives of each partner institution, as well as of the TEMA Secretariat. The Management Committee is responsible for the entire programme of the TEMA European Masters Course, including the educational, financial and administrative levels of operation. The Committee also sets up priorities and strategic orientations for running, promoting and improving the TEMA Masters Course.

The Pedagogic Council is formed by the scientific managers of each partner institution, and by the external supervisors/actors who are invited by the Committee to participate in the evaluation of student work and/or in the admission process. The Pedagogic Council, responsible for the pedagogical aspects of the programme, is in charge of evaluating the records of the candidates during the TEMA admission process, and selecting the students and scholars for an EM scholarship.

The scientific managers are responsible for the general pedagogical follow-up of the students enrolled in their respective institutions, while providing individual support is the responsibility of the tutor. The scientific manager (or a designated tutor) of the institution that hosts the students in mobility is in charge of their personal tutoring during the mobility period. It is also the duty of the scientific managers to contact (or keep contact with) the local, regional, national and European organisations in order to establish cooperation between them in the framework of the TEMA Masters Course.

The TEMA Secretariat is hosted by the Atelier – Department of European Social Sciences and Historiography at Eötvös Loránd University in Budapest, the coordinating institution of the consortium. It is operated by the consortium coordinator and by the administrative coordinators of each partner institution. The TEMA Secretariat is assisted by the Financial Unit, the Erasmus Office and the Student Council of the ELTE University, as well as by the European and/or Erasmus offices, the offices of international relations and student services of the partner institutions. The TEMA Secretariat is responsible for the administrative and financial operation of the TEMA Masters Course, as well as for the services provided to TEMA students and visiting scholars. The Secretariat also takes part in the selection of students and scholars applying for an Erasmus Mundus scholarship.

The *grant* received amounted to EUR 594,800 in 2011, and its planned distribution was as follows: 9 third-country students and 8 European students per year and 17 third country visiting scholars.

## **Student statistics**

For the first academic year, the consortium received 300 online applications, but many applicants were unable to send requested documents. Currently 19 students are enrolled, 12 of them chose Budapest as a part of their mobility path. The students come from the following countries:

- EU: Hungary, Finland, Greece, Italy;
- Candidate and potential candidate countries: Macedonia, Albania;
- Third Countries: China, Ethiopia, Cameroon, Pakistan, and Argentina.

Of the three students interviewed, one of them was planning to study at three of the consortium partners, one – at two, another – at two, with two mobility periods at the first one.

## **Instruments applied as part of the Bologna process**

The consortium uses ECTS credits, which was not an issue to implement. TEMA graduates receive double or multiple degrees (depending on their mobility track), as well as a Diploma Supplement at the end of their studies. Information about the accreditation is provided on the TEMA website<sup>58</sup>. According to the National Structure, there are problems for all EM courses with joint programme accreditation. The Hungarian Accreditation Committee has been very involved in accreditation of joint programmes, and one member of it is in the EM selection board. Yet the results of pilot projects were very limited and took the form of exemptions – unlike in the Flemish community of Belgium, where EM courses obtain automatic accreditation for five years (or in Spain, as shown in the GEMMA case study). The interviewee suggests that there is a need of joint accreditation procedures by all involved agencies in all countries. Joint (e.g. only one country needs to accredit the programme) or European accreditation would be the best solution.

## **Quality assurance**

The quality of the studies is based on the complementarity of the consortium partners. Academic cooperation and complementarity matured over several years. TEMA scientific managers have signed the Quality Charter, which binds them to providing high quality courses and services and to respecting the requirements concerning the pedagogic content, the hosting quality, and the usage of language and equal opportunity principles. The quality charter is available online (in French).<sup>59</sup> A Booklet for Quality Assurance was adopted, and periodic internal evaluations are envisaged.

The EACEA evaluation also notes the existence of shared efficiency requirements and appointing a staff member to have overall responsibility for academic and administrative coordination. All teachers are required to report according to a set of criteria. Associated partners and external academics are also involved in ensuring the quality of the course.

## **Language and cultural education programmes**

The French Institute has been providing language courses for Atelier students throughout earlier cooperation. TEMA students can attend French classes at half price. The French Institutes are prepared to offer classes in specialist vocabulary, so that students are fully bilingual in their professional field.

## **Alumni policies**

It is too early to evaluate the alumni policies, as the first cohort has only started their studies. However, the consortium website promotes participation of graduates in the EMA and is planning to track the careers of its graduates. According to the scientific manager in Budapest, outstanding graduates, who become researchers and professionals, are the only output of a social science programme, thus, their achievements will be very important in enhancing the visibility of the programme.

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<sup>58</sup> <http://www.mastertema.eu/tema/degrees>

<sup>59</sup> TEMA Charte de Qualite: <http://www.mastertema.eu/file/chartedequalite.pdf>



## **Flow of resources**

Some of the 14 associated partners are committed to contributing financially to the programme. Non-financial cooperation is very important: associated partners provide students with language classes and internships, and participate in curriculum development.

### **3. RELEVANCE**

#### **Pertinence of objectives to national policies and the countries' development needs**

A representative of the Hungarian National Structure claims that the objectives of EM are at the core of the country's higher education policies. An ongoing education reform addresses two main questions: funding for studies and career prospects for graduates. The promotion of European higher education is also at the top of the agenda. EM allows Hungary to promote its higher education abroad – something that national institutions are not always able to do due to lack of funds. Central European University is one exception, but it is an essentially international rather than Hungarian institution.

On the other hand, there is a growing fear of brain drain. Therefore national authorities prefer shorter mobility periods abroad. Most Hungarian EM students want to try new countries and do not chose EM courses in Hungary. With the budget cuts in higher education, there are fears that outstanding graduates who choose academic careers will leave the country.

According to a representative of the associated partners, the thematic focus of this consortium is central to cooperation, as regions are growing in importance in Europe. According to the director of the French Institute in Budapest, "Europe is built from regions, not in Brussels". Hungary is not structured into regions, but it is trying to implement this structure, which is highly advanced in France. National and local issues are very important in the study process.

It is also crucial, according to the associated partners' representative, that students feel the importance of Europe in regional development and compare various administrative traditions. In addition, it is in the interest of Europe to have dialogue with other countries and regions.

#### **Synergies and duplications**

According to the coordinating institution and the National Structure in Hungary, the course is very different from those offered nationally. The consortium benefited from training developed by the Hungarian National Structure within the framework of Action 3. The coordinating institution has also provided in-house training for other faculties applying for EM funding. An Erasmus centralised action project was used for curriculum development. Synergies between EM, Erasmus, Tempus and CEPUS (Central European Programme for University Studies) are promoted by the National Structure, using information days and other measures.

#### **New national-level legislation**

According to the interviewee at the coordinating institution, it took the consortium a year to handle administrative issues. The Accreditation Committee had to handle the issue of joint degrees. However, according to the National Structure in Hungary, exceptions rather than "mainstreaming" are still the main method for integration of EM courses to national education systems. However, double degrees had already been issued in the French-Hungarian partnership.

#### **Target groups**

The EMMC targets graduates in social sciences. They are expected to know both English and French, but for those whose knowledge is lacking in either language, assistance is available. The students are expected to receive information from the course and partners' websites, brochures, etc. For the academic year of 2011-2012, 300 students applied online. A study agreement is drafted for each student individually, following a template.

### *Academic excellence*

#### **Changes in curricular structure and content, pedagogical approaches and services**

While the TEMA curriculum was developed specifically for EM, it rests on a long-term partnership among the institutions. Therefore pedagogical approaches and content were developed in advance, also within the curriculum development project (see above) and in the framework of French-Hungarian cooperation. After the initial failure in applying for EM funding, the course structure was further improved, with the participation of, among others, the associated partners. EM funding allowed enhancing the student-centred approach, with mobility at its core.

All of the participating universities have developed services for their students, including those with insufficient specialist language skills in either of the consortium languages and those with special needs.

#### **Partners' perceived academic excellence**

The EACEA evaluation considered the partners excellent in the field of studies chosen for the EMMC. The partners have long-standing cooperation experience and consider each other as outstanding in the field of studies.

#### **Impact of participation in EM on the HEIs' international visibility and prestige**

The consortium rests on a long-term bilateral and subsequently multilateral partnership. According to a representative of the French Institute in Budapest, the institution is very proud that the first Hungarian-coordinated EMMC was awarded to TEMA.

#### **Academic excellence of students**

The first students have only started their studies at TEMA, so it is too early to evaluate their excellence. So far the coordinator is satisfied with the selected students, and the students feel they are a part of an excellence community, which is often highlighted by professors.

#### **Selection mechanisms**

The consortium has set up joint procedures for application, selection and admission of students, including instruments to ensure equal opportunities. The selection is based on academic excellence and proficiency in English and in French. Potential students first apply online and are then asked to send documents on paper. This allows some initial categorisation but, according to the coordinator, processing the applications before the submission of paper versions is still a significant administrative burden for the consortium's staff. After the "serious" applicants have been filtered, a virtual pedagogical meeting was organised among the partners to discuss the applicants. Telephone interviews were conducted with pre-selected applicants. Further, financial arrangements for each accepted student were discussed by the partners in a meeting in Prague. In the future, the consortium plans to introduce a meeting for pre-selection of candidates.

#### **Effectiveness of marketing strategies**

According to a representative of the French Institute, there is high and growing interest in the consortium from Chinese students. The Italian student interviewed found out about the programme from the Internet – it was not difficult, as her university participates in EM. The Albanian student attended a seminar on EM and chose the programme on the basis of its interdisciplinarity. The Pakistani student looked for a programme to study European history and found out about TEMA from its website.

## ***Labour market outcomes***

### **Contribution to the careers of students**

The EACEA evaluation of the application found that the consortium planned to develop the following skills of the students: theoretical knowledge, professional skills in the field of territorial development, and language skills. These skills would be useful in research or work in the public or private sector. The students interviewed are planning research careers. All students would like to continue their studies and start an academic career. The Pakistani student would like to get a PhD degree in Europe, but if he does not get a scholarship, he will continue his studies in his home country. According to him, the level of scientific method application is lower in Pakistan due to limited resources and know-how. Therefore his research skills received from TEMA will be very useful in an academic career in a higher education system which is in need of such skills.

According to the interviewee at the Hungarian National Structure, private sector employers do not know much about joint degrees. It is very difficult to target employers, because the scope is global.

### **Contribution to the careers of academic staff**

Mobility and face-to-face contacts are at the core of the partnership. While academic staff was already benefiting from mobility and exposure to other higher education systems before the participation in EM, international contacts now help them pursue research careers at the European level. The French Institute in Budapest contributes to inviting guest scholars from France to the consortium.

### **Brain drain**

According to the interviewee at the Hungarian National Structure, although overall emigration rates in Hungary are low, brain drain remains a pertinent issue among the highly qualified. This is one reservation that national authorities have about EM. Meanwhile, according to the interviewee, most third-country students return to their countries. According to the Albanian student interviewed, it is important for her to contribute to her country's development, she is planning to return and start an academic career there, but she would not refuse a good opportunity elsewhere. The Pakistani student would like to continue his studies in Europe at the PhD level, but the comparative perspective of his previous studies and TEMA will be later useful in an academic career at home. The Italian student, with already some work experience at her previous university administration, would like to continue studying at home, but there is no relevant PhD programme.

## ***Equality and diversity***

### **Linguistic and regional diversity**

The current student cohort (19 students) comes from 16 different countries (European and other). The programme has a global focus and enjoys visibility in various regions. Bilingualism remains a challenge. The Italian and Albanian students interviewed studied French at school and practiced it later. The Albanian student improved her knowledge of French by doing EVS earlier. Meanwhile, using French at an academic level was a challenge for the Pakistani student. He studied French before arrival, and says that professors have been very helpful by finding English and French versions of reading materials to compare and improve. The students value the consortium's bilingualism, but its linguistic policy was not clear from the beginning to some of them. In fact, many excellent Albanian students, according to the interviewee, did not consider studying at TEMA only because of limited language knowledge.

### **Diversity policies, gender mainstreaming and special needs**

As in most studies in Social Sciences, female students tend to dominate. However, the first student cohort is more balanced than in similar national programmes. During selection, the consortium takes into account ethnic minority or orphan status. There is an extensive system for catering for the needs of students with disabilities. The following information is available on the TEMA website and provided by the interviewee at the coordinating institution:

- In Budapest, the administrative coordinator works in close cooperation with the Committee for Equal Opportunities. In addition, one of the largest companies in Hungary, IBM, signed a partnership agreement with ELTE University in 2008. According to this agreement, IBM will offer internships to

disadvantaged and disabled students, and support infrastructural development on the university's two campuses, including the Faculty of Humanities, in accordance with the special needs of students with disabilities.

- In Paris, the administrative coordinator is helped by the Mission Handicap, whose main goal is to guarantee equal opportunities and accessibility to knowledge for students with disabilities. By making a regular assessment of their special needs and coordinating a large network of partners, the office provides facilities and assistance for each student.
- In Catania, the work of the administrative coordinator is seconded by the Centre for Active and Participative Integration (CInAP – Servizi per la disabilità), which offers assistance to disabled students. This assistance can take several forms, ranging from personal and special assistance to psychological and orientation services, through the establishment of an office to facilitate introducing young graduates with disabilities to the labour market, or technological and didactic assistance, such as the Delphinus software.
- In Prague, the administrative coordinator works in close cooperation with the Information and Advisory Centre and the Office for Students with Special Needs. The services provided by Charles University to students with special needs are supported by the project "Improving the Study Conditions for Disabled CU Students".

### ***System-level impact***

#### **Changes in strategic plans and practices of institutional beneficiaries**

The ELTE university places internationalisation at the top of its agenda, and, according to the interviewee at Atelier, the management is very enthusiastic about participation in EM. Therefore a special EM office was established and the director of Atelier is invited to give workshops to exploit and mainstream EM practices in other faculties.

#### **Development of similar standards, values and practices**

According to the interviewee at the coordinating institution, the EMMC has definitely led to developing new standards and practices. While research has been internationalised for many years, the partnership allows coordinating administration and enables administrative staff to travel and exchange experience.

#### **Main obstacles**

The main obstacles for coordination of consortia by EU12 Member States are financial and administrative. Many universities are unable to raise their own funds for operating the consortium, and even more so – for face-to-face meetings with partners. According to the National Structure, something similar to an Erasmus Networks coordinators' meeting is lacking.

In addition, it takes a long time to ensure adequate arrangements for consortium management. According to the interviewee at the coordinating institution, it is unclear to national authorities, "why a scholar in Paris is paid from Budapest".

For individuals, many visa problems were an obstacle. The visa problem was particularly severe for African students, who had to travel to distant countries for a visa if they were not starting their studies in Paris due to the lack of embassies. For example, an applicant from Cameroon had to travel as far as Morocco. An instalment grant refunds such expenses later.

The grant is seen as competitive, but EU nationals feel unequally treated. The EUR 500 grant is enough to cover living expenses in Budapest, but not in Paris. European students are often equally financially challenged.

#### **Good practices in overcoming these problems**

The National Structure says they offer visa and administrative support for selected projects and liaise with relevant ministries on their behalf. The National Structure also provides some extra funding, but the funds are more for operating costs rather than much-needed extras, such as coordinators' meetings. Contacts with embassies are the main tool for solving visa problems. African students are encouraged to start their mobility pathway in Paris to reduce the burden.

## **Changes in attitudes towards international cooperation and mobility**

International cooperation and mobility has always been high on the agenda of institutions. For the non-European students, the EM experience taught them about the diversity of Europe. According to the Pakistani student, he became more aware of the different urban traditions. Therefore mobility within Europe has a value in terms of cultural learning, not only as mobility between excellent universities.

### **Distinctively European offer**

TEMA places the integration of EU12 at the heart of its focus. Moreover, its application, according to the EACEA evaluation report, outlined its distinctive features in its field of studies and its added value. In addition, the application reacted to the trends of growing nationalism in Europe and proposed a European approach to studying identity. The EMMC aims to equip its graduates with critical thinking, which will be crucial in shaping the discourses about the students' home country and European developments. Students often study empirical cases from their home countries, but using methods they learn at TEMA. According to the interviewee at the coordinating institution, the same arrangement was applied in the French-Hungarian partnership.

The interviewee at the National Structure in Hungary said that EM joint degrees tend to be very different from programmes offered nationally. Social sciences and humanities, according to the interviewee at the coordinating institution, tend to have a national orientation, thus, a European programme is a "relief", equipping students with critical thinking amidst contemporary political trends (such as growing nationalism).

According to a representative of associated partners, it is in the European interest that both European and non-European students learn about various traditions of regionalism and see the importance of Europe in regional development. Non-European students are usually attracted by the profile of the universities, rather than participating countries. Meanwhile, European students have a higher awareness of different countries and make their choices based on their preferences of residence and language.

### **Differentiation between Erasmus and Erasmus Mundus brands**

The brand is known in Hungary, but participation of students from the country remains low. For Albanian students, according to the interviewee, EM stands for excellence and "elite". It is fairly well known in the academic community in Albania and only the best students apply. In Italy, students know about EM, but do not apply to this particular programme due to language issues.

### **Using the EM brand beyond the programme's implementation period**

The coordinating institution is using the opportunity to enhance its visibility with EM. It is likely that the participation in EM will be used in the marketing strategy in the future.

## **5. SUSTAINABILITY**

### **Investment and resources from participating institutions**

Bilateral agreements among the participating institutions preceded their participation in EM. The partners have appointed staff to deal with administrative matters (see under Consortium structure), and assist other faculties in applying for EM funding. Two staff members dealing with EM (academic matters, payments, translation) are employed by the rector's office. In Budapest, an EM office was established to prepare for future applications.

In the application, the partners described co-funding mechanisms to help students from low-income groups.

### **Mobility of European students**

The consortium was quite successful in attracting European students (see under Student statistics). According to the Hungarian National Structure, scholarships for European students are insufficient. This is confirmed by the European student interviewed. According to her, the difference in grants is divisive and very challenging for European students. She does not see a reason why grants should be based on nationality.

### **Capacity building for third-country institutions**

Third-country institutions are not members of this consortium.

### **Cooperation with non-educational organisations**

French Institutes are important associated partners (see above). They contribute to curriculum development, sponsor academic staff mobility and provide discounts for French language courses. Due to the urban development focus of the programme, enterprises engaged in urban development are very interested (see above, under Consortium Structure).

### **Financial sustainability policies**

The consortium has drafted a sustainability plan and expects private donors, as well as fee-paying students, to contribute to programme costs in the future. A private donor has already contributed to the coordinators' meeting. The tuition fees, including full medical cover, are EUR 2,000 per year for European and EUR 6,000 per year for third-country students. It is expected, as described in the application, that the attractiveness and visibility of the programme will increase in the future, therefore more fee-paying students will apply. The mechanisms for sustaining the partnership were extensively described in the application, including specific targets, which the EACEA evaluation called an "excellent practice".

However, despite being prepared for less funding, the consortium believes it is very important to receive at least one extension of EU funding. This is important to allow the programme to mature and become more visible. According to the coordinator, in social sciences, only outstanding graduates are the "outputs", therefore it is very important to give programmes more time to develop. Moreover, social sciences and humanities are suffering from budget cuts across Europe, thus, it is very important that these subject areas continue receiving EU support. Applying for EMJD funding is envisaged as one sustainability option. Non-European partners would be invited into such cooperation.

### **Promotion of EM by beneficiaries**

The main means of promotion are a course website, advertising campaign, academic forums and networks of the partners, partner universities in the third countries. According to the Pakistani student, professors at home are very curious about his research at TEMA and he publicises information about it. The Albanian student informed her friends about this opportunity (she learned about EM from a friend herself). The Italian student is in touch with her supervisor from undergraduate studies.

### **Exploitation of project results**

The project has recently started, so it is too early to discuss results. One result that has been exploited was the practice of preparing an EMMC course – the practice is now being mainstreamed in other faculties.

## **6. EFFICIENCY**

### **Management progress from EM I**

TEMA is a new project, which applied under EM II.

### **Efficiency of promotion**

The programme is promoted through academic networks. Its website has extensive information about each aspect of studying at TEMA. So far the programme has enjoyed a high level of interest, even though it is only the first year of its implementation.

### **Support to applicants and beneficiaries**

TEMA students benefit from both general services for all and tailor-made services for disabled students. The consortium website extensively describes the services provided. All universities offer computer and internet

access; support in the administrative and visa procedures; support in finding accommodation (dormitory rooms or apartments in the city); healthcare insurance (as a part of the tuition fees and scholarship); access to teaching materials, including the TEMA book and CD; access to libraries, as well as to the lounge areas and cafeterias; language courses at reduced prices. In addition, each institution offers special services for students arriving with their family. Atelier offers a mentoring system for non-Hungarian students and promotes student clubs and societies. In Paris, students and scholars are provided with accommodation assistance. In Prague, students benefit from university accommodation.

The students interviewed were very appreciative of the services offered. They mentioned orientation week, guidance, and help with finding accommodation. The Pakistani student pointed out that the first grant installment was paid in cash upon arrival, which was very useful as it typically takes time to open a bank account. The university directly deducted and transferred the first payment for accommodation from its account to help the students. All the students highly value the rich libraries they benefit from and conferences they can take part in.

### **Programme novelties**

According to the interviewee at the Hungarian National Structure, the scholarship for European students is insufficient. In addition, more promotion and even quotas for national students would be very useful in boosting their participation.

The introduction of doctoral education was a very logical step. However, according to the interviewee at the Hungarian National Structure, EMJDs need a different approach to curriculum development, particularly due to the diversity of doctoral education in Europe.

## **CONCLUSIONS AND LESSONS LEARNED**

The TEMA consortium is based on long-term bilateral and multilateral partnerships among the participating universities. The partnerships included student and staff mobility, support for curriculum development, and language training. Therefore TEMA had a sound administrative base before it started. Nonetheless, according to the head of the coordinating institution, it took a year to prepare to receive students. Firstly, although there was a tradition of double degrees, it took much effort to introduce joint degrees. Secondly, other administrative arrangements had to be developed. Yet the result is an extensive system of support for all participants of the programme, where every detail is considered.

The consortium makes sure that applicants and students receive timely information. Due to extensive experience in international cooperation, many obstacles were anticipated and mitigated. For example, paying the first grant in cash upon arrival and direct payment of the first housing fee are very innovative mechanisms to reduce students' stress upon arrival and create a feeling that the students are being taken care of.

Bilingualism is both a challenge and an opportunity for the consortium. On the one hand, it excludes a large number of potential students who are not fluent in French. On the other hand, it gives students access to multiple academic cultures and equips them with strong language skills for their future careers. It is important to note that information about the consortium's bilingualism should be clarified, as some students do not seem to realise they will be immediately expected to study in two languages.

The thematic area chosen by the consortium is of European interest. The consortium promotes interdisciplinary social sciences with a European dimension, which are, according to the associated partner interviewed, very relevant in the context of European integration. Therefore the European added value of the course is high, and students highly value the opportunity to study and experience multiple European traditions of urbanism and regionalism, as well as different research cultures. Most students tend to expect academic careers in the future, but the consortium takes the utmost care to equip them with practical knowledge applicable in the private sector through placements.

The consortium had an elaborate sustainability plan and has already attracted private donors. It expects more interest from students willing to pay full tuition fees when the programme matures. Overall, the consortium has thought through many details of the programme implementation in advance and is well-prepared to meet future challenges, but this is mainly due to the high interest of the participating institutions and their long



traditions of partnership. It would be difficult to replicate similar planning in consortia brought together for EM only.

## ANNEXES

**Table 4.3.1. List of interviewees**

No.	Institution	Type	Name, surname and position of interviewee	Date and type of interview
1.	ELTE	Coordinating institution	Dr Gábor SONKOLY, Head of the Atelier	28.10.2011 Face-to-face
2.	French Institute in Budapest	Associated non-academic partner	Mr Francois LAQUIEZE, Director	27.10.2011 Face-to-face
3.	ELTE	Students	Ms Klodjana MALUSHAJ, Albania Mr Amir HAMZA, Pakistan Ms Katia ALBERIO, Italy	28.10.2011 Face-to-face
4.	Tempus Public Foundation	Erasmus Mundus Hungarian National Structure	Mr Gábor DOBOS, Programme Coordinator	04.10.2011 Telephone

## 4.4 Action 1 Case study: EUROSPIN

PRE-FILLED SECTION	
Case study title	Partner institutions
Action 1 project EuroSPIN – European Study Programme in Neuroinformatics	KTH Royal Institute of Technology, Sweden (Co-ordinating institution) Albert-Ludwig University of Freiburg, Germany University of Edinburgh, United Kingdom National Centre for Biological Sciences, TATA Institute of Fundamental Research, India
Information sources	
Main documents used (legal acts, national reports / implementation documents)	No. of interviews and list of interviewed organisations*
Project description EACEA report: EuroSPIN – European Study Programme in Neuroinformatics (EMJD), 2-3 December 2010 Progress Report and Further Pre-financing Request	Five interviews: <ul style="list-style-type: none"> <li>KTH (coordinating institution)</li> <li>National Centre for Biological Sciences, TATA Institute of Fundamental Research (third-country partner institution)</li> </ul>
*The full list of interviews is presented in the case study annex.	

Time period when the case study was prepared: September 2011.

### 1. INTRODUCTION

#### Case study objectives and approach

The case study aimed at an in-depth analysis of the experience of a consortium involving a third-country institution as a partner in organising a joint doctorate programme (EMJD). The selection of the case studies for Action 1 had several criteria: geographical and thematic balance, correspondence to country activity rates and thematic distribution of Action 1 programmes, and involvement of third-country institutions as full partners in at least one of the Action 1 consortia. EuroSPIN matched the following criteria. Firstly, it is an interdisciplinary doctoral programme, covering natural sciences, engineering, technology, and health sciences. According to the data received from the EACEA, 40% EMJDs were in natural sciences and 20% in health sciences. Secondly, the data on country activity rates showed that Sweden, where the coordinating institution of this consortium is based, was the third most active country in 2011 in submitting applications and receiving funding for EMJDs. Thirdly, the third-country institution in India is a full and equal partner, and it was invited to the consortium on the basis of excellence. The case study looked into various relevance, effectiveness, sustainability and efficiency aspects, but it particularly focused on cooperation with third-country institutions and the specificities of doctoral education in the context of Erasmus Mundus.

Five interviews were carried out for this case study: the consortium coordinator outlined the management of the consortium and its main issues, an administration representative commented on the integrated management of multiple academic cooperation programmes, a representative from the Indian partner presented the perspective of a third-country institution, and two students who have chosen a mobility pathway including India talked about their experience.

#### Summary of the main findings

The consortium was built on previous research cooperation and contacts. The student-centred nature of EM strengthened partnerships and is likely to produce spillovers in research. It also contributed to capacity building. The main issues identified were related to the specificities of doctoral studies. Doctoral programmes are long, and require long-term commitment of people who are quite likely to have family responsibilities and the resulting needs; very different systems are in place for funding doctoral research (scholarships vs. employment and resulting taxation). Different tuition fee policies have also caused numerous problems. Most solutions were found ad hoc and are likely to be developed as the consortium consolidates. Doctoral education is research-intensive, with small yearly cohorts, therefore having any quotas for incoming students is considered a burden and contrary to academic excellence. There are no specific or innovative approaches to

selection, regional, gender or other balance and dissemination, but all of those aspects seem to have “taken care of themselves”: regional and gender balance is adequate, and the programme receives many applications.

## 2. CONSORTIUM INFORMATION

### Context

According to the consortium coordinator, brain diseases are responsible for one third of healthcare costs in industrialised societies, therefore their programme addresses a very important issue, where research is vitally needed. It is important that Europe takes the lead in this area.

### Consortium structure

There are four full partners, one in a third country, and two associated partners. The leading partner, KTH is responsible for the administrative and financial management of the consortium. The Consortium Agreement includes the flat rate and participation cost. The local coordinators in each partner institution form a steering board, which communicates by telephone each month. An advisory board consists of associated partners and two external advisors. The monitoring visit report mentions that the advisory board and associated partners were present at the monitoring meeting. The associated partners come from a variety of international companies such as the Honda Research Institute in Germany. IBM already provided computer hardware support at the proposal stage. These partners perform an evaluation of EuroSPIN activities and provide their feedback and suggestions.

Each student works on a research project with two supervisors from two universities. Supervisors have to cooperate to make sure each student receives the highest quality supervision and fulfils the requirements of both institutions. When rules are very different, the decision was taken that the home university's regulations apply. This was done in order not to burden students with double work, such as annual reporting. Ad hoc solutions are found if needed. Students receive joint or double degrees. Annual workshops are organised for students and supervisors. KTH is financially responsible for the workshops.

For the cohorts of 2010 and 2011 no joint Doctorate Candidate Agreement was developed due to differences between the universities. However, each university has a standard PhD contract detailing employment or another arrangement.

The grant received amounted to EUR 1,129,400 (EUR 50,000 consortium + EUR 1,079,400 fellowships) in 2010.

### Student statistics

The table below shows that the distribution according to gender and scholarship category is rather even.

**Table 4.4.1. Scholarship category, gender and mobility pathways for the 2010 cohort**

Category A		Category B	
Men	Women	Men	Women
DE-SE	DE-SE	DE-IN	UK-DE
SE-UK	SE-?	IN-UK	
	IN-UK	UK-SE	

Source: adapted from Progress Report and Further Pre-financing Request (CircaBC).

To the knowledge of the European student interviewed, the consortium received 200 applications in 2010 and introduced more criteria for the subsequent cohorts.

### Instruments applied as a part of Bologna process

The consortium plans to issue joint or double degrees. It is working on joint degrees with national governments and hopes to solve existing issues by the time the first cohort graduates. ECTS are not very relevant in a research-based PhD programme, although they are used. According to the partner institution representative in India, instruments for internationalisation have proved to be very fruitful and in the interest of the institution.

### **Quality assurance**

All partners follow their own quality assessment rules. It is considered that the quality of students and research is automatically higher due to having to meet the quality requirements from two institutions. At Albert-Ludwigs-Universität Freiburg (ALUF), students anonymously evaluate all lectures, courses and seminars.

### **Language and cultural education programmes**

All students are offered training in secondary ("soft") skills, English academic writing and local languages.

### **Alumni policies**

The coordinating institution will include EuroSPIN students in its graduate surveys. Alumni chapters and specialised staff help maintain contacts between graduates and the institution. NCBS has a semi-formal method for keeping track of its graduates. This is carried out by each lab, and a special office for graduate tracking was recently established.

### **Flow of resources**

KTH receives the majority of the EM grant and uses it for consortium management, admissions, annual workshops, etc. The amount reserved for partners is transferred from KTH once or twice a year. The partners are responsible for the salary/stipend of the students they receive as host institutions (each student has one host institution). Students with KTH or ALUF as their home institution receive a salary, whereas others, with their home institution NCBS or UoE, receive a monthly allowance of 1,400 EUR. It was observed that a large co-financing component is needed. The PhD programme normally lasts four years, while EM funding is available for three years only. Students' supervisors are responsible for securing the funding for the fourth year. As of the end of 2010, only ALUF and NCBS had secured co-financing for their applicants.

## **3. RELEVANCE**

### ***National policies***

#### **Pertinence of objectives to national policies and the countries' development needs**

According to the partner institution in India, many high-level goals will be achieved if EM promotes good quality science and allows it to drive programme implementation: "Less micro-management and more alignment with the way that science is done would be useful".

#### **Synergies and duplications**

According to the KTH coordinator, internationalisation is very important for research, and all EU grants and networks are equally important in promoting it. KTH participates in several EMJDs and many EMMCs. It takes part in other European schemes: Tempus, LLP (Erasmus students and staff exchange, placements, administrative staff mobility), European Institute of Technology, Marie Curie. It currently coordinates three EMJDs and five EMMCs, and is a partner in two EMJDs and eight EMMCs. NCBS has joint programmes with two American and two European universities.

The KTH international office is very experienced in providing services and support to EMMCs, but not as much to EMJDs, since it is a different procedure, involving employment. The university is also active in the Marie Curie programme. However, without EM funding, similar institutional cooperation would not happen. Funding from other sources is available for research, but not for PhD studies.

There are not many synergies, however, with EM Action 2 apart from disbursement of scholarships and promotion materials. The KTH would advocate for more integration.

## **New national-level legislation**

The consortium is still facing problems with joint degree recognition, but before the first cohort of graduates finish their studies, it is expected that this problem will be solved. There is no law in Sweden on accreditation of joint degrees. ALUF already has experience in awarding joint degrees.

## **Target groups**

Students often do not see a big difference with Marie Curie (which does not award joint or double degrees). According to the local coordinator at NCBS, EM offered a student-centred approach, which is extremely valuable. Mobility of students, joint supervision and close interaction substantially strengthened the existing partnerships.

## **4. EFFECTIVENESS**

### **Academic excellence**

#### **Changes in curricular structure and content, pedagogical approaches and services**

The partners did not change their curricular structure, as relevant courses were available before starting the EM project. Students can select the most relevant courses, decided by the pair of supervisors and the student. In some partners, courses are obligatory, in others optional.

Services for students do not differ between EM and non-EM students. KTH provides housing for its students for one year only. Meanwhile, students have to arrange their own accommodation in Freiburg and Edinburgh, with the help of the host institutions. They receive support from NCBS when in India. A student interviewed said accommodation was provided for him in India, but he had to find it himself in the UK. All universities provide housing information to successful applicants. The consortium purchases a “Swedish State’s Erasmus Mundus Insurance” policy for the students. Contacts with embassies in the four countries facilitate visa application. KTH can offer to buy flight tickets for the first destination of third-country students upon request. KTH facilitates opening computer and bank accounts, organises a campus tour, instructs on health care. Mentoring by senior PhD students is also a part of the programme for newcomers.

#### **Partners’ perceived academic excellence**

The project description claims that the four partners are research leaders in Neuroinformatics, with complementary strengths. The coordinating institution informed that the partners knew each other from conferences and research, and decided to form the consortium on the basis of their excellence. In particular, there were contacts between NCBS and UoE before EM: academics visited each other and wrote papers together. The experience with India is viewed as very positive, and European students do choose the partner institution there (see Table 4.4.1. above). The fact that students can move between academic institutions allows them to use their strengths better (e.g. specialise in specific areas or methods).

#### **Impact of participation in EM on the HEIs’ international visibility and prestige**

Internationalisation is very high on the agenda of the two institutions interviewed. Both believe that EM will increase their visibility and will create a quality reference point for marketing.

### **Academic excellence of students**

Academic excellence is perceived as very high. Many students, when asked, revealed that they applied to several PhD programmes at top universities and several dropped out after receiving better proposals. The requirement to accept one student per cohort from the Western Balkans is seen as going against academic excellence.

### **Selection mechanisms**

According to the documents received, each local coordinator first finds out who of the supervisors are available for the following year. Relevant supervisors are paired together based on their research interests

and methodological approaches. Each supervisor pair goes through valid student applications and selects students fit for their projects. Telephone interviews are organised for pre-selected students. No quantitative rankings are constructed, as they do not make sense in an interdisciplinary PhD programme. Instead, relevance to the planned projects is of key importance. Following the selection, students must fulfil the formal requirements for becoming PhD students at the universities they are directed to.

In the perception of the third-country student interviewed, the main criteria for admission are good background in at least one relevant subject, strong motivation, relevant experience and fluency in English.

### **Effectiveness of marketing strategies**

The institutions use websites, EU instruments and “word of mouth” for promoting the programme. The NCBS coordinator has mentioned the programme to a number of professors and institutions with a multidisciplinary background in India. So far the policies have been effective, as the regional balance and excellence are very good, having in mind how small the PhD programme is.

### ***Labour market outcomes***

#### **Contribution to the career of students**

According to the coordinator, students will have a broad network for post-doctoral opportunities and a network of academics to request references from when applying for jobs or further studies. For one of the students, EM was not the first experience abroad: she has done three internships in Germany.

#### **Contribution to the career of academic staff**

KTH and NCBS are sure that researchers have strengthened their ties through joint supervision, workshops and other joint activities, and research cooperation will continue even after EM funding phases out.

### **Brain drain**

It is in the design of the EMJD that all students will visit all the partners through mobility and annual workshops. The coordinator believes that most students will return to their home countries when the situation there improves, as the example of China shows. The Russian student believes that she does not have adequate research opportunities at home, but she will contribute to the country’s development by promoting international education and language learning. The choice of talented students is not as much between Europe vs. their home countries as it is between Europe vs. the US, as science is already global, according to the representative of NCBS. He himself has academic experience in Europe and the US before returning to India. An excellent EM course helps maintain and attract talent to Europe, as well as to participating third countries.

Both students interviewed suggest that their career choices will depend not only on career development and financial aspects, but also on relationships and family. They are both not sure where they will settle after their studies – it will depend on joint decisions and opportunities available for their partner/spouse.

### ***Equality and diversity***

#### **Linguistic and regional diversity**

All students are offered language courses in English and local languages. The consortium did not observe any specific linguistic issues. However, the student from Russia believes that language barrier is one of the key obstacles for her co-nationals, particularly those with a technical focus, to applying for EM programmes. She herself studied at a school which focused on English teaching, therefore did not face any problems.

The rule that students cannot undertake EM studies at the university of their previous studies rules out many prospective students.

## **Diversity policies, gender mainstreaming and special needs**

No specific diversity policies were developed for EuroSPIN. According to the partners interviewed, any formal requirements would compromise academic excellence. However, according to the representative of the International Office, if two equal candidates of different genders apply, the university favours the underrepresented gender. The consortium coordinator suggests that gender balance happens effortlessly, both among EU and non-EU students (see Table 4.4.1. above). In Neuroinformatics, women are underrepresented in Europe, but not in Asia. A female student believes that Neuroscience is a suitable subject for all and does not disadvantage any group. The consortium coordinator is glad to have received an excellent student from Eritrea, but admits that most African applicants, who had very different opportunities to develop their academic background, do not qualify for the programme.

A female student with a family observed that the accommodation provided is not suitable for mothers with children. There are many problems if a female doctoral student gets pregnant, as there are very strict rules for completing the programme, and one cannot take parental leave and continue receiving EM funding. As PhD students are typically in their late 20 – early 30s, such issues must be taken into account, which is currently not the case.

The needs of disabled students are addressed by consortium partners individually. At KTH, there are measures to assist visually impaired students, as well as those using a wheelchair. If students inform professors in advance, they can get extra examination time in case of dyslexia and similar problems. Student dormitories are accessible for disabled persons, but the university lacks funds for accommodating accompanying persons or ensuring audio books and other equipment for disabled students. It would be helpful if additional assistance were provided.

## ***System-level impact***

### **Changes in strategic plans and practices of institutional beneficiaries**

EM participation is a long-term commitment (9-10 years), which requires administrative resources. Due to EM, some institutions had to introduce employment contracts, but it was not very effective.

### **Development of similar standards, values and practices**

Consortium partners share best practices in admissions and teaching. Administrative capacity building also took place to a great extent.

## **Main obstacles**

Change of rules, e.g. the Programme Guide, was mentioned as a particularly burdensome obstacle. The updated guide requires that each PhD candidate studies in at least two EU partners, while the initial plan was mobility in two consortium partners. The new rules affect the 2011 cohort. This creates an extra burden for students who have India in their mobility path, and does not allow real equality between European and non-European partners. The students are assigned to institutions depending on their research interests and relevance of their research to the institutions, therefore the addition of an extra mobility period has no added value and may even be distracting. An additional supervisor will be needed in order to follow a mobility pathway in three universities. Regular face-to-face meetings and telephone communication, required for supervisor pairs, becomes more difficult with a larger number of supervisors. Tuning lab equipment for the same research work in three different institutions can also be a challenge.

Another obstacle is related to employment contracts. EMJD require considering PhD candidates as university employees in order to ensure adequate social security. However, it is perceived as an immense administrative burden to the universities. In addition to financial issues, employment creates a difficult administrative situation, when a third-country employee of one EU country needs to get a residence permit in another EU country for a part of their mobility pathway. At KTH, national students receive higher salaries than the EM grant. Supervisors are unwilling to work with EuroSPIN students because they are responsible for finding funding for their fourth year.



EU rules require that the consortium waives tuition fees above a certain limit. The UK has high fees for non-EU students, and it is therefore very difficult for them to choose UoE as their home university. The size of the grant is rather low, and it is particularly difficult for the consortium to attract professors, as no additional funds are foreseen for that.

Categories A and B of students and fixed numbers of students per year are seen as counterproductive. More flexibility is needed. Being obliged to accept one Western Balkan student was also seen as going against excellence.

### **Good practices in overcoming these problems**

Contacts with EACEA and national embassies were very important in overcoming the obstacles. Experience accumulated from other international cooperation was very useful.

### **Changes in attitudes towards international cooperation and mobility**

Internationalisation was already high on KTH's agenda. The attitudes towards the Bologna process are very positive.

### **Distinctively European offer**

According to a representative of NCBS, many talented students are attracted to go to the US. EM allows the institution to point at the large-scale structure in which the consortium operates, and the unique mobility component is attractive. Pan-European design, subject material and participating institutions contribute to the attractiveness of the EM brand. Mobility and experience of multiple academic systems were very important for the German student in deciding to study at EuroSPIN.

### **Differentiation between Erasmus and Erasmus Mundus brands**

Many students know the EM brand, but are surprised to find out it also supports doctoral education.

### **Using EM brand beyond the programme's implementation period**

The use of EM brand for similar, bilateral degrees will be used in other EM projects, not EuroSPIN. It will be used for branding and marketing KTH's Master's programmes. The EM brand shows that the university has that experience, which is useful for marketing. The Indian partner is planning to refer to EM experience in the future, as it is highly convinced of the importance of international ties in research.

## **5. SUSTAINABILITY**

### **Investment and resources from participating institutions**

KTH provides human resources and co-financing for managing the consortium, applications and admissions. For this it reserves a substantial part of EM funding. The KTH appoints a part-time secretary, international office staff, and a coordinator. Each institution appoints a local coordinator, part-time secretary and international office staff. Many capacities at the coordinating institution had to be upgraded when it started coordinating EM courses. Some administrative capacities were developed three years ago, when KTH started participating in EM Action 1 and 2, according to the representative of the International Office.

### **Mobility of European students**

The consortium faces difficulties in attracting European students to EMMCs, but it does not seem to be a problem in EuroSPIN. All students are expected to visit all the partner institutions at least shortly. European students, as shown in Table 4.4.1. above, do choose to go to the Indian partner, and two even chose it as their home university. However, it can be expected that levels of mobility to India will be lower in the subsequent cohorts due to the change in rules of mobility. The consortium will hesitate to include third-country institutions as full partners in the future due to the burden of having to move between two European institutions.

### **Capacity building for third-country institutions**

According to the coordinator, the third-country partner was already an excellent strong institution. Peer learning took place among all the partners. Capacity building had to be extensive in the coordinating institution. Bank accounts in multiple currencies, movement of mobile students, assessment of criminal records and cooperation with embassies were new areas where the institution had to learn. According to a representative of NCBS, the institution had to learn many new management procedures, which were not fundamentally different from the usual ones and appeared to be very fruitful. It was not difficult to adopt ECTS, as it fell into the institution's existing framework. Regarding administration, EM was of considerable help in boosting capacity and strengthening the local structures.

### **Cooperation with non-educational organisations**

Non-educational institutions (particularly research-intensive companies) are involved as associated partners, who provide evaluation and feedback on the programme, as well as listen to the students' research progress. As mentioned above, they supported the consortium with materials even during the application. The Indian partner institution coordinator is not aware of any businesses planning to co-finance studies.

### **Financial sustainability policies**

The consortium expects that research cooperation will continue after the EM funding phases out. However, a joint doctoral degree programme will not be maintained. Similar programmes will be developed and maintained at the universities, and bilateral agreements on dual masters will be concluded in the framework of other EM projects.

### **Promotion of EM by beneficiaries**

The institutions actively promote their programme. A third-country student interviewed found out about EM from their friends, who were looking for masters courses. When she looked at the EM website, she found a "perfect offer" for her PhD interests. She has communicated about EM to people she knew at her previous university in Russia. The German student interviewed found out about EM from a mailing list on Neuroscience.

### **Exploitation of project results**

The programme results can be used for further research cooperation. According to the Indian partner, whenever there is an interesting opportunity for collaborative activities, they will take it, but it has to be driven by science. To the knowledge of the German student, his two universities are starting research cooperation. There was a delegation from UoE to Bangalore to discuss further cooperation and exchange of students to conduct experiments.

## **6. EFFICIENCY**

### **Management progress from EM I**

Both the coordinating institution interviews and the monitoring report confirm that the greatest obstacle was a change in the Programme Guide, which introduced confusion in the consortium. According to the monitoring report, it was initially unclear to the consortium which part of financing can be used to cover overhead costs, conferences and workshops.

### **Efficiency of promotion**

Promotion takes place through the KTH website. Each partner has links to the programme description there. Calls for applications are announced on each partner's websites, vacancy websites of international neuroscience organisations, and in various relevant mailing lists. Flyers are distributed at international conferences.

## Support to applicants and beneficiaries

According to the consortium coordinator, policy-makers were unprepared to develop a framework accommodating the specificities of doctoral education. EU institutions were not able to assist the consortium in addressing issues relating to the employment of PhD candidates (see above). On the other hand, the EACEA was very helpful. It would have been more useful if stipends were centralised. Employment of PhD graduates is not common in the UK and India, and the institutions were forced to adopt this new practice. The national bodies were not able to provide information and support, e.g. regarding joint degrees.

More administrative and financial support is needed to set up the consortium in the initial years. With the current grant it is difficult to employ staff specifically for EM programmes.

## Programme novelties

Adding doctoral education allowed the consortium to develop EuroSPIN. Attracting European students is perceived as difficult due to different scholarships, yet quite successful so far. A big burden comes from categorisation: third-country nationals who have spent a year in Europe are classified as category B, yet they have to pay tuition fees as non-EU students. Administrative simplifications, such as a more widespread use of flat rates instead of reimbursements, are viewed very positively.

According to the European student with NCBS as his home university, the experience in a third-country institution has been very positive, and even funding for his fourth year will be ensured, but it will not be available for subsequent cohorts due to the change in regulations. All in all, third-country institutions, according to the interviewees, are only theoretically equal.

## CONCLUSIONS AND LESSONS LEARNED

The experience of this consortium provides many insights into doctoral education. Firstly, it is already highly internationalised, and competition for the most talented students is global. Secondly, doctoral education is extremely diverse, with different studentship and employment regimes, taught vs. research-oriented approaches, use of credits, etc. The common denominator is close cooperation with supervisors and embeddedness of a doctoral candidate in his/her faculty's research. These aspects have to be taken into account when planning support for excellence and accessibility in doctoral education. Selection of candidates, joint supervision and individual study plans must be, as the Indian partner suggests, science-driven, and detailed regulations can be contrary to academic excellence. With respect to underrepresented groups, universities suggest support measures and additional funding instead of quotas. Talented women, including those with family responsibilities, socio-economically disadvantaged and disabled students do apply, but there is not enough support to accommodate their needs. While institutions find their own solutions in infrastructure for disabled students and extra financial support for those who are socio-economically disadvantaged, it can do little about strict regulations prohibiting parental leave.

The brain drain issue is highly related to the globalisation of doctoral and post-doctoral research and research careers in general. According to the interviewees, graduate career mobility will depend on subjective factors: their willingness to spend a long time abroad, relationships and family responsibilities. Even apart from that, students' careers are likely to depend on individual offers they receive in research and industry. However, the partners are rather optimistic about brain exchange between European and third-country institutions: it has already led to research cooperation and capacity building. The results of EuroSPIN can be sustainable through bilateral academic programmes and research cooperation.

## ANNEXES

**Table 4.4.2. List of interviewees**

No.	Institution	Type	Name, surname and position of interviewee	Date and type of interview
1.	KTH	Coordinating institution	Jeanette Hellgren Koteleski, EMJD consortium coordinator	20-09-2011 Telephone
2.	KTH	Coordinating institution	Karin Knutsson, Senior official for International affairs	26-09-2011 Telephone
3.	National Centre For	Partner institution	Dr Upinder Bhalla, researcher,	26-09-2011

	Biological Sciences, TATA Institute of Fundamental Research		partner university administration representative	Telephone
4.	KTH-NCBS	Third-country (Russian) student	Ekaterina Brocke, PhD candidate	26-09-2011 Telephone
5.	NCBS-UoE	European (German) student	Oliver Muthmann, PhD candidate	26-09-2011 Telephone

## 4.5 Action 2 case study: EM2-STEM

### PRE-FILLED SECTION

Case study title	Partner institutions
Action 2 PROJECT EM2-STEM (DRAFT)	Polytechnic University of Tirana University of Tuzla University of Sarajevo University of Split Freie Universität Berlin "St Kliment Ohridski" University - Bitola University of Limerick University For Business and Technology Uniwersytet Warszawski Wroclaw University of Technology Universitatea Tehnica Din Cluj-Napoca Universitatea Din Bucuresti University of Nis University of Novi Sad Lappeenranta Teknillinen Yliopisto

### Information sources

Main documents used (legal acts, national reports / implementation documents)	No. of interviews and a list of interviewed organisations*	Other sources (statistical sources, studies, analytical papers, etc.)
Material from the EM2-STEM website	Four interviews: 1. City University London – Coordinating institution 2. Warsaw University – EU Partner Institution 3. University of Split – third-country partner Institution 4. Croatian Agency for Science and Higher Education (National Tempus Office)	N/A

\*The full list of interviews is presented in the Annex 3.

Time period when the case study was prepared: September-October 2011.

## 1. INTRODUCTION

### Case study objectives and approach

The objective of the case study is to develop an understanding of the experience of participating in an Erasmus Mundus Action 2 Project, from the points of view of: the Coordinator; an EU partner HEI; a Western Balkan partner HEI; students and scholars involved in EM mobilities. This project was chosen as a suitable for a case study, since it was agreed with the Commission that one consortium would include Western Balkan countries, particularly because there are specific questions about the match between education and the labour market in candidate and potential candidate countries in this region.

In addition, there was a need to ensure a broad geographical distribution of the applicant countries, including one from each region – and also a thematic balance. It was important to include at least one “Anglo-Saxon” country, and especially the UK, since its universities, despite their international reputation, are rather reluctant to participate in EM. So the evaluators saw this consortium as a real example of how EU funding can provide an incentive for a partnership that would not otherwise happen.

### Summary of the main findings

Though City University is interested in promoting excellence within itself and increasing its own attractiveness because of financial requirements and governmental expectations, there is a strong commitment to mobility

of researchers and academic staff. All HEIs interviewed were wholeheartedly committed to EM. Synergy with other EU programmes is very important – notably Tempus, Leonardo, Marie Curie.

The Western Balkans is seen as a potential growth area in terms of both student recruitment at all levels and research activity – in conjunction with its involvement in the Tempus Programme. The academic standard of incoming students to the EU is generally very high, though this is not necessarily the case with outgoing students, who may not see EM as their most attractive option if they want to study abroad. Some departments will not approve their students to study abroad, because of the heavy demands of the course.

It may be that the Commission is trying to do too much too fast, in relation to bringing about convergence through Bologna. There is a danger that all of Europe develops one bland and rather non-specific degree system, which is not especially well adapted to the various national contexts – and devalues both national structures and philosophical positions held within the country.

Cooperation would not develop without the stimulus of the Erasmus Mundus project, which gives funding and a credible context for cooperation. Doctoral education is the key to the development of higher education in Europe, in that the quality of both academic teaching and research depend upon it.

A major weakness is the co-funding basis of EM. The figure of EUR 90,000 is not adequate for funding the entire programme. The main problem is that EUR 25,000 is not in any way a sufficient sum to cover project management.

EM as a whole has contributed significantly to the development of HE teaching and learning capacities in relation to political, economic and social reforms and modernisation.

There is a difficulty in identifying Target Group 3 students, in the context of the Western Balkans. It is clearly very difficult to decide which students come from “ethnic minorities” in such ethnically mixed societies.

The separation of EM into three separate Actions does not help the creation of a unique EM brand.

All partner institutions interviewed expressed the strong belief that EM projects could contribute very significantly to capacity building, via a process of mutual learning and shared development.

Both EU partner HEIs value very highly the academic level and also the high level of language skills of the incoming students.

One major problem is the insufficient training available from National Agencies. The EACEA EM team is very helpful, but they are also very busy. There does seem to be a reluctance to commit advice to paper, which makes things difficult for coordinators, especially with regard to managing the budget.

There are serious issues concerning the adequacy of grants to students – and staff – coming for mobilities in the UK.

Cooperation is likely to continue, but in very minimal ways, without EM funding. The funding is crucial to full cooperation. Scholarship schemes in Western Balkan countries are generally very limited in scope. The industrial base is small – and a culture of relying on European Union funded projects has – not unnaturally – developed.

## **2. CONSORTIUM INFORMATION**

### **Project objective**

By exposing scientists, engineers and those working and studying in technology-related disciplines to training and work practices in other countries, the project has an overarching aim to develop the entrepreneurial and business skills capacities within these disciplines. Furthermore, the project will equip early career researchers with specialist knowledge in the area of entrepreneurship and provide them with the skills to apply this knowledge directly to a career in research or industry, and to capitalise on the commercial benefits that may accrue from their research. Finally, the project aims to enhance research links between the EU and Western

Balkans region, and also to build capacity within WB HEI's administration, by providing high quality professional development training and opportunities for visits to counterparts in EU HEIs.

### **Brief Description**

One of the big problems of the Western Balkans is a growing perception of isolation from the EU. This isolation of the region fosters misunderstandings and radicalisation of the young generation which plays a key role in shaping tomorrow's society. The fast-growing amount of data in various languages in EU and WB areas, together with our societies becoming more and more multilingual, ask for better tools and a greater understanding to work across borders, across cultures and across languages, in an effective and entrepreneurial manner. This ability in turn benefits students of science, technology, engineering and mathematics (STEM) by providing a handy and impressive set of key transferable skills for employment. The applications of entrepreneurial capacity in science, engineering and other technology-related domains, such as computer, science of biotechnology, are many but remained largely unstructured. It is the aim of this project to address the entrepreneurial management cultural and technological aspects of these challenges as well as to train the next generation of specialists of these domains and their interfaces.

### **3. RELEVANCE**

**Relevance of General Objectives: promotion of excellence in European HE; increasing the appeal and attractiveness of European HE; promoting intercultural dialogue and understanding; contributing to sustainable development of third countries; enhancing career prospects of outstanding students**

The coordinator commented that the core objectives of EM II are not – at least currently – part of City University's International Strategic Policy. The University would certainly subscribe to the third point – “the promotion of intercultural dialogue and understanding” – as this is part of the essential function of a university. In general terms, the University would also subscribe to point 4, “contribute to sustainable development of third countries”, but not as part of its International Strategic Policy. Whilst there is a strong commitment to European and international cooperation, in terms of enhancing the experience of its students and it is very much involved in student exchange, within Erasmus as well at the various levels of EM, the University would not consider itself to be engaged in “promoting the excellence of” or “increasing the appeal and attractiveness of” European HE.

As a British University, it is fundamentally in the business of promoting excellence within itself and increasing its own attractiveness. Financial requirements and governmental expectations put it in this position. As far as mobility of researchers and academic staff is concerned, there is a particularly strong commitment, however, as the University wishes to develop the widest possible range of academic contacts for purposes of future collaboration. Some of these, it is hoped, would return to the University to pursue their academic careers, whilst others might be based elsewhere, but involved in cooperative projects and joint research activities with City University. The University is of course strongly committed to “enhancing the career prospects of outstanding students” via international mobility as well as in other ways. The Coordinator's comment was that, “For us, it's all about employability.”

The coordinator enjoys managing EM projects and values highly the contribution they make to staff development, curriculum development and research activities. He sees a definite and quantifiable benefit to the University, particularly in relation to its profile in the Western Balkans, which is seen as a potential growth area in terms of both student recruitment at all levels and research activity – in conjunction with its involvement in the Tempus Programme.

With reference to outstanding students, the coordinator, the EU partner and the Western Balkan partner were in agreement that EM certainly offers great opportunities for personal, professional and future career development for both incoming and outgoing students. The academic standard of incoming students to the EU is generally very high, though this is not necessarily the case with outgoing students, where there are issues in relation to encouraging enough students to apply to study outside the EU. At City University, incoming students have access to the university Careers Office, which is very helpful to them. All HIE respondents felt that a key factor however is creating strong links between academics and researchers.

The persons responsible at both Warsaw University and at the Croatian partner HEI, the University of Split, commented that the general objectives of EM were very much in line with the policies of the University – and



that the pursuit of academic excellence and cooperation with other European universities were included within the policy statements of both universities.

**Relevance of specific objectives of EM II: strengthening cooperation between European and non-European institutions; promoting mobility of students and academics from and to third and European countries; developing capacities of HEIs in the third countries; enhancing the visibility of European HE**

City University is committed in a general sense to the first objective, though the interest centres on enhancing cooperation between this University and others – both within and outside the EU. It is very strongly committed to the second objective – the promotion of mobility of students and (especially) academics from and to third and European countries. There is of course a willingness to support partner HEIs in the Western Balkan countries and contribute to development, with the proviso that the University has no wish to help create effective competitors to its own position. There is no commitment to the fourth objective, that of enhancing the visibility of European HE. The University is fundamentally committed to enhancing its own visibility, both within and outside the EU.

From the point of the University of Split, both the development of capacity and the opportunity for staff and students to undertake periods of study, or teaching and research, in other European countries, is very important. The University is in fact new to Erasmus Mundus, though Erasmus cooperation began in 2009 and the University is now receiving its first Erasmus students. Participation in both Erasmus and Erasmus Mundus has acted as engines of change within the University. Change became imperative – for instance in implementing adaptation of courses to accommodate incoming students from abroad, in the delivery of certain courses in English and in effectively forcing faculties, which normally operate very much independently, to work together.

The comment from the Croatian Agency for Science and Higher Education (National Tempus Office) is that “There is clear value added in that the cooperation is structured through this instrument and not left to individual institutions; the composition of the consortia ensures EU added-value and truly promotes European, higher education, not higher education of individual countries or institutions; it does improve accessibility to and visibility of European higher education, as well as the capacities of third-country institutions.”

The issues might be, first of all, visibility, in connection to the recognisability of Erasmus Mundus diplomas on the labour market, which is connected to an array of issues. These range from formal recognition of qualifications, to promotional activities towards prospective students and employers, to global rankings and the degree in which the institutions treat their Erasmus Mundus courses – as truly contributing to and making use of the excellence of their institutions, or just a welcome source of funding and international students?

**Attracting talent to the EU *versus* contributing to development needs of third countries**

From the City University point of view, there is a real conflict between the interest in promoting European HE and developing the capacities of HEIs in third countries. Staff at the university tends to ask, “Why are we involved in developing the capacity of our (actual or potential) competitors?” Warsaw University would see some contradiction in these aims. Some students are certainly interested in staying in Poland. But an important condition of their acceptance within the project is that they have to go back to their own countries to complete their degree.

Within the Consortium, it has been necessary to ensure that colleagues abroad are aware of the financial circumstances of a British university. There are severe financial constraints, in terms of the budget available for the hiring of staff –and also in terms of freedom of action in relation to hiring staff to carry out tasks within the project. The coordinator has just himself working full-time on international projects (including three EM projects but also Erasmus), and is assisted by a part-time administrator. Other consortium partners tend to be more generously staffed. In the UK, staff have to be employed on a “self-funding” basis, so that external projects such as EM are expected to bring into the university sufficient funding to cover the full costs of project operation. Working on EM (and Erasmus) is only possible through pooling the very limited financial resources provided by the projects.

##### **Involvement in the various actions of EM II**

City University coordinates two Action 2 projects – and is involved in five in total. It is also involved in two Action 1 projects – in Journalism (a joint degree co-ordinated by a Danish university) and in Marine Management and Engineering (a double degree coordinated by a Norwegian university). The only participation in Action 3 is through attendance at conferences. It is intended to apply for a new Action 1 project offering doctoral degrees, jointly with HEIs in the Western Balkans – or in South East Asia (or possibly both).

This illustrates the high degree of commitment of City University to EM. The only other UK HEI currently co-ordinating an Action 2 project is the University of Wales in Cardiff. The partner institutions interviewed were, similarly, wholeheartedly committed to EM. Warsaw University is involved in 15 separate EM projects. The workload is manageable – as staff have become experienced in managing the projects. The mixture of capital city and regional universities in the project is an interesting aspect.

##### **Synergy with other EU programmes**

There are currently 60 students and 80 staff from City University involved in Erasmus. City University is (with the University of Reading) the UK HEI sending the highest number of staff abroad on Erasmus scholarships. This is much easier to organise and less complicated than sending students, since placements are shorter term and there are no problems about credit transfer. The funding is the same.

A Leonardo Project has developed offering internships on an international basis to recent graduates in high-tech industries. Placements are mainly in the automotive industries in Romania and Poland. UK graduates are very pleased to accept these placements, since in the UK there is effectively no longer a viable automotive industry. However, the question then arises as to why the UK is still training people to be automotive engineers in this country.

Participation in the Marie Curie Programme provides incoming Fellows to the University. The University is also preparing a bid for an international research fellows exchange scheme which will set up an international network of universities from capital cities. These are mainly from within the EU, but Seoul and Hong Kong also participate and there is also interest from Rio (though not strictly a capital). This is concerned very much with issues of employability of students and also research issues. The stated goal is the University's research profile – leading to further joint curriculum development. The University would like to institute a Jean Monnet Research Chair or module. The allowance for the institution of a chair is however only EUR 40,000, whereas professors in the UK can earn over EUR 100,000. There is a need to find someone to lead the research side of this development.

Warsaw University is also involved in the Marie Curie and Jean Monnet programmes, though these are dealt with by a separate department. Warsaw University was selected as one of the EM "Success Stories". The colleague responsible for EM is of the opinion that there is "very definitely synergy with the Erasmus Programme."

The University of Split sees evidence of very real potential synergy with the Erasmus Programme and also with other EU-funded programmes offering study visits and preparatory visits, for instance within Tempus, Grundtvig and Comenius. EU funding in general is absolutely central to such activity, however.

The Croatian Agency for Science and Higher Education comments that there have been duplications between some Erasmus Mundus and Tempus projects in Croatia; although the Executive Agency does have this information, more effort should be made to publicise lists of existing projects and provide a user-friendly web-based search tool in which one could find all EU-funded projects on a topic, regardless of the instrument they are being funded from.

### Impact Level

#### **Impact of the Bologna Process**

The coordinator commented that the UK is largely Bologna-compliant already, in many ways providing a benchmark for the Bologna process – though there is still a need to improve, for instance, transparency and accessibility, in that in the UK course design is not allowed on the university's website. In reality, however, we don't want to see universities in Poland and Romania become competitors, rather than being a source of students as they are now. City University has 40% foreign students – in Romanian and Polish partner institutions, the figure is around 5%.

Mobilities in the project have just started. The consortium agreed to use ECTS for credit transfer. All partner HEIs, except for the Bosnian partner had been involved previously. Most were also experienced in Erasmus. City University doesn't use ECTS as such, but "City Credits". 120 are available per year – so they count as 2 for 1 in terms of ECTS. This means there is no problem in terms of transferability of credits.

There is a problem getting study plans approved within the University. Engineering degrees are inflexible in nature – there are few or no electives. There are also tensions in relation to national professional structures. Often, academics think that there will be a problem getting accreditation from professional bodies (for instance in engineering) – but in reality the professional bodies don't tend to have a problem recognising periods of study abroad.

For Warsaw University, ECTS are very important, in relation to comparability of grades and transfer of records and resources. This is a very positive aspect of project development. Partner HEIs have to work on this, recognise each other's programmes and find compatibility. Project EM2-STEM is at the beginning stage, so joint work on ECTS provides an important first step to cooperation. Faculties within the University that have not previously been involved in ECTS have to work on this, in order to be part of EM.

The University of Split has been Bologna-compliant for some years. All faculties have introduced practices in line with Bologna, and ECTS are in place.

#### **Building international cooperation among HEIs across the EU and with third countries**

Undoubtedly, this cooperation would not develop without the stimulus of the Erasmus Mundus project, which gives not only funding but, more importantly, a credible context for cooperation and joint development. It would not be true to say, however, that this in particular has, of itself, significantly developed either European or third country HE as such. Most partners were already involved in two or three EU-funded projects or joint activities before this one began – in Erasmus Mundus, Erasmus or FP7, or a combination of these. There is however a cumulative positive effect of working together with partner universities in international cooperation. The comment from Warsaw University was that "EM provides a mechanism for linking funding, networking and building cooperation and trust." The representative from the University of Split felt that cooperation would perhaps still happen without EM, but not so fast.

#### **Convergence of European HE systems**

In the view of the coordinator, a genuine process of convergence has not occurred. There is a façade of convergence – in relation to adherence to the Bologna process. However, HEIs in mainland Europe still have their five-year cycle and the pattern of studies at undergraduate and postgraduate levels in the UK has also remained as it was before Bologna. ECTS is in place, but it has not led to anything like a genuine convergence of systems. Traditions and philosophies of learning are too strong for that. Degree programmes are not necessarily recognised across borders.

There are still major issues which the EU needs to work on to bring about convergence – notably the attitudes of professional bodies and the effect of national codes of practice in HE. This is not an insoluble problem – professional bodies could come up with a common set of requirements – but this is not the real situation at present.

It may be that the Commission is trying to do too much too fast, in relation to bringing about convergence through Bologna. There have been protests by students and staff for example in Spain about changes in HE because of Bologna – the students’ point of view being that – for the most part – they are likely to work in Spain rather than elsewhere. There is a danger that all of Europe develops one bland and rather non-specific degree system, which is not especially well adapted to the various national contexts – and devalues both national structures and philosophical positions held within the country. There is an inherent value in a British, or a Polish, or a Finnish degree. In the view of the project coordinator, Chinese students for example are likely to want say a British or German degree, rather than a “European” one. This doesn’t in any way deny the value of international cooperation, or indeed mutual recognition of qualifications, however.

The view of the Polish partner interviewed was that convergence of systems has been developing, in relation to systems within Warsaw University and other EU partners. The University of Split point of view was that there are certainly still differences, but that obstacles could readily be overcome.

The colleague from the Agency for Science and Higher Education adds: “The systems have converged, which was a result of a number of global changes, programmes and processes, and it is difficult to separate the role of EM. The EM focus on third-country institutions which might not otherwise be included in mobility flows is very commendable in this regard.”

### **Convergence between European and non-European HE systems**

There has been increasing use of ECTS in third countries, with reference to credit transfer, but not to grade transfer. The Pacific Rim countries, for instance, use UCTS – which is essentially the same. There is a three-cycle degree. The biggest problems in terms of compatibility of course content occurs at the doctorate level. In Croatia and some other Western Balkan countries, for instance, students at doctorate and postdoctorate levels are employees either of the university, or of the state. This creates important differences in their programmes and workloads. Issues include: skills to be developed; mentorship; research perspectives. Whilst HEIs in third countries have been subject to various influences from European HEIs in relation to their practice, this has not led to any observable convergence in systems.

In the view of Warsaw University, there is as yet limited evidence of real convergence between EU and third-country systems. Third country HEIs tend to be very much motivated by making gains for their own institution. They want to deepen contacts with the EU HEIs and enter into new initiatives with them.

### **Relationship between the General Aim of EM II and the achievement of the Specific Objectives of Action 2**

It was the strong view of the coordinator, supported by both partner HE representatives interviewed that doctoral education is the key to the development of higher education in Europe, in that the quality of both academic teaching and research depend upon it. Currently, in EU12, many academics are teaching without a doctorate, which is not conducive to high-quality teaching. Doctoral and postdoctoral students are crucial, in that they are the early career researchers likely to produce the required positive effects on national societies and economies. “All teaching is underpinned by active research.” That is the key to developing higher education in the Western Balkans – and elsewhere. One issue is that there is of course more money in industry and – in many fields – research can be carried out there.

The views from Warsaw University and the University of Split were that the most talented students from Warsaw University do not necessarily apply. It depends on the project. There were not so many applications – and the applications are not necessarily from the students with the best qualifications. EM2-STEM is the first project of its kind. Some Polish students were nervous about going to study in a Western Balkan university. A follow-on project would tend to be more successful in this respect – on the basis of the experience of Warsaw University in other EM projects.

There was an interesting situation at the University of Split, in that apparently many students who might have applied for mobilities did not do so, on the grounds that only students with the very highest grades would stand a chance of selection. This was certainly one factor in only two students taking up scholarships for outgoing mobilities. It was also significant perhaps that these two students applied for English-speaking universities, in the UK and Ireland. Conversely, 15 of the 16 incoming students to Split were from Poland. Again, ability to understand the native language (since Polish and Croatian are relatively similar) must have played a large part in their decision.

Development of human resources in the context of international cooperation has helped Warsaw University as well as third-country partners. Colleagues have to develop certain skills in communication and arrive at a position acceptable to all partners. This can be characterised as capacity-building, both for third-country and EU HEIs.

A major weakness in terms of achieving Programme objectives, however, is the co-funding basis of EM. EUR 90,000 is not adequate for funding the entire programme. The main problem is that EUR 25,000 is not in any way a sufficient sum to cover project management. The suggestion from Commission staff that one solution might be to pool all the management allocations and place them in the hands of the co-ordinating institution is not practicable. Partner HEIs also have their administrative costs, funds are often very restricted in non-EU partner institutions – and above all it would send very much the wrong message if the co-ordinating institution were to appropriate all the management allocations of the partner HEIs, especially to third-country partners.

### **Effectiveness of this partnership in achieving the Specific Objectives of Action 2**

Erasmus Mundus on its own cannot be said to have significantly increased the international cooperation capacity of City University. All the EM partner universities except the Kosovan partner are already partners within other EM projects – and in some cases also Erasmus, or FP7. EM has however given an additional aspect to international cooperation and enhanced formalised relationships. For instance, the two Polish partner HEIs now have a formalised relationship together and the Finnish and Irish partners also have a formalised agreement.

The staff members from City University who will undertake mobilities to the Western Balkans all have a personal link to the area. Many are from one of the Western Balkan countries originally. This enables them to cope with language demands as well as educational and broader cultural norms.

There is a stated Human Resource development agenda in the Western Balkans project. Currently, research carried out within partner HEIs in the region is not necessarily promoted, disseminated, or commercialised in an effective way. Workshops on the development of the knowledge transfer triangle have been held in the Western Balkans. The intention is to establish International Offices in each of the Western Balkan HEIs.

Of the funding available 95% is for mobility. But the cooperation in relation to student and staff mobility has led to cooperation in other fields, for instance on capacity building within the Tempus Programme. A Joint Conference on this with partner HEIs has been arranged.

It would be true to say that EM as a whole has contributed significantly to the development of “higher education teaching and learning capacities of Third Countries and regions in areas of policy and practice closely linked to partners’ political, economic and social reforms and modernisation efforts” – and to the enhancement of “the international cooperation capacity of universities and higher education institution staff in third countries.”

However, it is less easy to quantify the impact on the development of “a distinctive value for the promotion of region to region cooperation” or the enhancement of “political, cultural, educational and economic links between the EU and third countries”. These are broader societal aims, to which EM can certainly contribute – but the issues involved in creating real overall societal progress inevitably go a long way beyond the scope of an individual EM project. However, the deliberate policy of mixing capital city and regional universities in this project makes it more likely that there could be a significant contribution to region to region cooperation – certainly in the view expressed from the University of Warsaw, which has for instance already seen substantial developments in its relationship with the partner institution in Wroclaw, as well as in links to other partner HEIs both in the EU and in the Western Balkans.

### **Systems for monitoring progress towards project objectives**

Monitoring systems are not yet in place, but are fully planned. Contact visits by the coordinator are planned to each university, starting in the current term. Western Balkan partners will also visit EU partners. A Quality Assurance Committee is constituted as a sub-committee of the Steering Group, including one representative from City University, two from EU partner HEIs and two from Western Balkan partner HEIs.

Issues considered include coordinator performance; academic and research developments; project management and finance. Surveys of participants feed into this process. Reports are delivered on a monthly basis from each partner institution and from individuals involved in mobilities. A series of workshops on Quality Assurance is planned, with specific reference to quality of research. Researchers contributing relevant reports, articles for journals and conference contributions are accredited.

### **Effectiveness of innovative equal opportunity instruments adopted under Action 2**

There is a major difficulty in identifying Target Group 3 students, in the context of the Western Balkans. It is clearly very difficult to decide which students come from “ethnic minorities” in such ethnically mixed societies. People in general are very reluctant – or indeed quite unwilling – to be identified as belonging to a minority group. Homosexuality is in fact illegal in several of the countries. There is often a problem in securing assistance from the Western Balkan partner HEIs in this matter, especially when it comes to the Roma, the biggest identifiable minority group. Disability also often carries a stigma, so people are reluctant to identify themselves as disabled. As to economic and social disadvantage, this is very difficult to define, when general income levels are so low, by European standards.

A large number of TG3 scholarships are available within EM2-STEM – 35. With hindsight, it would have been better to have offered perhaps ten, which appears to be around the norm for Action 2 projects. Most of those placed within TG3 actually applied within TG1 or TG2. An instance of the virtual impossibility of applying the criteria is that the official percentage of “displaced persons” is around 50% in both Bosnia and Kosovo.

In relation to the involvement of minority groups, the representative from Warsaw University saw this as a difficult area. A colleague from Warsaw University who is an anthropologist has been involved in a research project, in which he tried to encourage members of vulnerable groups to apply for EM scholarships, but was unsuccessful in raising levels of application.

Warsaw University has a deliberate policy of looking more sympathetically at applications from members of vulnerable groups, but not all partner universities do this. The consortium will seek to help Western Balkan university partners establish similar procedures.

The University of Split representative felt that identifying “vulnerable groups”, in relation to ensuring the participation of such students was actually one of the biggest problems in the project. This relates to the issue of filling the number of places allocated to TG3, referred to also by the coordinator. There were no applications from within this group from Split – but defining the target group was the essential problem.

### **Results level**

#### **Value of the cross-European design of the programme**

Some colleagues at City University would prefer to work only with the top one or two highest ranked HEIs in any country – often in the capital city. This project has deliberately mixed capital city and regional universities however. Often, in the view of the coordinator, regional universities were the most committed and enthusiastic, perhaps because they have fewer opportunities for international cooperation. Both partner university respondents saw definite added value in European HEI cooperation, in relation to developing capacity and improving standards of teaching and research.

#### **Development of similar standards, values and practices**

It is still too early in the life of the project to expect such outcomes. However, there is a determination to overcome apparent obstacles to joint working, such as the situation involving the employment of doctoral students by the state in Croatia. A Croatian colleague is seeking to find ways to overcome the problem.

The comment from the University of Warsaw was that differences in national higher education systems do create real difficulties, including legal difficulties. But there have been some real successes, for instance in term of transfer of credits and creating compatible programmes.



## **Differences in the levels of diversity of national origin of students and linguistic diversity**

City University is already a highly multinational university, with 40% of its students coming from abroad. It is set in the world's most multicultural city. At Warsaw University, EM has 180 students in 15 projects. Numerically, this is not significant in relation to the 60,000 students at the university. However, the effect is much greater than these limited numbers would suggest. EM has brought in the first students to the university from various non-EU countries (an example from another project being Bhutan). EM2-STEM is building strong links with Kosovo, for example.

### **The EM brand**

The City University view is that the EM brand is a problem. There is confusion with Erasmus, which is much better known and understood. University colleagues don't respond very positively to "Erasmus Mundus" as a brand, or indeed to other apparently somewhat arbitrary names chosen for European programmes (Comenius, Grundtvig). Students don't tend to identify themselves as "Erasmus Mundus" students (in contrast to Erasmus students) – but prefer to say, "I'm a student from Serbia on an exchange programme." The separation of EM into three separate (and very distinct) Actions does not help the creation of a unique EM brand.

At City University, outgoing staff and students tend to have little awareness of EM before they become involved. Incoming staff and students from Western Balkan countries are understandably keen to seize on opportunities offered to study, teach and carry out research in the EU – but the brand as such is not a particular factor in attracting them to undertake a period of mobility. At Warsaw University, however, Erasmus Mundus is now well known at the university – and is no longer confused with Erasmus. At the University of Split, the brand becoming better known, though there is still some confusion with Erasmus.

The Croatian Agency for Science and Higher Education takes the view that the programme has often been assessed by prospective participants as complicated, changing too often and in an unclear way; the change in the number of actions without a change in the content would be of no significance. It might be better to further separate the actions (e.g. simply call them something more readily understandable than Action 1, 2 and 3) so it is clear to academics, institutions and students which action they could be interested in. Also, there is still confusion in relation to the EM brand, which is not well known, mostly because it has been connected to Tempus and now Erasmus.

## **Contribution of EM to an increased emphasis on international cooperation within the university and changes in curriculum and pedagogy**

The response from each partner university interviewed to each of these points was generally positive. However, this has to be seen in the context of: (a) the very international nature of City University, irrespective of its commitment to EM (b) the previous participation of almost all partner universities in both Erasmus and Erasmus Mundus (c) the previous participation of almost all partner universities in other European-funded programmes.

There are three separate groups in this regard: HEIs in EU15, which already have longstanding commitments to international cooperation, but are seeking to diversify that commitment and follow up new opportunities for linking with universities in different regions; HEIs in EU12, which to varying degrees may also have developed in recent years a diverse range of international contacts, but for whom EM represents a significant further opportunity; HEIs in third countries, which may have had very limited opportunities for international work thus far – and for whom EM, together with other EU-funded programmes, represents a very important opportunity not only to link to other institutions abroad, but to help in the implementation of important changes in their own practice.

### ***Labour market outcomes***

#### **Contribution to the careers of students**

Plans are in place to establish tracking of students within the project. This will not be easy, however. Tracking the home students of the University is problematic in itself – and many of the HEIs in the project have no tradition of doing this or mechanisms in place. The University of Split intends to work towards putting such a



system in place, both for Erasmus and Erasmus Mundus students. In fact, at present, certain faculties track their students' careers after graduation whilst others don't. This represents another opportunity to bring about coherent practice within the university itself.

Links will be developed with the Alumni Association, though there is a lack of clarity about what the purpose of the Alumni Association is. There is little sense of an organisation with a clear mission, as distinct say from UK Alumni associations (and even more so Japanese and American ones) that have clear roles both in making links for advisory, research and curriculum development purposes between former students and also in fundraising and sponsorship. The purpose of the EM Alumni Conference for instance, does not seem to have been clearly articulated.

#### **Contribution to the careers of academic staff**

Staff mobility is seen by City University – and also by Warsaw University – as highly beneficial, both to the home and the receiving university, as well as to the career development of the individual member of staff. Staff mobility – in EM as in Erasmus – is seen by the coordinator as generally more beneficial for the University than student mobility, in terms of building international relationships for future joint projects – and (especially) research. For universities, *“Research is the key”* – so doctoral and postdoctoral programmes are the most important.

Other useful links have been built between administrative staff on issues such as Safety and Security in an Engineering context.

#### **Increase in capacities of partners in third countries**

All partner institutions interviewed expressed the strong belief that EM projects could contribute very significantly to capacity building, via a process of mutual learning and shared development. This process is best seen in the context of wider international cooperation, rather than within EM alone. It is of course too early to make a judgement in relation to the direct impact of this project on university capacity, given its early stage of development.

#### **Issues relating to brain drain from third countries**

In the coordinator's view, Action 1 projects are perhaps more likely to contribute directly to brain drain from third countries. However, in the longer term, the study period abroad within Action 2 may contribute to brain drain, given contacts made, experience of superior facilities in, and greater opportunities for professional advancement in EU countries, together with perhaps enhanced language skills and certainly greater experience of living in the culture of the country of study. The UK visa regulations can act as a brake on this, but there are of course loopholes.

There is something of a contradiction here – we are “making European Higher education more attractive” – but we send them home! The biggest danger of brain drain relates to staff and research students, rather than undergraduates or masters students. Those students who integrate most successfully – and also those who have the best language skills – are the most likely to come back to the UK.

#### **Sharing the results of participation in the EM programme**

It is not possible to respond at this stage of the project.

#### **Output Level**

##### **Instruments to ensure gender balance**

Specific guidelines in relation to the transparency of application procedures and measures to secure equal opportunities are in place within the project.

### **Academic excellence of partner institutions, in relation to their participation in the EM project**

There are no issues in this respect. Whilst there are naturally varying levels of research activity and differences in the qualifications of academic staff, HEIs involved in the partnership have all demonstrated their academic capacity.

### **Application procedure for HEIs**

One major problem is the insufficient training available from National Agencies. In the UK, there are Information Days only. They give help on issues such as how to identify TG3 students and how to spend the money. They don't however go into the intricate details of project finance or administration. There is information (for instance in the Financial Handbook) but no real advice and support on how to manage the project. Sums involved are large (EUR 4 million for this project), so it seems inappropriate not to provide more detailed help and support.

The EACEA EM team is very helpful, but they are also very busy. There does seem to be a reluctance to commit advice to paper, which makes things difficult for coordinators, especially with regard to managing the budget. This project has had particular problems, in that it was awarded late, in the second call, so operational timescales are very demanding – and in addition it is a new consortium.

### **Application procedure for students**

Comments to be added once interviews with students are completed.

### **Policies on attracting and maintaining the best students**

City University and Warsaw University both value very highly the academic level and also the high level of language skills of the incoming students. It is true to say however that there are concerns sometimes about the fairness of selection procedures in some partner institutions, which can result in less suitable students being approved. Every attempt is made to insist on objective and transparent procedures – but these are not always strictly implemented by some partner HEIs.

The University is only sending staff and doctorate students to the Western Balkans. As far as outgoing staff are concerned, all those sent by City University are actually from the region originally – so they are not in a sense experiencing anything new. This is of course a natural development, since such colleagues are able to cope easily with linguistic demands – and they are obviously very familiar with cultural norms as well as educational traditions. No undergraduate or masters students are sent. It is undoubtedly difficult to persuade such students from Western Europe to study in the Western Balkans. Only the Polish and Romanian partner HEIs have sent undergraduate or masters students to the Western Balkans.

In relation to incoming students, however, EUR 1,000 per month is not adequate for students living in the UK, particularly in London. Most of this has to be spent just on accommodation costs. Similarly, EUR 2,550 per month is inadequate for staff undertaking a mobility in the UK. There need to be different rates for different countries – though admittedly this could create major administrative problems for the Commission. Receiving funds in euros, converting that to pounds for UK expenditure and then dealing with a wide range of other currencies within the partnership inevitably creates a large amount of work for financial administrators.

## **6. SUSTAINABILITY**

### **Expected sustainability of developments after project implementation**

One major question is “What happens after EU funding finishes?” Cooperation is likely to continue, but in very minimal ways. The funding is crucial to full cooperation. This is certainly so for UK HEIs, where the financial constraints are so severe.

The coordinator commented that certain EU12 Member States are very dominant in terms of HEIs coordinating projects – FR, DE, ES, NL, and SE. The number of UK universities coordinating has declined markedly, owing largely to financial constraints. Poland only has two HEIs playing this role, and many other EU12 MS have none

UK universities tend to feel that they are already international enough, without EM. They are put off by the overly bureaucratic nature of the programme. There has thus, been a major loss of a knowledge base over the last ten years, in relation to European programmes in HE within the UK.

### **Financial diversification**

Workshops on dissemination and commercialisation of research results are planned, as a key part of the project's operation. The comment from the Croatian Agency is relevant here: "Due to austerity measures, institutions are increasingly trying to achieve financial diversification, but due to the poor state of local businesses, the focus has primarily been on increasing student fees; European programmes such as EM have not yet been fully recognised as potential source of funding, and the capacities of businesses for providing such funding are restricted due to the current crisis."

### **Human resources dedicated to EM Joint Programmes**

Whilst it is possible for some of the partner HEIs to carry out the management of the project via a team of academic and administrative staff, this is not possible for the coordinating institution. There is just the coordinator and one part-time administrator, whilst finance is handled through the university's finance department. This is because of the financial constraints on UK universities – and also employment law, which restricts flexibility in terms of the project being able to employ staff. This creates considerable problems, given the low level of funding provided within EM for project management.

### **Numbers of European students and factors influencing the participation of European students in the programme**

In 2011/12 there will be 42 undergraduate students undertaking mobilities to a Western Balkan university, 14 masters students, 8 doctoral and 6 post-doctoral candidates and 9 members of staff. Outgoing students from the EU are not necessarily those of the very highest quality, though they tend to be amongst the more adventurous students, certainly. They are sometimes students who need an extra item on their CV. The EC describes EM as a programme for "the best of the best", but in fact the ones chosen are the best of those who applied. Outstanding students in the EU may not see EM as their most attractive option if they want to study abroad. Some departments will not in any case approve their students to study abroad, because of the very heavy demands of the course – Civil Engineering is an example.

### **Scholarship schemes in third countries and project promotion**

Scholarship schemes in Western Balkan countries are generally very limited in scope. The industrial base is small – and a culture of relying on European Union funded projects has – not unnaturally – developed. People tend to say, "We have another project coming." There is also an issue relating to the portability of student loans and grants. Overcoming this would require national initiatives. Many HEIs in the Western Balkans have millionaire alumni, but giving scholarships is often not in the national cultural mindset. This contrasts with, for instance, Germany, where the activities of DAAD and the Robert Bosch Foundation are well known and of considerable importance in this context.

The project has planned a series of workshops to help partner HEIs source their own funding in relation to the project.

### **Cooperation instruments**

The Consortium does not offer degrees, but mobility periods of study abroad, within the context of a degree to be completed at the home institution. The comment from the Agency for Science and Higher Education was: "While all of these instruments are used in Croatia, Diploma Supplement, joint curricula and credit recognition are most frequently used, and the focus has recently been put on improvement of credit recognition, updating of Diploma Supplement and development of support services, since these have proven to be most necessary and potentially most successful."

## **Involvement of non-educational institutions**

An Associate Partner in Romania is a scientific institute.

## **7. EFFICIENCY**

### **Are the rules and procedures of project monitoring clear and is sufficient guidance provided concerning their application?**

There is a need for thorough training on such issues as: Use of EU funding, communication requirements, dissemination/sustainability; appropriate ways of working with Target Groups (especially TG3); cross-cutting measures; gender balance; regional balance; balance between the contributions of each institution; duration of mobility issues.

### **Project management by institutional beneficiaries**

It is not possible to respond at this stage of the EM2-STEM Project.

### **Innovations within the programme - management at the project level**

Colleagues interviewed from all three partner HEIs were of the view that these innovations were essential for the effective function of Erasmus Mundus. There is a sense in which the inclusion of doctoral (and post-doctoral) candidates has brought EM much more into the mainstream of development within universities. The effective management of the extension to include the third cycle is a major issue for Action 2 projects, though it is too early to give definite conclusions in relation to Project EM2-STEM. The incorporation of the External Cooperation Window into Action 2 under EM II is clearly a crucial development – and is seen in a very positive light by partner HEIs.

### **Support and services provided by the National Bodies and other institutional structures**

The coordinator has had no direct contact with the British Council. The advice from EACEA is generally sound – and partner HEIs also rely heavily on each other for advice. It would be more logical and helpful if all the European programmes open to HEIs were managed by one agency, rather than being open to competitive tender. This would certainly help to create synergy between programmes. His comment was that the Croatian and Serbian National Agencies, however, have been very helpful. The colleague interviewed from the University of Split also emphasised the strong support provided by the Education Ministry.

## **CONCLUSIONS AND LESSONS LEARNED**

Though City University is interested in promoting excellence within itself and increasing its own attractiveness because of financial requirements and governmental expectations, there is a strong commitment to mobility of researchers and academic staff, as the University wishes to develop the widest possible range of academic contacts for purposes of future collaboration. All partner institutions interviewed were wholeheartedly committed to EM. Warsaw University is involved in fifteen separate EM projects. Synergy with other EU programmes is very important – notably Tempus, Leonardo, Marie Curie.

The Western Balkans is seen as a potential growth area in terms of both student recruitment at all levels and research activity – in conjunction with its involvement in the Tempus Programme. The academic standard of incoming students to the EU is generally very high, though this is not necessarily the case with outgoing students, who may not see EM as their most attractive option if they want to study abroad. Some departments will not approve their students to study abroad, because of the heavy demands of the course.

It may be that the Commission is trying to do too much too fast, in relation to bringing about convergence through Bologna. There is a danger that all of Europe develops one bland and rather non-specific degree system, which is not especially well adapted to the various national contexts – and devalues both national structures and philosophical positions held within the country. Partner HEIs have to work on comparability of grades and transfer of records and resources, recognise each other's programmes and find compatibility.

Cooperation would not develop without the stimulus of the Erasmus Mundus project, which gives funding and a credible context for cooperation. Doctoral education is the key to the development of higher education in Europe, in that the quality of both academic teaching and research depend upon it.

A major weakness is the co-funding basis of EM. A sum of EUR 90,000 is not adequate for funding the entire programme. The main management problem is that EUR 25,000 is not in any way a sufficient sum to cover project management.

EM as a whole has contributed significantly to the development of HE teaching and learning capacities in relation to political, economic and social reforms and modernisation. It is less easy to quantify the impact on the development of “a distinctive value for the promotion of region to region cooperation” or the enhancement of “political, cultural, educational and economic links between the EU and Third Countries”.

There is a major difficulty in identifying Target Group 3 students, in the context of the Western Balkans. It is clearly very difficult to decide which students come from “ethnic minorities” in such ethnically mixed societies.

The City University view is that the EM brand is a problem. The separation of EM into three separate Actions does not help the creation of a unique EM brand. At Warsaw University, however, Erasmus Mundus is now well known and no longer confused with Erasmus. At the University of Split, the brand is now getting to be better known, though there is still some confusion with Erasmus. The Croatian Agency for Science and Higher Education takes the view that the programme has often been assessed by prospective participants as complicated, changing too often and in an unclear way; the change in the number of actions without a change in the content would be of no significance.

All partner institutions interviewed expressed the strong belief that EM projects could contribute very significantly to capacity building, via a process of mutual learning and shared development.

One major problem is the insufficient training available from National Agencies. There is information (for instance in the Financial Handbook) but no real advice and support on how to manage the project. Sums involved are large (EUR 4 million for this project), so it seems inappropriate not to provide more detailed help and support. The EACEA EM team is very helpful, but they are also very busy. There does seem to be a reluctance to commit advice to paper, which makes things difficult for coordinators, especially with regard to managing the budget.

Both EU partner HEIs value very highly the academic level and also the high level of language skills of the incoming students. There are serious issues concerning the adequacy of grants to students – and staff – coming for mobilities in the UK.

One major question is “What happens after EU funding finishes?” Cooperation is likely to continue, but in very minimal ways. The funding is crucial to full cooperation. This is certainly so for UK HEIs, where the financial constraints are so severe. Scholarship schemes in Western Balkan countries are generally very limited in scope. The industrial base is small – and a culture of relying on European Union funded projects has – not unnaturally – developed.

## 4.6 Action 2 case study: AVERROÈS

### PRE-FILLED SECTION

Case study title	Member State (if applicable)
Action 2 PROJECT AVERROÈS	Université de Montpellier 2 Sciences et Techniques Université Aboubekr Belkaid Tlemcen University Abderrahmane Mira Of Béjaïa University Mentouri Constantine Université D'Oran Université de Liège Universitat de Les Illes Balears Université de La Méditerranée / Aix-Marseille II Université Nice-Sophia Antipolis Université de Perpignan Via Domitia Université Montpellier I Université Paul-Valéry Montpellier 3 University Of Trento Université Abdelmalek Essaâdi Cadi Ayyad University Université Mohammed V – Agdal Linköpings Universitet Université de Sfax University Of Sousse University Of 7th November At Carthage

### Information sources

Main documents used (legal acts, national reports / implementation documents)	No. of interviews and a list of interviewed organisations*	Other sources (statistical sources, studies, analytical papers, etc.)
Project Activity Report Material from the Averroès website	Three interviews: 1. Université de Montpellier 2 – Coordinating institution 2. Post-doctoral student (Tunisia) 3. Masters student (Algeria)	N/A

Note: \*The full list of interviews is presented in the Annex 3.

**Time period when case study was prepared (year and months):** September/October 2011.

## 1. INTRODUCTION

### Case study objectives and approach

The intention is to develop an understanding of the experience of participating in an Erasmus Mundus Action 2 Project, from the points of view of: the coordinator and her team; a partner HEI; students involved in EM mobilities. This project was chosen as suitable for a case study, because of: the perceived high quality of the project; the position of the project in a succession of Averroès projects co-ordinated by the University of Montpellier 2; the importance for the EU of developing strong links in higher education, and broader commercial and societal development with the Maghreb (especially in the light of recent political developments in North Africa); the operation of this project in French – given that most projects have English as their working language.

The project chosen for this study is Project Averroès 4. This project has only just begun to receive students and is at an early stage of development. Many of the answers are at least partly based on the coordinator's experience in Averroès 1 to 3. It has not been possible at this stage to interview any partner institutions, since (a) we were advised by the coordinator that an interview with colleagues in Tunisia would not be possible at present, because staff involved had all changed following the change of government earlier in 2011 and (b) a telephone interview arranged with a partner HEI in Algeria was cancelled by that university. An interview will be arranged with another Algerian partner HEI.

## Summary of the main findings

The degree of continuity afforded by the successive Averroès projects combined with the high-level support of the Regional Authority, has given status and credibility to the work of cooperation in higher education.

The need to re-apply for funding each year within EM Action 2 leaves little time for consortium consultation and development. The awarding of a grant for four or five years would provide much greater stability within the projects and enable much fuller and more effective joint development.

Evaluation needs to be focused on ways of attaining the three main objectives, which are qualitative objectives, but the evaluation is purely quantitative. There is a clear conflict between what the Commission say they want to achieve and the means they give themselves to achieve those objectives.

The emphasis on capacity building has been a particular feature of Averroès projects – in ways which are closely linked to partner political, economic and social reforms and modernisation efforts, thus building important links between the EU and third countries.

Incoming students from the Mahgreb are more than 50% female. Female students tend to have higher academic results and to be more motivated. It is difficult to decide which candidates can be described as socially disadvantaged, in a Mahgreb context.

Examples of development of similar standards, values and practices include the Quality Charter, agreed procedures for selection and for welcoming students, the implementation of the tracking of student progress, the holding of enterprise fairs at partner universities in the Mahgreb and the building of strong links with commerce and industry, with the support of higher education ministries.

Incoming students and staff in particular have no doubts as to its value to them in terms of their future careers. EM does not contribute to any significant degree to brain drain.

EM and other European programme funding acts as a very important catalyst for development. Actions to promote the sustainability of cooperation and development activities are built into the work programme of the project.

It is easier to recruit students from Montpellier to undertake a mobility to the Mahgreb, in comparison with students from Liège. Quite a large number of French students opting to study in the Mahgreb are in fact bi-nationals with origins in the region.

Scholarship schemes in third countries and project promotion may be best approached in partnership with larger multinational companies active in the region.

The consortium is very much committed to mutual credit recognition, development and implementation of joint curricula and is actively involved in curriculum development, joint research initiatives and – where possible – the implementation of joint degrees.

EACEA needs more staff with a strong background in and experience of higher education. This would enable them to understand the problems faced by consortia and individual institutions much more readily – and enable staff to construct, for instance, more realistic schedules for completion of documentation.

## 2. CONSORTIUM INFORMATION

The Averroès project includes 11 Maghreb universities: Tunis, Sousse, Béjaïa, Constantine, Gabes, Ferhat Abbas, Tizi Ouzou, Tlemcen, Rabat, Tetouan and Marrakech and 9 EU universities: Montpellier (3), Perpignan, Nice, Balearic Islands, Trento, Waterford and Liège. The project will be co-ordinated by the University of Montpellier 2 which has a long lasting experience of European projects management. The consortium also includes 73 associates (45 universities and research organisations,, 5 local and national authorities, 16 enterprises, 7 networks and NGO's). All partners HEIs are involved in the diffusion of information, in the organisation and management of the mobilities. The mobility activities will concern all levels and fields mentioned in the call for proposals with a priority given to domains and disciplines which have been identifies



as key national priorities by Maghreb countries and partners. Overall, 225 mobilities are foreseen with 193 concerning the South-North direction, and 32 the other direction.

### **Project objective**

The AVERROÈS project has identified the 6 following key objectives :

- To develop competences and social skills required by the labour market, to reinforce their students' employability
- To better adapt HE institutions in Maghreb to contribute to national development needs and to respond to acute socio-economic challenges such as a transforming the economy, unemployment and a growing student enrolment.
- To pursue HE reform by improving university governance and implementing a quality approach in all universities in order to raise the number as well as the quality of the proposed curricula & diplomas.
- To better integrate Maghreb universities within the European Higher Education and Research Area and to further consolidate the harmonisation of HE curricula and diplomas within the Bologna process, by the sharing of best practices and the transfer of expertise in the management of doctoral schools. To contribute to the alignment of the doctorate in Maghreb with European standards and contribute to the ongoing reform of doctoral studies in our partner Maghreb universities.
- To develop through cooperation, exchange of researchers and joint research, the scientific research potential of our Maghreb partners. To develop their capacity for technological innovation & transfer, by developing stronger links with top level research & innovation centres and with enterprises and Technopoles.
- To raise the international visibility of Maghreb HE within the global education market, through co-diplomas, co-tutorship of PhDs, new masters and doctoral programmes; to develop language studies and international studies.

### **3. RELEVANCE OF EM II OBJECTIVES**

**Relevance of General Objectives: promotion of excellence in European HE; increasing the appeal and attractiveness of European HE; promoting intercultural dialogue and understanding; contributing to sustainable development of third countries; enhancing career prospects of outstanding students**

The University of Montpellier 2 has a strategic commitment to the Mahgreb. There is a ten-year Development Strategy. The University was granted an Initiative d'Excellence (IDEX) in relation to Project Averroès, which is highly competitive. This acts as a quality mark for the project.

Areas of cooperation include joint projects on issues of great importance for the region. Examples include water management, development of solar energy and other alternative energy sources, issues relating to health care and the operation of hospitals – in particular epidemiology.

The Region of Languedoc-Roussillon funds co-operative projects with the Mahgreb, including Project Averroès. There is a strong commitment to this within the regional authority at the highest level.

The three universities of Montpellier are in the process of combining to become one institution. Project Averroès is relevant to this process, as the only international project involving all three universities.

The Erasmus Mundus Programme – and in particular the successive Project Averroès, combined with the high-level support of the Regional Authority, has given status and credibility to the work of cooperation in higher education. This has meant for example that it has been possible for the coordinator and her colleagues in the project to work at ministry level in some of the Mahgreb countries, a good current example being Algeria. This would not have been possible before Erasmus Mundus. The coordinator is now able for instance to invite presidents of universities to project meetings and related conferences. The imprimatur of the Commission in particular brings status and opens up opportunities for high-level contacts to be made. This has been a developing process as the project has progressed.

**Relevance of specific objectives of EM II: strengthening cooperation between European and non-European institutions; promoting mobility of students and academics from and to third and European countries; developing capacities of HEIs in third countries; enhancing the visibility of European HE**

EM has re-focused attention on other areas, such as the Mahgreb not perceived originally by European universities as very important. An important added value has been that European HEIs now see their strategic interest in the development of such regions at the Mahgreb. The Erasmus Programme has also played a significant part in this process. There has been a “paradigm shift” in European cooperation in higher education.

Initially, relations between EU and Mahgreb partner HEIs were quite difficult. All the non-EU countries involved are former colonies of France and there is a legacy of conflict and tension from colonial times. In 2010, however, colleagues from the various HEIs started to discuss intercultural issues. There is now significantly more trust between the partners, which can only develop over time. HEIs in the Mahgreb understood that they were not being patronised or told what to do. A longer timescale is necessary for this kind of trust to develop.

#### **Attracting talent to the EU *versus* contributing to development needs of third countries**

There is a potential contradiction, of course. However, the consortium decided not to offer a full degree, but it has joint theses in 90% of courses offered. The aim of the consortium is to fully develop mutual recognition. A process of training academic staff to understand this is in course. This is often a difficult issue, though staff have however been convinced by the excellence of the students. For example, two Averroès doctoral students were selected to be ATER – the first grade of teaching at the university. This is not a permanent university teaching post, but an assistantship. This is highly competitive – and the award of these posts to EM students gives academic recognition and credibility.

### **4. COMPLEMENTARITY**

#### **Involvement in the various action of EM II**

Montpellier 2 University is involved in the three actions of EM, as coordinator, and also as a partner institution in Actions 1 and 2. Erasmus participation has been developed over a long period of time and relationships developed within Erasmus have helped to build the Erasmus Mundus partnerships. The University of Montpellier 2 is also very much involved in Tempus and Framework 7 Programmes. Every attempt is made to develop synergy between the projects.

#### **Synergy with other EU programmes**

There is no doubt that Erasmus Mundus has given a very real stimulus to such developments, in relation to cooperation between all partner HEIs, EU and non-EU. However, the impetus to development has to be seen in the broader context of the range of EU programmes available to various partner HEIs (Tempus, FP7, European Social Fund and so on) rather than in isolation. EM funding is undoubtedly important in stimulating partnerships and ongoing developments, but it should be remembered that the sums involved in relation to facilitating project management are very small, especially in the context of universities in Western Europe. This project, as noted, is heavily reliant on Languedoc-Roussillon regional funding.

### **5. EFFECTIVENESS**

#### **Impact Level**

#### **Impact of the Bologna Process**

When the Averroès projects started in 2008 reform was already in place at level L in most partner HEIs. The consortium gave priority to students from faculties refusing to apply Bologna. This was a good way to put pressure on people to implement change. The cooperation within the consortium moved on to level M. Seminars were held with Mahgreb partners on implementation of Bologna procedures at level M. They are currently working together on level D. There has been important collaborative work with all partner universities on a doctoral charter.

There are so many needs for qualified professors in the Mahgreb countries that quite often people are able to secure professorships as soon as they have finished their doctorates – or even at the end of their masters degrees. Postdoctoral research for them is a luxury. This contributes significantly to projects missing targets for the intended number of mobilities.

If potential postdoctoral candidates are employed, they cannot leave the country but if they are unemployed for more than two years they are not eligible for an EM mobility. The consortium is working together on looking at needs for postdoctoral education and how it should be implemented in the various national contexts.

### **Building international cooperation among HEIs across the EU and with third countries**

The coordinator commented that the project was now working at Ministry level in various Mahgreb countries, not just with individual universities. This enables a much fuller impact on higher education, for example in Algeria, a large country where it is of course not possible to cooperate with all their universities. Within a one-year timescale (given the need to re-apply annually for funding) these kinds of developments are impossible. The degree of continuity afforded by the successive Averroès projects, has made it possible to address the real broader societal issues and to try to ensure that both individual students and the partner institutions benefit from opportunities offered within EM – and are not impeded by various external factors relating to the prevailing conditions in their own societies.

### **Convergence of European HE systems**

There has been not so much a convergence but understanding on both sides as to how they can draw up a learning agreement. The EM project team is able to make professors aware of the content requirements and how coherence can be developed, how we make content converge or how we can manage divergent programmes so that they are compatible

### **Convergence between European and non-European HE systems**

The project has a Quality Charter with reference to standards of practice, in relation to such matters as welcoming of students and transparency of project management. The consortium deliberately set high requirements for partners, even though they knew that they would not all be fully met by all partners, at least at the beginning of the project.

The Quality Charter was developed and agreed with all partners, as a capacity-building exercise. A number of specific problems have emerged in 2011 relating to societal problems and in some cases rapid political change – in particular a large number of cancelled fellowships. The consortium has been able to respond to these developments effectively and quickly, within the context of established good practice in cooperation.

There is a strong commitment to joint degrees. For instance, a joint degree is being developed in order to meet the demand for higher level technicians in the Mahgreb countries. The consortium is also developing a Tempus Project on Eco-Tourism with the Mahgreb, since these countries don't have adequate training in dealing with tourism on an international level.

### **Relationship between the General Aim of EM II and the achievement of the Specific Objectives of Action 2**

In relation to providing continuity of development and building stable relationships and trust between partner HEIs, the stability of funding within the Framework 7 Programme offers much better opportunities for real progression. The need to re-apply for funding each year within EM Action 2 and the demanding schedule of application, mobility management, reporting and re-application leaves little time for consortium consultation and development, in terms of meeting the objective of developing the capacity of partner institutions in the target region, for instance.

In terms of evaluation, the Commission asks only, "Are you fulfilling the numerical requirements of your contract in terms of number of mobilities?" This is not quality working. It is not how the EU is going to build sustainable relationships with universities outside its borders. There is a danger of a "misunderstanding

through paperwork” of the political agenda underpinning the programme – that of a long-term action for developing synergy between HEIs from outside the EU.

Evaluation needs to be focused on ways of attaining the three main objectives of the programme – raising the level of higher education in third countries, in order to contribute to the efforts of third countries in fostering sustainable development, enhancing the career prospects of outstanding students from the European Union, other European countries and third countries, and also promoting European Higher Education as a centre of excellence in higher education. These are qualitative objectives, but the evaluation is purely quantitative. There is a clear conflict between what the Commission say they want to achieve and the means they give themselves to achieve those objectives. This is a key point.

### **Effectiveness of this partnership in achieving the Specific Objectives of Action 2**

The project has been highly effective in relation to supporting cooperation between higher education institutions through the promotion of mobility, promoting transparency, mutual recognition of qualifications and periods of study, research and training, and portability of credits. There has been a particular emphasis on developing a distinctive value for the promotion of region to region cooperation. The emphasis on capacity building has been a particular feature of Averroès projects – in ways which are closely linked to partners’ political, economic and social reforms and modernisation efforts, thus building political, cultural, educational and economic links between the EU and third countries.

Talented students, and also crucially staff from partner HEIs, have been enabled to spend periods of time studying, teaching and carrying out research in other partner countries. It is not clear that significant numbers of these individuals have been from what might be defined as “vulnerable groups”, however. The difficulties of indentifying such students (or staff) are outlined elsewhere.

### **Systems for monitoring progress towards project objectives**

The monitoring and quality assurance procedures include assessment of the quality of the welcoming procedure, through pre- and post-evaluation questionnaires – concerning student expectations and their actual experience. Regular checks are also carried out in relation to ongoing student welfare throughout the period of mobility.

There is also a procedure for tracking the progress of students – and for looking at the longer-term impact of the mobility on the student’s academic progress and employment path after completion of the EM course. Other aspects of the project monitored include the quality of project management, cooperation between institutions, communication strategy, exchange procedures and progress towards long-term objectives.

A questionnaire is completed by colleagues from each HEI, at each meeting. So twice a year, the consortium adopts a problem-solving approach and unofficial consultation takes place on any issues arising, to avoid any problems escalating and causing disruption to project operation.

Every year there is a phase-in and phase-out procedure, with new partners introduced. Former partners continue to take part as associate partners. This is sometimes a sensitive issue, but the coordination team manage this process with considerable care. The consortium sees the need to constantly include other institutions in their work, as part of the development strategy. Every effort is made to be as transparent as possible in quality assurance procedures.

### **Effectiveness of innovative equal opportunity instruments adopted under Action 2**

Incoming students from the Mahgreb are more than 50% female. Female students tend to have higher academic results and to be more motivated. The consortium gives priority to female candidates in cases where they are equally as qualified as a male candidate.

It is difficult, however, to decide which candidates can be described as socially disadvantaged, in a Mahgreb context. Not only are general standards and costs of living much lower than in Western Europe, but (for instance) in Algeria, all expenses for students are paid for by the state, so in one sense no-one is disadvantaged. The issue of nepotism in the Mahgreb countries remains however, and this of course runs counter to equal opportunities. This also acts as a psychological barrier, since students and staff may assume

that there will not be a fair selection process. In order to combat this, the consortium has introduced a requirement for Deans to sign a certificate confirming that they have no conflict of interest.

### **Results level**

#### **Value of the cross-European design of the programme**

There is undoubtedly an intrinsic value in the cross-European and in fact also cross-Mediterranean design of the programme. The excellence of the individual HEIs is also of course of great importance – particularly that of the EU partner universities, which have to lead developments within the project and also have high reputations and excellent facilities, in order to attract high quality students from the Maghreb. In relation to partner HEIs from the Maghreb, high academic standards are also of course very important, as are good standards of management and – crucially – openness to implementing change and building transnational cooperation.

#### **Development of similar standards, values and practices**

Examples of development of similar standards, values and practices would include the joint development of the Quality Charter, quality assurance practices, agreed procedures for the selection of students, agreed procedures for welcoming students, the implementation of the tracking of student progress, both during and after their participation in EM mobilities, the holding of enterprise fairs at partner universities in the Maghreb and the building of strong links with commerce and industry, with the support of higher education ministries.

#### **Differences in the levels of diversity of national origin of students and linguistic diversity**

The University of Montpellier 2 is already very much a multinational university with a diverse student population. Participation in EM has been a significant factor within a much broader and longer-term process of internationalisation. It should be remembered that the number of students involved in Erasmus Mundus is relatively small.

#### **The EM brand**

The EM brand is well known in the University. Confusion with Erasmus is not a serious problem. The EM brand is widely used by the consortium in building a wide range of links with commerce and industry in the target region.

The postdoctoral student commented that he became acquainted with EM following a conversation with a friend who had been an EM scholar. He then accessed all the information he needed on the Commission website and the website of Averroès. He was interested primarily in enhancing his future career prospects. He felt that he would be able to develop his studies in his subject area at Montpellier and was impressed by the quality of the laboratory facilities. He was able to deal effectively with the application process, with the support of the person responsible at the University of Montpellier 2.

The masters student had become aware of EM through his university – and had been immediately impressed by the information available on the Averroès website, in relation to course content and level of study. In relation to pursuing his studies abroad, he only knew of the Erasmus Mundus Programme, and so was very pleased to be accepted on the course. He saw the most attractive features as: firstly the quality of the teaching offered; secondly, the opportunity to develop personal skills and meet the challenge of living and studying in another country. Staff and students involved in the course he found to be at the same time serious about the work and friendly and welcoming. The financial support was entirely sufficient.

#### **Contribution of EM to an increased emphasis on international cooperation within the university and changes in curriculum and pedagogy**

Participation in EM has certainly increased emphasis on international cooperation, and awareness of opportunities available within the University. This has to be seen in the context of a wider international collaboration, however, including participation in other European programmes – notably Erasmus, Tempus and the Framework Programme. The international dimension of the work of the University has been established over a number of years – and pre-dates Erasmus Mundus. Changes in curriculum and research

programmes and quality assurance procedures have occurred naturally in the context of participation in a wide range of international projects. The University has adopted the slogan of “A University open to the world.”

### ***Labour market outcomes***

#### **Contribution to the careers of students**

Incoming students involved in particular in both this current Averroès project and its predecessors have no doubts as to its value to them in terms of their future careers. The postdoctoral student interviewed had studied for his doctoral degree in France, so he was well acquainted with the higher education system. He felt that the course content looked very impressive and he saw opportunities to fulfil some of his main research ambitions. He intended to undertake a “concours” to enable him to gain an academic post on his return to Tunisia. His period of study in France would, he felt, give him an advantage in this highly competitive process. He valued the contact with researchers and future researchers. He didn’t see the issue of potential “brain drain” from his country as a threat, but rather valued very highly the opportunity to engage with other researchers in his field, on a transnational basis. As he put it, “I prefer to work in cooperation.”

#### **Contribution to the careers of academic staff**

In the view of the coordinator, the gains to staff in terms of career advancement are very considerable. These include new teaching experiences, opportunities for carrying out joint research projects, opportunities to make use of high quality equipment and laboratory facilities, links made with enterprises in a research context, familiarisation with employment opportunities. These benefits will certainly be put to use in the countries of origin of staff from the Mahgreb, even if some individuals may at a later stage develop their careers in Europe, or elsewhere.

A graduate tracking system is in place at the University of Montpellier 2. Tracking of EM graduates is also planned within the project. Good links exist with the EM Alumni Association.

#### **Increase in capacities of partners in third countries**

In relation to organisational capacity building: there is plenty of evidence that partner HEIs in the Mahgreb have adopted new practices, standards, etc. that were promoted by other partners: training and organisation of International Relations Office, quality charter and quality assurance (respect of procedures, deadlines, legal framework, transparency of selection, evaluation...), creation of a common language, tools (intranet), common methods, communication tools.

In relation to university governance: consideration of the issue of international mobility and international visibility of the university in the strategy of universities (university president level. Prioritization of development related in particular to:

- Transfer of experience (via seminars & workshops) on the professionalization of curriculum, instructional design, the establishment of joint supervision agreements, the “learning agreement”, the monitoring of doctoral candidates
- Lasting cooperation between the research labs of both sides of the Mediterranean (including through joint supervision), the joint research projects (for example the researcher's collaboration between Marrackech and the University of Montpellier 2).

These effects have been achieved within the context of the long-term co-operation established within Project Averroès – beginning in 2008.

#### **Issues relating to brain drain from third countries**

In the opinion of the coordinator, EM does not contribute to any significant degree to brain drain. Students of the highest quality who were not convinced of the quality of the university education on offer in their own country would go to study abroad in any case. EM in fact offers a very important opportunity to help universities in neighbouring countries to raise their academic standards and thus be able to retain many of their best students. In addition to the Averroès EM projects, several FP7 projects are in place involving university partners from the Mahgreb. An instance of highly successful collaboration concerns a proposal to



the French national research funding agency resulting in an award of EUR 260,000 for a joint project with the university partner in Marrakesh. This was for a Co-operative Agreement in biotechnology. The member of staff concerned is now producing a documentary based on his research for French television. The research involves collaboration between the university in Marrakesh and the University of Montpellier 2. This is a good example of the fact that people can no longer regard universities from the Maghreb as second class.

### **Sharing the results of participation in the EM programme**

Examples include:

- The Défi- Averroes Tempus project supported by Averroès
- The Algerian government has provided additional mobility grants that have been processed by the Averroès consortium
- Improvement of the project website in the light of “best practices” from other Erasmus Mundus sites
- Sharing with partners (including about 60 partner universities) of the “best practices” on priority issues of the Maghreb partners ( for instance a seminar on LMD in Oran, the PhD in Tetouan, etc.)
- Use of social networks to keep the link with the stock and future stock Averroès
- Construction of networks – for example, a common network is being established between the IUT of Nîmes-Montpellier 2 component and the University of Marrakech
- Experts of the programme are requested by the ministries of the Maghreb on specific issues (for example, the reform of the D level and doctoral programs, the university-business link ...)

### **Output Level**

#### **Instruments to ensure gender balance and representation of less advantaged social and ethnic groups**

The consortium has established a procedure for selection of candidates, conducted in an objective way and with full transparency, based on the following criteria:

- Academic results
- Themes of home institutions
- Motivation of the candidate proposed study or research, professional project
- Compliance with the balance male/female
- Level of vulnerability and socio-economic status of the applicant
- Priority is given to candidates who have not already received a mobility grant.

The local screening committees are invited to meet these criteria, screening procedures are formalised and the lists of candidates in order of merit, signed by members of the selection committee shall be communicated to the coordinator as the President of the university. This implies a strong university committed to respect the rules of transparency and equal opportunities. However, the level of vulnerability and socio-economic status of the candidate can be considered at the level of the local screening. Coordination does not have the means to assess the candidates according to economic and social criteria, and the consortium bases the selection on the basis of academic excellence and relevance of the scientific project.

#### **Academic excellence of partner institutions, in relation to their participation in the EM project**

The quality of students and staff involved in incoming mobilities convinces professors of the validity of the project. In addition to this, it has been the experience of the consortium that the top management of some of the Maghreb universities is excellent.

It is more difficult to attract students of the highest quality, however, to participate in outgoing mobilities to the Maghreb. Such students tend to have opportunities elsewhere in Europe. However, the Maghreb is often attractive as a field of study – for instance in relation to such fields of study as epidemiology, water management, ecology and environmental protection – as well as in the arts and social sciences – for instance archaeology, sociology and political studies.

#### **Application procedure for HEIs**

The coordinator and the Chef de Projet commented, in relation to the project application and reporting process, that this imposes a heavy burden. For example, in 2010, the project co-ordinating team had to write



and send "Défi-Averroès" a Tempus structural project proposal by the end of February, for a project they are planning in synergy with the Averroès project, involving the three Mahgreb countries plus Lebanon, (companies and universities), together with their respective ministries. This project was selected for funding.

The same year the activity report was presented for the three EM Action 2 projects (Averroès 1 – 3) the University is currently co-ordinating. In April 2011, they had to complete the application form for this current Averroès project, which required a considerable effort. Next year, in a six month period, there will be the Call for Averroès 5, the Final Report for Averroès 1 and 2, the progress Report for Averroès 3 and the activity reports for Averroès 4 and Averroès 5. And this represented only a secondary activity for the Averroès team, who had, at the same time, to manage over 7,000 applications and to prepare the selection process for the Averroès 3 mobility scheme.

The whole process is hugely consuming of time and energy, and prevents the project team from focusing on the real work of the project – and on fulfilling the real objectives of the programme. The coordinator had no problem with the activity reports, which are obviously necessary to enable the Commission to check on progress within the project. The awarding of a grant for four or five years would, however, provide much greater stability within the projects and enable much fuller and more effective joint development.

### **Application procedure for students and staff**

In relation to the application process for student mobility, however, comments from the postdoctoral and the masters student interviewed were much more positive. The postdoctoral student was able to deal effectively with the application process, with the support of the person responsible at the University of Montpellier 2. The masters student also spoke very highly of the quality of support in the application process. He had been very impressed, as a newcomer to France, by the high quality of the welcoming and induction procedures. The procedures for staff application are certainly straightforward and easily manageable.

### **Policies on attracting and maintaining the best students**

Support services for mobile students and staff are highly developed. Visiting staff and students are treated as "ambassadors for their country." They have a well-developed welcoming programme, including a cultural visit to the area, free of charge to visitors, a personal peer monitor for each newcomer, and personal tutorial sessions on a monthly basis. Courses in French and in English are provided for those who need them. A loan of EUR 3,000 is available, free of charge, for any student who is waiting to receive their grant when the course begins. It is of course only possible to offer these facilities with the financial support of the regional authorities.

The following comprehensive Communications Strategy in relation to attracting and retaining students has been adopted. This has proved highly effective, in all partner countries.

### **Communication strategy**

1. Stimulate the mobility of Excellence. Stimulate demand for mobility and mobility offer especially in areas where there is a lack of applications:

- In Licence (Mahgreb and Europe);
- In the South to North, Tunisia: all levels;
- In the North-South direction: all levels.

2. Stimulate and facilitate the Averroès partnership:

- Create a synergy of communication between partners and develop multilateral relations;
- Facilitate the exchange and flow of information, and enhance the partner universities;
- Making a consortium an Averroès project facilitator, becoming a centre of resources and expertise for partners.

3. Support communication on key actions for sustainability:

- To highlight the synergies of the Tempus project CHALLENGE Averroès (launch site in Montpellier in 2009 [www.defi-averroes.fr](http://www.defi-averroes.fr));
- Develop the Averroès label for actions within the network (in 2011: 5th Forum of Bejaia "The University and the world of production" 2009 International Symposium at the University of Oran in

the LMD, the 2010 International Symposium University of Tlemcen "Professional background: a challenge for universities", PhD 2010 Euromaghrébines Tetouan, Sfax 2011 International Conference "Entrepreneurship, Innovation and Regional Development" in 2011 in Constantine, a training program for teaching Arabic Foreign Language "Cirta lingua" ...).

#### 4. Developing the theme of employability:

- Organisation of an international round table in Montpellier in May 2011, preparation of seminars on "promote employment of young graduates" in several partner universities;
- Strengthening university-industry relations: through the network of associated partners of the socio-economic development of joint actions.

The Internet is used as the first tool of communication and information for applicants and recipients of mobility grants. A multilingual website (English, French, Arabic) has been created, featuring a News section updated every week, regularly updated practical information, testimonials from students, and records of achievements and success stories. This is linked to the main project website [www.averroes.fr](http://www.averroes.fr) and to the Tempus Project website: [www.defi.averroes.fr](http://www.defi.averroes.fr). An E-newsletter appears three times per year and has 6000 subscribers. Interactivity with Facebook creates direct contact with many students and their families.

Other communication tools include:

- Production of videos: Launch days of CHALLENGE Averroes (2 films 4 '), Erasmus Mundus projects in UM2 (a film 4');
- Written material: laminated cards marked Averroes, business cards, greetings cards;
- Best practice: new welcome booklet for students; bimonthly cultural journal "Zyva" for incoming students in Montpellier (see Annex 7);
- Objects of communication (USB key marked, labelled pens, ...).

Effects of this high level of communication:

- Network expansion in the number of associated partners increased from 17 (Averroes 1) to 46 (Averroes 3);
- the [Www.averroes.fr](http://www.averroes.fr) site featured a large increase in attendance: 99,091 visitors between January 1 and August 23, 2011, or 421 visitors per day on average (against 265 per day in 2010);
- Applications up sharply: about 7000 online applications (2429 applications for Averroes 2, 1730 applications for Averroes 1);
- Press: 132 returns (press articles, radio / TV, internet, press agencies), including 55 in Europe (mainly France and Spain) and 77 in Algeria, Morocco and Tunisia;
- Better communication synergy with partners: more of the consortium partners and associate partners set up information sessions for their students.

## 6. SUSTAINABILITY

### Expected sustainability of developments after project implementation

EM and other European programme funding acts as a very important catalyst for development. Actions to promote the sustainability of cooperation and development activities are however very much built into the work programme of the project. Structural changes in higher education and capacity building are fundamental concerns of the project. An important aspect of this is developing effective "South to South" cooperation amongst the Mahgreb partner HEIs. Seminars have been organised on overcoming political and cultural differences.

### Financial diversification

Seminars are organised for students on creating their own enterprises and in particular making best use of business incubator facilities. In this connection, three former EM students are returning to the University to present the new call for mobility to current students. A specific example of a highly-innovative development in building long-term sustainability is the instance of five EM students being involved in creating and developing the first centre for the treatment of autism in Algeria. This is funded by the Algerian Education Ministry – and includes a family support facility and the provision of support for an association for the families of young people with autism.

### **Human resources dedicated to EM joint programmes**

A well-staffed team co-ordinates EM at the University, under the supervision of the Project Coordinator. This is only possible however because of the financial support from the Region. The Chef de Projet commented that EUR 10,000 for management in each partner institution is entirely inadequate.

### **Numbers of European students and factors influencing the participation of European students in the programme**

Outgoing mobilities from the EU numbered 32: 4 undergraduates, 12 masters, 8 doctoral students, 4 post-doctoral students and 4 academic staff.

Academic excellence is of course a criterion, though it cannot in reality be the main one. For both geographical and cultural reasons, it is easier to recruit students from Montpellier to undertake a mobility to the Mahgreb, in comparison with students from Liège. Quite a large number of French students opting to study in the Mahgreb are in fact bi-nationals with origins in the region. This enables them to cope with cultural differences and in many cases the individuals concerned also speak at least some Arabic, though science courses are mainly taught in French in any case. Opportunities to develop skills in dealing with Islamic business practice are very much welcomed by some of the outgoing students.

### **Scholarship schemes in third countries and project promotion**

Progress in this aspect of project sustainability may be best approached in partnership with larger multinational companies active in the region. The consortium is working with 30 French companies involved in the Mahgreb (some of which are Associate Partners in the project), helping them to recruit appropriately qualified workers. There are recruitment problems at all levels – higher management, skilled workers and unskilled labour. For instance, ATOM is involved in constructing tramways in Algiers, Oran and Constantine. In return for this help, ATOM will offer official recognition to the project and also work placements with the company for outstanding students. An objective over two to three years is that the company would pay for an engineering fellowship related to the tramway construction project.

Another development concerns the establishment of telecentre capacities in each of the Mahgreb partner countries. Discussions are taking place with Ministries in relation to ways of helping to develop the necessary language and communication skills of potential employees. University Enterprise Fairs are also of course highly relevant in building links between higher education and business.

Twinning arrangements have been developed between Montpellier and a number of major cities in the Mahgreb, with the intention of generating further economic and cultural links. The consortium is examining the best ways of fully involving Associate Partners in project dissemination and commercialisation.

### **Cooperation instruments**

The consortium is very much committed to mutual credit recognition, development and implementation of joint curricula and is actively involved in curriculum development, joint research initiatives and – where possible - the implementation of joint degrees.

### **Involvement of non-educational institutions**

There are 75 Associate Partners involved in the project, of which 45 are universities. All Associate Partners receive all the project information and are invited to all project workshops and meetings. New partner institutions are drawn from amongst Associate Partners. Many of the others are commercial companies, all of whom are invited to the University Enterprise Fairs organised with the support of the consortium.

##### **Are the rules and procedures of project monitoring clear and sufficient guidance is provided concerning their application?**

The support offered by DGEAC and EACEA is generally good and staff are invariably friendly and helpful in their approach. Procedures are sufficiently clear. However, EACEA needs more staff with a strong background in and experience of higher education. This would enable them to understand the problems faced by consortia and individual institutions much more readily – and enable staff to construct, for instance, more realistic schedules for completion of documentation.

For instance – results of applications were declared in August 2009, for projects to start operation in September. The selection process for students and staff applying for mobilities begins in January or February and takes at least three months – four months in this consortium as procedures are very thorough. The first possible commencement for mobilities is in September 2010, given the need to acquire visas, etc. In September 2010, it was discovered that there were 45 cancellations out of 300 places allocated, owing in part no doubt to societal turmoil in several of the Mahgreb countries. At this point there was no time for a second call to be issued, so the 45 scholarships went unallocated. The deadline for mobilities to begin was 31 December. A more realistic deadline at the end of February would have allowed these much needed places to be taken up.

The request for flexibility in relation to Tunisia was granted, but this flexibility was not available in respect of other countries, so the problem was not solved. Erasmus mobilities, in contrast, are arranged entirely between universities, so the system works.

##### **Project management by institutional beneficiaries**

Roles and Responsibilities of the partners:

Partners (Group 1):

- Validate the strategic decisions and major operational decisions;
- Promote the programme, information and advice to potential candidates and help them register online;
- Check the eligibility of candidates and authenticity of the documents of the candidates in their preparation;
- Meet a local screening committee for a pre-classification of applications, sign the declaration of no conflict of interest and draw up the minutes of the pre-selection (for candidates in and out);
- The feasibility study teaching and/or scientific incoming candidates;
- Prepare, accompany and follow the students and staff during their incoming and outgoing mobility;
- Inform the coordination of any difficulties.

Associate Academic partners: Since Averroès 3, they have had exactly the same rights and duties as those in Group 1.

Associate Partners (non-academic): AUF (Agence Universitaire de la Francophonie) networks, or Tethys Latinus disseminate information, and promote the programme within their networks and participate in various activities (seminars, Averroès days). Industrial partners can accommodate trainees. The Languedoc-Roussillon Regional Council is funding the coordination structure of the project (EUR 150,000 per year since 2008).

All partners are invited to the bi-annual Averroès Days (without voting rights for the partners involved) and can organise them.

##### **Innovations within the programme – management at the project level**

All of these reforms have been absolutely essential to the continuation of the work of the consortium. They have presented no special problems to a very well established consortium. The issue of encouraging enough EU students to undertake periods of study in the Mahgreb remains, particularly in relation to students from Liège, in comparison to those from the south of Europe.

## **Support and services provided by the National Bodies and other institutional structures**

The consortium relies very much on advice and support from DGEAC and EACEA staff. National bodies for Erasmus Mundus in the Mahgreb have however been very supportive – and as noted above, strong links have been established with education ministries in all Mahgreb partner countries.

### **7. CONCLUSIONS AND LESSONS LEARNED**

The Erasmus Mundus Programme – and in particular the successive Project Averroès, combined with the high-level support of the Regional Authority, has given status and credibility to the work of cooperation in higher education. The imprimatur of the Commission in particular brings status and opens up opportunities for high-level contacts to be made.

The degree of continuity afforded by the successive Averroès projects, has made it possible to address the real broader societal issues and to try to ensure that both individual students and the partner institutions benefit from opportunities offered within EM – and are not impeded by various external factors relating to the prevailing conditions in their own societies.

The need to re-apply for funding each year within EM Action 2 leaves little time for consortium consultation and development, in terms of developing the capacity of partner institutions in the target region. The awarding of a grant for four or five years would provide much greater stability within the projects and enable much fuller and more effective joint development.

Evaluation needs to be focused on ways of attaining the three main objectives, which are qualitative objectives, but the evaluation is purely quantitative. There is a clear conflict between what the Commission say they want to achieve and the means they give themselves to achieve those objectives.

The emphasis on capacity-building has been a particular feature of Averroès projects – in ways which are closely linked to partners' political, economic and social reforms and modernisation efforts, thus building important links between the EU and third countries.

Incoming students from the Mahgreb are more than 50% female. Female students tend to have higher academic results and to be more motivated. The consortium gives priority to female candidates in cases where they are as equally qualified as a male candidate. It is difficult, however, to decide which candidates can be described as socially disadvantaged, in a Mahgreb context.

Examples of development of similar standards, values and practices include the Quality Charter, agreed procedures for selection and for welcoming students, the implementation of the tracking of student progress, both during and after their participation in EM mobilities, the holding of enterprise fairs at partner universities in the Mahgreb and the building of strong links with commerce and industry, with the support of higher education ministries.

The EM brand is widely used by the consortium in building a wide range of links with commerce and industry in the target region. Incoming students and staff in particular have no doubts as to its value to them in terms of their future careers. EM does not contribute to any significant degree to brain drain.

EM and other European programme funding acts as a very important catalyst for development. Actions to promote sustainability of cooperation and development activities are built into the work programme of the project.

For both geographical and cultural reasons, it is easier to recruit students from Montpellier to undertake a mobility to the Mahgreb, in comparison with students from Liège. Quite a large number of French students opting to study in the Mahgreb are in fact bi-nationals with origins in the region.

Scholarship schemes in third countries and project promotion may be best approached in partnership with larger multinational companies active in the region.

The consortium is very much committed to mutual credit recognition, development and implementation of joint curricula and is actively involved in curriculum development, joint research initiatives and – where possible - the implementation of joint degrees.

EACEA needs more staff with a strong background in and experience of higher education. This would enable them to understand the problems faced by consortia and individual institutions much more readily – and enable staff to construct, for instance, more realistic schedules for completion of documentation.

## 4.7 Action 1 case study: EURASIA 2

Case study title	Participating countries
Action 2 project Eurasia II	EU Partner countries: CZ, AT, PL, NL, SE, FR, DE East and Southeast Asian partner countries: Mongolia, Vietnam, Laos, Thailand, Indonesia, China, Malaysia, Cambodia

### Information sources

Main documents used (legal acts, national reports / implementation documents)	No. of interviews and a list of interviewed organisations*
<p>Eurasia II description</p> <p>Eurasia II website</p> <p>Memorandum of Understanding signed by all partners</p> <p>Model of student agreement</p> <p>Model of learning agreement and transcript of records</p> <p>List of planned partnership meetings</p> <p>Agrinatura Orientation Week Programme</p> <p>Feedback questionnaire for post-docs and teachers</p> <p>Feedback questionnaire for students (BSc, MSc, PhD)</p> <p>Czech University of Life Sciences Prague (CULS). Student guide. Academic year 2011/2012</p> <p>Eurasia 2 booklet</p> <p>Institute of Tropics and Subtropics. Activities of ITS in developing countries, 2005-2010</p> <p>Financial implementation – Erasmus Mundus partnership, EMA2 Lot 12 Eurasia 2</p> <p>Activity report, September 2011</p> <p>EACEA. 2010. EMA2-STRAND 1: Partnerships with countries covered by ENPI, DCI, EDF and IPA instruments. Evaluation Report</p>	<p>Eight interviews and five focus groups:</p> <ul style="list-style-type: none"> <li>• Czech University of Life Sciences Prague – coordinating institution,</li> <li>• SupAgro Montpellier – partner institution,</li> <li>• University of Natural Resources and Life Sciences (BOKU) – partner institution,</li> <li>• Warsaw University of Life Sciences – partner institution,</li> <li>• Chiang Mai University (CMU) – partner institution</li> <li>• Hanoi University of Science and Technology – partner institution</li> <li>• Mongolian State University of Agriculture – partner institution</li> <li>• Nanjing Agricultural University – partner institution</li> </ul>

## 1. INTRODUCTION

### Case study objectives and approach

The case study aims at developing an understanding of the experience of EU12, EU15, East Asian and Southeast Asian institutions in an Action 2 project. Analysis of documents and interviews were carried out (individually and in the form of focus groups) to assess the experience of: the coordinating institution, partner institutions, students and staff involved in EM mobilities. This project was chosen as a suitable for a case study, since it was agreed with the Commission that one consortium will focus on DCI countries, and that one consortium will be coordinated by an EU12 country. The experience of the Czech and Polish institutions shows how EM can contribute to the visibility of European education as such, beyond the main destinations of academic mobility.

### Summary of the main findings

Eurasia 2 is a continuation of the former Eurasia 1 after a one-year gap (when the project was not extended). It rests on a long-term partnership, encompassing academic cooperation and development aid. The research in the field of life sciences, particularly agriculture and sustainable development, undertaken by the partner institutions, is very relevant to the development needs of local communities in East and Southeast Asia – the target regions of the partnership. Therefore multiple sources of funding and other support are available to complement individual mobility and staff meetings under Eurasia 2.

Subject area is central to mobility. Students are selected according to their research interests and matched with relevant European institutions. The research undertaken contributes to the work of the European partners in Southeast Asia, and hence staff visits are often used to draft joint publications. Many incoming students are current or prospective academics at Southeast Asian universities, thus, mobility and capacity building are very strongly aligned in Eurasia 2. In addition, the consortium strongly promotes European mechanisms for the recognition of qualifications: not only ECTS and Diploma Supplements, but also Europass



CV. Mobile students and scholars report learning new methods and developing a comparative approach, which will be useful in their further research and careers.

**Time period when case study was prepared (year and months):** November 2011

## 2. CONSORTIUM INFORMATION

The consortium is based on a long-term partnership and research cooperation among the participating institutions. The following institutions take part in the partnership:

- Czech University of Life Sciences Prague (CZ) – coordinating institution,
- Goettingen University (DE),
- Humboldt University of Berlin (DE),
- SupAgro Montpellier (FR),
- University of Gothenburg (SE),
- University of Natural Resources and Life Sciences (BOKU) (AT),
- Wageningen University (NL),
- Warsaw University of Life Sciences (PL),
- Bogor Agricultural University – Indonesia
- Can Tho University – Vietnam
- Chiang Mai University (CMU) – Thailand
- Hanoi University of Science and Technology – Vietnam
- Mongolian State University of Agriculture – Mongolia
- Nanjing Agricultural University – China
- National University of Laos – Laos
- Northwest A&F University – China
- Tadulako University – Indonesia
- Thammasat University – Thailand
- University of Economics Hochiminh City – Vietnam
- University Putra Malaysia - Malaysia

In addition, associated partners participate in the implementation of the partnership: The Agrinatura association, CIRAD – Agriculture Research for Development, and five more Southeast Asian universities.

The *main objective* of the project is to contribute to the promotion of the European system of higher education worldwide and to strengthen the existing network of cooperation among universities in Asia and Europe by expanding their experience in student and staff exchanges to the associate institutions, and thus disseminate good practice with regard to the organisation of mobility and Bologna implementation (ECTS, Diploma Supplement) in all participating countries. The specific objectives are the improvement of education and research capabilities of EU and Asian countries in subjects relevant to sustainable environmental and natural resource management (i.e. applied life sciences in the broadest sense of the term) to meet present and future societal challenges by contributing to education for sustainable development, to promote cooperation and solidarity among scientists and scholars in the EU and Asian partner countries; in the area of human resources to contribute to the enhancement of academic and professional staff expertise; to produce and transmit scientific and scholarly knowledge and information on curricula development, on the use of ECTS and diploma supplement etc. in the participating countries.

The project's *activities* include ensuring permanent internal and external communication and information exchange, project webpage management, selection of students and staff by a common selection committee, managing mobility flows, performing respective financial management, preparing regular project reports. It is important to note that Eurasia 2 does not strictly adhere to the informal separation between Action 1 as joint degrees and Action 2 as non-degree mobility: some of the mobility flows include obtaining a full degree in one of the European universities. The logic behind this type of mobility is explained below. In total 120 mobility flows at all levels (BSc, MSc, PhD, postdoctoral students and staff) have been planned within the frame of this project from Asian institutions to the European partners. Degree mobility is offered at the MSc and PhD levels. Whenever possible, European and Asian partners offer joint supervision for PhD candidates.

The *grant* for this partnership is EUR 2,467,150.

### 3. RELEVANCE OF EM II OBJECTIVES

**Relevance of General Objectives: promotion of excellence in European HE; increasing the appeal and attractiveness of European HE; promoting intercultural dialogue and understanding; contributing to sustainable development of third countries; enhancing career prospects of outstanding students**

Eurasia 2 is among the consortia that make explicit reference to *Bologna* objectives in its official project description. Bologna instruments are systematically integrated into the consortium's activities: promoting credit transfer and Diploma Supplements is highly prioritised, and the use of ECTS is required in the Memorandum of Understanding. According to the consortium coordinator, Asian partners are considering using ACTS (Asian Credit Transfer System), comparable to ECTS. Problems with recognition of mobility abroad have made the consortium's Asian partners more aware of the need to develop unified and transparent mechanisms for the recognition of qualifications gained abroad.

Exposure to European research methods has been strongly underlined by the coordinators, academic staff and students. The goal is to facilitate the sharing of methodologies and approaches, as well as subject matter, and introduce them in partner universities. Intercultural dialogue and understanding is also promoted in both academic and extra-curricular activities (summer schools, orientation week, etc.).

According to students and local coordinators in the Asian universities, participation in EM has increased the attractiveness of European education. EM is associated with a big scholarship, and many students and staff are motivated to take advantage of this opportunity. They prepare in advance (study English, look into research opportunities at the European partners, etc.).

The activities of this partnership make a strong contribution to the sustainable development of the participating third countries and are aligned with other projects that the participating European universities undertake in those countries. Specifically, the coordinating institution in Prague receives funding from the Czech government in the framework of its development aid to ex-communist Southeast Asian countries. Therefore Eurasia 2 is strongly embedded in development aid policies of the participating countries (especially the Czech Republic) and research priorities (sustainable development, improvement of the livelihood of people in Southeast Asian disadvantaged areas, agriculture, etc.).

The mobility flows are designed in such a way as to ensure that the mobility experience contributes to the careers of participants and institutional development. Most of the doctoral and post-doctoral candidates are staff members at Asian partner universities or have an agreement to return and teach at these universities, thus, their mobility is often a result of multi-annual human resources planning, according to the consortium coordinator.

Overall, the consortium attempts to align its activities with policy objectives at all levels: university, national and EU. The partnership adds an individual mobility component to the existing research cooperation. Synergies are extensively exploited.

**Relevance of specific objectives of EM II: strengthening cooperation between European and non-European institutions; promoting mobility of students and academics from and to third and European countries; developing capacities of HEIs in third countries; enhancing the visibility of European HE**

The project strongly contributes to enhancing cooperation between European and Southeast Asian institutions. While many of these institutions are already internationalised, for some of them Eurasia 2 is the only European project. New research projects and publications are developed during mobility, and the institutions have been using the opportunity to exploit individual mobility for capacity building (new credit transfer systems have been developed).

Eurasia 2 strongly promotes the mobility of students and academics. The consortium prioritises student mobility over staff, since staff mobility is more expensive, and with more emphasis on student mobility it is easier to invite more people to European universities. Eurasia projects have already had an impact on the visibility of European education in the participating Asian universities: more students inquire about the mobility opportunities and study English in order to prepare for mobility. The consortium coordinator regrets that the rules of this cohort did not allow financing mobility of European students and scholars, which was possible under Eurasia 1. The mobility of European students and scholars was very successful and beneficial,

and one of the doctoral candidates who undertook this mobility now works for the consortium administration. The consortium attempts to raise other funds for European mobility: using development aid funds from the Czech government or other national resources, exploiting visits of researchers and CIRAD members in Southeast Asia to carry out the selection of candidates, etc.

The project places capacity development at its core and, according to the French partner, this is the main objective of the renewed Eurasia project. This takes place through administrative cooperation, staff visits and staff training (in the form of full degree studies). The project addresses the shortage of PhD graduates in Southeast Asia by offering talented students and researchers the opportunity to obtain a degree in Europe, following which they return to their countries and teach at the sending universities. Degree mobility is more valued not only due to the recognition of the quality of European education, but also because recognition mechanisms for non-degree mobility are not fully developed. Asian partners stress that joint degrees would be much appreciated. Therefore the consortium is planning to apply for Action 1 funding to develop a joint degree programme. In addition, the consortium tries to link Asian universities together and encourage them to develop joint research activities (e.g. two Thai universities started cooperating in linking production and rubber transformation research in order to develop research for sustainable rubber production in the country).

The visibility of European education as such is enhanced through the participation of both EU15 and EU12 countries. Students and academic staff in East and Southeast Asia learn about research and taught programmes in various European countries. The consortium is coordinated by a Czech institution, which places internationalisation very high on its agenda and offers study programmes in English. There is a demand for education in the EU12 partners, and existing cooperation in research and education is enhanced by Eurasia 2. For example, a Chinese student applied to the programme because of the excellence of the courses offered in Prague, whereas one of the Indonesian students in Prague was attracted by a “better education system” and the university’s mission in cooperation and development. Many of the students were informed of this programme by their supervisors or faculty staff. Some of them aspire to return and study for an MSc degree.

#### **Attracting talent to the EU *versus* contributing to development needs of third countries**

The consortium coordinators believe that there is no contradiction between attracting talented students and academic staff to the European partner institutions and the development needs of third countries. Most of the mobilities are a result of multi-annual human resources planning at the Southeast Asian partners. They send their staff or prospective researchers for training, expecting that they will return and teach at the sending universities. Due to the shortage of academics with doctoral education in the region, as well as the welcoming and, according to the consortium coordinator, family-like environment at the participating Southeast Asian universities project participants return to their home countries. According to the local coordinator in Thailand, those who do not return are usually former participants who find employment in Thai companies abroad.

The mobility flows are designed so as to facilitate return. Target group 2 (students not enrolled in the partner universities) is only possible at masters, doctoral and post-doctoral levels, i.e. for academically-oriented students, who have good employment prospects in their home countries. Undergraduates can benefit from Erasmus-type mobility.

The project is designed to facilitate exchange of ideas and research practices, thus diminishing the tension between attracting talent to Europe and contributing to the sustainable development of third countries. For some students university education in their home countries is very expensive. The EM scholarship relieves the financial pressure and allows even poorer students, according to one of the local coordinators in Thailand, to access mobility. Therefore the project is expanding the accessibility of European education to talented students, coupled with built-in mechanisms to ensure that they return (see under “Issues relating to brain drain from third countries”).

## **7. COMPLEMENTARITY**

### **Involvement in the various actions of EM II**

The consortium is based on a long-term partnership among the European institutions, and a certain division of responsibilities with regard to participation in the different actions of EM has developed. Eurasia 1, the

predecessor of Eurasia 2, was coordinated by the Austrian partner institution. The partners are looking forward to the next call for proposals and planning to apply in all the three actions: the Swedish partner would coordinate an Action 1 joint degree programme, the Czech partner would continue coordinating an Action 2 project, and the French partner would coordinate an Action 3 project on the employability of Asian graduates and project impact.

The French partner also participates in the Agris Mundus project, which allowed some synergies (e.g. joint orientation for incoming students). The Austrian partner takes part in six EM Action 2 projects and three EMMCs. The French partner takes part in two EMMCs and one EMJD, the same institution participates in the Averroes project (case study 2.6). The Polish partner institution participates in three EM partnerships. The partner institution in Thailand, interviewed for this evaluation participates in another EM project. The Chinese partner institution participated in two FP5 and one FP6 projects, an EMMC and an Action 3 project.

### **Synergy with other EU programmes**

The European consortium partners are highly internationalised and participate in a number of European programmes. The Austrian partner has 150 Erasmus partners, several Tempus partnerships, coordinates one Alfa project, one EU-US cooperation project, and takes part in Leonardo da Vinci, Marie Curie and FP7. The French partner has an Edulink project with Haiti and an Asialink project with Thailand and Cambodia, whereas the Polish partner takes part in a Tempus project. The partner in Thailand has bilateral agreements with European universities. The Polish partners take part in Tempus with Central Asian countries. The representative of the institution remembers that the successful Tempus application was drafted during a Kyrgyz partner institution's staff visit under EM.

## **8. EFFECTIVENESS**

### **Impact Level**

#### **Impact of the Bologna Process**

The impact of the Bologna process on the European partner institutions cannot be clearly traced to participation in EM. As mentioned above, the universities have numerous Erasmus partnerships and have participated in other European programmes before. On the other hand, participation in EM II facilitates the development of credit transfer and mobility recognition between European and Asian partners. More experienced universities in Thailand suggest that they did not have any problems adjusting their credit transfer mechanisms to cooperation under EM.

#### **Building international cooperation among HEIs across the EU and with third countries**

As mentioned above, the project is embedded in the long-standing cooperation among the European and Asian partners. Eurasia 2 has allowed more face-to-face meetings and discussions, boosted credit and qualification recognition systems (such as ACTS), and laid the ground for research cooperation (see under Increase in capacities of partners in third countries). The partnership also develops on a bilateral basis, for example, the coordinating institution has a bilateral partnership with the Cambodian partner institution. Masters students can come for a research visit and benefit from joint supervision. Joint publications are developed during staff visits or PhD studies. A staff member from the Thai partner institution, CMU, said she had learned a new analysis method which she will apply in her research. For the Chinese partner, EM was the first scholarship for students at various levels to benefit from mobility.

#### **Convergence of European HE systems**

No direct contribution to the convergence of European HE systems can be traced from the institutions' participation in EM II. The partner institutions had developed internationalisation strategies and adopted credit recognition mechanisms before their participation in Eurasia 2.

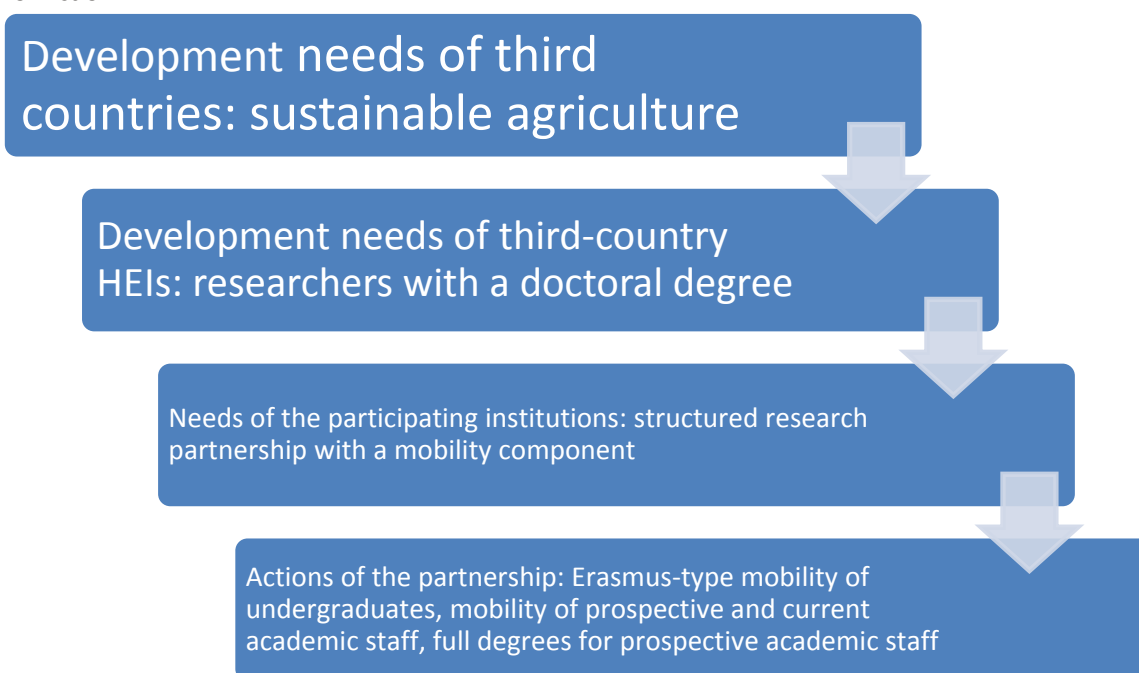
## Convergence between European and non-European HE systems

Recognition of degrees in Southeast Asian countries is much easier than recognition of subjects studied abroad, as the experience of the consortium shows. Mobility without a European degree is not perceived as very rewarding for some students, since, due to limited recognition systems, they often have to repeat the semester/year to fulfil their course requirements. Therefore a rather atypical decision was taken to have full-degree mobility under Action 2. In countries where non-degree mobility is recognised, like Thailand, “sandwich programmes” are possible and students get a local degree.

## Relationship between the General Aim of EM II and the achievement of the Specific Objectives of Action 2

The partnership, as mentioned above, is designed to align the general and specific objectives:

**Figure 4.7.1. Relationship between the General Aim of EM II and the achievement of the Specific Objectives of Action 2**



Source: Own complication.

The programme has a strong development component and is working to link mobility and capacity building (many students, particularly Target group 1, are either current or prospective staff of the Asian partners and are expected to join the faculties in their home countries on completion of their studies, be it in third countries or in one of the European partners in the case of full-degree mobility). The arrangement with the faculties, which face a shortage of scholars with a doctoral degree, also almost guarantees the employability of the participants in Southeast Asia. The arrangement is not the same in China, as it has a very different higher education system, offering competitive degrees. The Chinese undergraduate student interviewed is hoping to find employment at an NGO and would consider working in Europe.

The contacts with European partners are preserved through research activities – the partners have an active interest in the development of sustainable agriculture in East and Southeast Asia and mobilise various sources of funding in order to carry out directly applicable research in both regions. Partner institutions in Asia are also interested in attracting students to their thematic area – agriculture and sustainable development. In the consortium coordinator’s experience, most students prefer to study “softer” sciences, such as economics and management.

## Effectiveness of this partnership in achieving the Specific Objectives of Action 2

It is difficult to evaluate the results of the partnership in achieving the specific objectives, as the students have only started their mobility due to visa-related delays. Some results can be seen from Eurasia 1. As the rules

have changed and multiple intakes of mobility are possible, monitoring of the results achieved is easier for the participating institutions.

The consortium effectively promotes structured cooperation between institutions in Europe, East and Southeast Asia. In many cases the cooperation preceded participation in EM. In addition, the partnership is embedded in development aid of the participating countries (e.g. the coordinating institution receives a government grant to undertake research and exploit its results in Southeast Asia). The partnership prepared the ground for bilateral and regional agreements – this was one of the objectives of the project.

The quality of education is perceived as good by the individual beneficiaries interviewed.

### **Systems for monitoring progress towards project objectives**

The Steering Committee carries the overall responsibility for monitoring the progress of project implementation through regular telephone, web and video-conferences, as well as quality assessment through evaluation of interim reports and mobility questionnaires. The associated partners play an important role in monitoring project activities.

### **Effectiveness of innovative equal opportunity instruments adopted under Action 2**

The project expects one place for a Target group 3 MSc student. Two applications were received, and the place was given to a refugee from Myanmar. The partner institutions in Asia find it difficult to balance among the three target groups. A representative from the Chinese partner highlighted the disconnection between the eligibility rules of Target Group 3 and the financial situation of the applicants or their families. Financial situation is not a criterion for eligibility under Target Group 3, and applicants for Target Group 3 scholarships are not asked about their financial situation.

### **Results level**

#### **Value of the cross-European design of the programme**

Third-country students value the opportunity to choose from countries and universities with different areas of specialisation. They often review the opportunities available to them before applying and select by their research area rather than the country where the host institution is based.

According to a staff member of CMU in Thailand, students learn about the European standard of education beyond the most popular countries through the participation in EM. For example, students who benefited from mobility to Poland later reported that the standard was very good.

#### **Development of similar standards, values and practices**

According to a visiting professor from Mongolia, a comparative perspective is always useful in research and teaching: she could see which methods and approaches could be transferable while visiting the coordinating institution. A Thai academic reported learning new methods, whereas the Chinese partner even changed some textbooks used for teaching.

#### **Differences in the levels of diversity of national origin of students and linguistic diversity**

The consortium is large and, with a quota system per partner, ensures linguistic diversity as well. The table below summarises mobility flows.

**Table 4.7.1. Distribution of individual beneficiaries by host country, receiving country and academic level**

	CZ	SE	DE	PL	AT	FR	NL
<b>Cambodia</b>	1 PhD	-	-	-	-	2 MSc, 1 PhD	-
<b>China</b>	1 MSc, 1 scholar	1 BSc, 1 PhD, 1 scholar	2 MSc, 1 PhD, 2 scholars	1 BSc	1 MSc, 1 PhD	-	1 MSc, 1 PhD, 2 scholars
<b>Indonesia</b>	5 BSc	1 PhD	1 BSc, 1 PhD, 1 scholar	1 BSc, 4 MSc	-	1 MSc, 1 postdoc	2 scholars
<b>Laos</b>	-	-	1 PhD	1 BSc	1 PhD	2 MSc, 3 scholars	1 BSc
<b>Malaysia</b>	-	-	1 MSc, 2 PhD, 1 postdoc, 1 scholar	1 MSc, 1 PhD	1 BSc, 1 scholar	-	-
<b>Mongolia</b>	1 MSc, 1 scholar	-	-	3 BSc	1 scholar	-	2 PhD
<b>Thailand</b>	2 BSc	3 BSc, 1 scholar	2 BSc, 1 PhD	2 MSc, 3 scholars	1 MSc	2 MSc, 2 PhD, 2 postdoc	1 postdoc
<b>Vietnam</b>	3 MSc	4 BSc, 2 MSc, 2 scholars	1 MSc, 2 scholars	1 BSc, 1 MSc	1 BSc, 1 MSc, 2 PhD	-	2 PhD

Source: authors' calculations based on the data provided by the consortium coordinator.

A representative of the Chinese partner believes that, implicitly, there is a tendency for French institutions to expect more candidates from countries where French is commonly used. However, Thai students and scholars were the largest group by nationality at MSA.

### **The EM brand**

According to the local coordinator of a partner in Thailand, the EM brand is known to the target groups. EM has a reputation for providing big scholarships for third-country students, according to a partner institution in Austria. Employers are not yet aware of Action 2, unlike Action 1.

In China, the EM brand is more known after it was promoted during the Shanghai Exposition. Representatives from international offices and the local chapter of the EMA took part.

The representative of the Czech National Agency believes that it is not surprising that the EM brand is less well known in Europe than in the third countries. EM is the main programme that promotes European education abroad, whereas, until recently, European students could not benefit from full-degree scholarships.

### **Contribution of EM to an increased emphasis on international cooperation within the university and changes in curriculum and pedagogy**

International cooperation was very high on the institutions' agenda before participation in EM, but it was mainly focused on research. When individual mobility of students was introduced, they became more motivated to study English and develop the skills needed for participating in mobility programmes.

For the European partners, international cooperation motivates them to introduce more courses in English. But the partners already had such courses, aimed at international students, before Eurasia 2.

For the participating institutions in Southeast and East Asia, Eurasia 2 helped develop research methodologies, which can later be used in teaching. For example, the Mongolian visiting scholar interviewed is planning to introduce more comparative perspective in her work after she observed the work of her colleagues in the Czech Republic. Partner institutions which took part in Eurasia 1 remember that it was very beneficial when longer staff visits allowed teaching a course, and when European scholars could visit them and teach. Regrettably, in their view, the mobility of European scholars is currently not financed under EM.



## ***Labour market outcomes***

### **Contribution to the careers of students**

It is too early to draw conclusions about the career of current (Eurasia 2) students, as some of them had only recently arrived at the time of the fieldwork due to visa delays. However, the career development and reflections of Eurasia 1 students, who are continuing education in the European partner institutions, offer valuable contributions to filling this information gap.

According to a PhD candidate from Indonesia, who studies in the Czech Republic in the framework of Eurasia 1, the participating European universities offer good infrastructure, access to printed and online journals, and good opportunities for learning.

For Eurasia 1 students the period of 34 months to finish their PhD research and thesis appears too short, taking into account that, as PhD candidates, they have to take part in conferences and prepare publications. The students value the opportunity to learn new methods and test them on new materials (e.g. a PhD candidate from Laos reports finding similar bacteria in different conditions, which are interesting to compare). For some, international experience gives new ideas for their career. For example, one Eurasia 1 student, who is going back to her home university to do research and lecture after her studies in the Czech Republic, would like to work with international cooperation projects in the future.

Access to conferences in Europe is also very important for the future career. For one Eurasia 1 PhD candidate, new exposure to academic publications, conferences and scholars in the Czech Republic showed him that his chosen topic is quite widely researched and he must look for a niche in his subject area. Finding a research niche is likely to contribute to the internationalisation of his future career if he expects to continue publishing internationally. This PhD candidate is a government employee and expects to apply policy evaluation skills upon return.

What is already seen among the students of Eurasia 2 is that they are expected to find employment in their home universities, particularly in Southeast Asian countries (this trend does not appear to be quite the same in China). According to a representative of a partner in Thailand, Eurasia 2 graduates will get teaching jobs. One student went to specifically study plant production technique, which is needed in local communities. Sending staff for post-doctoral studies is also a very attractive option for the university. This helps Thai academic staff to get a better picture of European higher education in general and research undertaken in, according to her, leading institutions in the field, which is useful in their career.

### **Contribution to the careers of academic staff**

The consortium coordinator informed that it was a difficult decision to balance the numbers of students and staff (many students are in fact current or prospective academic staff at the partner universities). Staff mobility is much more expensive, therefore the decision was made to focus on student mobility and allow only short (one month) staff visits. Visiting scholars appreciate this opportunity, but complain that the visit is too short and stressful. It takes some time to get used to the new place and establish contacts, as well as to prepare reports or publications. Therefore, of one month, only a couple of weeks remain for actual research and meetings.

According to the visiting lecturer from Mongolia interviewed for this case study, it is not difficult for a lecturer with good English skills and motivation to be selected. She already had international experience – she obtained her PhD degree in South Korea. Multi-region comparative perspective is useful in her work. Experience in the Czech Republic will help her to identify what methods and practices can be transferred.

### **Increase in capacities of partners in third countries**

According to a representative of the French partner institution, strengthening the partners in Asia is the main objective of the project. Two Thai universities have already developed a cooperation initiative in rubber transformation. With more trained and networked students, cooperation can become more sustainable in the future.

The most important contribution of Eurasia 2 to capacity building in the Asian partner institutions is staff training. Most students, particularly those obtaining a full PhD degree, are expected to return to their home countries as researchers and/or lecturers.

### **Issues relating to brain drain from third countries**

The partners are explicitly required in the Memorandum of Understanding to refrain from any action that could contribute to favouring brain drain from the third countries participating in the scheme. Brain drain is not an issue in the Eurasia 2 consortium: most mobile students already have an offer in their home institutions and are aware that the academic labour market in Europe is much more competitive. There is a shortage of PhD graduates in Southeast Asia, and this shortage is met by offering full-degree studies in the European partners. Most of these PhD candidates are either or, will be employed by the Asian partners. Many students are academic staff sent for training. They often have families in their home countries. To the best knowledge of the coordinators, graduates not affiliated to any academic institution in Asia also returned, e.g. one works in a bank in Mongolia and most others choose academic careers. According to the coordinator in Thailand, those who stay abroad are mostly people employed in Thai companies. The success of returning graduates encouraged the consortium to develop an Action 3 project proposal on the employability of Asian students.

### **Sharing the results of participation in the EM programme**

The consortium coordinator made a presentation about Eurasia 2 at a conference on EM regional cluster in Asia, because Eurasia 2 was selected as an example of good practice among Action 2 projects. As mentioned earlier, EM was presented at the Shanghai Exposition. The event included presentations by EU institutions and participating Chinese universities.

### **Output Level**

#### **Instruments to ensure gender balance**

The consortium did not make any explicit attempts to balance the student population by gender, since the applicant pool is rather balanced. There is no gender bias or segregation in food, agricultural or sustainability sciences in the regions covered by the project. Of 265 applicants, 144 were women and 121 men. Of the 110 selected beneficiaries, 56 were women and 54 were men. Of 24 scholar mobilities, 10 were awarded to women and 14 to men. All Chinese and Malaysian mobile scholars were male, and all Laotian and Mongolian mobile scholars were female.

#### **Academic excellence of partner institutions, in relation to their participation in the EM project**

The consortium coordinator informed that the choice of partner institutions was based on subject areas (agriculture and sustainable development). Not only academic excellence, but also needs were taken into account when preparing the application. Many institutions in Southeast Asia underline the importance of staff training.

The students who participated in the focus groups evaluate the quality of teaching and facilities positively. They stress that their primary motivation was the relevance of the faculty's focus on their subject area of interest.

#### **Application procedure for HEIs**

The consortium coordinator finds the application rules clear and transparent, and the EACEA very helpful. However, reapplying each year, with no certainty about the sustainability of the project, is burdening for HEIs and confusing for applicants. The Eurasia project had a one-year gap before it was approved again. During that time, some students were inquiring about mobility opportunities and one student even sent a full application, since they did not know the project was not renewed. The consortium hopes that if they are successful in their application for Action 1 funding, their activities will gain more sustainability and hence more visibility.

## **Application procedure for students**

Students usually find out about the opportunity to participate in Eurasia 2 from their professors and supervisors. They apply online, but paper versions are also accepted from areas where necessary facilities are unavailable or unreliable. It is important to note that in addition to other European qualification recognition mechanisms, the consortium promotes the use of Europass CVs in the application. Academic staff at the Asian partner institutions carries out the pre-selection. Pre-selected applicants are then interviewed by academic staff of the project, including CIRAD employees in the participating countries.

The students found the rules fairly clear, as they were instructed by professors and got information from receiving universities. One student said she did not understand what criteria are the most important in the selection process, but students believed motivation and proficiency in English were the most important criteria.

Most students had already taken international English-language tests before they applied. Some took such tests specifically for the purpose of applying for EM II scholarships. According to the consortium coordinator and administrator, Eurasia 2 is an incentive for students to study English. However, in some regions (e.g. Sulawesi in Indonesia, Laos) it is very difficult to take a test. Standard English tests are either not organised or take place only twice a year, which means that students must travel to another island/ country to take the test.

One of the main obstacles identified by students was that it takes a long time before the selection results are announced. According to the consortium coordinator, different deadlines in the participating countries are a result of the need to align interviewing with research and other business trips of the academic staff to the region. These trips are not paid from the EM grant, but are indispensable for the selection process. According to the coordinator, the interviewers enable the selection of the best students by multiple criteria. They are experienced in identifying the motivation and capacities of the applicants even if, due to personal traits or cultural differences, they are not very eloquent or are shy to present themselves. Therefore the consortium would like to preserve the role of interviewers. On the other hand, this means multiple deadlines and delays of the announcement of the selection results for some.

According to the students, the time between the announcement of the selection results and the beginning of the studies is too short, given the fact that the visa procedure, particularly for the Czech Republic, is extremely burdensome and long. Documents have to be translated into national languages, and it is difficult to arrange these translations in the region.

The consortium coordinator remembers some Eurasia 1 students being traumatised by having to wait in a queue at the embassy from 3 am together with irregular migrants from their countries when applying for a visa extension. Having liaised with the embassies and relevant authorities, the consortium is now glad to see an improvement: it is now possible to reserve time slots for foreign students as they apply.

## **Policies on attracting and maintaining the best students**

As described earlier, the selection procedure takes into account academic excellence, language skills, research proposal (if relevant), motivation and future plans. For all mobile individuals, Learning Agreements/ Research or Teaching Proposals are established. The Scholarship Acceptance Letter is signed in which the mobile person, among others, also agrees to meet the goals of these Learning Agreements/Research Proposals. The project management together with the academic advisor at each host university reviews the academic success, especially of the students enrolled in full-study programmes, at regular intervals. In case of insufficient academic performance, the sending and receiving institutions, together with the student, discuss possible solutions (adapting the curriculum or research activities to ensure completion). The partners continuously monitor the progress of the individual mobility within the quality assurance scheme at their institution.

According to the data provided by the consortium, there have been 12 cancellations from the main list and 3 from the reserve list. Seven students were added to the main list and one candidate was changed. Four students prolonged their mobility.

Partner universities in Southeast Asia typically send their staff for training. It is planned to reserve 20-30% student mobility for staff training. According to the consortium coordinator in the Czech Republic, it is typical in that region that only rectors have PhD degrees. It is difficult to find PhD students for non-degree mobility in some localities, such as Sulawesi in Indonesia, and there is a demand for full-degree mobility. Finding post-doctoral candidates is also a challenge, given the shortage of PhDs.

A representative of a partner institution in Thailand suggests that the EM scholarship gives Southeast Asian students an opportunity to study in the EU, where tuition and living expenses are very high, allowing better access to poorer students. The Thai government is currently developing a scholarship scheme allowing students to borrow the extra money needed.

On the other hand, the Chinese partner raises the concern that the best students are not always selected. Subject area relevance is often more important in the selection than excellence – when good students cannot find a matching subject area at the European partner institutions, they are excluded from mobility.

## 9. SUSTAINABILITY

### Expected sustainability of developments after project implementation

The project is a continuation of Eurasia 1, which was not extended after the first phase ended, thus creating a one-year gap. Although confusing for potential applicants, the gap encouraged the participating institutions to improve the application and re-launch the project the next year. Asked about the sustainability of the project after EM funding finishes, a representative of the French partner institution said that he hopes that EU funding, in some form, will never finish. Many institutions take part in other partnerships and are considering applying for EMMC funding in the future.

According to the consortium coordinator, including all relevant activities would triple the project budget. Therefore the partners are already accustomed to contributing own resources. While research cooperation, staff visits and research mobility (e.g. for PhD student fieldwork) has taken place before Eurasia 2 and is likely to continue, Eurasia 2 introduced mobility at all academic levels, which is likely to be more difficult to sustain. Bilateral partnerships and other forms of cooperation (e.g. EMMC) may offer the expected sustainability. Cooperation will be strengthened by increased staff capacity and internationalisation, but the EACEA evaluation found that multiplier effects were not tackled quantitatively and practically.

### Financial diversification

The consortium uses other sources of funding to finance activities not covered by the EM grant. CIRAD network members interview candidates in Southeast Asia, and development agencies are approached for grants. For example, the Czech Development Agency provides grants for European students to benefit from mobility to the Asian partners, which used to be possible under Eurasia 1, but not Eurasia 2. The government of Indonesia asked the French consortium partner to host students with national resources in the same programme. Agrinatura sponsored orientation for students, whereas the German partners organise the Tropentag event, which is used for workshops. Associated partners pay the participation costs themselves. According to a representative of the Chinese partner institution, bilateral cooperation strengthens the EM partnership. She benefited from mobility under Eurasia 1, which she used to develop a draft paper into an academic article, but she could not attribute the achievement solely to the Eurasia project.

The consortium is already experienced in using various sources of funding. Most of the European partners participate in more than one EU-funded project and try to streamline resources. For example, there is a joint orientation week at Montpellier with Agris Mundus students.

In the coordinating institution, half of the students already come from foreign countries, and many of them are self-paying. Full-degree Eurasia 2 masters students only receive scholarships for the first year. When the visibility of the programme increases, more students are willing to pay for their education. The French partner's international office maps funding sources for international students and disseminates such information. Some Eurasia 2 students are partly fee-paying. According to the financial implementation rules, the consortium members can charge tuition fees only where the student concerned stays 10, 20 or 30 months.

### **Human resources dedicated to EM Joint Programmes**

Two staff members at the coordinating institution deal with EM. The partner institution in Austria participates in many EM projects, but regular administrative staff has to deal with them. One staff member is paid from the EM budget, but there have been no staff increases specifically for Action 2 projects. The Polish partner institution employs three persons to work with EM, including a project assistant, who deals directly with students. There is a special division of the university, the European Project Centre, which deals with LLP, and a separate unit for cooperation beyond the EU. The partner institution in China has academic staff working with the project. The partner in Thailand, interviewed for this study, reports appointing two staff members to deal with Eurasia 2.

### **Numbers of European students and factors influencing the participation of European students in the programme**

Under the new requirements for the specific cohort under which Eurasia 2 cooperates, mobility of European students and scholars cannot be financed anymore. The consortium regrets losing this opportunity, but tries to mobilise other sources of funding to achieve more balanced mobility. A former Eurasia 1 exchange student is now employed in the administration of Eurasia 2.

### **Scholarship schemes in third countries and project promotion**

No systematic scholarship schemes are envisaged as a spin-off from Eurasia 2, but there are some important developments. Bilateral cooperation agreements, project applications and scholarship schemes have been developed as a result of this cooperation. Some bilateral cooperation agreements preceded the participation in Eurasia 2: e.g. the partner institution in China received funding from a national agency.

### **Cooperation instruments**

The cooperation with the partner institutions takes the form of funded visits by students at all levels and staff. The staff of partner institutions receives travel grants to participate in meetings, and they can spend the allocated grant for promotion and assistance for mobile students and staff. Most staff use the visit to discuss project proposals or bring a draft article to develop into a full paper.

### **Involvement of non-educational institutions**

Agrinatura and CIRAD networks participate in the project implementation. For example, CIRAD members in Southeast Asian countries interview pre-selected candidates. The associated partners also contribute to the monitoring of project implementation.

<b>10. EFFICIENCY</b>
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### **Are the rules and procedures of project monitoring clear and sufficient guidance is provided concerning their application?**

According to the consortium coordinator, the rules are clear and EACEA is very helpful.

### **Project management by institutional beneficiaries**

Project management is undertaken by the coordinating institution. It is responsible for liaising with the Executive Agency, providing information to participating institutions, handling payments, submitting annual reapplications, preparing and organising joint activity.

As described in the Activity report, the partnership established a Steering Committee (SC), consisting of one representative (contact person) from each partner institution and chaired by the project coordinator (Czech University of Life Sciences Prague, CULS). The SC is responsible for the general management of the project and decides on strategic and general issues of the partnership. In particular the SC is responsible for: monitoring of the progress of project implementation through regular telephone, web and video-conferences; agreeing on the selection procedures applied; the final decision on selected candidates for mobility flows; and quality evaluation through evaluation of interim-reports and mobility questionnaires.

The day-to-day management of the project is performed by the project office at CULS, headed by the project coordinator, who is responsible for the operational project decisions in close cooperation with the contact persons at the partner institutions. In particular the project office ensures:

- preparation of the information campaign (mailings, articles etc.) to reach a wide audience;
- setup and maintaining the Webpage of the project;
- preparation of the Application Form and an evaluation grid for the objective selection of candidates;
- matching of applications with the mobility expectations of the consortium;
- constructing the evaluation questionnaires for the ex-post evaluation of mobility flows;
- permanent internal communication and information exchange between the partnership members and organises a helpdesk for the project partners and grant holders;
- performance of the financial management of the project budget (allocation of funds to the partnership members, financial documentation and reporting), in collaboration with CULS Central Financial Administration Office, its director and auditor;
- preparation of the progress and final reports.

The contact persons at each partner university are responsible for the local announcement of the project activities, promotion of the scholarship opportunities and coordination of the application procedure at their institution and the local screening of the applications. The contact persons at each partner institution were responsible for uploading all candidate applications to the internal database available online through project websites ([www.eurasia2.cz](http://www.eurasia2.cz)) and were involved in the final selection of the candidates. In the case of incoming mobility the contact person is in charge of matching the requests of incoming students and staff with hosting units (department, faculty, research group etc.) within their university. In addition they are responsible for the administration and documentation of their share of the project budget allocated to the partner. The local contact persons are in permanent contact with the project office and each other to ensure the implementation of the project according to the activity plan and to take corrective measures if necessary.

### **Innovations within the programme - management at the project level**

The consortium appreciates the new possibility (compared with Eurasia 2) to have several intakes of mobile staff and not to be obliged to host them all at the same time. This way lessons learned with the first intakes can be used to improve the management of the stay for other cohorts, and administrative pressures are lower.

It is now possible to continue paying scholarships while students are collecting data in other countries than the host country of their mobility. However, it is still not entirely clear whether scholarships should be paid during the time when accepted students are still in their country and waiting for their visas (which may take two months and delay their studies).

The partner institution representatives in Austria suggest that in the future curriculum development and mobility under Action 2 should be kept separate and all cohorts should have balanced mobility (i.e. also for European students and scholars).

### **Support and services provided by the National Bodies and other institutional structures**

According to the consortium coordinator, the Czech Ministry of Education and the National Structure are very supportive, particularly when visa issues arise. Yet Action 2 remains beyond most promotional activities (e.g. there are no references to it in information materials, leaflets and the website of the 'Study in Czech Republic' initiative, which, however, includes EMMCs and EMJDs by Czech institutions). Since the National Structure does not receive information about individual application assessments for Action 2, it cannot advise applicants.

## **11. CONCLUSIONS AND LESSONS LEARNED**

### **RELEVANCE**

The Eurasia 2 project is firmly embedded in national policies (development aid, internationalisation strategies), and the objectives of EM II are relevant both at the project level and nationally. Eurasia 2 explicitly

refers to the promotion of European education and qualification and credit recognition mechanisms. Capacity building in partner institutions is at the core of the partnership – even student mobility is extensively used for this purpose.

Several lessons can be learned from Eurasia 2:

- The project's focus results from, rather than is adapted to, development aid policies and development needs of third countries. This way alignment of objectives, activities and resources is smoother and more sustainability can be expected.
- The projects subject area is by definition very relevant to development needs (e.g. students carry out research on how to improve the livelihood of rural communities). This shows that academic programmes with a development focus can easier align their objectives to development needs and objectives of EM II.
- Based on the long-standing partnership with Southeast Asian universities and knowing the shortage of academic staff with PhD degrees, the project extensively focuses on human resources development and staff training. With this orientation, the project avoids brain drain. Many graduates are offered academic positions upon return.
- The partnership is coordinated by an institution in Czech Republic and involves a partner institution in Poland. By active involvement of EU12 institutions, third-country students can get a better perspective of European education beyond individual country reputation.

#### **COMPLEMENTARITY**

Participation in EM II requires strong institutional capacities, thus, it is not surprising that the participating institutions are already highly internationalised. It is standard practice for European institutions to participate in LLP, FP and Tempus/Edulink. In addition, it is usual to participate in more than one EM project, including Action 1 joint courses. In many cases the management of EM partnerships is centralised and synergies between different EM projects are sought. Research visits and partnership with the CIRAD network saves the costs of such activities as interviewing pre-selected candidates. Own resources are mobilised to compensate for the loss of the European mobility component, present in Eurasia 1. As one former beneficiary recounts, sometimes distinguishing between EM and bilateral activities and resources is difficult even at the individual level.

What is different and innovative about Eurasia 2 is the planned diversification of coordination of different EM actions in the future (in case of success). The Swedish partners would coordinate an EMMC, the Czech partners would continue with an Action 2 partnership, and the French partner would coordinate an Action 3 project on the employability of Asian beneficiaries. In this way resources could be streamlined and the consortium would not suffer from fluctuations in resources and visibility, resulting from annual reapplication, which was not successful for one year.

#### **EFFECTIVENESS**

The strongest aspects of the effectiveness of this partnership are its strong contribution to capacity building in third countries, contribution to the beneficiaries' careers and brain drain mitigation. In addition, the project contributes to the convergence between European and non-European HE systems and is strongly committed to the implementation and promotion of Bologna instruments. On the other hand, as in many partnerships, participation in EM is enhancing rather than building international cooperation among institutions, and it does not have a direct influence in the convergence of European higher education systems.

The consortium has a strong focus on capacity building and inter-institutional cooperation. While academic staff visits are limited in number and duration, current and prospective academics take the opportunity to obtain a PhD or post-doctoral degree in Europe and return to their countries to teach and research. Students beyond this scheme (e.g. target group 2) are also likely to get good offers on return, as the experience of Eurasia 1 suggests. Labour markets in the target regions are ready to absorb the former beneficiaries of the project. In this way mobility and capacity building are strongly aligned.

Although there is a strong focus on credit transfer in the project, and development of credit recognition is discussed in partners' meetings, degree mobility is still the preferred option. While this is important for capacity building, this practice dilutes the difference between Action 1 and Action 2 and to some extent postpones the solution to credit recognition issues (although it must be acknowledged that system-level



changes cannot be implemented within several years). Therefore the planned application for Action 1 funding is a logical continuation of this partnership.

The cohort of the participants is very balanced: there is mobility at all academic levels from all the participating countries, and gender balance is effortlessly achieved. The students study in diverse groups and develop their intercultural skills. Most students are satisfied with their participation in the programme, yet they point at several issues: the Czech visa process is very long and burdensome, and visits are too short to achieve the objectives of the mobility. This is even more applicable to staff, whose mobility only lasts a month. The consortium's strong focus on mass, Erasmus-type mobility is both an opportunity and a trap. On the one hand, even limited exposure to international education is a catalyst for more cooperation and more interest in mobility (students are motivated to study English and consider international degrees or cooperation with their host institutions). It is in line with the Commission's goal to make mobility available to the largest possible number of people. On the other hand, short and intensive stays create fatigue and do not allow achieving more ambitious results.

The loss of the European mobility component is regarded very negatively by the participating institutions. However, they mobilise other resources to compensate for it. Overall, Eurasia 2 complements the already extensive research partnership by adding an individual mobility component. This mobility is very strongly aligned with human resources needs of the participating universities in Asia. This model could not be replicated in other regions/academic traditions, where labour markets are not able to absorb the skills of mobile students/ researchers.

#### SUSTAINABILITY

The sustainability of Action 2 projects is limited by their short duration. For example, there was a gap of one year between Eurasia 1 and Eurasia 2. Yet the consortium is investing all efforts to develop a sustainable partnership not only between Europe and East/Southeast Asia, but also within the regions. The consortium is expecting to upgrade its mobility scheme into a joint degree, and most of the cooperation activities would continue, on a smaller scale, in the form of bilateral and research partnerships.

The consortium already contributes its own resources and searches for synergies (e.g. joint welcome days for international students) with other projects. The partners expect that there will be more joint activities which use different sources of funding after the individual beneficiaries become academics in their home universities (even Eurasia 1 full-degree students are still studying). The main lesson learned is that the sustainability of Eurasia 2 rests on the long tradition of cooperation and development aid to the target region, making it easier to streamline resources.

#### EFFICIENCY

The management of the project is fairly centralised. In many administrative matters, it depends on close contacts with various relevant authorities, especially since visa problems are the main obstacle for smooth implementation. The changes since EM I are both positive and negative: several intakes of mobile scholars are viewed very positively, but the loss of the European mobility component in the relevant cohort was a disadvantage. As in other cases, Action 2 remains relatively unknown to the National Structures and is not included in EM promotional activities.

## ANNEXES

**Table 4.7.2. List of interviewees**

No	Institution	Type	Name, surname and position of interviewee	Date and type of interview
1.	Czech University of Life Sciences Prague Institute of Tropics and Subtropics	Coordinating institution	Dr Petra CHALOUPKOVÁ, consortium coordinator Ms Ingrid MELNIKOVOVÁ, administrator	21-11-2011 Face-to-face
2.	Chiang Mai University  Bogor Agricultural University  Northwest A&F University	Exchange students	Ms Duangmanee PUAKPOL, Thailand, visiting undergraduate Ms Titis APDINI, Indonesia, visiting undergraduate Ms Chun'e ZHANG, China, visiting	21-11-2011 Face-to-face

No	Institution	Type	Name, surname and position of interviewee	Date and type of interview
	Bogor Agricultural University		undergraduate Ms Riahna KEMBAREN, Indonesia, visiting undergraduate	
3.	Bogor Agricultural University  Czech University of Life Sciences Prague (target group 2, sent by CTU) University of Economics Hochiminh City	Exchange and full-degree students	Mr Argya SYAMBARKAH, Indonesia, visiting undergraduate Mr Vu Lam HUYNH NGUYEN, Vietnam, masters-level full-degree student  Ms Quynh Huong LE NGUYEN, Vietnam, visiting masters student	21-11-2011 Face-to-face
4.	Tadulako University  Mongolian State University of Agriculture Czech University of Life Sciences Prague (target group 2, sent by Research Institute for Aquaculture No. 1) Czech University of Life Sciences Prague (target group 2, sent by Research Institute for Aquaculture No. 1)	Exchange and full-degree students	Mr Maulana Mughitz NAJI, Indonesia, visiting undergraduate Mr Bayarmanlai GANBOLD, Mongolia, masters-level full-degree student Ms Anh Lan Thi NGUYEN, Vietnam, visiting masters student  Ms Nguyen Thi Hong VU, Vietnam, visiting masters student	21-11-2011 Face-to-face
5.	University of Natural Resources and Life Sciences	Partner institution	Ms Margarita CALDERON-PETERS (Eurasia 1 coordinator) Ms Judith MAIRHOFER, administrator	22-11-2011 Telephone
6.	Hanoi University of Science and Technology	Partner institution	Ms Ngo Chi TRUNG	22-11-2011 Telephone
7.	Chiang Mai University	Partner institution	Ms Pornsiri SUEBPONGSANG	22-11-2011 Telephone
8.	Warsaw University of Life Sciences	Partner institution	Ms Malgorzata SZCZESNA	22-11-2011 Telephone
9.	SupAgro Montpellier	Partner institution	Mr Jean Luc BOSIO	22-11-2011 Telephone
10.	Bogor Agricultural University  Chiang Mai University  Czech University of Life Sciences Prague (target group 2, sent by Royal University of Agriculture, full-degree)	Exchange and full-degree students	Mr Andreas ROMULO, Indonesia, visiting undergraduate Ms Kanokwan KHAMYOTCHAI, Thailand, visiting undergraduate Mr Samnang NGUON, Cambodia, visiting PhD candidate	22-11-2011 Face-to-face
11.	Mongolian State University of Agriculture	Professor	Ms Bayarmaa BOLD, Mongolia	22-11-2011 Face-to-face
12.	Czech University of Life Sciences Prague	Eurasia 1 students	Ms Teeka, Indonesia, PhD candidate Mr Yayan, Indonesia, PhD candidate Mr Vannaphone PUTTANA, Laos, PhD candidate	22-11-2011 Face-to-face
13.	National Agency for European Educational Programmes, Centre for International Services (Czech Republic)	National structure	Ms Tereza BABKOVÁ, responsible for Erasmus Mundus, Jean Monnet, Tempus	23-11-2011 Face-to-face

## 4.8 Action 3 case study: CODOC

### PRE-FILLED SECTION

Case study title	Partner institutions
Action 3 project CODOC – Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe	European University Association, Belgium (Coordinator) Centre for Development Research, University of Bonn, Germany Observatory on EU-Latin America Relations, Spain Karolinska Institutet, Sweden Inter American Organisation for Higher Education, Canada Southern African Regional Universities Association (SARUA), South Africa ASEAN University Network, Thailand

### Information sources

Main documents used (legal acts, national reports / implementation documents)	No. of interviews and a list of interviewed organisations*
Project description Mission report, 25/10/2010	Five interviews: <ul style="list-style-type: none"> <li>European University Association, Belgium</li> <li>SARUA</li> <li>European Union Delegation to the Republic of South Africa, Pretoria</li> <li>EU-South Africa Strategic Partnership Dialogue Facility PMU, Education and Training</li> <li>Delegation of the European Union to Thailand</li> </ul>

\*The full list of interviews (date, name of interviewee) is presented in the case study annex.

Time period when case study was prepared (year and months): September/October 2011

## 1. INTRODUCTION

### Case study objectives and approach

The case study aims at an in-depth analysis of the experience of the participating institutions in implementing an Erasmus Mundus Action 3 project. Only one Action 3 case study is envisaged in this evaluation, therefore the case to be studied covers a very broad geographical area and includes two types of participating institutions: university networks and individual universities. The case study looks into the methods for managing an inter-regional partnership, ensuring complementarity with similar initiatives, planning project continuation and sustainability, and achieving a system impact.

### Summary of the main findings

The case study identified the place of Codoc in promoting European higher education. It is emphasised that other regions closely follow internationalisation trends in Europe, reflect upon and adapt European mechanisms to promote regional integration in higher education. The Codoc project draws attention to doctoral education, which is essential in enhancing third countries' research capacity, but the results of the project go beyond that. Its main achievements, according to the partners, are a comparative perspective of trends in doctoral education, as well as networking and sustainable partnerships. According to the coordinating institution, a large part of project funding was invested in face-to-face meetings, which considerably contributed to sustainable relations among the partners and were very helpful in clarifying any implementation issues.

## 2. CONSORTIUM INFORMATION

The **objectives** of the project are the following:

- To enhance collaborative doctoral education between European universities and their partners in Southern Africa, Asia and Latin America;
- To promote the Erasmus Mundus programme and other EC programmes as vehicles to develop doctoral education collaboration and explore specifically the role of joint degrees;

- To strengthen the North-South-South partnership dimension in university collaboration in order to enhance capacity building in doctoral education to promote European doctoral education, by enhancing its international visibility and sharing recent developments under the Bologna Process to international partners;
- To enhance the participation of universities and university organisations from Africa, Asia and Latin America in international dialogue fora on doctoral education and to facilitate information exchange, best practice exchange and networking between higher education and research stakeholders from different regions.

The specific **outputs** will be the following:

- Survey that will map trends in doctoral education across the three target regions and compare with current trends in Europe;
- Publication providing a snapshot overview on the state of play in doctoral education in Southern Africa, Latin America, and Asia, and identifying major opportunities and challenges for enhanced cooperation with European partners;
- 3 dialogue workshops, one in each of the targeted partner regions for the exchange of good practice;
- Active participation of key project beneficiaries from Latin America, Africa and Asia to the first European led global forum for doctoral education leadership (EUA-Council for Doctoral Education, Spring 2011);
- Final policy/dissemination conference with recommendations for European collaborations with developing regions in doctoral education and implications for Erasmus Mundus.

The grant received amounts to EUR 299,899.

## Context

According to EUA representatives, the network, which represents all Bologna countries, increasingly focuses on doctoral education and participates in inter-regional dialogue with sister organisations. The Codoc project helped facilitate this partnership and particularly bring the “global South” into the spotlight. Southern countries are underrepresented in global discussions on doctoral education, according to the project managers.

Specifically in South Africa, where one of the partners is located, the EU is strongly involved in supporting primary and higher education, but nothing in between, according to the EU Delegation representative. A new formal agreement on policy dialogue with the EU is expected to be signed shortly. It is exclusively on higher education: quality management, accreditation and recognition of qualifications (particularly those of educators, enabling them to move around), also paving the way for more workshops and conferences for higher education institutions. According to the EU-South Africa Partnership Dialogue Facility representative, workshops and education fairs are organised to promote European higher education in Europe, including EM. National embassies are also actively engaged in promoting education opportunities, claiming that graduates can come back confidently and engage in academic career with their qualifications fully recognised. Links between European and South African research institutions in technological sciences are particularly strong, e.g. in space research.

As Thailand, where another partner is based, is becoming a wealthier society, internationalisation is gaining more visibility and political support. However, there is confusion due to differences in models of PhD studies: the so-called American model emphasises teaching and methodology, whereas the so-called European model focuses on individual research. Global mass education is inclined towards taught doctorates, therefore exposure of European higher education models, which, according to the representative of an EU Delegation to Thailand, are more related to innovation, is very important in order to promote the European model globally. Erasmus Mundus is considered as a tool to promote higher education of less known European countries, such as Poland, Hungary or the Czech Republic.

## Structure of the consortium

The consortium consists of regional university associations and two universities, which are members of EUA and highly experienced with recruitment of students from third countries (Africa). According to EUA, this was the first global project for both EUA and the partners. The partners signed a consortium agreement and a memorandum of understanding to detail their responsibilities. EUA was leading the project both in terms of

vision and financial support. The activity of other partners depended, according to EUA, on the extent to which the project matched their strategic goals. For example, SARUA was very active and interested in project results. According to a representative of SARUA, all activities and outputs were agreed upon collectively, without any top-down imposition from EUA.

### **Quality assurance**

The responsibilities were outlined in the agreement and a memorandum of understanding. Quality assurance is based on close contact with project partners.

### **Flow of resources**

According to the EACEA mission report, administrative matters were discussed during the launch meeting. Funding, financial management and reporting were covered. During project implementation, a large co-financing component was needed from the partners, particularly the coordinating institution, which voluntarily accepted the role of financial provider in case funds were lacking. According to EUA, there was an interest to make the best use of EM funding, which sometimes required changes in the schedule and a considerable financial contribution. Most of the EM funding was used for travel – there was an attempt to meet partners face-to-face as often as possible.

## **3. RELEVANCE**

### **Pertinence of general and specific objectives of EM II to national policies and the countries' development needs**

The project is clearly globally-oriented and does not specifically serve the national needs of the participating countries. The aim of the project is to search for inter-regional links in order to not only promote European higher education, but also to ensure that Europe is a leader in the internationalisation of higher education even when other regions are catching up (according to EUA interviewees, South-South academic cooperation is the future, which Codoc helps foresee). Codoc participants attended EUA's Global Doctoral Forum in April 2011 and discussed global trends in doctoral education during workshops. It was emphasised that trends in doctoral education have not been globally mapped.

According to EUA, a short-term perspective dominates in many African countries: it is considered more beneficial if graduates find good employment abroad and send remittances home. However, institutions and policy-makers increasingly recognise the importance of PhD education and its potential to increase the country's research capacities. SARUA suggests that statistics on education are lacking in the region, and data are uneven (e.g. more available on South Africa). The network is actively involved in collecting data on the region and will make the best use of the workshop planned in March in South Africa to discuss the trends with its members and come up with a new strategy for doctoral education, which is lacking in the region. In the past, the network got funding for specific studies and collection of statistical data. A major regional study was published in 2008.

EUA mentions the need for cross-regional cooperation based on needs: for example, Bhutan may prefer to cooperate with the Middle East rather than with Thailand, so they should not be lumped together only because they are both in Asia. In Thailand, higher education cooperation is very important in the country strategy paper and multi-annual indicative programmes. The World Bank has reclassified Thailand as a higher-medium income country, and therefore higher education, including doctoral, is gaining more visibility and support. Higher education is recognised as a gateway to uniting ASEAN countries, with Erasmus, Lisbon and Bologna processes as models. Thailand has even set up a scholarship scheme for students to go to European countries. The Codoc project therefore helps share Bologna experiences, which are closely observed by the national authorities. Bologna is not taken uncritically, it is constantly adapted to the national system, according to the EU Delegation in Thailand.

### **Coordination mechanisms in each country for coherent implementation of EM actions**

During the launch meeting in 2010, the coordinating institution presented its current activities relating to doctoral education, including its Council on Doctoral Education, which was established in 2008 to offer structured support to members for promoting cooperation and enhancing the quality of doctoral education in

Europe. Judging from the EACEA mission report and the interviews, the Codoc project is strongly embedded in EUA activities.

### **Synergies and duplications**

EUA participates in LLP and finds it more difficult than participation in EM. Regarding other Action 3 projects, EUA suggests that synergies and awareness of the results of other projects are possible only because there are few Action 3 projects. Later there will be a need for better coordination and information exchange mechanisms. Marie Curie was mentioned as a programme with similar objectives and more funding, but, according to EUA, EM is more visible. According to SARUA, there is contact with other regional partners who take part in EM.

### **New legislation linked with the results of the project**

According to the mission report, one of the challenges identified was that PhD studies were a matter of each individual higher education institution and no coherent framework was in place. EM creates pressure for joint degrees, yet legislation is not in place so far. According to SARUA, joint degrees do not get the same funding and recognition as national degrees, although the views on mobility among policy-makers and students are very positive.

### **Target groups**

The outputs are targeted at policy-makers, university administrations and networks.

## **4. EFFECTIVENESS**

### ***Academic excellence***

EUA suggests that the pan-European ambition offers higher added value to EM than focus on excellence. According to EUA, it was valuable to learn how universities in East Asia closely follow their academic rankings, as funding depends on them. In Europe, there is a strong focus on jobs and skills.

### ***Labour market outcomes***

According to EUA interviewees, Africa, for example, cannot afford to employ PhDs anywhere other than universities, as there is an unmet demand for PhDs in higher education. Meanwhile, Europe is overproducing PhDs.

### **Brain drain**

The issue of brain drain was discussed during the launch meeting, and all partners agreed that they hold responsibility for replacing brain drain with brain exchange. However, EUA believes that at the individual level, decisions are always based on opportunities available. Nobody consciously decides to contribute to brain drain. In some countries brain drain appeared not to be a problem. For example, Malaysian graduates have better opportunities at home than elsewhere.

According to SARUA, there is a certain tension between project objectives. SARUA is interested in promoting doctoral education in Africa. However, it recognises the opportunities European education provides for the region's graduates. According to a representative of the Dialogue Facility, education abroad provides more than a formal qualification. It also contributes to cultural awareness, and policy-makers recognise that contribution. It would benefit the participants if education exchange was more balanced, according to the representative of the EU Delegation in Thailand.

### ***Equality and diversity***

Accessibility and age-related issues were addressed in previous EUA projects, but it is not central in Codoc. In South Africa, accessibility is high on the national policy agenda, and EM's recruitment policies in general are consistent with national policies. Yet, according to the representative of the Dialogue Facility, society in South Africa is extremely unequal, and access to higher education is mostly available for the most privileged groups.

This is because the quality of obligatory education in poor rural areas does not allow achieving the standard needed to enter higher education. According to the EU Delegation representative, lower levels of education should be the EU's priority, since otherwise equal opportunities are difficult to achieve. However, there are national bursary schemes for underprivileged students. On the other hand, specific equal opportunity instruments are a requirement only in Action 2.

### ***System-level impact***

#### **Increased emphasis on international cooperation in partner institutions**

All the interviews pointed at the great learning potential across regions. According to interviewees at EUA, there is strong interest in learning from European practices in developing academic cooperation and recognition methods in East and South-East Asia. According to a partner institution in South Africa, participating in the project allows seeing the needs in the region and learning from other regions, not only Europe.

SARUA noted that South African universities tend to collaborate with institutions in the North rather than in the region. Two of the universities involved in the partnership have agreements with institutions in Africa (e.g. Karolinska Institutet with Uganda).

#### **Development of similar standards, values and practices**

According to EUA, European higher education systems are also not finished, and mutual learning is very important to further develop them.

#### **Distinctly European offer**

According to the coordinating institution, information about global trends helps Europe to remain the leader in higher education internationalisation, which is starting to connect other regions, e.g. Brazil and China.

In South Africa, there is an interest in European higher education – most students motivated to go abroad would rather choose Europe than the US, Japan or other countries. Yet the main perceived barrier for studying in Europe is language. Once students understand that they can study in English beyond the UK, they overcome the barrier, and therefore projects promoting doctoral education are essential in changing the students' attitudes. According to the representative of the EU Delegation in Thailand, there is an obvious value of promotional Action 3 projects: they increase the visibility of European higher education.

#### **Change in attitudes regarding international cooperation and mobility**

Partners outside Europe receive more visibility in their regions due to international cooperation. In South Africa, much of the population, until recently, had very limited access to higher education in general, let alone abroad. The government is now promoting the benefits of higher education, including doctoral, and investing in the quality of local education. However, internationalisation is not at the forefront of national policy. Institutions are the main drivers of internationalisation.

#### **Main obstacles**

The consortium says it did not face any major obstacles, as the coordinating institution was very well prepared both to face the differences and to contribute financially to project implementation. The only problems identified were occasional changes of rules and somewhat unclear requirements (more details required than in project application). SARUA mentions bureaucratic complications for students to participate in EM – the promotion of doctoral education is confronted with such issues. Universities perceive participation in EM as very burdensome.

#### **Erasmus Mundus brand**

According to EUA, confusion of brands is not a problem. However, it is unfortunate that the European Commission introduces and then cancels academic brands. This trend undermines ownership and loyalty.



## 5. SUSTAINABILITY

### Long-term cooperation

According to EUA, EM provided opportunities for partnership cultivation. Its study on Asia Link found that partnerships were sustainable even without funding, and relations between institutions were easily recreated when an opportunity arose.

### Exploitation by stakeholders

EUA regularly consults with EU-level policy-makers on the Bologna process. SARUA invites policy-makers to its workshops and cooperates with a regional cooperation networks. The EU Delegation in Thailand claims it is very active in promoting EM. The Alumni Association's Asian chapter is also very active not only in the capital city, but also in the peripheral regions.

## 6. EFFICIENCY

### Selection of partners

The partners were selected on the basis of similar activities and a regional vision.

### Management

The consortium agreement was drafted during the launch meeting. Partners were able to express their needs regarding management. During the launch meeting, the coordinator presented a plan of a project advisory board.

### Promotion

It was agreed that the project would be promoted using its website and brochures. SARUA is going to disseminate the results to its members, who will be invited to workshops. According to the representative of the Dialogue Facility, people who have participated in exchange are the best advocates for EM.

### Support to participants

EUA mentioned the financial responsibility it undertook for the overall running of the project. When one of the activities, a workshop in Thailand, appeared to be more expensive than expected, the coordinating institution was able to offer co-financing to partners. In addition, EUA claims it does "matchmaking" for other regional organisations.

### Support from institutions

According to EUA, the EACEA has been very responsive to their needs. Asked about support from the EU delegation, SARUA mentions not receiving any specific information or support – the EUA acted as the only connection to EU institutions.

### Programme novelties

EUA positively evaluates the programme novelties: scholarships for European students allowed more diversity in the programmes, whereas adding doctoral education was a logical step, which directly relates to the need for a project like Codoc. It is important, however, to respect the uniqueness of doctoral education and not to be too prescriptive in regulating doctoral programmes.

## CONCLUSIONS AND LESSONS LEARNED

The Codoc consortium has been formed on the basis of previous contacts and similar network profiles. The institutions used the opportunity to enhance their partnership with EM funding and collect data which will be useful in their work in the future. Namely, the aim of the consortium is to map and discuss the trends in

doctoral education in several regions: Europe, South-East Asia, Africa and Latin America. Therefore the project is highly embedded in the strategic objectives and activities of the participating institutions. This ensures its sustainability and provides a good infrastructural basis for project implementation.

Due to good preparation, previous communication and the leading role of the applicant (as well as its readiness to assume responsibility for extra costs), the project did not face any major implementation obstacles. A lot of project funding was invested in building connections and partnerships within the consortium and beyond. Contacts with policy-makers and exploitation are planned, but they are also a part of the networks' daily activity. Quality assurance depends on close contact among the partners and therefore can hardly be copied in other institutions without such a strong organisational basis and previous contacts.

This Action 3 project is an example of how sustainability can be built into the design of the project when it is creatively used to achieve the general objectives of the participating institutions. However, it is clear that, despite its global ambition, the project appears to be more of a "deepening" and "bonding" than "expanding" and "bridging" nature. Details have been given on how the data and discussions will benefit the members of the participating networks, yet no innovative dissemination solutions have been proposed (it is doubtful to what extent brochures and websites are the most effective communication channels due to the overflow of such information, faced by potential target groups). On the other hand, it is clear that the project results will be exploited by the members of the networks.

The results of the Codoc project will be very important not only to Action 3 beneficiaries, with whom the project coordinator reports sufficient communication, but also Action 1 and 2 consortia working with doctoral education. As the EMJD case study identified, there are several models for organising doctoral education and a great diversity of systems around the world, which may cause tensions and administrative issues. Having a systematic map of doctoral education in several regions would facilitate risk management in future applicants, therefore it is very important to involve various actors, including EU Delegations in third countries, to the dissemination and exploitation of project results.

## ANNEXES

**Table 4.8.1. List of interviewees**

No.	Institution	Type	Name, surname and position of interviewee	Date and type of interview
1.	European University Association	Coordinating institution	Michael Gaebel Senior Programme Manager Elisabeth Colucci, Programme Manager, Higher Education Policy Unit	10-10-2011, face-to-face
2.	Southern African Regional Universities Association, South Africa	Partner institution	Thandi Lewin Chief Operations Officer	27-09-2011, telephone
3.	European Union Delegation to the Republic of South Africa, Pretoria	EU representation in South Africa	Dr Berene Kramer Social Sectors Programme Officer	04-10-2010, telephone
4.	South Africa-EU Strategic Partnership, The Dialogue Facility	EU representation in South Africa	Gerry McDonald (responsible for dialogue area Education and Training)	28-09-2011, telephone
5.	Delegation of the European Union to Thailand	EU representation in Thailand	Mads Korn Attaché (Cooperation)	03-10-2001, telephone

## ANNEX 5. LIST OF INTERVIEWS

### 5.1. EU-level/international interviews

No.	Institution	Type	Name, surname and position of interviewee	Date and type
1.	DG EAC	EU institution	Mr Vito BORRELLI, Head of Sector – Erasmus Mundus International Cooperation and Programmes	12.10.2011 Face-to-face
2.	DG EAC	EU institution	Ms Julie FIONDA, Policy Officer – Higher Education – Modernisation of Higher Education	19.10.2011 Face-to-face
3.	EEAS	EU institution	Mr Daniel GUYADER, Head of division – Global Issues	11.10.2011 Face-to-face
4.	DG DEVCO	EU institution	Mr Jacques Marie MALPEL, Seconded National Expert – Education, Health, Research, Culture	11.10.2011 Face-to-face
5.	DG ENLARG	EU institution	Ms Agota KOVACS, Programme Manager – EU policies, Regional programmes	01.12.2011 Telephone
6.	EACEA	Implementing agency	Mr Jose GUTIERREZ, Deputy Head of Unit – Erasmus Mundus and External Cooperation Mr Martin FREWER, Programme Manager	12.10.2011 Face-to-face
7.	European University Association	Stakeholder and Action 3 project coordinator	Ms Elizabeth COLUCCI, Programme manager, Higher Education Policy Unit (oversees EUA's external relations with non-European countries) Mr Michael GAEBEL, Senior Programme Manager	10.10.2011 Face-to-face
8.	Erasmus Mundus Students and Alumni Association	Alumni representative	Ms Ekaterina ERSHOVA	28.09.2011 Telephone
9.	Bologna Follow-Up Group Secretariat	EU institution	Ms Ligia DECA	23.02.2012 Telephone

### 5.2. Beneficiary level interviews

No.	Institution	Type	Name, surname and position of interviewee	Date and type
<b>Action 1</b>				
10.	KTH Royal Institute of Technology	Coordinating institution	Ms Jeanette HELLGREN KOTALESKI, EMJD consortium coordinator	20.9.2011 Telephone
11.	KTH Royal Institute of Technology	Coordinating institution	Ms Karin KNUTSSON, Senior official for International affairs	26.9.2011 Telephone
12.	National Centre For Biological Sciences, TATA Institute of Fundamental Research	Partner institution (non-EU)	Dr Upinder BHALLA, researcher, partner university administration representative	26.09.2011 Telephone
13.	KTH-NCBS	Third-country student	Ms Ekaterina BROCKE, PhD candidate (Russia)	26.9.2011 Telephone
14.	NCBS-UoE	European student	Mr Oliver MUTHMANN, PhD candidate (Germany)	26.9.2011 Telephone
15.	Tempus Public Foundation	National Structure	Mr Gábor DOBOS, Programme Coordinator	04.10.2011 Telephone
16.	ELTE	Coordinating institution	Dr Gábor SONKOLY, Head of the Atelier	28.10.2011 Face-to-face
17.	French Institute in Budapest	Associated non-academic partner	Mr Francois LAQUIEZE, Director	27.10.2011 Face-to-face

18.	ELTE	Third-country and European students	Ms Klodjana MALUSHAJ (Albania) Mr Amir HAMZA (Pakistan) Ms Katia ALBERIO (Italy)	28.10.2011 Face-to-face
19.	Directorate General for University Policy, Ministry of Education (Spain)	National Structure	Ms Maria DEL MAR DUQUE, National Coordinator of the Erasmus Mundus programme	21.12.2011 Telephone
20.	University of Granada	Coordinating institution	Dr Adelina SÁNCHEZ, Consortium Coordinator, Professor	15.11.2011 Face-to-face
21.	Central European University	Partner institution (EU)	Dr Jasmina LUKIC, Associate Professor, Head of the Gender Studies Department, CEU Coordinator for Erasmus Mundus GEMMA Programme	27.10.2011 Face-to-face
22.	University of Granada	European and third-country students	Ms Monika GLOSOWITZ, Poland Ms Jillian RUBMAN, USA Ms Maria Antonia CALLÉN, Spain Ms Adrienne BEAUDRY, Italy	16.11.2011 Face-to-face
23.	Central European University	European and third-country students	Ms Laelia DARD-DASCOT, France Ms Whitney STARK, USA Ms Daniela Simona GAMONTE, Romania Ms Yi Xing HWA, Malaysia	31.10.2011 Face-to-face
24.	University of Granada	European scholar	Dr Soledad VIEITEZ CERDEÑO, professor	17.11.2011 Face-to-face
25.	Central European University	European scholar	Dr Andrea PETÓ, Associate Professor	28.10.2011 Face-to-face
26.	University of Granada	Graduates	Ms Carmen RUIZ REPULLO, independent consultant Ms Esmeralda DELGADO OCOÑ, independent consultant	17.11.2011 Face-to-face
27.	Central European University	Graduate	Ms Aleksandra SOJKA	27.10.2011 Face-to-face
<b>Action 2</b>				
28.	Agence Europe Education Formation France	National Structure	Ms Sandrine DICTEL	16.12.2011 Telephone
29.	National Tempus Office, Algeria	National Structure	Dr Baghdad BENSTAALI	11.1.2012 Telephone
30.	University of Montpellier 2	Coordinating institution	Dr Marguérite PÉZERIL, Partnership Coordinator Dr Julie VERLACQUE – Chef de Projet	29.9.11 Face-to-face
31.	University of Tlemcem	Third-country scholar	Prof. Mustapha DJAFOUR – professor, University of Tlemciem (Algeria)	17.11.2011 Telephone
32.	University of Montpellier 2	Third-country student	Dr Walid MEDHIOUB, postdoctoral candidate (Tunisia)	29.9.2011 Face-to-face
33.	University of Montpellier 2	Third-country student	Mr Walid BENGHABRIT, masters-level student (Algeria)	29.9.2011 Face-to-face
34.	Agency for Science and Higher Education (Croatia)	National Structure	Ms Durdica DRAGOJEVIĆ	12.10.2011 Face-to-face
35.	City University, London	Coordinating institution	Mr Ivan HUTCHINS, Partnership Coordinator	27.9.2011 Face-to-face
36.	Warsaw University	Partner institution (EU)	Dr Anna SEDECKA, partner university representative	10.10.2011 Telephone
37.	University of Split	Partner institution (non-EU)	Dr Ana COSIC, partner university representative	12.10.2011 Telephone
38.	City University, London	Potential candidate country scholar	Prof. Cedimir STEFANOVIĆ, professor (Serbia)	10.11.2011 Telephone
39.	City University, London	Potential candidate country student	Mr Ivan STOJANOVIC, masters-level student (Serbia)	27.10.2011 Telephone
40.	City University, London	Potential candidate country student	Mr Arian AGANI, visiting undergraduate (Kosovo)	02.11.2011
41.	University of Split	European student	Mr Tomasz STEPIEN, PhD candidate (Poland)	24.11.2011 Telephone
42.	National Agency for European Educational Programmes, Centre for International Services (Czech Republic)	National Structure	Ms Tereza BABKOVÁ, responsible for Erasmus Mundus, Jean Monnet, Tempus	23.11.2011 Face-to-face

43.	Czech University of Life Sciences Prague Institute of Tropics and Subtropics	Coordinating institution	Dr Petra CHALOUPOKOVÁ, consortium coordinator Ms Ingrid MELNIKOVOVÁ, administrator	21.11.2011 Face-to-face
44.	University of Natural Resources and Life Sciences	Partner institution (EU)	Dr Margarita CALDERON-PETERS (Eurasia 1 coordinator) Ms Judith MAIRHOFER, administrator	22.11.2011 Telephone
45.	Warsaw University of Life Sciences	Partner institution (EU)	Ms Malgorzata SZCZESNA	22.11.2011 Telephone
46.	SupAgro Montpellier	Partner institution (EU)	Mr Jean Luc BOSIO	22.11.2011 Telephone
47.	Hanoi University of Science and Technology	Partner institution (non-EU)	Dr NGO Chi Trung	22.11.2011 Telephone
48.	Chiang Mai University	Partner institution (non-EU)	Dr Pornsiri SUEBPONGSANG	22.11.2011 Telephone
49.	Mongolian State University of Agriculture	Third-country scholar	Dr Bayarmaa BOLD, Mongolia	22.11.2011 Face-to-face
50.	Chiang Mai University  Bogor Agricultural University  Northwest A&F University  Bogor Agricultural University	Third-country students	Ms Duangmanee PUAKPOL, Thailand, visiting undergraduate Ms Titis APDINI, Indonesia, visiting undergraduate Ms Chun'e ZHANG, China, visiting undergraduate Ms Riahna KEMBAREN, Indonesia, visiting undergraduate	21.11.2011 Face-to-face
51.	Bogor Agricultural University  Czech University of Life Sciences Prague (target group 2, sent by CTU) University of Economics Hochiminh City	Third-country students	Mr Argya SYAMBARKAH, Indonesia, visiting undergraduate Mr Vu Lam HUYNH NGUYEN, Vietnam, masters-level full-degree student  Ms Quynh Huong LE NGUYEN, Vietnam, visiting masters student	21.11.2011 Face-to-face
52.	Tadulako University  Mongolian State University of Agriculture Czech University of Life Sciences Prague (target group 2, sent by Research Institute for Aquaculture No. 1) Czech University of Life Sciences Prague (target group 2, sent by Research Institute for Aquaculture No. 1)	Third-country students	Mr Maulana Mughhitz NAJI, Indonesia, visiting undergraduate Mr Bayarmanlai GANBOLD, Mongolia, masters-level full-degree student Ms Anh Lan Thi NGUYEN, Vietnam, visiting masters student  Ms Nguyen Thi Hong VU, Vietnam, visiting masters student	21.11.2011 Face-to-face
53.	Bogor Agricultural University  Chiang Mai University  Czech University of Life Sciences Prague (target group 2, sent by Royal University of Agriculture, full-degree)	Third-country students	Mr Andreas ROMULO, Indonesia, visiting undergraduate Ms Kanokwan KHAMYOTCHAI, Thailand, visiting undergraduate Mr Samnang NGUON, Cambodia, visiting PhD candidate	22.11.2011 Face-to-face
54.	Czech University of Life Sciences Prague	Eurasia 1 third-country students	Ms Teeka, Indonesia, PhD candidate Mr Yayan, Indonesia, PhD candidate Mr Vannaphone PUTTANA, Laos, PhD candidate	22.11.2011 Face-to-face
55.	University of Cambridge	Partner institution (EU)	Ms Barbara STEVENS, Contact person for Erasmus Mundus Action Strand 2 Partnership TEE (Transatlantic Partnership for Excellence in Engineering)	18.1.2012 Telephone
56.	University of Limerick	Coordinating institution	Prof. Bernadette ANDREOSSO, Coordinator of Action 2 Strand 2 EUOSSIC Partnership	25.1.2012 Telephone

57.	Universitat Politècnica de València	Coordinating institution	Mr Carlos Jiménez, Coordinator of Action 2 Strand 2 TEE Partnership	26.1.2012 Telephone
<b>Action 3</b>				
58.	Southern African Regional Universities Association	Regional partner in Action 3 project	Ms Thandi LEWIN, Chief Operations Officer	27.9.2011 Telephone
59.	Delegation of the European Union to Thailand	EU Delegation	Mr Mads KORN, Attaché (Cooperation – higher education)	03.10.2011 Telephone
60.	European Union Delegation to the Republic of South Africa, Pretoria	EU Delegation	Dr Berene KRAMER, Social Sectors Programme Officer	04.10.2011 Telephone
61.	Dialogue Facility PMU, Education and Training	EU Strategic Partnership facility in a third country	Mr Gerry MCDONALD	28.9.2011 Telephone



## ANNEX 6. THE SURVEY QUESTIONNAIRES AND REPORTS

### 6.1 Questionnaire: institutional beneficiaries of the Erasmus Mundus II programme

#### Welcome text

**Dear Erasmus Mundus participant,**

We would be most grateful if you could take the time to complete this web survey, which is being conducted by the Public Policy and Management Institute (PPMI) on behalf of DG Education and Culture of the European Commission. This survey of institutional beneficiaries of the Erasmus Mundus II is a part of the interim evaluation of this programme and will help us gather information about your experience of participating in this programme in the period of 2009-2011. We are therefore asking you to answer this questionnaire bearing in mind your experience in the implementation of a specific project mentioned in the invitation email to this survey. Your opinions will be useful both for the evaluation of the current Programme and the development of the future Programme. Your participation in this survey is therefore very important. Completing the questionnaire should take no longer than 30 minutes. Our strict confidentiality provisions ensure that your answers will only be used in the aggregated form and your contact details will not be shared with anyone. If you have any questions about this survey please contact Mr Tadas Šarūnas at [tadas.sarunas@vpvi.lt](mailto:tadas.sarunas@vpvi.lt).

We kindly ask you to complete the questionnaire **by December 6th, 2011.**

Thank you in advance for your cooperation!  
**PPMI team**



## 1. Characteristics of participants

### 1. Your organisation is...

Higher education institution	
Public research centre (non-educational)	
Private research centre (non-educational)	
Other (Please specify)	

### 2. Was your Erasmus Mundus project new?

Yes, this project was a new project (started in 2009 or later)	
No, this project was a continuing project from EM I (2004-2008)	
Do not know/Cannot answer	

## 2. Relevance of the Programme

### 3. To what extent did the priorities of your Erasmus Mundus project match the priorities of your organisation?

Very strong match	
Somewhat matched	
The match was limited	
Did not match	
Do not know/cannot answer	

### 4. How important are the following issues to your organisation?

	Very important	Rather important	Rather unimportant	Not important	Do not know / cannot answer
Promoting excellence of European higher education					
Increasing the appeal and attractiveness of European higher education					
Promoting intercultural dialogue and understanding					
Contributing to sustainable development of third countries					
Enhancing career prospects of outstanding students					
Strengthening cooperation between European and non-European higher education institutions					
Promoting mobility of students and academics from and to third and European countries					
Developing capacities of higher education institutions in third countries					
Enhancing visibility of European higher education					

### 5. What was your main motivation for participating in Erasmus Mundus?

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### 3. Benefits of participation in the programme

6. How much has your participation in the Erasmus Mundus programme contributed to the following changes in your organisations:

	Strong influence	Some influence	No influence	Do not know / cannot answer / Not applicable
Improving international visibility of your organisation				
Stronger presence of international orientation in strategic plans and practices				
Exploitation of research results				
Changes in attitudes of academic staff and students regarding mobility and international cooperation				
Increased quality of governance of your organisation				
Adoption of transnational quality assurance mechanisms				
Increasing the scope and quality of support services for mobile students and academic staff				
Providing international programmes, joint, double or multiple degrees				
Changes in curricular structure and content, pedagogical approaches				
Increased linguistic diversity in teaching or research				
Recruiting internationally experienced teachers				
Promoting new and innovative forms of transnational cooperation with higher education institutions and social partners				
Promoting the social responsibility of your organisation (through improving equity in access to higher education and international mobility or returning knowledge to society)				
Producing new research outputs (methodologies, patents, publications, etc.)				
Sharing knowledge and building capacities				
Enhanced networking with partner institutions				
Bridging research, education and exploitation of their results				

7. What influence did your participation in the Erasmus Mundus programme have on staff and/or students in your organisation?

	Strong influence	Some influence	No influence	Do not know / cannot answer
Professional competences of staff of your organisation				
Professional competences of students of your organisation				
Awareness and understanding of other cultures among students and/or staff of your organisation				
Development of personal/social skills of students and/or staff of your organisation				
Improvement of language skills of students and/or staff of your organisation				
Positive attitude of students and/or staff of your organisation regarding international cooperation and mobility				
Career opportunities of students and/or staff of your organisation				

	Strong influence	Some influence	No influence	Do not know / cannot answer
Influence of studying in joint masters and doctoral programmes on employability of the graduates				
Influence of studying in more than one country on employability of the graduates				

**8.** Please comment on specific influences participation in the Erasmus Mundus programme had on your organisation, staff and students (e.g. any spill-overs from participation in EM (e.g. joint enterprises established by alumni, new networks, commercialisation of research results, new scholarship schemes and foundations etc.) and other influences):

Note for Action 2 Strand 2 projects: Please explain to what extent did your partnership lead to establishment of national or regional mobility actions or scholarship schemes. Please describe them.

**9.** Would your project/activities have taken place without funding from Erasmus Mundus?

Most likely not	
Most likely yes, with the help of other national/international schemes	
Most likely yes, with the help of other national/international schemes, but with a lower intensity	
Most likely yes, using own funds	
Most likely yes, using own funds, but with a lower intensity	
Other (please specify):	
Do not know/Cannot answer	

#### **4. Implementation of the project**

**10.** How would you assess your overall satisfaction with participation in the Erasmus Mundus programme?

Very satisfied	
Rather satisfied	
Rather unsatisfied	
Very unsatisfied	
Do not know cannot answer	

**11.** To what extent was the funding sufficient to cover the following expenses?

	Wholly sufficient	Somewhat sufficient	Not very sufficient	Not sufficient	Do not know/Cannot answer / not applicable
Running costs of consortium management					
Administrative expenses or internal management costs					
Direct expenses for participation					
Travel costs of consortium partners/staff					
Tuition fees					
Living expenses of mobile students / staff					

**12.** How would you evaluate the following aspects of the preparation and implementation of the project and programme structure?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer / not applicable
<b>Implementation of the project</b>					
The rules and criteria of application were clear and transparent					
Rules for participation of third-country partners were clear and consistent					
Information and guidance from the National Structures or the EU Delegations was helpful during application and initial stages of implementation					
Application timing is well coordinated with the relevant education processes (start dates of academic years, realistic time frames for employment of academic and non-academic staff, etc.)					
Award of funding for successful applications was timely					
Expenditure eligibility requirements were clear					
Procedures pertaining to financial management of the project (payment arrangements, requirements for accounting and justification of expenditure, etc.) were clear					
Procedures pertaining to project reports were clear					
Duration of the project and timing of reporting were well coordinated with the relevant education processes (e.g. duration and timing of study programmes)					
Implementation of Erasmus Mundus project has created extensive administrative load					
You are planning to re-apply for Erasmus Mundus funding when the current project finishes					
<b>Erasmus Mundus II structure</b>					
The structure of the Programme (division of all funded activities under three Actions) is transparent and facilitates the application process					
The three actions of the programme duplicate each other					
There are synergies between different actions of the programme					
The actions of the programme are very different in their excellence standards					
The programme's focus areas, education, career and development of third countries, are in line with each other					

**13.** How would you evaluate the following aspects of joint project governance?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer / not applicable
Under the EM project joint admission, selection, supervision, monitoring and					

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer / not applicable
assessment procedures are applied					
Your joint governance model is an innovation that could be promoted to other higher education institutions					
Your EM project involves joint governance arrangements (committees or boards) where all partners are represented					
Your project partners are outstanding in their academic field					
Associated partners representing enterprises/business are involved in your project implementation					
third-country partner institutions are equal partners in your project					
You are satisfied with the cooperation arrangements and the sharing of responsibilities with your consortium partners					

**14. How would you evaluate the following aspects of implementation of individual mobility?**

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer / not applicable
Regional quotas for the selection of students were a burden					
Similar criteria for the selection of students and scholars were applied by all the consortium partners					
Your institution was internationally recruiting before participation in Erasmus Mundus					
Different tuition fees across the consortium were a burden					
Scholarship disbursements were timely					
There was tension between academic excellence and regional/social/gender balance					
Guidance and support for third-country students (regarding visas and residence permits, etc.) was sufficient					
Joint masters and doctoral programmes have considerable value added in terms of the quality of the studies					

**15. Did you face the following obstacles while implementing your Erasmus Mundus project?**

	Yes	Yes, to some extent	No	Do not know / cannot answer / not applicable
Difficulties in attracting outstanding academic staff				
Difficulties in attracting outstanding students				
Difficulties in attracting European students				
Difficulties in attracting third-country students				
Difficulties in arranging visas and residence permits for mobile students				
Difficulties with issuing joint diplomas				
Difficulties in offering courses in different languages				
Unequal capacities of the partner institutions				
Lack of financial resources to manage the consortium				
Lack of human resources to manage the consortium				

**16.** Please comment on specific implementation problems and obstacles you faced while participating in Erasmus Mundus programme and ways your organisation was overcoming them:

--

**17.** Did your project have any influence on national legislation or regulations governing higher education in your country?

	Yes	Yes, to some extent	No	Do not know / cannot answer
National higher education systems and institutions became more exposed to global or European standards of excellence, teaching and research quality				
Development of national or regional mobility support schemes was started based on the model of European scholarship/fellowship schemes				
Joint recognition mechanisms through ECTS, joint degrees, joint diploma supplement were adopted				
Innovative approaches and instruments were disseminated to other higher education institutions in your country				
Innovative approaches and instruments were exploited by other higher education institutions in your country				

**18.** How would you assess the support and guidance you received from the Education, Audiovisual and Culture Executive Agency (EACEA) during the following phases of your participation in the Programme?

	Very positive	Rather positive	Rather negative	Very negative	Do not know / cannot answer / Not relevant
Information on funding opportunities					
Application requirements and procedures					
Financial and contractual management					
Project reporting and monitoring					
General advice and daily assistance during the project implementation					

## 5. Brand awareness, sustainability and selection of participants

**19.** Would you disagree or agree with the following statements about awareness and perception of Erasmus Mundus brand among general academic public (students, staff of universities, etc.)?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
Erasmus Mundus brand is known among staff of higher education institutions in your country					
Erasmus Mundus brand is known among students in your country					
In general students differentiate between Erasmus and Erasmus					

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
Mundus programmes					
In general academic staff differentiates between Erasmus and Erasmus Mundus programmes					
Erasmus Mundus brand is associated with high quality of Higher Education					
Erasmus Mundus brand fosters the involvement of potential beneficiaries in the programme					
Participating in Erasmus Mundus programme contributes to the visibility and prestige of your organisation					
You used (or intend to use in the future) the Erasmus Mundus brand after the termination of your project or "outside" of the project activities (e.g. in higher education fairs, contacting social partners etc.)					

**20.** What measures has your consortium taken to ensure the sustainability of your activities after EU funding finishes (multiple choices possible)?

Raising own funds	
Participating in other EU partnership or mobility instruments	
Applying for funding from national/regional schemes	
Turning to businesses for funding	
Sustaining the partnership from own funds, but with a lower intensity	
Sustaining a part of the partnership (bilateral, with only some of the partners)	
Other (please specify):	
Do not know/Cannot answer	

**21.** (Action 1 only) How have you responded to the reduction of scholarships, comparing to EM I?

Offered the same programme to a smaller number of students	
Raised funds from other sources to finance scholarships (please specify the source):	
Accepted more fee-paying students	
Offered EM courses to regular (non-EM students)	
Other (please specify):	
Do not know/Cannot answer / Not applicable	

**22.** To what extent do you agree with the following statements about cooperation between European and Third Countries?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
Promotion of excellence of European higher education involves attracting the brightest students/scholars from Third Countries, which undermines Third Countries developmental potential					
The EM II should ensure more balanced and reciprocal relationships between European and third country HE institutions					
Cooperation with European organisations helps third country organisations build their capacities					
EM partnerships promote European approaches and methods in higher education in Third Countries					
EM has helped to structure, enhance					



	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
and formalise research and mobility networks between European and third-country organisations that informally existed in the past					
Cooperation between European and third country organisations in our project will be sustainable					

**23.** Would you disagree or agree with following statements about participants of your project?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer / not applicable
You developed a multi-criteria selection procedure for the assessment of the potential students' academic excellence					
You developed a scoring system/ checklist for potential students' academic excellence					
You extensively used "subjective" measurements of academic excellence (motivation letters, references, statements of purpose, etc.) in the selection procedure					
While choosing participants (students and/or scholars) of your project you were using specific instruments to promote gender mainstreaming (e.g. policy statements, guidelines, checklists, disclaimers, consultation and partnership, etc.)					
Overall you are satisfied with the academic excellence of your students					
Your organisation was successful in reaching gender balance (around 40-60%) among participants (students and/or academic staff) of the project					
Your institution applied an equal opportunity policy before participation in Erasmus Mundus					
Consortium members implement measures to accommodate the needs of disabled students					
Your consortium has measures to prevent "brain drain" from Third Countries and encourage "brain circulation"					

**24.** (Action 2 only) What measures did you implement in order to ensure equal opportunities and access to vulnerable groups in your project?

## 6. Other characteristics of participants

**25a.** (Only for organisations from EU) Did your partnership include an organisation from a third country?

Yes	
No	
Do not know/Cannot answer	

**25b.** Did your partnership include a non-educational institution?

Yes	
No	
Do not know/Cannot answer	

**26c.** (Only higher education institutions) Does your organisation take part in other EU-funded instruments for academic mobility/partnerships apart from the EM project mentioned in the invitation email to this survey?

Yes, EM Action 1 master courses	
Yes, EM Action 1 joint doctorates	
Yes, EM Action 2 Strand 1	
Yes, EM Action 2 Strand 2	
Yes, EM Action 3	
Yes, Erasmus individual mobility	
Yes, Erasmus networks	
Yes, Marie Curie	
Yes, the Framework Programme	
Yes, other (please specify)	
No	
Do not know/Cannot answer	

**27a.** [Only if yes] Does your organisation's participation in any of the instruments mentioned above include any of the partners as in the EM project mentioned in the invitation email to this survey?

Yes	
No	
Do not know/Cannot answer	

**27b.** [Only if yes] Does your organisation coordinate the implementation of different EU funding instruments (e.g. setting up one international office to coordinate them)?

Yes	
No	
Do not know/Cannot answer	

**28.** What was the subject area focus of your partnership (multiple choices possible)?

Humanities/arts	
Social sciences – Law, Business and Economics	
Social sciences – other (Sociology, Political Science, Gender Studies, etc.)	
Natural sciences	
Mathematics/informatics	
Engineering/technology	
Health sciences	
Environmental sciences	
Other (please specify)	
No subject area focus	
Do not know/Cannot answer	

**29.** (Only Actions 2 and 3, multiple choices possible) What was your partnership's regional focus?

Candidate and potential candidate countries	
European Neighbourhood and Partnership Instrument (ENPI) countries: Mediterranean and Caucasus countries, Moldova, Russia and Ukraine	
European Development Fund (EDF) countries: African, Caribbean	

and Pacific countries and the overseas territories of EU Member States	
Development Cooperation Instrument (DCI) countries: Latin America, Asia and Central Asia, and the Gulf region and South Africa	
Industrialised Countries Instrument (ICI) countries	
Other (please specify)	
No regional focus	
Do not know/Cannot answer	

**30.** Is there anything else you would like to say about your experience in the Erasmus Mundus II programme?

**Thank You for your participation!**

## 6.2 Questionnaire: Individual beneficiaries of the Erasmus Mundus II programme

### Welcome text

**Dear Erasmus Mundus participant,**

We kindly invite you to complete this web survey, which is being conducted by the Public Policy and Management Institute (PPMI) on behalf of DG Education and Culture of the European Commission. This survey of individual beneficiaries of Erasmus Mundus II programme is a part of the interim evaluation of the Erasmus Mundus programme and will help us gather information about your experiences of participating in this programme in the period 2009-2011. Your opinions will be useful both for the evaluation and the future development of the Programme. Your participation in this survey is therefore very important. Filling in the questionnaire should take no longer than 15 minutes. Our strict confidentiality provisions ensure that your answers will only be used in the aggregated form and your contact details will not be shared with anyone. If you have any questions about this survey please contact Tadas Šarūnas [tadas.sarunas@vpvi.lt](mailto:tadas.sarunas@vpvi.lt).

We kindly ask you to complete the questionnaire **by December 6th, 2011**.

Thank you in advance for your cooperation!

**PPMI team**

## 1. Characteristics of participants

1. During participation in the Erasmus Mundus programme you were a...

Student	
Lecturer / researcher	
Other staff member of higher education institution	
Other (please specify):	

2. Your home country is...

Note: Home country is your residence country prior to participation in the programme. Third countries are all countries except Member States of the EU, EEA, candidate and potential candidate countries.

EU Member State	
Other European country	
A Third country	
Do not know/Cannot answer	

3. Your mobility destination was...

EU Member State	
Other European country	
A Third country	
Do not know/Cannot answer	

4a. (Students only) Have you benefitted from study or placement mobility before you participated in EM?

Yes, national scholarship to study abroad	
Yes, bilateral exchange	
Yes, regional (e.g. European) mobility scheme	
Yes, internship/traineeship abroad	
Other (please specify):	
No	
Do not know/Cannot answer	

4b. (Staff only) Have you benefitted from academic staff mobility before you participated in EM?

Yes, a grant for research	
Yes, a grant for qualification development	
Yes, a teaching assistantship	
Yes, internship/traineeship abroad	
Other (please specify):	
No	
Do not know/Cannot answer	

## 2. Relevance

5. Did the following factors influence your decision to participate in the Erasmus Mundus programme?

Note: A "Third Country" is any country outside the European Union, EEA and candidate countries.

	Yes	Yes, to some extent	No	Do not know / cannot answer
Quality of Erasmus Mundus mobility				
Wish to study/work in Europe or wish to experience studying/working in a third country				
Level of funding				
Reputation of the host academic department				
Possibility to improve language skills				
Opportunity to come into contact with another culture				
Opportunity to develop personal skills				

6. What were your other specific motivations for participating in the Erasmus Mundus programme?

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### 3. Satisfaction and benefits of participation in the Programme

7. How would you assess your overall satisfaction with participation in the Erasmus Mundus programme?

Very satisfied	
Rather satisfied	
Rather unsatisfied	
Very unsatisfied	
Do not know/Cannot answer	

8. Please assess the influence your participation in the Erasmus Mundus programme had on the following

	Strong influence	Some influence	No influence	Do not know / cannot answer
Your professional competences				
Improvement of language skills				
Your academic writing skills				
Your awareness and understanding of other cultures				
Development of personal/social skills				
Your determination to look for mobility opportunities abroad in the future				
Your career opportunities (finding a job, promotion, financial or non-financial benefits)				

9. Please comment on specific benefits you had from participation in the Erasmus Mundus programme:

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10a. (For students only) Would you disagree or agree with the following statements regarding your experience in the Erasmus Mundus programme:

Note: if you are lecturer or other staff member of higher education institution please skip this question and answer question 10b

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer/ not applicable
During your participation in Erasmus Mundus programme you have benefited from European higher education of outstanding quality					
The length of your mobility period was optimal					
The reputation of institution(s) / academic department(s) you have visited is strong					
Studying in more than one institution had added value					
Erasmus Mundus created unique					

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer/ not applicable
networking possibilities					
Participation in Erasmus Mundus changed your attitudes regarding international cooperation and mobility					
Skills, knowledge and competences acquired during participation in Erasmus Mundus programme are relevant in the labour market					

**10b.** (Lecturers and other university staff only) Would you disagree or agree with the following statements regarding your experience in the Erasmus Mundus programme:

Note: if you are student of higher education institution please skip this question and answer question 11a

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer/ not applicable
The length of your mobility period was optimal					
The reputation of institution / academic department you have joined or visited is strong					
Erasmus Mundus created unique networking possibilities					
Participation in Erasmus Mundus changed your attitudes regarding international cooperation and mobility					
After participation in the Erasmus Mundus programme you have received more responsibility, better research opportunities or promotion					

**11.** Did you face the following obstacles during your participation in The Erasmus Mundus programme?

	Yes	Yes, to some extent	No	Do not know / cannot answer/ not applicable
Difficulties in obtaining a visa or residence permit				
Difficulties in accreditation of your existing qualification				
Difficulties in translation of qualifications				
Linguistic barriers				
Cultural barriers				
Financial burden caused by participation				
Lack of clarity of information about the integration of the mobility period into your study programme				
Other (please specify)				

**12.** Did you receive support in the following areas during your preparation and participation in The Erasmus Mundus programme:

	Yes	Yes, to some extent	No	Do not know / cannot answer/ not applicable
Language support				
Orientation/ cultural learning support				
Help with visas				
Help with accommodation				



	Yes	Yes, to some extent	No	Do not know / cannot answer / not applicable
Help with travel				
Help with residence permits				
Help with facilities for studies/ research				
Additional financial assistance from the host institution				

**13.** Would you have participated in project/activities without provided funding from the Erasmus Mundus?

Most likely not	
Most likely yes, with the help of other national/international programmes	
Most likely yes, using own funds	
Do not know/Cannot answer	

**14.** To what extent was the funding sufficient to cover your living expenses?

Wholly sufficient	
Somewhat sufficient	
Not very sufficient	
Not sufficient	
Do not know/Cannot answer	

#### 4. Dissemination of the results and awareness of the programme

**15.** What means did you use to promote the experiences and skills you gained from participation in the Erasmus Mundus Programme?

Personal contacts	
Mailing lists	
Social networks	
Institution billboards and other institutional communication methods	
Giving interviews or writing articles to local media	
Other (please specify):	
I did not promote EM	

**16.** One year before participation in the programme your level of awareness about the Erasmus Mundus programme was:

Sufficiently aware of the Programme	
Aware of the Programme to some extent	
Wasn't aware of the Programme	
Do not know/Cannot answer	

**17.** Would you disagree or agree with the following statements about awareness and perception of Erasmus Mundus brand among general academic public (students, staff of universities, etc.)?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
Erasmus Mundus brand is known among students of your home country					
Erasmus Mundus brand is known among academic staff of universities in your home country					
You perceive Erasmus Mundus as an integral part of Erasmus programme					
You associate Erasmus Mundus brand with high quality of Higher Education					
Erasmus Mundus brand fostered your involvement in the programme					

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
Participating in The Erasmus Mundus programme contributes to visibility and prestige of higher education institutions					
Erasmus Mundus is strong and visible compared to other national and/or international programmes					

**18.** Do you communicate with other former participants of EM in your country?

Yes, often	
Yes, somewhat	
I communicate with former EM participants, but not in my country	
No	
Do not know/Cannot answer	

**19.** Do you know any examples of successful collaborative activities by former participants of EM (e.g. joint enterprises, academic or other networks etc.)?

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**20.** What are your career plans for the future?

To seek career in home country	
To seek career in an EU country	
To seek career in other country	
Other (please specify):	
Do not know/Cannot answer	

**21.** (third-country students staying in EU only) What do you see as the main advantages of staying in Europe?

Better job opportunity	
I like the EU environment	
Financial, social benefit	
Staying with family	
I could not find a job anywhere else	
Other (please specify):	
Do not know/Cannot answer	

**22.** (third-country students staying in home country only) 17. What was the main reason for returning to your home country?

Desire to live in home country	
Staying with family	
EU work permit/visa issues	
Language issues	
Prefer home country environment to the EU	
Could not find a job in the EU	
Better job opportunities	
Other (please specify):	
Do not know/Cannot answer	

## 5. Characteristics of participants

**23. What is your gender?**

Female	
Male	
Other/ prefer not to indicate	

**24. What is your employment status?**

Employed	
Traineeship	
Continuing education	
Unemployed	
Other	

**25. Is there anything else you would like to say about your experience in the Erasmus Mundus programme?**

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**Thank You for your participation!**

### 6.3 Data of the survey of institutional beneficiaries of the Erasmus Mundus II programme

The survey of the institutional beneficiaries of the Erasmus Mundus II programme was conducted during 18 November – 16 December 2011. During this period email invitations and reminders to participate in the web-based survey were sent to contact persons the applicant and partner institutions. There were three types of questionnaires (one for each Action of the programme). They contained both general (identical for each Action) and Action-specific questions and answer options. The questionnaires can be found in Annex 6. The questionnaires were filled in and a data file was generated by a PPMI on-line survey tool. The data were analysed and crosstabs were produced using the SPSS software package.

#### *Respondents of the Survey*

In total, 982 invitations were sent to participate in the survey. When a contact person was involved in more than one project, she/he was invited to answer the questionnaire in relation to a project representing the Action with fewer projects or a project where she/he represented an applicant rather than a partner. 7% of the invitation emails bounced due to incorrect (or changed) email addresses.

The structure of the respondent list and information concerning response rates is provided in Table 6.3.1. below. A total of 374 responses were received, which makes a 40.96% response rate.

**Table 6.3.1. Response rate of the survey**

	Total	Action 1	Action 2	Action 3
Email invitations sent	982	516	458	8
Emails bounced	69	31	38	0
Answers received	374	186	183	5
<b>Response rate</b>	<b>40.96%</b>	<b>38.35%</b>	<b>43.57%</b>	<b>62.50%</b>
<b>Response rate among applicants</b>	<b>63.28%</b>	-	-	-
<b>Response rate among partners</b>	<b>37.32%</b>	-	-	-

Each record in the data file of the survey results was followed by additional parameters containing status of the respondent institution in the project (applicant/partner), country of the respondent as well as Action/activity of the project. These parameters are described in Table 6.3.2. Tables 3-9 contain other characteristics of respondents and their projects gathered during the survey. The remaining tables show data on answers to quantitative questions of the survey. Answers to the evaluation questions are provided in total (for all respondents from all Actions) and for each specific Action. Action-specific questions and answers are provided only for relevant Action. Due to a short respondent list the answers of Action 3 are provided only for Action-specific questions.

**Table 6.3.2. Characteristics of respondents.**

<b>Actions</b>	<b>Freq.</b>	<b>%</b>
Action 1	186	49.7%
- EMMC	145	38.8%
- EMJD	41	11.0%
Action 2	183	48.9%
- Strand 1	168	44.9%
- Strand 2	15	4.0%
Action 3	5	1.3%
<b>Role in the project</b>	<b>Freq.</b>	<b>%</b>
Applicant	81	21.7%
Partner	293	78.3%
<b>Country</b>	<b>Freq.</b>	<b>%</b>
EU/other EEA/candidate countries	242	64.7%
Third countries	132	35.3%
<b>Project year</b>		
2009	118	31.6%
2010	256	68.4%

Note: data was provided together with a list of respondents

**Table 6.3.3. Answers to question: 1. Your institution is...**

	Freq.	%
Higher education institution	352	97.5%
Research centre (non-educational)	3	0.8%
Other (Please specify):	6	1.7%

**Table 6.3.4. Answers to question: 2. (Action 1 and 2) Is your Erasmus Mundus project/partnership new?**

	Freq.	%
Yes, this project is a new project (started in 2009 or later)	236	66.5%
No, this project is a continuing project from EM I (2004-2008)	113	31.8%
Do not know/cannot answer	6	1.7%

**Table 6.3.5. Answers to question: 27a. (Action 1 and 2) (Only for institutions from EU) Did your partnership include an institution from a third country?**

	Freq.	%
Yes	161	67.6%
No	59	24.8%
Do not know/cannot answer	18	7.6%

**Table 6.3.6. Answers to question: 27b. (Action 1 and 2) Did your partnership include a non-educational organisation?**

	Freq.	%
Yes	108	34.3%
No	188	59.7%
Do not know/cannot answer	19	6.0%

**Table 6.3.7. Answers to question: 28. (Only higher education institutions) Does your institution take part in other EU-funded instruments for academic mobility/ partnerships apart from the Erasmus Mundus project mentioned in the invitation email to this survey?**

	Freq.	%
Yes, Erasmus Mundus Action 1 Master Courses	115	30.7%
Yes, Erasmus Mundus Action 1 Joint Doctorates	55	14.7%
Yes, Erasmus Mundus Action 2 Strand 1	78	20.9%
Yes, Erasmus Mundus Action 2 Strand 2	60	16.0%
Yes, Erasmus Mundus Action 3	41	11.0%
Yes, Erasmus individual mobility	104	27.8%
Yes, Erasmus networks	74	19.8%
Yes, Erasmus multilateral project	52	13.9%
Yes, Marie Curie	87	23.3%
Yes, the Framework Programme	99	26.5%
Yes, other (please specify):	30	8.0%
No	33	8.8%
Do not know/cannot answer	51	13.6%

**Table 6.3.8. Answers to question: 29. (Action 1 and 2) What was the subject area focus of your partnership (you may choose more than one option)?**

	Freq.	%
Humanities/arts	89	23.8%
Social sciences – Law, Business and Economics	115	30.7%
Social sciences – other (Sociology, Political Science, Gender Studies, etc.)	90	24.1%
Natural sciences	129	34.5%
Mathematics/informatics	92	24.6%
Engineering/technology	145	38.8%

	Freq.	%
Health sciences	50	13.4%
Environmental sciences	111	29.7%
Other (please specify):	36	9.6%
No subject area focus	15	4.0%
Do not know/cannot answer	2	0.5%

**Table 6.3.9. Answers to question: 30. (Only Actions 2 and 3, you may choose more than one option) What was your partnership's regional focus?**

	Freq.	%
Candidate and potential candidate countries	29	7.8%
European Neighbourhood and Partnership Instrument (ENPI) countries: Mediterranean and Caucasus countries, Moldova, Russia and Ukraine	42	11.2%
European Development Fund (EDF) countries: African, Caribbean and Pacific countries and the overseas territories of EU Member States	14	3.7%
Development Cooperation Instrument (DCI) countries: Latin America, Asia and Central Asia, and the Gulf region and South Africa	58	15.5%
Industrialised Countries Instrument (ICI) countries	17	4.5%
Other (please specify):	7	1.9%
No regional focus	8	2.1%
Do not know/cannot answer	21	5.6%

#### **Relevance of the programme**

**Table 6.3.10. Answers to question: 3. To what extent do the priorities of your Erasmus Mundus project match the priorities of your institution?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Very strong match	272	75.3%	144	78.7%	125	72.3%
Somewhat matched	80	22.2%	35	19.1%	44	25.4%
The match was limited	7	1.9%	3	1.6%	4	2.3%
Did not match	1	0.3%	1	0.5%	0	0%
Do not know/cannot answer	1	0.3%	0	0%	0	0%

**Table 6.3.11. Answers to question: 4. How important are the following issues to your institution?**

	Total	
	Freq.	%
<b>Action 1:</b>		
<b>Provision of high quality education to European and third-country students</b>		
Top priority	130	71.4%
Important, but other issues are higher on the list of priorities	44	24.2%
Somewhat important, but not on the list of priorities	5	2.7%
Not important	2	1.1%
Do not know/cannot answer	1	0.5%
<b>Academic mobility of students and scholars</b>		
Top priority	83	45.9%
Important, but other issues are higher on the list of priorities	78	43.1%
Somewhat important, but not on the list of priorities	17	9.4%
Not important	2	1.1%
Do not know/cannot answer	1	0.6%
<b>Development of programmes that lead to joint, double or multiple degrees</b>		
Top priority	57	31.3%
Important, but other issues are higher on the list of priorities	83	45.6%
Somewhat important, but not on the list of priorities	34	18.7%
Not important	5	2.7%
Do not know/cannot answer	3	1.6%
<b>Strengthen cooperation with other sectors, including industry</b>		
Top priority	68	37.4%

	Total	
	Freq.	%
Important, but other issues are higher on the list of priorities	78	42.9%
Somewhat important, but not on the list of priorities	27	14.8%
Not important	6	3.3%
Do not know/cannot answer	3	1.6%
<b>Provide professional career development opportunities and incentives for students (from Europe and developing countries)</b>		
Top priority	77	42.3%
Important, but other issues are higher on the list of priorities	70	38.5%
Somewhat important, but not on the list of priorities	28	15.4%
Not important	4	2.2%
Do not know/cannot answer	3	1.6%
<b>Action 2:</b>		
<b>Cooperation with other higher education institutions</b>		
Top priority	134	77.5%
Important, but other issues are higher on the list of priorities	35	20.2%
Somewhat important, but not on the list of priorities	4	2.3%
Not important	0	0%
Do not know/cannot answer	0	0%
<b>Academic mobility of students and scholars between European Union and the third-countries/territories</b>		
Top priority	118	68.2%
Important, but other issues are higher on the list of priorities	46	26.6%
Somewhat important, but not on the list of priorities	9	5.2%
Not important	0	0%
Do not know/cannot answer	0	0%
<b>Transparency, mutual recognition of qualifications and periods of study, research and training, and, where appropriate, portability of credits</b>		
Top priority	92	53.2%
Important, but other issues are higher on the list of priorities	60	34.7%
Somewhat important, but not on the list of priorities	20	11.6%
Not important	1	0.6%
Do not know/cannot answer	0	0%
<b>Mobility of professionals (academic and administrative staff) with a view to improving mutual understanding and expertise</b>		
Top priority	104	60.8%
Important, but other issues are higher on the list of priorities	56	32.7%
Somewhat important, but not on the list of priorities	10	5.8%
Not important	1	0.6%
Do not know/cannot answer	0	0%
<b>Develop higher education teaching and learning capacities of Third Countries and regions in areas of policy and practice closely linked to partners' political, economic and social reforms and modernisation efforts</b>		
Top priority	76	44.2%
Important, but other issues are higher on the list of priorities	63	36.6%
Somewhat important, but not on the list of priorities	24	14.0%
Not important	4	2.3%
Do not know/cannot answer	5	2.9%
<b>To enable talented students, particularly from vulnerable groups to benefit linguistically, culturally and educationally</b>		
Top priority	73	42.4%
Important, but other issues are higher on the list of priorities	63	36.6%
Somewhat important, but not on the list of priorities	31	18.0%
Not important	3	1.7%
Do not know/cannot answer	2	1.2%
<b>To provide third-country students from vulnerable groups with postgraduate education</b>		
Top priority	52	30.6%
Important, but other issues are higher on the list of priorities	62	36.5%
Somewhat important, but not on the list of priorities	44	25.9%
Not important	6	3.5%
Do not know/cannot answer	6	3.5%
<b>To enhance the skills of scholars to contribute to the improvement of higher education systems (capacity building) in Third Countries</b>		
Top priority	86	50.6%
Important, but other issues are higher on the list of priorities	55	32.4%
Somewhat important, but not on the list of priorities	21	12.4%
Not important	3	1.8%



	Total	
	Freq.	%
Do not know/cannot answer	5	2.9%
<b>Action 3:</b>		
<b>To promote and raise awareness of European higher education</b>		
Top priority	4	80.0%
Important, but other issues are higher on the list of priorities	1	20.0%
Somewhat important, but not on the list of priorities	0	0%
Not important	0	0%
Do not know/cannot answer	0	0%
<b>To disseminate results and good practices of Erasmus Mundus</b>		
Top priority	3	60.0%
Important, but other issues are higher on the list of priorities	0	0%
Somewhat important, but not on the list of priorities	1	20.0%
Not important	0	0%
Do not know/cannot answer	1	20.0%
<b>To exploit the results of Erasmus Mundus</b>		
Top priority	0	0%
Important, but other issues are higher on the list of priorities	3	60.0%
Somewhat important, but not on the list of priorities	1	20.0%
Not important	0	0%
Do not know/cannot answer	1	20.0%

### *Effectiveness of the Programme*

**Table 6.3.12. Answers to question: 6. How much has your participation in the Erasmus Mundus programme contributed to the following changes in your institution? (Data not provided in case answers were not available for respondents of all actions)**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Improving the international visibility of your institution</b>						
Strong influence	196	54.0%	98	54.1%	96	54.2%
Some influence	157	43.3%	76	42.0%	78	44.1%
No influence	6	1.7%	3	1.7%	3	1.7%
Do not know/cannot answer/ Not applicable	4	1.1%	4	2.2%	0	0%
<b>Stronger presence of international orientation in strategic plans and practices</b>						
Strong influence	124	34.3%	56	31.1%	67	37.9%
Some influence	189	52.2%	99	55.0%	88	49.7%
No influence	39	10.8%	18	10.0%	20	11.3%
Do not know/cannot answer/ Not applicable	10	2.8%	7	3.9%	2	1.1%
<b>New governance structure for mobility (e.g. Erasmus Mundus office)</b>						
Strong influence	30	16.6%	30	16.6%		
Some influence	86	47.5%	86	47.5%		
No influence	55	30.4%	55	30.4%		
Do not know/cannot answer/ Not applicable	10	5.5%	10	5.5%		
<b>Adoption of transnational quality assurance mechanisms</b>						
Strong influence	34	18.8%	34	18.8%		
Some influence	91	50.3%	91	50.3%		
No influence	44	24.3%	44	24.3%		
Do not know/cannot answer/ Not applicable	12	6.6%	12	6.6%		
<b>Increasing the scope and quality of support services for mobile students and academic staff</b>						
Strong influence	113	31.6%	43	23.8%	70	39.5%
Some influence	186	52.0%	100	55.2%	86	48.6%
No influence	50	14.0%	33	18.2%	17	9.6%
Do not know/cannot answer/ Not applicable	9	2.5%	5	2.8%	4	2.3%
<b>Introducing recognition instruments (ECTS, diploma supplement) where they did not exist before</b>						
Strong influence	39	21.8%	39	21.8%		
Some influence	51	28.5%	51	28.5%		
No influence	70	39.1%	70	39.1%		
Do not know/cannot answer/ Not applicable	19	10.6%	19	10.6%		
<b>Changes in curricular structure and content, pedagogical approaches</b>						
Strong influence	56	15.6%	36	19.9%	20	11.3%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Some influence	191	53.4%	107	59.1%	84	47.5%
No influence	101	28.2%	34	18.8%	67	37.9%
Do not know/cannot answer/ Not applicable	10	2.8%	4	2.2%	6	3.4%
<b>Increased linguistic diversity in teaching or research</b>						
Strong influence	98	27.5%	58	32.2%	40	22.6%
Some influence	156	43.7%	70	38.9%	86	48.6%
No influence	91	25.5%	46	25.6%	45	25.4%
Do not know/cannot answer/ Not applicable	12	3.4%	6	3.3%	6	3.4%
<b>New alumni policies, graduate tracking and networking systems</b>						
Strong influence	19	10.6%	19	10.6%		
Some influence	91	50.6%	91	50.6%		
No influence	55	30.6%	55	30.6%		
Do not know/cannot answer/ Not applicable	15	8.3%	15	8.3%		
<b>Recruiting internationally experienced academics</b>						
Strong influence	67	19.0%	34	19.3%	33	18.6%
Some influence	153	43.3%	77	43.8%	76	42.9%
No influence	116	32.9%	58	33.0%	58	32.8%
Do not know/cannot answer/ Not applicable	17	4.8%	7	4.0%	10	5.6%
<b>Promoting new and innovative forms of transnational cooperation between higher education institutions and social partners</b>						
Strong influence	125	34.5%	69	38.1%	56	31.8%
Some influence	165	45.6%	73	40.3%	87	49.4%
No influence	52	14.4%	26	14.4%	26	14.8%
Do not know/cannot answer/ Not applicable	20	5.5%	13	7.2%	7	4.0%
<b>Improving equity in access to higher education and international mobility</b>						
Strong influence	39	21.5%	39	21.5%		
Some influence	80	44.2%	80	44.2%		
No influence	48	26.5%	48	26.5%		
Do not know/cannot answer/ Not applicable	14	7.7%	14	7.7%		
<b>Improving equity in access to mobility in higher education</b>						
Strong influence	58	33.1%			58	33.1%
Some influence	83	47.4%			83	47.4%
No influence	24	13.7%			24	13.7%
Do not know/cannot answer/ Not applicable	10	5.7%			10	5.7%
<b>Engaging in new research activities (methodologies, patents, publications, etc.)</b>						
Strong influence	87	24.3%	41	22.7%	46	26.0%
Some influence	186	52.0%	86	47.5%	100	56.5%
No influence	69	19.3%	46	25.4%	23	13.0%
Do not know/cannot answer/ Not applicable	16	4.5%	8	4.4%	8	4.5%
<b>Developing new methodologies, publications, dissemination activities etc.</b>						
Strong influence	1	20.0%				
Some influence	3	60.0%				
No influence	1	20.0%				
Do not know/cannot answer/ Not applicable	0	0%				
<b>Enhanced networking with partner institutions</b>						
Strong influence	252	69.8%	134	74.4%	115	65.3%
Some influence	100	27.7%	41	22.8%	57	32.4%
No influence	6	1.7%	2	1.1%	4	2.3%
Do not know/cannot answer/ Not applicable	3	0.8%	3	1.7%	0	0%
<b>New regional dimensions in international cooperation (partnerships with countries with which there were no joint activities in the past)</b>						
Strong influence	94	51.6%			92	52.0%
Some influence	72	39.6%			70	39.5%
No influence	15	8.2%			14	7.9%
Do not know/cannot answer/ Not applicable	1	0.5%			1	0.6%

**Table 6.3.13. Answers to question: 7. (Action 1 and 2) What influence has your participation in the Erasmus Mundus programme had on students and academics/staff participating in your project?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Professional competences of students participating in your project</b>						
Strong influence	226	63.1%	110	60.8%	116	65.5%
Some influence	109	30.4%	56	30.9%	53	29.9%
No influence	8	2.2%	6	3.3%	2	1.1%
Do not know/cannot answer/ Not applicable	15	4.2%	9	5.0%	6	3.4%
<b>Professional competences of academics/staff participating in your project</b>						
Strong influence	161	45.0%	62	34.3%	99	55.9%
Some influence	174	48.6%	104	57.5%	70	39.5%
No influence	13	3.6%	10	5.5%	3	1.7%
Do not know/cannot answer/ Not applicable	10	2.8%	5	2.8%	5	2.8%
<b>Awareness and understanding of other cultures among students participating in your project</b>						
Strong influence	221	61.7%	107	59.1%	114	64.4%
Some influence	114	31.8%	60	33.1%	54	30.5%
No influence	9	2.5%	6	3.3%	3	1.7%
Do not know/cannot answer/ Not applicable	14	3.9%	8	4.4%	6	3.4%
<b>Awareness and understanding of other cultures among academics/staff participating in your project</b>						
Strong influence	167	46.9%	68	37.8%	99	56.2%
Some influence	159	44.7%	93	51.7%	66	37.5%
No influence	15	4.2%	11	6.1%	4	2.3%
Do not know/cannot answer/ Not applicable	15	4.2%	8	4.4%	7	4.0%
<b>Development of personal/social skills of students participating in your project</b>						
Strong influence	227	63.9%	107	59.4%	120	68.6%
Some influence	102	28.7%	57	31.7%	45	25.7%
No influence	12	3.4%	7	3.9%	5	2.9%
Do not know/cannot answer/ Not applicable	14	3.9%	9	5.0%	5	2.9%
<b>Development of personal/social skills of academics/staff participating in your project</b>						
Strong influence	143	40.1%	53	29.3%	90	51.1%
Some influence	181	50.7%	107	59.1%	74	42.0%
No influence	18	5.0%	14	7.7%	4	2.3%
Do not know/cannot answer/ Not applicable	15	4.2%	7	3.9%	8	4.5%
<b>Improvement of language skills of students participating in your project</b>						
Strong influence	193	54.2%	88	48.9%	105	59.7%
Some influence	121	34.0%	65	36.1%	56	31.8%
No influence	29	8.1%	18	10.0%	11	6.2%
Do not know/cannot answer/ Not applicable	13	3.7%	9	5.0%	4	2.3%
<b>Improvement of language skills of academics/staff participating in your project</b>						
Strong influence	111	31.1%	41	22.8%	70	39.5%
Some influence	158	44.3%	84	46.7%	74	41.8%
No influence	70	19.6%	45	25.0%	25	14.1%
Do not know/cannot answer/ Not applicable	18	5.0%	10	5.6%	8	4.5%
<b>Positive attitude of students participating in your project regarding international cooperation and mobility</b>						
Strong influence	239	67.1%	110	61.1%	129	73.3%
Some influence	98	27.5%	58	32.2%	40	22.7%
No influence	4	1.1%	3	1.7%	1	0.6%
Do not know/cannot answer/ Not applicable	15	4.2%	9	5.0%	6	3.4%
<b>Positive attitude of academics/staff participating in your project regarding international cooperation and mobility</b>						
Strong influence	210	58.8%	93	51.4%	117	66.5%
Some influence	122	34.2%	73	40.3%	49	27.8%
No influence	11	3.1%	7	3.9%	4	2.3%
Do not know/cannot answer/ Not applicable	14	3.9%	8	4.4%	6	3.4%
<b>Career opportunities of academics/staff participating in your project</b>						
Strong influence	75	21.1%	22	12.3%	53	30.1%
Some influence	152	42.8%	79	44.1%	73	41.5%
No influence	94	26.5%	63	35.2%	31	17.6%
Do not know/cannot answer/ Not applicable	34	9.6%	15	8.4%	19	10.8%
<b>Career opportunities of students participating in your project</b>						
Strong influence	161	45.1%	80	44.2%	81	46.0%
Some influence	136	38.1%	65	35.9%	71	40.3%
No influence	16	4.5%	9	5.0%	7	4.0%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Do not know/cannot answer/ Not applicable	44	12.3%	27	14.9%	17	9.7%

**Table 6.3.14. Answers to question: 9. To what extent do you agree with the following statements about cooperation between European and third countries?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Promoting the excellence of European higher education involves attracting the brightest students/scholars from third countries, which undermines the development potential of third countries</b>						
Strongly agree	109	30.4%	46	25.6%	63	36.2%
Rather agree	94	26.2%	49	27.2%	43	24.7%
Rather disagree	74	20.6%	36	20.0%	35	20.1%
Strongly disagree	66	18.4%	39	21.7%	27	15.5%
Do not know / cannot answer	16	4.5%	10	5.6%	6	3.4%
<b>The Erasmus Mundus programme should ensure more balanced and reciprocal relationships between European and third country HE institutions</b>						
Strongly agree	153	42.5%	57	31.7%	93	53.1%
Rather agree	133	36.9%	69	38.3%	62	35.4%
Rather disagree	44	12.2%	33	18.3%	11	6.3%
Strongly disagree	13	3.6%	9	5.0%	4	2.3%
Do not know / cannot answer	17	4.7%	12	6.7%	5	2.9%
<b>Cooperation with European institutions helps third-country institutions build their capacities</b>						
Strongly agree	196	54.6%	82	45.6%	111	63.8%
Rather agree	131	36.5%	77	42.8%	52	29.9%
Rather disagree	14	3.9%	7	3.9%	7	4.0%
Strongly disagree	4	1.1%	2	1.1%	2	1.1%
Do not know / cannot answer	14	3.9%	12	6.7%	2	1.1%
<b>Erasmus Mundus partnerships promote European approaches and methods in higher education in Third Countries</b>						
Strongly agree	155	43.3%	72	40.2%	82	47.1%
Rather agree	165	46.1%	83	46.4%	79	45.4%
Rather disagree	19	5.3%	9	5.0%	9	5.2%
Strongly disagree	4	1.1%	3	1.7%	1	0.6%
Do not know / cannot answer	15	4.2%	12	6.7%	3	1.7%
<b>Erasmus Mundus has helped to structure, enhance and formalise research and mobility networks between European and third-country institutions that informally existed in the past</b>						
Strongly agree	158	44.0%	69	38.3%	88	50.6%
Rather agree	150	41.8%	78	43.3%	70	40.2%
Rather disagree	20	5.6%	11	6.1%	8	4.6%
Strongly disagree	4	1.1%	2	1.1%	2	1.1%
Do not know / cannot answer	27	7.5%	20	11.1%	6	3.4%
<b>Cooperation between European and third-country institutions in our project will be sustainable</b>						
Strongly agree	148	41.5%	55	30.7%	91	52.3%
Rather agree	155	43.4%	85	47.5%	69	39.7%
Rather disagree	21	5.9%	14	7.8%	7	4.0%
Strongly disagree	5	1.4%	3	1.7%	2	1.1%
Do not know / cannot answer	28	7.8%	22	12.3%	5	2.9%

**Table 6.3.15. Answers to question: 10. (Action 1 and 2) Has your participation in the Erasmus Mundus programme had any influence on national legislation or regulations or other issues of higher education governance in your country? (Data not provided in case answers were available only for respondents of one of the actions)**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education within the EU has been advanced</b>						
Yes	24	14.2%	24	14.2%		

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Yes, to some extent	58	34.3%	58	34.3%		
No	37	21.9%	37	21.9%		
Do not know/Cannot answer	50	29.6%	50	29.6%		
<b>Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education has been advanced</b>						
Yes	30	17.5%			30	17.5%
Yes, to some extent	70	40.9%			70	40.9%
No	43	25.1%			43	25.1%
Do not know/Cannot answer	28	16.4%			28	16.4%
<b>Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education between the EU and third countries has been advanced</b>						
Yes	21	12.6%	21	12.6%		
Yes, to some extent	60	35.9%	60	35.9%		
No	42	25.1%	42	25.1%		
Do not know/Cannot answer	44	26.3%	44	26.3%		
<b>Joint recognition mechanisms (through ECTS, joint degrees, joint diploma supplement or alternative mechanisms) have been adopted in your country</b>						
Yes	91	27.2%	53	31.9%	38	22.5%
Yes, to some extent	124	37.0%	62	37.3%	62	36.7%
No	72	21.5%	28	16.9%	44	26.0%
Do not know/Cannot answer	48	14.3%	23	13.9%	25	14.8%
<b>Development of national or regional mobility support schemes has been started based on the model of European scholarship/fellowship schemes</b>						
Yes	34	20.2%			34	20.2%
Yes, to some extent	48	28.6%			48	28.6%
No	53	31.5%			53	31.5%
Do not know/Cannot answer	33	19.6%			33	19.6%
<b>Legislative or administrative changes have been introduced to facilitate the mobility between EU countries and employment of students and academic staff participating in the Erasmus Mundus programme</b>						
Yes	52	15.4%	25	14.9%	27	16.0%
Yes, to some extent	119	35.3%	55	32.7%	64	37.9%
No	106	31.5%	48	28.6%	58	34.3%
Do not know/Cannot answer	60	17.8%	40	23.8%	20	11.8%
<b>Legislative or administrative changes have been introduced to facilitate the mobility between EU and the third countries and employment of students and academic staff participating in the Erasmus Mundus programme</b>						
Yes	20	12.0%	20	12.0%		
Yes, to some extent	47	28.1%	47	28.1%		
No	55	32.9%	55	32.9%		
Do not know/Cannot answer	45	26.9%	45	26.9%		
<b>Legislative or administrative changes have been introduced to facilitate the mobility and employment of students and academic staff participating in the Erasmus Mundus programme</b>						
Yes	26	15.5%			26	15.5%
Yes, to some extent	66	39.3%			66	39.3%
No	54	32.1%			54	32.1%
Do not know/Cannot answer	22	13.1%			22	13.1%
<b>Legislative or administrative changes have been introduced or initiated to facilitate the adoption of a three-cycle higher education system (bachelor-master-doctorate).</b>						
Yes	76	22.8%	27	16.2%	49	29.3%
Yes, to some extent	74	22.2%	37	22.2%	37	22.2%
No	125	37.4%	69	41.3%	56	33.5%
Do not know/Cannot answer	59	17.7%	34	20.4%	25	15.0%
<b>Innovative approaches and instruments have been disseminated to other higher education institutions or research centres in your country</b>						
Yes	60	18.0%	23	13.9%	37	22.0%
Yes, to some extent	112	33.6%	56	33.9%	56	33.3%
No	86	25.8%	41	24.8%	45	26.8%
Do not know / cannot answer	75	22.5%	45	27.3%	30	17.9%
<b>Innovative approaches and instruments have been exploited by other higher education institutions or research centres in your country</b>						
Yes	43	12.9%	17	10.2%	26	15.5%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Yes, to some extent	115	34.4%	54	32.5%	61	36.3%
No	85	25.4%	44	26.5%	41	24.4%
Do not know/Cannot answer	91	27.2%	51	30.7%	40	23.8%
<b>Awareness of global or European standards of excellence, teaching and research quality has increased</b>						
Yes	120	35.8%	55	32.9%	65	38.7%
Yes, to some extent	149	44.5%	84	50.3%	65	38.7%
No	32	9.6%	14	8.4%	18	10.7%
Do not know/Cannot answer	34	10.1%	14	8.4%	20	11.9%

**Table 6.3.16. Answers to question: 11. Would you disagree or agree with the following statements about awareness and perception of the Erasmus Mundus brand among the general academic public (students, staff of universities, etc.)?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Erasmus Mundus brand is known among staff of higher education institutions in your country</b>						
Strongly agree	128	37.8%	57	34.1%	69	41.3%
Rather agree	158	46.6%	81	48.5%	75	44.9%
Rather disagree	43	12.7%	23	13.8%	19	11.4%
Strongly disagree	6	1.8%	4	2.4%	2	1.2%
Do not know/Cannot answer	4	1.2%	2	1.2%	2	1.2%
<b>Erasmus Mundus brand is known among students in your country</b>						
Strongly agree	72	21.3%	21	12.6%	51	30.7%
Rather agree	156	46.2%	77	46.1%	76	45.8%
Rather disagree	80	23.7%	47	28.1%	32	19.3%
Strongly disagree	22	6.5%	17	10.2%	5	3.0%
Do not know/Cannot answer	8	2.4%	5	3.0%	2	1.2%
<b>In general students differentiate between Erasmus and Erasmus Mundus programmes</b>						
Strongly agree	23	6.8%	11	6.6%	12	7.2%
Rather agree	92	27.2%	41	24.7%	49	29.3%
Rather disagree	137	40.5%	70	42.2%	66	39.5%
Strongly disagree	50	14.8%	27	16.3%	23	13.8%
Do not know/Cannot answer	36	10.7%	17	10.2%	17	10.2%
<b>In general academic staff differentiates between Erasmus and Erasmus Mundus programmes</b>						
Strongly agree	41	12.1%	22	13.3%	19	11.4%
Rather agree	131	38.8%	65	39.2%	63	37.7%
Rather disagree	99	29.3%	45	27.1%	54	32.3%
Strongly disagree	31	9.2%	18	10.8%	13	7.8%
Do not know/Cannot answer	36	10.7%	16	9.6%	18	10.8%
<b>The Erasmus Mundus brand is associated with high-quality Higher Education</b>						
Strongly agree	145	43.0%	70	41.9%	73	44.2%
Rather agree	150	44.5%	81	48.5%	67	40.6%
Rather disagree	24	7.1%	7	4.2%	16	9.7%
Strongly disagree	3	0.9%	1	0.6%	2	1.2%
Do not know/Cannot answer	15	4.5%	8	4.8%	7	4.2%
<b>The Erasmus Mundus brand fosters the involvement of potential beneficiaries in the programme</b>						
Strongly agree	114	33.8%	50	29.9%	64	38.8%
Rather agree	153	45.4%	77	46.1%	74	44.8%
Rather disagree	20	5.9%	8	4.8%	11	6.7%
Strongly disagree	3	0.9%	1	0.6%	2	1.2%
Do not know/Cannot answer	47	13.9%	31	18.6%	14	8.5%
<b>Participating in the Erasmus Mundus programme contributes to the visibility and prestige of your institution/academic department</b>						
Strongly agree	231	68.3%	111	66.5%	119	71.7%
Rather agree	93	27.5%	52	31.1%	38	22.9%
Rather disagree	6	1.8%	0	0%	5	3.0%
Strongly disagree	1	0.3%	1	0.6%	0	0%
Do not know/Cannot answer	7	2.1%	3	1.8%	4	2.4%

**Table 6.3.17. Answers to question: 12. Would your project/activities have taken place without funding from the Erasmus Mundus programme?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Most likely not	206	60.4%	103	61.3%	100	59.5%
Most likely yes, with the help of other national/international schemes	38	11.1%	16	9.5%	21	12.5%
Most likely yes, with the help of other national/international schemes, but with a lower intensity	45	13.2%	21	12.5%	24	14.3%
Most likely yes, using own funds	7	2.1%	4	2.4%	3	1.8%
Most likely yes, using own funds, but with a lower intensity	26	7.6%	13	7.7%	13	7.7%
Other (please specify):	12	3.5%	8	4.8%	3	1.8%
Do not know/Cannot answer	7	2.1%	3	1.8%	4	2.4%

### **Implementation of the project**

**Table 6.3.18. Answers to question: 13. How would you assess your overall satisfaction with participation in the Erasmus Mundus programme?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Very satisfied	209	60.1%	106	61.3%	100	58.8%
Rather satisfied	122	35.1%	61	35.3%	60	35.3%
Rather unsatisfied	10	2.9%	1	0.6%	9	5.3%
Very unsatisfied	3	0.9%	2	1.2%	1	0.6%
Do not know/cannot answer	4	1.1%	3	1.7%	0	0%

**Table 6.3.19. Answers to question: 14. (Action 1) To what extent were the following costs incurred by your institution covered by a flat rate and scholarship/fellowship funds covering the participation costs of Erasmus Mundus Master course/Joint-Doctorate programme (EMMC/EMJD)?**

	Total	
	Freq.	%
<b>Running costs of the consortium management</b>		
Costs were fully covered	29	17.2%
A larger part of the costs were covered	55	32.5%
A smaller part of the costs were covered	51	30.2%
Do not know/cannot answer/ not applicable	34	20.1%
<b>Costs of running the EMMC/EMJD (infrastructure costs, staff salary etc.)</b>		
Costs were fully covered	12	7.1%
A larger part of the costs were covered	41	24.3%
A smaller part of the costs were covered	81	47.9%
Do not know/cannot answer/ not applicable	35	20.7%

**Table 6.3.20. Answers to question: 14. (Action 2) To what extent were the following costs incurred by your institution covered by a lump sum to organise the mobility and individual scholarship funds covering participation costs of mobile students and staff?**

	Total	
	Freq.	%
<b>Running costs of the partnership management</b>		
Costs were fully covered	54	32.0%
A larger part of the costs were covered	57	33.7%
A smaller part of the costs were covered	44	26.0%
Do not know/cannot answer/ not applicable	14	8.3%
<b>Costs of provision of education/training or teaching/training services to foreign students and staff participating in the mobility (infrastructure costs, local staff salary etc.)</b>		
Costs were fully covered	43	25.4%
A larger part of the costs were covered	48	28.4%
A smaller part of the costs were covered	49	29.0%
Do not know/cannot answer/ not applicable	29	17.2%



**Table 6.3.21. Answers to question: 14. (Action 3) To what extent the following costs incurred by your institution were covered by the Erasmus Mundus grant?**

	Total	
	Freq.	%
<b>Running costs of the partnership management</b>		
Costs were fully covered	0	0%
A larger part of the costs were covered	2	40.0%
A smaller part of the costs were covered	1	20.0%
Do not know/cannot answer/ not applicable	2	40.0%
<b>Costs of planned outputs (publications, workshops, etc.)</b>		
Costs were fully covered	0	0%
A larger part of the costs were covered	3	60.0%
A smaller part of the costs were covered	0	0%
Do not know/cannot answer/ not applicable	2	40.0%
<b>Face-to-face meetings and networking among the partners</b>		
Costs were fully covered	0	0%
A larger part of the costs were covered	2	40.0%
A smaller part of the costs were covered	1	20.0%
Do not know/cannot answer/ not applicable	2	40.0%

**Table 6.3.22. Answers to question: 15. (Actions 1 and 2) How would you evaluate the following aspects of the preparation and implementation of the project?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>The rules and criteria of application were clear and transparent</b>						
Strongly agree	157	46.4%	68	40.2%	89	52.7%
Rather agree	143	42.3%	84	49.7%	59	34.9%
Rather disagree	22	6.5%	6	3.6%	16	9.5%
Strongly disagree	5	1.5%	4	2.4%	1	0.6%
Do not know/cannot answer/ not applicable	11	3.3%	7	4.1%	4	2.4%
<b>Rules for participation of third-country partners were clear and consistent</b>						
Strongly agree	160	47.8%	68	40.5%	92	55.1%
Rather agree	129	38.5%	75	44.6%	54	32.3%
Rather disagree	22	6.6%	10	6.0%	12	7.2%
Strongly disagree	3	0.9%	2	1.2%	1	0.6%
Do not know/cannot answer/ not applicable	21	6.3%	13	7.7%	8	4.8%
<b>Information and guidance from the National Structures, the national TEMPUS offices or the EU Delegations was helpful during application and initial stages of implementation</b>						
Strongly agree	97	29.0%	42	25.3%	55	32.5%
Rather agree	119	35.5%	63	38.0%	56	33.1%
Rather disagree	36	10.7%	20	12.0%	16	9.5%
Strongly disagree	15	4.5%	8	4.8%	7	4.1%
Do not know/cannot answer/ not applicable	68	20.3%	33	19.9%	35	20.7%
<b>Application timing was well coordinated with the relevant educational processes (start dates of academic years, realistic time frames for employment of academic and non-academic staff, etc.)</b>						
Strongly agree	100	29.6%	41	24.3%	59	34.9%
Rather agree	150	44.4%	98	58.0%	52	30.8%
Rather disagree	55	16.3%	17	10.1%	38	22.5%
Strongly disagree	16	4.7%	5	3.0%	11	6.5%
Do not know/cannot answer/ not applicable	17	5.0%	8	4.7%	9	5.3%
<b>Selection and award of funding for successful applications was timely</b>						
Strongly agree	130	38.6%	61	36.1%	69	41.1%
Rather agree	156	46.3%	83	49.1%	73	43.5%
Rather disagree	36	10.7%	17	10.1%	19	11.3%
Strongly disagree	3	0.9%	0	0%	3	1.8%
Do not know/cannot answer/ not applicable	12	3.6%	8	4.7%	4	2.4%
<b>Expenditure eligibility requirements were clear</b>						
Strongly agree	130	38.7%	51	30.4%	79	47.0%
Rather agree	145	43.2%	84	50.0%	61	36.3%
Rather disagree	27	8.0%	12	7.1%	15	8.9%
Strongly disagree	7	2.1%	1	0.6%	6	3.6%
Do not know/cannot answer/ not applicable	27	8.0%	20	11.9%	7	4.2%
<b>Procedures pertaining to financial management of the project (payment arrangements, requirements for accounting and</b>						



	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>justification of expenditure, etc.) were clear</b>						
Strongly agree	124	36.8%	46	27.4%	78	46.2%
Rather agree	139	41.2%	79	47.0%	60	35.5%
Rather disagree	29	8.6%	17	10.1%	12	7.1%
Strongly disagree	12	3.6%	2	1.2%	10	5.9%
Do not know/cannot answer/ not applicable	33	9.8%	24	14.3%	9	5.3%
<b>Procedures pertaining to project reports were clear</b>						
Strongly agree	134	40.0%	50	29.9%	84	50.0%
Rather agree	132	39.4%	76	45.5%	56	33.3%
Rather disagree	17	5.1%	9	5.4%	8	4.8%
Strongly disagree	5	1.5%	2	1.2%	3	1.8%
Do not know/cannot answer/ not applicable	47	14.0%	30	18.0%	17	10.1%
<b>Duration of the project and timing of reporting were well coordinated with the relevant education processes (e.g. duration and timing of study programmes)</b>						
Strongly agree	108	32.2%	48	28.7%	60	35.7%
Rather agree	141	42.1%	75	44.9%	66	39.3%
Rather disagree	29	8.7%	10	6.0%	19	11.3%
Strongly disagree	13	3.9%	4	2.4%	9	5.4%
Do not know/cannot answer/ not applicable	44	13.1%	30	18.0%	14	8.3%
<b>Preparation of your Erasmus Mundus project created extensive administrative workload</b>						
Strongly agree	146	43.5%	79	47.0%	67	39.9%
Rather agree	129	38.4%	60	35.7%	69	41.1%
Rather disagree	39	11.6%	19	11.3%	20	11.9%
Strongly disagree	8	2.4%	3	1.8%	5	3.0%
Do not know/cannot answer/ not applicable	14	4.2%	7	4.2%	7	4.2%
<b>Implementation of your Erasmus Mundus project has created extensive administrative workload</b>						
Strongly agree	158	47.0%	81	48.2%	77	45.8%
Rather agree	116	34.5%	55	32.7%	61	36.3%
Rather disagree	38	11.3%	17	10.1%	21	12.5%
Strongly disagree	7	2.1%	4	2.4%	3	1.8%
Do not know/cannot answer/ not applicable	17	5.1%	11	6.5%	6	3.6%
<b>Administration of Erasmus Mundus projects has been considerably simplified by the Executive Agency (EACEA)</b>						
Strongly agree	48	14.2%	15	8.9%	33	19.5%
Rather agree	111	32.9%	55	32.7%	56	33.1%
Rather disagree	48	14.2%	24	14.3%	24	14.2%
Strongly disagree	25	7.4%	10	6.0%	15	8.9%
Do not know/cannot answer/ not applicable	105	31.2%	64	38.1%	41	24.3%
<b>You are planning to re-apply for Erasmus Mundus funding when the current project finishes</b>						
Strongly agree	227	67.6%	100	59.5%	127	75.6%
Rather agree	53	15.8%	33	19.6%	20	11.9%
Rather disagree	2	0.6%	1	0.6%	1	0.6%
Strongly disagree	2	0.6%	1	0.6%	1	0.6%
Do not know/cannot answer/ not applicable	52	15.5%	33	19.6%	19	11.3%

**Table 6.3.23. Answers to question: 16. How would you evaluate the following aspects of the structure of the Erasmus Mundus II programme?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>The structure of the Programme (division of all funded activities under three Actions) is transparent and facilitates the application process</b>						
Strongly agree	132	39.1%	51	30.5%	81	48.8%
Rather agree	136	40.2%	77	46.1%	57	34.3%
Rather disagree	15	4.4%	7	4.2%	6	3.6%
Strongly disagree	5	1.5%	4	2.4%	1	0.6%
Do not know/cannot answer/ not applicable	50	14.8%	28	16.8%	21	12.7%
<b>The three actions of the programme duplicate each other</b>						
Strongly agree	17	5.0%	6	3.6%	11	6.7%
Rather agree	40	11.8%	16	9.5%	24	14.5%
Rather disagree	124	36.7%	60	35.7%	61	37.0%
Strongly disagree	47	13.9%	23	13.7%	24	14.5%
Do not know/cannot answer/ not applicable	110	32.5%	63	37.5%	45	27.3%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>There are synergies between different actions of the programme</b>						
Strongly agree	62	18.3%	29	17.2%	33	20.0%
Rather agree	148	43.7%	73	43.2%	72	43.6%
Rather disagree	27	8.0%	9	5.3%	18	10.9%
Strongly disagree	7	2.1%	4	2.4%	2	1.2%
Do not know/cannot answer/ not applicable	95	28.0%	54	32.0%	40	24.2%
<b>Action 1 and Action 2 of the programme are very different in their excellence standards</b>						
Strongly agree	33	9.7%	14	8.4%	19	11.3%
Rather agree	91	26.8%	43	25.7%	48	28.6%
Rather disagree	56	16.5%	24	14.4%	31	18.5%
Strongly disagree	13	3.8%	5	3.0%	8	4.8%
Do not know/cannot answer/ not applicable	147	43.2%	81	48.5%	62	36.9%
<b>Erasmus Mundus Action 1 is able to deliver academic excellence in relation to the quality of: partner HEIS, academic cooperation, joint courses offered and the quality of staff and students participating</b>						
Strongly agree	115	34.0%	68	41.2%	47	28.0%
Rather agree	98	29.0%	50	30.3%	46	27.4%
Rather disagree	6	1.8%	1	0.6%	5	3.0%
Strongly disagree	4	1.2%	0	0%	4	2.4%
Do not know/cannot answer/ not applicable	115	34.0%	46	27.9%	66	39.3%
<b>Erasmus Mundus Action 2 is able to deliver academic excellence in relation to the quality of: partner HEIS, academic cooperation, and the quality of staff and students participating in mobility</b>						
Strongly agree	108	32.0%	34	20.6%	74	44.0%
Rather agree	119	35.2%	54	32.7%	63	37.5%
Rather disagree	15	4.4%	5	3.0%	10	6.0%
Strongly disagree	2	0.6%	2	1.2%	0	0%
Do not know/cannot answer/ not applicable	94	27.8%	70	42.4%	21	12.5%
<b>The Erasmus Mundus programme should ensure more balanced and reciprocal relationships between European and third country HE institutions</b>						
Strongly agree	117	34.5%	36	21.6%	80	47.9%
Rather agree	132	38.9%	70	41.9%	60	35.9%
Rather disagree	41	12.1%	29	17.4%	12	7.2%
Strongly disagree	7	2.1%	4	2.4%	3	1.8%
Do not know/cannot answer/ not applicable	42	12.4%	28	16.8%	12	7.2%
<b>In your current project, European and third-country students and academics participated on equal grounds</b>						
Strongly agree	109	32.2%	55	32.9%	54	32.5%
Rather agree	98	29.0%	50	29.9%	46	27.7%
Rather disagree	55	16.3%	33	19.8%	22	13.3%
Strongly disagree	42	12.4%	16	9.6%	26	15.7%
Do not know/cannot answer/ not applicable	34	10.1%	13	7.8%	18	10.8%
<b>The difference in grants for European and third-country students should be reduced</b>						
Strongly agree	119	35.2%	75	44.9%	43	25.9%
Rather agree	78	23.1%	44	26.3%	33	19.9%
Rather disagree	52	15.4%	23	13.8%	28	16.9%
Strongly disagree	18	5.3%	6	3.6%	12	7.2%
Do not know/cannot answer/ not applicable	71	21.0%	19	11.4%	50	30.1%

**Table 6.3.24. Answers to question: 17. (Action 1 and 2) How would you evaluate the following aspects of joint project governance?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Your consortia applies joint admission, selection, supervision, monitoring and assessment procedures</b>						
Strongly agree	224	67.3%	125	75.3%	99	59.3%
Rather agree	89	26.7%	35	21.1%	54	32.3%
Rather disagree	3	0.9%	0	0%	3	1.8%
Strongly disagree	4	1.2%	0	0%	4	2.4%
Do not know/cannot answer/ not applicable	13	3.9%	6	3.6%	7	4.2%
<b>Your joint governance model is an innovation that could be promoted to other higher education institutions</b>						
Strongly agree	113	33.9%	62	37.3%	51	30.5%
Rather agree	142	42.6%	72	43.4%	70	41.9%
Rather disagree	26	7.8%	7	4.2%	19	11.4%
Strongly disagree	4	1.2%	2	1.2%	2	1.2%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Do not know/cannot answer/ not applicable	48	14.4%	23	13.9%	25	15.0%
<b>Your Erasmus Mundus project involves joint governance arrangements (committees or boards) where all partners are represented</b>						
Strongly agree	210	63.3%	129	77.7%	81	48.8%
Rather agree	95	28.6%	32	19.3%	63	38.0%
Rather disagree	10	3.0%	0	0%	10	6.0%
Strongly disagree	2	0.6%	1	0.6%	1	0.6%
Do not know/cannot answer/ not applicable	15	4.5%	4	2.4%	11	6.6%
<b>Associated partners representing enterprises/business are involved in implementing your project</b>						
Strongly agree	82	24.7%	46	27.7%	36	21.7%
Rather agree	101	30.4%	57	34.3%	44	26.5%
Rather disagree	57	17.2%	24	14.5%	33	19.9%
Strongly disagree	42	12.7%	18	10.8%	24	14.5%
Do not know/cannot answer/ not applicable	50	15.1%	21	12.7%	29	17.5%
<b>third-country partner institutions are equal partners in your project</b>						
Strongly agree	135	40.7%	36	21.7%	99	59.6%
Rather agree	78	23.5%	39	23.5%	39	23.5%
Rather disagree	55	16.6%	39	23.5%	16	9.6%
Strongly disagree	20	6.0%	18	10.8%	2	1.2%
Do not know/cannot answer/ not applicable	44	13.3%	34	20.5%	10	6.0%
<b>You are satisfied with the cooperation arrangements and the sharing of responsibilities with your consortium partners</b>						
Strongly agree	199	59.9%	97	58.4%	102	61.4%
Rather agree	107	32.2%	55	33.1%	52	31.3%
Rather disagree	14	4.2%	6	3.6%	8	4.8%
Strongly disagree	5	1.5%	4	2.4%	1	0.6%
Do not know/cannot answer/ not applicable	7	2.1%	4	2.4%	3	1.8%
<b>Your institution has a joint body or specialised staff for managing all international partnerships (e.g. Erasmus mobility)</b>						
Strongly agree	166	50.3%	65	39.2%	101	61.6%
Rather agree	99	30.0%	56	33.7%	43	26.2%
Rather disagree	29	8.8%	20	12.0%	9	5.5%
Strongly disagree	26	7.9%	18	10.8%	8	4.9%
Do not know/cannot answer/ not applicable	10	3.0%	7	4.2%	3	1.8%
<b>Your institution was recruiting internationally before participation in Erasmus Mundus</b>						
Strongly agree	167	50.3%	79	47.6%	88	53.0%
Rather agree	94	28.3%	53	31.9%	41	24.7%
Rather disagree	28	8.4%	16	9.6%	12	7.2%
Strongly disagree	18	5.4%	9	5.4%	9	5.4%
Do not know/cannot answer/ not applicable	25	7.5%	9	5.4%	16	9.6%
<b>Different tuition fees across the consortium were a burden</b>						
Strongly agree	72	21.8%	48	29.1%	24	14.5%
Rather agree	91	27.6%	49	29.7%	42	25.5%
Rather disagree	55	16.7%	23	13.9%	32	19.4%
Strongly disagree	28	8.5%	11	6.7%	17	10.3%
Do not know/cannot answer/ not applicable	84	25.5%	34	20.6%	50	30.3%

**Table 6.3.25. Answers to question: 18. (Actions 1 and 2) How would you evaluate the following aspects of implementation of individual mobility?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Regional quotas for the selection of students were a burden</b>						
Strongly agree	54	16.2%	23	13.8%	31	18.7%
Rather agree	117	35.1%	64	38.3%	53	31.9%
Rather disagree	90	27.0%	48	28.7%	42	25.3%
Strongly disagree	31	9.3%	13	7.8%	18	10.8%
Do not know/cannot answer/ not applicable	41	12.3%	19	11.4%	22	13.3%
<b>There was tension between academic excellence and regional/social/gender balance</b>						
Strongly agree	52	15.6%	24	14.4%	28	16.9%
Rather agree	93	27.9%	52	31.1%	41	24.7%
Rather disagree	101	30.3%	54	32.3%	47	28.3%
Strongly disagree	46	13.8%	20	12.0%	26	15.7%
Do not know/cannot answer/ not applicable	41	12.3%	17	10.2%	24	14.5%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Scholarship disbursements were timely</b>						
Strongly agree	112	33.8%	50	29.9%	62	37.8%
Rather agree	121	36.6%	55	32.9%	66	40.2%
Rather disagree	23	6.9%	13	7.8%	10	6.1%
Strongly disagree	8	2.4%	5	3.0%	3	1.8%
Do not know/cannot answer/ not applicable	67	20.2%	44	26.3%	23	14.0%
<b>Similar criteria for the selection of students and scholars were applied by all consortium partners</b>						
Strongly agree	195	58.7%	109	65.3%	86	52.1%
Rather agree	87	26.2%	33	19.8%	54	32.7%
Rather disagree	19	5.7%	10	6.0%	9	5.5%
Strongly disagree	7	2.1%	2	1.2%	5	3.0%
Do not know/cannot answer/ not applicable	24	7.2%	13	7.8%	11	6.7%
<b>Guidance and support for third-country students (regarding visas and residence permits etc.) was sufficient</b>						
Strongly agree	137	41.3%	66	39.8%	71	42.8%
Rather agree	134	40.4%	64	38.6%	70	42.2%
Rather disagree	37	11.1%	21	12.7%	16	9.6%
Strongly disagree	8	2.4%	3	1.8%	5	3.0%
Do not know/cannot answer/ not applicable	16	4.8%	12	7.2%	4	2.4%
<b>Joint masters and doctoral programmes have considerable value added in terms of the quality of studies</b>						
Strongly agree	139	42.4%	84	51.2%	55	33.5%
Rather agree	108	32.9%	57	34.8%	51	31.1%
Rather disagree	16	4.9%	7	4.3%	9	5.5%
Strongly disagree	5	1.5%	2	1.2%	3	1.8%
Do not know/cannot answer/ not applicable	60	18.3%	14	8.5%	46	28.0%
<b>Studying in joint masters and doctoral programmes makes it easier for graduates to find a job</b>						
Strongly agree	119	35.8%	65	38.9%	54	32.7%
Rather agree	98	29.5%	53	31.7%	45	27.3%
Rather disagree	15	4.5%	11	6.6%	4	2.4%
Strongly disagree	7	2.1%	2	1.2%	5	3.0%
Do not know/cannot answer/ not applicable	93	28.0%	36	21.6%	57	34.5%
<b>Studying in more than one country makes it easier to find a job</b>						
Strongly agree	172	52.1%	92	55.1%	80	49.1%
Rather agree	101	30.6%	52	31.1%	49	30.1%
Rather disagree	12	3.6%	4	2.4%	8	4.9%
Strongly disagree	2	0.6%	1	0.6%	1	0.6%
Do not know/cannot answer/ not applicable	43	13.0%	18	10.8%	25	15.3%
<b>Managing drop-out students was a burden</b>						
Strongly agree	43	13.0%	18	10.8%	25	15.3%
Rather agree	78	23.6%	34	20.4%	44	27.0%
Rather disagree	75	22.7%	38	22.8%	37	22.7%
Strongly disagree	26	7.9%	14	8.4%	12	7.4%
Do not know/cannot answer/ not applicable	108	32.7%	63	37.7%	45	27.6%
<b>EACEA online Mobility Tool (EMT) is easy to use</b>						
Strongly agree	50	15.1%	14	8.4%	36	21.7%
Rather agree	90	27.1%	51	30.7%	39	23.5%
Rather disagree	22	6.6%	8	4.8%	14	8.4%
Strongly disagree	22	6.6%	6	3.6%	16	9.6%
Do not know/cannot answer/ not applicable	148	44.6%	87	52.4%	61	36.7%

**Table 6.3.26. Answers to question: 19. (Actions 1 and 2) Have you faced any of the following obstacles while implementing your Erasmus Mundus project?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Difficulties in attracting outstanding academic staff</b>						
Yes	23	6.9%	9	5.4%	14	8.5%
Yes, to some extent	100	30.2%	40	24.0%	60	36.6%
No	181	54.7%	104	62.3%	77	47.0%
Do not know/cannot answer/ not applicable	27	8.2%	14	8.4%	13	7.9%
<b>Difficulties in attracting outstanding students</b>						
Yes	20	6.0%	8	4.8%	12	7.2%
Yes, to some extent	108	32.3%	51	30.4%	57	34.3%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
No	192	57.5%	102	60.7%	90	54.2%
Do not know/cannot answer/ not applicable	14	4.2%	7	4.2%	7	4.2%
<b>Difficulties in attracting European students</b>						
Yes	78	23.4%	55	32.7%	23	13.9%
Yes, to some extent	105	31.4%	56	33.3%	49	29.5%
No	76	22.8%	47	28.0%	29	17.5%
Do not know/cannot answer/ not applicable	75	22.5%	10	6.0%	65	39.2%
<b>Difficulties in attracting third-country students</b>						
Yes	12	3.6%	5	3.0%	7	4.2%
Yes, to some extent	57	17.2%	17	10.2%	40	24.2%
No	219	66.0%	139	83.2%	80	48.5%
Do not know/cannot answer/ not applicable	44	13.3%	6	3.6%	38	23.0%
<b>Difficulties in arranging visas and residence permits for mobile students</b>						
Yes	79	23.7%	41	24.4%	38	23.0%
Yes, to some extent	132	39.6%	71	42.3%	61	37.0%
No	98	29.4%	44	26.2%	54	32.7%
Do not know/cannot answer/ not applicable	24	7.2%	12	7.1%	12	7.3%
<b>Difficulties with issuing joint diplomas</b>						
Yes	77	23.3%	47	28.0%	30	18.4%
Yes, to some extent	73	22.1%	48	28.6%	25	15.3%
No	52	15.7%	35	20.8%	17	10.4%
Do not know/cannot answer/ not applicable	129	39.0%	38	22.6%	91	55.8%
<b>Difficulties in offering courses in different languages</b>						
Yes	43	13.0%	9	5.4%	34	20.7%
Yes, to some extent	89	26.9%	36	21.6%	53	32.3%
No	147	44.4%	101	60.5%	46	28.0%
Do not know/cannot answer/ not applicable	52	15.7%	21	12.6%	31	18.9%
<b>Difficulties with the administrative and financial requirements of the EU</b>						
Yes	31	9.3%	12	7.1%	19	11.4%
Yes, to some extent	101	30.2%	56	33.3%	45	27.1%
No	156	46.7%	74	44.0%	82	49.4%
Do not know/cannot answer/ not applicable	46	13.8%	26	15.5%	20	12.0%
<b>Difficulties organising support services for mobile students/scholars</b>						
Yes	21	6.3%	10	6.0%	11	6.7%
Yes, to some extent	103	31.0%	60	35.9%	43	26.1%
No	184	55.4%	85	50.9%	99	60.0%
Do not know/cannot answer/ not applicable	24	7.2%	12	7.2%	12	7.3%
<b>Uneven capacities of the partner institutions</b>						
Yes	45	13.5%	17	10.2%	28	16.9%
Yes, to some extent	120	36.0%	58	34.7%	62	37.3%
No	138	41.4%	78	46.7%	60	36.1%
Do not know/cannot answer/ not applicable	30	9.0%	14	8.4%	16	9.6%
<b>Lack of financial resources to manage the consortium</b>						
Yes	48	14.4%	24	14.4%	24	14.5%
Yes, to some extent	101	30.3%	61	36.5%	40	24.1%
No	146	43.8%	67	40.1%	79	47.6%
Do not know/cannot answer/ not applicable	38	11.4%	15	9.0%	23	13.9%
<b>Lack of human resources to manage the consortium</b>						
Yes	46	13.8%	26	15.6%	20	12.0%
Yes, to some extent	93	27.9%	51	30.5%	42	25.3%
No	165	49.5%	80	47.9%	85	51.2%
Do not know/cannot answer/ not applicable	29	8.7%	10	6.0%	19	11.4%

**Table 6.3.27. Answers to question: 21. How would you assess the support and guidance you received from the Education, Audiovisual and Culture Executive Agency (EACEA) during the following phases of your participation in the Programme?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>Information on funding opportunities</b>						
Very positive	115	34.6%	48	29.3%	67	41.1%
Rather positive	114	34.3%	53	32.3%	59	36.2%

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Rather negative	4	1.2%	1	0.6%	3	1.8%
Very negative	2	0.6%	1	0.6%	1	0.6%
Do not know/cannot answer/ not relevant	97	29.2%	61	37.2%	33	20.2%
<b>Application requirements and procedures</b>						
Very positive	129	38.7%	55	33.5%	73	44.5%
Rather positive	106	31.8%	52	31.7%	52	31.7%
Rather negative	9	2.7%	4	2.4%	5	3.0%
Very negative	1	0.3%	0	0%	1	0.6%
Do not know/cannot answer/ not relevant	88	26.4%	53	32.3%	33	20.1%
<b>Financial and contractual management</b>						
Very positive	108	32.3%	43	26.1%	63	38.4%
Rather positive	102	30.5%	52	31.5%	49	29.9%
Rather negative	14	4.2%	5	3.0%	9	5.5%
Very negative	4	1.2%	1	0.6%	3	1.8%
Do not know/cannot answer/ not relevant	106	31.7%	64	38.8%	40	24.4%
<b>Project reporting and monitoring</b>						
Very positive	87	26.0%	37	22.4%	49	29.7%
Rather positive	115	34.3%	54	32.7%	60	36.4%
Rather negative	7	2.1%	1	0.6%	6	3.6%
Very negative	3	0.9%	1	0.6%	2	1.2%
Do not know/cannot answer/ not relevant	123	36.7%	72	43.6%	48	29.1%
<b>General advice and daily assistance during the project implementation</b>						
Very positive	101	30.2%	46	27.9%	53	32.3%
Rather positive	92	27.5%	41	24.8%	50	30.5%
Rather negative	12	3.6%	7	4.2%	5	3.0%
Very negative	2	0.6%	0	0%	2	1.2%
Do not know/cannot answer/ not relevant	127	38.0%	71	43.0%	54	32.9%

**Table 6.3.28. Answers to question: 22. Are your project activities likely to be continued after the end of your Erasmus Mundus project?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Most likely yes, with a similar intensity	113	33.2%	63	37.1%	49	29.5%
Most likely yes, but with a smaller intensity	158	46.5%	69	40.6%	87	52.4%
Most likely not	30	8.8%	11	6.5%	19	11.4%
Do not know/cannot answer	39	11.5%	27	15.9%	11	6.6%

**Table 6.3.29. Answers to question: 23. (Action 1 and 2) What measures has your consortium taken to ensure the sustainability of your activities after EU funding finishes (you may choose more than one option)?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Sustaining the partnership entirely with own funds in the same intensity	32	8.6%	17	9.1%	15	8.2%
Sustaining the partnership from own funds, but with a lower intensity	107	28.6%	62	33.3%	45	24.6%
Participating in other EU partnership or mobility instruments	181	48.4%	71	38.2%	110	60.1%
Applying for funding from national/regional schemes	131	35.0%	63	33.9%	68	37.2%
Turning to businesses for funding	60	16.0%	44	23.7%	16	8.7%
Sustaining a part of the partnership (bilateral, with only some of the partners)	134	35.8%	37	19.9%	97	53.0%
Other (please specify):	22	5.9%	15	8.1%	7	3.8%
No measures have been taken so far	54	14.4%	39	21.0%	15	8.2%
Do not know/cannot answer	26	7.0%	17	9.1%	9	4.9%



**Table 6.3.30. Answers to question: 24. (Action 1) If your project was renewed, how have you responded to the reduction of scholarships, compared to EM I?**

	Total	
	Freq.	%
Offered the same programme to a smaller number of students	36	19.4%
Raised funds from other sources to finance scholarships (please specify the source):	31	16.7%
Accepted more fee-paying students	44	23.7%
Offered EM courses to regular (non-Erasmus Mundus) students	32	17.2%
Our project is a new Erasmus Mundus project	28	15.1%
Other (please specify):	6	3.2%
Do not know/cannot answer/ Not applicable	54	29.0%

**Table 6.3.31. Answers to question: 25. (Action 1 and 2) Would you disagree or agree with the following statements about participants of your project?**

	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
<b>You developed a multi-criteria selection procedure for assessment of potential students' academic excellence</b>						
Strongly agree	214	64.8%	125	74.9%	89	54.6%
Rather agree	87	26.4%	29	17.4%	58	35.6%
Rather disagree	6	1.8%	2	1.2%	4	2.5%
Strongly disagree	3	0.9%	0	0%	3	1.8%
Do not know/cannot answer/ not applicable	20	6.1%	11	6.6%	9	5.5%
<b>You developed a scoring system/checklist for potential students' academic excellence</b>						
Strongly agree	202	61.8%	117	70.9%	85	52.5%
Rather agree	91	27.8%	33	20.0%	58	35.8%
Rather disagree	7	2.1%	3	1.8%	4	2.5%
Strongly disagree	4	1.2%	1	0.6%	3	1.9%
Do not know/cannot answer/ not applicable	23	7.0%	11	6.7%	12	7.4%
<b>You extensively used 'subjective' measurements of academic excellence (motivation letters, references, statements of purpose, etc.) in the selection procedure</b>						
Strongly agree	124	37.7%	62	37.1%	62	38.3%
Rather agree	130	39.5%	66	39.5%	64	39.5%
Rather disagree	41	12.5%	26	15.6%	15	9.3%
Strongly disagree	10	3.0%	2	1.2%	8	4.9%
Do not know/cannot answer/ not applicable	24	7.3%	11	6.6%	13	8.0%
<b>Overall you are satisfied with the academic excellence of your students</b>						
Strongly agree	139	42.4%	78	47.0%	61	37.7%
Rather agree	164	50.0%	73	44.0%	91	56.2%
Rather disagree	9	2.7%	4	2.4%	5	3.1%
Strongly disagree	2	0.6%	2	1.2%	0	0%
Do not know/cannot answer/ not applicable	14	4.3%	9	5.4%	5	3.1%
<b>You used specific instruments to promote gender mainstreaming (e.g. policy statements, guidelines, checklists, disclaimers, consultation and partnership, etc.) to select students</b>						
Strongly agree	66	20.2%	26	15.7%	40	24.8%
Rather agree	131	40.1%	61	36.7%	70	43.5%
Rather disagree	53	16.2%	29	17.5%	24	14.9%
Strongly disagree	24	7.3%	18	10.8%	6	3.7%
Do not know/cannot answer/ not applicable	53	16.2%	32	19.3%	21	13.0%
<b>You used specific instruments to promote gender mainstreaming (e.g. policy statements, guidelines, checklists, disclaimers, consultation and partnership, etc.) to select academics</b>						
Strongly agree	44	13.5%	16	9.6%	28	17.5%
Rather agree	123	37.7%	52	31.3%	71	44.4%
Rather disagree	70	21.5%	38	22.9%	32	20.0%
Strongly disagree	30	9.2%	22	13.3%	8	5.0%
Do not know/cannot answer/ not applicable	59	18.1%	38	22.9%	21	13.1%
<b>Your institution was successful in reaching gender balance (around 40-60%) among students</b>						
Strongly agree	131	40.4%	66	39.8%	65	41.1%
Rather agree	100	30.9%	47	28.3%	53	33.5%
Rather disagree	36	11.1%	18	10.8%	18	11.4%
Strongly disagree	15	4.6%	12	7.2%	3	1.9%
Do not know/cannot answer/ not applicable	42	13.0%	23	13.9%	19	12.0%
<b>Your institution was successful in reaching gender balance (around 40-60%) among academics</b>						



	Total		Action 1		Action 2	
	Freq.	%	Freq.	%	Freq.	%
Strongly agree	97	29.9%	41	24.7%	56	35.4%
Rather agree	93	28.7%	41	24.7%	52	32.9%
Rather disagree	54	16.7%	33	19.9%	21	13.3%
Strongly disagree	20	6.2%	15	9.0%	5	3.2%
Do not know/cannot answer/ not applicable	60	18.5%	36	21.7%	24	15.2%
<b>Your institution applied an equal opportunity policy before participation in Erasmus Mundus</b>						
Strongly agree	188	57.5%	89	53.9%	99	61.1%
Rather agree	75	22.9%	34	20.6%	41	25.3%
Rather disagree	12	3.7%	7	4.2%	5	3.1%
Strongly disagree	11	3.4%	9	5.5%	2	1.2%
Do not know/cannot answer/ not applicable	41	12.5%	26	15.8%	15	9.3%
<b>Consortium members implement measures to accommodate the needs of students with special needs</b>						
Strongly agree	130	39.5%	71	42.5%	59	36.4%
Rather agree	107	32.5%	54	32.3%	53	32.7%
Rather disagree	12	3.6%	4	2.4%	8	4.9%
Strongly disagree	5	1.5%	3	1.8%	2	1.2%
Do not know/cannot answer/ not applicable	75	22.8%	35	21.0%	40	24.7%
<b>Your consortium has measures to prevent "brain drain" from Third Countries and encourage "brain circulation"</b>						
Strongly agree	89	27.1%	24	14.4%	65	40.4%
Rather agree	101	30.8%	46	27.5%	55	34.2%
Rather disagree	39	11.9%	26	15.6%	13	8.1%
Strongly disagree	13	4.0%	10	6.0%	3	1.9%
Do not know/cannot answer/ not applicable	86	26.2%	61	36.5%	25	15.5%

**Table 6.3.32. Answers to question: 25. (Action 3) To what extent did you cooperate with policy-makers (at the local, regional, national and international levels) during the implementation of your project?**

	Total	
	Freq.	%
<b>Policy-makers were consulted and interested in the development of the project application</b>		
Strongly agree	1	20.0%
Rather agree	2	40.0%
Rather disagree	0	0%
Strongly disagree	0	0%
Do not know/cannot answer/ not applicable	2	40.0%
<b>Access to policy-makers for the sake of your project implementation was easy</b>		
Strongly agree	0	0%
Rather agree	4	80.0%
Rather disagree	0	0%
Strongly disagree	0	0%
Do not know/cannot answer/ not applicable	1	20.0%
<b>Policy-makers were informed about your project when it started</b>		
Strongly agree	1	20.0%
Rather agree	4	80.0%
Rather disagree	0	0%
Strongly disagree	0	0%
Do not know/cannot answer/ not applicable	0	0%
<b>Policy-makers were interested in the implementation of the project</b>		
Strongly agree	1	20.0%
Rather agree	1	20.0%
Rather disagree	0	0%
Strongly disagree	0	0%
Do not know/cannot answer/ not applicable	3	60.0%
<b>Policy-makers took part in the project's activities</b>		
Strongly agree	1	25.0%
Rather agree	1	25.0%
Rather disagree	0	0%
Strongly disagree	0	0%
Do not know/cannot answer/ not applicable	2	50.0%
<b>Policy-makers will be provided with the project results and encouraged to exploit them</b>		
Strongly agree	2	40.4%
Rather agree	1	20.0%

	Total	
	Freq.	%
Rather disagree	0	0%
Strongly disagree	0	0%
Do not know/cannot answer/ not applicable	2	40.0%

## 6.4 Data of the survey of individual beneficiaries of the Erasmus Mundus II programme (Action 2)

### Overview

Survey of institutional beneficiaries of the Erasmus Mundus II programme was conducted 18 November 2011h – 12 December 2012 together with the survey of institutional beneficiaries. Institutional beneficiaries of Action 2 were asked to forward a link of on-line questionnaire to individuals of their organisation (students/lecturers/other staff members) participating in Erasmus Mundus project. The questionnaire can be found in Annex 6. A total of 384 responses were received. Since this survey did not have a respondent list, it is not possible to provide a response rate. The questionnaires were filled in and data file was constructed using the PPMI on-line survey tool. The data was analysed and crosstabs counted using the SPSS software package. Tables below show data according quantitative questions of the survey.

**Table 6.4.1. Answers to question: 1. During participation in the Erasmus Mundus programme you were a:**

	Freq.	%
Student	261	68.3%
Lecturer/researcher/scholar	90	23.6%
Other staff member of higher education institution	19	5.0%
Other (please specify):	12	3.1%

**Table 6.4.2. Answers to question: 2. Your home country is...**

	Freq.	%
EU Member State	43	11.3%
Other European country	63	16.5%
A third country	265	69.6%
Do not know/cannot answer	10	2.6%

**Table 6.4.3. Answers to question: 3. Your mobility destination was...**

	Freq.	%
EU Member State	310	80.9%
Other European country	29	7.6%
A third country	37	9.7%
Do not know/cannot answer	7	1.8%

**Table 6.4.4. Answers to question: 23. What is your gender?**

	Freq.	%
Female	251	66.2%
Male	123	32.5%
Prefer not to indicate	5	1.3%

**Table 6.4.5. Answers to question: 24. What is your employment status?**

	Freq.	%
Employed in research or higher education institution	130	34.6%
Employed in private or public sector (except research/higher education)	37	9.8%
Traineeship	9	2.4%
Continuing education	94	25.0%
Enrolled in PhD programme	44	11.7%
Unemployed	35	9.3%
Other	27	7.2%

**Table 6.4.6. Answers to question: 25a. (Students only) Did you benefit from any other study or placement mobility before you participated in the Erasmus Mundus programme?**

	Freq.	%
Yes, national scholarship to study abroad	24	6.2%
Yes, bilateral exchange	26	6.8%
Yes, regional (e.g. European) mobility scheme	18	4.7%
Yes, internship/traineeship abroad	35	9.1%

Other (please specify):	10	2.6%
No	177	46.1%
Do not know/Cannot answer	9	2.3%

**Table 6.4.7. Answers to question: 25b. (Staff only) Did you benefit from any other academic staff mobility before you participated in the Erasmus Mundus programme?**

	Freq.	%
Yes, a grant for research	37	9.6%
Yes, a grant for qualification development	11	2.9%
Yes, a teaching assistantship	9	2.3%
Yes, internship/traineeship abroad	25	6.5%
Other (please specify):	8	2.1%
No	53	13.8%
Do not know/Cannot answer	4	1.0%

***Motivation for participation in the programme***

**Table 6.4.8. Answers to question: 4. How important are the following issues for you?**

	Freq.	%
<b>Promoting intercultural dialogue and understanding</b>		
Very important	285	74.4%
Rather important	88	23.0%
Rather unimportant	8	2.1%
Not important	1	0.3%
Do not know/cannot answer	1	0.3%
<b>Contributing to sustainable development of third countries</b>		
Very important	193	50.5%
Rather important	134	35.1%
Rather unimportant	33	8.6%
Not important	13	3.4%
Do not know/cannot answer	9	2.4%
<b>Enhancing career prospects of outstanding students</b>		
Very important	253	67.1%
Rather important	99	26.3%
Rather unimportant	16	4.2%
Not important	4	1.1%
Do not know/cannot answer	5	1.3%
<b>Strengthening cooperation between European and non-European higher education institutions</b>		
Very important	277	72.5%
Rather important	94	24.6%
Rather unimportant	9	2.4%
Not important	1	0.3%
Do not know/cannot answer	1	0.3%
<b>Promoting mobility of students and academics from and to third and European countries</b>		
Very important	266	70.4%
Rather important	100	26.5%
Rather unimportant	6	1.6%
Not important	5	1.3%
Do not know/cannot answer	1	0.3%
<b>Developing capacities of higher education institutions in third countries</b>		
Very important	241	63.4%
Rather important	106	27.9%
Rather unimportant	22	5.8%
Not important	6	1.6%
Do not know/cannot answer	5	1.3%

**Table 6.4.9. Answers to question: 5. Did the following factors influence your decision to participate in the Erasmus Mundus programme?**

	<b>Freq.</b>	<b>%</b>
<b>Quality of Erasmus Mundus mobility</b>		
Yes	236	61.9%
Yes, to some extent	113	29.7%
No	26	6.8%
Do not know/cannot answer	6	1.6%
<b>Wish to study/work in Europe or wish to experience studying/working in a third country</b>		
Yes	290	75.9%
Yes, to some extent	71	18.6%
No	12	3.1%
Do not know/cannot answer	9	2.4%
<b>Level of funding</b>		
Yes	175	45.8%
Yes, to some extent	168	44.0%
No	32	8.4%
Do not know/cannot answer	7	1.8%
<b>Academic reputation of the universities involved</b>		
Yes	219	57.3%
Yes, to some extent	124	32.5%
No	37	9.7%
Do not know/cannot answer	2	0.5%
<b>Possibility to improve language skills</b>		
Yes	257	67.3%
Yes, to some extent	77	20.2%
No	44	11.5%
Do not know/cannot answer	4	1.0%
<b>Opportunity to come into contact with another culture</b>		
Yes	290	76.3%
Yes, to some extent	76	20.0%
No	12	3.2%
Do not know/cannot answer	2	0.5%
<b>Opportunity to develop personal skills</b>		
Yes	322	84.3%
Yes, to some extent	53	13.9%
No	5	1.3%
Do not know/cannot answer	2	0.5%

***Satisfaction and benefits of participation in the Programme***

**Table 6.4.10. Answers to question: 7. How would you assess your overall satisfaction with participation in the Erasmus Mundus programme?**

	<b>Freq.</b>	<b>%</b>
Very satisfied	269	71.2%
Rather satisfied	99	26.2%
Rather unsatisfied	8	2.1%
Very unsatisfied	2	0.5%
Do not know/cannot answer	0	0%

**Table 6.4.11. Answers to question: 8. Please assess the influence your participation in the Erasmus Mundus programme had on the following:**

	<b>Freq.</b>	<b>%</b>
<b>Your professional competences</b>		
Strong influence	217	57.4%
Some influence	144	38.1%
No influence	9	2.4%
Do not know/cannot answer	8	2.1%
<b>Your academic knowledge</b>		
Strong influence	221	58.8%
Some influence	140	37.2%
No influence	10	2.7%

	Freq.	%
Do not know/cannot answer	5	1.3%
<b>Improvement of language skills</b>		
Strong influence	250	66.1%
Some influence	93	24.6%
No influence	29	7.7%
Do not know/cannot answer	6	1.6%
<b>Your academic writing skills</b>		
Strong influence	160	42.6%
Some influence	174	46.3%
No influence	36	9.6%
Do not know/cannot answer	6	1.6%
<b>Your awareness and understanding of other cultures</b>		
Strong influence	247	65.5%
Some influence	115	30.5%
No influence	8	2.1%
Do not know/cannot answer	7	1.9%
<b>Development of personal/social skills</b>		
Strong influence	239	63.4%
Some influence	116	30.8%
No influence	18	4.8%
Do not know/cannot answer	4	1.1%
<b>Your determination to look for mobility opportunities abroad in the future</b>		
Strong influence	252	66.7%
Some influence	96	25.4%
No influence	19	5.0%
Do not know/cannot answer	11	2.9%
<b>Your career opportunities (finding a job, continuing education (e.g. doctoral studies), promotion, financial or non-financial benefits)</b>		
Strong influence	194	51.5%
Some influence	118	31.3%
No influence	53	14.1%
Do not know/cannot answer	12	3.2%

**Table 6.4.12. Answers to question: 10a/10b. Would you disagree or agree with the following statements regarding your experience in the Erasmus Mundus programme: (Data not provided in case answers were available only for students or lecturers)**

	Students		Lecturers and staff	
	Freq.	%	Freq.	%
<b>The length of your mobility period was optimal</b>				
Strongly agree	89	31.4%	44	36.7%
Rather agree	129	45.6%	46	38.3%
Rather disagree	40	14.1%	17	14.2%
Strongly disagree	11	3.9%	5	4.2%
Do not know/ cannot answer/ not applicable	14	4.9%	8	6.7%
<b>The reputation of the institution / academic department you have joined or visited is strong</b>				
Strongly agree	139	49.5%	80	70.2%
Rather agree	105	37.4%	24	21.1%
Rather disagree	24	8.5%	7	6.1%
Strongly disagree	4	1.4%	0	0%
Do not know/ cannot answer/ not applicable	9	3.2%	3	2.6%
<b>Studying in more than one institution had added value</b>				
Strongly agree	149	53.8%		
Rather agree	74	26.7%		
Rather disagree	10	3.6%		
Strongly disagree	1	0.4%		
Do not know/ cannot answer/ not applicable	43	15.5%		
<b>Academic/research work at the host institution was enriching</b>				
Strongly agree			68	60.2%

	Students		Lecturers and staff	
	Freq.	%	Freq.	%
Rather agree			33	29.2%
Rather disagree			3	2.7%
Strongly disagree			1	0.9%
Do not know/ cannot answer/ not applicable			8	7.1%
<b>During your participation in the Erasmus Mundus programme you have benefited from European higher education of outstanding quality</b>				
Strongly agree	126	45.2%		
Rather agree	110	39.4%		
Rather disagree	22	7.9%		
Strongly disagree	6	2.2%		
Do not know/ cannot answer/ not applicable	15	5.4%		
<b>Participation in Erasmus Mundus changed your attitudes regarding international cooperation and mobility</b>				
Strongly agree	146	52.3%	52	46.0%
Rather agree	96	34.4%	34	30.1%
Rather disagree	17	6.1%	15	13.3%
Strongly disagree	1	0.4%	2	1.8%
Do not know/ cannot answer/ not applicable	19	6.8%	10	8.8%
<b>Erasmus Mundus created sustainable networking possibilities</b>				
Strongly agree	143	51.3%	73	66.4%
Rather agree	99	35.5%	26	23.6%
Rather disagree	15	5.4%	7	6.4%
Strongly disagree	4	1.4%	0	0%
Do not know/ cannot answer/ not applicable	18	6.5%	4	3.6%
<b>Skills, knowledge and competences acquired during participation in the Erasmus Mundus programme are relevant in the labour market</b>				
Strongly agree	140	50.4%		
Rather agree	106	38.1%		
Rather disagree	15	5.4%		
Strongly disagree	3	1.1%		
Do not know/ cannot answer/ not applicable	14	5.0%		
<b>After participation in the Erasmus Mundus programme you have received more responsibility, better research opportunities or promotion</b>				
Strongly agree			47	42.3%
Rather agree			29	26.1%
Rather disagree			16	14.4%
Strongly disagree			4	3.6%
Do not know/ cannot answer/ not applicable			15	13.5%
<b>Studying in more than one country makes it easier to find a job</b>				
Strongly agree	122	43.7%		
Rather agree	97	34.8%		
Rather disagree	25	9.0%		
Strongly disagree	3	1.1%		
Do not know/ cannot answer/ not applicable	32	11.5%		
<b>Your mobility decision was influenced by family responsibilities, special needs and/or other non-academic factors</b>				
Strongly agree	41	14.8%	15	13.5%
Rather agree	57	20.6%	24	21.6%
Rather disagree	67	24.2%	25	22.5%
Strongly disagree	91	32.9%	38	34.2%
Do not know/ cannot answer/ not applicable	21	7.6%	9	8.1%
<b>Size of a scholarship is competitive with other national and international scholarship schemes</b>				
Strongly agree	157	56.3%		



	Students		Lecturers and staff	
	Freq.	%	Freq.	%
Rather agree	82	29.4%		
Rather disagree	11	3.9%		
Strongly disagree	4	1.4%		
Do not know/ cannot answer/ not applicable	25	9.0%		
<b>The Erasmus Mundus programme should ensure more balanced and reciprocal relationships between European and third country HE institutions</b>				
Strongly agree			57	50.9%
Rather agree			38	33.9%
Rather disagree			5	4.5%
Strongly disagree			0	0%
Do not know/ cannot answer/ not applicable			12	10.7%

**Table 6.4.13. Answers to question: 11. Did you face any of the following obstacles during your participation in the Erasmus Mundus programme?**

	Freq.	%
<b>Difficulties in obtaining a visa or residence permit</b>		
Yes	47	12.6%
Yes, to some extent	87	23.3%
No	235	62.8%
Do not know/cannot answer/ not applicable	5	1.3%
<b>Difficulties in recognition of your existing qualification</b>		
Yes	15	4.0%
Yes, to some extent	63	16.8%
No	283	75.7%
Do not know/cannot answer/ not applicable	13	3.5%
<b>Difficulties in recognition of your Erasmus Mundus study period in your home institution/country</b>		
Yes	28	7.5%
Yes, to some extent	56	15.0%
No	257	68.7%
Do not know/cannot answer/ not applicable	33	8.8%
<b>Difficulties in integration into local student/researcher community</b>		
Yes	29	7.8%
Yes, to some extent	76	20.4%
No	263	70.5%
Do not know/cannot answer/ not applicable	5	1.3%
<b>Insufficient support by the local coordinator of the host institution</b>		
Yes	17	4.6%
Yes, to some extent	46	12.4%
No	301	81.1%
Do not know/cannot answer/ not applicable	7	1.9%
<b>Linguistic barriers</b>		
Yes	20	5.4%
Yes, to some extent	123	33.1%
No	227	61.0%
Do not know/cannot answer/ not applicable	2	0.5%
<b>Cultural barriers</b>		
Yes	9	2.4%
Yes, to some extent	96	25.8%
No	266	71.5%
Do not know/cannot answer/ not applicable	1	0.3%
<b>Financial burden caused by participation</b>		
Yes	10	2.7%
Yes, to some extent	55	14.8%
No	295	79.3%
Do not know/cannot answer/ not applicable	12	3.2%
<b>Lack of clarity of information about the integration of the mobility period into your study programme</b>		
Yes	21	5.7%

	Freq.	%
Yes, to some extent	57	15.4%
No	277	74.7%
Do not know/cannot answer/ not applicable	16	4.3%
<b>Other (please specify):</b>		
Yes	19	20.2%
Yes, to some extent	8	8.5%
No	48	51.1%
Do not know/cannot answer/ not applicable	19	20.2%

**Table 6.4.14. Answers to question: 12. Did you receive support in the following areas during your preparation and participation in The Erasmus Mundus programme?**

	Freq.	%
<b>Help with visas</b>		
Yes	198	52.9%
Yes, to some extent	103	27.5%
No	57	15.2%
Do not know/cannot answer/ not applicable	16	4.3%
<b>Help with accommodation</b>		
Yes	211	56.3%
Yes, to some extent	85	22.7%
No	71	18.9%
Do not know/cannot answer/ not applicable	8	2.1%
<b>Help with travel</b>		
Yes	229	61.2%
Yes, to some extent	81	21.7%
No	61	16.3%
Do not know/cannot answer/ not applicable	3	0.8%
<b>Help with residence permits</b>		
Yes	204	54.4%
Yes, to some extent	87	23.2%
No	58	15.5%
Do not know/cannot answer/ not applicable	26	6.9%
<b>Help with facilities for studies/research</b>		
Yes	191	51.2%
Yes, to some extent	115	30.8%
No	55	14.7%
Do not know/cannot answer/ not applicable	12	3.2%
<b>Language support</b>		
Yes	137	36.7%
Yes, to some extent	102	27.3%
No	109	29.2%
Do not know/cannot answer/ not applicable	25	6.7%
<b>Orientation/cultural learning support</b>		
Yes	147	39.3%
Yes, to some extent	121	32.4%
No	96	25.7%
Do not know/cannot answer/ not applicable	10	2.7%
<b>Additional financial assistance from the host institution</b>		
Yes	43	11.6%
Yes, to some extent	29	7.8%
No	276	74.2%
Do not know/cannot answer/ not applicable	24	6.5%

**Table 6.4.15. Answers to question: 13. Would you have participated in project/activities without the funding provided from the Erasmus Mundus programme?**

	Freq.	%
Most likely not	173	46.1%
Most likely yes, with the help of other national/international programmes	128	34.1%

	Freq.	%
Most likely yes, using own funds	23	6.1%
Do not know/cannot answer	51	13.6%

**Table 6.4.16. Answers to question: 14. To what extent was the funding sufficient to cover your living expenses?**

	Freq.	%
Wholly sufficient	248	66.1%
Somewhat sufficient	100	26.7%
Not very sufficient	16	4.3%
Not sufficient	3	0.8%
Do not know/Cannot answer	8	2.1%

#### ***Awareness of the programme***

**Table 6.4.17. Answers to question: 15. One year before participation in the programme your level of awareness about the Erasmus Mundus programme was:**

	Freq.	%
Sufficiently aware of the Programme	73	19.3%
Aware of the Programme to some extent	163	43.0%
Wasn't aware of the Programme	131	34.6%
Do not know/cannot answer	12	3.2%

**Table 6.4.18. Answers to question: 16. Would you disagree or agree with the following statements about awareness and perception of the Erasmus Mundus brand among general academic public (students, staff of universities, etc.)?**

	Freq.	%
<b>Erasmus Mundus brand is known among students of your home country</b>		
Strongly agree	46	12.1%
Rather agree	138	36.4%
Rather disagree	132	34.8%
Strongly disagree	55	14.5%
Do not know/cannot answer	8	2.1%
<b>Erasmus Mundus brand is known among academic staff of universities in your home country</b>		
Strongly agree	57	15.0%
Rather agree	163	43.0%
Rather disagree	110	29.0%
Strongly disagree	40	10.6%
Do not know/cannot answer	9	2.4%
<b>You perceive Erasmus Mundus as an integral part of the Erasmus programme</b>		
Strongly agree	166	43.9%
Rather agree	147	38.9%
Rather disagree	29	7.7%
Strongly disagree	6	1.6%
Do not know/cannot answer	30	7.9%
<b>You associate the Erasmus Mundus brand with high quality of Higher Education</b>		
Strongly agree	206	54.5%
Rather agree	145	38.4%
Rather disagree	14	3.7%
Strongly disagree	3	0.8%
Do not know/cannot answer	10	2.6%
<b>The Erasmus Mundus brand fostered your involvement in the programme</b>		
Strongly agree	144	38.3%
Rather agree	156	41.5%
Rather disagree	46	12.2%
Strongly disagree	9	2.4%
Do not know/cannot answer	21	5.6%
<b>Participating in the Erasmus Mundus programme contributes to the visibility and prestige of higher education institutions</b>		
Strongly agree	231	61.1%
Rather agree	122	32.3%
Rather disagree	11	2.9%

	Freq.	%
Strongly disagree	2	0.5%
Do not know/cannot answer	12	3.2%
<b>Erasmus Mundus is strong and visible compared to other national and/or international programmes</b>		
Strongly agree	188	49.7%
Rather agree	128	33.9%
Rather disagree	25	6.6%
Strongly disagree	8	2.1%
Do not know/cannot answer	29	7.7%

**Table 6.4.19. Answers to question: 17. What means did you use to promote the experiences and skills you gained from participation in the Erasmus Mundus Programme?**

	Freq.	%
Personal contacts	328	85.4%
Mailing lists	98	25.5%
Social networks	228	59.4%
Institution billboards and other institutional communication methods	101	26.3%
Giving interviews or writing articles to local media	76	19.8%
Other (please specify):	16	4.2%
I did not promote Erasmus Mundus	10	2.6%
Do not know/cannot answer	10	2.6%

**Table 6.4.20. Answers to question: 18. Do you communicate with other former participants of Erasmus Mundus in your country?**

	Freq.	%
Yes, often	115	29.9%
Yes, sometimes	146	38.0%
I communicate with former Erasmus Mundus participants, but not in my country	62	16.1%
I communicate with former Erasmus Mundus participants via the Erasmus Mundus Alumni Association (EMA)	11	2.9%
No	75	19.5%
Do not know/Cannot answer	16	4.2%

### *Characteristics of participants*

**Table 6.4.21. Answers to question: 20. What are your career plans for the future?**

	Freq.	%
To seek a career in home country	166	44.1%
To seek a career in an EU country	98	26.1%
To seek a career in another country	30	8.0%
Other (please specify):	53	14.1%
Do not know/cannot answer	29	7.7%

**Table 6.4.22. Answers to question: 21. (third-country students staying in EU only) What do you see as the main advantages of staying in Europe?**

	Freq.	%
Better job opportunity	93	24.2%
I like the EU environment	113	29.4%
Financial, social benefit	108	28.1%
Staying with family	10	2.6%
I could not find a job anywhere else	4	1.0%
Other (please specify):	22	5.7%
Do not know/cannot answer	14	3.6%

**Table 6.4.23. Answers to question: 22. (third-country students staying in home country only) What was the main reason for returning to your home country?**

	Freq.	%
Desire to live in home country	65	16.9%
Staying with family	91	23.7%

	Freq.	%
EU work permit/visa issues	62	16.1%
Language issues	12	3.1%
Prefer home country environment to the EU	21	5.5%
Could not find a job in the EU	23	6.0%
Better job opportunities	25	6.5%
Other (please specify):	33	8.6%
Do not know/cannot answer	15	3.9%

## 6.5 Survey questionnaire of the National Structures and the EU Delegations

### Welcome text

Dear Sir/Madam,

We would be most grateful if you could take the time to complete this survey, which is being conducted by the Public Policy and Management Institute (PPMI) on behalf of DG Education and Culture of the European Commission. This survey of National Structures and EU Delegations involved in implementation of Erasmus Mundus II programme is part of the interim evaluation of this programme. It will help us gather information about your experience with Erasmus Mundus II in the period of 2009-2011. Your opinions will be useful both for the evaluation of the current Programme and the development of the future Programme. Your participation in this survey is therefore very important. Completing the questionnaire should take no longer than 30 minutes. Our strict confidentiality provisions ensure that your answers will only be used in the aggregated form and your contact details will not be shared with anyone. If you have any questions about this survey please contact Mr Tadas Šarūnas at [tadas.sarunas@vpvi.lt](mailto:tadas.sarunas@vpvi.lt).

Please complete the questionnaire **by January 9th, 2012**.

Thank you in advance for your cooperation!

**PPMI team**

### Instructions

**Please mark suitable answers with "X"**

**For example:**

(Strongly agree with statement no1, rather disagree with statement no2, cannot give answer to statement no3)

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know /cannot answer
<Statement no1>	X				
<Statement no2>			X		
<Statement no3>					X

(Option no3 is most suitable)

<Option no1>	
<Option no2>	
<Option no3>	X

**Please choose only one suitable answer to the questions below, except the multiple-choice questions, which will be indicated as such.**

**Thank you for your contribution!**

1. Your institution is also involved in the implementation of the following programmes:

**(National Structures only)**

Erasmus	
Other LLP sectorial programmes (Comenius, Grundtvig, Leonardo da Vinci)	
LLP Transversal	
Jean Monnet (informing target groups, etc.)	
Marie Curie	
The Framework Programme	
Other programmes	
Not involved in the implementation of any other programmes	
Do not know/Cannot answer	

**I. Relevance of the programme**

2. Overall, how relevant are the objectives of Erasmus Mundus II to the national priorities?

All objectives and actions are highly relevant	
The objectives are important, but they do not address the most pressing concerns	
The objectives and actions are not important at all	
Do not know/Cannot answer	

3. **(National structures)** How important are the following objectives for the higher education strategies adopted in your country?

	Top priority	Important, but other issues are higher on the list of priorities	Somewhat important, but not on the list of priorities	Not important	Do not know/ cannot answer
Promoting excellence of European higher education					
Increasing the appeal and attractiveness of European higher education					
Promoting intercultural dialogue and understanding					
Contributing to sustainable development of third countries					
Enhancing career prospects of outstanding students					
Strengthening cooperation between European and non-European higher education institutions					
Strengthening cooperation between European higher education institutions within Europe					
Strengthening of internationalisation of higher education in your country					
Promoting mobility of students and academics from and to third and European countries					
Developing capacities of higher education institutions in third countries					
Enhancing visibility of European higher education					

**(EU delegations) How important are the following objectives for the higher education strategies adopted in the country you work in?**

	Top priority	Important, but other issues are higher on the list of priorities	Somewhat important, but not on the list of priorities	Not important	Do not know/ cannot answer
Promoting intercultural dialogue and understanding					
Contributing to sustainable development through higher education					
Enhancing career prospects of outstanding students of the country you work in					
Strengthening cooperation with higher education institutions in the EU and other regions					
Strengthening cooperation between higher education institutions within the region					
Strengthening of internationalisation of higher education in the country you work					
Promoting mobility of students and academics					
Developing capacities of higher education institutions					

## II. Implementation of the programme

**4. Would you agree or disagree with the following statements regarding the structure and working methods of the Erasmus Mundus II programme?**

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know/ cannot answer
The EM II has high potential to contribute to "Europe 2020 Strategy", "Education and Training 2020" and "Youth on the Move"					
The structure of the Programme (division of all funded activities under three Actions) is transparent and facilitates the application process					
The balance of calls for proposals and calls for tenders under Action 3 of the Programme is proper					
The three Actions of the programme duplicate each other					
There are synergies between different Actions of the programme					
Action 1 and Action 2 of the programme are very different in their excellence standards					
The Erasmus Mundus programme should ensure more balanced and reciprocal relationships between European and third-country HE institutions					



	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know/ cannot answer
There are synergies between Erasmus Mundus and other EU programmes (LLP, TEMPUS, Alfa, Edulink Programmes, the People strand of the Framework Programmes for research)					
Erasmus Mundus duplicates other EU programmes					
Links between the Erasmus Mundus programme and policy developments should be strengthened					
Creation of Action 2 encompassing the Erasmus Mundus external cooperation windows and mobility schemes allowed to reduce the management costs of the Programme					
Linking scholarships and pre-selected courses or partnerships and use of lump sums allows keeping the Programme's management costs at a reasonably low level					

5. How well is the Erasmus Mundus programme aligned with the following EU strategies, initiatives and other programmes?

	Strongly aligned	Aligned to some extent	Not aligned	Do not know / cannot answer
Europe 2020 Strategy and Education and Training 2020 (the strategic framework for European cooperation in education and training)				
Youth on the Move				
The Bologna Process				
LLP sectoral programmes: Erasmus, Comenius, Grundtvig, Leonardo da Vinci				
International programmes: Tempus, Alfa, EduLink				
Research and excellence programmes (Marie Curie, Jean Monnet, the Framework Programme)				
Youth in Action programme				

6. Have participating institutions and individuals from your country faced any of the following obstacles while participating in the Erasmus Mundus programme?

	Yes	Yes, to some extent	No	Do not know/ cannot answer
Difficulties with issuing joint diplomas				
Difficulties in arranging visas and residence permits for mobile students/staff				

7. What good practices have been developed to address these difficulties?

8. Has your institution been involved in the following activities during the implementation of the Erasmus Mundus programme?

**(National Structures only)**

	Yes, frequently	Yes, somewhat	No, never	Do not know/Cannot answer
Informing the target groups about the Erasmus Mundus programme				
Assistance and advice to potential applicants				
Clarification of eligibility requirements				
Assistance in finding partners				
Assistance in obtaining recognition/ accreditation of programmes				
Informing the European Commission and the EACEA about the programme implementation				
Assistance and advice to programme beneficiaries concerning joint degrees				
Assistance and advice to programme beneficiaries concerning visa issues				
Participation in the project monitoring and follow-up				
Participating in joint projects, regular meetings and other networking activities				
Dissemination and exchange of project results among higher education institutions and students				
Other (please specify):				

**(EU Delegations only)**

	Yes, frequently	Yes, somewhat	No, never, never	Do not know/Cannot answer
Promoting Erasmus Mundus among the target groups (using conferences, meetings, education fairs, etc.)				
Assistance and advice to potential applicant institutions				
Assistance in finding partner institutions				
Liaising with relevant authorities of the country concerning eligibility requirements				
Action 1: Liaising with relevant authorities of the country concerning recognition/ accreditation of joint degrees (if applicable)				
Action 2: Liaising with relevant authorities of the country concerning recognition accreditation of studies abroad (credit transfer, etc.)				
Informing about the relevance of EU priorities in world's regions				
Participating joint projects, regular meetings and other networking activities				
Informing the European Commission and the EACEA about the programme implementation				
Assistance and advice to institutional beneficiaries concerning joint degrees				
Assistance and advice to institutional and individual beneficiaries concerning visa issues				

Participation in the project monitoring and follow-up				
Dissemination and exchange of project results among higher education institutions, their staff and students				
Other (please specify):				

**9. What are your main instruments employed during the programme promotion and the provision of advice to applicants and beneficiaries of the Erasmus Mundus II programme? (please choose up to four answers)**

**(National Structures)**

Conferences, seminars, workshops, discussions, training and other events	
Participation in higher education fairs	
Joint meetings and events for the promotion of other EU-funded programmes (e.g. Erasmus)	
Face-to-face meetings with students, academics, teachers and staff of higher education institutions	
Reaching the target groups through the existing academic, student or alumni networks	
Phone calls and emails	
Newsletters, leaflets, other reading materials	
Websites and other internet tools	
TV, radio or other media communication	
Other (please specify):	

**(EU Delegations)**

Conferences, seminars, workshops, discussions, training and other events	
Participation in higher education fairs	
Face-to-face meetings with students, academics, teachers and staff of higher education institutions	
Reaching the target groups through the existing academic, student or alumni networks	
Phone calls and emails	
Newsletters, leaflets, other reading materials	
Websites and other internet tools	
TV, radio or other media communication	
Other (please specify):	

**10. Did you include Action 2 in your promotional activities for the Erasmus Mundus programme? (Multiple choices possible)**

**(National Structures)**

Yes, a special promotional event was organised for Action 2	
Yes, action 2 was promoted together with other EM II actions	
Yes, leaflets, booklets or other promotional material about Action 2 were distributed during promotional activities for other actions	
Yes, promotional activities primarily concentrated on one or several financial instruments (ENPI, DCI, ICI, IPA or EDF) of Action 2	
Yes, other promotion activities of Action 2 were implemented (please specify):	
No, Action 2 was not included in promotion activities	
Do not know/Cannot answer	

**11. Would you agree or disagree that the following changes are necessary in order to improve the promotion of the successor programme in the future?**

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know/ cannot answer
Preparing a coherent strategy to promote European higher education in the world					
Introducing one central point in the EACEA for information and interacting with students, higher education institutions and other stakeholders					

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know/ cannot answer
from within or outside Europe					
Increasing the responsibilities of the National Structures/ the EU Delegations in the programme promotion and the provision of advisory services					
Allocating additional financial or human resources to the National Structures/the EU Delegations					
Defining responsibilities for promotion between the EACEA, the National Structures and the EU Delegations more clearly					
Increasing the feedback from EACEA to the National Structures on unsuccessful applications					
Strengthening promotional activities, targeted at employers, of joint programmes and diplomas					
Implementing more joint projects to promote European higher education and programme opportunities					
Centralising exploitation of Action 3 (promotion of European higher education) project results					
No additional promotion is necessary because the programme is already very competitive					

**12.** Would you disagree or agree with the following statements about awareness and perception of the Erasmus Mundus brand among the general academic public (students, staff of universities, etc.) in your country?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know/cannot answer
Erasmus Mundus brand is known among staff of higher education institutions in your country					
Erasmus Mundus brand is known among students in your country					
In general academic staff differentiates between the Erasmus and Erasmus Mundus programmes					
In general students differentiate between the Erasmus and Erasmus Mundus programmes					
The Erasmus Mundus brand is associated with high-quality higher education					
The Erasmus Mundus brand fosters the involvement of potential beneficiaries in the programme					
Involvement of prestigious institutions in your country is the main factor behind the visibility of Erasmus Mundus					

## II. Effectiveness of the Programme

13. To what extent do you agree with the following statements?

(National Structures)

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know /cannot answer
Most participating institutions in your country were highly internationalised before their participation in Erasmus Mundus II					
Most participating institutions had extensive research networks, which they institutionalised with the help of the Erasmus Mundus programme					
Most institutions re-apply for Erasmus Mundus funding					
Only institutions with a sound financial base can take part in EM II in your country					
Many institutions are able to receive funding from other sources for their participation in Erasmus Mundus II					
Erasmus Mundus contributed to the convergence of higher education systems in Europe					
Participation in Erasmus Mundus and similar programmes contributes to brain drain from third countries					
Participation in Erasmus Mundus contributes to brain drain from newer member states (EU12) to older member states (EU15)					

(EU delegations)

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know /cannot answer
Most participating institutions in your country were highly internationalised before their participation in EM II					
Most participating institutions had extensive research networks, which they institutionalised with the help of the Erasmus Mundus programme					
Most institutions re-apply for Erasmus Mundus funding					
Only institutions with a sound financial base can take part in the Erasmus Mundus programme in the country your work					
Many institutions are able to receive funding from other sources for their participation in the Erasmus Mundus programme					
Erasmus Mundus contributed to convergence of higher education systems in Europe and third countries					
Participation in Erasmus Mundus and similar programmes contributes to brain drain from third countries					

**14.** Has participation of higher education institutions in the Erasmus Mundus programme had any influence on national legislation, regulations or other issues of higher education governance in your country?  
(National Structures)

	Yes	Yes, to some extent	No	Do not know/ cannot answer / not applicable
Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education within the EU has been advanced				
Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education between the EU and third countries has been advanced				
Legislative or administrative changes have been introduced to facilitate the mobility between EU and the third countries and employment of students and academic staff participating in the Erasmus Mundus programme				
Innovative approaches and instruments have been disseminated to other higher education institutions or research centres in your country				
Innovative approaches and instruments have been exploited by other higher education institutions or research centres in your country				
Awareness of global or European standards of excellence, teaching and research quality has increased				

(EU delegations)

	Yes	Yes, to some extent	No	Do not know / cannot answer
Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education has been advanced				
Development of national or regional mobility support schemes has been started based on the model of European scholarship/fellowship schemes				
Innovative approaches and instruments have been disseminated to other higher education institutions or research centres in your country				
Innovative approaches and instruments have been exploited by other higher education institutions or research centres in your country				
Awareness of global or European standards of excellence, teaching and research quality has increased				

**15.** Please provide examples of such influences:

**16.** Did Erasmus Mundus II have any impact on the national legislation, related to the implementation of the following Bologna process objectives in the country you work in?

	Yes	To some extent	No	Do not know / cannot answer
Development of credit recognition systems (delivery of Diploma Supplement, ECTS) have been adopted in your country				
Joint degrees recognition and curricular integration at masters level have been adopted in your country				
Joint degrees recognition and curricular integration at Doctorate level have been adopted in your country				
Legislative or administrative changes to facilitate the adoption of a three-cycle higher education system (bachelor-master-doctorate).				
Legislative or administrative changes have been introduced to facilitate the mobility between EU countries and employment of students and academic staff participating in the Erasmus Mundus programme				
Legislative or administrative changes have been introduced to facilitate the mobility between EU countries and employment of students and academic staff participating in the Erasmus Mundus programme				

**17.** Please provide examples of these changes in the national legislations in your country following the implementation of Erasmus Mundus II. How did the programme contribute to the adoption of these changes?

**18.** To what extent do you agree with the following statements about cooperation between European and third countries?

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
Promoting the excellence of European higher education involves attracting the brightest students/scholars from third countries undermines the development potential of third countries					
The Erasmus Mundus programme should ensure more balanced and reciprocal relationships between European and third country HE institutions					
Cooperation with European institutions helps third-country institutions build their capacities					
Erasmus Mundus partnerships promote European approaches and methods in higher education in third countries					
Erasmus Mundus has helped to structure, enhance and formalise research and mobility networks between European and third-country institutions that informally existed in the past					
Cooperation between European and third-					

	Strongly agree	Rather agree	Rather disagree	Strongly disagree	Do not know / cannot answer
country institutions will be sustainable					

**19.** Please indicate any other important issues not mentioned in this survey questionnaire (important lessons learned, good practice examples etc.) your institution noticed during this period of the Erasmus Mundus programme:

**Thank you for your participation!**



## 6.6 Data of the survey of the National Structures and the EU Delegations

### Overview

The survey of the National Structures and the EU Delegations involved in the implementation of the Erasmus Mundus II programme was conducted during the period of 13 January – 6 February 2012. The evaluator sent e-mail invitations and reminders to participate in the survey together with the attached survey questionnaire in MS Word format. There were two types of questionnaires – one questionnaire for the National Structures and another questionnaire for the EU Delegations. They contained both general (identical for each respondent group) and specific (different for each respondent group) questions and answer options. The final questionnaires are presented in Annex 6 to the Final Report. The data was processed using the SPSS v16.0 software package.

### Respondents of the survey

In total, 116 invitations were sent to participate in the survey. The evaluator accepted several replies from the survey respondents after the deadline of 6 February 2012 in order to increase the overall response rate. Table 6.6.1. below presents the structure of the respondent list and response rates of the survey.

**Table 6.6.1. Response rate of the survey**

	Total	National structures	EU Delegations
Email invitations sent	116	31	85
Answers received	81	27	54
<b>Response rate</b>	<b>69.8%</b>	<b>87.1%</b>	<b>63.5%</b>

Tables below show data according to the quantitative questions of the survey. Survey data are provided in total (for all respondents) and for each respondent group. Respondent-specific questions and answers are provided only for relevant respondent groups.

**Table 6.6.2. Answers to question: 1. (National Structures only) Your institution is also involved in the implementation of the following programmes.**

	Freq.	%
Erasmus	21	77.8%
Other LLP sectoral programmes (Comenius, Grundtvig, Leonardo da Vinci)	20	74.1%
LLP Transversal	15	55.6%
Jean Monnet (informing target groups, etc.)	10	37.0%
Marie Curie Actions	3	11.1%
The Framework Programme	5	18.5%
Other programmes	24	88.9%
Not involved in the implementation of any other programmes	1	3.7%
Do not know/Cannot answer	0	0.0%

### Relevance of the programme

**Table 6.6.3. Answers to question: 2. Overall, how relevant are the objectives of Erasmus Mundus II to the national priorities?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
All objectives and actions are highly relevant	39	53.4%	16	64.0%	23	47.9%
The objectives are important, but they do not address the most pressing concerns	29	39.7%	8	32.0%	21	43.8%
The objectives and actions are not important at all	0	0%	0	0%	0	0%
Do not know/Cannot answer	5	6.8%	1	4.0%	4	8.3%

**Table 6.6.4. Answers to question: 3. (National structures) How important are the following objectives for the higher education strategies adopted in your country?**

	Freq.	%
<b>Promoting excellence of European higher education</b>		
Top priority	13	50.0%
Important, but other issues are higher on the list of priorities	8	30.8%
Somewhat important, but not on the list of priorities	3	11.5%
Not important	0	0%
Do not know/cannot answer	2	7.7%
<b>Increasing the appeal and attractiveness of European higher education</b>		
Top priority	9	33.3%
Important, but other issues are higher on the list of priorities	13	48.1%
Somewhat important, but not on the list of priorities	3	11.1%
Not important	0	0%
Do not know/cannot answer	2	7.4%
<b>Promoting intercultural dialogue and understanding</b>		
Top priority	9	34.6%
Important, but other issues are higher on the list of priorities	9	34.6%
Somewhat important, but not on the list of priorities	4	15.4%
Not important	1	3.8%
Do not know/cannot answer	3	11.5%
<b>Contributing to sustainable development of third countries</b>		
Top priority	1	3.7%
Important, but other issues are higher on the list of priorities	12	44.4%
Somewhat important, but not on the list of priorities	8	29.6%
Not important	3	11.1%
Do not know/cannot answer	3	11.1%
<b>Enhancing career prospects of outstanding students</b>		
Top priority	12	46.2%
Important, but other issues are higher on the list of priorities	5	19.2%
Somewhat important, but not on the list of priorities	5	19.2%
Not important	0	0%
Do not know/cannot answer	4	15.4%
<b>Strengthening cooperation between European and non-European higher education institutions</b>		
Top priority	8	30.8%
Important, but other issues are higher on the list of priorities	9	34.6%
Somewhat important, but not on the list of priorities	6	23.1%
Not important	0	0%
Do not know/cannot answer	3	11.5%
<b>Strengthening cooperation between European higher education institutions within Europe</b>		
Top priority	15	57.7%
Important, but other issues are higher on the list of priorities	8	30.8%
Somewhat important, but not on the list of priorities	1	3.8%
Not important	0	0%
Do not know/cannot answer	2	7.7%
<b>Strengthening of internationalisation of higher education in your country</b>		
Top priority	20	74.1%
Important, but other issues are higher on the list of priorities	4	14.8%
Somewhat important, but not on the list of priorities	1	3.7%
Not important	0	0%
Do not know/cannot answer	2	7.4%
<b>Promoting mobility of students and academics from and to third and European countries</b>		
Top priority	17	63.0%
Important, but other issues are higher on the list of priorities	7	25.9%
Somewhat important, but not on the list of priorities	1	3.7%
Not important	0	0%
Do not know/cannot answer	2	7.4%
<b>Developing capacities of higher education institutions in third countries</b>		
Top priority	1	3.7%
Important, but other issues are higher on the list of priorities	7	25.9%
Somewhat important, but not on the list of priorities	15	55.6%
Not important	2	7.4%
Do not know/cannot answer	2	7.4%

	Freq.	%
<b>Enhancing visibility of European higher education</b>		
Top priority	7	26.9%
Important, but other issues are higher on the list of priorities	12	46.2%
Somewhat important, but not on the list of priorities	3	11.5%
Not important	1	3.8%
Do not know/cannot answer	3	11.5%

**Table 6.6.5. Answers to question: 3. (EU delegations) How important are the following objectives for the higher education strategies adopted in the country you work in?**

	Freq.	%
<b>Promoting intercultural dialogue and understanding</b>		
Top priority	12	23.1%
Important, but other issues are higher on the list of priorities	18	34.6%
Somewhat important, but not on the list of priorities	16	30.8%
Not important	4	7.7%
Do not know/cannot answer	2	3.8%
<b>Contributing to sustainable development through higher education</b>		
Top priority	20	38.5%
Important, but other issues are higher on the list of priorities	19	36.5%
Somewhat important, but not on the list of priorities	11	21.2%
Not important	0	0%
Do not know/cannot answer	2	3.8%
<b>Enhancing career prospects of outstanding students of the country you work in</b>		
Top priority	23	44.2%
Important, but other issues are higher on the list of priorities	16	30.8%
Somewhat important, but not on the list of priorities	9	17.3%
Not important	3	5.8%
Do not know/cannot answer	1	1.9%
<b>Strengthening cooperation with higher education institutions in the EU and other regions</b>		
Top priority	22	42.3%
Important, but other issues are higher on the list of priorities	16	30.8%
Somewhat important, but not on the list of priorities	12	23.1%
Not important	1	1.9%
Do not know/cannot answer	1	1.9%
<b>Strengthening cooperation between higher education institutions within the region</b>		
Top priority	12	23.1%
Important, but other issues are higher on the list of priorities	26	50.0%
Somewhat important, but not on the list of priorities	12	23.1%
Not important	1	1.9%
Do not know/cannot answer	1	1.9%
<b>Strengthening of internationalisation of higher education in the country you work</b>		
Top priority	25	48.1%
Important, but other issues are higher on the list of priorities	19	36.5%
Somewhat important, but not on the list of priorities	5	9.6%
Not important	2	3.8%
Do not know/cannot answer	1	1.9%
<b>Promoting mobility of students and academics</b>		
Top priority	26	50.0%
Important, but other issues are higher on the list of priorities	14	26.9%
Somewhat important, but not on the list of priorities	8	15.4%
Not important	2	3.8%
Do not know/cannot answer	2	3.8%
<b>Developing capacities of higher education institutions</b>		
Top priority	32	61.5%
Important, but other issues are higher on the list of priorities	15	28.8%
Somewhat important, but not on the list of priorities	3	5.8%
Not important	1	1.9%
Do not know/cannot answer	1	1.9%

## Implementation of the programme

**Table 6.6.6. Answers to question: 4. Would you agree or disagree with the following statements regarding the structure and working methods of the Erasmus Mundus II programme?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Synergies between Erasmus Mundus II, EU strategies and other EU programmes</b>						
<b>EM II contributes to "Europe 2020 Strategy" and "Education and Training 2020"</b>						
Strongly agree	39	48.8%	18	66.7%	21	39.6%
Rather agree	29	36.2%	6	22.2%	23	43.4%
Rather disagree	2	2.5%	1	3.7%	1	1.9%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/cannot answer	10	12.5%	2	7.4%	8	15.1%
<b>There are synergies between Erasmus Mundus and other EU programmes (LLP, TEMPUS, Alfa, Edulink Programmes, the People strand of the Framework Programmes for research)</b>						
Strongly agree	18	22.5%	8	29.6%	10	18.9%
Rather agree	39	48.8%	16	59.3%	23	43.4%
Rather disagree	9	11.2%	1	3.7%	8	15.1%
Strongly disagree	1	1.2%	1	3.7%	0	0%
Do not know/cannot answer	13	16.2%	1	3.7%	12	22.6%
<b>Erasmus Mundus duplicates other EU programmes</b>						
Strongly agree	2	2.5%	0	0%	2	3.8%
Rather agree	3	3.8%	1	3.7%	2	3.8%
Rather disagree	42	52.5%	11	40.7%	31	58.5%
Strongly disagree	30	37.5%	14	51.9%	16	30.2%
Do not know/cannot answer	3	3.8%	1	3.7%	2	3.8%
<b>Links between the Erasmus Mundus programme and policy developments should be strengthened</b>						
Strongly agree	34	42.5%	6	22.2%	28	52.8%
Rather agree	39	48.8%	18	66.7%	21	39.6%
Rather disagree	2	2.5%	1	3.7%	1	1.9%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/cannot answer	5	6.2%	2	7.4%	3	5.7%
<b>Structure of the Erasmus Mundus II programme</b>						
<b>The structure of the Programme (division of all funded activities under three Actions) is transparent and facilitates the application process</b>						
Strongly agree	11	13.8%	5	18.5%	6	11.3%
Rather agree	50	62.5%	16	59.3%	34	64.2%
Rather disagree	15	18.8%	5	18.5%	10	18.9%
Strongly disagree	2	2.5%	0	0%	2	3.8%
Do not know/cannot answer	2	2.5%	1	3.7%	1	1.9%
<b>There are synergies between different Actions of the programme</b>						
Strongly agree	9	11.2%	3	11.1%	6	11.3%
Rather agree	46	57.5%	17	63.0%	29	54.7%
Rather disagree	12	15.0%	5	18.5%	7	13.2%
Strongly disagree	2	2.5%	1	3.7%	1	1.9%
Do not know/cannot answer	11	13.8%	1	3.7%	10	18.9%
<b>The three Actions of the programme overlap each other</b>						
Strongly agree	0	0%	0	0%	0	0%
Rather agree	10	12.7%	2	7.4%	8	15.4%
Rather disagree	45	57.0%	18	66.7%	27	51.9%
Strongly disagree	11	13.9%	6	22.2%	5	9.6%
Do not know/cannot answer	13	16.5%	1	3.7%	12	23.1%
<b>Working methods of the Erasmus Mundus II programme</b>						
<b>Action 1 and Action 2 of the programme are very different in their excellence standards</b>						
Strongly agree	11	13.8%	8	29.6%	3	5.7%
Rather agree	22	27.5%	10	37.0%	12	22.6%
Rather disagree	25	31.2%	7	25.9%	18	34.0%
Strongly disagree	1	1.2%	0	0%	1	1.9%
Do not know/cannot answer	21	26.2%	2	7.4%	19	35.8%
<b>Calls for tenders under Action 3 of the Programme is an appropriate implementation mechanism</b>						
Strongly agree	10	12.7%	3	11.5%	7	13.2%
Rather agree	37	46.8%	17	65.4%	20	37.7%

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
Rather disagree	7	8.9%	2	7.7%	5	9.4%
Strongly disagree	2	2.5%	0	0%	2	3.8%
Do not know/cannot answer	23	29.1%	4	15.4%	19	35.8%
<b>The Erasmus Mundus programme should create conditions for more balanced and reciprocal relationships between European and third country HE institutions</b>						
Strongly agree	26	32.5%	6	22.2%	20	37.7%
Rather agree	42	52.5%	14	51.9%	28	52.8%
Rather disagree	6	7.5%	4	14.8%	2	3.8%
Strongly disagree	2	2.5%	0	0%	2	3.8%
Do not know/cannot answer	4	5.0%	3	11.1%	1	1.9%

**Table 6.6.7. Answers to question: 5. Have participating institutions and individuals from your country faced any of the following obstacles while participating in the Erasmus Mundus programme?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Difficulties with issuing joint diplomas</b>						
Yes	16	20.0%	9	34.6%	7	13.0%
Yes, to some extent	17	21.2%	9	34.6%	8	14.8%
No	15	18.8%	4	15.4%	11	20.4%
Do not know/cannot answer	32	40.0%	4	15.4%	28	51.9%
<b>Difficulties in arranging visas and residence permits for mobile students/staff</b>						
Yes	22	27.2%	8	29.6%	14	25.9%
Yes, to some extent	31	38.3%	10	37.0%	21	38.9%
No	14	17.3%	4	14.8%	10	18.5%
Do not know/cannot answer	14	17.3%	5	18.5%	9	16.7%

**Table 6.6.8. Answers to question: 7. (National Structures only) Has your institution been involved in the following activities during the implementation of the Erasmus Mundus programme?**

	Freq.	%
<b>Providing general information on the Erasmus Mundus programme</b>		
Yes, frequently	24	88.9%
Yes, somewhat	2	7.4%
No, never	1	3.7%
Do not know/cannot answer	0	0%
<b>General assistance and advice to potential applicants</b>		
Yes, frequently	21	77.8%
Yes, somewhat	5	18.5%
No, never	1	3.7%
Do not know/cannot answer	0	0%
<b>Assistance in finding transnational partners</b>		
Yes, frequently	4	14.8%
Yes, somewhat	18	66.7%
No, never	4	14.8%
Do not know/cannot answer	1	3.7%
<b>Assistance and advice in obtaining the recognition or accreditation of programmes</b>		
Yes, frequently	11	40.7%
Yes, somewhat	11	40.7%
No, never	4	14.8%
Do not know/cannot answer	1	3.7%
<b>Assistance and advice concerning visa and residence permits</b>		
Yes, frequently	6	22.2%
Yes, somewhat	14	51.9%
No, never	5	18.5%
Do not know/cannot answer	2	7.4%
<b>Clarification of eligibility requirements during the selection process</b>		
Yes, frequently	16	59.3%
Yes, somewhat	8	29.6%
No, never	1	3.7%
Do not know/cannot answer	2	7.4%

	Freq.	%
<b>Maintaining contacts and providing assistance to institutions involved in the project implementation</b>		
Yes, frequently	8	29.6%
Yes, somewhat	15	55.6%
No, never	3	11.1%
Do not know/cannot answer	1	3.7%
<b>Participation in the project monitoring and follow-up</b>		
Yes, frequently	4	14.8%
Yes, somewhat	13	48.1%
No, never	7	25.9%
Do not know/cannot answer	3	11.1%
<b>Providing feedback to the European Commission, the EACEA and other institutions about the project implementation</b>		
Yes, frequently	7	26.9%
Yes, somewhat	10	38.5%
No, never	8	30.8%
Do not know/cannot answer	1	3.8%
<b>Cooperation with other National Structures and other active organisations</b>		
Yes, frequently	20	74.1%
Yes, somewhat	4	14.8%
No, never	2	7.4%
Do not know/cannot answer	1	3.7%
<b>Participating in joint projects and other networking activities</b>		
Yes, frequently	20	74.1%
Yes, somewhat	4	14.8%
No, never	3	11.1%
Do not know/cannot answer	0	0%
<b>Dissemination and exchange of project results among higher education institutions and students</b>		
Yes, frequently	13	48.1%
Yes, somewhat	13	48.1%
No, never	1	3.7%
Do not know/cannot answer	0	0%

**Table 6.6.9. Answers to question: 7. (EU Delegations only) Has your institution been involved in the following activities during the implementation of the Erasmus Mundus programme?**

	Freq.	%
<b>Providing general information about the Erasmus Mundus programme (using conferences, meetings, education fairs, etc.)</b>		
Yes, frequently	28	51.9%
Yes, somewhat	21	38.9%
No, never	4	7.4%
Do not know/cannot answer	1	1.9%
<b>General assistance and advice to potential applicant institutions</b>		
Yes, frequently	16	29.6%
Yes, somewhat	26	48.1%
No, never	10	18.5%
Do not know/cannot answer	2	3.7%
<b>Assistance in finding partner institutions</b>		
Yes, frequently	4	7.4%
Yes, somewhat	16	29.6%
No, never	30	55.6%
Do not know/cannot answer	4	7.4%
<b>Liaising with relevant authorities of the country concerning eligibility requirements</b>		
Yes, frequently	9	16.7%
Yes, somewhat	18	33.3%
No, never	22	40.7%
Do not know/cannot answer	5	9.3%
<b>Action 1: Liaising with relevant authorities of the country concerning recognition/ accreditation of joint degrees (if applicable)</b>		
Yes, frequently	0	0%
Yes, somewhat	8	14.8%
No, never	38	70.4%
Do not know/cannot answer	8	14.8%
<b>Action 2: Liaising with relevant authorities of the country concerning recognition accreditation of studies abroad (credit transfer, etc.)</b>		
Yes, frequently	0	0%

	Freq.	%
Yes, somewhat	9	16.7%
No, never	40	74.1%
Do not know/cannot answer	5	9.3%
<b>Informing about the relevance of EU priorities in the geographical region you work in</b>		
Yes, frequently	19	35.2%
Yes, somewhat	25	46.3%
No, never	7	13.0%
Do not know/cannot answer	3	5.6%
<b>Assistance and advice to institutional and individual beneficiaries concerning visa issues</b>		
Yes, frequently	17	31.5%
Yes, somewhat	26	48.1%
No, never	10	18.5%
Do not know /cannot answer	1	1.9%
<b>Participation in the project monitoring and follow-up</b>		
Yes, frequently	2	3.7%
Yes, somewhat	21	38.9%
No, never	28	51.9%
Do not know/cannot answer	3	5.6%
<b>Informing the Directorates-General and Services of the European Commission and the EACEA about the project implementation</b>		
Yes, frequently	6	11.1%
Yes, somewhat	20	37.0%
No, never	26	48.1%
Do not know/cannot answer	2	3.7%
<b>Participating in joint projects and other networking activities</b>		
Yes, frequently	4	7.5%
Yes, somewhat	19	35.8%
No, never	29	54.7%
Do not know/cannot answer	1	1.9%
<b>Dissemination and exchange of project results among higher education institutions and students</b>		
Yes, frequently	9	17.0%
Yes, somewhat	20	37.7%
No, never	24	45.3%
Do not know/cannot answer	0	0%

**Table 6.6.10. Answers to question: 8. What are your main instruments employed during the programme promotion and the provision of advice to applicants and beneficiaries of the Erasmus Mundus II programme? (please choose up to four answers)**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
Conferences, meetings, seminars, launch and other events	53	65.4%	24	88.9%	29	53.7%
Organisation of, or participation in, higher education fairs	39	48.1%	7	25.9%	32	59.3%
Joint meetings and events for the promotion of other EU-funded programmes (e.g. Erasmus)	13	16.0%	13	48.1%		
Face-to-face meetings with students, academics, teachers and staff of higher education institutions	44	54.3%	18	66.7%	26	48.1%
Reaching the target groups through the existing academic, student or alumni networks	21	25.9%	8	29.6%	13	24.1%
Phone calls and emails	56	69.1%	19	70.4%	37	68.5%
Newsletters, leaflets, other reading materials	29	35.8%	9	33.3%	20	37.0%
Websites and other internet tools	60	74.1%	22	81.5%	38	70.4%
TV, radio or other media communication	4	4.9%	1	3.7%	3	5.6%
Other (please specify)	3	3.7%	1	3.7%	2	3.7%

**Table 6.6.11. Answers to question: 9. Would you agree or disagree that the following changes are necessary in order to improve the promotion of the successor programme in the future?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Preparing a coherent strategy to promote European Higher Education Area in the world</b>						
Strongly agree	46	56.8%	16	59.3%	30	55.6%
Rather agree	27	33.3%	10	37.0%	17	31.5%
Rather disagree	2	2.5%	0	0%	2	3.7%



	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	6	7.4%	1	3.7%	5	9.3%
<b>Strengthening the role of the EACEA in the programme promotion</b>						
Strongly agree	22	27.2%	5	18.5%	17	31.5%
Rather agree	37	45.7%	16	59.3%	21	38.9%
Rather disagree	10	12.3%	2	7.4%	8	14.8%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	12	14.8%	4	14.8%	8	14.8%
<b>Increasing the responsibilities of the National Structures/ the EU Delegations in the programme promotion and the provision of advisory services</b>						
Strongly agree	41	50.6%	14	51.9%	27	50.0%
Rather agree	32	39.5%	11	40.7%	21	38.9%
Rather disagree	5	6.2%	0	0%	5	9.3%
Strongly disagree	1	1.2%	0	0%	1	1.9%
Do not know/Cannot answer	2	2.5%	2	7.4%	0	0%
<b>Allocating additional financial or human resources to the National Structures/the EU Delegations</b>						
Strongly agree	48	59.3%	18	66.7%	30	55.6%
Rather agree	24	29.6%	7	25.9%	17	31.5%
Rather disagree	6	7.4%	1	3.7%	5	9.3%
Strongly disagree	1	1.2%	0	0%	1	1.9%
Do not know/Cannot answer	2	2.5%	1	3.7%	1	1.9%
<b>Defining specific promotion tasks between the EACEA, the National Structures and the EU Delegations more clearly</b>						
Strongly agree	51	63.0%	12	44.4%	39	72.2%
Rather agree	25	30.9%	14	51.9%	11	20.4%
Rather disagree	2	2.5%	0	0%	2	3.7%
Strongly disagree	2	2.5%	0	0%	2	3.7%
Do not know/Cannot answer	1	1.2%	1	3.7%	0	0%
<b>Increasing the feedback from EACEA to the National Structures on unsuccessful applications</b>						
Strongly agree	41	50.6%	20	74.1%	21	38.9%
Rather agree	33	40.7%	6	22.2%	27	50.0%
Rather disagree	2	2.5%	0	0%	2	3.7%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	5	6.2%	1	3.7%	4	7.4%
<b>Strengthening promotional activities, targeted at employers, of joint programmes and diplomas</b>						
Strongly agree	38	46.9%	18	66.7%	20	37.0%
Rather agree	33	40.7%	6	22.2%	27	50.0%
Rather disagree	4	4.9%	2	7.4%	2	3.7%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	6	7.4%	1	3.7%	5	9.3%
<b>Implementing more joint projects to promote European higher education and programme opportunities</b>						
Strongly agree	35	44.3%	13	48.1%	22	42.3%
Rather agree	33	41.8%	12	44.4%	21	40.4%
Rather disagree	5	6.3%	1	3.7%	4	7.7%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	6	7.6%	1	3.7%	5	9.6%
<b>Centralising exploitation of Action 3 (promotion of European higher education) project results</b>						
Strongly agree	15	18.8%	6	22.2%	9	17.0%
Rather agree	30	37.5%	14	51.9%	16	30.2%
Rather disagree	7	8.8%	0	0%	7	13.2%
Strongly disagree	2	2.5%	0	0%	2	3.8%
Do not know/Cannot answer	26	32.5%	7	25.9%	19	35.8%
<b>No additional promotion is necessary because the programme is already very competitive</b>						
Strongly agree	1	1.2%	0	0%	1	1.9%
Rather agree	7	8.6%	0	0%	7	13.0%
Rather disagree	34	42.0%	12	44.4%	22	40.7%
Strongly disagree	33	40.7%	14	51.9%	19	35.2%
Do not know/Cannot answer	6	7.4%	1	3.7%	5	9.3%



**Table 6.6.12. Answers to question: 10. Would you disagree or agree with the following statements about awareness and perception of the Erasmus Mundus brand among the general academic public (students, staff of universities, etc.) in your country?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Erasmus Mundus brand is known among staff of higher education institutions in your country</b>						
Strongly agree	20	24.7%	10	37.0%	10	18.5%
Rather agree	39	48.1%	13	48.1%	26	48.1%
Rather disagree	19	23.5%	3	11.1%	16	29.6%
Strongly disagree	1	1.2%	0	0%	1	1.9%
Do not know/Cannot answer	2	2.5%	1	3.7%	1	1.9%
<b>Erasmus Mundus brand is known among students in your country</b>						
Strongly agree	11	13.6%	2	7.4%	9	16.7%
Rather agree	40	49.4%	15	55.6%	25	46.3%
Rather disagree	20	24.7%	8	29.6%	12	22.2%
Strongly disagree	8	9.9%	1	3.7%	7	13.0%
Do not know/Cannot answer	2	2.5%	1	3.7%	1	1.9%
<b>In general academic staff differentiates between the Erasmus and Erasmus Mundus programmes</b>						
Strongly agree	3	3.8%	2	7.4%	1	1.9%
Rather agree	24	30.0%	14	51.9%	10	18.9%
Rather disagree	29	36.2%	9	33.3%	20	37.7%
Strongly disagree	13	16.2%	0	0%	13	24.5%
Do not know/Cannot answer	11	13.8%	2	7.4%	9	17.0%
<b>In general students differentiate between the Erasmus and Erasmus Mundus programmes</b>						
Strongly agree	1	1.3%	0	0%	1	1.9%
Rather agree	19	24.1%	11	40.7%	8	15.4%
Rather disagree	30	38.0%	10	37.0%	20	38.5%
Strongly disagree	17	21.5%	3	11.1%	14	26.9%
Do not know/Cannot answer	12	15.2%	3	11.1%	9	17.3%
<b>The Erasmus Mundus brand is associated with high-quality higher education</b>						
Strongly agree	24	30.4%	11	40.7%	13	25.0%
Rather agree	42	53.2%	12	44.4%	30	57.7%
Rather disagree	7	8.9%	3	11.1%	4	7.7%
Strongly disagree	1	1.3%	0	0%	1	1.9%
Do not know/Cannot answer	5	6.3%	1	3.7%	4	7.7%
<b>The Erasmus Mundus brand fosters the involvement of potential beneficiaries in the programme</b>						
Strongly agree	17	21.2%	10	37.0%	7	13.2%
Rather agree	43	53.8%	11	40.7%	32	60.4%
Rather disagree	5	6.2%	0	0%	5	9.4%
Strongly disagree	2	2.5%	0	0%	2	3.8%
Do not know/Cannot answer	13	16.2%	6	22.2%	7	13.2%
<b>Involvement of prestigious institutions in your country is the main factor behind the visibility of Erasmus Mundus</b>						
Strongly agree	8	9.9%	1	3.7%	7	13.0%
Rather agree	32	39.5%	13	48.1%	19	35.2%
Rather disagree	24	29.6%	8	29.6%	16	29.6%
Strongly disagree	7	8.6%	1	3.7%	6	11.1%
Do not know/Cannot answer	10	12.3%	4	14.8%	6	11.1%

### **Effectiveness of the Programme**

**Table 6.6.13. Answers to question: 11. To what extent do you agree with the following statements?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Most participating institutions in your country were highly internationalised before their participation in Erasmus Mundus II</b>						
Strongly agree	14	17.3%	6	22.2%	8	14.8%
Rather agree	30	37.0%	14	51.9%	16	29.6%
Rather disagree	24	29.6%	3	11.1%	21	38.9%
Strongly disagree	7	8.6%	1	3.7%	6	11.1%
Do not know/Cannot answer	6	7.4%	3	11.1%	3	5.6%
<b>Most participating institutions had extensive research networks, which they institutionalised with the help of the Erasmus Mundus programme</b>						
Strongly agree	7	8.6%	6	22.2%	1	1.9%

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
Rather agree	32	39.5%	11	40.7%	21	38.9%
Rather disagree	20	24.7%	3	11.1%	17	31.5%
Strongly disagree	9	11.1%	1	3.7%	8	14.8%
Do not know/Cannot answer	13	16.0%	6	22.2%	7	13.0%
<b>Most institutions re-apply for Erasmus Mundus funding</b>						
Strongly agree	34	42.0%	14	51.9%	20	37.0%
Rather agree	27	33.3%	6	22.2%	21	38.9%
Rather disagree	6	7.4%	2	7.4%	4	7.4%
Strongly disagree	2	2.5%	1	3.7%	1	1.9%
Do not know/Cannot answer	12	14.8%	4	14.8%	8	14.8%
<b>Only institutions with a sound financial base can take part in EM II in your country</b>						
Strongly agree	7	8.6%	4	14.8%	3	5.6%
Rather agree	30	37.0%	13	48.1%	17	31.5%
Rather disagree	24	29.6%	5	18.5%	19	35.2%
Strongly disagree	6	7.4%	0	0%	6	11.1%
Do not know/Cannot answer	14	17.3%	5	18.5%	9	16.7%
<b>Many institutions are able to receive funding from other sources for their participation in Erasmus Mundus II</b>						
Strongly agree	2	2.5%	0	0%	2	3.8%
Rather agree	8	10.0%	6	22.2%	2	3.8%
Rather disagree	33	41.2%	11	40.7%	22	41.5%
Strongly disagree	15	18.8%	6	22.2%	9	17.0%
Do not know/Cannot answer	22	27.5%	4	14.8%	18	34.0%
<b>Erasmus Mundus contributed to the convergence of higher education systems in Europe</b>						
Strongly agree	7	25.9%	7	25.9%		
Rather agree	17	63.0%	17	63.0%		
Rather disagree	1	3.7%	1	3.7%		
Strongly disagree	0	0%	0	0%		
Do not know/Cannot answer	2	7.4%	2	7.4%		
<b>Erasmus Mundus contributed to convergence of higher education systems in Europe and third countries</b>						
Strongly agree	5	9.3%			5	9.3%
Rather agree	30	55.6%			30	55.6%
Rather disagree	9	16.7%			9	16.7%
Strongly disagree	2	3.7%			2	3.7%
Do not know/Cannot answer	8	14.8%			8	14.8%
<b>Participation in Erasmus Mundus and similar programmes contributes to brain drain from third countries</b>						
Strongly agree	1	1.2%	0	0%	1	1.9%
Rather agree	25	30.9%	7	25.9%	18	33.3%
Rather disagree	32	39.5%	9	33.3%	23	42.6%
Strongly disagree	7	8.6%	3	11.1%	4	7.4%
Do not know/Cannot answer	16	19.8%	8	29.6%	8	14.8%
<b>Participation in Erasmus Mundus contributes to brain drain from newer member states (EU12) to older member states (EU15)</b>						
Strongly agree	0	0%	0	0%		
Rather agree	4	14.8%	4	14.8%		
Rather disagree	8	29.6%	8	29.6%		
Strongly disagree	4	14.8%	4	14.8%		
Do not know/Cannot answer	11	40.7%	11	40.7%		

**Table 6.6.14. Answers to question: 12. (National Structures) Has the participation of higher education institutions in the Erasmus Mundus programme had any influence on national legislation, regulations or other issues of higher education governance in your country?**

	Freq.	%
<b>Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education within the EU has been advanced</b>		
Yes	6	22.2%
Yes, to some extent	14	51.9%
No	3	11.1%
Do not know/ cannot answer / not applicable	4	14.8%
<b>Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education between the EU and third countries has been advanced</b>		
Yes	6	22.2%

	Freq.	%
Yes, to some extent	12	44.4%
No	4	14.8%
Do not know/ cannot answer / not applicable	5	18.5%
<b>Legislative or administrative changes have been introduced to facilitate the mobility between EU and the third countries and employment of students and academic staff participating in the Erasmus Mundus programme</b>		
Yes	1	3.7%
Yes, to some extent	16	59.3%
No	4	14.8%
Do not know/ cannot answer / not applicable	6	22.2%
<b>Innovative approaches and instruments have been disseminated to other higher education institutions or research centres in your country</b>		
Yes	4	14.8%
Yes, to some extent	15	55.6%
No	0	0%
Do not know/ cannot answer / not applicable	8	29.6%
<b>Innovative approaches and instruments have been exploited by other higher education institutions or research centres in your country</b>		
Yes	4	14.8%
Yes, to some extent	11	40.7%
No	1	3.7%
Do not know/ cannot answer / not applicable	11	40.7%
<b>Awareness of global or European standards of excellence, teaching and research quality has increased</b>		
Yes	11	40.7%
Yes, to some extent	14	51.9%
No	0	0%
Do not know/ cannot answer / not applicable	2	7.4%

**Table 6.6.15. Answers to question: 12. (EU delegations) Has the participation of higher education institutions in the Erasmus Mundus programme had any influence on national legislation, regulations or other issues of higher education governance in your country?**

	Freq.	%
<b>Development or implementation of national strategies, programmes and action plans promoting the internationalisation of higher education has been advanced</b>		
Yes	4	7.4%
Yes, to some extent	11	20.4%
No	26	48.1%
Do not know/ cannot answer / not applicable	13	24.1%
<b>Development of national or regional mobility support schemes has been started based on the model of European scholarship/fellowship schemes</b>		
Yes	2	3.7%
Yes, to some extent	14	25.9%
No	23	42.6%
Do not know/ cannot answer / not applicable	15	27.8%
<b>Innovative approaches and instruments have been disseminated to other higher education institutions or research centres in your country</b>		
Yes	2	3.7%
Yes, to some extent	16	29.6%
No	16	29.6%
Do not know/ cannot answer / not applicable	20	37.0%
<b>Innovative approaches and instruments have been exploited by other higher education institutions or research centres in your country</b>		
Yes	2	3.8%
Yes, to some extent	13	24.5%
No	18	34.0%

	Freq.	%
Do not know/ cannot answer / not applicable	20	37.7%
<b>Awareness of global or European standards of excellence, teaching and research quality has increased</b>		
Yes	11	20.8%
Yes, to some extent	28	52.8%
No	4	7.5%
Do not know/ cannot answer / not applicable	10	18.9%

**Table 6.6.16. Answers to question: 14. Has Erasmus Mundus II had any impact on the national legislation related to the implementation of the following Bologna process objectives in the country you work in?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Development of credit recognition systems (delivery of Diploma Supplement, ECTS) have been adopted in your country</b>						
Yes	11	14.1%	5	18.5%	6	11.8%
To some extent	14	17.9%	9	33.3%	5	9.8%
No	31	39.7%	10	37.0%	21	41.2%
Do not know/Cannot answer	22	28.2%	3	11.1%	19	37.3%
<b>Joint degrees recognition and curricular integration at Masters level have been adopted in your country</b>						
Yes	10	12.7%	7	25.9%	3	5.8%
To some extent	19	24.1%	12	44.4%	7	13.5%
No	26	32.9%	5	18.5%	21	40.4%
Do not know/Cannot answer	24	30.4%	3	11.1%	21	40.4%
<b>Joint degrees recognition and curricular integration at Doctorate level have been adopted in your country</b>						
Yes	5	6.3%	4	14.8%	1	1.9%
To some extent	19	24.1%	12	44.4%	7	13.5%
No	30	38.0%	8	29.6%	22	42.3%
Do not know/Cannot answer	25	31.6%	3	11.1%	22	42.3%
<b>Legislative or administrative changes to facilitate the adoption of a three-cycle higher education system (Bachelor-Master-Doctorate)</b>						
Yes	8	10.1%	5	18.5%	3	5.8%
To some extent	12	15.2%	3	11.1%	9	17.3%
No	36	45.6%	14	51.9%	22	42.3%
Do not know/Cannot answer	23	29.1%	5	18.5%	18	34.6%
<b>Legislative or administrative changes have been introduced to facilitate the mobility between EU countries and employment of students and academic staff participating in the Erasmus Mundus programme</b>						
Yes	3	3.8%	2	7.7%	1	1.9%
To some extent	17	21.8%	8	30.8%	9	17.3%
No	33	42.3%	8	30.8%	25	48.1%
Do not know/Cannot answer	25	32.1%	8	30.8%	17	32.7%
<b>Legislative or administrative changes have been introduced to facilitate the mobility between EU countries and employment of students and academic staff participating in the Erasmus Mundus programme</b>						
Yes	2	2.8%	1	4.3%	1	2.1%
To some extent	10	14.1%	5	21.7%	5	10.4%
No	32	45.1%	8	34.8%	24	50.0%
Do not know/Cannot answer	27	38.0%	9	39.1%	18	37.5%

**Table 6.6.17. Answers to question: 16. To what extent do you agree with the following statements about cooperation between European and third countries?**

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
<b>Promoting the excellence of European higher education involves attracting the brightest students/scholars from third countries undermines the development potential of third countries</b>						
Strongly agree	7	8.8%	2	7.4%	5	9.4%
Rather agree	15	18.8%	8	29.6%	7	13.2%
Rather disagree	36	45.0%	11	40.7%	25	47.2%
Strongly disagree	17	21.2%	4	14.8%	13	24.5%
Do not know/Cannot answer	5	6.2%	2	7.4%	3	5.7%
<b>The Erasmus Mundus programme should ensure more balanced and reciprocal relationships between European and third country HE institutions</b>						
Strongly agree	23	28.4%	5	18.5%	18	33.3%
Rather agree	48	59.3%	17	63.0%	31	57.4%

	Total		National structures		EU Delegations	
	Freq.	%	Freq.	%	Freq.	%
Rather disagree	5	6.2%	3	11.1%	2	3.7%
Strongly disagree	1	1.2%	0	0%	1	1.9%
Do not know/Cannot answer	4	4.9%	2	7.4%	2	3.7%
<b>Cooperation with European institutions helps third-country institutions build their capacities</b>						
Strongly agree	43	53.1%	11	40.7%	32	59.3%
Rather agree	35	43.2%	15	55.6%	20	37.0%
Rather disagree	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	3	3.7%	1	3.7%	2	3.7%
<b>Erasmus Mundus partnerships promote European approaches and methods in higher education in third countries</b>						
Strongly agree	34	42.0%	12	44.4%	22	40.7%
Rather agree	37	45.7%	10	37.0%	27	50.0%
Rather disagree	5	6.2%	1	3.7%	4	7.4%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	5	6.2%	4	14.8%	1	1.9%
<b>Erasmus Mundus has helped to structure, enhance and formalise research and mobility networks between European and third-country institutions that informally existed in the past</b>						
Strongly agree	17	21.2%	8	30.8%	9	16.7%
Rather agree	39	48.8%	12	46.2%	27	50.0%
Rather disagree	4	5.0%	0	0%	4	7.4%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	20	25.0%	6	23.1%	14	25.9%
<b>Cooperation between European and third-country institutions will be sustainable</b>						
Strongly agree	17	24.3%	7	26.9%	10	22.7%
Rather agree	38	54.3%	12	46.2%	26	59.1%
Rather disagree	6	8.6%	1	3.8%	5	11.4%
Strongly disagree	0	0%	0	0%	0	0%
Do not know/Cannot answer	9	12.9%	6	23.1%	3	6.8%