

Programme for international cooperation in higher education and human capital development post-2013 [Erasmus Mundus+]

Overview of the public online consultation results

(March 2011)



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1.0 Introduction

This report summarises the results from the public online consultation on the future EU programme for international cooperation in higher education and human capital development (Erasmus Mundus post-2013) launched by the European Commission on 15th September 2010 and closed on 30th November 2010. The report presents the results of the public online consultation in the following sections:

- Profile of respondents
- Scope and objectives
- Programme design
- Programme funding, implementation and dissemination
- Management
- Information and dissemination
- General

The results of this consultation will feed into the Commission's reflection on a new EU programme for international cooperation in higher education and human capital development after 2013. This is however just one element of a broader consultation process on the future of EU programmes in the fields of education, training and youth initiated by the European Commission.

Public online consultations are being conducted by the European Commission on other EU programmes (such as Marie Curie, Lifelong Learning and Youth in Action) and external relations instruments. The results of those consultations will also have a bearing on the design of the Commission's final proposal.

In addition to the public online consultations, the European Commission also organised specific meetings, conferences and seminars with a variety of actors to further inform the consultation process.

2.0 Profile of respondents

This public online consultation was opened to any interested individual or organisation. Overall, 392 respondents participated. Some 260 respondents filled in the questionnaire as individuals and 132 as the representatives of organisations. The **respondents** to the online consultation **were predominantly beneficiaries of the current Erasmus Mundus programme**, and to visualise this potential bias the Annex to this Report provides a graphic representation of the results related to the different respondent groups. As indicated in the introduction, other consultations helped to ensure that a broad range of actors were able to articulate their views. The variety of opinions will be taken into account by the Commission when drafting its proposal.

In addition to responding to the public online questionnaire, respondents were invited to use a **dedicated email account** to provide further views on the future of the programme. Some 21 contributions were received 19 of which were provided by organisations. These were mainly students' organisations, Ministries, associations of higher-education institutions, bodies at national level working in the field of internationalisation of higher education and EU Delegations. 15 contributions are from organisations/individuals based in the EU and 6 from stakeholders outside the EU.

The remainder of this section presents the profile of the respondents who filled in the online questionnaire, distinguishing between individual responses and those of organisations. The full data are presented in the Annex.

Profile of individual respondents

- 49% of individual respondents were female and 51% male.
- Most of the respondents are aged 31-45 (36%) or 45-60 (38%).
- A majority of individual respondents (79%) are EU nationals. Similarly, a majority of the respondents are residents of an EU country (78.5%).

The occupational backgrounds of the respondents are presented in Table 2.1 below.

Table 2.1 Occupational background of the individual respondents

Please specify which of the following best describes your occupational background?	Number of responses	% of individual respondents (260)	% of all respondents (392)
Member of a higher-education institution	179	68.9%	45.7%
Other Stakeholder	22	8.5%	5.6%
Postgraduate Student	15	5.8%	3.8%
Undergraduate Student	9	3.5%	2.3%
Official/employee in a national ministry	7	2.7%	1.8%
Member of a vocational education training organization	5	1.9%	1.3%
Official/employee in another national authority	5	1.9%	1.3%
Official/employee in a regional or local authority	5	1.9%	1.3%

I work in an Erasmus Mundus national contact point (Erasmus Mundus National Structure)	4	1.5%	1%
Vocational education student, apprentice, trainee or similar	3	1.2%	0.8%

The table shows that a majority of respondents are members of a higher-education institution. However postgraduate and undergraduate students also took part in the online consultation, either individually or via their students' organisations. Overall:

- Most of the respondents who are members of a higher-education institution are members of the teaching staff (106 out of 179). 44 responses have been received from administrative staff of higher-education institutions and 34 responses from senior leadership of an institution.
- Almost all respondents (94%) had heard about the Erasmus Mundus programme. Some 45% are responsible or participate in Action 1 or Action 2.

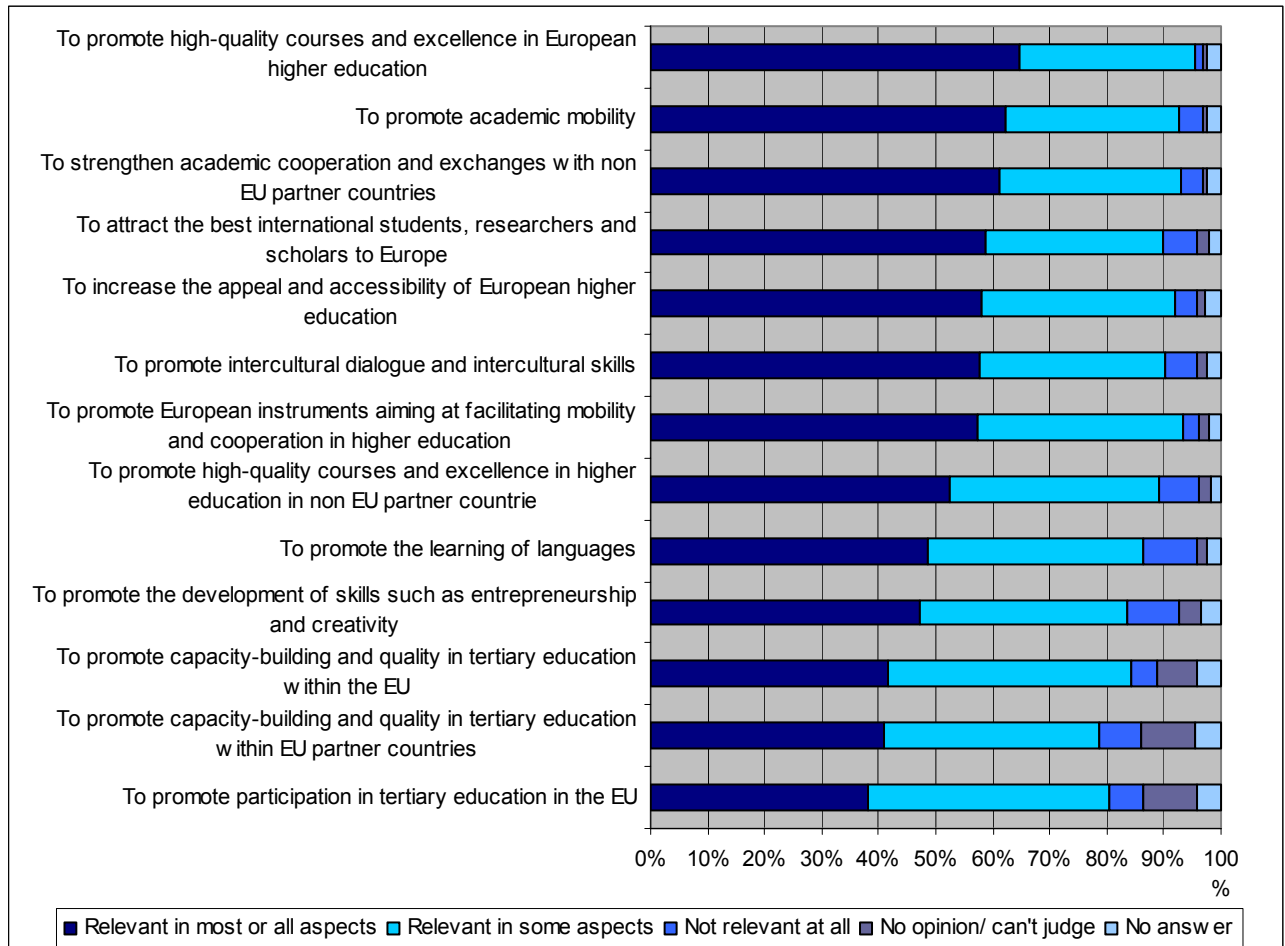
Profile of organisations

- 69% of organisations are based in the EU; 14 out of 35 organisations from outside the EU are based in Russia.
- 72 organisations are higher-education institutions (54.6%); 8 associations of higher-education institutions; 6 Erasmus Mundus national contact points; 5 national ministries; 5 students' organisations (the full list of the organisations who participated in the online consultation is presented in the annex).
- 89% of the organisations had heard of Erasmus Mundus and 33% of them participate or are responsible for an activity within Action 1 or Action 2 of the current programme.

3.0 Scope and objectives

The results of the public online consultation on the questions relating to the scope and objectives of the future programme are presented in Figure 3.1 below.

Figure 3.1 Online consultation results on the scope and objectives of the future programme



Promotion of high-quality courses and excellence in European higher education is seen as the highest priority by the stakeholders. It is one of the essential elements of the current programme and stakeholders indicate that it should stay at the core of the future programme as well. Similarly promotion of academic mobility and strengthening cooperation and exchanges with non-EU partner countries are also rated highly by the stakeholders. Again, these are essential parts of the current programme.

Promoting capacity-building and quality in tertiary education within the EU and partner countries outside the EU came after the objectives of promoting high quality courses and mobility. This result has to be interpreted in the light of the fact that a majority of respondents had an experience mainly in Action 1 of the programme (high-quality courses).

When it came to suggested alternative or additional objectives for EU international co-operation in higher education (see section 4.2), respondents identified the following areas:

- Support for innovative practices in higher education and research (including teaching and assessment) and in terms of links with the business world.
- Support for collaborative research activity. In this respect, a number of respondents indicated that they would value the promotion of synergies between international research collaboration and international higher-education collaboration.
- Further support for the development of the European Higher Education Area, and ensuring that European higher education receives full recognition and visibility.
- The promotion of synergies among national initiatives for international collaboration and exchange, enhancing the European dimension of such initiatives and their overall impact.
- Support for the exchange of good practice and learning.
- Improved 'transparent and comparable' mechanisms to support recognition – potentially through the development of international networks.
- Extending the scope of the programme, with provision for a wider set of involved actors; such as mobility grants not only for partner universities but also for academics or private-sector representatives with potential to enrich the programme.
- There was some demand for increased attention to the design of joint curricula and the development of joint degrees. Some respondents indicated that more attention should be given to joint accreditation of Master programmes across the EU and promotion of standardisation of accreditation criteria across the EU countries.

A large number of respondents to the online consultation highlighted that support for developing countries should be taken on as a programme objective with apparent demand for partnerships to be forged between European Higher Education Area (EHEA) institutions and those in developing countries/regions. Some revealed a perception that the programme is not sufficiently responsive to the needs in non-EU partner countries. One suggestion was that course programmes in specialist areas which have considerable value for the development of developing nations (in terms of eradicating poverty) should be supported. A number of respondents, notably from emerging economies, called for opportunities to strengthen academic cooperation between non EU and EU higher education institutions based on mutual benefits and equal partnerships. A notable proportion of respondents who filled in the free-response sections in the online consultation considered that the objectives of the programme could be more closely aligned with the development of a European identity and spirit as well as the promotion of mutual tolerance and understanding across cultures.

The stakeholders who provided **written contributions** to the dedicated email account indicated that the core focus of the programme should be on the promotion of the European Higher Education Area, on supporting a substantial increase in high-quality student and staff mobility, on strengthening academic cooperation with non-EU countries, and on the promotion of high-quality courses at masters and doctoral level. They also indicated that more attention should be devoted to increased intra-European mobility and that there is a need for more effective and sustained international contact and collaboration. It was mentioned that mobility opportunities for non-EU students to study in Europe and EU students to study internationally should be evenly balanced. Student representatives highlighted that the programme should focus on increasing the accessibility of mobility opportunities to a wider public and on reciprocal cooperation among higher-education institutions in the EU and outside the EU.

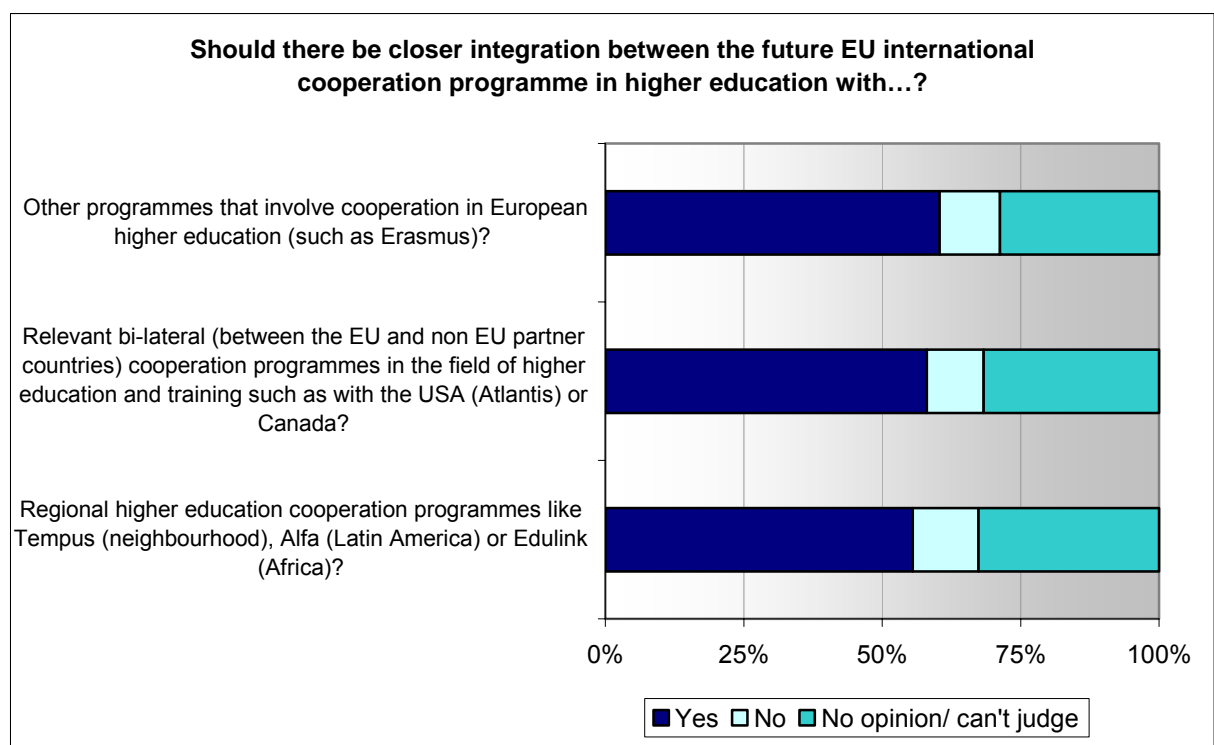
Regarding the programme objectives some contributions indicated that the current programme embraces multiple objectives that need to be properly explained to avoid confusion. It was therefore suggested to clarify the objectives, their complementarity and their relative importance in the future programme.

4.0 Programme design

4.1 Links with other EU programmes

Over half of the respondents to the online consultation believe there should be **closer integration between the future EU programme for international cooperation in higher education and other cooperation programmes in the field of higher education**, whether these are intra-European (Erasmus), regional (Alfa, Edulink, Tempus) or bilateral (Atlantis with the US, Canada). Around one-third did not express an opinion. The overview of the results is provided in Figure 4.1 below.

Figure 4.1 Closer integration amongst EU higher-education programmes



Respondents providing comments to the open boxes that were in favour of closer integration between the future EU programme for international cooperation in higher education and other EU programmes involving cooperation in higher education advanced the following main arguments:

- There are students interested in studying in almost any country in the world - closer integration would help to satisfy the demand.
- It would aid the globalization of knowledge and the spread of best practices.
- It would maximise impact – through helping to achieve a 'critical mass' of supported activity and aiding mobility through collaboration agreements.
- It would help to avoid duplication and would simplify and bring coherence to EU action in the field of higher education.
- It would help to promote complementarity and synergies between objectives and activities.

- It would mean shared funding and marketing resources.
- It would expose areas of common concern to be addressed.
- It would facilitate more structural cooperation.
- The administrative burden would be reduced if a unified approach were undertaken.
- Institutions would have more flexibility in building partnerships (with institutions outside and within the EU) and selecting activities which would be eligible for funding.
- Students and institutions could gain recognition from the exchange of learning and experience across programme and national boundaries.
- Complementarities are worth exploring ('mobility windows', targeted partnerships).
- Cooperation, in particular with developed nations, would be beneficial – such as benefitting from innovation best practice in Canada and the US.

Among those considering that there should not be further integration between EU higher-education programmes, the generally expressed views were that:

- The objectives, scope and nature of financial instruments are different between the programmes.
- The identity and strength of the respective programme brands would be diluted if integration were to be pursued.
- Closer integration of the programmes might have negative effect on the overall programme funding, accessibility and flexibility.
- Integration would erode the rich diversity that exists across international boundaries. For instance, some argued that Edulink, Tempus and Alfa are specific programmes with characteristics and goals which are distinct from Erasmus activity. These respondents however expressed support for reinforcing complementarity between these programmes.
- The emergence of robust European education structures is best supported through retaining the distinctions between Erasmus, Erasmus Mundus and targeted regional cooperation programmes. This was mainly because the flexibility of programmes and their ability to respond to various particular needs was recognised as important.
- Such integration may have the effect of transferring resources for intra-EU mobility towards EU-non-EU mobility.

Some respondents opposed to full programme integration however made the point that streamlining administrative procedures, marketing efforts and transparency among the programmes would still be beneficial.

Similar responses were given by organisations providing additional written inputs to the dedicated email account. When asked about the design of the future programme the following two trends have been identified:

- combining all the EU higher-education programmes into one programme or under an overall, highly-visible, clearly-defined and well-structured 'umbrella';
- Closer integration of the existing programmes especially regarding the administrative requirements, management and visibility of the programmes, but keeping all the programmes separate.

A majority of stakeholders indicated that a better integration of EU higher education programmes would provide greater continuity and coherence among different actions and programmes which are often

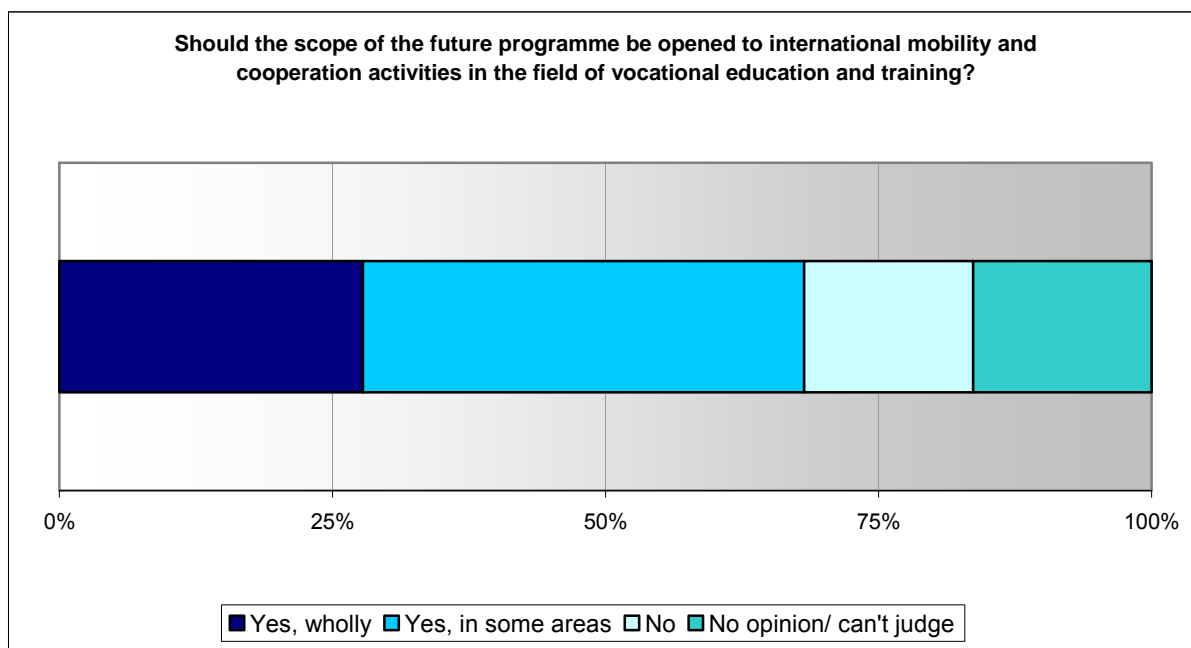
managed under different Directorates General and Units within the European Commission. The following views were also expressed:

- There is a need to ensure clarity and transparency among different EU schemes and initiatives. Different schemes have been introduced and sometimes cancelled with limited coordination among them. This has led to confusion and a lack of transparency among different schemes.
- There is a need to ensure closer synergies with programmes at Member State level in order to avoid fragmentation. Also stronger links with other funding sources like the European Structural Fund should be ensured in the new programme, e.g. for support of students' mobility in countries and amongst higher education institutions where this funding is limited.
- There is a need to ensure stronger links between education and research e.g. a stronger link to the Marie Curie actions.
- More synergies should be ensured with those higher-education institutions in the EU that provide higher education outside the EU.
- Incorporating all the programmes under the same initiative would in some cases enable different types of actions to be brought back together. For example, the mobility element in Tempus has been lost, and bringing together different programmes could enable it to be linked back into the programme.
- Introducing the integrated approach should include the common management approach and simplification of the administrative procedures.

However some stakeholders indicated that even if the simplification and harmonisation of programmes was desirable, the priorities and the reputations of the existing programmes should be retained. It is also mentioned that too many name changes might introduce more confusion.

With regard to **vocational education and training (VET)**, less than a third of respondents think the scope of the future programme should be "wholly" opened to international mobility and cooperation activities in that field. However, over two-thirds support the idea that the future programme should be opened to vocational education and training "in some areas", while only 16% oppose it. The online consultation results are presented in Figure 4.2 below.

Figure 4.2 Opening the new programme to cooperation in the field of vocational education and training.



Those that were of the view that the scope of the future programme should be wholly or partially opened to international mobility and co-operation activities in the field of vocational education and training considered that:

- The present focus on academia and higher education did not fully serve the needs of the European Union. In this respect it was highlighted that *'international mobility is a reality and important on a vocational educational level as much as on academic level'*. It would moreover enhance multicultural understanding, respond to the needs of partner countries and contribute to the implementation of the Education and Training (ET) 2020 Agenda.
- Activities which encompass vocational training provide an opportunity to increase the return on investment through partnerships with businesses and places of work.
- The extension of the current programme to include vocational education and training has much potential in promoting international cooperation.
- Vocational education and training are not well-tailored to market needs in partner countries, and that inclusion within a future programme would be a means for addressing this.

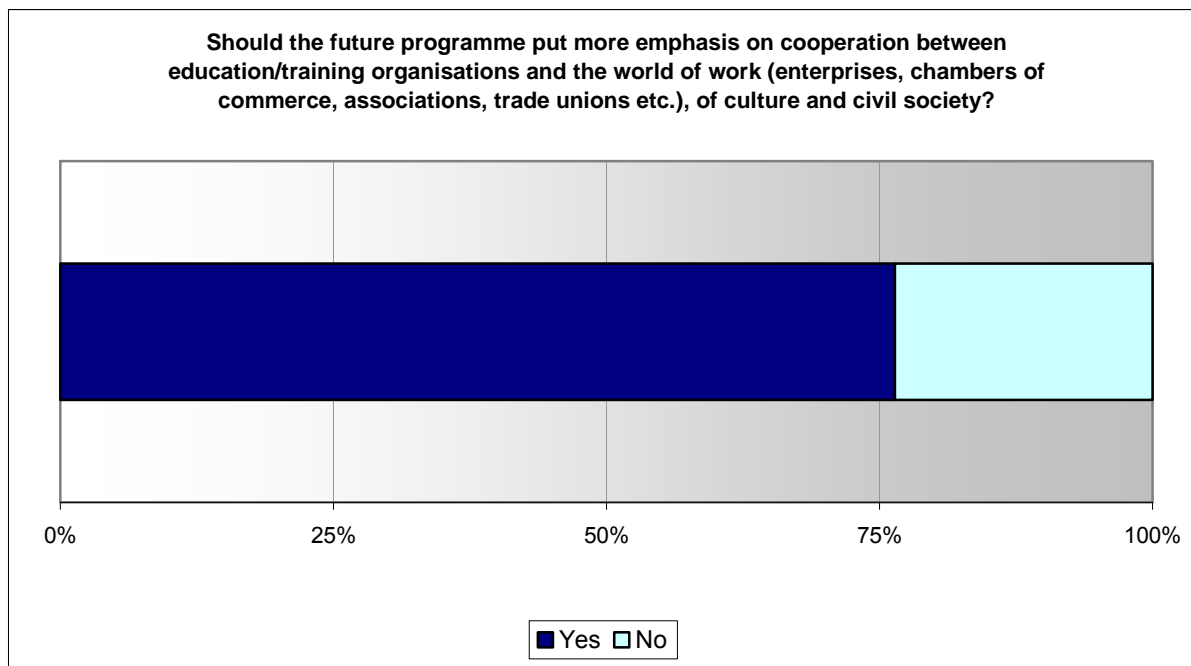
On the other hand, the following issues were cited by respondents who were of the view that the programme should not be extended to vocational education and training:

- The Lifelong Learning Programme already supports VET courses at all levels through the Leonardo da Vinci programme.
- The differences between higher education and VET would make co-operation across the two fields hard to achieve.
- There was a concern that such integration may dilute the Erasmus Mundus brand that is becoming increasingly well-known and respected.

- There was concern that financial resources would be diverted away from mainstream higher-education activities and that the programme should be kept focused and not expanded.

There was a strong agreement among respondents (more than three-quarters) on the need to put more emphasis on **cooperation between education/training organisations and the world of work** (enterprises, chambers of commerce, associations, trade unions etc.), culture and civil society (Figure 4.3).

Figure 4.3 Closer cooperation with the world of work



A number of reasons were cited for this which included:

- An improvement in the quality and employability of graduates – allowing students to become better acquainted with the labour market (potentially through internships).
- To ensure that education provision is focused on real-world issues and needs.
- To strengthen links between higher-education institutions and business clusters – developing opportunities for spin-off businesses.
- Learning from the 'work culture' of the most developed countries brings benefits to participating countries.
- The development of a quality programme depends on effective business involvement.

In order to achieve effective cooperation between education and businesses, respondents emphasised that the modes of cooperation needed to work on a flexible basis and secure an input from industry experts. As to the means of achieving this cooperation, respondents suggested that learning in business settings, in the form of conferences, seminars, courses and training, can be effective. Another suggestion was to encourage placements, internships and volunteer work as part of programme activity.

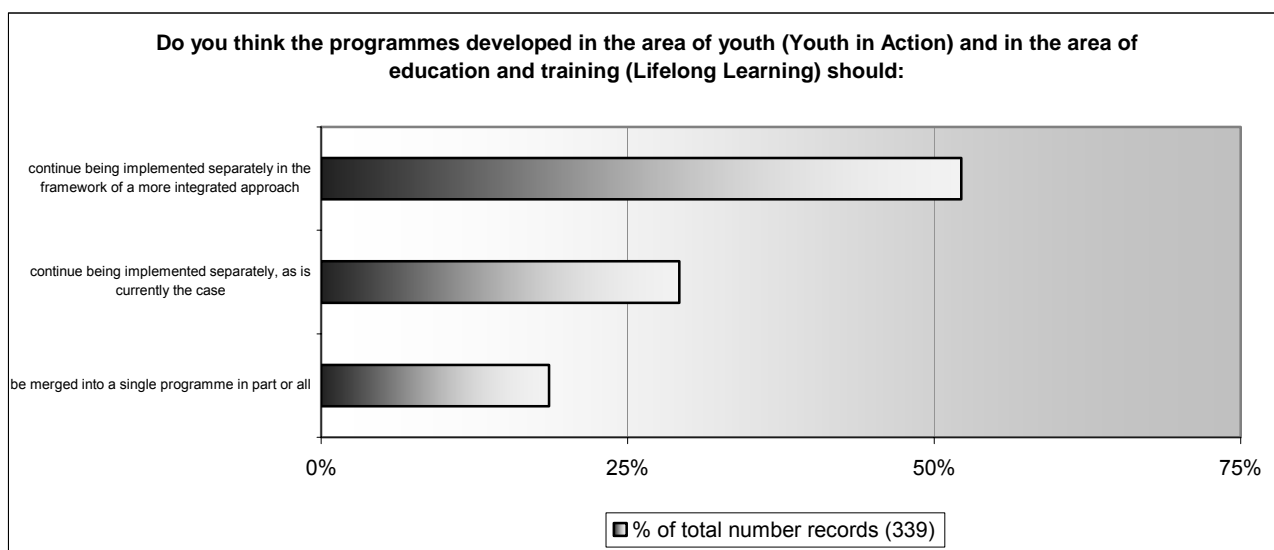
On the other hand, a number of respondents highlighted reasons why they did not favour the development of such cooperation:

- 'Higher education is an academic business and should remain so' – it should not be pressured by the rationale of the market which could cause a shift away from excellence and high quality.
- There would be such a wide combination of skills that few organisations would be well-placed to manage the collaboration and network.
- Again, there was concern that this may dilute the current Erasmus Mundus brand that is becoming increasingly known and respected.

A number of respondents believed that there was already sufficient emphasis for such co-operation under the current Erasmus Mundus programme, and considered that an increase in emphasis might detract from the education focus of the programme.

With regards to the new programmes that will be developed in the areas of **youth (Youth in Action), and education and training (Lifelong Learning)**, less than 20% of respondents thought they should be merged with the future European programme for international cooperation in higher education. Rather, respondents favoured a configuration where these programmes continue being implemented separately, although in the framework of a more integrated approach (52% of responses).

Figure 4.4 Closer integration with Youth in Action and Lifelong Learning programmes



The comments received in the text boxes regarding these questions are only from those respondents that supported the view of merging these programmes into a single programme in part or all. They indicated that having separate programmes makes it difficult for students to understand the differences among them. Also the differences between intra-EU cooperation and cooperation with the countries outside the EU are getting less relevant and it should be reflected in the structure of the programmes. It would also reduce duplication in management and administration and increase efficiency in delivery of the

programmes. A small number of those respondents considered that Erasmus Mundus should stay as an independent programme whilst there could be some degree of integration across other programmes – such as Youth in Action and LLP.

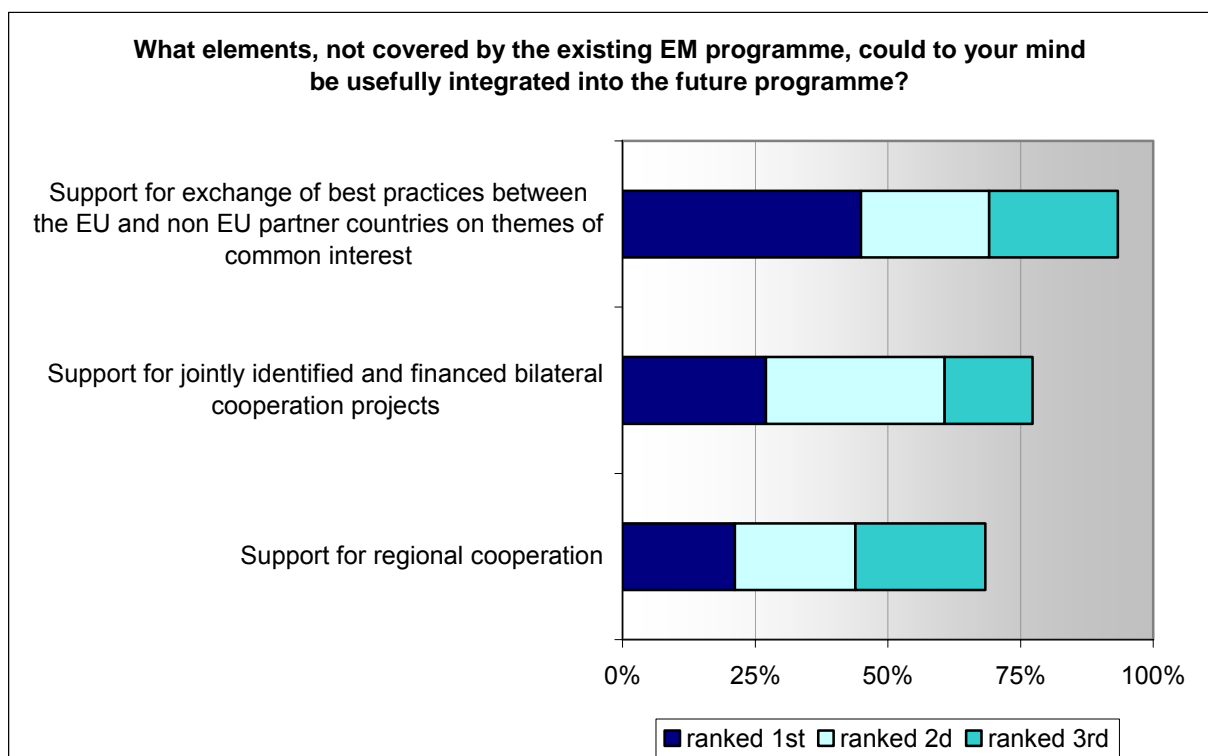
4.2 Actions to be included in the new programme

When asked about what a future EU programme for international cooperation in higher education should include, most respondents favoured continuity with the current programme: over 85% of respondents think a future programme should continue to include joint courses (both at Master's and Doctoral level), partnerships, and scholarships for both European and non-European students, researchers and scholars. Only a very small minority (under 5%) disagreed with these forms of support.

The views of higher and vocational education students and professors do not exhibit any differences with the wider group, except perhaps that the introduction of Bachelors' courses in the programme is slightly better received by the student group (74% think the new programme should include Bachelors' courses compared to 58% of the entire group of respondents).

Respondents were also asked to state their views on the desirability of including three new elements not covered by the existing Erasmus Mundus programme: support for regional cooperation, for jointly identified and financed bilateral cooperation projects and for exchange of best practices between the EU and non-EU partner countries on themes of common interest. All three elements received the support of at least two-thirds of respondents, with the strongest support going to the exchange of best practice between the EU and non-EU partner countries, ranked first by 45% of respondents (Figure 4.5).

Figure 4.5 Online consultation results on including new elements in the programme



As to whether any other element could be added to the existing programme, respondents expressed a range of views:

- Co-operation:

'Support of synergies and cooperation between grant holders, projects and a wider range of stakeholders at national and regional level'.

'Should be closer integration with other cooperation projects [programmes] and with other internationalisation policies'.

'As well as mobility, there should be institutional cooperation in higher education (curriculum development, upgrading of higher-education structures, exchange of know-how), as currently promoted in programs such as Tempus, ALFA'.

- Harmonisation and Recognition

'Support cross-regional projects on themes of strategic interest for various parts of the world (e.g., harmonisation of HE systems, capacity building in doctoral education and research, quality assurance, etc)'.

'Reinforce the complementarity of European programmes for Education and Training especially in the field of higher education (Erasmus Mundus, Tempus and Erasmus)'.

- Capacity Building

'In addition to student mobility, a focus on capacity building should be encouraged'

'Partnership activities between partner universities for capacity building'.

- Practical Experience and Skills Acquisition

'Developing a closer link to "New skills for new jobs" by achieving greater synthesis of work placement opportunities across all existing programmes'.

'Internships and practical knowledge as part of education in European countries are of great importance to cover'

As to why these particular elements should be included and the practical issues around how they might be incorporated, responses tended to focus on delivering positive outcomes for higher-education institutions, students and stakeholders in Europe and on the importance of involving non EU partner countries. There was an emphasis on the need for the programme to be practically workable, with a call in this respect for clarity in the organisation and structure of the programme. The importance of a well-

defined and recognisable Erasmus 'brand' was also regarded as central to the success of the programme. Next to the specific proposals suggested by respondents as referred to above, there was a general consensus for a coherent overarching programme structure, building links between similar activities.

The stakeholders providing **written inputs** to the dedicated email account highlighted some additional issues in relation to the activities that should be supported by the programme. Here are some examples:

Mobility

- The new programme should include two main types of activities: individual mobility grants and partnership projects that could include a wide range of purposes and activities such as academic excellence support for the modernisation agenda and joint courses.
- The new programme should include a strong element of intra-EU mobility. Moreover, some stakeholders indicated that it would be important to ensure that courses include both EU and non-EU students.
- Mobility should be encouraged in all subject areas; however, specific areas should be prioritised to deal with issues of low participation, economic needs and gender balance.
- In general there is a need to focus on Master-level mobility, although mobility at other higher-education levels is also important for some stakeholders.
- It is important to clarify if the programme should focus most on degree mobility or credit mobility. The latter contributes more to institutional capacity-building and could provide higher numbers of scholarships when compared to degree mobility. However, full degrees are preferred by some European higher-education institutions and beneficiaries.

Joint and double degrees

- Different views were expressed in relation to joint and double degrees. On the one hand, it was argued that having a flexible programme similar to Erasmus would be more beneficial than establishing joint and double degree programmes. Joint programmes require strong administrative inputs and necessitate high costs for both the higher-education institutions and the EU. Moreover, only a small number of joint courses are supported in the current Erasmus Mundus programme. On the other hand, stakeholders highlighted that it would be important to continue funding high-quality joint courses at masters and doctoral level given the positive impact on quality of higher education and the durable links built between institutions. But joint programmes should not be the sole focus of the programme. It could also provide support to other joint projects at lower grant levels which would be targeted differently.
- It was highlighted that joint Erasmus Mundus programmes should be subject of a regular quality-assurance process.
- More attention should be given in the new programme to links between joint Masters and Doctoral courses.
- Support for partner search and more time for partnership-building would be beneficial especially in order to promote the emergence of new partnerships.

Integration with research and business

- Doctoral education should be prioritised in the new programme. The incorporation of a discrete action for doctoral studies, closer cooperation with DG Research, and a focus on thematic areas identified in the Innovation Union flagship initiative are suggested.
- There is a need to provide stronger links with the business, enterprise and public sectors in all higher-education cycles. This could be ensured through the incorporation of placements for students in the programme. However, at the same time, more focus on the quality of the student's experience should be ensured. Stakeholders also asserted that opportunities should be provided for employees of the private or public sectors to participate in higher-education activities through the provision of placements in higher-education institutions in partner countries. There could also be greater provision of web-based material by stakeholders. In addition, intensive programmes in the form of 'Summer Schools' that include a wide range of stakeholder groups could be supported.

Other

- Only few stakeholders indicated that the programme should have a higher degree of flexibility in terms of the activities and types of projects and partnerships supported. Those which did indicated that universities should have a stronger role in choosing the activities which could foster innovative approaches to cooperation. Whilst applicants would need to prove how such activities would contribute to the policy objectives and use the tools available for funding, they should have flexibility in terms of the activities they deploy (the approach implemented in Alfa and Tempus).
- Stronger support for students from disadvantaged backgrounds should be ensured. Mobilising different financial sources at EU and national level e.g. European Social Fund could be used. Advice and counselling should also be provided. One of the issues highlighted is the lack of information on the support provided by programmes for students with disabilities. More links between International Officers and Disability Officers within institutions should be ensured. Moreover, accommodation for mobile students with disabilities in higher-education institutions should be provided.
- The creation of an alumni structure for the new programme should be treated as a priority.
- Stakeholders reported different attitudes regarding the use of the Erasmus Mundus Label. Some reported doubts regarding the benefits of using the Label. The comments suggested that it might increase the fragmentation of the way in which instruments developed in the programme are used and confuse the beneficiaries. They also mentioned the risk of it being interpreted as a quality assurance instrument. Stakeholders indicated that the evaluation of the courses should emphasise the role of academic quality more in order to justify the excellence label. Other contributors by contrast indicated support for using the Erasmus Mundus Label for those courses that did not receive funding.
- Similarly as above, stakeholders reported some differences regarding the role of Action 3. Some suggested considering the possibility of discontinuing Action 3. Others highlighted the lack of links between Action 1 and Actions 2, and 3 of the current Erasmus Mundus programme. However, a number of other respondents indicated that Action 3 should be strengthened in the future programme.
- The exchange of good practice among consortia could be facilitated in the programme.

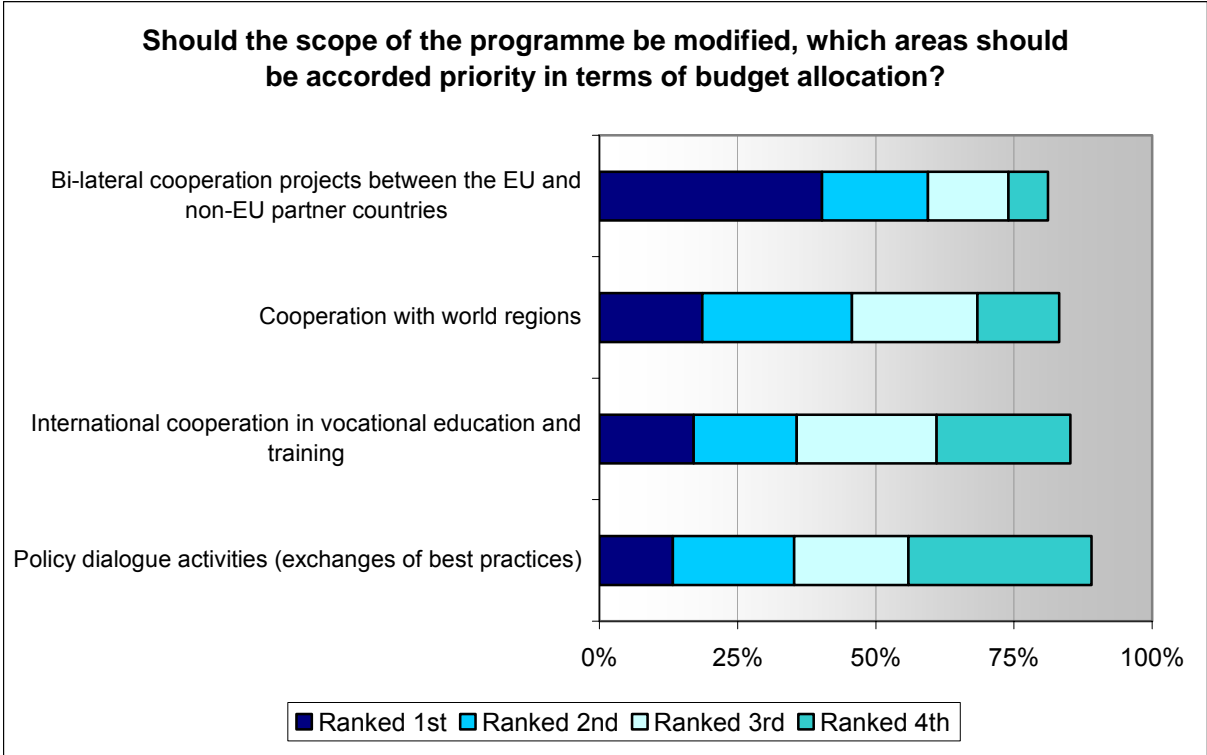
5.0 Programme funding, implementation and dissemination

5.1 Funding

Respondents were asked to give their opinion on the prioritisation of budget allocation, should the programme be modified. They were asked which of the following options should be given priority in budgeting: (i) policy dialogue activities (exchanges of best practices), (ii) international cooperation in vocational education and training, (iii) cooperation with world regions and (iv) bilateral cooperation projects between the EU and non-EU partner countries. No clear common view emerges from the consultation with regards to this particular aspect. There seems to be however some agreement on:

- the absence of consensus on the abandonment of any particular area (each area is ranked a priority by at least 80% of respondents);
- the importance of bilateral cooperation projects with non-EU partner countries, ranked first by 40% of respondents; and
- the lesser importance (in terms of funding) of the policy dialogue activities and exchanges of experience, ranked last by 33%.

Figure 5.1 Priority areas in funding allocation



The issue of funding raised the biggest variety of responses in the text boxes. A large proportion of respondents considered that funding should be increased, with the following areas suggested as warranting additional funding support:

- Dual degrees with higher education institutions in non-EU countries so that students actually learn the basics of a dual culture with a two-year stay in Europe.
- Specific funding for larger participating non EU countries should be increased/developed.
- General and continued support for mobility between universities, course organisation and student mobility.
- Funding should be increased for Action 1 (Erasmus Mundus Joint Masters & Doctorates) and Action 2 – *'administrative costs / management costs are too high and lump sum money is not sufficient'* and *'the number of scholarships is too low to make participation for excellent students sufficiently attractive (for both third country and European students)'*. Additional funding for Action 1 would promote excellence of HE programmes while additional funding for Action 2 would enable closer integration among consortium members.
- Funding should follow excellence and be flexible to changes.
- Short-duration study support.
- Internships and business partnerships.
- A greater number of scholarships should be supported.
- Promote engagement with third countries that are not yet participating at substantial level.
- Support for those from disadvantaged backgrounds and those with disabilities in order to promote social inclusion and widened access.

A number of respondents reflected the view that too much of the budget goes to fellowships and that participating universities and institutions should be allocated more funding support; *'For many Erasmus Mundus programmes it is very difficult to run the whole programme with the little amount of funding that they get now'*.

Some respondents were of the view that the distribution between beneficiaries/actions seems appropriate although they argued that the new programme could nonetheless seek to identify complementarities between different actions in order to better benefit institutions.

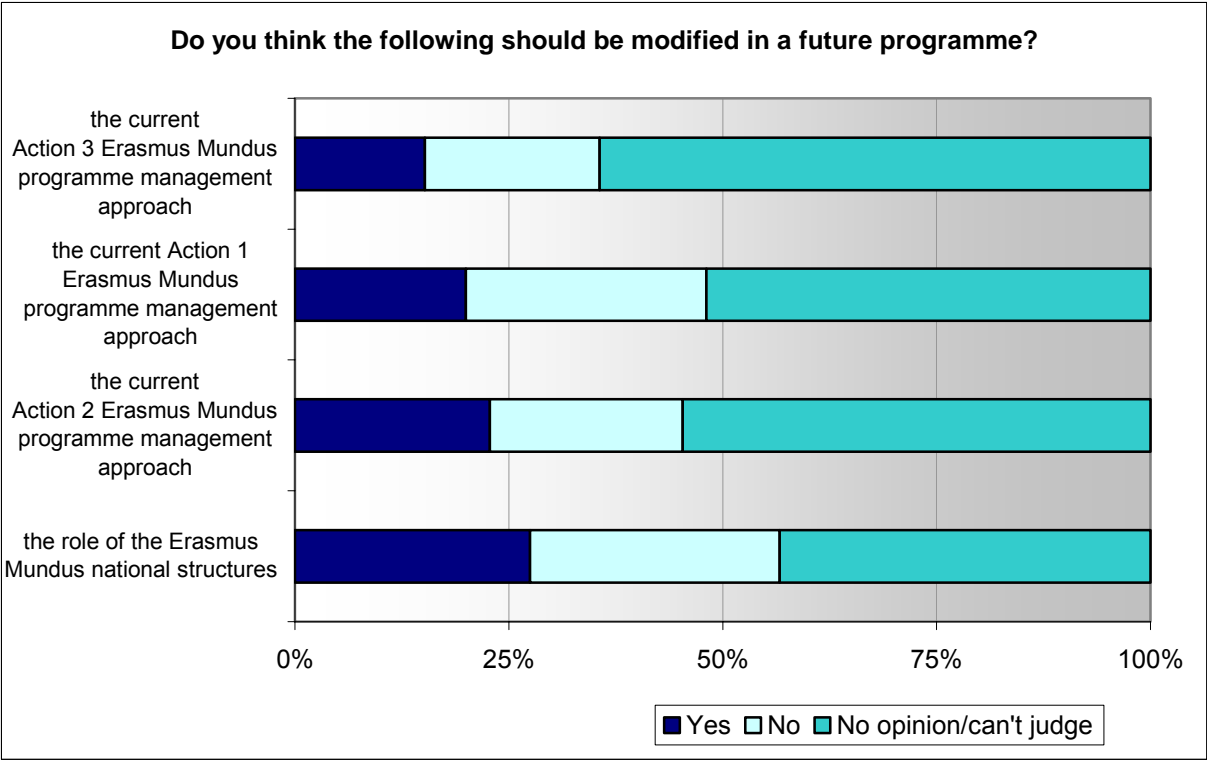
The **written contributions** provided in the dedicated email account indicated that there is a need to ensure greater consistency in grant levels among different EU programmes. Currently universities receive students with strong differences in grant levels, particularly students with EU grants. The grant levels between Erasmus and Erasmus Mundus programmes are significantly different and this difference should be addressed. EU grants for non-EU country students should be competitive when compared with other national schemes which are increasingly being introduced for example the Becas scheme in Chile, Bolashak International Scholarship scheme in Kazakhstan, and Government of India Scholarships for International Students. However, high scholarships for non-EU countries should not be provided at the expense of EU scholarships. It was also stressed that the level of the grants should more closely reflect actual costs.

It was also suggested to look for more flexible ways of providing funding in terms of different funding levels and sources, as well as different durations of funding. Applicant institutions should have more flexibility in both these respects. It was also argued that yearly calls for applications limit the ability of many institutions to apply for funding as the uncertainty regarding continuity of financial support is a disincentive for many institutions given the high administrative effort required.

5.2 Management

Most respondents to the consultation did not have a clear opinion on the management of the programme, with roughly half of them not having an opinion on whether the management structures should be changed. Out of those who did have an opinion, the proportion of people who were in favour of / against changes in management approaches is roughly 50/50 for all three actions, as well as for the role of national structures.

Figure 5.2 Management of the programme



On the question as to as to how **bilateral cooperation projects** between EU and non-EU partner countries, if included in the programme, could best be managed: Respondents expressed the following range of views

- National structures should draw up best-practice regulations – extended mandate for national structures.
- Whilst some respondents favoured central management, others considered that a national- or local-level agency should be responsible.

- An emphasis on transparency should be at the heart of bilateral cooperation management; whilst effective management would come through the active involvement of several partners.
- The establishment of joint bodies to apply for and administer funded projects would reduce the administrative burden on applicants.
- National contact points should be established to assist the Commission and partners in raising awareness of programmes.
- The obligations for each type of partner (EU and non-EU) should be clarified.
- Increased role for EU Delegations.

In terms of whether respondents thought the role of the **Erasmus Mundus national structures** should be modified, there was wide support for their visibility and for their role to be strengthened. In particular, it was thought that national structures could have a key role in the following areas:

- They could be more involved in the selection process to guide potential applicants.
- A lack of visibility was noted – and it was suggested that the public face of national structures could be improved through a better use of newsletters and via students' unions.
- With a primary role of disseminating information, national structures need to be well equipped and linked with the right sources and networks of information.
- They should be extended to include an advisory role, with the ability to advise on legal issues.
- They should be consolidated and have the role of allocating funds both to international activities in consortia and to national activities in the framework of Erasmus Mundus.

The written contributions suggest the following **changes in the way the current programme is managed**:

- Selection
 - ▶ There is a need for greater transparency in selection processes. There is also a need to ensure a stronger emphasis on academic quality in selecting applications.
 - ▶ Currently different programmes have different application and administration requirements. Streamlining of these among different EU programmes would be beneficial to stakeholders.
- Implementation, monitoring and evaluation
 - ▶ The programme includes a number of technical limitations which are over-restrictive, e.g. the fixed date for starting all mobility flows. This is especially restrictive in the case of post-doctoral and staff mobility which should be arranged at a time when it is most beneficial to the institutions and individuals involved.
 - ▶ Improving mechanisms for the recognition of diplomas especially in countries where this is the responsibility of Ministries and other agencies.
 - ▶ The monitoring and evaluation procedures are very administratively burdensome in the current programme. Reporting requirements necessitate high administrative inputs.
- Cooperation with higher-education institutions
 - ▶ More active collaboration with higher-education institutions should be ensured and the Erasmus University Charter should include more explicit institutional commitments.

- ▶ The focus on the organisation of the programme around consortia has led to the development of a variety of practices. A more standardised approach through learning agreements and a mobility charter should be introduced.
- Overall comments
 - ▶ Stronger links between programme management and policy should be ensured and wider groups of stakeholders such as national agencies, higher-education institutions and students should be involved.
 - ▶ The EU Delegations point out that currently they have only limited responsibility in the management of the programme. However, as they are promoting the programme they have interaction with higher-education institutions, students and other stakeholders. Their country knowledge and links with stakeholders could be further used in the implementation of the programme. They highlight that a more decentralised approach to programme management has been suggested by stakeholders in their countries.

5.3 Information and dissemination

The online consultation results show that 38% of respondents who participated in the programme consider that it is easy to find information on the programme. However, 21% of them indicated that they did not have an opinion on this. Importantly 15% believed that it is difficult to find information. Very similar results were found in relation to the clarity of supporting documents. The user-friendliness of the application forms also shows similar results, with 30% of the respondents finding them friendly, 22% neutral and 14% unfriendly.

The written contributions provide some additional information and indicate that there is a need to devote more attention to the information and dissemination activities of the programme. One of the approaches suggested by stakeholders is to introduce one central point for information and interfacing with students, higher-education institutions, other agencies and stakeholders from within and outside Europe.

Stakeholders also indicated that it is important to exchange information on the implementation of the programme among different stakeholders like the Education, Audiovisual and Culture Executive Agency (EACEA) and the EU Delegations. In addition, stakeholders suggested wider sharing of such information and the provision of timely, detailed and full information on the implementation of all parts of the programme. Importantly some stakeholders indicate that better communication of changes in the programme guide and selection procedures should also be ensured.

5.4 General

The results regarding the programme elements that are seen as essential by respondents are presented below:

Q24. Which action of a future programme would be the most essential one to you?

	Number of requested records	% of all respondents (392)	% of those who responded to the question (381)
Scholarships	67	17.1%	17.6%
Masters' courses	64	16.3%	16.8%
PhD courses	62	15.8%	16.3%
Promotion of European higher education	51	13%	13.4%
Partnerships with third countries	41	10.5%	10.8%
Bi-lateral cooperation projects with non EU partner countries	35	8.9%	9.2%
Regional cooperation projects with non EU partner countries	27	6.9%	7.1%
Exchanges of best practices with non EU partner countries (policy dialogue activities)	17	4.3%	4.5%
Don't know/ no answer	11	2.8%	2.9%
N/A	-	-	-
Other	6	1.5%	1.6%

- The table shows a wide spread of importance attached to the different elements of the programme.
- A majority of respondents (66%) indicated that the new programme should be called Erasmus Mundus. Moreover, the comments provided indicate that it is important to be careful with changing the name of the programme as it will have a negative effect on those who contributed most to the creation of the value of the brand. The stakeholders who suggested establishing a single overarching programme indicated that the success of the Erasmus brand name should be used in naming the new programme.
- In addition, stakeholders highlighted that the visibility of the programme could be improved. Different consortia supported by the current programme tend to use their own consortium 'brand' names and students participating in the programme do not always know that it is part of the Erasmus Mundus programme. EU Delegations indicated that their role could be improved to address this issue and increase the visibility of the programme.

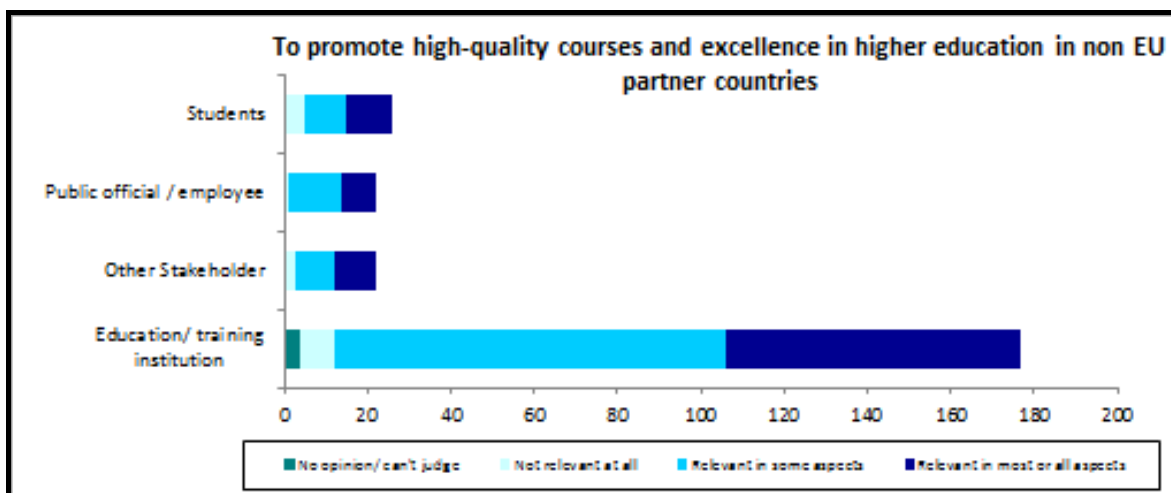
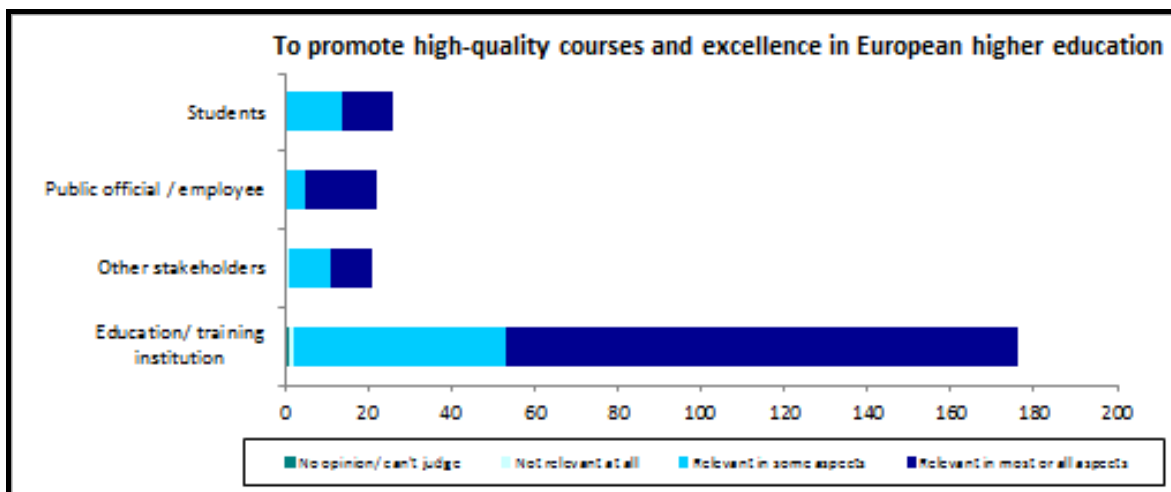
Annex One: Statistical Data

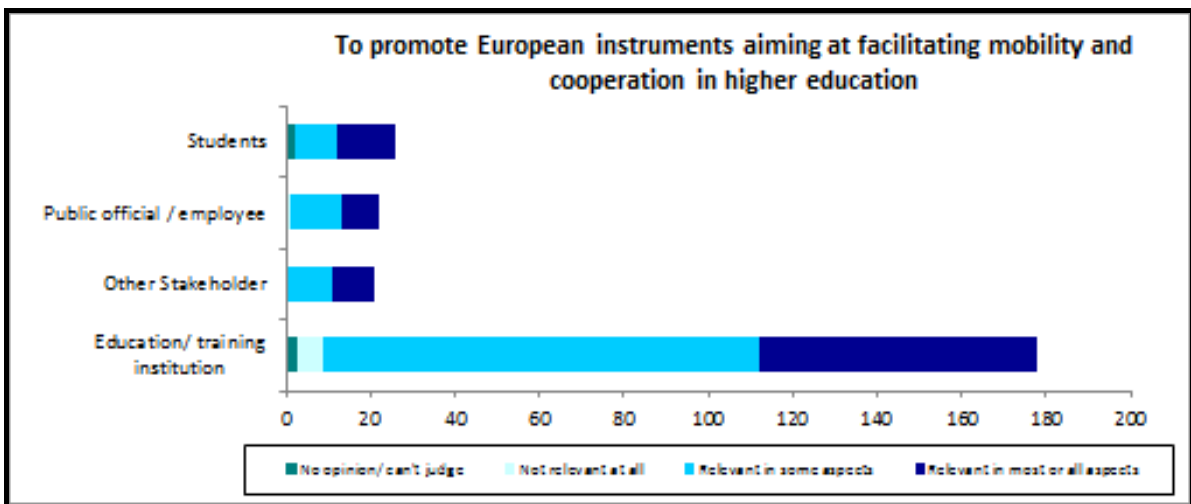
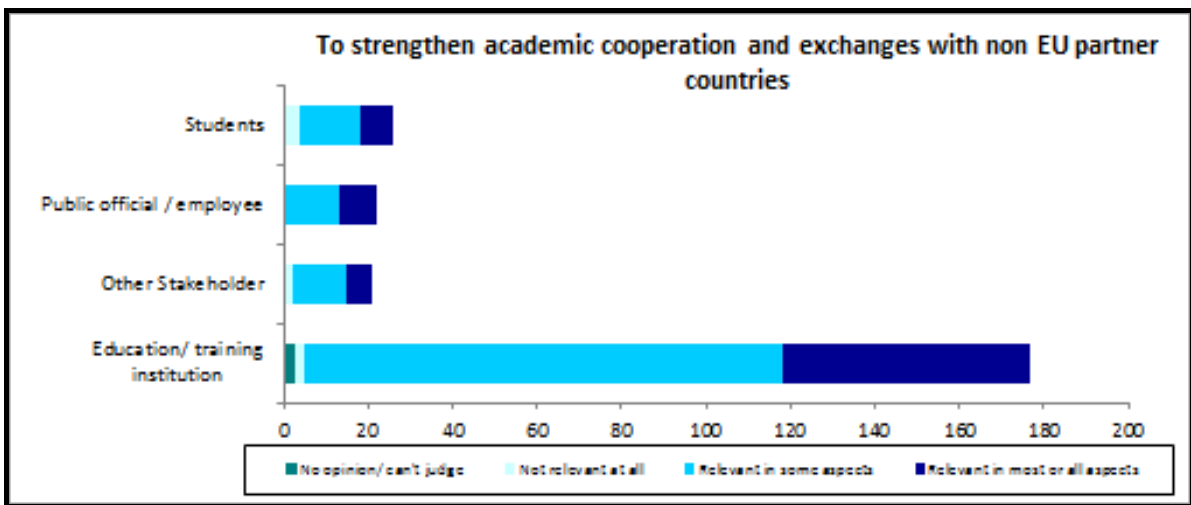
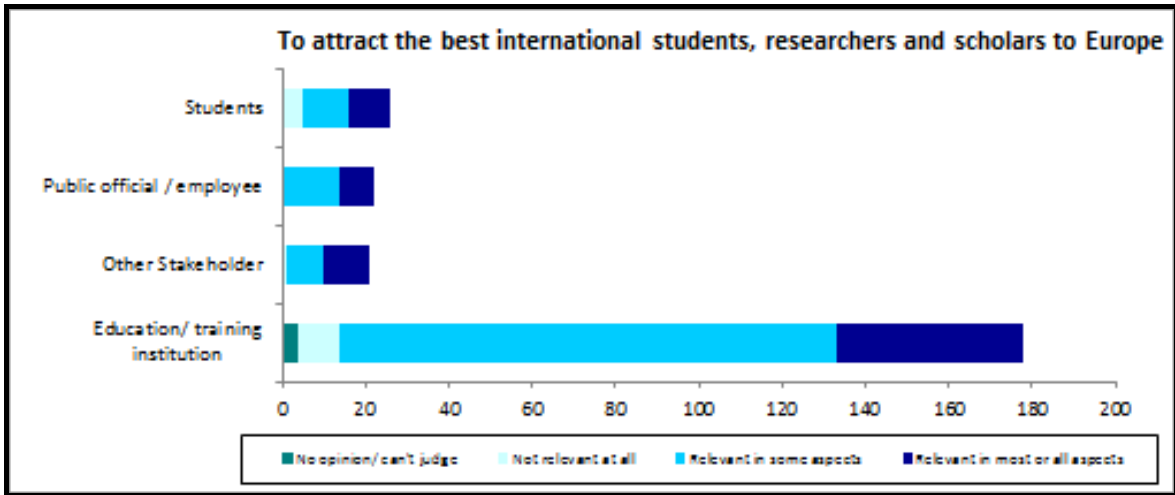
Introduction

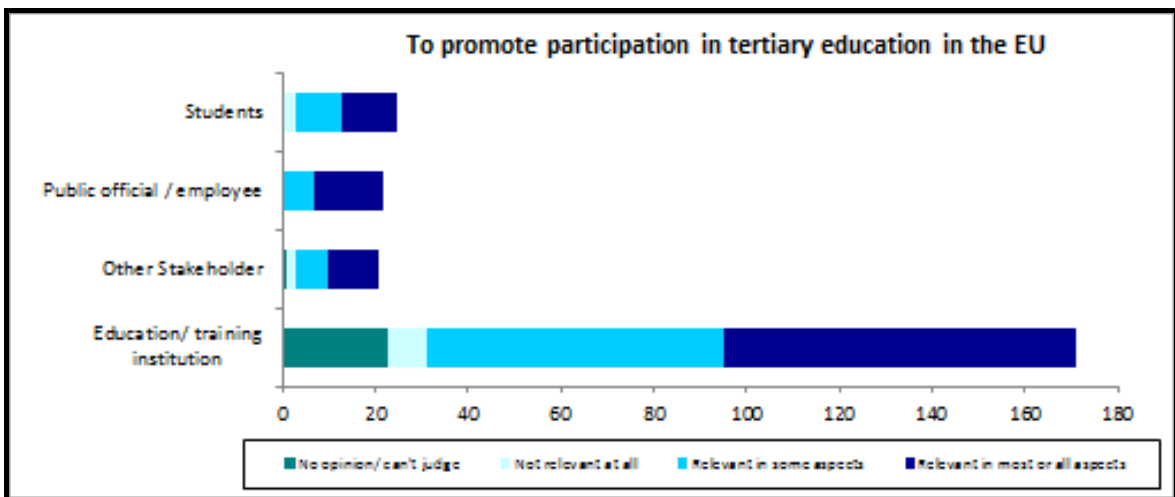
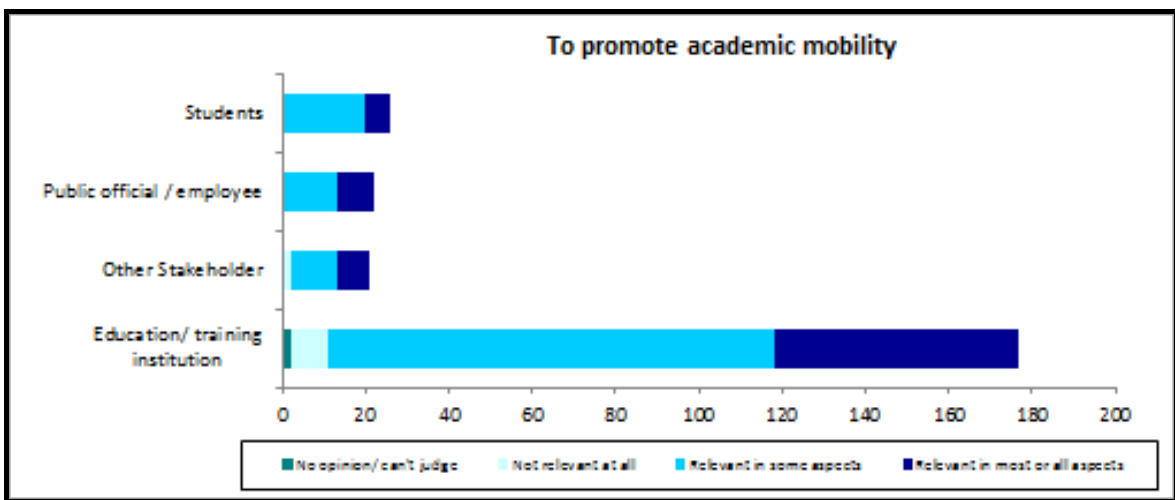
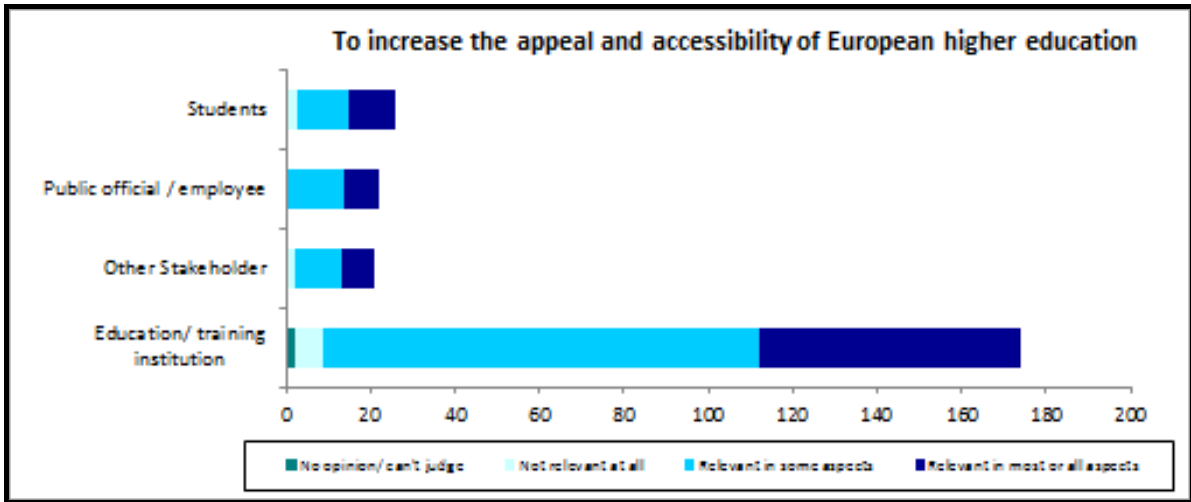
It is important to be careful about how the current data from the public online consultation are interpreted. The responses to the consultation are entirely self-selecting and they cannot be regarded as representative of any broader population. In particular, there is a strong variation in responses from different segments of the stakeholder group. There are two ways to reflect this sort of bias in an analysis. First, the responses could be statistically weighted to reflect the number of people responding in each group. The second, and more visual method, is to show the results of the statistical analysis using weights graphically (where the bars on a chart are scaled by the number of responses). This enables to visualise clearly the predominance of responses by the larger groups. The visual method has been chosen here since it is easier to understand for those who are not statistically trained. The detailed weighted graphs by question are provided below.

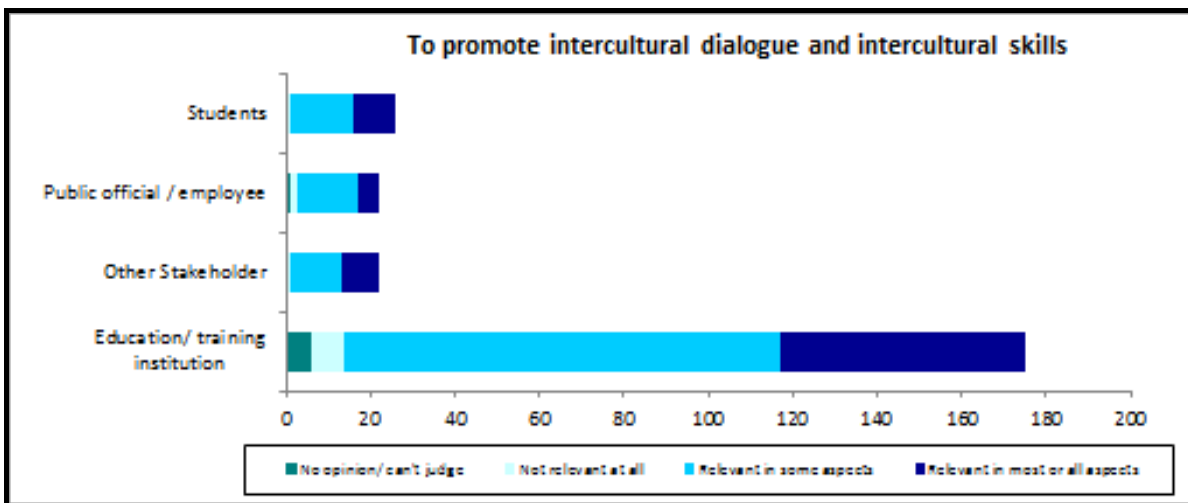
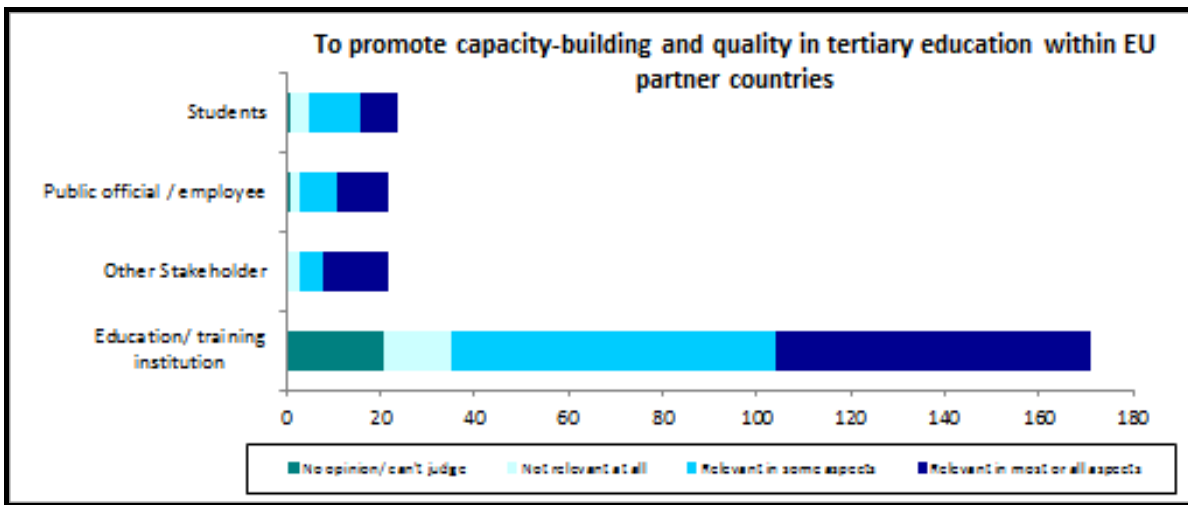
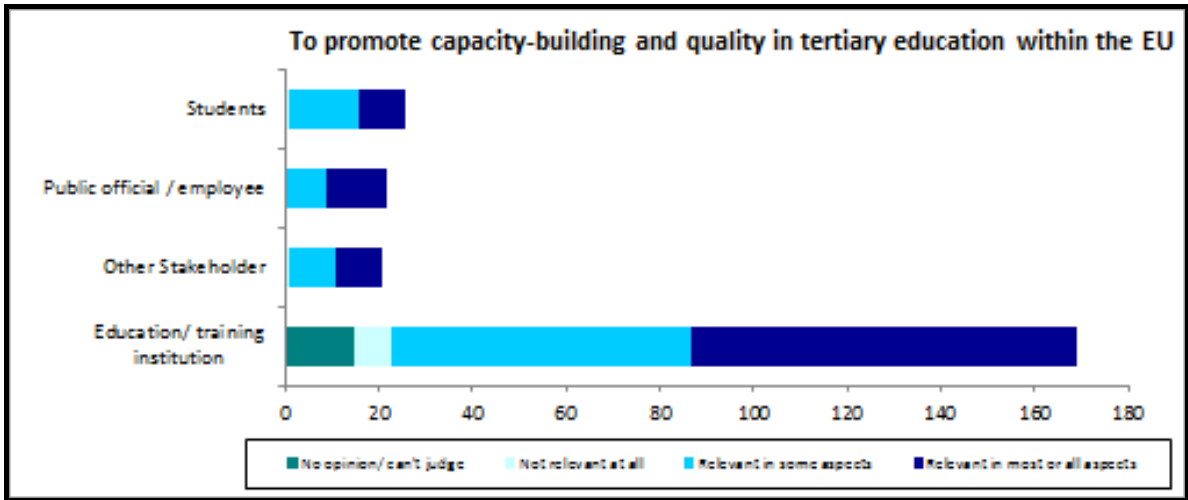
Scope and objectives

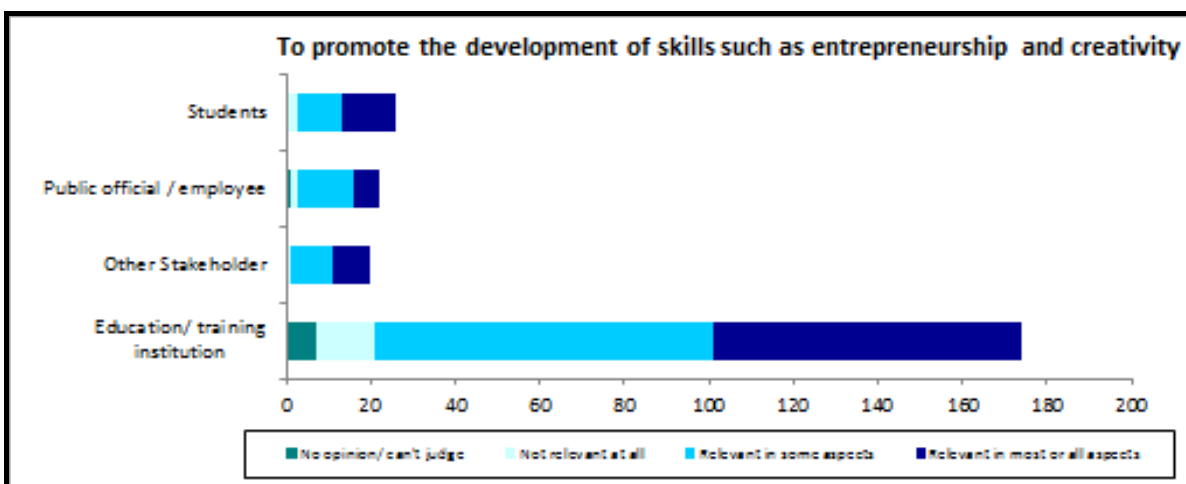
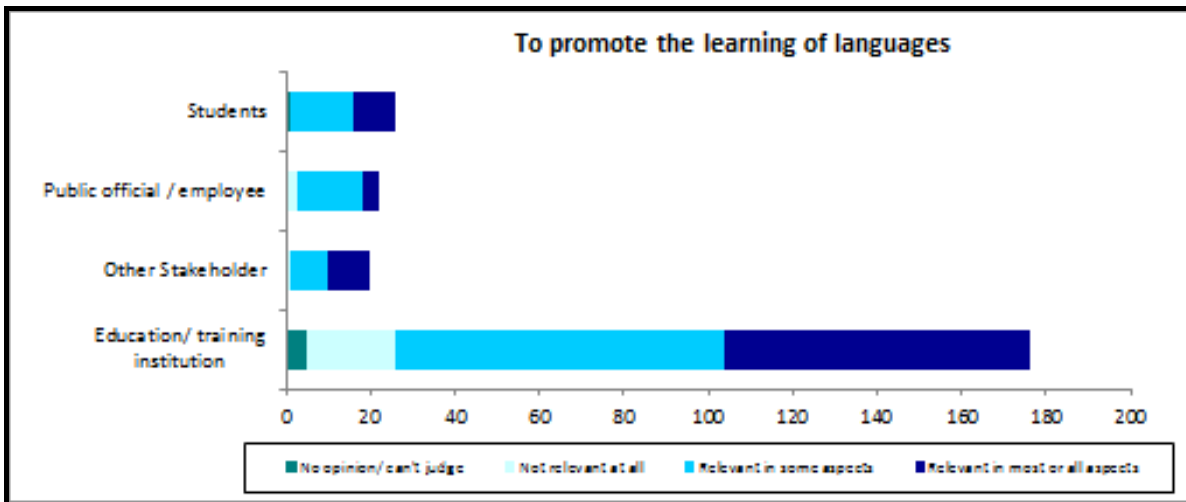
To what extent will the following list of current objectives for EU international cooperation in higher education be relevant to needs during the next ten years?



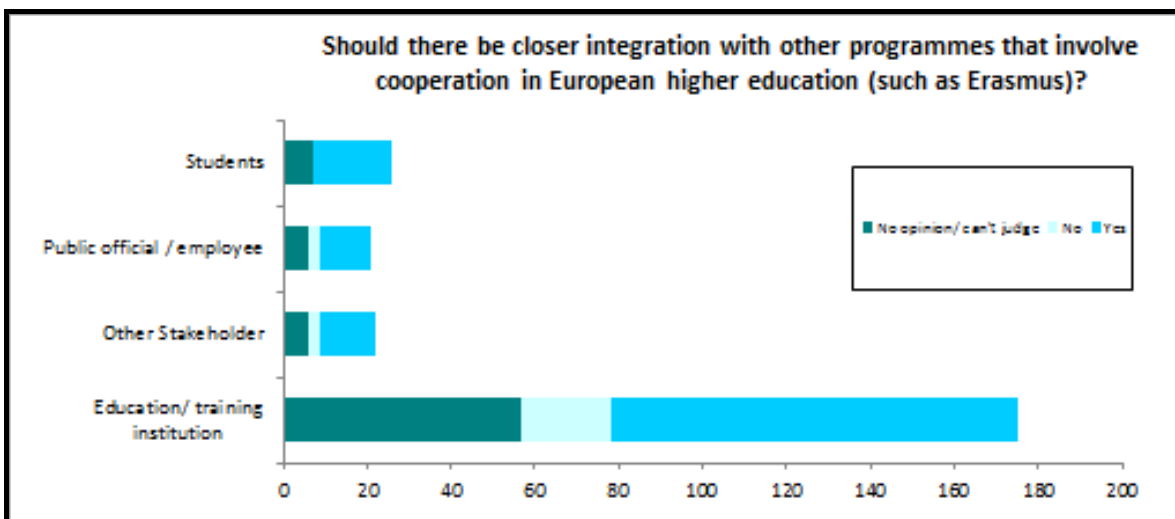


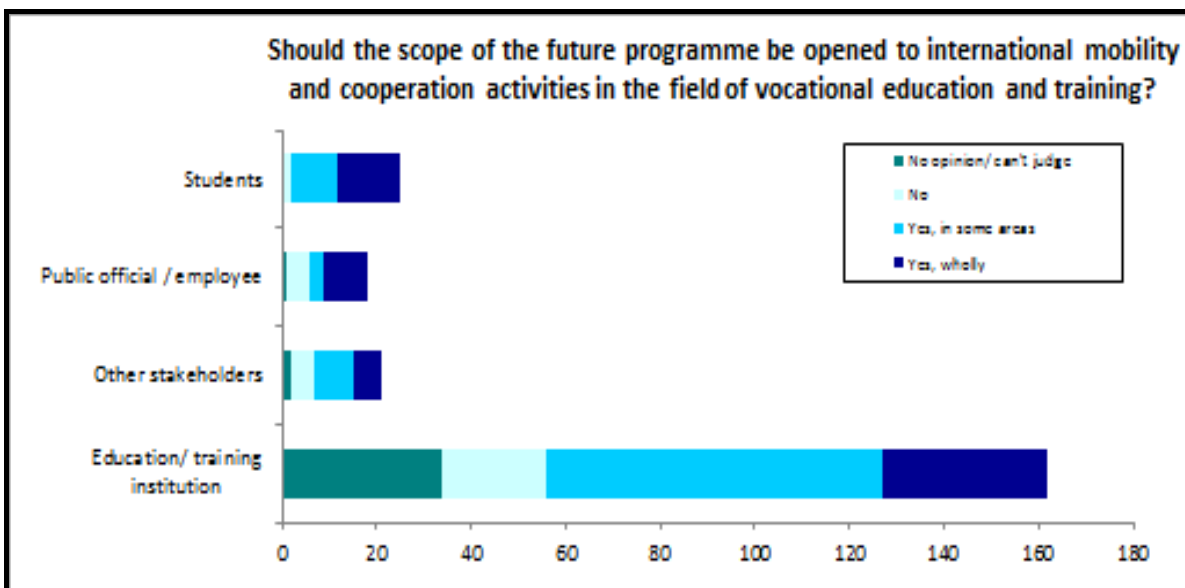
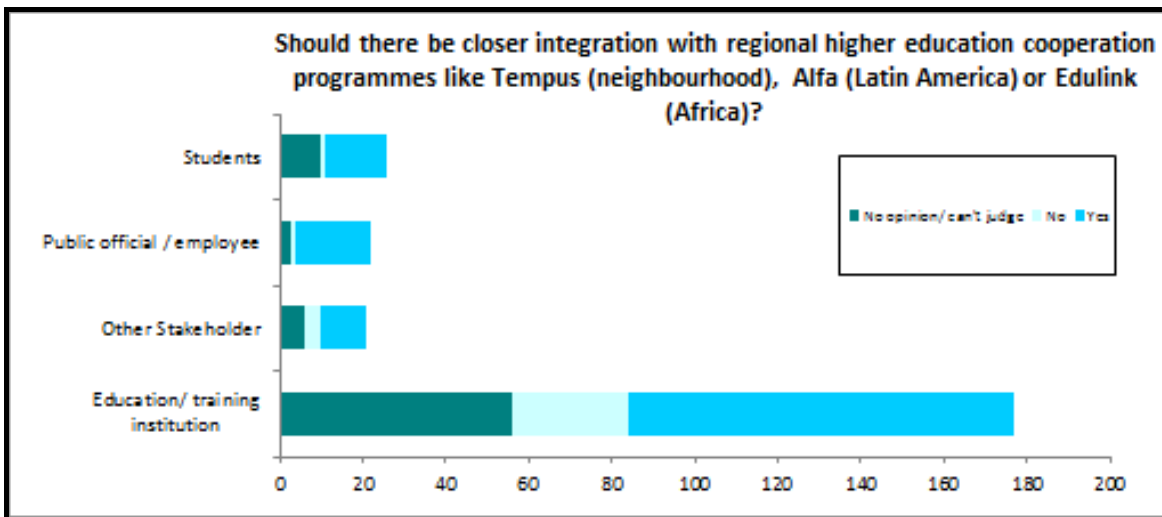
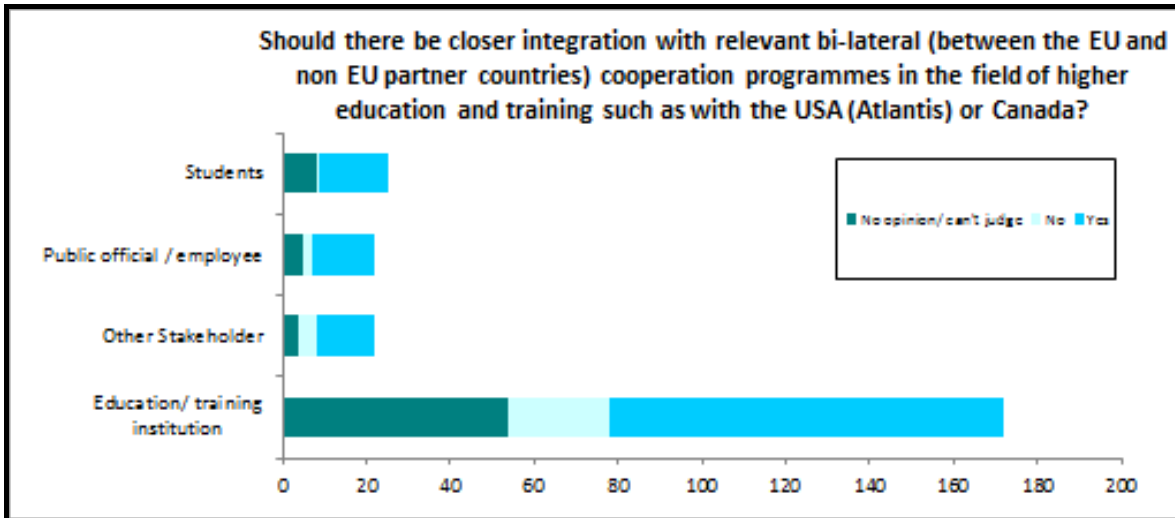


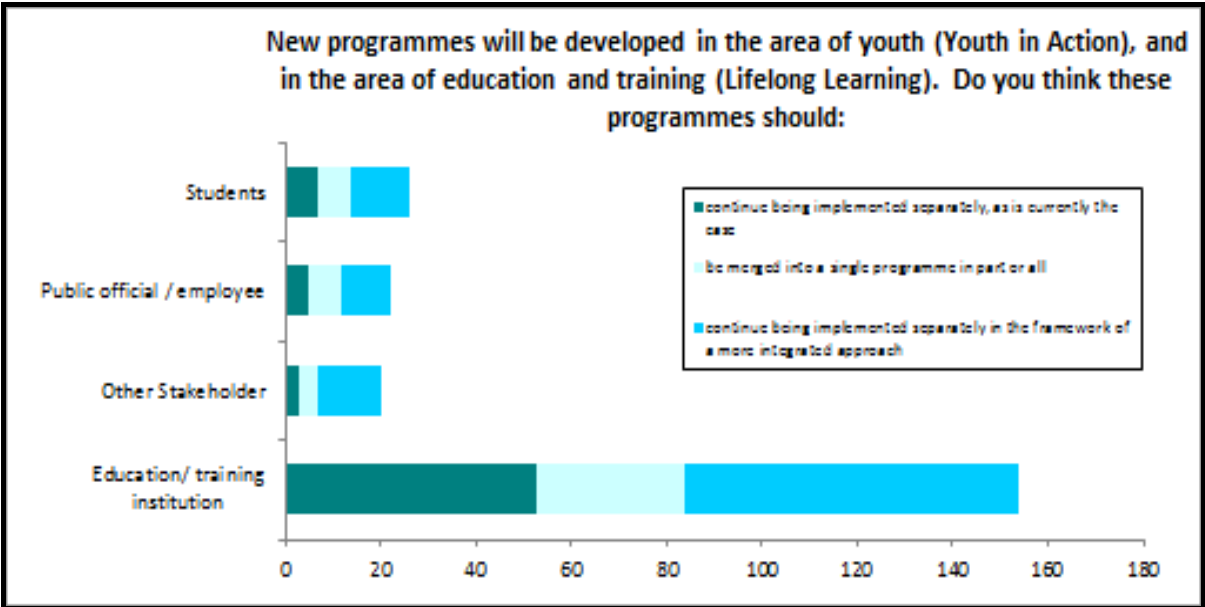
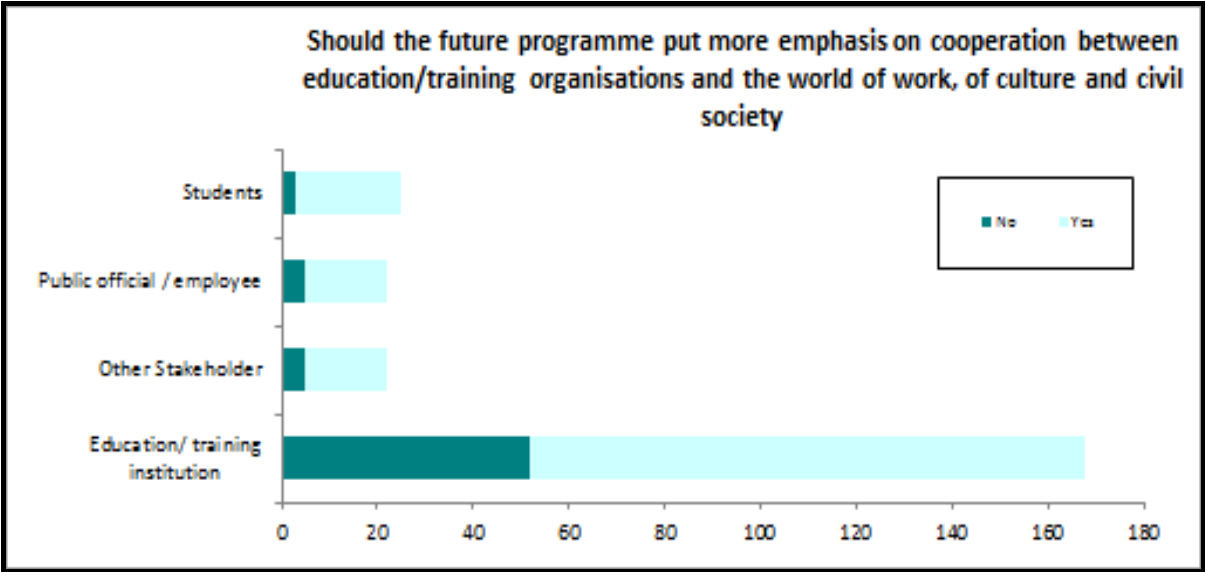




Closer integration amongst EU higher education programmes

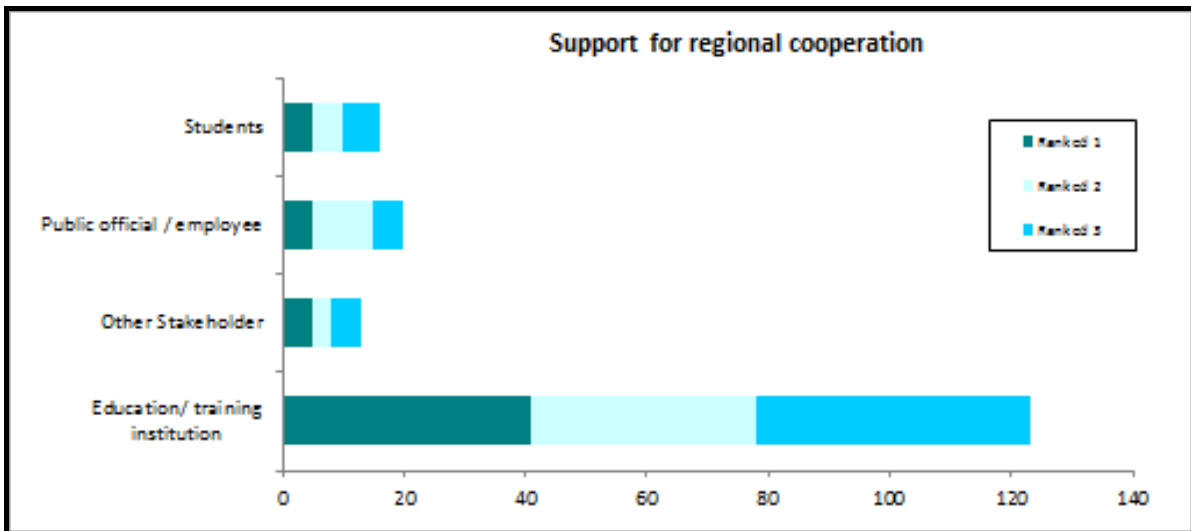
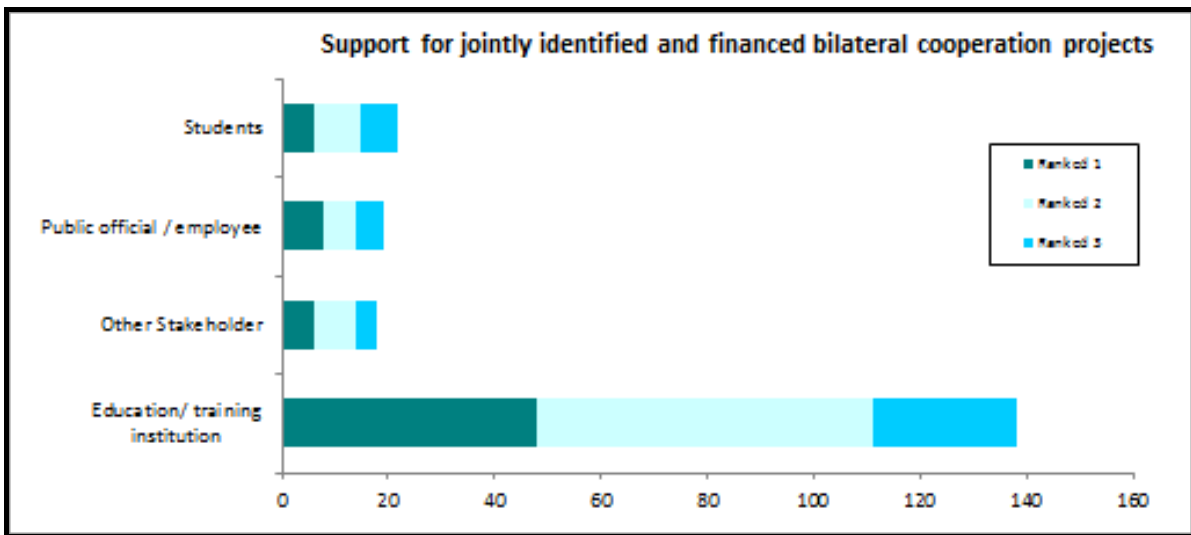
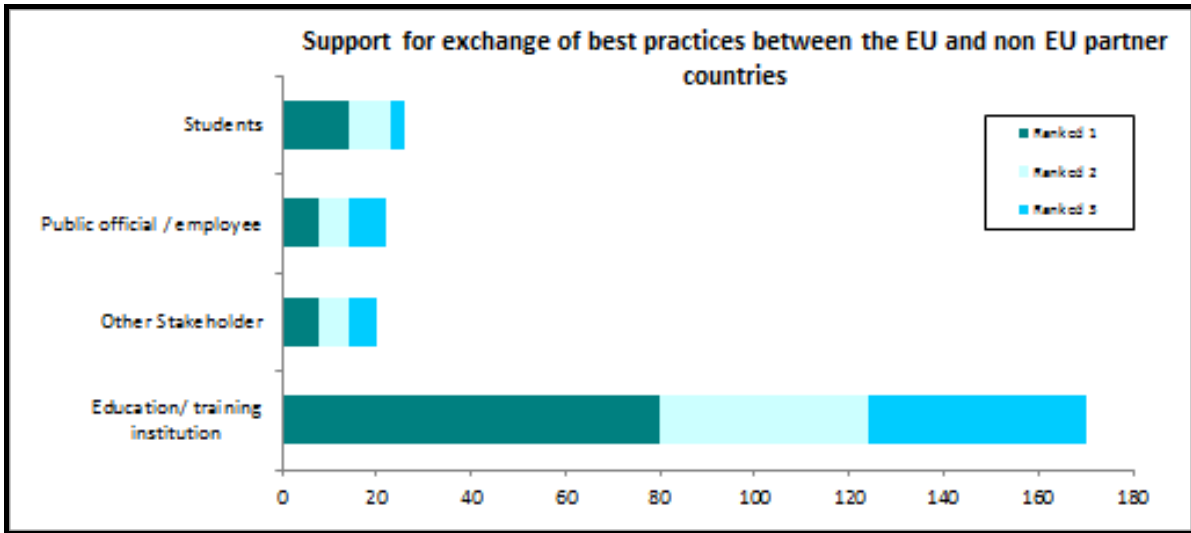






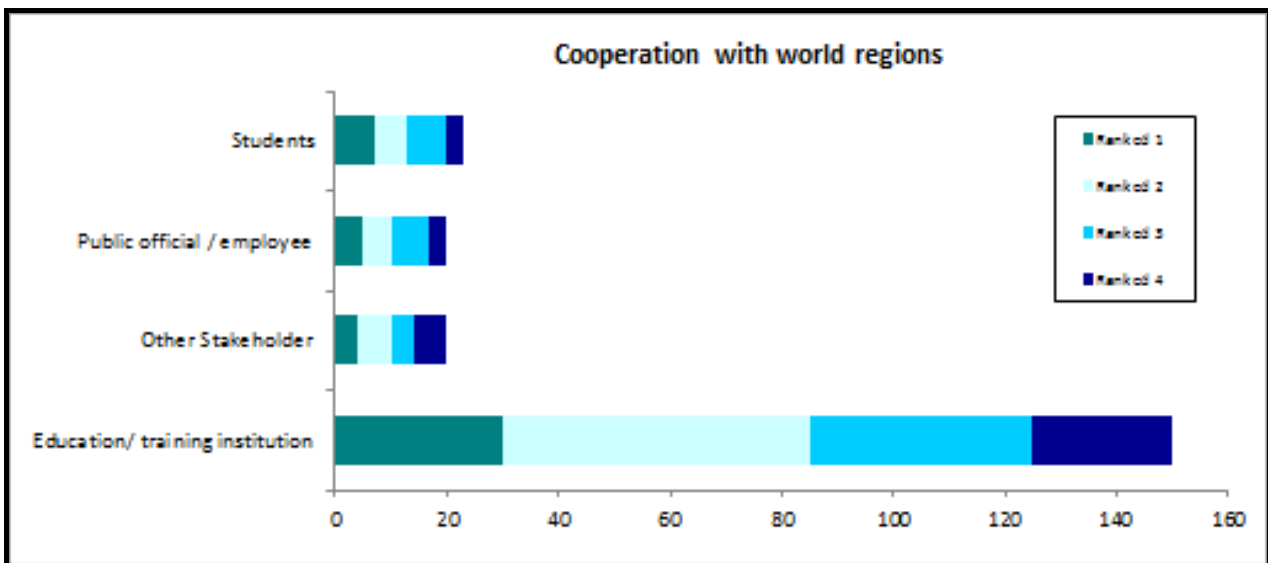
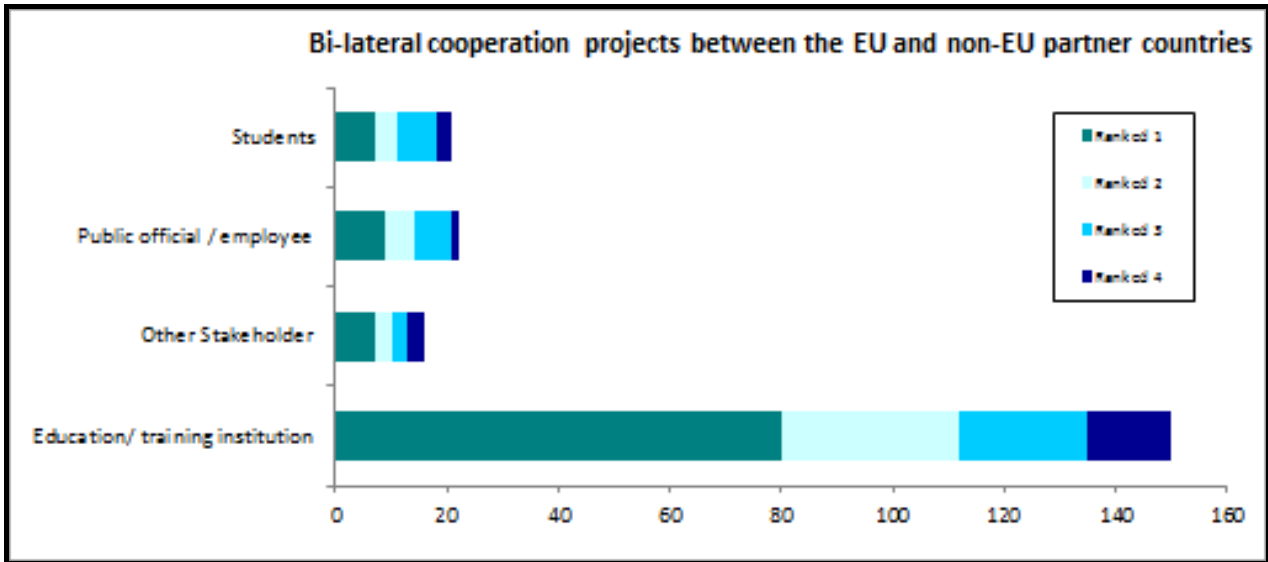
Including new elements in the programme

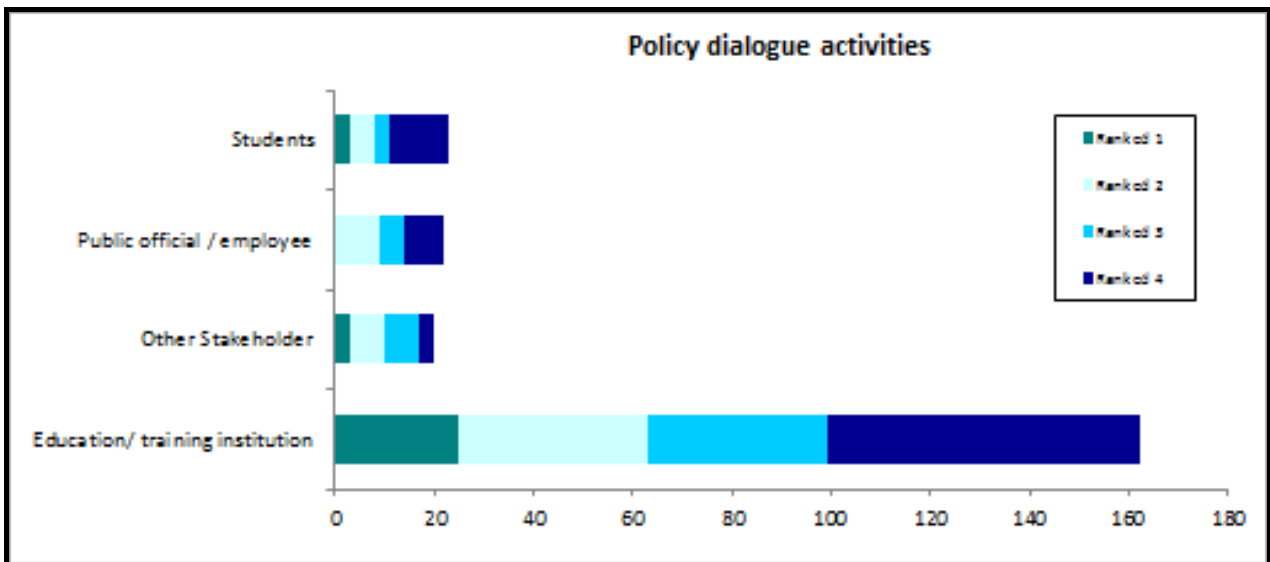
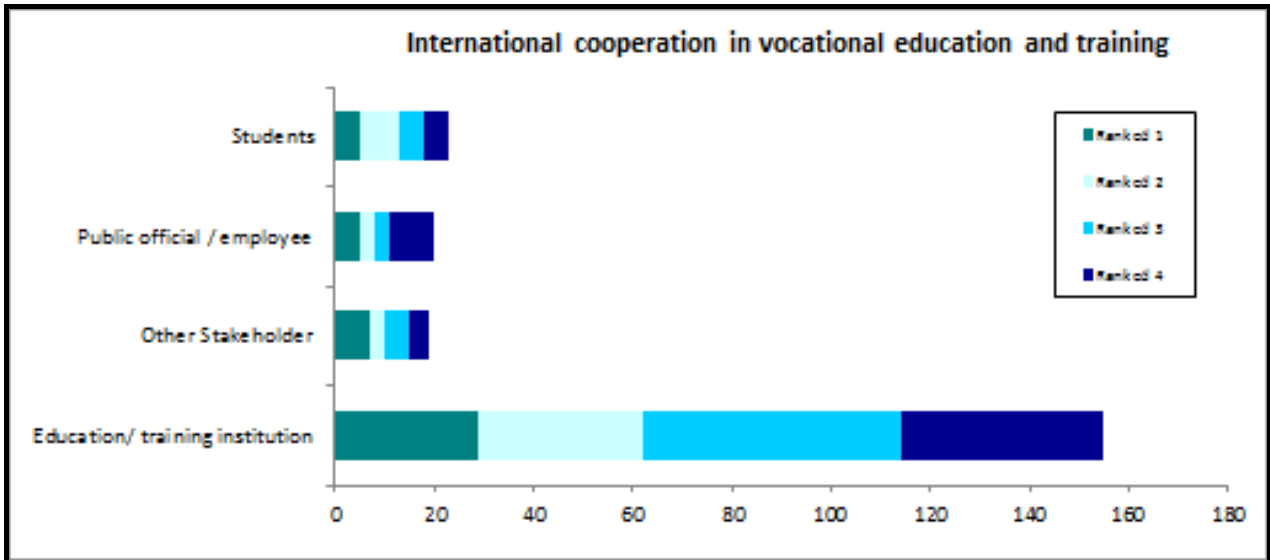
What elements, not covered by existing Erasmus Mundus programme, could to your mind be usefully integrated into the future programme to respond to the needs of EU international cooperation in higher education? (1 = highest priority; 3 = least priority)



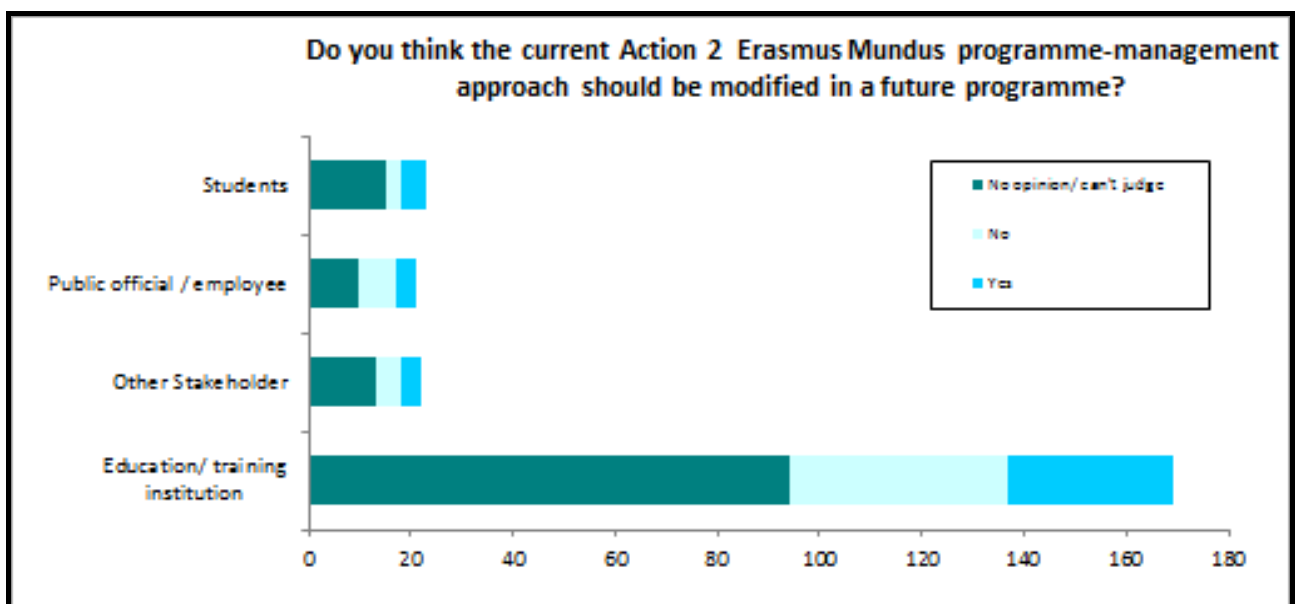
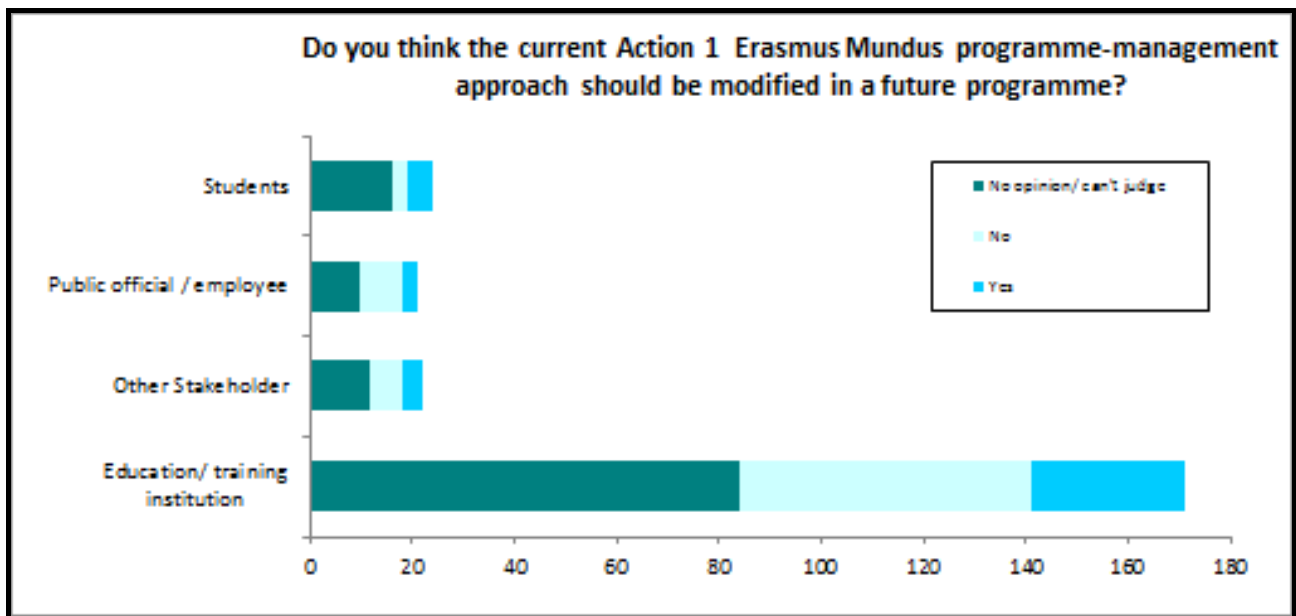
Funding allocation

Should the scope of the programme be modified (see for instance questions 2 to 7), which areas should be accorded priority in terms of budget allocation? (1 = top priority; 4 = least priority)

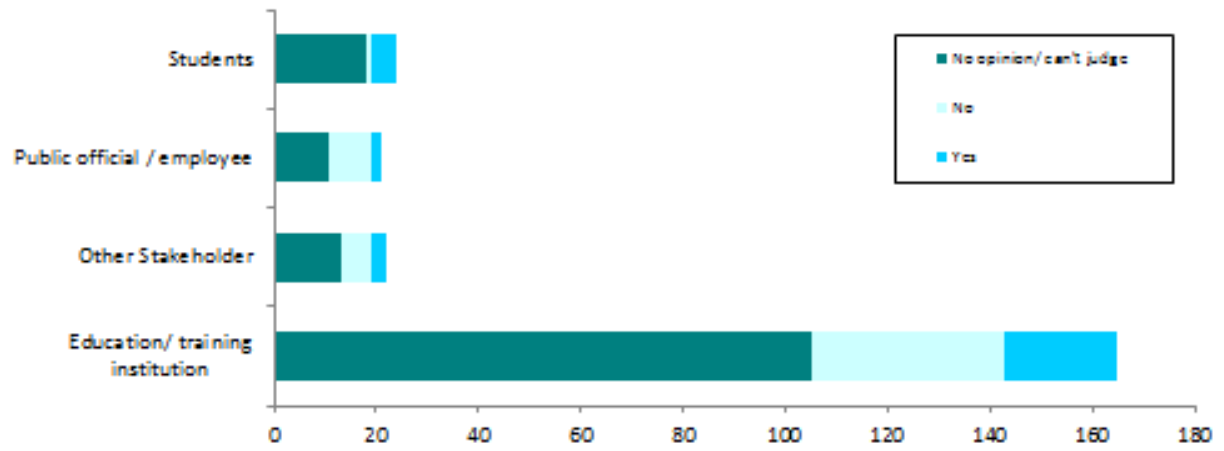




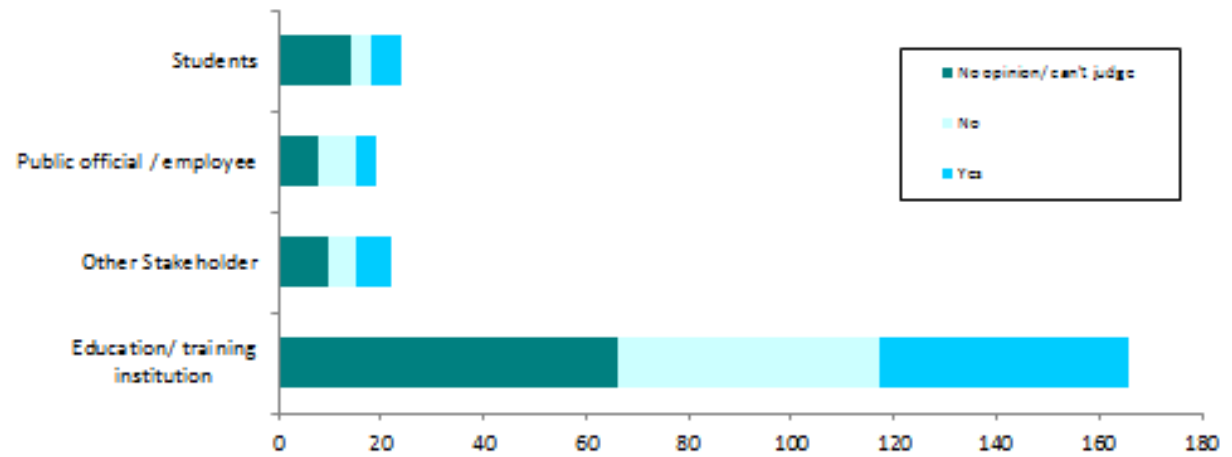
Management of the programme



Do you think the current Action 3 Erasmus Mundus programme-management approach should be modified in a future programme?



Do you think that the role of the Erasmus Mundus national structures should be modified?



Data overview

Meta Informations				
1. Your Profile				
Are you responding..				
	Number of requested records	% Requested records(392)	% of total number records(392)	
As an individual	260	66.33%	66.33%	
On behalf of an organisation or public authority	132	33.67%	33.67%	
If you are responding as an individual ..				
	Number of requested records	% Requested records(260)	% of total number records(392)	
Female	127	48.85%	32.40%	
Male	131	50.38%	33.42%	
If you are responding as an individual ..				
	Number of requested records	% Requested records(260)	% of total number records(392)	
Less than 18 years old	0	0.00%	0.00%	
18-30 years old	40	15.38%	10.20%	
31-45 years old	94	36.15%	23.98%	
45-60 years old	99	38.08%	25.26%	
over 60 years old	21	8.08%	5.36%	
What is your nationality?				
	Number of requested records	% Requested records(260)	% of total number records(392)	
Austria	5	1.92%	1.28%	
Belgium	9	3.46%	2.30%	
Bulgaria	5	1.92%	1.28%	
Cyprus	1	0.38%	0.26%	
Czech Republic	0	0.00%	0.00%	

Denmark	2	0.77%	0.51%	
Estonia	1	0.38%	0.26%	
Finland	4	1.54%	1.02%	
France	38	14.62%	9.69%	
Germany	18	6.92%	4.59%	
Greece	15	5.77%	3.83%	
Hungary	0	0.00%	0.00%	
Ireland	2	0.77%	0.51%	
Italy	16	6.15%	4.08%	
Latvia	1	0.38%	0.26%	
Lithuania	1	0.38%	0.26%	
Luxembourg	0	0.00%	0.00%	
Malta	0	0.00%	0.00%	
Netherlands	13	5.00%	3.32%	
Poland	7	2.69%	1.79%	
Portugal	13	5.00%	3.32%	
Romania	6	2.31%	1.53%	
Slovakia	4	1.54%	1.02%	
Slovenia	3	1.15%	0.77%	
Spain	18	6.92%	4.59%	
Sweden	4	1.54%	1.02%	
United Kingdom	20	7.69%	5.10%	
Croatia	3	1.15%	0.77%	
Former Yugoslav Republic of Macedonia	1	0.38%	0.26%	

Iceland	1	0.38%	0.26%	
Turkey	1	0.38%	0.26%	
Albania	0	0.00%	0.00%	
Algeria	1	0.38%	0.26%	
Andorra	0	0.00%	0.00%	
Armenia	6	2.31%	1.53%	
Azerbaijan	2	0.77%	0.51%	
Belarus	0	0.00%	0.00%	
Bosnia and Herzegovina	7	2.69%	1.79%	
Egypt	2	0.77%	0.51%	
Georgia	0	0.00%	0.00%	
Israel	1	0.38%	0.26%	
Jordan	0	0.00%	0.00%	
Lebanon	0	0.00%	0.00%	
Liechtenstein	0	0.00%	0.00%	
Moldova	1	0.38%	0.26%	
Monaco	0	0.00%	0.00%	
Montenegro	0	0.00%	0.00%	
Morocco	1	0.38%	0.26%	
Norway	1	0.38%	0.26%	
Palestinian Territory	0	0.00%	0.00%	
Russia	9	3.46%	2.30%	
Serbia	6	2.31%	1.53%	
Switzerland	0	0.00%	0.00%	

Syria	0	0.00%	0.00%	
Tunisia	0	0.00%	0.00%	
Ukraine	5	1.92%	1.28%	
Other	12	4.62%	3.06%	

What is your current country of residence?

	Number of requested records	% Requested records(260)	% of total number records(392)	
Austria	4	1.54%	1.02%	
Belgium	13	5.00%	3.32%	
Bulgaria	4	1.54%	1.02%	
Cyprus	1	0.38%	0.26%	
Czech Republic	0	0.00%	0.00%	
Denmark	2	0.77%	0.51%	
Estonia	1	0.38%	0.26%	
Finland	5	1.92%	1.28%	
France	37	14.23%	9.44%	
Germany	18	6.92%	4.59%	
Greece	14	5.38%	3.57%	
Hungary	1	0.38%	0.26%	
Ireland	2	0.77%	0.51%	
Italy	16	6.15%	4.08%	
Latvia	1	0.38%	0.26%	
Lithuania	1	0.38%	0.26%	
Luxembourg	0	0.00%	0.00%	

Malta	0	0.00%	0.00%	
Netherlands	17	6.54%	4.34%	
Poland	7	2.69%	1.79%	
Portugal	12	4.62%	3.06%	
Romania	4	1.54%	1.02%	
Slovakia	3	1.15%	0.77%	
Slovenia	3	1.15%	0.77%	
Spain	20	7.69%	5.10%	
Sweden	5	1.92%	1.28%	
United Kingdom	13	5.00%	3.32%	
Croatia	2	0.77%	0.51%	
Former Yugoslav Republic of Macedonia	1	0.38%	0.26%	
Iceland	0	0.00%	0.00%	
Turkey	1	0.38%	0.26%	
Albania	0	0.00%	0.00%	
Algeria	1	0.38%	0.26%	
Andorra	0	0.00%	0.00%	
Armenia	6	2.31%	1.53%	
Azerbaijan	3	1.15%	0.77%	
Belarus	0	0.00%	0.00%	
Bosnia and Herzegovina	6	2.31%	1.53%	
Egypt	2	0.77%	0.51%	
Georgia	1	0.38%	0.26%	
Israel	1	0.38%	0.26%	

Jordan	0	0.00%	0.00%	
Lebanon	0	0.00%	0.00%	
Liechtenstein	0	0.00%	0.00%	
Moldova	0	0.00%	0.00%	
Monaco	0	0.00%	0.00%	
Morocco	1	0.38%	0.26%	
Montenegro	0	0.00%	0.00%	
Norway	2	0.77%	0.51%	
Russia	7	2.69%	1.79%	
San Marino	0	0.00%	0.00%	
Serbia	5	1.92%	1.28%	
Switzerland	0	0.00%	0.00%	
Syria	0	0.00%	0.00%	
Tunisia	0	0.00%	0.00%	
Ukraine	5	1.92%	1.28%	
Other	12	4.62%	3.06%	

Please Specify which of the following best describes your occupational background?

	Number of requested records	% Requested records(260)	% of total number records(392)	
Undergraduate Student	9	3.46%	2.30%	
Postgraduate Student	15	5.77%	3.83%	
Vocational education student, apprentice, trainee or similar	3	1.15%	0.77%	
Member of a higher education institution	179	68.85%	45.66%	
Member of a vocational education training organization	5	1.92%	1.28%	

Official/employee in a national ministry	7	2.69%	1.79%	
Official/employee in another national authority	5	1.92%	1.28%	
Official/employee in a regional or local authority	5	1.92%	1.28%	
I work in an Erasmus Mundus national contact point (Erasmus Mundus National Structure)	4	1.54%	1.02%	
Other Stakeholder	22	8.46%	5.61%	

Please indicate

	Number of requested records	% Requested records(5)	% of total number records(260)	
Senior leadership of institution: Principal etc...	1	20.00%	0.38%	
Member of the teaching Staff	1	20.00%	0.38%	
Member of the research staff	1	20.00%	0.38%	
Administrative Staff	0	0.00%	0.00%	
Other staff member	2	40.00%	0.77%	

Please Indicate

	Number of requested records	% Requested records(179)	% of total number records(260)	
senior leadership of an institution: Rector, President, Dean, etc...	34	18.99%	13.08%	
Member of the teaching staff	106	59.22%	40.77%	
Administrative Staff	44	24.58%	16.92%	
Other staff member	9	5.03%	3.46%	

Have you ever heard of the Erasmus Mundus Programme

	Number of requested records	% Requested records(260)	% of total number records(392)	
Yes	244	93.85%	62.24%	

No	16	6.15%	4.08%	
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Which statement is most applicable to you

	Number of requested records	% Requested records(244)	% of total number records(260)	
I am responsible for an Erasmus Mundus Masters Course	38	15.57%	14.62%	
I am participating in an Erasmus Mundus Masters Course	21	8.61%	8.08%	
I am responsible for an Erasmus Mundus Doctoral Course	2	0.82%	0.77%	
I am participating in an Erasmus Mundus Doctoral Course	6	2.46%	2.31%	
I am responsible for an Erasmus Mundus Action 2 Partnership	23	9.43%	8.85%	
I am participating in an Erasmus Mundus Action 2 Partnership	27	11.07%	10.38%	

Have you benefited/are you benefiting from funding opportunities under one or more of the following programmes, please specify which one(s):

	Number of requested records	% Requested records(260)	% of total number records(392)	
Lifelong Learning Programme (tick one of the sub programmes bellow)	69	26.54%	17.60%	
Youth in Action (2007-2013)	11	4.23%	2.81%	
Tempus	62	23.85%	15.82%	
EU Bilateral programmes with industrialised countries (Australia, Canada, New Zealand, Japan, South Korea, US)	15	5.77%	3.83%	
Marie Curie programme	13	5.00%	3.32%	
EU Culture programme	5	1.92%	1.28%	

European Social Fund (ESF)	23	8.85%	5.87%	
European Regional Development Fund (ERDF)	12	4.62%	3.06%	
National/regional/local higher-education grant	51	19.62%	13.01%	
Bank loan for students	4	1.54%	1.02%	
Sponsorship	6	2.31%	1.53%	
Other	27	10.38%	6.89%	
Don't know	19	7.31%	4.85%	

Tick one of the sub-programmes below

	Number of requested records	% Requested records(69)	% of total number records(260)	
Comenius	3	4.35%	1.15%	
Erasmus	57	82.61%	21.92%	
Leonardo da Vinci	18	26.09%	6.92%	
Grundtvig	10	14.49%	3.85%	
Jean Monnet	2	2.90%	0.77%	

Is your organisation registered in the Register of Interest representatives? (<https://webgate.ec.europa.eu/transparency/regrin/welcome.do?locale=en>)

	Number of requested records	% Requested records(132)	% of total number records(392)	
yes	10	7.58%	2.55%	
no	122	92.42%	31.12%	

What is the country in which your organisation is based?

	Number of requested records	% Requested records(132)	% of total number records(392)	
Austria	0	0.00%	0.00%	
Belgium	13	9.85%	3.32%	

Bulgaria	0	0.00%	0.00%	
Cyprus	0	0.00%	0.00%	
Czech Republic	0	0.00%	0.00%	
Denmark	2	1.52%	0.51%	
Estonia	1	0.76%	0.26%	
Finland	1	0.76%	0.26%	
France	20	15.15%	5.10%	
Germany	7	5.30%	1.79%	
Greece	4	3.03%	1.02%	
Hungary	0	0.00%	0.00%	
Ireland	2	1.52%	0.51%	
Italy	4	3.03%	1.02%	
Latvia	0	0.00%	0.00%	
Lithuania	1	0.76%	0.26%	
Luxembourg	0	0.00%	0.00%	
Malta	0	0.00%	0.00%	
Netherlands	7	5.30%	1.79%	
Poland	1	0.76%	0.26%	
Portugal	0	0.00%	0.00%	
Romania	0	0.00%	0.00%	
Slovakia	1	0.76%	0.26%	
Slovenia	1	0.76%	0.26%	
Spain	13	9.85%	3.32%	
Sweden	3	2.27%	0.77%	

United Kingdom	10	7.58%	2.55%	
Croatia	0	0.00%	0.00%	
Former Yugoslav Republic of Macedonia	0	0.00%	0.00%	
Iceland	0	0.00%	0.00%	
Turkey	0	0.00%	0.00%	
Albania	0	0.00%	0.00%	
Algeria	1	0.76%	0.26%	
Andorra	0	0.00%	0.00%	
Armenia	0	0.00%	0.00%	
Azerbaijan	0	0.00%	0.00%	
Belarus	0	0.00%	0.00%	
Bosnia and Herzegovina	0	0.00%	0.00%	
Egypt	0	0.00%	0.00%	
Georgia	2	1.52%	0.51%	
Israel	0	0.00%	0.00%	
Jordan	1	0.76%	0.26%	
Lebanon	0	0.00%	0.00%	
Liechtenstein	0	0.00%	0.00%	
Moldova	0	0.00%	0.00%	
Montenegro	0	0.00%	0.00%	
Morocco	0	0.00%	0.00%	
Norway	1	0.76%	0.26%	
Palestinian Territory	0	0.00%	0.00%	
Russia	14	10.61%	3.57%	

Serbia	3	2.27%	0.77%	
Switzerland	0	0.00%	0.00%	
Syria	0	0.00%	0.00%	
Tunisia	0	0.00%	0.00%	
Ukraine	2	1.52%	0.51%	
Other	11	8.33%	2.81%	

Please specify whether the body/organisation is:

	Number of requested records	% Requested records(132)	% of total number records(392)	
A national ministry	5	3.79%	1.28%	
Another national authority	3	2.27%	0.77%	
A regional or local authority	2	1.52%	0.51%	
An Erasmus Mundus national contact point (Erasmus Mundus National Structure)	6	4.55%	1.53%	
A higher education institution	72	54.55%	18.37%	
An association of higher education institutions	8	6.06%	2.04%	
A vocational education and training organization	3	2.27%	0.77%	
A students' organisation	5	3.79%	1.28%	
A private company/enterprise	4	3.03%	1.02%	
An international organisation	3	2.27%	0.77%	
Other	12	9.09%	3.06%	

Please specify

	Number of requested records	% Requested records(5)	% of total number records(132)	
In charge of education	5	100.00%	3.79%	
In charge of/responsible for a field other than education	0	0.00%	0.00%	

Please specify

	Number of requested records	% Requested records(3)	% of total number records(132)	
In charge of education	2	66.67%	1.52%	
In charge of/responsible for a field other than education	1	33.33%	0.76%	

Please Specify				
	Number of requested records	% Requested records(2)	% of total number records(132)	
In charge of education	0	0.00%	0.00%	
In charge of/responsible for a field other than education	2	100.00%	1.52%	
Please specify				
	Number of requested records	% Requested records(3)	% of total number records(132)	
With responsibilities in the field of education	2	66.67%	1.52%	
In charge of/responsible for a field other than education	1	33.33%	0.76%	
Have you ever heard of the Erasmus Mundus programme?				
	Number of requested records	% Requested records(132)	% of total number records(392)	
Yes	118	89.39%	30.10%	
No	8	6.06%	2.04%	
Which statement is most applicable to you?				
	Number of requested records	% Requested records(118)	% of total number records(132)	
I am responsible for an Erasmus Mundus Master Course	10	8.47%	7.58%	
I am participating in an Erasmus Mundus Master Course	7	5.93%	5.30%	
I am responsible for an Erasmus Mundus Doctoral Course	1	0.85%	0.76%	
I am participating in an Erasmus Mundus Doctoral Course	0	0.00%	0.00%	
I am responsible for an Erasmus Mundus Action 2 Partnership	11	9.32%	8.33%	

Have you benefited/are benefiting from funding opportunities under one or more of the following programmes, please specify which one(s):

	Number of requested records	% Requested records(132)	% of total number records(392)	
Lifelong Learning Programme	48	36.36%	12.24%	
Youth in Action (2007-2013)	15	11.36%	3.83%	
Tempus	40	30.30%	10.20%	
EU Bilateral programmes with industrialised countries (Australia, Canada, New Zealand, Japan, South Korea, US)	17	12.88%	4.34%	
Marie Curie programme	20	15.15%	5.10%	
EU culture programme	5	3.79%	1.28%	
European Social Fund (ESF)	20	15.15%	5.10%	
European Regional Development Fund (ERDF)	14	10.61%	3.57%	
National/regional/local higher-education grant	27	20.45%	6.89%	
Bank loan for students	4	3.03%	1.02%	
Sponsorship	3	2.27%	0.77%	
Other	18	13.64%	4.59%	
Don't know	7	5.30%	1.79%	

Please tick one of the sub-programmes below:

	Number of requested records	% Requested records(48)	% of total number records(132)	
Comenius	3	6.25%	2.27%	
Erasmus	34	70.83%	25.76%	
Leonardo da Vinci	5	10.42%	3.79%	
Grundtvig	0	0.00%	0.00%	

Jean Monet	0	0.00%	0.00%	
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2. Future European Programme for International Cooperation in Higher Education and Human Capital Development

2.1: Scope and Objectives

To promote high-quality courses and excellence in European higher education

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(383)
Relevant in some aspects	121	30.87%	30.87%	31.59%
Relevant in most or all aspects	253	64.54%	64.54%	66.06%
Not relevant at all	5	1.28%	1.28%	1.31%
No opinion/ can't judge	4	1.02%	1.02%	1.04%
N/A	-	-	2.30%	-

To promote high-quality courses and excellence in higher education in non EU partner countries

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(385)
Relevant in some aspects	145	36.99%	36.99%	37.66%
Relevant in most or all aspects	205	52.30%	52.30%	53.25%
Not relevant at all	27	6.89%	6.89%	7.01%
No opinion/ can't judge	8	2.04%	2.04%	2.08%
N/A	-	-	1.79%	-

To attract the best international students, researchers and scholars to Europe

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(384)
Relevant in some aspects	122	31.12%	31.12%	31.77%
Relevant in most or all aspects	230	58.67%	58.67%	59.90%
Not relevant at all	24	6.12%	6.12%	6.25%
No opinion/ can't judge	8	2.04%	2.04%	2.08%
N/A	-	-	2.04%	-

To strengthen academic cooperation and exchanges with non EU partner countries

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(383)
Relevant in some aspects	125	31.89%	31.89%	32.64%
Relevant in most or all aspects	240	61.22%	61.22%	62.66%
Not relevant at all	14	3.57%	3.57%	3.66%
No opinion/ can't judge	4	1.02%	1.02%	1.04%
N/A	-	-	2.30%	-

To promote European instruments aiming at facilitating mobility and cooperation in higher education (Quality assurance, recognition tools, European qualifications framework...)

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(384)
Relevant in some aspects	141	35.97%	35.97%	36.72%
Relevant in most or all aspects	225	57.40%	57.40%	58.59%
Not relevant at all	11	2.81%	2.81%	2.86%
No opinion/ can't judge	7	1.79%	1.79%	1.82%
N/A	-	-	2.04%	-

To increase the appeal and accessibility of European higher education

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(381)
Relevant in some aspects	132	33.67%	33.67%	34.65%
Relevant in most or all aspects	228	58.16%	58.16%	59.84%
Not relevant at all	16	4.08%	4.08%	4.20%
No opinion/ can't judge	5	1.28%	1.28%	1.31%
N/A	-	-	2.81%	-

To promote academic mobility

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(382)
Relevant in some aspects	119	30.36%	30.36%	31.15%
Relevant in most or all aspects	244	62.24%	62.24%	63.87%
Not relevant at all	16	4.08%	4.08%	4.19%
No opinion/ can't judge	3	0.77%	0.77%	0.79%
N/A	-	-	2.55%	-

To promote participation in tertiary education in the EU

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(375)
Relevant in some aspects	165	42.09%	42.09%	44.00%
Relevant in most or all aspects	150	38.27%	38.27%	40.00%
Not relevant at all	24	6.12%	6.12%	6.40%
No opinion/ can't judge	36	9.18%	9.18%	9.60%
N/A	-	-	4.34%	-

To promote capacity-building and quality in tertiary education within the EU				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(375)
Relevant in some aspects	168	42.86%	42.86%	44.80%
Relevant in most or all aspects	163	41.58%	41.58%	43.47%
Not relevant at all	17	4.34%	4.34%	4.53%
No opinion/ can't judge	27	6.89%	6.89%	7.20%
N/A	-	-	4.34%	-
To promote capacity-building and quality in tertiary education within EU partner countries				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(382)
Relevant in some aspects	128	32.65%	32.65%	33.51%
Relevant in most or all aspects	226	57.65%	57.65%	59.16%
Not relevant at all	21	5.36%	5.36%	5.50%
No opinion/ can't judge	7	1.79%	1.79%	1.83%
N/A	-	-	2.55%	-
To promote the learning of languages				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(382)
Relevant in some aspects	149	38.01%	38.01%	39.01%
Relevant in most or all aspects	190	48.47%	48.47%	49.74%
Not relevant at all	37	9.44%	9.44%	9.69%
No opinion/ can't judge	6	1.53%	1.53%	1.57%
N/A	-	-	2.55%	-
To promote the development of skills such as entrepreneurship and creativity				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(378)
Relevant in some aspects	143	36.48%	36.48%	37.83%
Relevant in most or all aspects	185	47.19%	47.19%	48.94%
Not relevant at all	35	8.93%	8.93%	9.26%
No opinion/ can't judge	15	3.83%	3.83%	3.97%
N/A	-	-	3.57%	-

2.2: Programme Design				
Q3. Should a future Programme for the EU international cooperation in higher education:				
continue to include joint European Masters Courses (as currently under action 1 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(386)
Yes	349	89.03%	89.03%	90.41%
No	13	3.32%	3.32%	3.37%
No opinion/ can't decide	24	6.12%	6.12%	6.22%
N/A	-	-	1.53%	-
continue to include joint European Doctoral Courses (as currently under action 1 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(386)
Yes	349	89.03%	89.03%	90.41%
No	13	3.32%	3.32%	3.37%
No opinion/ can't decide	24	6.12%	6.12%	6.22%
N/A	-	-	1.53%	-
continue to include joint European Doctoral Courses (as currently under action 1 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(386)
Yes	339	86.48%	86.48%	87.82%
No	11	2.81%	2.81%	2.85%
No opinion/ can't decide	36	9.18%	9.18%	9.33%
N/A	-	-	1.53%	-
include Bachelor Courses as well				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(378)
Yes	227	57.91%	57.91%	60.05%
No	109	27.81%	27.81%	28.84%
No opinion/ can't decide	42	10.71%	10.71%	11.11%
N/A	-	-	3.57%	-
continue to include scholarships for non EU partner country students, researchers and scholars (within joint courses as currently under action 1 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(383)
Yes	346	88.27%	88.27%	90.34%
No	15	3.83%	3.83%	3.92%
No opinion/ can't decide	22	5.61%	5.61%	5.74%
N/A	-	-	2.30%	-

Continue to include scholarships for EU students, researchers and scholars (within joint courses as currently under action 1 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(385)
Yes	349	89.03%	89.03%	90.65%
No	14	3.57%	3.57%	3.64%
No opinion/ can't decide	22	5.61%	5.61%	5.71%
N/A	-	-	1.79%	-
continue to include partnerships with non EU partner countries (as currently under action 2 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(385)
Yes	340	86.73%	86.73%	88.31%
No	17	4.34%	4.34%	4.42%
No opinion/ can't decide	28	7.14%	7.14%	7.27%
N/A	-	-	1.79%	-
continue to include scholarships for EU students, researchers and scholars (as currently under action 2 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(386)
Yes	337	85.97%	85.97%	87.31%
No	17	4.34%	4.34%	4.40%
No opinion/ can't decide	32	8.16%	8.16%	8.29%
N/A	-	-	1.53%	-
continue to support promotion projects (as currently under action 3 of the Erasmus Mundus programme)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(380)
Yes	275	70.15%	70.15%	72.37%
No	36	9.18%	9.18%	9.47%
No opinion/ can't decide	69	17.60%	17.60%	18.16%
N/A	-	-	3.06%	-
also cover intra EU mobility				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(381)
Yes	285	72.70%	72.70%	74.80%
No	47	11.99%	11.99%	12.34%
No opinion/ can't decide	49	12.50%	12.50%	12.86%
N/A	-	-	2.81%	-

Q4. What elements, not covered by the existing Erasmus Mundus programme, could to your mind be usefully integrated into the future programme to respond to the needs of EU international cooperation in higher education?

Support for regional cooperation (for instance with the Neighbouring countries, the Mediterranean, Asia, Africa or Latin America)

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(268)
1	83	21.17%	21.17%	30.97%
2	89	22.70%	22.70%	33.21%
3	96	24.49%	24.49%	35.82%
N/A	-	-	31.63%	-

Support for jointly identified and financed bilateral cooperation projects (similar to schemes currently ongoing with, for example, the USA or Canada: joint courses, student exchanges, trainee schemes in respective administrations...)

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(303)
1	106	27.04%	27.04%	34.98%
2	132	33.67%	33.67%	43.56%
3	65	16.58%	16.58%	21.45%
N/A	-	-	22.70%	-

Support for exchange of best practices between the EU and non EU partner countries (joint studies, joint seminars, joint conferences, peer reviews...) on themes of common interest

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(366)
1	176	44.90%	44.90%	48.09%
2	95	24.23%	24.23%	25.96%
3	95	24.23%	24.23%	25.96%
N/A	-	-	6.63%	-

Q5. Should there be closer integration between the future EU international cooperation programme in higher education with other programmes that involve cooperation in European higher education (such as Erasmus)?

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(376)
Yes	227	57.91%	57.91%	60.37%
No	41	10.46%	10.46%	10.90%
No opinion/ can't judge	108	27.55%	27.55%	28.72%
N/A	-	-	4.08%	-

Q6. Should there be closer integration between the future EU international cooperation programme in higher education with regional higher education cooperation programmes like Tempus (neighbourhood), Alfa (Latin America) or Edulink (Africa)?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(380)
Yes	211	53.83%	53.83%	55.53%
No	45	11.48%	11.48%	11.84%
No opinion/ can't judge	124	31.63%	31.63%	32.63%
N/A	-	-	3.06%	-

Q7. Should there be closer integration between the future EU international cooperation programme in higher education with relevant bi-lateral (between the EU and non EU partner countries) cooperation programmes in the field of higher education and training such as with the USA (Atlantis) or Canada?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(372)
Yes	216	55.10%	55.10%	58.06%
No	38	9.69%	9.69%	10.22%
No opinion/ can't decide	118	30.10%	30.10%	31.72%
N/A	-	-	5.10%	-

Q8. Should the scope of the future programme be opened to international mobility and cooperation activities in the field of vocational education and training?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(349)
Yes, wholly	97	24.74%	24.74%	27.79%
Yes, in some areas	141	35.97%	35.97%	40.40%
No	54	13.78%	13.78%	15.47%
No opinion/ can't judge	57	14.54%	14.54%	16.33%
N/A	-	-	10.97%	-

Q9. Should the future programme put more emphasis on cooperation between education/training organisations and the world of work (enterprises, chambers of commerce, associations, trade unions etc.), of culture and civil society?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(369)
Yes	282	71.94%	71.94%	76.42%
No	87	22.19%	22.19%	23.58%
N/A	-	-	5.87%	-

Q10. Parallel to the future European programme for international cooperation in higher education, new programmes will be developed in the area of youth (Youth in Action), and in the area of education and training (Lifelong Learning). Do you think these programmes should:				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(339)
continue being implemented	99	25.26%	25.26%	29.20%

separately, as is currently the case				
be merged into a single programme in part or all	63	16.07%	16.07%	18.58%
continue being implemented separately in the framework of a more integrated approach	177	45.15%	45.15%	52.21%
N/A	-	-	13.52%	-

2.3: Programme Funding, Implementation and Dissemination/Information

I Funding

Q11. How well do you think funding is distributed amongst the programme actions and beneficiaries under the current Erasmus Mundus programme?

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(378)
Funds are distributed between the various groups of beneficiaries and various actions in an appropriate way	139	35.46%	35.46%	36.77%
Funds should be distributed between the various groups of beneficiaries and/or the various actions in a different way (please explain how and why and the extent of the modification)	80	20.41%	20.41%	21.16%
Other	11	2.81%	2.81%	2.91%
Don't know/ can't judge	148	37.76%	37.76%	39.15%
N/A	-	-	3.57%	-

Please specify

	Number of requested records	% Requested records(80)	% of total number records(392)	
Overall share of the programme budget should be increased for the following action(s)	40	50.00%	10.20%	
Overall share of the programme budget should be reduced for the following action(s)	5	6.25%	1.28%	
Funding should be increased for the following group(s) of beneficiaries	42	52.50%	10.71%	
Funding should be reduced for the following group(s) of beneficiaries	5	6.25%	1.28%	

Q12. Should the scope of the programme be modified (see for instance questions 2 to 7), which areas should be accorded priority in terms of budget allocation?

Bi-lateral cooperation projects between the EU and non-EU partner countries

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(318)
1	158	40.31%	40.31%	49.69%
2	75	19.13%	19.13%	23.58%
3	57	14.54%	14.54%	17.92%
4	28	7.14%	7.14%	8.81%
N/A	-	-	18.88%	-

Cooperation with world regions

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(326)
1	73	18.62%	18.62%	22.39%
2	106	27.04%	27.04%	32.52%
3	89	22.70%	22.70%	27.30%
4	58	14.80%	14.80%	17.79%
N/A	-	-	16.84%	-

International cooperation in vocational education and training

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(334)
1	67	17.09%	17.09%	20.06%
2	73	18.62%	18.62%	21.86%
3	99	25.26%	25.26%	29.64%
4	95	24.23%	24.23%	28.44%
N/A	-	-	14.80%	-

Policy dialogue activities (exchanges of best practices)

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(349)
1	52	13.27%	13.27%	14.90%
2	86	21.94%	21.94%	24.64%
3	81	20.66%	20.66%	23.21%
4	130	33.16%	33.16%	37.25%
N/A	-	-	10.97%	-

II Management

Q13. Do you think the current Action 1 Erasmus Mundus programme-management approach should be modified in a future programme?

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(370)
Yes	74	18.88%	18.88%	20.00%
No	104	26.53%	26.53%	28.11%
No opinion/ can't judge	192	48.98%	48.98%	51.89%

N/A	-	-	5.61%	-
Q14. Do you think the current Action 2 Erasmus Mundus programme-management approach should be modified in a future programme?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(364)
Yes	83	21.17%	21.17%	22.80%
No	82	20.92%	20.92%	22.53%
No opinion/ can't judge	199	50.77%	50.77%	54.67%
N/A	-	-	7.14%	-
Q15. Do you think the current Action 3 Erasmus Mundus programme-management approach should be modified in a future programme?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(362)
Yes	55	14.03%	14.03%	15.19%
No	74	18.88%	18.88%	20.44%
No opinion/ can't judge	233	59.44%	59.44%	64.36%
N/A	-	-	7.65%	-
Q17. Do you think that the role of the Erasmus Mundus national structures should be modified (they are currently responsible for information and dissemination)?				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(360)
Yes	99	25.26%	25.26%	27.50%
No	105	26.79%	26.79%	29.17%
No opinion/ Can't judge	156	39.80%	39.80%	43.33%
N/A	-	-	8.16%	-
III Information and Dissemination				
Q20. If you have benefited from the current programme, how do you rate the:				
Ease with which information on the programme can be found:				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(321)
Very Easy	24	6.12%	6.12%	7.48%
Easy	149	38.01%	38.01%	46.42%
Difficult	60	15.31%	15.31%	18.69%
Very Difficult	6	1.53%	1.53%	1.87%
No opinion/ can't judge	82	20.92%	20.92%	25.55%
N/A	-	-	18.11%	-
Q21. If you have benefited from the current programme, how do you rate the:				
Clarity of supporting documents (programme guide, calls for proposals etc.)				
	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(316)
Very Clear	25	6.38%	6.38%	7.91%
Clear	147	37.50%	37.50%	46.52%
Not Clear	62	15.82%	15.82%	19.62%
Not clear at all	6	1.53%	1.53%	1.90%

No opinion/ can't judge	76	19.39%	19.39%	24.05%
N/A	-	-	19.39%	-

**Q22. If you have benefited from the current programme, how do you rate the :
User-friendliness and 'proportionality' of application forms (contain the right volume of questions, given the amount of money awarded for grants under the action concerned)**

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(292)
Very friendly	16	4.08%	4.08%	5.48%
Friendly	121	30.87%	30.87%	41.44%
Unfriendly	55	14.03%	14.03%	18.84%
Very unfriendly	13	3.32%	3.32%	4.45%
Neutral	87	22.19%	22.19%	29.79%
N/A	-	-	25.51%	-

IV General

Q24. Which action of a future programme would be the most essential one to you?

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(381)
Masters' courses	64	16.33%	16.33%	16.80%
PhD courses	62	15.82%	15.82%	16.27%
Scholarships	67	17.09%	17.09%	17.59%
Partnerships with third countries	41	10.46%	10.46%	10.76%
Promotion of European higher education	51	13.01%	13.01%	13.39%
Exchanges of best practices with non EU partner countries (policy dialogue activities)	17	4.34%	4.34%	4.46%
Bi-lateral cooperation projects with non EU partner countries	35	8.93%	8.93%	9.19%
Regional cooperation projects with non EU partner countries	27	6.89%	6.89%	7.09%
Other	6	1.53%	1.53%	1.57%
Don't know/ no answer	11	2.81%	2.81%	2.89%
N/A	-	-	2.81%	-

Last Questions

Q26. Do you think the future European programme for international cooperation in higher education should continue to be called Erasmus Mundus programme?

	Number of requested records	% Requested records(392)	% of total number records(392)	% of total number records(377)
Yes	258	65.82%	65.82%	68.44%
No	47	11.99%	11.99%	12.47%
No opinion/ can't judge	72	18.37%	18.37%	19.10%
N/A	-	-	3.83%	-

Q29. Do you agree on being contacted for further details on the information submitted?

	Number of requested records	% Requested records(392)	% of total number records(392)	
I agree	283	72.19%	72.19%	
I do not agree	109	27.81%	27.81%	