

# **Ex-post evaluation of Erasmus Mundus**

A final report to DG Education and Culture

**ECOTEC**

A member of the ECORYS Group



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ECOTEC – ECORYS Group

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# List of abbreviations

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ACP	African, Caribbean and Pacific group of States
ARWU	Academic Ranking of World Universities
CNRS	Centre Nationale de la Recherche Scientifique (France)
DG EAC	Directorate-General for Education and Culture
EACEA	Education, Audiovisual and Culture Executive Agency
EC	European Communities
ECTS	European Credit Transfer System
EEA	European Economic Area
EM	Erasmus Mundus
EMMC(s)	Erasmus Mundus Masters Course(s)
EU	European Union
EUA	European University Association
GIS	Graduate Impact Survey
GPP	Global Promotion Project
HE	Higher Education
HEIs	Higher Education Institutions
ICA	Association of European Life Sciences Universities
MC	Masters Course
NGOs	Non-Governmental Organisations
PhD	Doctor of Philosophy
QA	Quality Assurance
THES	Times Higher Education Supplement
TNs	Erasmus Thematic Networks
UK	United Kingdom



# Executive Summary

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## 1. The first Erasmus Mundus programme

The first Erasmus Mundus programme was established at the end of 2003, its aim being to *enhance the quality of European higher education by fostering cooperation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures*<sup>1</sup>. The programme sought to achieve this overall objective through four "Actions":

- 1 Action 1: supported the development of **joint masters courses** (Erasmus Mundus Masters Courses – EMMCs), federating higher education institutions (HEIs) from at least three EU Member States<sup>2</sup> to create a new, distinct, high-quality and internationally attractive "offer" within European higher education;
- 2 Action 2: provided **scholarships** to highly-qualified graduate students from "third countries" (countries outside the EU, EEA and candidate countries) to attend the Erasmus Mundus courses, and to third-country "scholars" (academics) to spend short mobility periods at HEIs which hosted Erasmus Mundus courses;
- 3 Action 3: supported structural cooperation between Erasmus Mundus consortia and **HEIs in third countries** and, within this framework, funded scholarships for EU students and scholars to spend mobility periods at the third-country partner institutions;
- 4 Action 4: financed more general, **project-based supporting measures** and studies that sought to promote awareness of, and access to, EU higher education worldwide.

The first call for proposals for Action 1 was launched in April 2004 and the first Erasmus Mundus Masters Courses began in the academic year 2004-2005. Calls for proposals for Masters Courses were held annually until 2007, so that the last set of Erasmus Mundus courses supported under the programme began operating in the academic year 2008-2009. The last call for proposals for Action 4 projects was launched in 2008. The second Erasmus Mundus programme<sup>3</sup> was launched in 2009, maintaining core elements of the first programme, but with some important developments.

## 2. The ex-post evaluation

The ex-post evaluation of the first Erasmus Mundus programme was undertaken on behalf of DG Education and Culture by ECOTEC Research and Consulting between December 2008 and July 2009. The primary objectives of the evaluation, set out in the Terms of Reference, were to assess

<sup>1</sup> Decision No 2317/2003/EC.

<sup>2</sup> Plus Norway, Iceland and Liechtenstein.

<sup>3</sup> Decision No 1298/2008/EC.

the impact of the first Erasmus Mundus programme and to "reflect on lessons learned to support implementation of the successor programme".

In EU evaluation terminology, the focus of the evaluation was thus on the "effectiveness" of the Erasmus Mundus programme – the extent to which the programme has achieved the objectives established for it at the outset. Alongside this consideration of short- and longer-term effects, the evaluation also analysed the "efficiency" with which Erasmus Mundus achieved these effects<sup>1</sup> and the extent to which the courses supported by the programme are sustainable in the longer term. The six fundamental questions addressed by the evaluation were:

- 1 Are Erasmus Mundus courses of high quality?
- 2 Are the graduates and scholars attending Erasmus Mundus courses of a high academic standard?
- 3 Do Erasmus Mundus courses collectively contribute something additional to the overall supply of higher education in Europe that would not have been provided in the absence of the programme?
- 4 Has the number of high-quality third-country students and scholars attending institutions hosting Erasmus Mundus courses increased in comparison to what would have happened without the programme?
- 5 To what extent, and how, have students and scholars benefitted from participation in the Erasmus Mundus programme and what impact has this had on their subsequent employment or study?
- 6 To what extent are the Erasmus Mundus courses sustainable beyond the lifetime of EU funding?

To address these questions, the evaluation drew on existing programme-level data and information and a range of primary evidence-gathering exercises, including online surveys to coordinators and partners in EMMCs and scholars supported by Action 2, interviews with national contact points for the programme and 12 in-depth case studies of specific Erasmus Mundus courses. The evaluation also drew on the results of a survey of Erasmus Mundus graduates (the Graduate Impact Survey – GIS), undertaken as part of a separate exercise.

### **3. Main conclusions**

#### *3.1. Quality of Erasmus Mundus courses*

The evidence from the evaluation suggests that the Masters Courses supported by the programme have indeed been of high quality. The programme has succeeded in attracting participation from some of the best academic departments and institutions in the EU. The excellence of these

<sup>1</sup> The extent to which the effects of the programme were achieved at reasonable cost.

organisations and their staff remain a fundamental guarantor for the academic quality of EMMCs. While the geographical distribution of participating institutions in Erasmus Mundus was broadly balanced, institutions from the new Member States remained proportionally under-represented.

The high academic level and content of courses was the characteristic of EMMCs most frequently perceived by course coordinators to add value over and above "mainstream" (domestic) masters courses in the same discipline. Course coordinators and graduates also perceived the mobility built into EMMCs and the "intercultural experience" they offer to be important components of the added value of Erasmus Mundus courses.

The general standard of support to students and academic facilities provided by EMMCs was rated highly by students. While EMMC consortia have generally been successful in creating high-quality joint courses, the evaluation suggests that, in some cases, more could be done to improve coherence between the curricula taught at different participating institutions and the different training paths offered to students. Evidence suggests that more structured formats, with common courses and a more limited number of study tracks, can facilitate course integration.

### *3.2. Quality of Erasmus Mundus students and scholars*

With a limited number of exceptions, Erasmus Mundus courses have been successful in attracting high numbers of applicants from third countries. However, courses have frequently encountered difficulties in recruiting the expected numbers of EU students. This was often because of the level of fees charged by the courses (which could be higher than fees for "national" programmes) and the absence of EU-supported scholarships for EU students under the first Erasmus Mundus programme.

The evidence from the evaluation suggests that the overall academic standard of the students selected for EMMCs is high. Fifty-five per cent of EMMC coordinators and partners replying to our online survey stated that the average academic standard of Erasmus Mundus students was "significantly above" the average of masters-level students in their departments.

The use of additional funding for the targeted selection of students from specific geographical areas and countries as part of Action 2 (the "Windows") was not always consistent with the primary focus of the programme on academic excellence. In a limited number of cases, there is evidence that the primarily geographical criterion introduced by the "Windows" led to the selection of students of a below average standard.

The evidence from the evaluation suggests that the overall academic standard of scholars supported through Action 2 was high. However, over 75% of scholars supported were men. This level appears to be disproportionate, even taking into account possible variation in the gender profile of academic staff in different disciplines.

### *3.3. Impact on the "supply side" of higher education in Europe*

Erasmus Mundus has added to the pre-existing supply of masters-level education in the EU in both quantitative and qualitative terms. The new courses supported have generally been additional to

the existing higher education offer, as "domestic" courses have been maintained in parallel. The programme has also enhanced the overall quality of European higher education provision by creating new, high-quality courses of a type rarely seen before the programme was established. The high quality of these courses is created by the federation of excellent higher education provision from different Member States to create new curricula.

In addition to the direct impact of creating new courses, the evidence from the evaluation illustrates that Erasmus Mundus has brought additional, indirect impacts in participating departments and institutions. In particular, the process of establishing and implementing EMMCs appears to have strengthened a twin process of "Europeanisation" on the supply side (as higher education institutions from different countries worked together) and "internationalisation" on the demand side (as institutions sought to attract more students from abroad and respond to their needs).

The evaluation has found that Erasmus Mundus has made a generally positive contribution to the EU's strategic objectives in the field of higher education. In particular, the integrated, trans-national nature of EMMCs has required participating institutions to engage directly with the detail of applying aspects of the Bologna Process, most notably the European Credit Transfer System. It has also increased mutual awareness among the academic community of the characteristics and functioning of higher education systems in other Member States.

The experience of a number of EMMCs illustrates that the issue of joint degrees (diplomas) remains an area where further work is required to remove obstacles in national legislation, which prevent the accreditation of joint degrees. The enhanced level of joint quality assurance and mutual recognition involved in joint degrees is likely to contribute further to the development of the European Higher Education Area.

#### *3.4. Impact on the international demand for European higher education*

There is evidence that Erasmus Mundus has led to an increase in the number of third-country students attending participating departments and institutions, although this pattern is not universally reported and it is possible that some third-country students who would have come to Europe in any case have opted for the new Erasmus Mundus courses. Consolidated data on the numbers of third-country students attending individual institutions were not available to the evaluation in any of the cases examined, although such data would be a valuable means to explore the quantitative effects of programmes such as Erasmus Mundus.

Many of the course representatives consulted during the evaluation noted that Erasmus Mundus has allowed their departments to attract third-country students from a wider range of countries and thus to break with traditional patterns of recruitment.

#### *3.5. Impact on students and scholars*

Evidence from the Graduate Impact Survey shows that Erasmus Mundus graduates generally believe they have gained valuable and relevant skills and experience from their courses. However, evidence about the long-term academic or career progression of graduates after they leave the course is, although broadly positive, currently inconclusive.

The results of the online survey of Action 2 scholars conducted for the evaluation suggest that Erasmus Mundus has allowed these individuals to strengthen their own (research-related) networks and improve their knowledge and understanding of higher education in the EU. It appears that the personal impact of participating in the programme and the impact on host departments and courses is enhanced when scholars are directly involved in the delivery of EMMCs – something that has not always been the case.

### *3.6. Sustainability*

The evaluation has demonstrated that a majority of coordinators and partners currently participating in Erasmus Mundus do not believe the courses in which they are involved could continue in their present form without continued EU funding.

As beneficiaries of European funding, it is perhaps not surprising that EMMC coordinators and partners believe EU funding is crucial for their course's survival, particularly in countries where the higher education systems face significant funding constraints. However, as the longer-term sustainability of Erasmus Mundus is likely to require a reduction in the level of EU funding for scholarships attached to individual courses, it is clear that solutions other than the "status quo" need to be found if the highest quality Erasmus Mundus courses are to continue.

In principle, the internationally excellent quality of courses should allow the best among them to recruit high-quality, self-financing students from third countries, particularly as the tradition of paying for high-quality education is frequently more established outside the EU than inside it. At the same time, while Erasmus Mundus is likely to have supported many students who would otherwise not have been able to afford to study in Europe, it is equally likely that the programme has supported students who would otherwise have been able to pay at least part of the cost of their studies.

Although the process of diversification of student funding sources is already built into the design of the new Erasmus Mundus programme, as the number of scholarships per course is reduced from the fifth year of operation, the evaluation research suggests that courses need to be made more aware of the need to improve levels of self-financing and alternative funding sources.

### *3.7. Programme design and structure*

While the ex-post evaluation found that two core elements of Erasmus Mundus – Action 1 Masters Courses and Action 2 scholarships for students – are clearly complementary and worked effectively together, the evidence concerning the effectiveness of Action 2 scholarships for scholars, Action 3 partnerships and Action 4 is less compelling:

- The impact of funding for Action 2 scholars on the quality of EMMCs was not always evident. It seems likely that the contribution of funding under this Action is enhanced when scholars are employed specifically to contribute to EMMCs (principally through teaching).
- As already noted in the interim evaluation, although Action 3 in several cases added a valuable extra dimension to EMMCs, partnership activities have often been insufficiently integrated with the EMMCs to which they are linked and the Action as a whole has attracted fewer participants

than expected. This has been addressed in the new Erasmus Mundus programme, by making third-country institutions eligible to be full consortium partners.

- The evaluators consider that, while Action 4 has supported some interesting and potentially effective projects, the funding for the Action was too thinly dispersed among many projects with differing objectives. Action 4 could have been more effective if resources had been concentrated on a more limited number of larger projects, with a particular focus on marketing Erasmus Mundus courses to students at high-quality higher education institutions in third countries and in Europe.

### *3.8. Programme management*

The procedures for the management of Erasmus Mundus have been found to have been appropriate and largely effective. In particular, programme beneficiaries have not reported any major difficulties with the programme's selection and monitoring procedures.

The evaluators consider, however, that the quality of consolidated monitoring data for the programme could be improved without considerable additional effort. In particular, more complete data on student numbers and graduation/completion rates would be useful, as they are simple, but valuable, "result" indicators.

### *3.9. Programme efficiency*

The evaluators consider the programme has achieved a generally high degree of efficiency. In particular, the comparatively modest sums allocated to Erasmus Mundus consortia to administer the courses appear to have had a leverage effect, as considerable additional resources (notably administrative staff time) have been devoted to implementing the EMMCs.

In light of the high proportion of Erasmus Mundus students on individual courses receiving full scholarship funding, it seems likely that overall efficiency could be improved by making further efforts to ensure more students attend courses with support from other funding sources.

## 4. Recommendations

1. The factors explaining the continued "under-representation" of institutions from the new Member States in the Erasmus Mundus programme should be explored further and, within the scope of EU competence in the field, appropriate action taken to address the issues identified.
2. In the ongoing monitoring of Erasmus Mundus courses, particular attention should be paid to the level of integration in the curricula and study tracks offered.
3. While scholarships for EU students have been introduced under the new Erasmus Mundus programme to increase the proportion of EU students on EMMCs, the actual application rates and numbers of EU students selected should be monitored closely during programme implementation.
4. In the new Erasmus Mundus programme, consortia should be asked to pay greater attention to the gender balance among the scholars supported in the framework of their Masters Course.
5. In order to monitor the impact of Erasmus Mundus on the numbers of high-quality third-country students coming to Europe, improved data are required. Participating institutions should therefore be asked to provide data on the overall numbers of third-country students they recruit to allow more systematic analysis of the impact of Erasmus Mundus in this respect.
6. The Graduate Impact Survey should be continued in future years, making use of a more systematic, but shorter, questionnaire, tailored to measuring the longer-term impact of the programme on participating students.
7. In order to ensure the sustainability of the best Erasmus Mundus courses, while maximising the impact generated by EU funding, Erasmus Mundus should move away from the current situation in which the vast majority of third-country students on EMMCs receive a full scholarship. Existing EMMCs should be strongly encouraged to move to a more differentiated system of student support, with a higher proportion of students financed from sources other than Erasmus Mundus scholarships.
8. Action 3 of the new Erasmus Mundus programme should take a more strategic approach than was the case under Action 4 of the previous programme, funding a limited number of projects in clearly-defined priority areas and encouraging "clustering" activities. Strengthened, targeted marketing of EMMCs, particularly at elite higher education institutions in high- and middle-income third countries and in Europe, should be undertaken to boost (self-financing) demand for Erasmus Mundus courses.
9. In the context of the new Erasmus Mundus programme, visiting scholars should be required to contribute directly to the course for which they receive their Erasmus Mundus grant, in order to enhance the quality of the course in question.
10. The progress and final reporting formats for EMMCs should be reviewed to ensure that complete data on student numbers (EU and third-country) and graduation rates are collected.

# 1.0 Introduction

---

## 1.1 About this report

This is the final report for the ex-post evaluation of the first Erasmus Mundus programme (2004-2008), assigned to ECOTEC within the context of the DG Education and Culture framework contract for evaluation and evaluation-related services (EAC/03/06). The evaluation began in December 2008 and data collection and analysis was completed by June 2009.

This report presents the findings of the evaluation in relation to the refined list of evaluative questions agreed in the inception phase of the assignment. A draft version of this report was discussed with the evaluation Steering Group on 30<sup>th</sup> June 2009 and comments received at that stage have been addressed in this final version of the report.

## 1.2 The first Erasmus Mundus programme

The first Erasmus Mundus programme was established at the end of 2003, with the overall aim to *enhance the quality of European higher education by fostering cooperation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures*<sup>1</sup>. The programme sought to achieve this overall objective by:

- Supporting the development of **joint masters courses** (Erasmus Mundus Masters Courses – EMMCs), federating higher education institutions (HEIs) from at least three EU or EEA Member States to create a new, distinct, high-quality and internationally attractive "offer" within European higher education. The HEIs involved in a specific Erasmus Mundus course were together referred to as an Erasmus Mundus "consortium".
- Providing financial support to **highly qualified graduate students from third countries** (countries outside the EU, EEA and candidate countries) to attend the Erasmus Mundus courses, and to third-country academics ("scholars") to spend short mobility periods at HEIs which hosted Erasmus Mundus courses. Specific funding envelopes for scholarships were allocated to Erasmus Mundus consortia, which then awarded individual scholarships to students and scholars admitted to their courses through competitive selection processes.
- Supporting **structural cooperation between Erasmus Mundus consortia and institutions in third countries** (Action 3 partnerships) and, within this framework, providing funding for scholarships for EU students and scholars to spend time studying, teaching, researching or providing advice at the third-country institutions in the partnership.
- Financing more **general, project-based supporting measures** that sought to promote awareness of, and access to, EU higher education worldwide.

<sup>1</sup> Decision No 2317/2003/EC



These four fields of activity corresponded to the four "Actions" of the programme. These are described in more detail in Table 1.1.

**Table 1.1 Actions in the Erasmus Mundus programme**

Action	Name	Activities
<b>Action 1</b>	Erasmus Mundus Masters Courses (EMMCs)	Grants of €15,000 per Erasmus Mundus consortium per year for a period of five years, to support high-quality, integrated Masters courses offered by a consortium of at least 3 universities in 3 EU Member States (EU-27, Norway, Iceland and Liechtenstein). EMMC study programmes had to involve a period of study in at least 2 countries and lead to a recognised joint, double or multiple degree.
<b>Action 2</b>	Erasmus Mundus Scholarships	Scholarships for graduate students from third countries of €21,000 per year to cover both tuition fees (which varied between courses) and living expenses. Scholarships were allocated to the best students by EMMC and the final list approved by the European Commission.  Scholarships for "scholars" (academic staff) from third countries of €13,000 for a 3-month period. Scholars spent time teaching and/or undertaking research in departments participating in EMMC. Scholarships were awarded by EMMC and approved by the European Commission.
<b>Action 3</b>	Partnerships	Partnerships between Erasmus Mundus consortia and third-country higher education institutions were supported by grants of €5,000 per third-country institution for a period of 3 years. In addition, funding was provided to support outgoing mobility by EU graduate students (grants of €3,100 per student) and EU scholars (grants of €13,000 per scholar) who followed or worked on the EMMC in question.
<b>Action 4</b>	Enhancing attractiveness	Funding (€100,000-350,000) for projects to improve the profile, visibility and accessibility of European higher education and help to address issues linked to internationalisation of higher education, such as mutual recognition of qualifications.

At EU level, the Erasmus Mundus programme was initially implemented directly by the European Commission, but programme management was transferred to the Education, Audiovisual and Culture Executive Agency (EACEA)<sup>1</sup> in 2006. The first call for proposals for Action 1 was launched in April 2004 and the first Erasmus Mundus Masters Courses began in the academic year 2004-2005. Calls for proposals for Masters courses were held annually until 2007, so that the last set of Erasmus Mundus courses supported under the first Erasmus Mundus programme began operating in the academic year 2008-2009. The assumptions and rationale underpinning the first Erasmus Mundus programme (the "intervention logic") are considered in more detail in Chapter 3 of this report.

<sup>1</sup> See: [http://eacea.ec.europa.eu/index\\_en.php](http://eacea.ec.europa.eu/index_en.php)

### 1.3 Objectives of the evaluation

The Terms of Reference (see Annex 1) highlighted two main objectives for the ex-post evaluation of Erasmus Mundus:

- to assess the impact of the current [Erasmus Mundus] programme; and
- to "reflect on lessons learned to support implementation of the successor programme"<sup>1</sup>.

The full list of questions to be addressed in the evaluation is presented in Annex 1. However, in order to ensure a clear focus for the final reporting, six questions were identified during the inception phase as being of fundamental importance. These questions all concern the extent to which Erasmus Mundus has achieved its objectives (the "effectiveness" of the programme) and are as follows:

- 1 Are Erasmus Mundus Masters Courses of high quality? (Key result)
- 2 Are the graduates and scholars attending Erasmus Mundus Masters Courses of a high academic standard? (Key result)
- 3 Do Erasmus Mundus Masters Courses collectively contribute something additional to the overall supply of higher education in Europe that would not have been provided in the absence of the programme? (Key intermediate impact)
- 4 Has the number of high-quality third-country students and scholars attending institutions hosting Erasmus Mundus Masters Courses increased in comparison to what would have happened without the programme? (Key intermediate impact)
- 5 To what extent, and how, have students and scholars benefitted from participation in the Erasmus Mundus programme and what impact has this had on their subsequent employment or study? (Key intermediate impact)
- 6 To what extent are the Erasmus Mundus Masters Courses sustainable beyond the lifetime of EU funding? (Key intermediate impact)

If the overall answer to questions 1-5 is positive, the programme can be judged to have achieved its intermediate strategic objectives and is well positioned to have contributed to the global strategic objectives identified. The answer to question 6 tells us about the longer term impact of the programme and the sustainability of the effects it has brought about.

<sup>1</sup> Terms of Reference, p.8

## 1.4 Report structure

This report is structured as follows:

- **Section 2** summarises the methodology used for the evaluation, focusing on the different data and information sources used.
- **Section 3** presents the intervention logic and hierarchy of objectives for the first Erasmus Mundus programme. This interpretation of the programme was agreed during the inception phase and underpins the rest of the evaluation.
- **Section 4** provides an overview of the programme inputs (financial resources committed) and presents an analysis of the extent to which Erasmus Mundus achieved its "operational objectives", in terms of programme-level outputs (projects supported).
- **Section 5** analyses the short-term effects (results) of the programme, focusing particularly on the extent to which the programme has achieved its "specific objectives".
- **Section 6** analyses the wider impacts of Erasmus Mundus and considers the longer-term sustainability of the activities supported by the programme. It thus addresses the extent to which the programme has achieved its "strategic objectives".
- **Section 7** provides an analysis of the quality of the programme management and addresses the question of "efficiency" (the extent to which the programme outputs, results and impacts have been achieved at reasonable cost).
- **Section 8** presents overall conclusions and the recommendations flowing from the evaluation.

## 2.0 Evaluation methodology

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### 2.1 Structure of the evaluation work

The work plan for the ex-post evaluation has been structured as follows:

- Stage 1 – The inception phase of the assignment, which led to an inception report, approved by the evaluation Steering Group on 9<sup>th</sup> March 2009.
- Stage 2 – Desk research and primary data collection, which led to an interim report, approved by the evaluation Steering Group on 15<sup>th</sup> May 2009.
- Stage 3 – Analysis of the data collected and initial conclusions, leading to a draft final report, approved by the evaluation Steering Group on 30<sup>th</sup> June 2009.
- Stage 4 – Finalisation, leading to this final report, submitted on 30<sup>th</sup> July 2009.

### 2.2 Evidence sources for the evaluation

The evaluation has drawn on a range of data and information sources in order to address the evaluative questions. This evidence was collected during Stage 2 of the evaluation and analysed in Stage 3. The evidence sources can be categorised as either secondary data and information (existing data sets and documents) or primary data and information (evidence collected directly by the evaluation team).

#### 2.2.1 Secondary data and information sources

The secondary data and information sources used to inform the evaluation were:

- programme-level documents relating to programme design and objectives and selection criteria for projects supported;
- programme-level data on Erasmus Mundus Masters Courses supported, scholarships awarded to students and scholars, Action 3 partnerships and Action 4 projects;
- applications, progress and final reports for Action 1 Erasmus Mundus Masters Courses, Action 3 partnerships and Action 4 projects;
- international rankings of higher education institutions in Europe.

#### 2.2.2 Primary data and information sources

##### 2.2.2.1 1. - *Survey of coordinators and partners*

An online survey of EMMC coordinators and partners was conducted, focusing on the characteristics of the international course developed, the profiles of students and scholars attracted and the impact of the Erasmus Mundus programme on the institutions and individuals involved.

As shown in Table 2.1, almost half of the individuals targeted in the survey to coordinators and partners responded. Two thirds (67) of the 103 EMMC coordinators completed the survey. Taking into account the additional 131 responses from partners in EMMC consortia, feedback was received from representatives of 93 of the 103 courses.

**Table 2.1 Survey of EMMC coordinators and partners – panel and response rate**

Initial panel	E-mails bounced	Valid emails	Total responses	Response rate
452	42	410	198	48.3%

### 2.2.2.2 2. - Survey of Action 2 scholars

An online survey was also directed to beneficiaries of Action 2 grants for scholars. This focused on the activities undertaken during their mobility periods and the perceived impact of these mobility periods on the individuals concerned and their host departments. E-mail addresses were available for 717 scholars (e-mail addresses were not systematically collected before 2007). Some of the scholars approved in the application years 2007 and 2008 had not yet started or completed their mobility period. Despite these limitations, 45% of the panel of Action 2 scholars contacted replied to the online survey. Just over half of respondents (53%) undertook their period of mobility in 2008, around a third (32%) in 2009, 13% in 2007 and the remainder in 2006.

**Table 2.2 Survey of Action 2 scholars – panel and response rate**

Initial panel	E-mails bounced	Valid emails	Total responses	Response rate
717	33	684	307	44.9%

### 2.2.2.3 3. - Results from the Graduate Impact Survey

The evaluation has also drawn on the results of the Erasmus Mundus Graduate Impact Survey conducted by ICUnet in parallel with the first stages of the evaluation (in March 2009). This survey targeted graduates of Erasmus Mundus courses (both recipients of Action 2 scholarships and other Erasmus Mundus students) and focused on their assessment of the EMMC they had attended, their current employment of study status and their perceived impact of the EMMC on their subsequent career development and perceptions of the EU.

Only 280 valid responses were received to this survey. Of these respondents, 8% reported that they graduated in 2006, 30% in 2007, 59% in 2008 and 4% in 2009, meaning that, at the time of completing the survey, a majority of respondents had only very recently graduated, while a further third had only graduated a year earlier. Alongside the comparatively low number of respondents, this respondent profile, made it difficult to draw conclusions about the longer-term impact of Erasmus Mundus on participating students.

#### 2.2.2.4 4. - Case studies

In consultation with the evaluation steering group, 12 EMMCs were selected as case studies. The case study sample was selected to ensure a balance of courses from different years of the programme, different countries, and different disciplines, as well as a sufficient number of courses with Action 3 partnerships. Courses only approved in 2008 and those examined in depth in the interim evaluation (2006) and the separate Quality Assurance study, were excluded.

**Table 2.3 EMMCs selected as case studies**

EMMC	Start year	Discipline	Action 3?	Location of coordinator
1. MSc EF - Master of Science in European Forestry	2004	Life Sciences	Yes	Finland
2. MEEES - Masters in Earthquake Engineering & Engineering Seismology	2004	Engineering and Natural Sciences	No	Italy
3. EMCL - European Masters Clinical Linguistics	2004	Other / Multi-category	No	Germany
4. SpaceMaster - Joint European Master in Space Science and Technology	2005	Engineering and Natural Sciences	Yes	Sweden
5. EMMAPA - Erasmus Mundus Master in Adapted Physical Activity	2005	Life Sciences	Yes	Belgium
6. EMM-Nano - Erasmus Mundus Master of Nanoscience and Nanotechnology	2005	Engineering and Natural Sciences	No	Belgium
7. AGRIS MUNDUS - Sustainable Development in Agriculture Masters	2006	Life Sciences	Yes	France
8. EURO CULTURE	2006	Social Sciences and Humanities	Yes	The Netherlands
9. MONABIPHOT - Molecular nano- and bio-photonics for telecommunications and biotechnologies	2006	Engineering and Natural Sciences	Yes	France
10. MUNDUS MAPP - Erasmus Mundus Masters in Public Policy	2007	Social Sciences and Humanities	No	Hungary
11. GEMMA: Masters Degree in Women's and Gender Studies	2007	Social Sciences and Humanities	Yes	Spain
12. IMESS: International Masters in Economy, State and Society	2007	Social Sciences and Humanities	No	UK

Each case study involved a visit to the coordinating institution, during which as many "stakeholders" in the Masters course as possible were interviewed and telephone interviewees with partner institutions<sup>1</sup>. Summary case study reports are included in a separate annex to this report.

<sup>1</sup> In each case, this included interviews with coordinating staff, a representative from the institution's management dealing with international strategy, teaching staff and visiting scholars (if present), as well as a focus group with current students. The coordinator from at least one partner institution was interviewed by telephone in each case, as were representatives of Action 3 partner institutions and visiting scholars in relevant cases.

### 2.2.2.5 5. - *Interviews with Action 4 project representatives*

10 Action 4 projects were selected for analysis. This involved reviewing project progress and final reports and a (telephone) interview with the project coordinator, focusing on the objectives, results and impact of the project in question. The selected projects were:

- 7 AMEU – Enhancing the attractiveness of Masters programmes at European Universities in Agriculture, the Applied Life Sciences and the Rural Environment
- 8 EHEW – European Higher Education for the World – Studies and Promotion
- 9 EDUContact – European Distance Education Contact Centre
- 10 MUNDUS MUSICALIS
- 11 BALANCE: Bologna – A Long-term Approach to New Certification in Europe
- 12 BalticStudyNet – Promoting Baltic Sea Region Higher Education Worldwide
- 13 SDPROMO – Promoting European Education in Sustainable Development
- 14 BRIDGES-LAC – Building Relationships & Improving Dialogues Geared towards Erasmus Mundus goals – Latin American & Caribbean
- 15 LE:NOTRE Mundus International Thematic Network
- 16 TEA TEAM – Training educational advisers to enhance academic mobility

### 2.2.2.6 6. - *Cross-cutting interviews*

The evaluation also involved interviews with representatives of 10 Erasmus Mundus "National Structures"<sup>1</sup> and five European level associations operating in the field of higher education. The interviews with national structures focus on national patterns of participation in Erasmus Mundus and specific factors affecting the implementation and impact of the programme in the respective Member States. Interviews with European associations sought to gather more general views about the relevance and effectiveness of the programme, although some associations stated they had insufficient knowledge of the programme to be able to comment.

It was agreed that an additional provision of interviews in the evaluation work plan would be used to discuss the initial conclusions of the evaluation with experts in the field of international higher education in Europe. Owing to the timing of the process, these interviews, designed to help the evaluators to situate the findings in the "bigger picture", have been scheduled and the findings will be discussed at the next steering committee meeting and incorporated into the final report.

A list of interviewees is provided in Annex 3.

<sup>1</sup> 1. Belgium (BE); 2. Germany (DE); 3. Spain (ES); 4. France (FR); 5. Hungary (HU); 6. Italy (IT); 7. The Netherlands (NL); 8. Poland (PL); 9. Sweden (SE); 10. United Kingdom (UK).

## 2.3 Analysis of evidence and limitations of the evaluation

Through using the different information sources described above, the evaluation has sought, to the extent possible, to obtain different perspectives on the same evaluation question and thus address, to the extent possible, the risk of response bias. For example:

- In order to assess the "quality" of Erasmus Mundus Masters Courses, we asked the same set of basic questions to course coordinators, representatives of partner institutions, teaching staff and current students. In addition, we examined the extent to which institutions participating in Erasmus Mundus feature in established (if imperfect) international rankings of higher education institutions.
- To gain a picture of the academic standard of Erasmus Mundus students, we considered the opinions of course coordinators, partners and teaching staff (always asking them to compare the standard of Erasmus Mundus students to the "average" of Masters students in their departments), as well as information provided by students and graduates about their background prior to starting their Erasmus Mundus studies.
- In order to assess the wider impact of participating in Erasmus Mundus on the departments and institutions concerned, we asked not only course coordinators and teaching staff working directly with the course, but also representatives of the institutional hierarchy responsible for international strategy development.

Ideally, from a theoretical standpoint, assessments of the impact of public spending programmes should seek to compare the outcomes observed among the individuals or entities that participate in the programme in question and outcomes among a group of similar individuals or entities who do not participate. Leaving aside issues of data collection and availability, such approaches require the definition of appropriately similar comparison groups, against which outcomes observed among programme "participants" can be compared. This is particularly difficult in the case of programmes such as Erasmus Mundus.

Firstly, in relation to impacts on higher education institutions, the limited number and specific characteristics of individual academic departments would make it impossible to define an appropriate comparison group. When looking at the impact of the programme on students, although it may theoretically be possible to identify a comparison group, the distinctive characteristics of the Erasmus Mundus student cohort (highly qualified, internationally mobile graduate students) would make this a very difficult task. On top of these intrinsic difficulties, the comparative complexity of the programme, which in fact involves 103 distinct courses, each subject to a wide variety of external influences, would make it very difficult to isolate the specific impact of Erasmus Mundus on an aggregate level, even if suitable comparison groups could be defined.

In light of these issues, we believe the approach outlined above, in which different informant groups are asked to consider the situation "before and after" (since) participation in the programme



and their responses cross-referenced, is the most effective way to gain an accurate picture about the effects of Erasmus Mundus.

## 3.0 Programme intervention logic

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### 3.1 Introduction

The evaluation exercise started by clarifying and agreeing the objectives that the first Erasmus Mundus programme set out to achieve, as a basis for subsequently assessing the extent to which these objectives have been achieved in practice. Although the Decision establishing the programme<sup>1</sup> specifies objectives (see Section 1.2), the evaluators considered it necessary to structure these in a more coherent framework. On the basis of a consultative workshop and analysis undertaken in the inception phase of the evaluation, it was possible to develop a logical hierarchy of objectives for the Erasmus Mundus programme and specify intended outputs, results and impacts. This exercise was of crucial importance, as the ex-post evaluation needs to focus principally on assessing the extent to which these intended effects have been achieved – in other words, the "effectiveness" of the programme.

### 3.2 A completed hierarchy of objectives

The workshop held in the inception phase allowed us to prepare a complete hierarchy of objectives, as presented in Figure 3.1. This figure has been informed by a series of key points emerging from the workshop discussions, during which it was agreed:

- That the most important global strategic objective of the programme is to enhance the quality of European higher education. This is the first element mentioned in the global strategic objective and reflects DG EAC's own mission statement. Ultimately, Erasmus Mundus is a European higher education programme, not an international development or external relations programme.
- Quality in higher education is influenced not only by supply side factors (quality of courses, facilities etc<sup>2</sup>), but also the quality of the students attending the course. "Excellent" students are thus expected to contribute to quality in higher education.
- Cooperation with third countries in higher education provides mutual benefits for the cooperating parties. As such, it can support enhancement of quality in European higher education.
- Promoting dialogue and understanding between cultures is an important complementary objective of the programme, but is promoted through the core programme activities (bringing third-country students to Europe to spend periods of study in at least two European countries,

<sup>1</sup> Decision No 2317/2003/EC

<sup>2</sup> This evaluation will use the "components of excellence" defined in the Erasmus Mundus Quality Guidelines, prepared in a separate ECOTEC project – see below.

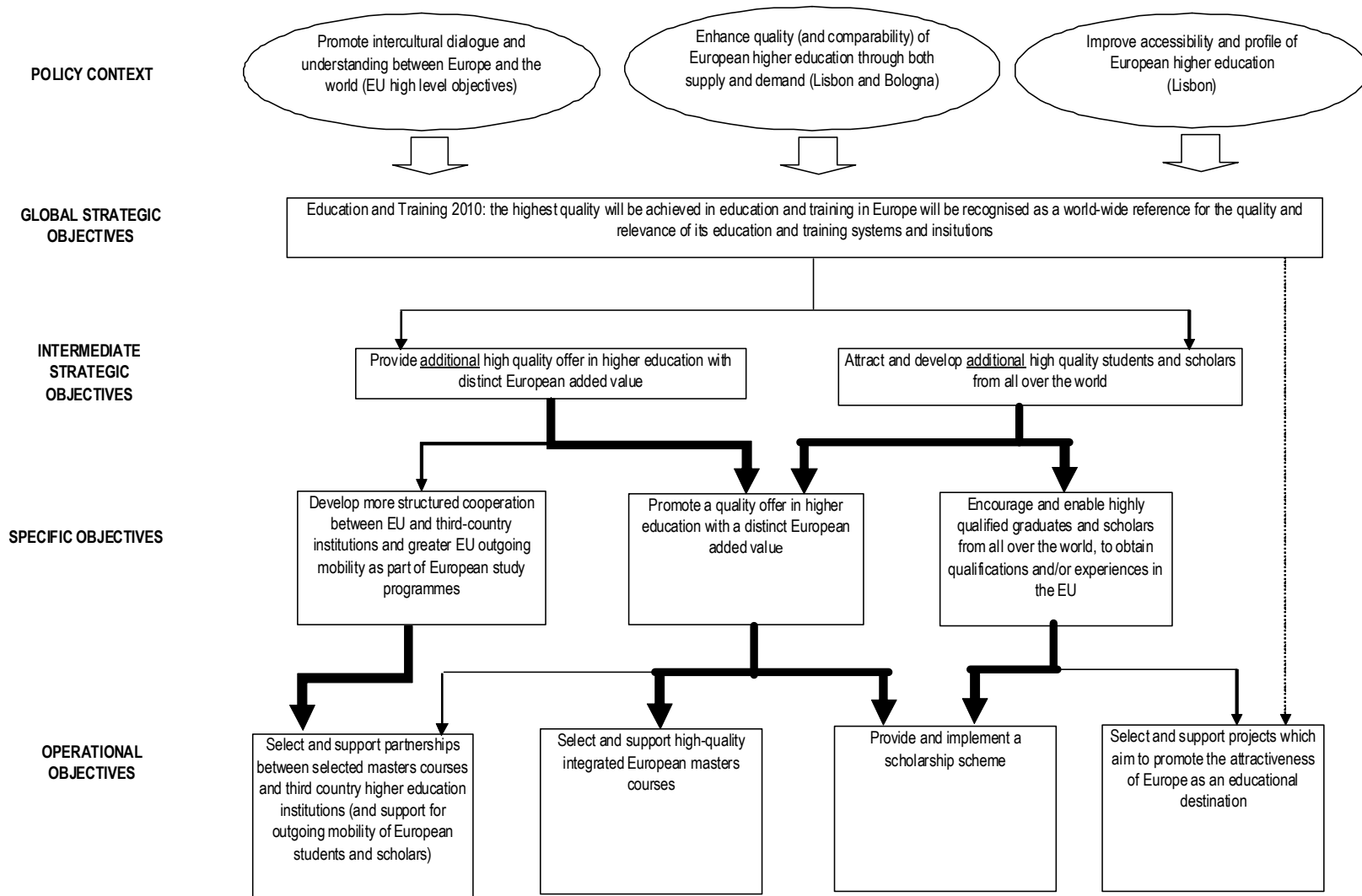
including the possibility to learn the local languages of the countries concerned). From an evaluation perspective, this aspect is very difficult to measure. The programme sets out to promote dialogue and understanding, but the longer term effects of this will be very varied at the level of individuals and difficult to capture or assess at an aggregate level.

- The Lisbon Strategy and Bologna process provide the broad policy context for the Erasmus Mundus programme, but there is a closer link to the first overall objective of Education and Training 2010<sup>1</sup> (the education and training component of the Lisbon Strategy), which introduces the notion of Europe as a "world-wide reference" for quality in education. This should be viewed as an integral part of the programme's global strategic objective.
- The objective to improve accessibility and enhance the profile and visibility of higher education in the European Union, is indeed a higher level, cross-cutting objective and part of the global strategic objective set by Education and Training 2010.

Taking into account these points, we have completed the outline hierarchy of objectives for the Erasmus Mundus programme shown overleaf.

<sup>1</sup> "The highest quality will be achieved in education and training and Europe will be recognised as a world-wide reference for the quality and relevance of its education and training systems and institutions". See [http://eur-lex.europa.eu/pri/en/oj/dat/2002/c\\_142/c\\_14220020614en00010022.pdf](http://eur-lex.europa.eu/pri/en/oj/dat/2002/c_142/c_14220020614en00010022.pdf) , p.3

**Figure 3.1 Hierarchy of Objectives for the Erasmus Mundus I programme**



Our revised hierarchy of objectives places the goal of making the EU "a world-wide reference for the quality and relevance of its education" as the most important global strategic objective to which Erasmus Mundus is expected to contribute. This goal in turn reflects the wider EU policy context, including the Lisbon Strategy, the Bologna Process and external relations policies.

To contribute effectively to this overall objective, the programme seeks to improve quality on the supply side of higher education by creating a new<sup>1</sup>, quality offer with a clear European dimension and added value and, at the same time, reinforce quality by attracting the most talented students and scholars from all around the world. We have classed these twin pillars as the intermediate strategic objectives of the programme, where we would expect Erasmus Mundus to have a significant and "measurable"<sup>2</sup> impact.

The first and second specific objectives from the Decision (promoting high quality offer and encouraging and enabling highly qualified students and scholars to come to Europe) remain the most important specific objectives (as indicated by the bold lines) in achieving the intermediate strategic objectives. Development of structured cooperation with third countries (the third specific objective) can be expected to contribute to the quality of the higher education offer, as well as to the global strategic objectives of Education and Training 2010. In general, however, this objective is less strongly linked within the overall programme logic. This situation was also implicit in the findings of the interim evaluation and the subsequent decision to integrate third-country institutions more directly into the new Erasmus Mundus programme.

We have formulated operational objectives to correspond to the four actions of the programme. The operational objective corresponding to Action 4 ("selecting and supporting projects which aim to promote the attractiveness of Europe as an educational destination") links directly to the global strategic objective. Action 4 was seen by workshop participants to be a form of "accompanying measure" for the programme, something that is also reflected in the lower allocation of resources to this Action. The cross-cutting nature of this Action and operational objective and its more diffuse intended impact makes it more difficult to situate clearly within the hierarchy of objectives (indicated by the dotted line in the figure).

<sup>1</sup> "New" in the sense that the Erasmus Mundus Masters Courses offer a new bundling of existing provision, to create European added value.

<sup>2</sup> "Measurable" not necessarily in quantitative terms, but at least in qualitative terms.

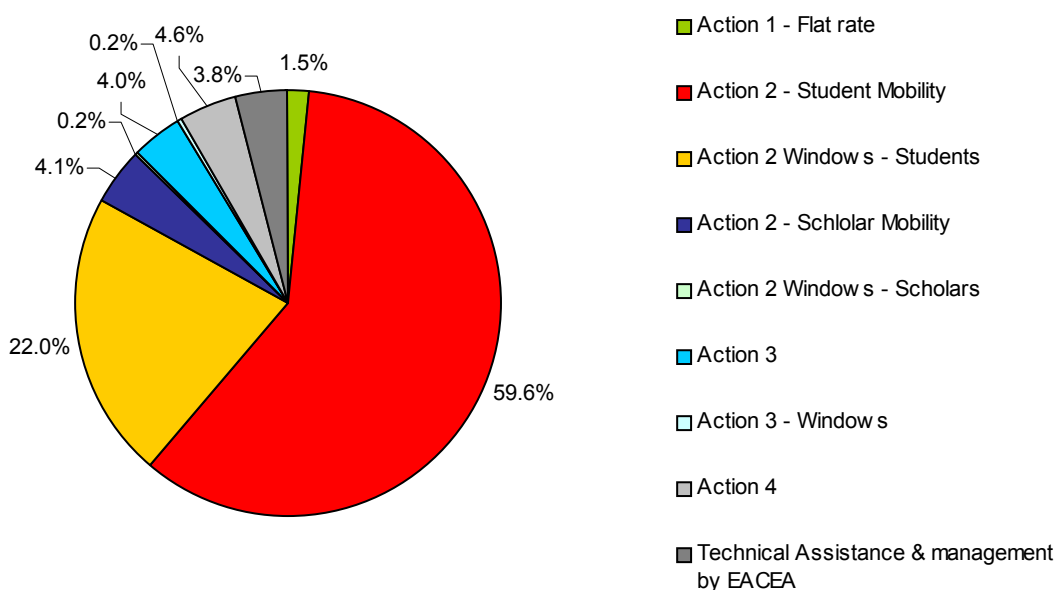
## 4.0 Operational objectives: inputs and outputs

### 4.1 Programme inputs

The Decision establishing the Erasmus Mundus programme provided for a budget of €230 million for the period 1 January 2004 to 31 December 2008<sup>1</sup>. In addition to this, the Commission's External Relations budget provided €65 million and the European Development Fund €4.8 million to fund additional Action 2 scholarships for individuals coming from specific regions (the "Asian Windows"; the "ACP Window" and the "Western Balkans Window").

Data supplied by the EACEA show that a total of €223.68 million from the "mainstream" Erasmus Mundus programme was committed in the period 2004-2008, supplemented by a further €64.87 million from the different "Windows". This total budget of almost €290 million was allocated between the different programme Actions (described in the introduction), as shown in Figure 4.1.

**Figure 4.1 Erasmus Mundus 2004-2008: budget by Action**



Source: EACEA

A large majority of the overall programme budget (81.6%, including "Windows") was thus allocated to Action 2 scholarships for students (at a rate of €21,000 per student per year). The flat rate "institutional" funding for the Erasmus Mundus Masters Courses (€15,000 per consortium, per year for five years) accounted for a very small proportion of overall expenditure. The remaining 17% of the programme budget, including that from "Windows", was allocated roughly equally between

<sup>1</sup> Decision No 2317/2003/EC, Article 9

Action 2 scholarships for "scholars", Action 3, Action 4 and Technical Assistance and management by the Executive Agency.

Table 4.1 shows the budget committed annually to the different elements of Erasmus Mundus, distinguishing between funding from the core programme budget and the additional funding from the "Windows". As the table shows, the sums allocated to Action 1 and Action 2 increased year on year over the lifetime of the programme, reflecting the fact that Erasmus Mundus Masters Courses and the scholarship places assigned to each course were funded for a period of five years<sup>16</sup>.

**Table 4.1 Committed budget for Erasmus Mundus and "Windows" (€)**

	2004	2005	2006	2007	2008	TOTAL
Action 1 - Flat rate	285,000	540,000	855,000	1,200,000	1,545,000	<b>4,425,000</b>
Action 2 - Students	5,268,000	17,001,600	27,716,600	45,776,400	76,115,200	<b>171,877,800</b>
Action 2 - Scholars	546,000	1,357,000	2,156,000	2,782,000	4,860,500	<b>11,701,500</b>
Action 3 - Flat rate		330,000	285,000	390,000	465,000	<b>1,470,000</b>
Action 3 - Students		1,582,600	1,064,900	1,099,400	1,266,100	<b>5,013,000</b>
Action 3 - Scholars		1,042,000	885,000	1,381,000	1,674,000	<b>4,982,000</b>
Action 4	1,310,832	1,708,898	2,304,307	2,518,330	5,525,408	<b>13,367,775</b>
Technical Assistance <sup>17</sup>	570,000	1,090,000	2,200,000	3,450,000	3,510,000	<b>10,820,000</b>
<b>SUB TOTAL – Erasmus Mundus</b>						<b>223,657,075</b>
Action 2 - Windows - Students		12,847,200	23,984,000	23,259,800	3,461,000	<b>63,552,000</b>
Action 2 - Windows - Scholars		273,000	377,000			<b>650,000</b>

<sup>16</sup> The scholarship funding attached to the EMMCs which began in 2004 was provided for five years, solely within the framework of Erasmus Mundus I. The scholarship funding attached to courses which began in later years was paid from Erasmus Mundus I funds until 2008, and from Erasmus Mundus II funds from 2009 onwards, with the funding conditions of the new programme applying from that date onwards. As such, EMMCs which started in 2008 only made use of scholarship funding from Erasmus Mundus I in 2008 and have switched to the Erasmus Mundus II funding conditions for the remaining four years (with scholarships available for EU students and a gradual reduction in the number of funded places for third country students each year).

<sup>17</sup> Source: *Cost-benefit analysis of the options for the management of the Erasmus Mundus II programme*

	2004	2005	2006	2007	2008	TOTAL
Action 3 - Windows - Flat rate		45,000	45,000			<b>90,000</b>
Action 3 - Windows - Student mobility		161,200	186,000			<b>347,200</b>
Action 3 - Windows - Scholar mobility		117,000	117,000			<b>234,000</b>
<b>SUB TOTAL – Windows</b>						<b>64,873,200</b>
<b>TOTAL</b>						<b>288,530,275</b>

Source: EACEA



## 4.2 Operational objectives and intended outputs

As noted in the previous chapter, the Decision establishing Erasmus Mundus sets out "specific objectives" for the programme (leading to results), but does not explicitly establish operational objectives. For the purposes of the evaluation, we have defined operational objectives and intended outputs at programme level in terms of grants provided to beneficiaries, as set out in Table 4.2. The following paragraphs provide an overview of programme outputs in order to illustrate the scale and reach of the programme. The short and longer terms effects of the different projects supported (results and impacts) are examined in Chapters 5 and 6 respectively.

**Table 4.2 Operational objectives and intended outputs**

Objectives	Intended outputs	Corresponding evaluation questions
<u>Select</u> and <u>support</u> high-quality integrated European Masters courses	<b>Output:</b> (Action 1) integrated courses, meeting basic requirements supported	Did the programme effectively support the establishment of EMMCs and was the <u>target</u> number of courses reached?
<u>Provide</u> and <u>implement</u> a scholarship scheme	<b>Output:</b> (Action 2) scholarship scheme for students and scholars implemented	Were scholarships effectively disbursed to recipients and were the <u>target</u> numbers reached?
<u>Select</u> and <u>support</u> partnerships between selected Masters courses and third-country higher education institutions (and support for outgoing mobility of European students and scholars)	<b>Output:</b> (Action 3) partnerships established <b>Output:</b> (Action 3) European students and scholars supported to undertake outgoing mobility	Were partnerships effectively supported and was the <u>target</u> number reached?  Was support for outgoing mobility effectively provided and were <u>target</u> numbers reached?
<u>Select</u> and <u>support</u> projects which aim to promote the attractiveness of Europe as an educational destination (NB: this is an accompanying measure which links only to the global strategic objective)	<b>Output:</b> (Action 4) projects supported in line with basic requirements of programme	Were projects effectively supported and was the <u>target</u> number reached?  Were the stated objectives of the project in line with the objectives of Action 4?

### 4.3 Overview of outputs achieved

Table 4.3 summarises the key programme level outputs of the Erasmus Mundus programme. The outputs of each Action are examined in turn in the sub sections which follow.

**Table 4.3 Outputs supported by Erasmus Mundus**

Action	Name	Output	Number supported 2004-2008
Action 1	Erasmus Mundus Masters Courses (EMMCs)	Joint Masters courses delivered	103 Masters courses
Action 2	Erasmus Mundus Scholarships	Scholarships provided (allowing participation in EMMCs)	6,197 scholarships to graduate students 1,121 teaching or research scholarships
Action 3	Partnerships	Activities to facilitate partnership  Outgoing mobility by EU graduate students and  EU academics linked to EMMCs	47 partnerships supported  347 grants for EU students (provisional data)  590 grants for EU scholars (provisional data)
Action 4	Enhancing attractiveness	Projects implemented	54 projects

Source: EACEA

### 4.4 Action 1: Erasmus Mundus Masters Courses

The Erasmus Mundus programme supported 103 Erasmus Mundus Masters Courses, with an average of between four and five partner institutions (4.54 on average, including the coordinator). Figure 4.2 presents the number of "instances of participation"<sup>18</sup> in Erasmus Mundus courses per Member State, distinguishing between coordinating institutions and partner institutions.

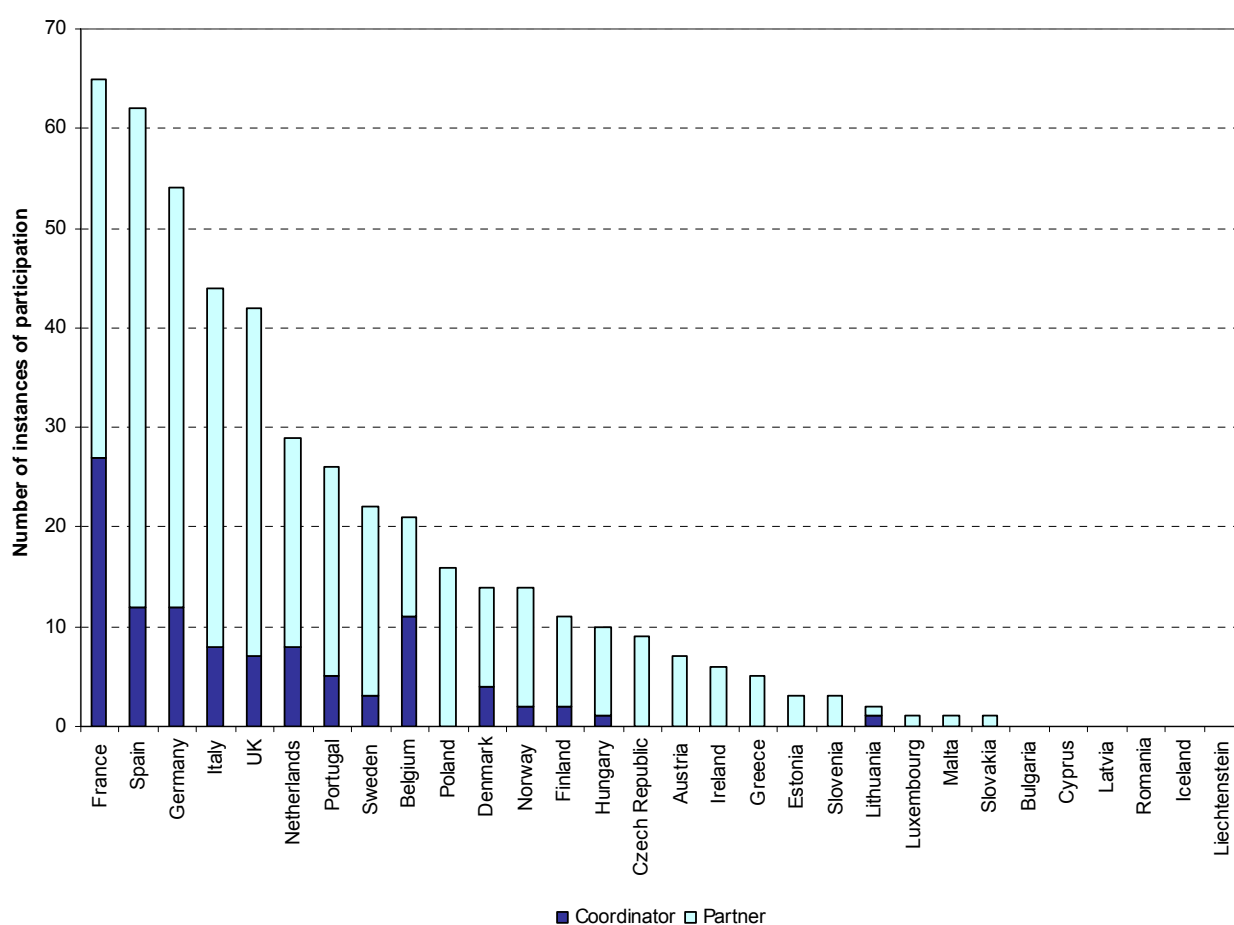
In terms of overall level of participation, almost two thirds of Erasmus Mundus consortium partners (coordinating institutions and partners together) came from five countries: France, Spain, Germany, Italy and the UK. By some margin, French institutions coordinated the largest number of Erasmus Mundus courses (27 courses have French coordinators, compared with 12 with Spanish, 12 with German and 8 with Italian coordinators). Belgian institutions also have an above average propensity to coordinate Erasmus Mundus courses, given the relative size of the Belgian population, coordinating a total of 11 courses.

Even taking into account the variation mentioned above, the general pattern of institutional participation in Erasmus Mundus in the former EU-15 is broadly in line with the relative population

<sup>18</sup> This figure is higher than the number of participating departments or institutions in a given Member State, as the same department or institution may participate in more than one Erasmus Mundus course.

sizes of the Member States concerned. In contrast, participation from institutions in the new Member States was disproportionately low, with new Member State institutions together accounting for only 10% of total "instances of participation" in the first Erasmus Mundus programme. Although Polish institutions participated as partners in 16 courses, Czech institutions in 10 course and Hungarian institutions in 9 courses, no Polish or Czech institutions coordinated a course and only one from Hungarian institution acted as coordinator. The only other coordinating institution from the new Member States came from Lithuania. No Romanian or Bulgarian institutions participated in the programme, although these two Member States only joined the programme after accession in 2007<sup>19</sup>.

**Figure 4.2 Participation in Action 1 courses by country (as coordinator and partner)**



Source: EACEA

We asked the representatives of the Erasmus Mundus "National Structures" interviewed for the evaluation about factors which explained the relative levels of participation in Erasmus Mundus by higher education institutions in their countries. Four factors were highlighted:

<sup>19</sup> The Erasmus Mundus programme was not covered by the Association Agreement with Romania and Bulgaria when they were still candidate countries.

- *The existing degree of internationalisation.* It was suggested by several interviewees that institutions that already attract a significant number of third-country students have less incentive to participate in the programme than institutions which are actively seeking to increase the number of third-country students enrolled. The UK National Structure suggested this was part of the explanation for the comparatively low number of coordinating institutions from the UK, while Belgian interviews suggested that the same factor may explain the lower level of participation from francophone universities in Belgium, compared to their Dutch-speaking counterparts. In reality, however, in relation to population, participation levels by UK institutions are similar to those observed in Germany and Italy, while three francophone Belgian institutions do participate in the programme, even if not as coordinators;
- *Resources.* National Structure representatives from several Member States suggested that universities with established international offices, which can assist with the internal management of the programme and its promotion abroad find it easier to participate in Erasmus Mundus. Smaller and younger institutions may not have enough human resources to participate in the programme. While this observation appears to hold for coordinating institutions, which tend to be either large universities or institutions with established international profiles, the case studies undertaken for the evaluation illustrate that less "internationalised" institutions have been able to become involved in the programme as partners;
- *Situation in relation to Bologna reform.* Some interviewees suggested that institutions in countries which had already taken steps to reform their post-graduate education system in line with the Bologna principles were better placed to take advantage of Erasmus Mundus than those in countries which were less advanced in this respect. This was a point made strongly by interviewees from France, Dutch-speaking Belgium and the Netherlands. However, Spain provides a counter example in that Erasmus Mundus is perceived to have acted as an internal driver towards the Bologna objectives, in the context of a stalled reform process at national level;
- *The existence of "alternative" international Masters programmes.* The German National Structure explained that one of the reasons of the comparatively low participation of German universities in coordinating roles (in comparison with the participation as partner) may also lie in the alternative funding available at national level. For example, existing joint programmes (International Double Degree Programmes and the German-French University) may even be seen as more attractive by institutions, as they have a longer duration (8 years) and attractive funding conditions.

## 4.5 Action 2: Students and scholars

### 4.5.1 Numbers of students and scholars supported

The table below shows that a total of 6,197 students and 1,121 scholars have received grants under Action 2 of the Erasmus Mundus programme. "Windows" funds have supported 28% of the total number of students and less than 5% of the total number of scholars.

**Table 4.4 Third countries students and scholars receiving Action 2 scholarships**

		2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	Total
Students	Students supported through EM funds	140	455	741	1196	1957	4,489
	Students supported via "Windows" funds	0	353	636	629	90	1,708
	<b>TOTAL</b>	<b>140</b>	<b>808</b>	<b>1,377</b>	<b>1,825</b>	<b>2,047</b>	<b>6,197</b>
Scholars	Scholars supported through EM funds	28	112	231	273	456	1,100
	Scholars supported via "Windows" funds	0	21	0	0	0	21
	<b>TOTAL</b>	<b>28</b>	<b>133</b>	<b>231</b>	<b>273</b>	<b>456</b>	<b>1,121</b>

Source: Ecotec Research & Consulting based on data provided by the EACEA

### 4.5.2 Geographical origin of students

We have examined the geographical origin of students and scholars who have received grants from the Erasmus Mundus programme, either from the mainstream Action 2 funds or from the various geographical "windows". Students and scholars have been classified by the continent from which they come, based on the definition of continents used by the Executive Agency.

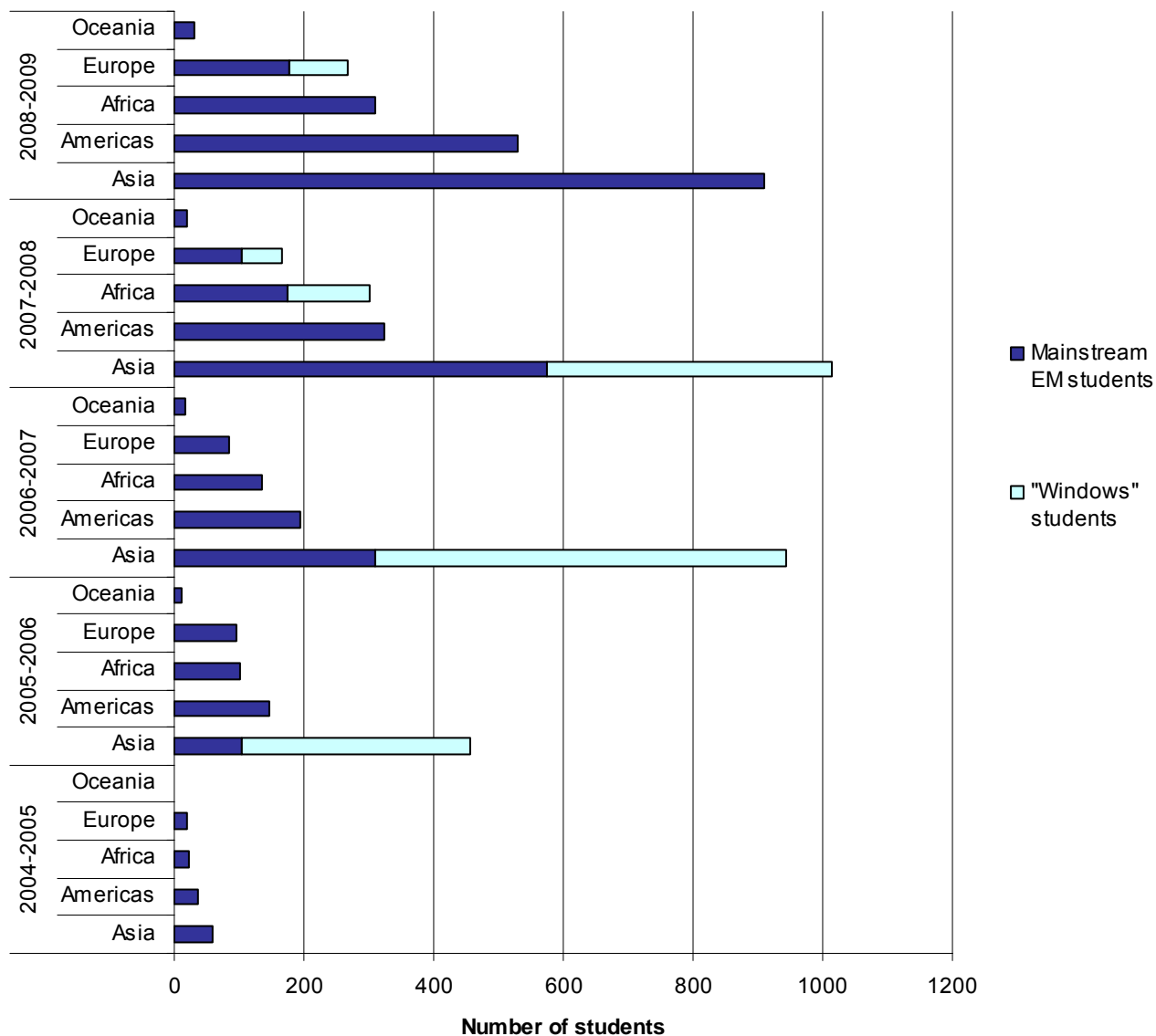
Figure 4.3 shows the geographical origin of students supported by the programme. This figure illustrates that the distribution of students between continents has been consistent in all five years of the programme, with by far the largest numbers of students coming from Asia, followed by America (North and South taken together), Africa, Europe (countries outside the EU and EEA, including Russia) and Oceania.

This figure also illustrates the distribution by region and over time of the different geographical "windows", which were as follows:

- In 2005-06 and 2006-07, respectively 353 and 636 students received scholarships financed by the "Asian Windows" in these years;

- In 2007-08, 403 Indian students and 37 Chinese students received scholarships financed by targeted national "Windows", while 126 students were supported by the "ACP Window" and 63 students by the "Western Balkans Window";
- In 2008-09, 90 students were supported by the "Western Balkans Window".

**Figure 4.3 Geographical origin of Action 2 students**



Source: Ecotec Research & Consulting based on data provided by the EACEA

Within the population of funded Erasmus Mundus students originating from Asia, the largest share comes from India and China. As shown in Table 4.5, these two countries accounted for 36% of all funded Erasmus Mundus students in 2006 and 2007. This proportion corresponds almost exactly to these two countries' combined share of the world population: China and India have a combined

population of almost 2.5 billion people, accounting for roughly 37% of the total world population<sup>20</sup>. Nevertheless, a comparatively high proportion of students from these countries received grants funded from "windows" resources, rather than the mainstream funds from Action 2. This means that their country of origin played an important role in their selection - indeed, the addition of the "windows" funding effectively introduced geographical quotas into the selection process. We return to this issue in section 5.3.1 below

**Table 4.5 Proportion of students from India and China**

Year	INDIA				CHINA			
	Action 2	Windows	Total	% Total	Action 2	Windows	Total	% Total
2008 to 2009	164	0	164	8%	244	0	244	12%
2007 to 2008	81	403	484	27%	136	37	173	9%
2006 to 2007	31	288	319	23%	81	99	180	13%
2005 to 2006	4	133	137	17%	18	67	85	11%
2004 to 2005	5	0	5	4%	12	0	12	9%

*Source: Ecotec Research & Consulting based on data provided by the EACEA*

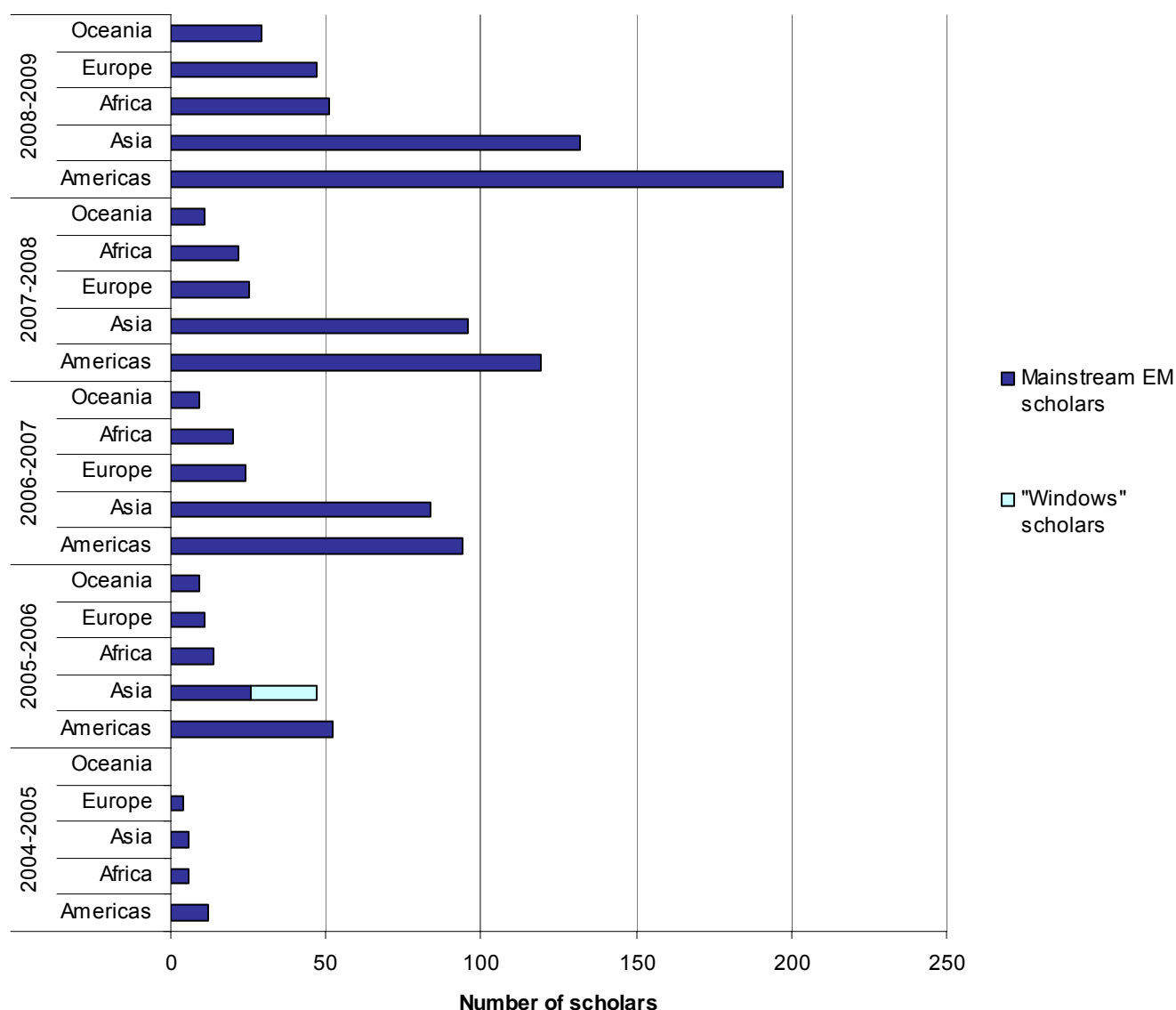
#### 4.5.3 Geographical origin of scholars

Turning to the 1,121 scholars supported under Action 2, as shown in Figure 4.4, the pattern of geographical origin differs significantly from that of students. Every year, the highest number of scholars came from North and South America, with the highest numbers from any one country consistently coming from the USA. Comparatively large numbers also came from Latin America, notably from Brazil and Argentina. This pattern is consistent with the strong international standing of scholars in North America higher education institutions in particular.

Action 2 also supported mobility periods for large numbers of scholars from India and China (together accounting for a high proportion of the Asian scholars supported by the programme) and proportionally high numbers from Australia (again related to the high standing of higher education institutions in that country). The remaining scholars came from a very wide range of other countries across Africa, the Americas, Asia and the parts of Europe outside the EU and EEA (including Russia), reflecting the wide diversity of international links supported by the Erasmus Mundus programme.

<sup>20</sup> Estimates for 2009. Source: United Nations Department of Economic and Social Affairs – Population Division

**Figure 4.4 Geographical origin of Action 2 scholars**



Source: Ecotec Research & Consulting based on data provided by the EACEA

#### 4.5.4 Gender of students and scholars

Table 4.6 shows the breakdown of students and scholars by gender for the years 2006 to 2008<sup>21</sup>. The gender distribution remains rather stable over these three years. There is a consistent ten percentage point difference between the numbers of male and female students supported by the programme, although this disparity is not particularly large and could be explained in part by factors outside the control of the programme or the participating courses, such as a general propensity of males to favour particular disciplines more than females. Some countries display a consistently higher rate of female student participation (Brazil, USA, Russia, China and Malaysia),

<sup>21</sup> Data on the gender of students and scholars from the two first years of the programme are not available



whereas some others have notably more male students (Bangladesh, Ethiopia, Pakistan and, to a lesser extent, India).

In contrast to the generally balanced picture among students, the programme has supported disproportionately more male scholars than females, something which cannot be explained easily by the "demographic profile" of the academic disciplines represented in the programme. In principle, the wide range of disciplines offered means that there would be a balance between traditionally "male" or traditionally "female" disciplines in cases where a notable gender bias occurs in the wider academic population. This pattern is consistent across countries, with all countries having supplied more male than female scholars.

**Table 4.6 Gender of student and scholars supported by Action 2**

		Male	Female
2008/2009	Students	55%	45%
	Scholars	75%	25%
2007/2008	Students	56%	44%
	Scholars	77%	23%
2006/2007	Students	56%	44%
	Scholars	77%	23%

Source: Ecotec Research & Consulting based on data provided by the EACEA

## 4.6 Action 3: Third-country partnerships

A total of 47 partnerships between selected Masters courses in the EU and third-country higher education institutions were supported by the first Erasmus Mundus programme. This compares with a target of 88 partnerships fixed in the original programme proposal<sup>22</sup>.

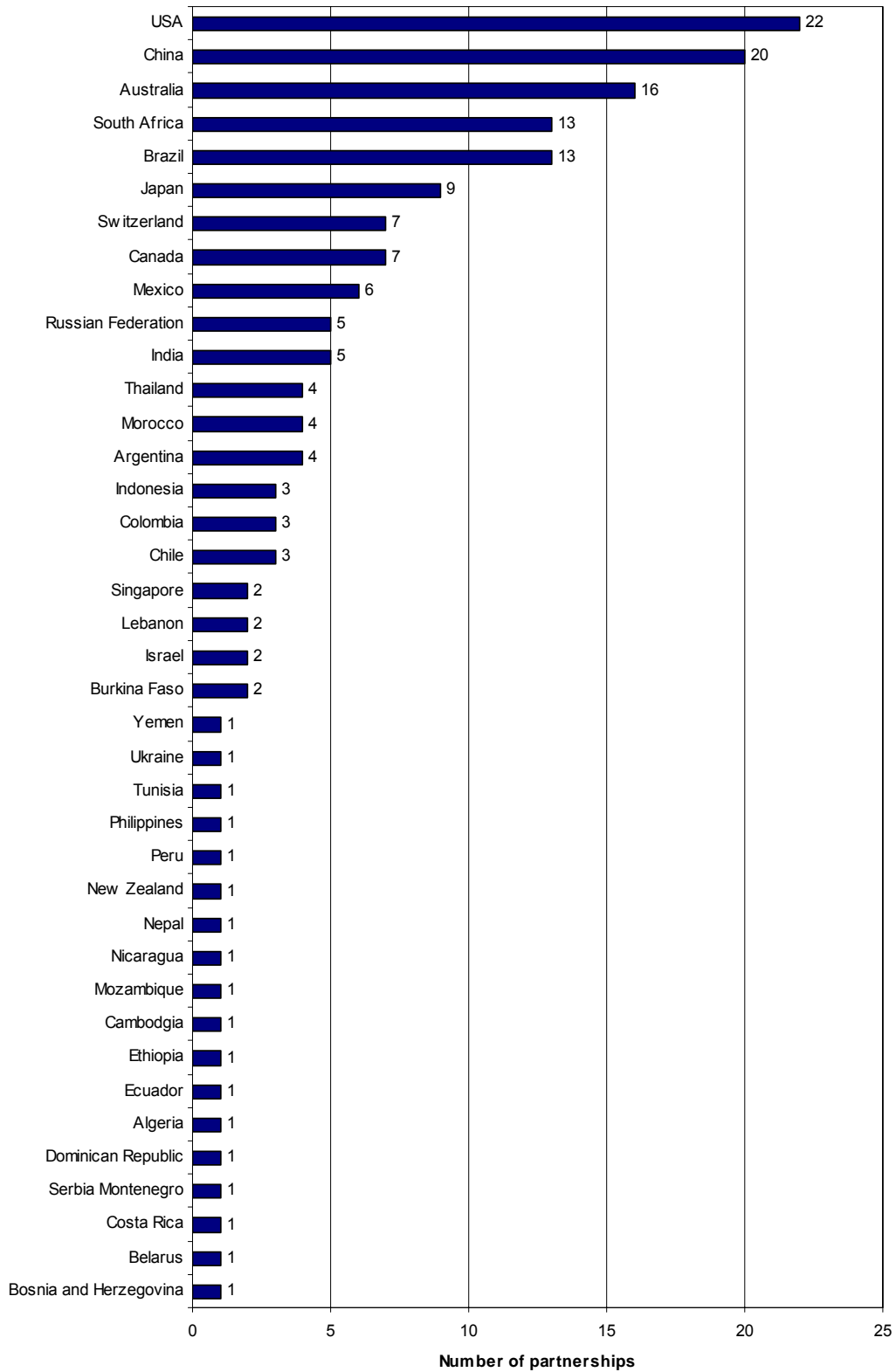
Figure 4.5 shows the country of origin of the 170 participating third-country higher education institutions. In terms of geographical origin, 37% of institutions are located in the Americas, 29% in Asia, 14% in Africa, 10% in Oceania and 9% in Europe (outside the EU / EEA). The most active countries were the USA and China, which together represent 25% of the total of partnerships supported.

Turning to the EMMCs taking part to Action 3, three countries (France, Germany and Spain) show a particularly high rate of involvement, since institutions from these countries have coordinated more than half of the total number of partnerships supported by the programme.

<sup>22</sup> Erasmus Mundus programme proposal, p.46

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2002:0401:FIN:EN:PDF>

**Figure 4.5 Third-country participation in Action 3 partnerships**



Source: ECOTEC based on data provided by EACEA

As highlighted in the introduction, the Action 3 partnerships provided a framework for "outgoing" mobility by EU graduate students following EMMCs and by EU scholars working on the Erasmus Mundus course linked to the partnership. The data currently available on the number of EU students and EU scholars who have spent time at third country institutions as part of Action 3 is shown in Table 4.7. These data are not complete, as Action 3 partnerships that started after 2005 have not yet provided their final figures to the EACEA. The numbers of EU students participating in outgoing mobility are lower than original estimates because fewer EU students have enrolled on EMMCs than foreseen. We return to this point in the next Chapter.

**Table 4.7 Outgoing mobility under Action 3**

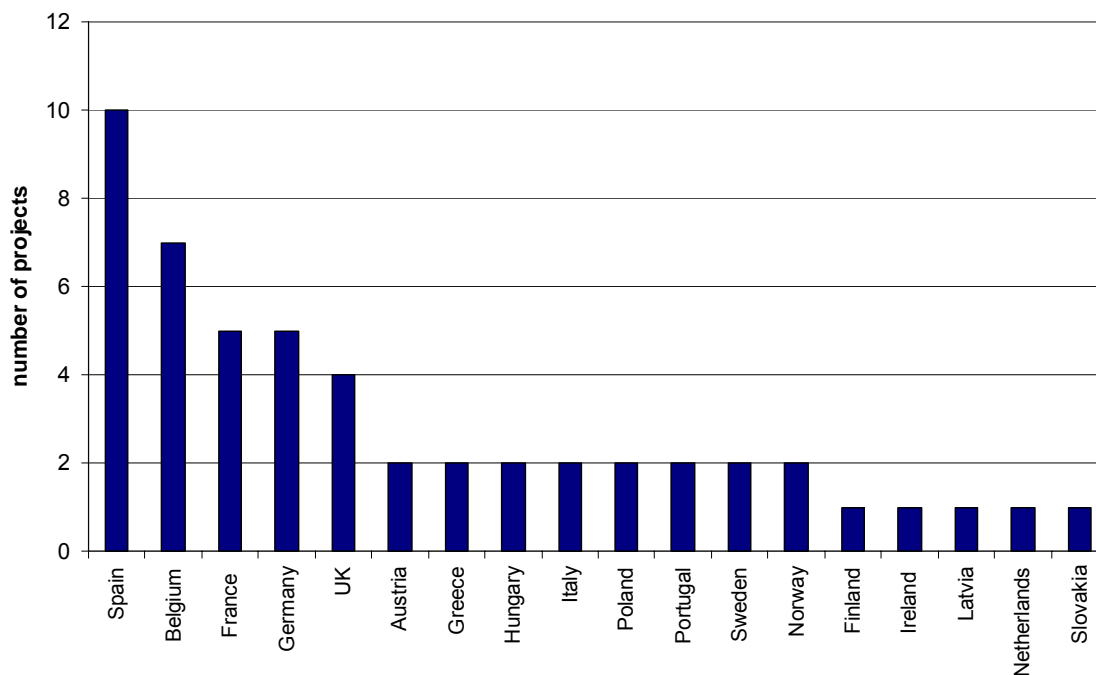
	2005	2006	2007	2008	Total
EU Students	100	84	64	99	347
EU Scholars	232	100	103	155	590

Source: EACEA

#### 4.7 Action 4: Attractiveness projects

Erasmus Mundus funds were used to support 54 "Action 4" projects over the period 2004-2008, which is in line with the target of supporting 50 projects set at the outset. The number of selected projects has increased every year - 7 projects in 2004; 7 projects in 2005; 9 projects in 2006; 11 projects in 2007; and 22 projects in 2008. Figure 4.6 shows the geographic origin of project lead partners.

**Figure 4.6 Country of origin of Action 4 Lead Partners**



Source: ECOTEC based on data provided by EACEA (for 52 projects)

The projects funded included activities falling under one or more of the following themes:

- Promotion of European higher education in the world;
- Improving the accessibility of European higher education, facilitating mobility to Europe for third-country students and improving the services available to overseas students;
- Recognition of credits, degrees and qualifications (for both academic and employment purposes);
- Analysis of trends in, and evolution of, higher education in an international perspective; and
- Establishing links between higher education and research, and between higher education and business, to exploit potential synergies.

Erasmus Thematic Networks (TNs)<sup>23</sup> were also eligible to apply for an add-on grant to extend their network to third-country institutions.

## 4.8 Key messages concerning inputs and outputs

The key messages emerging from our analysis of the inputs and outputs of the Erasmus Mundus programme are:

<sup>23</sup> TNs should aim to enhance the quality and to define and develop an international dimension within a given academic discipline, set of disciplines or multidisciplinary area; or help improve and modernise a specific aspect of higher education organisation, management, governance or funding.

- The vast majority of programme resources (81.6%) were devoted to scholarships for students, with 22% of total programme resources coming from the so-called "windows" financed from the Commission's external relations budget. Direct funding to higher education institutions was thus comparatively limited, even if participating institutions indirectly received a significant proportion of the Action 2 scholarship funds in the form of tuition fees paid by students;
- The programme has supported 103 integrated European Masters courses, involving institutions from a majority of EU Member States plus Norway. As would be expected, the largest Member States are home to a majority of coordinating institutions, although a disproportionately high number of coordinators come from France and Belgium. Participation in the new Member States remains more limited, with only two coordinating institutions located in the 12 Member States that joined the EU in 2004 and 2007;
- Although existing levels of internationalisation, institutional resources and the degree of implementation of the Bologna reforms may influence individual institutions' decisions on whether to participate in the programme, none of these factors appears to have an over-riding influence on participation in Erasmus Mundus;
- The programme has provided scholarships to 6,197 third-country graduate students and 1,121 third-country scholars. The largest share of students came from Asian countries, with India and China together accounting for over a third of the total number of students supported. The largest proportion of scholars came from the Americas, with high numbers coming from the USA and Canada, although consistently high numbers of Chinese and Indian scholars also received mobility scholarships;
- While the population of students supported was broadly balanced in terms of gender, even if more men were supported than women, a disproportionately higher share (75%) of the scholars supported by the programme were men. This cannot be explained by simple contextual factors.
- A lower number of Action 3 partnerships was supported than originally planned in the programme. Nevertheless, partnerships have been established with institutions from 39 different countries, illustrating the breadth and diversity of the academic links established by the programme;
- 54 projects were supported under Action 4 for a total cost of €13.4 million. These projects were seen by programme managers as a form of accompanying measure for the mainstream elements of the programme (Actions 1, 2 and 3).
- Technical assistance for programme management accounted for just under 4% of the total programme budget.

## 5.0 Specific objectives: short-term effects of the programme

### 5.1 Specific objectives and intended results

The specific objectives of the Erasmus Mundus programme were to promote a high quality offer in higher education with a distinct European added value, to encourage and enable highly qualified third-country graduates and scholars to obtain qualifications and experience in the EU and to develop more structured cooperation between EU and third-country institutions. The intended results associated with these objectives and the evaluation questions which need to be answered in order to verify achievement of the objectives, are summarised in Table 5.1.

**Table 5.1 Specific objectives and intended results**

Specific Objectives	Intended results	Corresponding evaluation questions
<u>Promote</u> a quality offer in higher education with a distinct European added value	<b>Result:</b> Higher education courses (offer) provided a) of high quality and b) with distinct European added value	Are EMMCs of high quality (consider all aspects of "quality")?  Is the European dimension of EMMCs distinct from other / pre-existing courses?  What is the added value of the European dimension of EMMCs?
<u>Encourage</u> and <u>enable</u> highly qualified graduates and scholars from all over the world, to obtain qualifications and/or experiences in the EU	<b>Result:</b> Highly qualified graduates from all over the world brought to Europe and obtain a) qualification and b) experience  <b>Result:</b> Highly qualified scholars (researchers) from all over the world brought to Europe to obtain experience	Are the graduates and scholars applying for EMMCs / Scholarships highly qualified / of a high academic standard?  Do the graduates and scholars supported (scholarship recipients) come from all over the world?  Do the graduates obtain qualifications? (success / completion rates)?
<u>Develop</u> more structured cooperation between EU and third-country institutions and greater EU outgoing mobility as part of European study programmes	<b>Result:</b> <u>Additional</u> structured cooperation between EU and third-country institutions developed  <b>Result:</b> <u>Additional</u> outgoing mobility by students and scholars from participating institutions	Do the partnerships supported through Action 3 create "structured" cooperation between EU and third-country institutions, above and beyond what would have happened without the programme?  Do the partnerships allow greater levels of outgoing mobility from the EU institutions concerned than would have occurred without the programme?

The following sections review these three areas in turn.

## 5.2 Are EMMCs high quality courses with a clear European added value?

Our assessment of the quality of Erasmus Mundus Masters Courses and their European added value is based on analysis of six main dimensions:

- The "excellence" of participating institutions – the presence of "high quality" and world-renowned institutions in the programme can be viewed as a good basis for providing high quality and, importantly, internationally attractive, Masters programmes;
- Evidence concerning the coherence of course structure and design, notably the "degree of fit" between the course elements taught at different partner institutions;
- Evidence concerning the quality of the academic content of the EMMCs and the appropriateness of the Quality Assurance systems in place;
- Evidence concerning the facilities and support provided by EMMCs to students;
- Evidence concerning the leadership and management of courses and the operation of the consortium partnerships and;
- Evidence about the added value of EMMCs over and above "mainstream" Masters courses.

The latter four dimensions above take into account the components of course "quality" identified and used by the ongoing study into the factors influencing the quality of EMMCs, undertaken by ECOTEC for DG Education and Culture.

### 5.2.1 The "excellence" of participating institutions

The international rankings of universities produced by Shanghai Jiao Tong University and the Times Higher Education Supplement (THES) provide an imperfect, but readily available, proxy indicator for the international standing and research quality of higher education institutions in Europe. While the validity of these international rankings has been the subject of fierce debate, it is undeniable that the lists themselves increasingly serve as a reference point in higher education policy debates and are regularly used by good students to 'shortlist' university choice<sup>24</sup>. As such, we have examined the overlap between institutions participating in Erasmus Mundus and those appearing in the two main international rankings, in order to help us answer the evaluation question "*did the programme manage to attract the best European higher education institutions?*"<sup>25</sup>

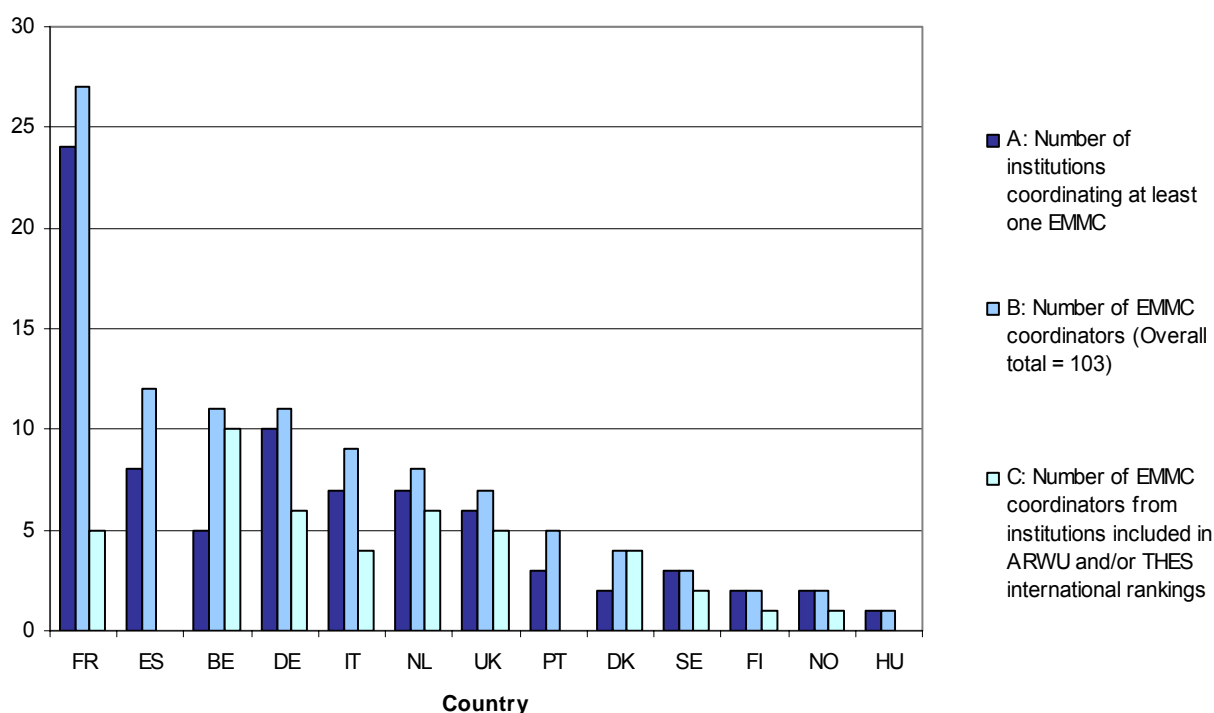
<sup>24</sup> Criticism has often centred on the alleged bias of the rankings towards science, biomedical and technology disciplines, English-language publications, and traditional research outputs and formats. Moreover, the rankings can be seen to impose a 'one-size-fits-all' definition or 'norm' on higher education and clearly favour larger, established institutions over smaller, newer institutions. For analysis of these issues, see, for example, Ellen Hazelkorn (2007) *The Impact of League Tables and Ranking Systems on Higher Education Decision Making*, Higher Education Management and Policy, volume 19, number 2 OECD [http://www.oecd.org/document/14/0,3343,en\\_2649\\_35961291\\_39482894\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/14/0,3343,en_2649_35961291_39482894_1_1_1_1,00.html)

<sup>25</sup> Evaluation question 1 – See Annex 1

We have identified 264 distinct higher education institutions participating in Erasmus Mundus I, taking into account that some institutions participate in more than one EMMC and that certain schools and departments with distinct profiles are formally part of larger institutions. Of these 264 institutions, 72 feature among the 124 European institutions in the 2008 Academic Ranking of World Universities (ARWU)<sup>26</sup> (which list the top 500 universities in the world) and 108 feature in the list of the top 200 European institutions produced as part of the THES 2008 rankings<sup>27</sup>. As such, 111 of the 264 higher education institutions participating in Erasmus Mundus feature in one or both international rankings.

A total of 81 distinct institutions, across 13 Member States, coordinate the 103 EMMCs. Of these, 44 (i.e. over half) feature in either the ARWU or THES rankings (or both). Figure 5.1 illustrates the distribution of institutions hosting EMMC coordinators and of individual EMMC coordinators across Member States, along with the proportion of EMMC coordinators based at internationally ranked institutions.

**Figure 5.1 EMMC coordinators in international HE rankings**



Source: ECOTEC, based on data from EACEA and ARWU and THES rankings

While Figure 5.1 is based on a limited sample of Erasmus Mundus institutions (only those that coordinate courses), it does highlight some relevant patterns. Firstly, in Belgium, the Netherlands,

<sup>26</sup> 2008 Academic Ranking of World Universities, Top 100 European Universities, Shanghai Jiao Tong University [http://www.arwu.org/rank2008/ARWU2008\\_TopEuro\(EN\).htm](http://www.arwu.org/rank2008/ARWU2008_TopEuro(EN).htm)

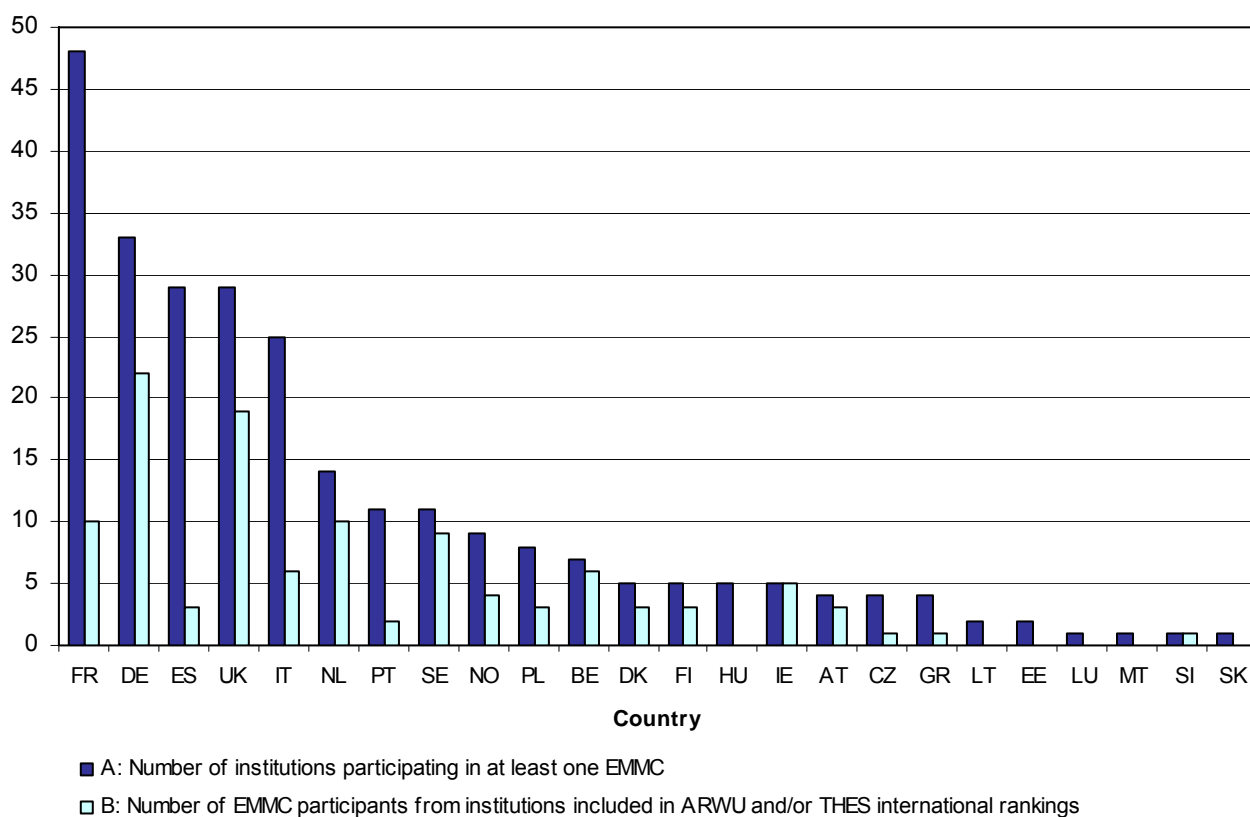
<sup>27</sup> <http://www.topuniversities.com/worlduniversityrankings/>



the UK, the Nordic countries and Germany, a large proportion of Erasmus Mundus course coordinators come from institutions, which are included in the two most widely used international ranking schemes. This indicates that most Erasmus Mundus coordinators from these Member States are based at some of Europe's best universities. Given the (international) prestige associated with many of these institutions, this pattern of participation can be viewed as a success for Erasmus Mundus.

When we extend the analysis to the full set of 264 distinct EU higher education institutions which participate in Erasmus Mundus (see Figure 5.2), a larger number of Member States are covered, but the general pattern remains very similar to that already highlighted among EMMC coordinators. As such, a high proportion of EMMC consortium members from Germany, the UK, Belgium, the Netherlands, the Nordic countries, Austria and Ireland come from institutions featured in one or both university rankings.

**Figure 5.2 EMMC coordinators and partners in international HE rankings**



Source: ECOTEC, based on data from EACEA and ARWU and THES rankings

To some extent, the findings of this analysis reflect the fact that the set of countries in question<sup>28</sup> traditionally perform well in international higher education rankings overall (together they account for over 70% of European institutions in the ARWU and 66% of those in the THES ranking). There

<sup>28</sup> BE, NL, DK, SE, FI, NO, UK, IE, DE and AT.

is thus more chance that Erasmus Mundus institutions from these countries appear in the rankings. While a position in the rankings can reasonably be viewed as an indicator of quality (focused mainly on research and publication output), the inherent weaknesses in the methodologies used to establish the lists<sup>29</sup> mean the contrary is not the case: not appearing in the rankings is not necessarily an indication of lower quality. This is particularly true for Masters courses, on which quality teaching (as opposed to research output) is of utmost importance.

A range of factors related to the national Higher Education systems come into play in the countries where fewer Erasmus Mundus institutions appear in the international rankings. In the case of France, for example, the small size of many French higher education institutions, as well as a concentration of research activity in non-university institutions, such as the CNRS, limits the number of institutions appearing in the international rankings<sup>30</sup>. This pattern is also reflected in Erasmus Mundus participation. 11 of the 24 French Erasmus Mundus coordinating institutions are *grandes écoles* or independent institutes, which are generally small and, with the exception of the *Ecole Normale Supérieure de Lyon*, do not appear in the international rankings. Of the 13 French *universities* coordinating Erasmus Mundus courses, only three appear in the rankings.

Spanish, Portuguese and, to a lesser extent, Italian higher education institutions are also disadvantaged by the methodologies applied for the international rankings and this is reflected in the ranking performance of the Erasmus Mundus coordinating institutions from these countries. The common European ranking system currently being developed could provide a more reliable benchmark for assessing HEI quality<sup>31</sup>.

## 5.2.2 Structure and integration

Erasmus Mundus set out to stimulate the development of new Masters programmes which brought together and federated expertise from high class academic departments and institutes in different EU Member States. In so doing, the programme sought to create a new higher education offer with a distinct European added value. Designing a Masters programme involving courses delivered at institutions in different countries, with very different academic traditions, is a challenge. Nevertheless, providing coherent learning paths for students, in which the teaching and supervision provided by the different institutions fit together and complement each other, is a fundamental factor in overall course quality.

In our online survey, we asked coordinators and partners in Erasmus Mundus course consortia to categorise their Erasmus Mundus course in terms of the way the curriculum was designed and integrated. As shown in Figure 5.3, over 40% of the 196 respondents indicated that the EMMC curriculum was specifically developed for the new course (potentially involving the design of new

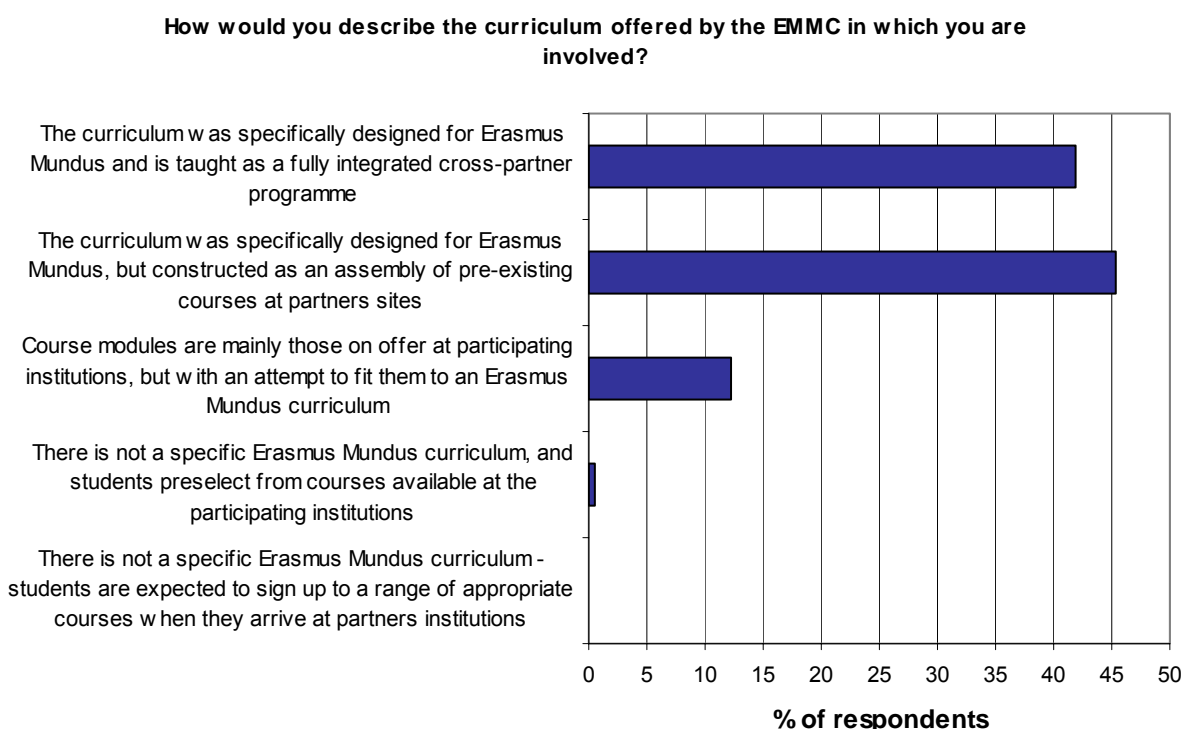
<sup>29</sup> Notably the bias towards large, established institutions and the focus on research, rather than teaching quality.

<sup>30</sup> On this, see Rapport d'information n° 442, Joël BOURDIN, *Enseignement supérieur : le défi des classements*, French Senate, July 2008, <http://www.senat.fr/rap/r07-442/r07-442.html>

<sup>31</sup> The European Commission has launched an initiative to design and test a new multi-dimensional university ranking system. The first results of the envisaged pilot project are set to be available in the first half of 2011. [http://ec.europa.eu/education/news/news1103\\_en.htm](http://ec.europa.eu/education/news/news1103_en.htm)

modules and courses) and that it was taught as a fully integrated programme, while 45% indicated that the EMMC had been constructed by assembling pre-existing modules and courses at partner sites and organising these to form an integrated curriculum. Erasmus Mundus was always intended primarily as a means to bring together existing excellent courses (creating something new by the federation of existing offerings), rather than as a framework for creating brand new courses in the participating institutions. The fundamental point to retain, therefore, is that most Erasmus Mundus partners believe their consortia have made a determined effort to create a coherent curriculum.

**Figure 5.3 Curriculum design and integration**



Source: ECOTEC survey to EMMC coordinators and partners

Respondents to the Graduate Impact Survey were also asked to provide feedback on the composition of the course they had followed. 64% of the 280 Erasmus Mundus graduates providing an answer to the question indicated that the “composition” of their course had been “good” or “very good” and fewer than 8% felt it had been “unsatisfactory” or “bad”.

The evidence about course structure and integration gathered from the 12 case studies examined as part of the evaluation is more mixed and highlights that curriculum coherence has been, and remains, one of the major challenges facing EMMCs. While the overall picture of courses emerging from the case study research is positive, course structure and training paths are areas where many case study courses have experienced at least some teething troubles and have needed to make adjustments. The difficulties most frequently cited by the staff and students consulted in the context of the case studies have been:

- A mismatch between the curriculum offered at the first and second institutions attended by students. This has involved such issues as duplication of material covered at both sites or an incoherent order of courses (such as specialist courses being taught in the first year at one site and more generalist courses provided in the second year at the second site);
- Difficulties in achieving coherence when a wide variety of subjects are offered within one course (even though a broad subject coverage can be an important selling point of a course);
- Difficulties in ensuring that staff and students are clearly informed about the options / subjects taught by partner universities or dissertation requirements at these institutions. In particular, as teaching staff are generally not dedicated to the EMMC only (but teach on many other courses), they may not always be aware of the training tracks offered in the EMMC and the detail of the curriculum offered at partner institutions.

Among EMMCs, there is considerable variation in the number and format of training paths (“tracks”) offered to students and the length and ECTS credit value of the course. There appear, however, to be two broad “models”, within which most courses can be classified. Firstly, there are courses, such as AGRIS MUNDUS, which offer a large number of possible training tracks (generally with different thematic specialisations), allowing students to start the course at one of several partner institutions and then continue (for the second year or specified mobility period) to a range of other partner institutions. The second “model” provides for a more rigid structure, requiring all students to begin at one institution, where they typically follow introductory or foundation courses, before moving on to one of several partner institutions, where they typically have the possibility to specialise. IMESS, where all students begin at University College London, before moving to a partner institution in Central and Eastern Europe, is an example of this model.

While the first “model” gives students a large degree of flexibility and choice and maximises the mobility options available, the evidence from the case studies suggests it is more difficult to ensure coherence in the overall curriculum offered. As the course is more decentralised and more components have to fit together (owing to the greater number of possible tracks), it is inherently more difficult to ensure consistency in content and information flows, than in the second model. It is significant that at least two of the case study courses (EMCL and AGRIS MUNDUS) are in the process of adjusting their training tracks, to ensure all or a greater proportion of their students begin their EMMC at the coordinating institution. The women’s studies course, GEMMA, provides an alternative example (a mixture of the two “models” perhaps), whereby students all follow a common set of foundation courses in their first year, irrespective of which partner institution they attend. In all cases, an ability to adapt course design in response to experience and feedback appears to be an important success factor.

Another issue raised by students and staff consulted in some case studies was differing teaching and marking styles, particularly between “northern” Europe (seen to be characterised by more independent learning) and “southern” Europe (characterised by a more “top-down” approach). A number of students consulted during case study focus groups felt this could be disorientating, when moving between partner institutions. Overall, however, such differences are inevitable in a multi-national programme. Moreover, other students consulted felt that gaining experience of different academic approaches was enriching from an educational and professional-cultural

perspective. Similarly, while some staff reported initial misunderstandings and difficulties between partner institutions over such issues as the scope of dissertations or marking practice, these problems appear to have been overcome through negotiation between partners and were viewed by the staff concerned as part of the institutional learning process.

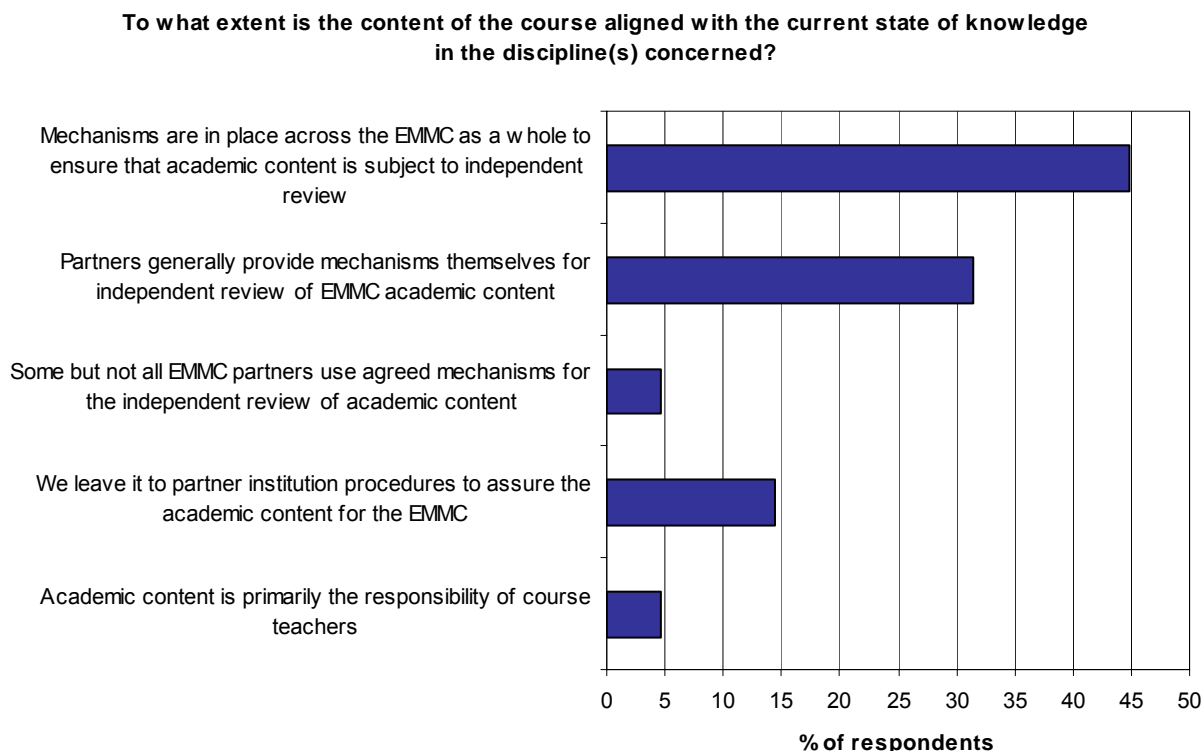
Finally, a further related question concerns the appropriate duration for an EMMC. Evidence from the case of EMMAPA (coordinated by the University of Leuven) suggest that the course in question may be too ambitious for a one year programme, as it aims to cover theoretical aspects of the field, provide practical experience and necessarily involves a mobility period. The overall impression of the evaluators is that the Erasmus Mundus mobility principle fits better with two-year programmes, which allow students sufficient time to absorb the academic content of the course and adjust to living and studying in a different country. Interestingly, this is a view shared by the coordinators of IMESS, who have favoured a two-year programme over the one-year programme more common in the coordinating institution (University College London).

### 5.2.3 Academic content and quality assurance

Alongside the need to provide a coherent programme that offers attractive, integrated learning paths for students, EMMC consortia also face the challenge of validating and assuring the quality of the academic content of individual course components or modules. “National” Masters courses in participating institutions are subject to the quality assurance procedures used in the institution concerned, which will, in turn, be influenced by national quality assurance rules. Courses and modules which make up part of EMMCs have to comply with local rules in the institution that provides them. However, assuring the quality of an EMMC as a whole is more challenging, as it requires an integrated, trans-national quality assurance mechanism, accepted by all partners. This is even more important if the course wishes to issue joint degrees, which effectively require the degree-issuing institution to accept responsibility for the quality of the academic provision at partner institutions.

Respondents to the survey of EMMC coordinators and partners were asked about the external quality review mechanisms in place to ensure the quality and relevance of the academic content of the Masters programmes in which they are involved. 45% of respondents indicated that a common quality assurance mechanism was in place, 32% indicated that external quality review occurred but that approaches were left to the individual institutions, around 15% that quality assurance was provided in-house in the partner institutions and only 5% that assurance of the quality of academic content was primarily left to teaching staff.

**Figure 5.4 Academic quality review**



Source: ECOTEC survey to EMMC coordinators and partners

The case studies confirmed this pattern, in that all participating institutions had established quality procedures, most involving some degree of external or peer review of content, but that EMMC-wide procedures have been developed to varying extents. In many cases, common quality standards had been established and agreed by all consortium partners (sometimes based on existing external standards, such as the NATURA standards used by AGRIS MUNDUS). Similarly, all case study courses appear to make systematic use of student feedback, using standardised forms where possible, in order to improve the quality of their provision. However, few courses have actually implemented a consortium-wide external quality review, even if this is planned by several of the consortia consulted in the case studies<sup>32</sup>.

When asked about the current academic quality of the EMMC in which they are involved, 95 (49%) of the 194 coordinators and partners who responded to the online survey indicated they felt their course to be "significantly above average" and another 95 felt their course to be "above average", compared to a "typical" Masters programme in their department. Only four respondents felt their course was below average. The Action 2 scholars responding to a separate online survey similarly reported that the courses in which they had been involved were of an above average academic

<sup>32</sup> One example from the case studies was a quality assurance (QA) evaluation of the European Forestry course carried out during 2007/08 by Association of European Life Sciences Universities (ICA).

standard (46% of the 292 respondents rated the academic standard of the EMMC in question as “significantly above” the average of a typical Masters course and 45% as “above average”).

When asked about the quality of the courses on their EMMC, 76% of the Erasmus Mundus graduates responding to the Graduate Impact Survey stated they were “rather satisfied” or “very satisfied” (a further 13% reported they were neither satisfied nor dissatisfied). The lower level of appreciation of the academic standard of courses among former students, compared to course coordinators and partners, might be expected - consumers are typically more critical than their suppliers. However, this survey finding remains a positive result for Erasmus Mundus courses.

#### 5.2.4 Practical support for students and facilities

There is clear evidence from the evaluation case studies and online survey of coordinators and partners that Erasmus Mundus courses take the issue of practical support for EM students very seriously. Although some variation between partners was reported by students and staff consulted in some case studies, there are many examples of EMMC staff making exceptional efforts to support students, particularly during the arrival and orientation phases in different sites. All case study courses provide support for finding accommodation, orientation sessions at the start of the course (sometimes common sessions are organised if cases where students begin at different sites) and many even open bank accounts for students in advance of their arrival, to facilitate payment of scholarships and students' access to money. It seems likely that staff at institutions with less tradition of receiving international students (which may even lack international offices) may make even more efforts to provide practical support for students<sup>33</sup>.

All case study EMMCs provide guidance to students concerning the necessary visa application procedures. Several courses experienced difficulties in their first years with students applying for visas too late (as they waited for formal approval of their EM scholarship) or encountering problems as a result of a need for separate visas for Schengen and non-Schengen countries. In many cases, students are now systematically advised to begin visa application procedures as soon as they receive notification that they have been admitted to the course, rather than waiting for final approval of their Erasmus Mundus scholarship<sup>34</sup>.

Obtaining visas can also be challenging for EU students engaging in outgoing mobility periods in the framework of Action 3 partnerships. It is, however, important to stress that individual EMMCs generally have no direct influence on visa-issuing authorities. While there are some limited anecdotal examples of senior university officials persuading visa authorities to issue visas more quickly, other staff interviewed during case studies report that any intervention from the university on this issue is most likely to have the opposite effect on the relevant authorities. In contrast, more systematic discussions between higher education authorities (rather than individual institutions or

<sup>33</sup> In the case of one Italian partner institution, it was reported that the Rector met newly arriving students at the railway station.

<sup>34</sup> In many cases, courses advised students that they had been nominated for an EM scholarship, but that the final decision had yet to be taken.

courses) and visa authorities are reported to have led to improvements in visa attribution for Erasmus Mundus students in some countries<sup>35</sup>.

Among Erasmus Mundus graduates responding to the Graduate Impact Survey, 54.8% rated the organisational aspects of their course to have been "excellent" or "good" and a further 36.4% as "satisfactory". This generally positive picture was echoed by many students consulted in case study focus groups.

When asked about the facilities provided at host institutions (libraries, computer facilities etc), graduates and students provided similarly positive feedback in a majority of cases. 81% of respondents to the Graduate Impact Survey reported they were "very satisfied" or "satisfied" with the quality of facilities, while few problems were reported in case study visits. Some differences between institutions were highlighted, which are clearly related to resourcing priorities within national higher education systems. Thus, institutions in northern and western Europe are reported to have more developed library and computing facilities than their counterparts in southern and eastern Europe. While this is an important issue – poor library facilities are never conducive to high quality post graduate study - it is one that extends far beyond the scope of the Erasmus Mundus programme.

#### 5.2.5 Leadership and partnership working

The 12 courses reviewed through case studies all report they have implemented effective governance arrangements to ensure the smooth operation of their partnerships. Effective leadership by the coordinating institution was highlighted as being of crucial importance by interviewees, particularly in helping to resolve difficulties between partners and providing a clear direction and vision for the course. Some differences in partnership style emerge, reflecting to a large extent the distinction made above between more centralised, structured courses and more decentralised courses. In the former "model", coordinating partners tend to play an even greater role in directing the consortium, while a more collegial approach can be observed in the more decentralised "model".

Alongside clear leadership from the coordinating partner, the need for commitment and clear allocation of responsibility in partner institutions was highlighted in case studies. In a limited number of cases, responsibilities within individual partner institutions changed and communication within the consortium was problematic, sometimes leading to difficulties for students. This happened within AGRIS MUNDUS in the case of one partner in the first year of the programme, although the issue has now been resolved.

While the level of mutual respect and support among partners interviewed for case studies was striking, some tensions have emerged, notably concerning tuition fees. In consortia involving partners from Member States which impose comparatively high tuition fees, a higher proportion of total EMMC tuition fees tend to be allocated to that partner. Although this is agreed as part of the

<sup>35</sup> In Spain, for example.



consortium agreement and is a reflection of national higher education policy, there is some evidence to suggest it can lead to resentment on the part of other partners and may jeopardise future consortia involving partners from "high fee" countries. The problem in the cases identified appears to have little to do with the individuals involved, but is rather the result of the institutional framework in which Erasmus Mundus operates. Divergent national policies to tuition fees nevertheless appear to be one of the major challenges facing Erasmus Mundus partnerships, now and in the future.

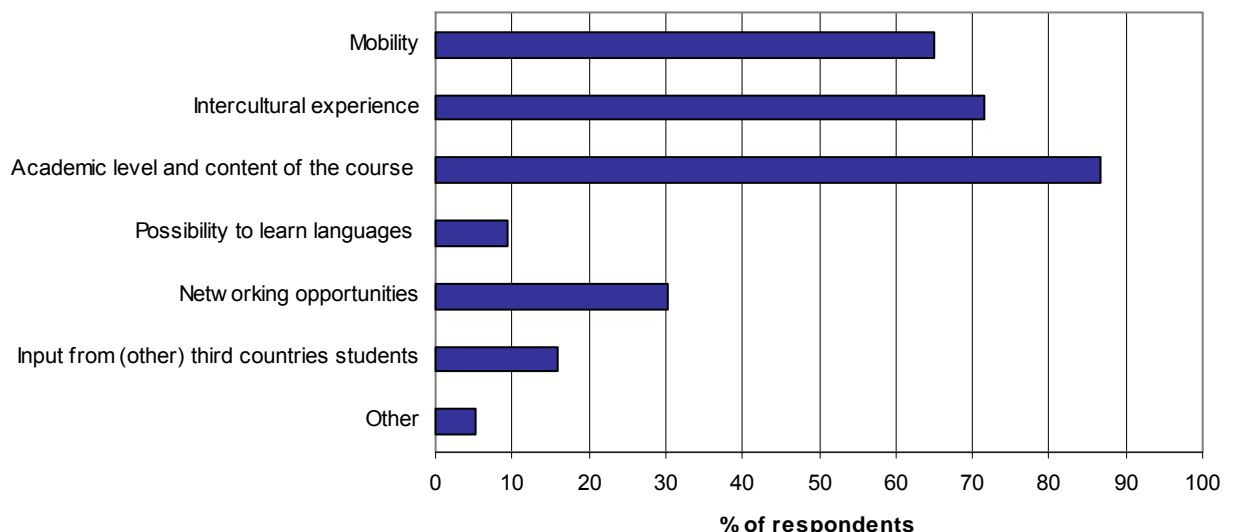
### 5.2.6 Added value

The programme objectives stipulate that the integrated courses supported by Erasmus Mundus should provide a distinct European added value. We therefore asked both coordinators and partners in EMMC consortia and former Erasmus Mundus students what they perceived to be the value added of EMMCs, over and above "mainstream" (single country) Masters programmes in the same discipline.

Course coordinators and partners could indicate up to three possible aspects of Erasmus Mundus programmes, which they considered particularly valuable for students in comparison to other Masters programmes. The most frequently cited aspects, were, in descending order: a) the academic level and content of the course (86.6% of respondents) – an issue to which we return below; b) intercultural experience (71% of respondents) and c) "mobility" (65% of respondents).

**Figure 5.5 The added value of Erasmus Mundus (seen by course leaders)**

**Compared to other Masters programmes, which of the following aspects of the Erasmus Mundus programme would you say are the most valuable for students? (please select up to 3 possible answers)**



Source: ECOTEC survey to EMMC coordinators and partners

It is striking that those running EMMCs highlight the academic level and content of the course above the international dimension (mobility and intercultural experience) and that such a high proportion of respondents chose to highlight this aspect of their course (note that it was not the first option on the list). This suggests that the underlying objective of Erasmus Mundus of creating a new, high quality higher education offer by grouping existing high quality offers has been recognised and may well have been achieved (on this, see the next Chapter on "impact"). The case study research highlighted very high levels of commitment to the principle that bringing together the "best" departments from different institutions can truly create something of exceptional quality, with greater breadth of subject coverage and academic approaches than would be possible in a "traditional" Masters programme. This could be seen as a clear case of the sum equalling more than the constituent parts.

75% of respondents to the Graduate Impact Survey indicated that they did not believe they would have been able to gain the same skills and experience through a more "conventional" Masters course. When asked to specify why, these respondents also often highlighted the possibility of benefitting from the expertise of different universities as a key aspect in the added value of EMMCs, but tended to highlight the mobility and intercultural aspects even more frequently. Thus, the possibility of studying with individuals from all over the world, in more than one EU country was seen as an added value in itself, in addition to the possibility to study in different institutions and benefit from different academic traditions.

### **5.3 Are the students and scholars attracted "excellent"?**

While the Erasmus Mundus Masters Courses constitute the "supply side" of the programme, a majority of programme resources were focused on stimulating international demand, by providing scholarships to graduate students from third countries. The programme Decision is very clear about the intention to attract "highly qualified" graduates and (in more limited numbers) scholars to Europe. The second of our fundamental evaluation questions thus addresses the quality of the students and scholars attracted by the programme. A related question is whether the students and scholars benefitting from the programme come from a sufficiently broad range of geographical backgrounds.

The following sections review the evidence collected by the evaluation to help address these questions, focusing primarily on the students (who received by far the largest share of the financial support provided). The effects of participating in the programme for students and scholars are considered in the following Chapter, which examines the wider "impacts" of Erasmus Mundus.

#### **5.3.1 Erasmus Mundus students**

Our analysis of the "quality" of Erasmus Mundus students is based on the following elements:

- Evidence on the profile of applicants to EMMCs;
- Data on the level of competition involved in obtaining a place on EMMCs;

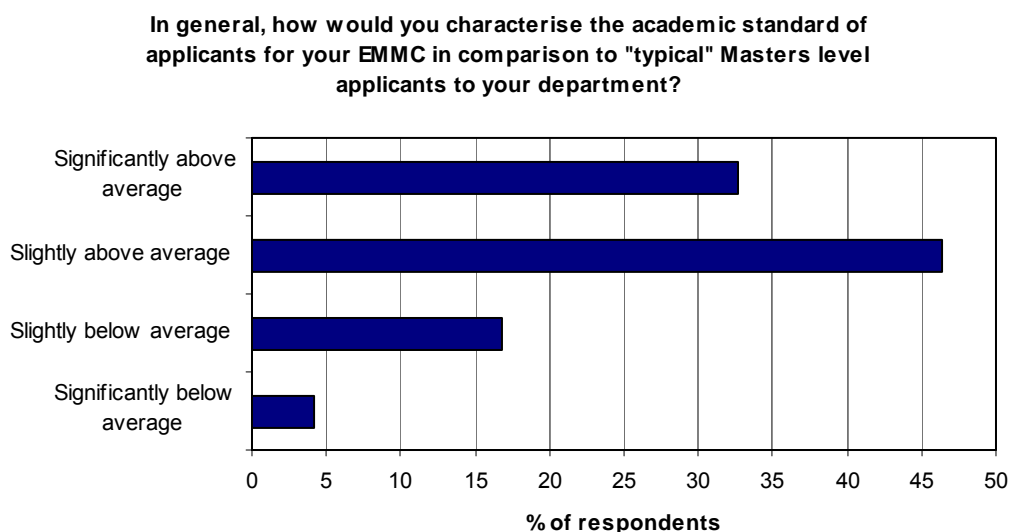
- Additional information on the geographical origin of EMMC student cohorts (including EU and non-funded third-country students, as well as EM scholarship recipients);
- The views of EMMC staff concerning students and;
- Available evidence on completion and graduation rates from EMMCs.

### 5.3.1.1 *Profile of applicants*

A pre-requisite for selecting "excellent" students for Erasmus Mundus courses is naturally to attract suitably qualified applicants. In the Graduate Impact Survey, we asked Erasmus Mundus graduates (both third-country and EU students) about their level of qualification. Of the 279 EMMC graduates providing valid answers, 32% stated they already held a Masters degree or comparable diploma at the time of application (the remainder holding a Bachelor's degree). It is, of course, difficult to make more general statements about the profile of applicants on this basis, as the available information concerns only students who were ultimately selected and then chose to respond to the survey. Nevertheless, this finding does suggest that Erasmus Mundus is successful in attracting large number of highly qualified applicants (i.e. individuals who have already completed a form of post-graduate education).

EMMC coordinators and partners were also asked about the academic standard of applicants to their courses and provided similarly positive findings. As shown in Figure 5.6, roughly a third of respondents felt that applicants to their EMMC were "significantly above" the average standard of applicants to Masters programmes in their department, with a further 46% indicating the overall standard of applicants was "slightly above average".

**Figure 5.6 Academic standard of applicants**



Source: ECOTEC survey to EMMC coordinators and partners

In general, the courses reviewed through case studies did not report any difficulties in obtaining high quality applicants, frequently noting that the scholarships on offer for third-country students

provided a strong incentive for highly qualified third-country students to apply. The case studies also highlighted a widespread tendency for Erasmus Mundus third-country applicants to have existing professional experience, which is seen as a clear added value and something that is also reflected in the profile of the selected student cohorts.

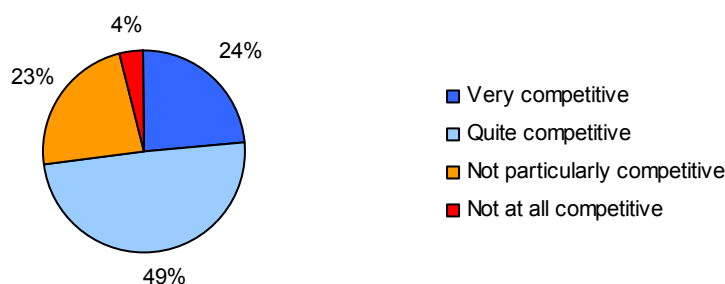
### 5.3.1.2 Competition in selection

A high level of competition for places on an EMMC can be viewed as a strong, *a priori*, guarantee of the quality of selected students. Although consolidated figures on the number of applicants *per course* are not available, we do have data for third-country applicant numbers for the year 2008-09 for 70 courses<sup>36</sup>. Of these, only seven courses received fewer than 60 applications from third countries for the average of 20 scholarship places on offer (an application to selection ratio of less than 3:1), while 55 courses received more than 100 applicants (a ratio of over 5:1) and nine courses received in excess of 500 applications (a ratio of over 25:1). This suggests that competition for places on Erasmus Mundus course is generally high and sometimes, very high.

When asked how competitive they considered the selection process for gaining a place on a EMMC to have been, 73% of respondents to the Graduate Impact Survey indicated they felt the process to have been "quite competitive" (49%) or "very competitive" (24%). However, 27% felt the selection process had been "not particularly competitive" or "not at all competitive".

**Figure 5.7 Competition in selection**

How competitive do you consider the selection process for gaining a place on the EMMC to have been?



Source: Graduate Impact Survey

It is unfortunately not possible to explore the correlation between those graduates judging the course to have been "not particularly competitive" and particular courses. However, students who were selected for a course are not necessarily well placed to judge how competitive the application process was, as they are unlikely to be aware of the relative strengths of the non-selected applicants.

<sup>36</sup> "MC Overview Table" provided by EACEA. Data only available for courses selected between 2004 and 2007 (79 courses), of which 9 do not have the relevant figures.

During the case study interviews, we asked course coordinators and partners whether they felt the introduction of geographically-based "Windows" funding, mentioned earlier, had had any effect on the overall quality of students selected for their EMMCs. While the "Windows" were not seen to have had a major effect on the overall quality of student cohorts in general, three course leaders specifically highlighted the example of the "Indian Window" in 2007. A very significant number of extra scholarships were offered under this particular "Window" and little time was available to publicise these scholarships among potential Indian applicants. This was felt to have placed a certain degree of pressure on EMMC consortia to select students from India in order to benefit from the funding opportunity. This, in turn, was reported to have led to the selection of a limited number of candidates who did not meet the usual quality thresholds. Although the objectives of supporting graduate students from specific emerging or developing countries to study in Europe may in itself be laudable, the scale of the country-specific allocation for India in 2007 appears to have been disproportionate and is likely to have diluted the programme's ability to focus exclusively on "excellent" students.

### 5.3.1.3 *Balance between third-country and EU students*

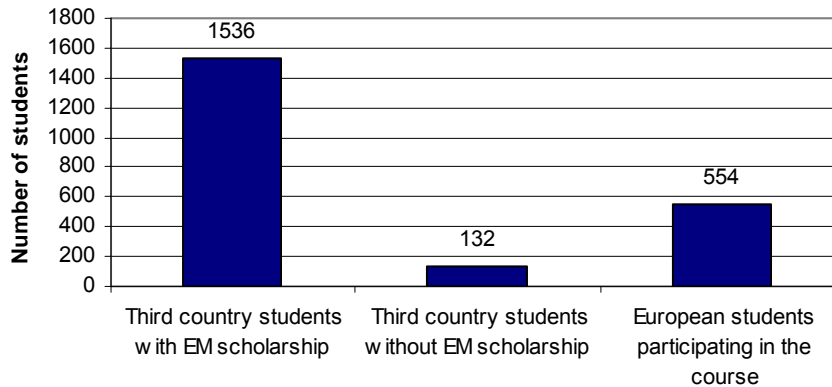
Although the key objective of Erasmus Mundus is to attract well-qualified third-country students to the EU, it has always been considered important for EMMCs to attract EU students as well as third-country students, not least to improve the opportunities for intercultural dialogue. As EU students did not receive scholarships under the first Erasmus Mundus programme, many EMMCs have experienced considerably more difficulty in attracting EU students to their courses. This is particularly because the tuition fees and costs associated with the mobility element in EMMCs make these courses comparatively more expensive than "domestic" Masters courses, even if this difference is less significant for students from EU countries with high tuition fees.

These issues were a key finding of the interim evaluation of the programme, which ultimately led to the introduction of scholarships for EU citizens in the current Erasmus Mundus programme. While the findings of the ex-post evaluation confirm that many courses have recruited no or limited numbers of EU students and thus not met their own targets, this is not universally the case. Thus some courses, including the case study courses GEMMA, EMMAPA, MEEES and SpaceMaster have managed to recruit comparatively large numbers of EU students, accounting for up to 50% of their annual intake<sup>37</sup>. In some cases, such as MEEES, these courses have been able to offer scholarships for EU students from other funding sources.

While consolidated data for non-scholarship holding students are not generally available at programme level, data is available for the number of EU students selected for 79 courses for the academic year 2008-09. As shown in Figure 5.8, while 69% of selected students on the EMMCs for which data are available were third-country scholarship holders, 25% were EU citizens. A further 6% were third-country students who did not receive an EM scholarship (i.e. funded by another source or self-financing).

<sup>37</sup> Even in these cases, however, numbers of EU students were lower than initial targets.

**Figure 5.8 Number of students participating in EMMCs 2008-09<sup>38</sup>**



Source: EACEA

#### 5.3.1.4 *Erasmus Mundus students seen by their teachers*

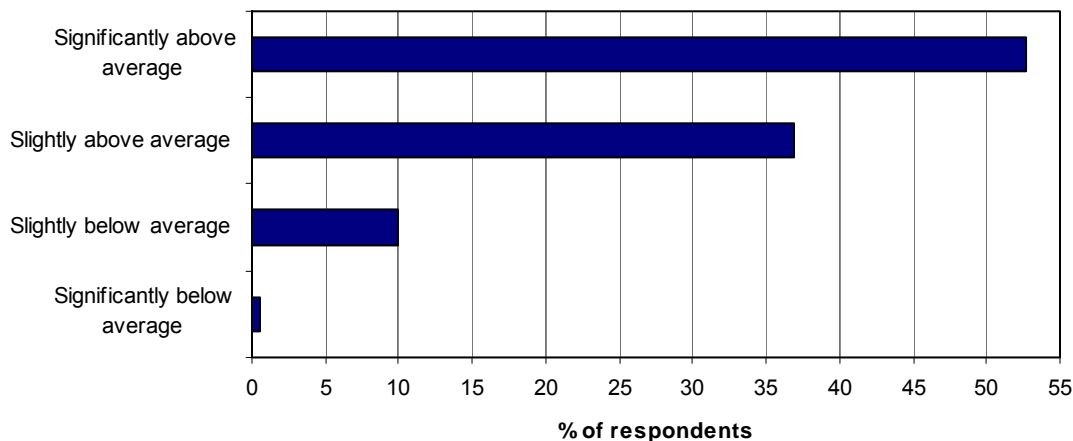
Those who select and teach Erasmus Mundus students within the participating institutions are best placed to comment on their academic standard and qualities. In both the online survey to coordinators and partners and our case study research, we asked academic staff to comment on the quality of Erasmus Mundus students in comparison to the "typical" (usually national) Masters level students in their departments.

As shown in Figure 5.9, over half of respondents consider the Erasmus Mundus students are "significantly above average" (when compared to other Masters-level students in their department), while only 10% felt students were "slightly below average". Given the wide range of backgrounds from which Erasmus Mundus scholarship holders come, and the potential challenges involved in selecting the best students from such a wide range of academic traditions, this finding can be considered a considerable success for Erasmus Mundus.

<sup>38</sup> Data available for 74 or the 79 courses approved between 2004 and 2007 (Course approved in 2008 not included).

**Figure 5.9 Academic standard of students**

**In general, how would you characterise the academic standard of students selected for your EMMC in comparison to "typical" Masters level students in your department?**

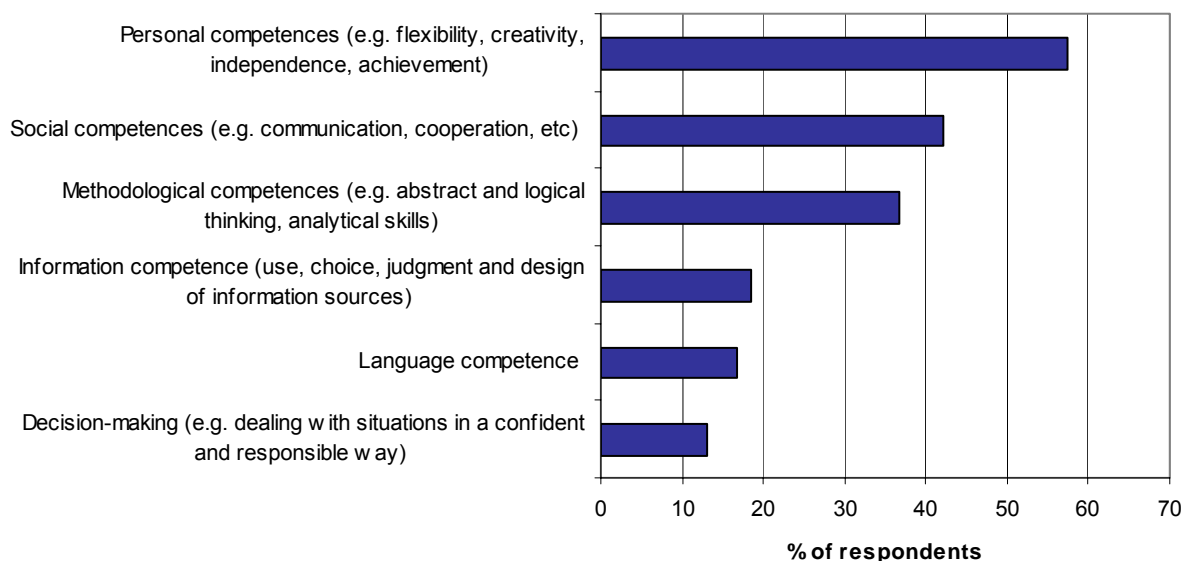


Source: ECOTEC survey to EMMC coordinators and partners

When asked to select from a list the two qualities they most associated with Erasmus Mundus students, coordinators and partners most frequently selected "personal competences" such as flexibility, creativity etc, followed by "social competences", such as communication skills, as shown in Figure 5.9.

**Figure 5.10 Qualities of Erasmus Mundus students**

**Which of the following qualities do you observe the most in Erasmus Mundus students? (please tick a maximum of 2 options)**



Source: ECOTEC survey to EMMC coordinators and partners

The finding that Erasmus Mundus students are seen to excel in terms of "personal" competencies, such as independence and creativity, even above more academic competencies such as methodological skills, is entirely consistent with the findings for the case studies. Course leaders and teaching staff consulted during site visits very frequently stated that Erasmus Mundus students tended to have stronger "transferable skills" and higher levels of confidence than their peers on other (national) Masters courses. This was frequently attributed to the fact that Erasmus Mundus students tend on average to be older and frequently have at least some (sometimes considerable) professional experience when they start the course. These qualities also tend to make Erasmus Mundus more demanding of teachers, with a greater tendency to challenge the views of those giving classes.

#### 5.3.1.5 *Completion and success rates*

The evidence from the 12 case study course examined in depth in the evaluation suggests that a high proportion of students selected for Erasmus Mundus courses graduate, often with high grades. Although a limited number of cases of selected students "dropping out" of courses were observed, there is evidence to suggest that these incidences were as likely to be related to personal issues (such as third-country students needing to return to their country), as to academic failings. When asked, a number of EMMC coordinators admitted that "mistakes" had been made in selection, but noted that these had been few in number and were inevitable in any system, especially one which relies primarily on judgements based on paper-based applications.

Consolidated data on completion and success rates for students on EMMCs are not available, even for beneficiaries of Erasmus Mundus scholarships. This information is, in principle, transmitted to the EACEA in the progress and final reports submitted by EMMC coordinators, but does not appear to be collated in a systematic fashion. Graduation data would provide a useful, and relatively simple-to-collect, "result" indicator for the programme and should be collected systematically in future.

#### 5.3.2 Erasmus Mundus scholars

In the context of their Action 1 agreements, EMMCs were able to offer mobility grants of up to three months to allow scholars from third countries to spend time in consortium institutions. As already noted, a total of 1,142 scholars were supported to spend time in the EU on this basis. Among the 307 beneficiaries of Erasmus Mundus Action 2 grants for scholars who responded to our online survey, the length of mobility period spent in Europe varied. Just over half (53%) spent between 2-3 months in Europe, around a quarter (24%) between 1 and 2 months, 13% under 1 month and 10% over 3 months. This pattern is in line with the objectives and rules of the Action 2 grant scheme for scholars.

Over 80% of survey respondents claimed to hold a PhD and over 90% stated they had over five years' professional experience and that they had had articles published in peer-reviewed journals in the last two years. It is thus clear that Action 2 grants have been used within the context of



EMMCs to support mobility periods for comparatively experienced academic staff. This is confirmed by the age profile of respondents: 80% were aged over 40.

The case study research undertaken for the evaluation has showed that the ability to support Action 2 scholars is highly appreciated by course coordinators, although some courses have had difficulty in recruiting scholars and have not achieved their targets in this respect. Among the case studies, courses which have been more successful at recruiting scholars appear to exploit links made through existing subject-specific networks to ensure they receive enough suitable applicants. The number of applicants for each scholarship place linked to the case study courses appears to have been limited, although no consolidated data exist on this.

The interviews carried out for case studies also suggested that the academic standard of Action 2 scholars tends to be high. In this respect, Erasmus Mundus can be said to have achieved its specific objective to attract excellent scholars to Europe. However, the case studies also demonstrate that EMMC staff have differing understandings of the objectives of the mobility periods supported by Action 2 for scholars – an observation that was already highlighted in the interim evaluation of the programme<sup>39</sup>. It is possible to distinguish two broad approaches.

- A focused use of Action 2 scholars, where they are selected specifically in order to teach courses as part of the EMMC. In these cases, the most important selection criterion is the ability of individuals concerned to contribute to the EMMC curriculum (for example, by providing additional subject expertise, or an "external perspective"). In these cases, there is thus a high degree of integration between the Action 2 scholarship scheme and the EMMC itself<sup>40</sup>;
- A more "general" approach, whereby visiting scholars are selected primarily because of their relevance to the activities of the host department, and only secondarily because of their ability to contribute directly to the EMMC. While visiting scholars may teach on the EMMC, this tends to account for a minority of their time during their mobility period. In these cases, the direct link between the Action 2 funding scheme for scholars and the EMMCs is thus less clear.

The evidence collected for the evaluation clearly suggests that the latter approach is the more common. While a majority of the Action 2 scholars responding to our online survey undertook some teaching activities during their mobility period<sup>41</sup>, only 22% of survey respondents focused primarily on teaching and 17% undertook little or no teaching at all. In order to improve the coherence of the programme, more specific guidance on the intended role of Action 2 scholars would have been beneficial.

<sup>39</sup> Evaluation Partnership (2007), p.vi: "*The effectiveness of the grants for scholars could perhaps be further improved by providing clearer guidance to consortia in relation to the role that visiting scholars should play within the context of EM courses*"

<sup>40</sup> From the case study courses, EMCL has developed this approach most prominently. All Action 2 scholars in the EMMC go to the coordinating institution (Potsdam) and they are selected on the basis of the ability to teach on EMCL courses.

<sup>41</sup> 79% of Action scholars responding to the online survey undertook at least some teaching during their mobility period.

We consider the wider impact of the Action 2 mobility periods for third-country scholars on the scholars themselves and their host departments in the next chapter.

#### **5.4 What have been the short-term effects of Action 3?**

Erasmus Mundus has supported 47 partnership agreements between EMMC consortia and higher education institutions in third countries. These partnerships were selected on the basis of a total of 77 applications. The partnerships are intended to generate more structured cooperation between the institutions concerned (supported by the flat-rate partnership grant) and provide a framework to allow EMMC staff and EU students from EMMCs to spend short mobility periods at the third-country partner institutions. The overall number of partnerships supported by the programme remained clearly below the original target set at programme level.

Of the EMMC coordinators and partners that responded to our online survey, 68 (over a third of respondents) were part of consortia with an Action 3 partnership. When asked to comment on the overall effect of participating in Action 3, 60% of these respondents indicated participation was "very beneficial" and 33% that it was "generally beneficial". This pattern of responses broadly mirrors the findings of the case studies which focused on courses with an Action 3 partnership, in that there was overwhelming support for the principle of developing enhanced cooperation with third-country institutions to foster collaborative research and teaching exchanges. Moreover, representatives of all eight case study courses with Action 3 partnerships indicated that the links established with Action 3 partners were useful for marketing their own EMMC and attracting applications from students at the partner institution.

However, it is clear that several courses have experienced difficulties in implementing Action 3 as planned. The limited funding for institutional cooperation (€5,000 per third-country institution) appears to be insufficient to support activities other than bilateral or multilateral meetings – the outgoing mobility supported for EMMC staff and EU EMMC students is thus a key part of the Action 3 partnerships. However, several courses have not been able to send the expected number of students for mobility periods in partner institutions, simply because they have not succeeded in recruiting as many EU students as originally hoped. Furthermore, there have also been instances where the EMMC staff have not undertaken the mobility periods at third-country institutions that were planned in their original applications, generally for logistical or personal reasons.

It seems likely that many of the problems encountered are related to the inherent design of Action 3. In particular, there is little courses could do to boost student mobility, if there were simply not enough EU students on the course. It is possible that the design of Action 3 also explained the lower than expected levels of applications and participation in this part of Erasmus Mundus. These issues, already highlighted at the time of the Interim Evaluation have been addressed in the new programme, where third-country institutions can be full partners in consortia.

Despite the difficulties encountered, there are clear examples of Action 3 adding a highly relevant extra dimension to an existing EMMC. In the case of AGRIS MUNDUS, for example, the

consortium of European institutions specialised in tropical and subtropical agriculture and resource management used Action 3 to formalise existing partnerships with third-country institutions in tropical and subtropical regions specialised in similar disciplines. The partnership then allowed EU students on the course to undertake mobility periods at the partner institutions to complete or undertake fieldwork for their dissertations.

## 5.5 Additional implementation challenges faced by EMMCs

The evaluation has considered the main challenges encountered by those running EMMCs. We thus focus here on implementation by programme beneficiaries, from the beneficiary perspective. Issues related to implementation by the Executive Agency, at the programme level (project selection, payments etc) are addressed in Chapter 7.

Despite the inherent complexities of establishing a trans-national course with multiple partners and recruiting students from across the world to attend it, the evaluation has found that implementation of Erasmus Mundus on the ground has generally worked very well. However, a number of issues, which we have not yet specifically addressed, have emerged as problematic for EMMCs. The most significant of these issues are as follows:

- **Accreditation of joint degrees.** EMMCs are free to choose whether they award a joint, double or multiple degree<sup>1</sup>. Joint degrees, which involve a single diploma issued for study at more than one institution, are perceived to be more easily understood by employers and others than double or multiple degrees, which generally require a separate diploma supplement to explain their inter-relationship. Moreover, joint degrees require considerable integration between the participating institutions and thus help to contribute to the EU's goal of creating a European Higher Education Area. Available data<sup>2</sup> show that only around a quarter (19/79) of EMMCs offer full joint degrees, while the majority offer either double or multiple degrees<sup>3</sup>. The case studies and interviews with National Structures have highlighted that legal obstacles to the accreditation of joint degrees remain at national level in several EU countries, including the Netherlands, Sweden and Hungary. This is hampering efforts to extend joint degrees to other courses.
- **Delays in the approval of scholarships.** The need for the award of scholarships to students to be approved at EU level delays the final approval until June or even July of a given year, which is viewed as too late by many of the EMMC coordinators consulted in the case study research. Although many courses have "got around" this issue by informing applicants shortlisted for scholarships once the decision has been made by the consortium, several consortia report that

<sup>1</sup> A joint degree is defined as a single diploma issued by at least two of the institutions offering an integrated study programme, a double or multiple degree is defined as two or more nationally recognised diplomas issued officially by two or more institutions involved in an integrated study programme.

<sup>2</sup> Data are available for 79 of the 80 courses supported up to the end of 2007 (not available for 2008).

<sup>3</sup> 6 of the 79 courses offer a combination of joint or double / multiple degrees depending on the institutions attended.

good students have accepted places on other courses because they did not get confirmation of their scholarship in time. This was an issue already highlighted in the interim evaluation and the approval process has been simplified in the new programme.

- **Visa difficulties.** Many of the problems reported at the time of the interim evaluation in relation to visas appear to have been solved, as courses are aware of the need to inform applicants to begin visa applications as soon as possible and in advance of final approval of scholarships. Nevertheless obtaining visas remains difficult for some students and this can be problematic for course coordinators, who may seek to help students. Overall, however, the evaluators have concluded that the issues identified are largely independent of the control of EMMC staff and depend on the decisions of the authorities (in fact, individual officials) involved. As such, this particular issue seems to be inevitable for a programme such as Erasmus Mundus.
- **Delays in health insurance payments.** The health insurance system established for Erasmus Mundus I was criticised by staff and students interviewed in a number of case studies. In particular, considerable delays were reported in reimbursement of expenses incurred. Moreover, the system was seen as cumbersome and, in some cases, confusing, as medical costs could be reimbursed for foreign students under national legislation in some Member States. Under the new programme, from 2010 onwards the centralised insurance system provided by the European Commission will be abolished and the students' health and accident insurance will be a matter for which the EMMCs are responsible.

## 5.6 What have been the short-term effects of Action 4?

### 5.6.1 Focus of Action 4 project activities

A wide variety of projects were supported through Action 4 – ranging from the development and publication of an evaluation methodology for internal quality assurance procedures of Joint Master programmes (EMNEM); to global promotion and partnership for European distance education (EDUContact); to capacity building through Education Advising Centres (TEA TEAM); to global promotion of the Baltic Sea Region (BalticStudyNet).

It was common for projects to focus their efforts on a specific academic discipline (e.g. sustainable development, music, distance higher education) and/ or a specific geographical area - a particular European region (supply-side) and/ or a group of third countries (demand-side). Notably, evidence from the Action 4 project interviews suggests that the promotion of European higher education needs to have a subject specific element as students are primarily interested in the academic content of European higher education. So, whilst more general information about studying in Europe may be useful for attracting third-country students, it is not likely to be the driving force in terms of determining whether to study in the EU or not.

The Action 4 projects supported a range of activities and outputs, including:

- Primary research activities relating to the demand for European higher education – including surveys/ questionnaires in relation to non-EU students experience and willingness to study in Europe, the attractiveness of European higher education, and the experience of Erasmus Mundus students; needs analysis in relation to the sustainability context of third-country regions and demand for education in sustainable development; and a new observatory unit set up for European higher distance education.
- Secondary research activities - including compilation of information in relation to good practice in recognition of degrees and qualifications, quality assurance and accreditation systems; differences in educational systems.

These research activities have subsequently been used to inform a number of reports and policy papers; develop information databases and catalogues of courses and educational systems; and develop an evaluation methodology for Joint Masters courses.

Many of the Action 4 projects have also developed web portals and websites in order to make reports, policy papers, information databases and catalogues available to a wider audience, as well as act as gateways to other services or resources, including, for example, the "Study in Europe" website developed through the Global Promotion Project (GPP). The outputs of the project activities have also been communicated through a range of seminars and conferences arranged within the projects.

It is understood that the primary and secondary research activities have been extremely important in some projects in order to target promotional activities, given a relatively weak evidence base at the start of the project. For example, it was discovered that some universities were not interested in receiving more students and/ or applications, particularly in those countries where tuition fees are not permitted. Moreover, in the EDUContact project, it was discovered that many distance education courses were not available for non-European students.

In addition to the research-related activities outlined above, Action 4 also supported projects involved in capacity building through training and information seminars for international officers in and educational advisors in a number of third countries, as well as the establishment of a contact centre for European distance education. Action 4 also supported International Thematic Networks, which in effect are extensions (numerically and geographically) of existing Thematic Networks (TNs) selected under the Lifelong Learning Programme.

Overall, evidence from the interviews suggests that the overwhelming majority of Action 4 projects followed the original work programme, with only minor, if any, adjustments in terms of the timing of activities. However, in terms of indicators for measuring the success of the projects, very few undertook any formal monitoring activities and it is thus difficult to determine whether the projects were successful in achieving the target outputs.

## 5.6.2 Evidence on results

In addition to the outputs directly related to project activities, the Action 4 projects also resulted in a range of other activities. For example, some Action 4 projects received additional funding to expand and/ or extend project activities. Indeed, during SDPROMO, the dissemination activities attracted several inquiries from African countries, as well as Caribbean, MEDA, South-East Asian and Gulf countries. Thus to capitalise on this interest and the experiences gained from the original project, similar activities were introduced in these regions through a new project (SDPROMO II). Equally, EHEW was extended through a new project (EHEW II) focusing on how Erasmus Mundus contributes to the provision of skilled specialists in regions outside the EU (brain gain). Moreover, in EDUContact, four additional universities joined the project, as contributors to the project rather than full partners, following the initial activities of the project.

Although the evidence from interviews would suggest that there was generally little awareness among Action 1 universities about the activities undertaken in Action 4 projects, some projects (e.g. EHEW) made a conscious effort to disseminate the project outputs to a selection of Action 1 coordinators and partners. This subsequently supported some Action 1 coordinators and partners to improve their existing EMMCs.

Whilst in most cases, international cooperation and networking existed before the projects, Action 4 provided a platform to support a longer history of cooperation and networking, as well as providing ideas and setting up the necessary infrastructure for future cooperation. However, without continued external funding, it appears that the future international cooperation and networking is likely to operate at a much smaller scale and scope.

Although projects aiming at the development of new Erasmus Mundus Masters courses are not eligible for funding, some Action 4 projects (e.g. SDPROMO and MUNDUS MUSICALIS) indirectly resulted in a number of applications being submitted to set up Joint Masters courses as part of EM II, on the basis of cooperation during Action 4 and information databases and catalogues developed through Action 4 projects.

Following the activities undertaken as part of Erasmus Mundus Action 4, some projects, including MUNDUS MUSICALIS and LE:NOTRE, were invited to comment on European sectoral qualifications frameworks and subject-specific frameworks for quality assurance and accreditation. Importantly, as a result of the international dimension of the Action 4 projects, this has offered a unique opportunity to compare these frameworks at an international level which will hopefully facilitate the recognition of the frameworks in the future.

Some Action 4 projects, including BalticStudyNet and SDPROMO, were invited to external events including the International Fair for Education, Languages and Cultures in Moscow in 2008.

Whilst some projects were successful in creating links with other projects (for example Bridges-LAC, BalticStudyNet and EDUContact) and thereby developing synergy effects, it appears that many projects were not successful in creating links with other projects. Whilst Action 4 project coordinators found the coordinator meetings arranged by the EC useful, evidence from the

interviews suggests that the coordinators were not able to follow up on the contacts that they established at these meetings.

## 5.7 Key messages concerning results

The key messages emerging from our analysis of results of the Erasmus Mundus programme are:

- The institutions participating in Erasmus Mundus tend to be of high quality. 111 of the 264 higher education institutions participating in Erasmus Mundus feature in one or both of the most prominent international university rankings, although there is significant variation between Member States. Featuring in these rankings is an indication of high quality in relation to the ranking criteria used and, as the rankings are widely used by prospective students in short listing universities, the strong performance of Erasmus Mundus institutions is likely to have a positive influence on the reputation and attractiveness of the programme. However, existing international rankings provide an imperfect benchmark, as they fail to take sufficient account of specific characteristics of national higher education systems (notably favouring northern and western Europe). The common European ranking system currently being developed could provide a more reliable benchmark.
- Erasmus Mundus courses are perceived to be of high quality by both the staff involved in running them and students who have followed them. Indeed, the higher "academic level and content of the course" was the characteristic of EMMCs that course coordinators and partners most frequently perceive to add value over and above "mainstream" Masters programmes in the same discipline. EMMCs are also seen to add value to the existing higher education offer at Masters level through creating an intercultural experience and through the mobility dimension built into courses.
- Although EMMCs have been successful in creating high quality joint courses, the evaluation has found that achieving a high degree of coherence between the curricula provided at different sites and in the different training paths offered to students remains one of the most important challenges facing Erasmus Mundus courses. There is evidence to suggest that a more structured approach, where all students follow at least some common courses and have a comparatively limited number of training paths can strengthen the coherence of courses in comparison to a more decentralised, "*à la carte*" approach.
- The excellence of the participating departments and their staff remains the main guarantor for the academic quality of EMMCs. Participating departments have their own Quality Assurance mechanisms to comply with national regulations and most courses appear to have put in place some form of common quality assurance mechanisms, in addition to the widespread and standardised use of student feedback. With a view to moving to more widespread use of Joint Degrees, it appears that many course could further improve their EMMC-wide QA mechanisms.

- EMMCs generally provide a high standard of support to their students and facilities at participating institutions are generally rated highly by students.
- With a very limited number of exceptions, Erasmus Mundus courses have been successful in attracting high numbers of applications from third countries, but have frequently been unable to recruit the predicted number of EU students. EU applicants are likely to have been dissuaded by the comparatively high tuition fees charged by most EMMCs – particularly in Member States which do not normally apply fees at a similar level.
- The overall academic standard of the students selected on EMMCs is very high. 55% of EMMC coordinators and partners replying to our online survey stated that the average academic standard of Erasmus Mundus students was "significantly above" the average of Masters level students in their departments.
- Competition for places on EMMCs among third-country applicants is generally high. In some cases, applicants to student ratios of 25:1 have been observed. Nevertheless, there is evidence that the large-scale geographical quotas introduced by the "Windows" have weakened the focus of the programme on "excellence" and, in a limited number of cases, led to the selection of students of a below average academic standard. The evaluators consider that the system of "Windows" used in Erasmus Mundus I was inconsistent with the stated objective of the programme to focus on excellence.
- The standard of scholars supported under Action 2 has been high and many highly experienced academics from third countries have thus been able to spend time in EU higher education institutions. There is evidence to suggest that the effectiveness and coherence of this element of the programme is improved when the activities that scholars undertake during their mobility periods are closely linked to the EMMC in the host department. Greater clarity in the objectives of this part of the programme would have been helpful in this respect.
- The take-up of Action 3 funding for partnerships between EMMCs and third-country higher education institutions and the related outgoing mobility grants for EU staff and students has been lower than anticipated and there have been implementation difficulties linked to lower than expected numbers of EU students on EMMCs with Action 3 partnerships. The format for partnerships with third-country institutions has been fundamentally changed in the new Erasmus Mundus programme. Nevertheless, there is clear evidence of Action 3 partnerships providing a valuable extra dimension to specific EMMCs, notably as a means to support EU students to undertake fieldwork in third countries as part of their studies.
- The main administrative challenge facing EMMCs highlighted by the evaluation are the remaining legal barriers in some Member States to accreditation of joint degrees. As single diplomas for joint degrees are likely to be more easily recognised by employers, it would be desirable for Member States to enhance their efforts to facilitate the award of joint degrees. Although difficulties with visas are sometimes still reported, it seems that most EMMCs have



taken all possible steps to address this and this is ultimately an issue that can only be decided by the relevant authorities.

- Although the projects supported under Action 4 appear to be relevant to the overall aims of Erasmus Mundus and have undertaken a range of interesting activities, the evidence for the evaluation demonstrates a weak link between Action 4 activities and the mainstream programme. The diversity of comparatively small projects – an inevitable consequence of the way the programme is structured - is likely to have reduced the overall potential of the Action to achieve a sustained impact.

## 6.0 Strategic objectives: impact and sustainability

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### 6.1 Strategic objectives and intended impacts

In the previous chapter, we focused on the fundamental evaluation questions related to the short-term or "specific" objectives of the Erasmus Mundus programme, considering the characteristics and inherent "quality" of the courses, students, scholars and partnerships supported.

In this chapter, we focus on the wider or longer term effects of the programme (impacts) and its "additionality" - what it has brought above and beyond what would have occurred in its absence. Related to the concept of longer-term effects, we also consider the sustainability of the programme – in other words the extent to which the new higher education offer supported by Erasmus Mundus could survive into the future without the same level of EU funding. The four "fundamental" evaluation questions we seek to address are thus:

- Do EMMCs collectively contribute something additional to the overall supply of higher education in Europe that would not have been provided in the absence of the programme? (Key intermediate impact)
- Has the number of high quality 3<sup>rd</sup> country students and scholars attending EMMC institutions increased in comparison to what would have happened without the programme? (Key intermediate impact)
- To what extent and how have students and scholars benefitted from participation in the EM programme and what impact has this had on their subsequent employment or study? (Key intermediate impact)
- To what extent are the EMMCs sustainable beyond the lifetime of EU funding? (Key intermediate impact)

Table 6.1 overleaf presents in more detail the strategic objectives of Erasmus Mundus and the interpretation of the intended impacts of the programme which we agreed with relevant stakeholders during the inception phase. Our presentation of findings and analysis in the following sections also considers other, perhaps unintended, impacts that have been revealed through our research.

**Table 6.1 Strategic objectives and intended impacts**

	Objectives	Intended effects	Corresponding evaluation questions
INTERMEDIATE STRATEGIC OBJECTIVES	<u>Offer</u> (additional) high quality <u>integrated</u> Masters courses	<p><b>Intermediate impact:</b> Sustainable increase in number of high quality Masters Courses provided than if the programme had not existed</p> <p><b>Intermediate impact:</b> positive effects on quality assurance or quality of provision in departments / institutions affected, which would not have occurred without the programme</p> <p><b>Intermediate impact:</b> positive effects cooperation / integration between European Masters courses which would not have occurred without the programme</p>	<p>Do the EMMCs provide something new / additional in comparison to the provision that would have existed without them? (if so, what?)</p> <p>Has the experience of EM contributed to quality assurance procedures for HE provision in the departments and institutions concerned? Would these improvements have occurred without the programme?</p> <p>Has the experience of EM contributed directly to improvements in the quality of HE provision in the departments and institutions concerned (beyond the EMMC itself)? Would these improvements have occurred without the programme?</p> <p>Are the EMMCs sustainable beyond the lifetime of EU funding and at the same level of quality?</p>
	<u>Attract</u> and <u>develop</u> (additional) high quality students and scholars from all over the world	<p><b>Intermediate impact:</b> Increase in high quality 3<sup>rd</sup> country students and scholars in comparison to situation without the programme</p> <p><b>Intermediate impact:</b> 3<sup>rd</sup> country students and scholars attracted by programme are developed (in terms of knowledge, employability etc)</p>	<p>Has the number of high quality 3<sup>rd</sup> country students and scholars attending EMMC institutions increased in comparison to what would have happened without the programme?</p> <p>To what extent have students and scholars been developed by participation in EM?</p>
GLOBAL STRATEGIC OBJECTIVES	<u>Enhance</u> quality of European higher education through both supply and demand	<p><b>Global impact:</b> Overall increase in the supply of high quality higher education provision in Europe</p> <p><b>Global impact:</b> A higher proportion of the world's most talented internationally mobile students and scholars spend time in EU higher education</p>	<p>To what extent is it likely that EM has contributed to increasing the overall quality of HE supply in Europe?</p> <p>To what extent is it likely that EM has contributed to attracting a higher proportion of the world's most talented internationally mobile students and scholars?</p>
	<u>Improve</u> accessibility and profile of European higher education	<p><b>Global impact:</b> A higher proportion of the world's most talented internationally mobile students and scholars spend time in EU higher education</p> <p><b>Global impact:</b> High quality Europe HE more visible (put on show) in rest of the world</p> <p><b>Global impact:</b> Improved accessibility of European HE for all 3<sup>rd</sup> country students and scholars</p>	<p>To what extent is it likely that EM has contributed to attracting a higher proportion of the world's most talented internationally mobile students and scholars?</p> <p>To what extent has EM made high quality higher education in Europe more visible in the rest of the world?</p> <p>To what extent has EM contributed to making higher education in Europe more accessible for 3<sup>rd</sup> country students and scholars?</p>
	<u>Promote</u> intercultural dialogue and understanding between Europe and the world	<p><b>Global impact:</b> Improved understanding of other cultures in EU and rest of World</p>	<p>Do students, scholars and teachers involved in EM feel participation in the programme has improved their understanding of other cultures?</p> <p>Is any change in perceived understanding of other cultures among EM participants likely to contribute to overall intercultural understanding at world level?</p>

## 6.2 Impacts on Higher Education institutions

### 6.2.1 Supply side impacts

The evidence gathered for the ex-post evaluation demonstrates that Erasmus Mundus has increased the overall supply of Masters-level education in the EU in both quantitative and qualitative terms.

In terms of quantity, it is clear that the Masters courses supported by Erasmus Mundus have almost all been created in addition to existing provision and that pre-existing courses in the departments involved in the programme have, in the vast majority of cases, continued to run in parallel to Erasmus Mundus<sup>1</sup>. Moreover, although it is difficult to predict accurately the counterfactual situation, in which the programme had not existed, it seems highly unlikely that additional courses like those supported by Erasmus Mundus would have been created in the absence of direct EU funding. The discussions in relation to the “sustainability” of EMMCs (an issue to which we return below), which formed part of the evaluation, highlighted the instrumental role of programme funds in bringing the new courses into being.

When it comes to quality, we have illustrated that Erasmus Mundus courses are overwhelmingly of a high academic standard. However, it can be argued that they contribute most directly to the overall “quality” of higher education in Europe by adding something new, which simply did not exist before on such a scale: integrated trans-national Masters programmes federating some of the best university departments in the EU. The new courses often offer unique subject combinations, made possible by the partnership between different specialised departments. 60% of EMMC coordinators and partners responding to our online survey indicated that there were no other courses in Europe offering a comparable curriculum<sup>2</sup>. Moreover, as already highlighted in the previous Chapter, the trans-national dimension and the focus on third-country students creates a new internationalised learning environment, different to those offered by more traditional, single location, national Masters programmes.

In addition to this direct impact on the supply of higher education in the EU, the evidence collected for the evaluation illustrates that Erasmus Mundus has brought about additional effects, beyond the limits of the EMMCs themselves, on participating staff, in participating departments and even at institutional level within participating universities and institutes. The key aspect of Erasmus Mundus courses, which has driven the wider impacts observed, is their international character, which has contributed to a twin process of “Europeanisation” on the supply side (as universities from different countries work together) and “Internationalisation” on the demand side (as universities seek to attract more students from abroad and respond to their requirements).

<sup>1</sup> We have not encountered any examples of the introduction of Erasmus Mundus courses leading to the abolition of pre-existing courses, although our survey has not been fully comprehensive.

<sup>2</sup> The other 40% indicated there were only a “limited number” of such courses.

The case study research and open questions included in our online evaluation surveys have brought to light examples of the type of impact Erasmus Mundus has had on a personal, departmental and institutional level within European higher education institutions. Key areas where impact has been observed include:

- **Institutional learning concerning trans-national study programmes.** Many of those involved in implementing EMMCs have highlighted the learning process involved, even for individuals with some previous experience of collaborative study programmes. The range of issues which need to be dealt with and agreed between partners in EMMC consortia is considerable, ranging from curriculum planning, assessment of applications, quality assurance and marking. The process requires individuals to learn about the approaches used in other EU countries, which can in turn lead to reflection about current approaches in the institutions concerned. This learning process is important for both teaching and administrative staff and places them in a better position to maintain the existing or run new trans-national courses.
- **Support for implementation of Bologna.** In a related, but more specific point, Erasmus Mundus courses have meant that participating departments have needed to engage directly with the practicalities of implementing the Bologna principles and most notably the European Credit Transfer System. In many cases, Erasmus Mundus seems to have precipitated this work, which may otherwise have occurred more slowly and in less depth. Additionally, Erasmus Mundus has highlighted the need to reform national legislation to allow joint degrees, which, in turn, can support the creation of the European Higher Education Area and help to improve the true integration of trans-national study programmes.
- **Increased international diversity within departments.** EMMCs have frequently led to an increase in the number and diversity of international students in individual academic departments. This is often reported by those consulted to have broadened the scope of debate in classes and more generally, allowing a more international (and less national- or Euro-centric) perspective.
- **Adapting teaching methods and styles.** Different elements of Erasmus Mundus are reported to have had a direct impact on teaching methods and styles used by teachers associated with the programme. Firstly, the need to cooperate with academic partners from other EU countries to develop common curricula has often highlighted alternative approaches and has led teachers in some EMMC to adapt their teaching techniques or approaches to research assignments or written work. These changes may then have a knock-on effect on the approaches used by these teachers in non-EMMC classes. Secondly, change can also be driven by EMMC students, who are frequently reported to be older, more experienced and more demanding than their counterparts in mainstream Masters programmes. This can lead some teachers to become defensive. Others adapt to the new demands.
- **Teaching language.** Courses on EMMCs in non-English-speaking countries are taught in English to make them more accessible to a range of third-country students. The use of English is frequently a new development introduced for Erasmus Mundus, although many departments

already provided some courses in English. Moreover, there are examples of English language courses introduced for Erasmus Mundus having a “knock-on effect” and leading to courses on other programmes being made available in English. For example, the Faculty of Life Sciences at the University of Copenhagen, which is involved in several Erasmus Mundus courses, has begun teaching additional modules in other (previously Danish) Masters courses in English. While this may be counter to the EU’s objective in terms of multilingualism, it is likely to increase the international attractiveness of these other Masters programmes.

- **Networks for research.** The links established or reinforced between consortium partners, as well as the connections established with Action 2 scholars and Action 3 partner institutions within the scope of Erasmus Mundus are reported to have been particularly valuable from a research perspective. The enhanced degree of interaction facilitated by Erasmus Mundus is seen to have increased opportunities for future research collaboration and, in a number of cases, has already led to new joint publications, which are unlikely to have come about without the connections established through the programme. “Enhanced contacts for future collaborative research” was the effect of the presence of Action 2 scholars in EMMC departments most frequently cited by respondents to our online survey of EMMC staff (85% of respondents indicated this as an effect).
- **International image and international strategy.** In the response to an open question about the impact of Erasmus Mundus, many EMMC partners and coordinators responding to the online evaluation survey indicated that participating in Erasmus Mundus had helped to increase the international profile of their department. Moreover, in the case studies examined, Erasmus Mundus was generally seen by those responsible for institutional international strategies as a valuable tool in strengthening the image of their institution, even in institutions with a strong record of attracting international students. In some institutions, which had previously been less “internationalised”, the experience of Erasmus Mundus was seen to have strengthened the commitment of the institutional hierarchy to their own internationalisation strategy.

## 6.2.2 Demand side impacts

On the demand side, Erasmus Mundus set out to increase the number of high-quality third-country students studying in Europe and contribute to improving the accessibility and attractiveness of the EU as a higher education “destination”. In order to reach a judgement about this, the evaluation has drawn primarily on the evidence from EMMC coordinators and partners who replied to the online survey and/or were interviewed during our case study visits.

When asked whether the number of third-country students studying in their department had changed since the beginning of the EMMC, 64% indicated that it had “increased” and 34% that it had “remained stable”. At the micro level, therefore, we see an increase in student numbers in a majority of departments, but perhaps a less uniform increase than one would expect, given the “additional” nature of the courses supported by Erasmus Mundus, which was highlighted above. Several factors could explain why a third of respondents reported no increase in third country students in their department. The first is that that these respondents come from partner institutions

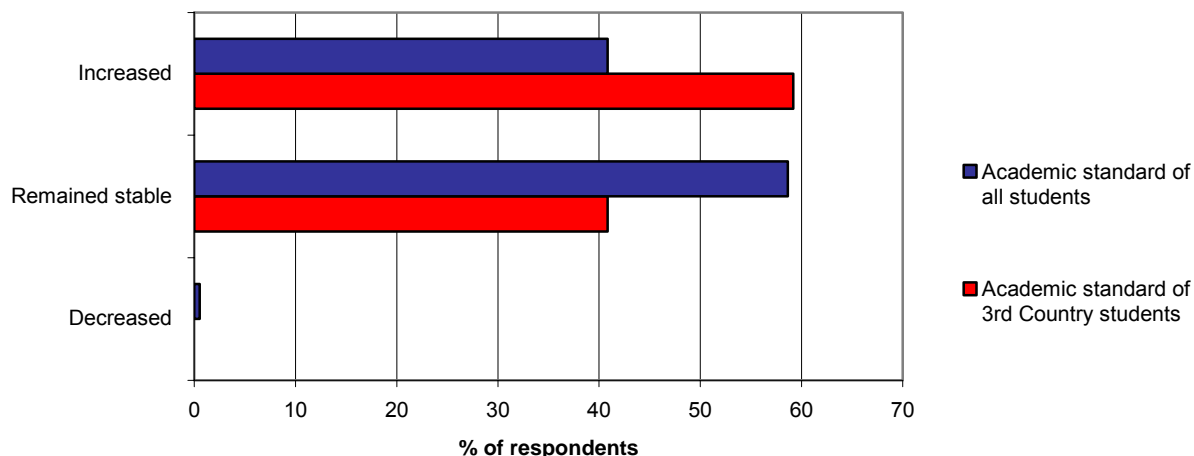
receiving comparatively few Erasmus Mundus students and which already received a significant number of overseas students. In such cases, the additional Erasmus Mundus students may not lead to an overall increase. The second explanation may be that third-country students who would previously have attended a “domestic” Masters programme have instead opted for a (potentially well-funded) place on an Erasmus Mundus course.

In the absence of detailed data on overall third-country student numbers in individual departments, it is impossible to reach a firm conclusion about the pattern observed. Nevertheless, all the coordinators of the EMMCs reviewed in case studies reported an increase in third-country students attending their departments. Moreover, virtually all highlighted a clear pattern of diversification in the origin of third-country students, as the EMMC was able to attract students from countries from which the department had no history of recruiting. This reported diversification argues against a widespread pattern of “substitution”, whereby students that “would have come anyway” opted to follow EMMCs.

As with the supply side of the programme, Erasmus Mundus sought not just to increase the quantity of third-country students, but also to ensure that they were high quality students. We have already demonstrated in Chapter 5 that the overall standard of the students recruited by EMMCs has been high. We also asked EMMC coordinators and partners whether they had observed any evolution in the academic standard of third-country (and non-third-country) students in their department since the start of the EMMC they host. As shown in Figure 6.1, whereas 40% of respondents reported an increase in the standard of “all students” in their department in the time since the EMMC had started, almost 60% reported an increase in the number of high-quality third-country students. This finding is in line with the previous evidence on the overall quality of EMMC students and also lends weight to the argument that many or most of them were a “new” type of third-country student for the participating departments, who may not have come to Europe without the programme.

**Figure 6.1 Change in the academic standard of students since start of EMMC**

Since the beginning of the EMMC, how would you say the overall academic standard of a) all students studying in your department and b) 3rd country students studying in your department has evolved?



Source: ECOTEC survey to EMMC coordinators and partners

Other important factors affecting the demand for European higher education internationally are accessibility (the ability of third-country students to come to study in Europe) and attractiveness (the extent to which Europe is seen as a competitive and desirable destination).

The evidence from the evaluation, including the Graduate Impact Survey, suggests that Erasmus Mundus has affected the accessibility<sup>1</sup> of European higher education in two main ways. Firstly, and most obviously, it has made European higher education more accessible by providing scholarships. A majority of former Erasmus Mundus students responding to the GIS indicated that the scholarship was a decisive factor in their decision to come to Europe – a finding confirmed by the student focus groups held as part of the case study visits. Secondly, and more indirectly, the evidence from case studies in particular, shows how many higher education departments have become more familiar with the specific challenges faced by third-country students, notably in terms of visas and administrative procedures and are thus now much better placed to assist these students. This latter development is likely to have a sustainable effect on the accessibility of European higher education. It is notable that 77% of respondent to our survey of EMMC coordinators and partners felt that Erasmus Mundus had had a “very positive” impact on the accessibility of European higher education.

<sup>1</sup> Cf evaluation question 30: To what extent has EM contributed to making higher education in Europe more accessible for 3rd country students and scholars?



### 6.3 Impacts on participating students

The Graduate Impact Survey, conducted as part of a separate study by ICUnet, is the main tool for assessing the impact of Erasmus Mundus on students. The survey has sought to examine impact by considering graduates' perceptions of the effect of following an Erasmus Mundus course on their skills and career development and by asking graduates about their activities after they completed the course.

A large proportion of the 309 former Erasmus Mundus students who responded to the Graduate Impact Survey also indicated that they felt Erasmus Mundus courses offered distinctive added value. When asked whether they felt they would have been able to gain similar skills and experience from a conventional Masters course in Europe, 234 (76%) answered "no". These respondents were then given the opportunity to specify what they felt the particular "added value" of the course to have been in an open (free text) question. The factors of mobility and intercultural experience (as opposed to the academic quality per se) are the factors most frequently cited, followed by network building.

When asked in which skills areas they had benefited most from participating in Erasmus Mundus, GIS respondents most frequently selected "methodological competencies" (equating to subject-related knowledge and skills), followed by "social" and "individual" competencies (interpersonal skills, organisation and self confidence). These findings are in line with the benefits already reported by current students in the focus groups held as part of the case studies.

It is more difficult to draw firm conclusions about the impact of Erasmus Mundus on students from the evidence available from the GIS on students' subsequent development, not least because over 60% of respondents had only graduated in 2008 or 2009 and further 30% in 2007. As such, we can and should not begin to try to assess the longer term impact of Erasmus Mundus on graduates.

As it stands, fifty one per cent of the 280 graduates providing valid responses to the relevant section of the GIS stated that they were employed. Over 80% of these had obtained a job within six months of graduating and most were full time jobs with a "high degree" of security. Moreover, 67% of these respondents indicated the skills gained through Erasmus Mundus were "very" or "fairly" relevant to their current occupation and 50% indicated that the EMMC had been the best possible academic preparation for the current position. Perhaps unsurprisingly, given the profile of Erasmus Mundus courses, the largest numbers of employed graduates indicated they worked in engineering (15.5%), "R&D / Science" (14%) and training (8%).

The Graduate Impact Survey is a potentially valuable tool for monitoring the future development of Erasmus Mundus graduates. Indeed, as many of the case study respondents highlighted, monitoring the subsequent development of alumni can provide valuable input for marketing institutions and their courses. However, such a monitoring exercise requires careful planning, with sufficiently large respondent groups and a clear definition of the information to be obtained from alumni. The surveys conducted to date have covered a wide range of topics and included a large

number of questions, the precise purpose of which was not always evident. For such exercises, shorter, more targeted questionnaires are in general preferable.

## 6.4 Impacts on participating scholars

In our survey, we asked scholars who had been supported by Action 2 to assess the personal impact of their mobility period in Europe. Of the 292 respondents, 91% had returned to their original employer institution at the time they completed the survey. Sixty per cent of respondents stated that the impact of their mobility period on their subject-related skills was “high” and a further 38% that this impact had been “moderate”. When asked to specify what they felt to have been the most important areas of impact, respondents highlighted a combination of four main factors:

- The most frequently cited impact by scholars was improved opportunities to engage in collaborative scientific research with staff from the host institution staff. The mobility periods allow scholars to access leading EU specialists in their area of research in their host departments and either begin collaborative research during their mobility period or establish links for future work. This experience in turn helps them to boost their profile and the profile of their home institution in the research field concerned.
- Scholars also valued the insights gained from teaching in leading EU institutions. The experience of teaching and working with teachers from internationally renowned institutions is seen by many scholars to have improved their own teaching skills and as likely to have an impact on the teaching they provide in their home country.
- Scholars also frequently report that the mobility period has allowed them to develop their professional networks. Although this impact may be primarily linked to the potential for collaborative research, strengthened networks can also help the future career development of the individuals concerned.
- On a more personal level, the experience of spending time in an EU country was seen as culturally enriching. Interestingly, 52% of survey respondents also report that their attitude to the European Union had changed in a “very positive way” and 38% in a “fairly positive way” as a result of participating in Erasmus Mundus, which could be seen as an important indirect benefit of the programme.

Turning to the weaknesses identified by scholars, a limited number of respondents to the open question on “impact”, reported that the benefits of their mobility period had been reduced because they had had limited contact with professors in the host institution. Moreover, the 17% of survey respondents who undertook exclusively research during their mobility period on several occasions highlighted that this limited the benefits of their time in Europe, as, without engaging in teaching, they had had more limited contact with other staff and students in the host department. Scholars reiterated the need to prepare mobility periods well and be clear about expectations and objectives. This appears not always to have been the case.

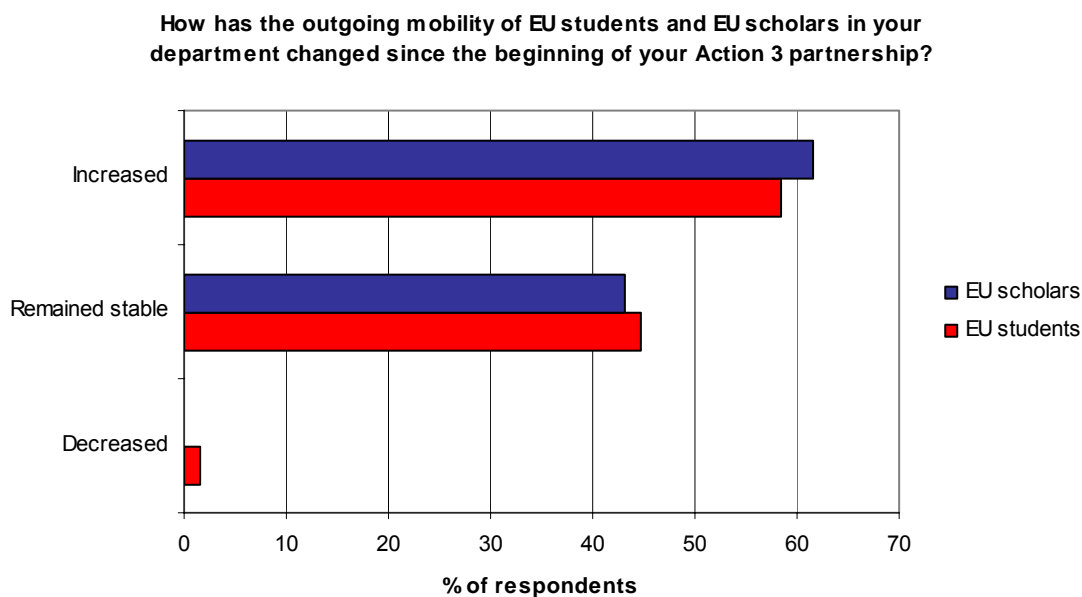
## 6.5 Impact of Action 3

Taking into account responses to the online survey of EMMC coordinators and partners and the findings of the case study research, it is clear that the impacts of Action 3 to date have been comparatively modest in comparison to those of Action 1 and 2. This is mainly a reflection of the lower levels of financial resource dedicated to this Action, but also a result of the lower than expected take-up of partnerships by EMMCs and the implementation difficulties linked to a lack of EU students already mentioned in Chapter 5.

Nevertheless, those consulted highlighted two main areas of impact from Action 3. Firstly, the partnerships established were widely seen as to have allowed EU universities to strengthen often pre-existing links with relevant departments in third countries and place these on a more formalised setting. International partnerships were widely seen as a vital part of modern higher education and Action 3 was seen to create or reinforce useful platforms for exchange – something that is valuable from an academic and research perspective.

Secondly, Action 3 has brought about increased levels of international mobility for students and staff in participating EU departments, even if the impact in this area appears to be less than one would have expected. As shown in Figure 6.2, while around 60% of respondents to the online survey from departments with an Action 3 partnership reported that outgoing mobility by EU students and staff had increased, around 40% reported it had remained stable. This almost certainly reflects in part the fact that some Action 3 partnerships are relatively new and thus outgoing mobility has not yet started. However, it may also suggest that Action 3 has in some cases substituted existing mobility funding. Although this is possible in the case of staff (who may otherwise be able to draw on departmental funds), it seems less plausible for students. The limited increase in mobility may simply reflect a lack of EU students on EMMCs to take advantage of the opportunity.

**Figure 6.2 Changes in outgoing mobility as a result of Action 3**



Source: ECOTEC survey to EMMC coordinators and partners

Notwithstanding the previous point, some EMMC coordinators running Action 3 partnerships reported that this additional aspect of Erasmus Mundus has been a valuable tool in attracting EU students to the course, who were interested in the possibility of receiving international mobility grants to spend time at a third-country institution (part of Action 3).

## 6.6 Impact of Action 4

Given the long-term nature of wider impacts and the fact that many projects have only just finished or are finishing at the end of 2009, it is difficult to determine the wider impacts of the Action 4 projects. However, through consultations with a number of Action 4 project coordinators it is understood that the projects helped develop a strong interest in the Erasmus Mundus programme among students, teachers, higher education institutions and other organisations with an interest in higher education, which may deliver wider impacts to support the overall objectives of the Erasmus Mundus programme.

For example, Action 4 allowed participation of private and public educational organisations and NGOs with an interest in, and knowledge of, European higher education and these are likely to play an important role in the future effectiveness, efficiency and quality of EMMCs. Indeed, it has been reported that before the Action 4 projects many educational advisors in third countries had very little awareness of European higher education relative to US higher education. Moreover, US higher education was considered to be more straightforward than European higher education, particularly given the legislative, institutional and linguistic differences in Europe.

Importantly, therefore, Action 4 projects such as TEA TEAM and BALANCE:Bologna provided a better basis for receiving applications from high quality students in these countries, by informing educational advisors and international officers in a number of third countries of the Erasmus Mundus programme and providing them with relevant training. Moreover, by facilitating links to be established between individual universities and educational advisors the TEA TEAM project also created a mechanism through which universities could seek to validate the qualifications of third-country students during admission.

An explicit criterion of the Action 4 projects was that they must have a clear international (third-country) dimension. In some instances (particularly in partnerships with South American and Chinese organisations), this international dimension created a perception of the Action 4 projects and the overall Erasmus Mundus programme as a competitive approach towards global recruitment of students and/ or as 're-colonisation'. An important aspect of the Action 4 projects was therefore to tackle these issues by focusing on cooperation and mutual learning (between EU and third countries).

## 6.7 Erasmus Mundus as a brand

Although it is beyond the scope of an evaluation such as this to undertake a wide-ranging survey of brand awareness among higher education institutions and employers globally, there is strong evidence from the case study research that Erasmus Mundus is emerging as a strong and valuable brand in European Higher Education.

Even if awareness among a wider public (notably employers) remains limited<sup>1</sup>, course coordinators and staff are frequently convinced that brand recognition is growing within higher education circles in the EU and across the world. Moreover, the emerging brand is very much associated with academic excellence and collaborative networking among Europe's best higher education institutions.

While some case study informants felt that the international reputation of the constituent institutions was still the main marketing mechanism for their EMMCs, a clear majority of course representatives believed Erasmus Mundus represented a very useful additional marketing tool to enhance the visibility of European higher education. This perceived complementarity is interesting: Erasmus Mundus is not seen as a replacement for the existing branding and reputation of individual institutions, but as an additional sign of excellence for the international, collaborative courses offered by departments. The evaluators consider it particularly significant that the representatives of the international department of University College London, one of the highest "ranked" and most internationally prominent institutions featured in the case studies, argued strongly that Erasmus Mundus was a valuable additional marketing tool.

<sup>1</sup> This was a finding from the Graduate Impact Survey, which asked graduates in employment about their employers' level of awareness of Erasmus Mundus.

## 6.8 Contribution to EU strategic goals

As noted in Chapter 3, Erasmus Mundus seeks to contribute to a number of high-level EU objectives. The most important of these are the Bologna process (which focuses on the comparability of EU higher education systems and includes the European Credit Transfer System) and the Education and Training 2010 objective to ensure that “education and training in Europe is recognised as a world-wide reference for the quality and relevance of its education and training systems and institutions”.

We asked respondents to our online survey of EMMC coordinators and partners to assess the contribution of Erasmus Mundus to the Bologna process. Sixty per cent of respondents judged the programme’s contribution to have been “very positive” and a further 36% judged the contribution to have been “generally positive”.

As noted in Chapter 5, the collaborative nature of EMMCs effectively forces participating departments to engage actively with the detail of Bologna. In particular, it is widely viewed by course coordinators to have been a valuable testing ground for the European Credit Transfer System, as comparable standards of student assessment are of absolute importance in joint Masters programmes. The learning experience in this respect, obtained from Erasmus Mundus, is likely to be a lasting impact of the programme, as understanding of other national systems, and the institution’s own systems in this comparative context, improves.

A more advanced development, also related to Bologna, is the development of joint degrees – single diplomas issued on behalf of multiple institutions. On an academic level, such degrees require a very high degree of mutual understanding and trust between partner institutions. On an administrative level, they require national legislation and regulation to allow joint degrees to be recognised – which is not yet the case in a number of EU Member States. National Structures interviewed for the evaluation have highlighted the extent to which Erasmus Mundus has put the issue of joint degrees on the policy agenda at national (or regional) level. Although much still needs to be done in this respect, the fact that around 25% of EMMCs already offer joint degrees and that the number is increasing (as efforts are made to gain accreditation) can only contribute in a positive way to the development of the European Higher Education Area.

## 6.9 Sustainability

In relation to Erasmus Mundus, the concept of sustainability refers to the ability of the courses established and currently supported by the programme to continue in existence with less, or without, EU funding.

When asked to what extent their EMMC would be likely to continue in a similar form in the future without EU funding, 59% of online survey respondents indicated that their course would be able to continue without institutional funding, but would continue to need EU funding for scholarships. A further 30% stated simply that the course could not continue without EU funding. Only 10% of

respondents indicated that their course could continue without EU funding. In relation to Action 3, 67% of respondents from EMMCs with Action 3 partnerships indicated that their partnership arrangements could continue, albeit at a reduced level, without EU funding. This is perhaps understandable given the lower levels of funding involved in Action 3.

From an institutional, supply side, perspective, the evaluation evidence suggests that the learning experience gained from Erasmus Mundus has placed participating higher education institutions in a good position to continue to offer joint European Masters courses. The institutional learning generated can thus be seen as a positive basis for the sustainability of courses. However, the main issue appears to be the continuation of funding for student scholarships.

While the case study research has highlighted numerous examples of EMMCs obtaining regional or national grants to allow them to sponsor (mainly EU) students, the overwhelming view of course coordinators and others consulted in the evaluation is that Erasmus Mundus courses will not be sustainable in their current form without some form of EU funding for student scholarships. While it could be argued that courses could be sustained by attracting more self-funding students, many EMMC coordinators and staff appear to have doubts about the extent to which this will be possible. Moreover, in re-focusing the courses created to attract those who are able to pay, rather than those who have the best qualifications (reducing the meritocratic element), carries some risk of undermining the quality and excellence dimensions of the programme. As many Erasmus Mundus students come from low income countries, introducing a blanket self-financing requirement could also restrict access to the programme to those from wealthier backgrounds.

Although the question of the continuation of courses "after EU funding" is clearly on the agenda of all courses examined in case studies, the level of awareness of, and the apparent importance attached to, this issue appear to vary between courses. It is nevertheless evident that the first Erasmus Mundus courses established under the programme (in 2004-05) finish this year (2009) and not all of them will be successful in obtaining follow-on funding under the new programme.

Course representatives tended to dismiss the option of continuing to use the Erasmus Mundus name as a "quality label", with significant EU funding in discussions of sustainability (arguing that continued EU funding was necessary for continuation). However, representatives of EU associations and national quality assessment bodies highlighted the importance of putting in place appropriate quality assurance mechanisms to guarantee the quality of any "non-funded" Erasmus Mundus courses, should such an option ever be pursued. This was seen as particularly important to avoid damage to the Erasmus Mundus name and to ensure that it remains associated with elite excellence. As accreditation agencies in some countries already accredit entire Erasmus Mundus programmes, it was suggested by some interviewees that accreditation by existing national agencies would provide the basic guarantee of quality required<sup>1</sup>.

<sup>1</sup> The EU-financed Qrossroads project (<http://www.qrossroads.eu/home>) currently lists quality assured and accredited higher education courses in seven European countries and will be expanded. It should be noted, however, that the UK does not share the same approach to accreditation as a majority of other EU Member States and that the Italian higher education accreditation body is not associated with the network of agencies working in Qrossroads.

It should be mentioned, that the principle that the funds dedicated to Erasmus Mundus scholarships attached to particular courses should be reduced over time was not accepted by some interviewees. Those in question tended to argue that the success of Erasmus Mundus and the importance of maintaining an EU-level initiative focused on excellence in higher education justified an increase in the overall budget allocated to the programme in future. The extent to which this is realistic from a political and financial perspective remains to be seen and is further consideration of the question is clearly beyond the scope of an evaluation such as this.

## 6.10 Key messages concerning impacts

The key messages emerging from our analysis of results of the Erasmus Mundus programme are:

- Erasmus Mundus has added to the pre-existing supply of Masters-level education in the EU in both quantitative and qualitative terms. The new courses supported by the programmes are generally additional to the existing high education offer, as "domestic" courses have been maintained in parallel. Erasmus Mundus has enhanced the quality of the European higher education offer by creating new, high quality courses of a very specific, and relatively uncommon, type: trans-national Masters programmes. The high quality of these courses is generated and strengthened by the federation of excellent provision from different Member States to create unique curricula.
- Within the higher education institutions involved in the programme, Erasmus Mundus has strengthened a twin process of "Europeanisation" on the supply side (as universities from different countries work together) and "Internationalisation" on the demand side (as universities seek to attract more students from abroad and respond to their requirements). Both these trends have had effects beyond the scope of individual EMMCs, in participating departments and institutions. Impacts include institutional learning about the operation of trans-national courses, changes to teaching techniques and approaches in response to demands from partner institutions and students, the development of new English-language courses in some institutions and reinforced internationalisation strategies at institutional level.
- There is evidence that Erasmus Mundus has increased the number of third-country students attending participating departments and institutions, although this is not the case in all participating departments. Although there may have been some substitution effects, as students who would have attended domestic Masters courses shift to EMMCs, there is little firm evidence of this. Moreover, most courses report that Erasmus Mundus has allowed them to recruit students from a more diverse set of countries than previously, which argues against the existence of substitution effects on a significant scale.
- EMMC representatives also report that Erasmus Mundus has allowed them to increase the quality of third-country students in their departments. The scholarships on offer appear to have been instrumental in this.



- The existence of scholarships, along with institutional learning about the needs of third-country students, has had a positive impact on the accessibility of European higher education for those from third countries.
- The results of the Graduate Impact Survey and other evaluation research show that Erasmus Mundus graduates believe they have gained valuable and relevant skills from their courses. Evidence on the longer term academic or career progression of graduates after they leave the course is currently inconclusive, although broadly positive. It is inherently difficult to draw conclusions about the subsequent career progression of graduates from such a wide variety of backgrounds, who may return to very different socio-economic contexts in their home countries. Nevertheless, the Graduate Impact Survey and the Erasmus Mundus Alumni Association should be valuable tools for monitoring impact on a personal level, over time.
- The main impacts on Action 2 scholars appear to be their reinforced (research) networks with staff from EU institutions and enhanced knowledge and understanding of higher education in the EU and the EU in general. The personal impact of this Action (on the scholars) appears to be greater than the impact on the host institutions and students.
- Evidence on the overall impact of Action 3 is largely inconclusive, although impacts reported at the level of individual courses are generally positive. The difficulties encountered in implementing this Action – in terms of overall take-up and limited numbers of EU students on courses – have almost certainly limited its impact.
- There is some evidence that Action 4 projects helped to develop a stronger interest in the Erasmus Mundus programme among students, teachers, higher education institutions and other organisations with an interest in higher education. They may also have helped encourage applications to programme courses from high quality students and helped tackle issues in relation to 'brain drain' in third countries, by focusing on cooperation and mutual learning (between EU and third countries). However, the overall impact of this Action appears to have been limited. This was partly due to the fragmented nature of the Action and its lack of integration into the mainstream programme (Actions 1, 2 and 3).
- Erasmus Mundus appears to be emerging as a strong brand within the European higher education scene. This brand is seen by participating institutions as complementary to their own international standing and reputation, as Erasmus Mundus is clearly associated with very high quality. It seems likely the brand is relatively unknown among the wider population and employers (although no brand recognition study has been carried out). Greater marketing in this respect would be desirable.
- The programme has clearly contributed to the Bologna objectives and the objective of creating a European Higher Education Area. EMMCs provide a practical and detailed application of initiatives such as the European Credit Transfer System, improve mutual understanding between actors in different higher education systems, and enable joint quality assurance procedures for joint degrees to be tested.

- The evidence from the evaluation suggests that the courses created by Erasmus Mundus are unlikely to be fully sustainable without continued EU funding. There is little evidence of a willingness by publicly-funded bodies at national or sub-national level to take over financing responsibilities and while increased numbers of self-financing can be encouraged, this could divert the focus of the programmes on selecting "excellent" students toward selecting students who can afford to pay. A more staged transfer to a more diversified approach to student funding, moving away from flat rate scholarships for all funded students could be envisaged.

## 7.0 Programme management and efficiency

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This section reviews the evidence gathered for the evaluation concerning:

- The management and implementation of the programme by the European Commission and the Education and Culture Executive Agency (EACEA) and;
- The "efficiency" of the programme – in other words, the extent to which the desired effects have been achieved at a reasonable cost. This analysis thus reconsiders the programme inputs in relation to the outputs, results and impacts observed for each component of Erasmus Mundus.

### 7.1 Programme management

In relation to programme management, the evaluation was explicitly called upon to consider the extent to which the procedures used by the European Commission and the EACEA for selecting and monitoring EMMCs had affected levels of participation in the programme, ensured the "academic excellence" of selected courses and were considered to be effective by course coordinators<sup>1</sup>.

The data on application levels for Action 1, 3 and 4, as well as the numbers of beneficiaries supported under these Actions, show that Action 1 has attracted considerable interest, while Actions 3 and 4 have proved less competitive. Thus, between 19 and 23 EMMCs have been selected each year under Action 1, while the Action has consistently received over 125 applications a year. The number of applications has increased each year, reaching 176 applications in 2008 for the 23 courses supported (an application to selection ration of almost 8:1). Application to selection ratios for Action 3, which, as noted, failed to receive the anticipated level of interest, were much lower, at less than 2:1. This appears to be related to the inherent design of this Action, rather than the selection and management mechanisms *per se*. Finally, Action 4 received a total of 236 applications for 54 supported projects (a ration of applications to selected projects of 4.5:1).

The selection procedure for Action 1 courses (the core of the programme) was assessed to be well designed, independent, fair and rigorous by the Interim Evaluation. The application-to-selected-course ratio is seen the EACEA as an important factor in ensuring the quality of selected courses, courses have to be the "best" among strong competition. The evidence from the ex-post evaluation tends to bear out this assertion, as the overall standard of EMMCs has been judged to be high.

When asked about programme-level application and monitoring procedures, EMMC coordinators and partners responding to the online evaluation survey indicated a high level of satisfaction with the procedures applied by the EACEA (over 90% were either "very" or "rather" satisfied with monitoring procedures). The procedure for approving Action 2 scholarships (for students and

<sup>1</sup> Evaluation questions 6 and 40.

scholars) was criticised by several EMMC representatives interviewed during case studies for being too slow. This was a point also made by the interim evaluation and has been addressed in the current programme through the removal of the comitology procedure. It is understood that the new procedure is more streamlined and delays in approval of scholarships have been reduced.

From our review of progress and final reports for Action 1 (for case study projects) and the analysis of collated programme level data, the evaluators consider that the collection and management of programme monitoring data could be improved with comparatively little additional effort. In particular, course coordinators should be asked systematically to supply data on the number of EU and non-funded third-country students on EMMCs and completion / graduation rates (a simple, but effective "result" indicator). Additionally we would recommend that the questionnaires used for the Graduate Impact Survey are systematically reviewed to ensure they collect data relevant for evaluation purposes (impact indicators).

## **7.2 Programme efficiency**

The findings of the evaluation in relation to outputs, results and impact lead us to conclude that the programme has achieved a high overall level of efficiency, when the programme inputs are considered. The comparatively limited funding for Action 1 (€15,000 per consortium per year) appears to have been a particularly efficient use of resources, in light of the high quality Masters courses developed and the evidence of the wider impact this experience has had on participating higher education institutions. Without exception, the case studies undertaken for this evaluation demonstrated that the cost of establishing and running the Masters courses (notably the administrative support for the course) far exceeded the €15,000 flat rate grant per year. While participating institutions were able to recover some further costs from tuition fees, this varied according to the institutional context and funding regulations in the Member State in question. Overall, therefore, Erasmus Mundus appears to have been very successful at leveraging substantial additional resources (generally staff time and facilities) into the Masters courses it supported, using the comparatively modest flat rate grant.

The mainstream funding for Action 2, while accounting for a considerable investment on the part of the EU, was instrumental in attracting high-quality third-country students to Europe and was thus crucial for the achievement of programme objectives. As already noted, we consider the introduction of geographical quotas through the so-called "Windows" funding to have been inconsistent with the overall ethos of the programme and its focus on excellence. In order to ensure the most efficient use of resources, in line with core programme objectives, the evaluators consider that it would have been more appropriate to allocate the additional funds from the external cooperation budget to the overall "pot" of money for Action 2 scholarships. We recognise, however, that there were institutional and political reasons why this could not be done.

Action 3 consumed a limited level of resources, but there is also limited evidence of significant impacts arising directly from this Action. The approach adopted in Action 4, of supporting

numerous small projects, led to fragmentation and limited integration with the "mainstream" programme. It seems likely the funds allocated to Action 4 would have been more effectively spent on a smaller number of larger projects, focused particularly on marketing the courses supported by the programme and raising awareness of the quality of higher education in the EU in third countries.

## 8.0 Conclusions and recommendations

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The balance of evidence collected for the ex-post evaluation of Erasmus Mundus suggests that the programme has been effective in achieving its stated objectives and has created a significant Community added value. Erasmus Mundus has succeeded in bringing together some of the best higher education institutions in the EU to offer 103 new, and innovative joint Masters programmes, which were very unlikely to have been created without the programme. These Masters programmes are considered to be of high quality by both the academic staff and current and former Erasmus Mundus students consulted during the evaluation and have generally been successful in attracting high number of applications from third-country students.

The main conclusions of the evaluation in relation to the six fundamental evaluation questions highlighted in the introduction to this report, along with other key findings, are summarised in Table 8.1 overleaf. This table also presents a series of recommendations related to specific evaluation findings.

**Table 8.1 Key conclusions and recommendations**

	Question	Main conclusions	Corresponding recommendations
	<b>Effectiveness – Results</b>		
1*	Are EMMCs of <b>high quality</b> ?	<p>The evidence from the evaluation suggests Erasmus Mundus Masters Courses have indeed been of high quality. The programme has succeeded in attracting participation from some of the best academic departments and institutions in the EU. The excellence of these organisations and their staff remain a fundamental guarantor for the academic quality of EMMCs. While the geographical distribution of participating institutions in Erasmus Mundus I was broadly balanced, institutions from the new Member States remained proportionally underrepresented.</p> <p>The high "academic level and content" of courses was the characteristic of EMMCs most frequently perceived by course coordinators to add value over and above "mainstream" (domestic) Masters courses in the same discipline. Course coordinators and graduates also perceived the mobility built into EMMCs and the "intercultural experience" they offer to be important components of the added value of Erasmus Mundus courses.</p> <p>The general standard of support to students and academic facilities provided by EMMCs was rated highly by students. While EMMC consortia have generally been successful in creating high-quality joint courses, the evaluation suggests that, in some cases, more could be done to improve coherence between the curricula taught at different participating institutions and the different training paths offered to students.</p>	<p>1. The factors explaining the continued "under-representation" of <u>institutions from the new Member States</u> in the new Erasmus Mundus programme should be explored further and, within the scope of EU competence in the field, appropriate action taken to address the issues identified.</p> <p>2. In the ongoing monitoring of Erasmus Mundus courses, particular attention should be paid to the <u>level of integration in the curricula and study tracks</u> offered. Evidence suggests that more structured formats, with common courses and a more limited number of study tracks, can facilitate course integration.</p>
2*	Are the graduates and scholars attending EMMCs of a <b>high academic standard</b> ?	<p>With a limited number of exceptions, Erasmus Mundus courses have been successful in attracting high numbers of applicants from third countries. However, courses have frequently encountered difficulties in recruiting the expected numbers of EU students.</p> <p>The evidence from the evaluation suggests that the overall academic standard of the students selected for EMMCs is high. 55% of EMMC coordinators and partners replying to our online survey stated that the average academic standard of Erasmus Mundus students was "significantly above" the average of Masters level students in their departments.</p> <p>The use of additional funding for the targeted selection of students from specific geographical areas and countries as part of Action 2 (the "Windows") was not always consistent with the primary focus of the programme on academic excellence. In a limited number of cases, there is evidence that the primarily geographical criterion introduced by the "Windows" led to the selection of students of below average standard.</p>	<p>3. While scholarships for EU students have been introduced under the new Erasmus Mundus programme to increase the proportion of EU students on EMMCs, the <u>actual application rates and numbers of EU students</u> selected should be monitored closely during programme implementation.</p> <p>4. Under the new Erasmus Mundus programme, EMMC consortia should be asked to <u>pay greater attention to the gender balance</u> among the scholars supported in the framework of their Masters course.</p>

	Question	Main conclusions	Corresponding recommendations
		The evidence from the evaluation suggests that the overall academic standard of scholars supported through Action 2 was high. However, over 75% of scholars supported were men. This level appears to be disproportionate, even taking into account possible variation in the gender profile of academic staff in different disciplines.	
	<b>Effectiveness – Impacts</b>		
3*	Do EMMCs collectively contribute something <b>additional to the overall supply of higher education</b> in Europe that would not have been provided in the absence of the programme?	<p>Erasmus Mundus has added to the pre-existing supply of Masters-level education in the EU in both quantitative and qualitative terms. The new courses supported have generally been additional to the existing higher education offer, as "domestic" courses have been maintained in parallel. The programme has also enhanced the overall quality of the European higher education offer by creating new, high-quality courses of a type rarely seen before the programme was established. The high quality of these courses is created by the federation of excellent higher education provision from different Member States to create new curricula.</p> <p>In addition to the direct impact of creating new courses, the evidence from the evaluation illustrates that Erasmus Mundus has brought additional, indirect impacts in participating departments and institutions. In particular, the process of establishing and implementing EMMCs appears to have strengthened a twin process of "Europeanisation" on the supply side (as higher education institutions from different countries worked together – including on issues related to the Bologna process) and "internationalisation" on the demand side (as institutions sought to attract more students from abroad and respond to their needs).</p>	
4*	Has the <b>number of high quality 3rd country students and scholars</b> attending EMMC institutions increased?	<p>There is evidence that Erasmus Mundus has led to an increase in the number of third-country students attending participating departments and institutions, although this pattern is not universally reported and it is possible that some third-country students who would have come to Europe in any case have opted for the new Erasmus Mundus courses. Consolidated data on the numbers of third-country students attending individual institutions were not available to the evaluation in any of the cases examined, although such data would be a valuable means to explore the quantitative effects of programmes such as Erasmus Mundus.</p> <p>Many of the course representatives consulted during the evaluation noted that Erasmus Mundus has allowed their departments to attract third-country students from a wider range of countries and thus to break with traditional patterns of recruitment.</p>	5. In order to monitor the impact of Erasmus Mundus on the numbers of high-quality third-country students coming to Europe, improved data are required. Participating institutions should therefore be asked to provide <u>data on the overall numbers of third-country students</u> they recruit to allow more systematic analysis of the impact of Erasmus Mundus in this respect.



	Question	Main conclusions	Corresponding recommendations
5*	To what extent and how have <b>students and scholars benefitted</b> from participation in the EM programme and what impact has this had on their subsequent employment or study?	<p>Evidence from the Graduate Impact Survey shows that Erasmus Mundus graduates generally believe they have gained valuable and relevant skills and experience from their courses. Evidence about the long-term academic or career progression of graduates after they leave the course is, although broadly positive, currently inconclusive.</p> <p>The results of the online survey of Action 2 scholars conducted for the evaluation suggest that Erasmus Mundus has allowed these individuals to strengthen their own (research-related) networks and improve their knowledge and understanding of higher education in the EU. It appears that the personal impact of participating in the programme and the impact on host departments and courses is enhanced when scholars are directly involved in the delivery of EMMCs – something that was not always the case.</p>	<p>6. The Graduate Impact Survey should be continued in future years, making use of <u>a more systematic, but shorter, questionnaire</u>, tailored to measuring the longer-term impact of the programme on participating students.</p> <p>See also recommendation 9.</p>
	<b>Sustainability</b>		
6*	To what extent are the EMMCs sustainable beyond the lifetime of EU funding?	<p>The evaluation has demonstrated that a majority of coordinators and partners currently participating in Erasmus Mundus do not believe the courses in which they are involved could continue in their present form without continued EU funding.</p> <p>As beneficiaries of European funding, it is perhaps not surprising that EMMC coordinators and partners believe EU funding is crucial for their course's survival, particularly in countries where the higher education systems face significant funding constraints. However, as the longer-term sustainability of Erasmus Mundus is likely to require a reduction in the level of EU funding for scholarships attached to individual courses, it is clear that solutions other than the "status quo" need to be found, if the highest quality Erasmus Mundus courses are to continue.</p> <p>In principle, the internationally excellent quality of courses should allow the best among them to recruit high-quality, self-financing students from third countries, particularly as the tradition of paying for high-quality education is frequently more established outside the EU than inside it. At the same time, while Erasmus Mundus is likely to have supported many students who would otherwise not have been able to afford to study in Europe, it is equally likely that the programme has supported students who would otherwise have been able to pay at least part of the cost of their studies.</p> <p>Although the process of diversification of student funding sources is already built into the design of the new Erasmus Mundus programme, as the number of scholarships per course is reduced from the fifth year of</p>	<p>7. In order to ensure the sustainability of the best Erasmus Mundus courses, while maximising the impact generated by EU funding, Erasmus Mundus should move away from the current situation in which the vast majority of third-country students on EMMCs receive a full scholarship. Existing EMMCs should be strongly encouraged to move to a more <u>differentiated system of student support</u>, with a higher proportion of students financed from sources other than Erasmus Mundus scholarships.</p> <p>8. Action 3 of the new Erasmus Mundus programme should take a more strategic approach than was the case under Action 4 of the previous programme, funding a limited number of projects in clearly-defined priority areas and encouraging "clustering"</p>

	Question	Main conclusions	Corresponding recommendations
		operation, the evaluation research suggests that courses need to be made more aware of the need to improve levels of self financing and alternative funding sources.	activities. <u>Strengthened, targeted marketing of EMMCs</u> , particularly at elite higher education institutions in high- and middle-income third countries and in Europe, should be undertaken to boost (self-financing) demand for Erasmus Mundus courses.
<b>Effectiveness – Other key findings</b>			
7.	Programme design and structure	<p>While the ex-post evaluation found that two core elements of Erasmus Mundus – Action 1 Masters courses and Action 2 scholarships for students – are clearly complementary and worked effectively together, the evidence concerning the effectiveness of Action 2 scholarships for scholars, Action 3 partnerships and Action 4 is less compelling:</p> <ul style="list-style-type: none"> <li>• The impact of funding for <u>Action 2 scholars</u> on the quality of EMMCs was not always evident. It seems likely that the contribution of funding under this Action is enhanced when scholars are employed specifically to contribute to EMMCs (principally through teaching);</li> <li>• As already noted in the interim evaluation, although <u>Action 3</u> in several cases added a valuable extra dimension to EMMCs, partnership activities have often been insufficiently integrated with the EMMCs to which they are linked and the Action as a whole has attracted fewer participants than expected. This has been addressed in The new Erasmus Mundus programme, by making third-country institutions eligible to be full consortium partners;</li> <li>• The evaluators consider that, while <u>Action 4</u> has supported some interesting and potentially effective projects, the funding for the Action was too thinly dispersed among many projects with differing objectives. Action 4 could have been more effective if resources had been concentrated on a more limited number of larger projects, with a particular focus on marketing Erasmus Mundus courses to students at high-quality higher education institutions in third countries and in Europe.</li> </ul>	<p>9. In the context of the new Erasmus Mundus programme, <u>visiting scholars</u> should be required to contribute directly to the course for which they receive their Erasmus Mundus grant, in order to enhance the quality of the course in question.</p> <p>See also recommendation 8.</p>
8.	Contribution to EU strategic goals in higher education	The evaluation has found that Erasmus Mundus has made a generally positive contribution to the EU's strategic objectives in the field of higher education. In particular, the integrated, trans-national nature of EMMCs has required participating institutions to engage directly with the detail of applying aspects of the Bologna process, most notably the European Credit Transfer System. It has also increased mutual awareness among the academic community of the characteristics and functioning of higher education systems in other	

	Question	Main conclusions	Corresponding recommendations
		<p>Member States.</p> <p>The experience of a number of EMMCs illustrates that the issue of joint degrees (diplomas) remains an area where further work is required to remove obstacles in national regulations, which prevent the accreditation of joint degrees. The enhanced level of joint quality assurance and mutual recognition involved in joint degrees is likely to contribute further to the development of the European Higher Education Area.</p>	
<b>Programme management and efficiency</b>			
9.	Programme management	<p>The procedures for the management of Erasmus Mundus have been found to have been appropriate and largely effective. In particular, programme beneficiaries have not reported any major difficulties with the programme's selection and monitoring procedures.</p> <p>The evaluators consider, however, that the quality of consolidated monitoring data for the programme could be improved without considerable additional effort. In particular, more complete data on student numbers and graduation / completion rates would be useful, as they are simple, but valuable, "result" indicators.</p>	<p>10. The progress and final reporting formats for EMMCs should be reviewed to ensure that complete data on student numbers (EU and third-country) and graduation rates are collected.</p> <p>See also recommendation 5.</p>
10.	Efficiency	<p>The evaluators consider the programme has achieved a generally high degree of efficiency. In particular, the comparatively modest sums allocated to Erasmus Mundus consortia to administer the courses appear to have had a leverage effect, as considerable additional resources (notably administrative staff time) have been devoted to implementing the EMMCs.</p> <p>In light of the high proportion of Erasmus Mundus students on individual courses receiving full scholarship funding, it seems likely that overall efficiency could be improved by making further efforts to ensure more students attend courses with support from other funding sources.</p>	See also recommendation 7.

# **Annex 1: Terms of Reference**

# **TERMS OF REFERENCE**

## **Ex-post Evaluation of Erasmus Mundus**

Contracting Authority: European Commission

## Context

### 8.1.1 Introduction

The Erasmus Mundus Decision (No. 2317/2003/EC of the European Parliament and of the Council of 5 December 2003) is based on article 149 of the Treaty, which stipulates that “The Community and the Member States shall foster co-operation with third countries...” with a view to contributing to the development of quality education in Europe. This provision should be interpreted against the background of two key political developments.

Firstly, the Ministers of Education of the Member States and the Ministers of Education from fourteen other European countries agreed in the Bologna Declaration (19 June 1999) that Europe’s higher education sector should acquire a degree of attractiveness in the wider world equal to Europe’s major cultural and scientific achievements. They also underlined the need to strengthen the European dimension in higher education offered in the participating countries. The European Ministers in charge of higher education have met four times since 1999 to ensure that the objectives of the Bologna Process will be reached by 2010. In support of these objectives the Commission has taken a series of initiatives, among which the Erasmus Mundus programme is one of the most important and visible.

Secondly, the conclusions of the Lisbon European Council of 24 March 2000 underlined the fact that the European Union must respond to the challenges of globalisation and the new knowledge-driven economy. In an era of globalisation and interdependence, the response of the Member States and the European Community to emerging needs in higher education cannot be confined to the geographical limits of the European Union or the wider Europe. Subsequent to these conclusions, in 2001 the Commission adopted the Communication to the Parliament and Council [on strengthening EU-third country co-operation in higher education](#) (COM/2001/0385)<sup>1</sup>.

Since then, a strong consensus has emerged regarding the link between the Lisbon agenda and higher education and the need for reforms that should enable universities to play their role in the European “knowledge triangle” of higher education, research and innovation. The Commission identified possible avenues for reform in the 2005 Communication “Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy” (COM/2005/152)<sup>2</sup> and the 2006 Communication “Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation” (COM/2006/208)<sup>3</sup>. Further impetus will be provided through the planned European Institute of Innovation and Technology (EIT)<sup>i</sup>, which aims to become a flagship for excellence in European innovation.

The Erasmus Mundus programme derives its specific importance from the contribution it can make to both the Bologna and the Lisbon objectives.

<sup>1</sup> <http://europa.eu.int/eur-lex/lex/LexUriServ/LexUriServ.do?uri=COM:2001:0385:FIN:EN:PDF>

<sup>2</sup> [http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/com/2005/com2005\\_0152en01.pdf](http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/com/2005/com2005_0152en01.pdf)

<sup>3</sup> [http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/com/2005/com2006\\_0208en01.pdf](http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/com/2005/com2006_0208en01.pdf)

## 8.1.2 Objectives of the Programme

### 8.1.2.1 *General objectives*

The programme's overall aim is to contribute to the quality of education in the European Union, in particular by fostering co-operation with third countries. The long-term impact sought by Erasmus Mundus is, firstly, to better prepare citizens in Europe, but also in third countries, to live and work in a global, knowledge-based society. Secondly, the programme seeks to ensure Europe's position as a centre of excellence in higher education and, therefore, to ensure that Europe becomes an increasingly attractive destination for higher education. Thirdly, through people-to-people exchanges and structural co-operation concentrating on young people with a potential for future leadership roles within the economy and society, the programme seeks to improve mutual understanding between peoples and cultures, thus contributing to world peace and stability as well as to Europe's legitimate aspirations as a major player on the international scene.

### 8.1.2.2 *Specific objectives*

The direct and short-term objectives of the programme can be summarised as follows:

- the emergence of a distinctly European offer in higher education which would be attractive both within the European Union and beyond its borders;
- a greater world-wide interest in, and more concrete possibilities for, acquiring European qualifications and/or experience among highly-qualified graduates and scholars from all over the world;
- stronger, more structured co-operation between European Union and third-country institutions and greater outgoing European Union mobility as part of European study programmes;
- a higher profile for, visibility of, and improved accessibility to, European higher education.

## 8.1.3 Description of the Programme

### 8.1.3.1 *Actions under the programme*

The Erasmus Mundus programme comprises four concrete actions:

- **ACTION 1** - Erasmus Mundus Masters Courses: these constitute the central component around which Erasmus Mundus is built. They are high-quality integrated courses at masters level offered by a consortium of at least three universities in at least three different European countries. The courses must be "integrated" to be selected under Erasmus Mundus, which means that they must foresee a study period in at least two of the three universities and that they must lead to the award of a recognised double, multiple or joint degree.
- **ACTION 2** - Erasmus Mundus scholarships: in order to give the Erasmus Mundus Masters Courses selected under Action 1 a strong external projection, a scholarship scheme for third-country graduate students and scholars from across the world is linked to them. This scholarship scheme addresses highly qualified individuals who come to Europe to follow the Erasmus Mundus Masters Courses (students) or to work for them (scholars).
- **ACTION 3** - Partnerships: in order to encourage European universities to open themselves up to the world and to reinforce their world-wide presence, Erasmus Mundus Masters Courses selected under

Action 1 also have the possibility of establishing partnerships with third-country higher education institutions. These partnerships allow for outgoing mobility of graduate EU students and scholars involved in the Erasmus Mundus Masters Courses.

- **ACTION 4** - Enhancing attractiveness: Erasmus Mundus also supports projects aimed at enhancing the attractiveness of, and the interest in, European higher education. It supports activities that improve the profile, the visibility and the accessibility of European higher education as well as issues crucial to the internationalisation of higher education, such as the mutual recognition of qualifications with third countries.

During the period under evaluation, Erasmus Mundus has supported 103 Erasmus Mundus Masters Courses of outstanding academic quality. It has provided grants for some 6181 graduate students from third countries to follow these Masters Courses, and for more than 218\* EU graduate students involved in these courses to study in third countries. The programme has also offered teaching or research scholarships in Europe for over 1125 incoming third-country academics and for 100\* outgoing EU scholars. In addition, Erasmus Mundus has supported 47 partnerships between Erasmus Mundus Masters Courses and higher education institutions in third countries. Finally, Erasmus Mundus has funded 52 projects aimed at enhancing the attractiveness and the profile of European higher education in the world.

*\* Provisional figures due to the absence of reports at this stage*

#### 8.1.3.2 *Budget and duration of the programme*

A financial envelope of 230 M€ was set aside for the five-year duration of the programme (2004-2008).

In addition, 65 M€ from the Commission's external relations budget and 4.8 M€ from the 9<sup>th</sup> European Development Fund have been injected into the programme's budget to fund additional student scholarships for individuals coming from specific third countries (the "Asian windows", the "ACP Window" and the "Western Balkan Window"). The total budget for the programme thus amounted to approximately 300 M€.

#### 8.1.3.3 *Eligible countries*

The programme is open to:

- the 27 EU Member States;
- the candidate countries for accession to the EU (Croatia, FYROM, Turkey);
- the countries of the European Economic Area / European Free Trade Association (Iceland, Liechtenstein, Norway);
- all the other countries of the world ("third countries").

The participation of these categories of countries and their nationals in the various actions of the Erasmus Mundus programme can be summarised as follows:



Group of countries	Action 1	Action 2	Action 3	Action 4	Comments
EU Member States	x		x	x	
Candidate countries	(x)			x	The official participation of these countries in the programme has not yet been formalised. Therefore, they do not yet qualify for participation in Action 1. In the meantime, they can participate in Actions 3 and 4 as third countries.
EEA/EFTA countries	x		x	x	
Third countries		x	x	x	

#### 8.1.4 Implementation of the Programme

The programme has been implemented by the European Commission, and since 2006 by the Education, Audiovisual & Culture Executive Agency under a delegation from the Commission, via annual calls for proposals (responsibility for the management of Action 4 was only transferred from the Commission to the Agency in July 2007). The following table shows how the various Actions of the programme have been implemented over the 5 programming years:

Call 2004/2005	Published	Deadline	Commission decision	Activity period
Action 1	April 2004	31 May 2004	September 2004	ac. year 2004/2005
Action 2	April 2004	31 May 2004	September 2004	ac. year 2004/2005
Action 3	/	/	/	/
Action 4	April 2004	31 May 2004	July 2004	From October 2004
Call 2005/2006	Published	Deadline	Commission decision	Activity period
Action 1	April 2004	31 October 2004	January 2005	ac. year 2005/2006
Action 2	April 2004	31 March 2005	June 2005	ac. year 2005/2006
Action 3	April 2004	31 March 2005	August 2005	ac. year 2005/2006
Action 4	/	/	/	
Call 2006/2007	Published	Deadline	Commission decision	Activity period
Action 1	February 2005	31 May 2005	September 2005	ac. year 2006/2007
Action 2	February 2005	28 February 2006	June 2006	ac. year 2006/2007
Action 3	February 2005	31 October 2005	March 2006	ac. year 2006/2007
Action 4	February 2005	31 May 2005	August 2005	From October 2005
Call 2007/2008	Published	Deadline	Commission decision	Activity period
Action 1	February 2006	30 April 2006	October 2006	ac. year 2007/2008
Action 2	February 2006	28 February 2007	May 2007	ac. year 2007/2008
Action 3	February 2006	30 November 2006	May 2007	ac. year 2007/2008
Action 4	February 2006	31 May 2006	October 2006	From November 2006

Call 2008/2009	Published	Deadline	Commission decision	Activity period
Action 1	February 2007	30 April 2007	September 2007	ac. year 2008/2009
Action 2	February 2007	28 February 2008	May 2008	ac. year 2008/2009
Action 3	February 2007	30 November 2007	April 2008	ac. year 2008/2009
Action 4	February 2007	31 May 2007	September 2007	From November 2007
Call 2008	Published	Deadline	Commission decision	Activity period
Action 4	February 2008	15 May 2008	September 2008	From November 2008

The results of these calls for proposals can be found under [http://europa.eu.int/comm/education/programmes/mundus/index\\_en.html](http://europa.eu.int/comm/education/programmes/mundus/index_en.html) by clicking on “selected projects”.

### 8.1.5 Interim Evaluation and Monitoring Provisions

#### 8.1.5.1 *Monitoring Provisions*

An ex-ante evaluation was carried out and annexed to the proposal for the programme in 2003. It identified certain indicators to be considered and used for the planned evaluations of the programme, including the following provisions:

- The ongoing monitoring of the projects is based on the information obtained directly from beneficiaries, who submit interim and final activity and financial reports, including performance indicator criteria set out in the selection process.
- In order to ensure the quality of the Erasmus Mundus Masters Courses, sample monitoring on-site is carried out on a regular basis. The labelling of Erasmus Mundus Masters Courses also requires a commitment from universities to contribute to monitoring on a continuing basis. Universities involved in Erasmus Mundus Masters Courses are responsible for tutoring and providing feedback on graduate students. Regular feedback is also provided on the activities of visiting scholars.
- All projects include built-in evaluation/quality assurance, or provision for assessment by external experts or internal sources, and contain indications for follow-up.

For one-off projects such as seminars and conferences, on-site monitoring is undertaken on the basis of random samples and/or on the basis of risk factors.

#### 8.1.5.2 *Interim Evaluation*

An interim evaluation of the programme was carried out in 2007<sup>1</sup>. It considered the following issues:

- Programme logic and objectives: to what extent are the programme objectives relevant to present and future needs, taking into account current developments in the policy environment?

<sup>1</sup> [http://ec.europa.eu/education/programmes/mundus/doc/evalreport\\_en.pdf](http://ec.europa.eu/education/programmes/mundus/doc/evalreport_en.pdf)  
+ [http://ec.europa.eu/education/programmes/mundus/doc/evalannex1\\_en.pdf](http://ec.europa.eu/education/programmes/mundus/doc/evalannex1_en.pdf)  
+ [http://ec.europa.eu/education/programmes/mundus/doc/evalannex2\\_en.pdf](http://ec.europa.eu/education/programmes/mundus/doc/evalannex2_en.pdf)

- Programme design: to what extent are the actions and implementing instruments of the programme effective and suited to achieving the desired impact?
- Programme management: to what extent are the management and organisation of the programme actions efficient?
- Programme outcomes (including progress towards objectives): what is the state of implementation of the programme, and to what extent are the objectives specified in the Erasmus Mundus Decision being achieved?
- Programmes with related objectives: to what extent does Erasmus Mundus complement other European programmes such as Socrates, Tempus, the EU-US and the EU-Canada Co-operation Programmes in Higher Education and Vocational Education Training, pilot projects for co-operation in higher education with Japan and Australia, Alþan, ALFA, Asia-Link and the various programmes managed by the Directorate-General for Research and Technological Development? Are there any overlaps with these programmes?

The conclusions of the evaluation were presented in the “Report from the Commission on the Interim Evaluation of the Erasmus Mundus Programme 2004-2008”<sup>1</sup>. They included ten recommendations for the future design of the programme, which were incorporated into the “Proposal for a decision of the European Parliament and of the Council establishing an action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through co-operation with third countries (Erasmus Mundus) (2009-2013)”<sup>ii</sup> presented by the Commission on 12 July 2007.

### **Task specification for the assignment**

This ex-post evaluation is launched according to Article 12 of the Erasmus Mundus Decision. The findings will provide the basis for the Commission’s ex-post evaluation report on the results achieved by the Erasmus Mundus programme (2004-2008) and on the qualitative aspects of the implementation of the programme.

The interim evaluation should serve as a reference for the programme for the years 2004-2006. The ex-post evaluation should, as much as possible, build on the interim evaluation and should not repeat work already carried out under the interim evaluation. In addition, the contractor must make use of recent material relating to the impact of the Erasmus Mundus programme, notably the 2007-2008 Graduate Impact Survey of Erasmus Mundus alumni (final report is provided in Annex) and the conclusions of the Quality Assurance visits to selected Erasmus Mundus Masters Courses (final report will be available in December 2009). The contractor must also take into account the work being carried out under the 2008-2009 Graduate Impact Survey of Erasmus Mundus alumni and ensure that any overlaps are avoided (Terms of Reference are provided in annex). Preliminary results of this survey will be delivered in February 2009.

This is a general evaluation that should cover all actions and geographic areas of the programme during the period 2004–2008, with a specific focus on activities since 2006 that were not covered by the interim evaluation. Whereas the interim evaluation was largely concerned with designing the next Erasmus Mundus programme, the

<sup>1</sup> [http://ec.europa.eu/education/programmes/mundus/doc/com375\\_en.pdf](http://ec.europa.eu/education/programmes/mundus/doc/com375_en.pdf)

ex-post evaluation should seek mainly to assess the impact of the current programme. Furthermore, it should reflect on “lessons learned” to support the implementation of the successor programme.

#### 8.1.6 Description of Programme implementation

The contractor must provide a synthetic description of the implementation of the programme, including a statistical analysis and general conclusions. The description should provide the necessary background and reference points for responding to the evaluation questions in the next sub-section.

#### 8.1.7 Evaluation questions

The contractor must provide answers to the evaluation questions listed below. The contractor will be called upon to use their knowledge and experience to refine and elaborate these questions and, where appropriate, propose others to the Commission with the aim of improving the focus of this ex-post evaluation. The contractor should note that the sub-questions proposed under some of the evaluation questions do not necessarily cover the entire aspect of the questions concerned. In fact, the sub-questions normally cover only very specific aspects of a given question. They deal with issues the Commission is particularly interested in and which the contractor therefore should address, in addition to any other issues which the evaluator may see as requiring attention in the case of each evaluation question.

With respect to each of the evaluation questions, the evaluation is expected to provide concrete recommendations on how the new Erasmus Mundus programme (2009-2013) can address any deficiencies and any gaps in terms of geographical coverage or academic disciplines represented in the programme, maximise its relevance and impact and successfully exploit examples of good practice.

##### 8.1.7.1 *Relevance*

1. To what extent have the programme’s general, specific and operational objectives proved relevant to the needs of European higher education?
2. To what extent has the programme proved complementary to other Community initiatives in the field of Higher Education?
3. What is the Community added value of the programme?

##### 8.1.7.2 *Effectiveness*

4. To what extent can the programme’s objectives be said to have been achieved, particularly those that contribute to the aims of the Bologna Process and the Lisbon Strategy? Are there any instances where the programme has exceeded initial expectations? What positive effects has this had? Where expectations have not been met, what factors have hindered the development of the programme?
5. Is the programme assisting in the emergence of a distinctly European offer in higher education? To what extent did the Masters Courses manage to overcome the obstacles linked to the diversity of the national systems involved?
6. Can an identifiable Erasmus Mundus “brand” be said to have emerged, and with what qualities is it associated (for national authorities, institutions, academics, students and employers)? How well is it known and is it helping to boost the profile and attractiveness of European higher education in the rest of the world?

7. Has the programme contributed to making policy, administration and teaching in European higher education institutions more internationally oriented (both within and outside Europe), in particular with regard to contents, pedagogical approaches, attitudes of European teachers and students, services offered by international offices, linguistic diversity of study programmes and trans-national quality assurance mechanisms?
8. Is there evidence to show that Erasmus Mundus Masters Courses are helping to meet the requirements of the European labour market, in terms of producing graduates with relevant skills, competences and knowledge, boosting capacity in key sectors and increasing the exposure of European higher education to worldwide standards of excellence in teaching and research? How easy is it for Erasmus Mundus graduates to find work during/after their period of study, or to take up doctoral research opportunities? What is their perception of the utility of their Erasmus Mundus diploma? What added value, if any, did their Erasmus Mundus joint/multiple degree provide these graduates with when looking for work or further study opportunities? What positive and negative factors influence their decision to stay in Europe or to move elsewhere?
9. To what extent have the recipients of Erasmus Mundus grants been encouraged to promote Erasmus Mundus, and the benefits of Europe as a study destination, in their home countries and institutions?
10. Does participation in the programme appear satisfactory in terms of equality between men and women? Could any particular patterns be distinguished in this respect from a geographical point of view as well as for the different types of courses? To what extent do the programme design and implementation mechanisms promote equal participation of men and women? Could any particular points of improvement be identified?
11. Does participation in the programme appear satisfactory in terms of geographical coverage (within Europe and worldwide), the subject areas represented and the types of participating higher education institutions? Did the programme manage to attract the best European higher education institutions and, if not, why?
12. What has been the experience of co-ordinators of Erasmus Mundus Masters Courses in terms of the application procedure and the subsequent implementation phase? Can any common difficulties be identified and, if so, how might these be overcome? Do these procedures enable courses to attract and retain the best students?
13. Has the inclusion of Thematic Networks as a priority in Action 4 helped to attract projects that are capable of promoting European higher education to a global audience?
14. To what extent does the programme seem to have worked as a testing tool of Bologna principles and be influencing national legislation on issues relevant for international co-operation, such as joint degrees, recognition of degrees, etc.?

#### 8.1.7.3 *Sustainability*

15. Which of the current activities or elements of the programme would be likely to continue and in which form if Community support was withdrawn or substantially decreased?
16. What efforts have been made by Erasmus Mundus Masters Courses, Partnerships and projects to diversify sources of funding, through sponsorship, links with business, attracting fee-paying students, etc.? How successful have courses been in attracting European students, including through fee-waivers, and what are the factors influencing their participation rates? Was the level of investment in human resources and teaching/learning facilities dedicated to the Masters Courses by the participating universities sufficient to ensure viability of the courses on a long term basis?

17. To what extent have the results of the actions been properly disseminated to stakeholders and the public? What is their exploitable potential, and to what extent can one say that this potential has been fully exploited?

#### 8.1.7.4 *Efficiency*

18. Was the size of budget sufficient for reaching a critical mass of impacts? Could the same results have been achieved with less funding? Could the use of other policy instruments or mechanisms have provided better cost-effectiveness? As a result, could the total budget for the programme be considered appropriate and proportional to what the programme set out to achieve?

19. To what extent have the mechanisms applied by the Commission and the Agency for selecting Erasmus Mundus Masters Courses, and the subsequent implementation and monitoring mechanisms, ensured the academic excellence of selected courses? To what extent have the complex mechanisms discouraged them? How well/efficiently did the Erasmus Mundus National Contact Points in the Member States and the EU Delegations in the rest of the world contribute to the promotion of the programme and to supporting/ assisting applicants and beneficiaries (including support to third-country students in obtaining their visa)?

20. To what extent have the mechanisms applied by Erasmus Mundus Masters consortia for selecting students guaranteed the excellence of selected students?

#### 8.1.8 Other tasks under the assignment

##### 8.1.8.1 *Programme monitoring*

On the basis of the experience gained from the implementation of the programme and the outline for a monitoring framework provided in the Impact Assessment of the successor programme, the Contractor should propose a practical approach for the monitoring of Erasmus Mundus 2009-2013. This should, however, be limited to the scope of the actions carried out under the 2004-2008 programme. Consideration should also be given to the information needs of the Commission and the Agency to support the execution of their main tasks. Furthermore, the existing monitoring arrangements and the needs of future evaluations should be taken into account.

The proposed approach must include, as a minimum:

- An analysis of the need for monitoring information.
- Indicators (and their relationship to relevant objectives and targets). The criteria used for selecting the indicators should be specified.
- Data sources.
- Procedures for data gathering (including frequency).
- Structuring and analysis of data, including reporting.
- Relevant IT support tools.
- Organisation, and workload of Commission and Agency staff (overall + per indicator).

The proposed approach must be realistic, e.g. it could basically not require additional human resources in the Commission and the Agency, and it should be possible to implement in a period of 6-9 months. It is expected that

a trade-off will have to be made between perfection and feasibility. If the proposed approach would have to leave any open issues, concrete advice must be provided to the Commission on how to deal with these issues.

#### 8.1.8.2 *Evaluation follow-up*

The Contractor should:

- Provide a one-page statement about the validity of the evaluation results, i.e. to what extent it has been possible to provide reliable statements on all essential aspects of the Community intervention examined. Issues to be referred to may include scoping of the evaluation exercise, availability of data, unexpected problems encountered in the evaluation process, proportionality between budget and objectives of the assignment, etc.
- Make a proposal for the dissemination of the evaluation results, on the basis of the draft Dissemination Plan annexed to these Terms of Reference.

### Reporting and deliverables

#### 8.1.9 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 and in 5 hard copies.

#### 8.1.10 Inception Report

The report should 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.

#### 8.1.11 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.

The structure of the report should follow a broad classification into three parts:

- **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. It should include a ½ page summary statement on the main evaluation issues covered by the evaluation (i.e. one or two sentences per evaluation issue).
- **Main report:** The main report must be limited to a maximum of **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 (with an analysis of the latter's 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.

#### 8.1.12 Final Report

The Final Report follows the same format as the draft Final Report. 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.

The document must take into account the results of the quality assessment of the draft Final Report and discussions with the Steering Group about the draft Final Report insofar as these do not interfere with the autonomy 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.

### **Organisation, timetable and budget**

#### 8.1.13 Organisation

The contract will be managed by Unit A5 of the European Commission Directorate-General for Education and Culture.

A Steering Group will be involved in the management of the evaluation. The responsibilities of the Steering Group will include:

- preparing the Terms of Reference;
- ensuring that the monitoring and supervision of the Contractor does not compromise the Contractor's independence;
- 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.

#### 8.1.14 Meetings

It is expected that the contractor participate in four meetings in Brussels with the evaluation Steering Group. For these meetings, minutes should be drafted by the contractor, to be agreed among the participants and approved and signed by the chair person, who will be appointed from Unit EAC/R2.



#### 8.1.15 Timetable

The indicative starting date is **15 December 2008**. The contract will start after both parties have signed it. The period of execution of the contract is **8 months**.

The following outline work plan and indicative timetable are envisaged:

<b>Deadline (from starting date)</b>	<b>Task</b>
<i>Initial phase</i> 30 calendar days	Contractor prepares <b>inception report</b> and presents to Steering Group in Brussels
<i>Data and information collection</i> Middle of month 5	Desk and field research completed. Contractor presents <b>interim report</b> to Steering Group in Brussels.
<i>Analysis and recommendation - drafting</i> At the end of month 6	Contractor presents a <b>draft final report</b> , including an executive summary, to Steering Group in Brussels
<i>Conclusions - drafting</i> At the end of month 7	Contractor sends to Steering Group in Brussels the <b>final report and summary</b> to conclude work
<i>Finalisation</i> At the end of month 8	Taking account of the Commission's comments contractor sends <b>final report and summary</b> to Steering Group in Brussels

#### 8.1.16 Budget

The estimated maximum budget for the evaluation of the action, covering all the results to be achieved by the contractor as listed in sections 2 and 3 above, is **EUR 250 000**.

### References

#### 8.1.17 Programme documents

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

- List of selected EM projects (actions 1, 3 and 4; universities and countries involved)
- List of all universities involved in selected projects (actions 1 and 3)
- Contact details of co-ordinators of all EM projects (actions 1, 3 and 4)
- Selected proposals (actions 1, 3 and 4)
- Expert assessment manuals (actions 1, 3 and 4)
- Expert assessments of selected proposals (actions 1, 3 and 4)
- Development of country involvement over five selection rounds (actions 1, 3 and 4, submitted and selected proposals)
- Progress and final reports submitted by EM projects (actions 1, 3 and 4)
- Mission reports to EM projects (actions 1, 3 and 4)
- 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 3 projects
- List of third-country student grantees under action 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 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)

#### 8.1.18 Background and reference documents

Knowledge of the following documents is required for the tender.

- The Erasmus Mundus Decision
- Programme proposal including the ex-ante evaluation
- Interim evaluation of the Erasmus Mundus programme (2004-2008)
- Commission Communication on the interim evaluation report
- 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 ENQA Transnational European Evaluation Project (TEEP II) on joint masters programmes (2006), and the EUA study on Developing Joint Masters Programmes for Europe.

## Requirements

#### 8.1.19 Methodology

The contractor will have a free choice as to the methods used to gather and analyse information and for making the assessment, but must take account of the following:

- The evaluation must be based on recognised evaluation techniques.
- The choice and a detailed description of the 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.
- Considerable 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, analysis and objectively verifiable evidence. Where 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 financed by the programme be assessed, but the sample of projects examined should be drawn up in a manner suitable for each evaluation question addressed, and should be such as to enable the evaluators to draw general conclusions on the actions.

#### 8.1.20 Resources

The Contractor shall ensure that experts are adequately supported and equipped. In particular, sufficient administrative, secretarial and interpreting resources, as well as junior experts, must be available to enable senior experts to concentrate on their core evaluation tasks.



## **Annex 2: Catalogue of evaluation questions**

**Table A1.1 Catalogue of evaluation questions**

	Evaluation Question	No ToR	Main desk review	Survey EMMC staff	Graduate Impact Survey	Survey of Action 2 scholars	Case Study research	Action 4 Interviews	Other interviews
	<b>EFFECTIVENESS</b>								
1	<b>OUTPUTS:</b> Did the programme effectively support the establishment of <u>EMMCs</u> and was the target number of courses reached? Has the distribution of courses between disciplines, countries and types of participating institution been appropriate? Did the programme manage to attract the best European higher education institutions and, if not, why?	11a / 11b	X (data)						
2	<b>OUTPUTS:</b> Were <u>scholarships</u> effectively disbursed to recipients and were the target numbers reached?		X	X	X	X	X		
3	<b>OUTPUTS:</b> Were <u>partnerships</u> effectively supported and was the target number reached? Was support for <u>outgoing mobility</u> effectively provided and were target numbers reached?		X						
4	<b>OUTPUTS:</b> Were <u>Action 4 projects</u> effectively supported and was the target number reached? Were the stated objectives of the project in line with the objectives of Action 4? Has the inclusion of Thematic Networks as a priority in Action 4 helped to attract projects that are capable of promoting European higher education to a global audience?	13	X					X	
5	<b>RESULTS:</b> Are EMMCs of <u>high quality</u> , measured against the "key components of excellence" identified for EMMCs?			X	X (limited)	X (limited)	X		
6	<b>RESULTS:</b> To what extent have the <u>mechanisms applied by the Commission</u> and the Agency for selecting EMMCs, and the subsequent implementation and monitoring mechanisms, ensured the academic excellence of selected courses? To what extent have the complex mechanisms discouraged participation?	19a / 19b		X			X		X
7	<b>RESULTS:</b> Is the <u>European dimension</u> of EMMCs distinct from other / pre-existing courses? What is the added value of the European dimension of EMMCs?	5a		X		X	X		X
8	<b>RESULTS:</b> To what extent did the Masters Courses manage to <u>overcome the obstacles</u> linked to the diversity of the national systems involved?	5b		X			X		

	Evaluation Question	No ToR	Main desk review	Survey EMMC staff	Graduate Impact Survey	Survey of Action 2 scholars	Case Study research	Action 4 Interviews	Other interviews
9	<b>RESULTS:</b> Are the <u>graduates and scholars</u> on EMMCs / Scholarships highly qualified / of a high academic standard?	12c		X	X	X			
10	<b>RESULTS:</b> To what extent have the mechanisms applied by EMMCs for selecting students guaranteed the excellence of selected students?	21		X	X		X		
11	<b>RESULTS:</b> Do the graduates and scholars supported (scholarship recipients) come from <u>all over the world</u> ? Is there an appropriate balance between men and women?	10a	X						
12	<b>RESULTS:</b> How successful have courses been in attracting <u>European students</u> , including through fee-waivers, and what are the factors influencing their participation rates?	16b	X	X			X		
13	<b>RESULTS:</b> Do the graduates obtain qualifications? ( <u>success / completion rates</u> )		X	X			X		
14	<b>RESULTS:</b> Do the graduates gain <u>other valuable experience</u> ?				X		X		
15	<b>RESULTS:</b> Do the <u>scholars</u> supported gain valuable experience?					X	X		
16	<b>RESULTS:</b> Do the partnerships supported through Action 3 create " <u>structured</u> " cooperation between EU and third-country institutions, beyond what would have happened without the programme?			X			X		
17	<b>RESULTS:</b> Do the partnerships allow greater <u>levels of outgoing mobility</u> from the EU institutions concerned than would have occurred without the programme?			X			X		
18	<b>INT. IMPACTS:</b> Are the <u>EMMCs sustainable</u> beyond the lifetime of EU funding and at the same level of quality? What efforts have been made by EMMCs, Partnerships to diversify sources of funding, through sponsorship, links with business, attracting fee-paying students, etc.?	15 / 16b		X			X		
19	<b>INT. IMPACTS:</b> Do the EMMCs provide <u>something new / additional</u> in comparison to the provision that would have existed without them? (if so, what?)			X	X		X		X

	Evaluation Question	No ToR	Main desk review	Survey EMMC staff	Graduate Impact Survey	Survey of Action 2 scholars	Case Study research	Action 4 Interviews	Other interviews
20	<b>INT. IMPACTS:</b> Has the experience of EM contributed to quality assurance procedures for HE provision in <u>the departments and institutions concerned</u> ? Would these improvements have occurred without the programme?			X			X		
21	<b>INT. IMPACTS:</b> Has the programme contributed to making policy, administration and teaching in European higher education institutions more <u>internationally oriented</u> ?	7		X			X		
22	<b>INT. IMPACTS:</b> Has the experience of EM contributed directly to improvements in the quality of HE provision in the <u>departments and institutions concerned</u> (beyond the EMMC itself)? Would these improvements have occurred without the programme?			X			X		X
23	<b>INT. IMPACTS:</b> Has the number of high <u>quality 3<sup>rd</sup> country students and scholars</u> attending EMMC institutions increased in comparison to what would have happened without the programme?	4	X (data)	X			X		
24	<b>INT. IMPACTS:</b> To what extent have students and scholars been <u>developed</u> by participation in the EM programme? What <u>added value</u> , if any, did their Erasmus Mundus degree provide these graduates with when looking for work or further study opportunities?	4 / 8d			X	X	X		
25	<b>INT. IMPACTS:</b> Is there evidence to show that Erasmus Mundus Masters Courses are helping to meet the <u>requirements of the European labour market</u> , in terms of producing graduates with relevant skills, competences and knowledge, boosting capacity in key sectors and increasing the exposure of European higher education to worldwide standards of excellence in teaching and research?	8a	X (data)		X				
26	<b>INT. IMPACTS:</b> How easy is it for <u>Erasmus Mundus graduates to find work</u> during / after their period of study or take up doctoral research opportunities? What positive and negative factors influence their decision to stay in Europe or to move elsewhere? What is their perception of the utility of their <u>Erasmus Mundus diploma</u> ?	8b / 8e / 8c			X				
27	<b>GL. IMPACTS:</b> To what extent is it likely that EM has contributed to <u>increasing the overall quality</u> of HE supply in Europe?	4	X						X
28	<b>GL. IMPACTS:</b> To what extent is it likely that EM has contributed to <u>attracting a higher proportion</u> of the world's most talented internationally mobile students and scholars?	4	X (data)						X



	Evaluation Question	No ToR	Main desk review	Survey EMMC staff	Graduate Impact Survey	Survey of Action 2 scholars	Case Study research	Action 4 Interviews	Other interviews
29	<b>GL. IMPACTS:</b> To what extent has EM made high quality higher education in Europe <u>more visible</u> in the rest of the world? Can an identifiable Erasmus Mundus "brand" be said to have emerged, and with what qualities is it associated (for national authorities, institutions, academics, students and employers)?	4/6		X		X		X	X (data)
30	<b>GL. IMPACTS:</b> To what extent has EM contributed to making higher education in Europe <u>more accessible</u> for 3 <sup>rd</sup> country students and scholars?	4		X				X	X
31	<b>GL. IMPACTS:</b> To what extent does the programme seem to have worked as a testing tool of Bologna principles and be influencing national legislation on issues relevant for international cooperation, such as joint degrees, recognition of degrees, etc.?	14		X			X		X
32	<b>GL. IMPACTS:</b> Do students, scholars and teachers involved in EM feel participation in the programme has improved their <u>understanding of other cultures</u> ?	4		X	X	X			
<b>RELEVANCE</b>									
33	To what extent have the programme's <i>strategic</i> , specific and operational <u>objectives proved relevant</u> to the needs of European higher education?	1		X		X	X	X	X
34	To what extent has the programme proved <u>complementary</u> to other Community initiatives in the field of Higher Education?	2		X			X	X	X
35	What is the <u>Community added value</u> of the programme? (i.e. what is the added value of intervention by the EU level, rather than national or sub-national level?)	3	Community Added Value will be assessed in the analysis phase on the basis of findings in relation to questions on results and impacts						
<b>EFFICIENCY</b>									
36	Was the funding at an appropriate level to establish and implement the joint courses? Was the level of investment in human resources and teaching/learning facilities dedicated to the Masters Courses by the participating universities sufficient to ensure viability of the courses on a long term basis?	16c		X			X		
37	Was the size of budget sufficient for reaching a critical mass of impacts?	18a		X			X		

	Evaluation Question	No ToR	Main desk review	Survey EMMC staff	Graduate Impact Survey	Survey of Action 2 scholars	Case Study research	Action 4 Interviews	Other interviews
38	Could the same results have been achieved with less funding? Could the use of other policy instruments or mechanisms have provided better cost effectiveness? As a result, could the total budget for the programme be considered appropriate and proportional to what the programme set out to achieve?	18b/ 18c	Overall judgement by evaluators, based on evidence collected.						
<b>HORIZONTAL IMPLEMENTATION ISSUES</b>									
39	To what extent do the programme design and implementation mechanisms promote equal participation of men and women? Could any particular points of improvement be identified	10b	X				X		
40	What has been the experience of co-ordinators of Erasmus Mundus Masters Courses in terms of the application procedure and the subsequent implementation phase? Can any common difficulties be identified and, if so, how might these be overcome?	12a / 12b		X			X		
41	To what extent have the recipients of Erasmus Mundus grants been encouraged to promote Erasmus Mundus, and the benefits of Europe as a study destination, in their home countries and institutions?	9		X	X	X	X		
42	To what extent have the results of the actions been properly disseminated to stakeholders and the public? What is their exploitable potential, and to what extent can one say that this potential has been fully exploited?	17		X			X		X
43	How well/efficiently did the Erasmus Mundus National Contact Points in the Member States and the EU Delegations in the rest of the world contribute to the promotion of the programme and to supporting / assisting applicants and beneficiaries (including support to third-country students in obtaining their visa)?	19c		X	X	X	X		X
44	How appropriate was the monitoring system used for Erasmus Mundus? What gaps existed in the system?	21	X				X		X

For "Effectiveness" questions, the reasons for not meeting or exceeding expectations will be explored systematically

## **Annex 3: Interviewees consulted**

**Table A2.1 Case study interviews**

Case study	Interviewees
1. MSc EF - Master of Science in European Forestry	<ul style="list-style-type: none"> <li>• Prof. Paavo Pelkonen (Academic coordinator – University of Joensuu)</li> <li>• Pauliina Karvinen (Administrative coordinator – University of Joensuu)</li> <li>• Prof. Olli Saastamoinen and Blas Mola (Teaching staff – University of Joensuu)</li> <li>• Outi Savonlahti (Head of International Relations – University of Joensuu)</li> <li>• Carlos Colinas (Partner and A3 scholar - University of Lleida)</li> <li>• Carl Trettin (A2 scholar – USDA Forest Service)</li> <li>• Dominik Sperlich (A3 student)</li> <li>• Focus group with 8 students at University of Joensuu (from 2007 and 2008 course)</li> <li>• Prof. Antonio Higa (A3 partner - Federal University in Parana)</li> </ul>
2. MEEES - Masters in Earthquake Engineering & Engineering Seismology	<ul style="list-style-type: none"> <li>• Helen Crowley (MEEES Programme coordinator, ROSE School, Pavia)</li> <li>• Adriano Gasperi (International Officer IUSS Pavia)</li> <li>• Rui Pinho (MEEES Deputy Coordinator, Pavia)</li> <li>• 3 MEEES alumni (now taking PhDs at Pavia)</li> <li>• 4 current MEEES students in focus group at Pavia</li> <li>• Prof. M Collins (member of teaching faculty from University of Toronto)</li> <li>• Saverio Bioni (MEEES Secretariat)</li> <li>• Elena Lizzoli (MEEES Secretariat)</li> </ul>
3. EMCL - European Masters Clinical Linguistics	<ul style="list-style-type: none"> <li>• Ria De Bleser (Course Coordinator, Uni Potsdam)</li> <li>• Thomas Grünewald (Vice-president, Uni Potsdam)</li> <li>• Regina Neum (Head of the International Relations Office, Uni Potsdam)</li> <li>• Ute Minckert (Services for International Programme Students, Uni Potsdam)</li> <li>• 6 EMCL students in focus group in Potsdam</li> <li>• Frank Burchert, Shravan Vasishth et al. (Teaching Staff, Uni Potsdam)</li> </ul>
4. SpaceMaster - Joint European Master in Space Science and Technology	<ul style="list-style-type: none"> <li>• Sven Molin and Victoria Barabash (Coordinators – Lulea University of Technology)</li> <li>• David Weighton and Jonny Ejemalm (Teaching staff - Lulea University of Technology)</li> <li>• Karin Axelsson-Grafström (Head of International Relations – Lulea University of Technology)</li> <li>• Focus group with 8 Round 4 and 2 Round 3 students (Lulea University of Technology)</li> <li>• Genevieve Soucail (Partner - Université Paul Sabatier)</li> <li>• Prof. Shinichi Nakasuka (A3 partner and A2 scholar – University of Tokyo)</li> <li>• Johan Blomqvist (A3 students) – <i>awaiting response</i></li> <li>• Prof. Klaus Schilling (A3 scholar – Julius-Maximilian University Würzburg)</li> </ul>
5. EMMAPA - Erasmus Mundus Master in Adapted Physical Activity	<ul style="list-style-type: none"> <li>• Bart Nuttin (course coordinator, KU Leuven)</li> <li>• Herman Van Coppenolle (liaison officer/internal coordinator)</li> <li>• Alice Nieuwboer (responsible for Leuven part of the programme)</li> <li>• Iana Dobрева (EMMAPA administrator)</li> <li>• 7 Students in focus group in Leuven</li> <li>• Gunn Engelsrud (Partner – Norwegian University of Sport and Physical Education)</li> </ul>
6. EMM-Nano - Erasmus	<ul style="list-style-type: none"> <li>• Guido Groeseneken and Elke Delfosse (Course Coordinators K.U.Leuven)</li> </ul>

Case study	Interviewees
Mundus Master of Nanoscience and Nanotechnology	<ul style="list-style-type: none"> <li>• Trees Deloddere (Head of international admissions and mobility unit, K.U.Leuven)</li> <li>• Piet Henderikx (Executive Advisor International Policy , K.U.Leuven)</li> <li>• Kenji Kimura (A2 Scholar, Kyoto University)</li> <li>• Per Rudquist (Partner, Chalmers University)</li> <li>• 5 Teaching staff (K.U.Leuven)</li> <li>• 4 EMM-Nano alumni in focus group (doing PhDs at K.U. Leuven)</li> <li>• 8 EMM-Nano students in focus group (K.U.Leuven)</li> </ul>
7. AGRIS MUNDUS - Sustainable Development in Agriculture Masters	<ul style="list-style-type: none"> <li>• Didier Pillot (Coordinator – SupAgro, Montpellier)</li> <li>• Gisele André (Executive Secretary – SupAgro, Montpellier)</li> <li>• Daniel Guiraud (Director of Studies – SupAgro, Montpellier)</li> <li>• Mireille Dosso and Olivier Philippon (Teaching Staff – SupAgro, Montpellier)</li> <li>• Myriam Diaz Perez (Former EM student, Batch 1)</li> <li>• Andreas de Neergaard (Partner – University of Copenhagen)</li> <li>• Josh Posner (A2 Scholar, Montpellier)</li> <li>• Conrado Márquez (A3 coordinator - Universidad Autónoma Chapingo)</li> <li>• 6 M2 Students in focus group in Montpellier</li> </ul>
8. EURO CULTURE	<ul style="list-style-type: none"> <li>• Marloes van der Weij (Course coordinator, Universiteit Groningen)</li> <li>• Robert Wagenaar (Director Faculty of Arts, Universiteit Groningen)</li> <li>• Regine van Groningen (International Relations Office, Universiteit Groningen)</li> <li>• Gerry Wakker (Vice Dean, Faculty of Arts, Universiteit Groningen)</li> <li>• Margo Slebus (Admissions Office, Universiteit Groningen)</li> <li>• Janny de Jong, Herman Voogsgeerd, Margriet van der Waal (Teaching Staff)</li> <li>• Marcin Galent (Partner - Uniwersytet Jagiellonski)</li> </ul>
9. MONABIPHOT - Molecular nano- and biophotonics for telecommunications and biotechnologies	<ul style="list-style-type: none"> <li>• Isabelle Ledoux-Rak (course coordinator, ENS Cachan)</li> <li>• Jean-Luc Franc (Head of Finance office)</li> <li>• Joseph Zyss (Director of the ALEMBERT Institute)</li> <li>• Focus group with professors (6)</li> <li>• Focus group with students (7)</li> <li>• Catherine Baratti-Elbaz, Tiana Rabe, Brigitte Vidal (Office of studies)</li> <li>• Bogdana Neuville (Head of International Office)</li> <li>• Magdalena Keska (Administrative officer)</li> <li>• Mercedes Cano (Partner – Complutense University of Madrid)</li> </ul>
10. MUNDUS MAPP - Erasmus Mundus Masters in Public Policy	<ul style="list-style-type: none"> <li>• Ágnes Batory (Academic Coordinator – Central European University, Budapest)</li> <li>• Henriette Griecs (Administrative Coordinator – CEU, Budapest)</li> <li>• Szuzsa Gábor (Head of International Cooperation and Research Office – CEU, Budapest)</li> <li>• Jacint Jordana (Director of partner institution – Institut Barcelona d'Estudis Internacionals)</li> <li>• Pablo Pareja (Coordinator at partner institution – Institut Barcelona d'Estudis Internacionals)</li> <li>• Mercedes Botto (A2 scholar – University of York and Institut Barcelona d'Estudis Internacionals)</li> <li>• Nick Sitter, Diane Stone and Andreas Goldthau (Teaching staff – Central European University, Budapest)</li> <li>• 5 MUNDUS MAPP students in focus group in Budapest</li> </ul>

Case study	Interviewees
11. GEMMA: Masters Degree in Women's and Gender Studies	<ul style="list-style-type: none"> <li>• Adelina Sánchez (Coordinator – University of Granada)</li> <li>• Dorothy Kelly (Pro-Vice-Chancellor for International Relations – University of Granada)</li> <li>• Carmen Caballero (Deputy Director for International Relations and Academic Affairs – University of Granada Postgraduate School)</li> <li>• José Balderas (Head of Services – University of Granada Postgraduate School)</li> <li>• Margarita Sánchez and Victoria Robles (Teaching staff and assistant coordinators – University of Granada)</li> <li>• Jasmina Lukic (Coordinator at partner institution – Central European University, Budapest)</li> <li>• Nora Domínguez (A3 Coordinator – University of Buenos Aires)</li> <li>• Khadija Boudal (A2 scholar, University of Granada)</li> <li>• Adriana Piscitelli (A2 scholar, University of Granada)</li> <li>• 8 GEMMA students in focus group in Granada</li> </ul>
12. IMESS: International Masters in Economy, State and Society	<ul style="list-style-type: none"> <li>• Chris Gerry (IMESS Programme Director, UCL, London)</li> <li>• Robin Aizlewood (SSEES Director and IMESS Manager, UCL)</li> <li>• Richard Mole (Deputy Programme Director, UCL)</li> <li>• Maria Widdowson (IMESS Financial Manager, UCL)</li> <li>• Lowell Black (IMESS Administrator)</li> <li>• Michael Worton (Vice-Provost Academic and International, UCL)</li> <li>• 7 Year 1 IMESS students in focus group at UCL</li> <li>• 5 IMESS teaching staff from UCL in focus group</li> <li>• Katarzyna Zielinska (International Programmes Coordinator) and Ben Koschalka (Information officer), (Jagiellonian University, Krakow, Poland)</li> </ul>

**Table A2.2 Action 4 interviews**

Selected project	Interviewees
1. AMEU – Enhancing the attractiveness of Masters programmes at European Universities in Agriculture, the Applied Life Sciences and the Rural Environment	Simon Heath
2. EHEW – European Higher Education for the World – Studies and Promotion	Katarzyna Hadaś
3. EDUContact – European Distance Education Contact Centre	Martine Vidal
4. MUNDUS MUSICALIS	Martin Prchal
5. BALANCE: Bologna – A Long-term Approach to New Certification in Europe	Anna Quici and Inge Knudsen
6. BalticStudyNet – Promoting Baltic Sea Region Higher Education Worldwide	Katrin Hecker
7. SDPROMO – Promoting European Education in Sustainable Development	Olga Kordas
8. BRIDGES-LAC – Building Relationships & Improving Dialogues Geared towards Erasmus Mundus goals – Latin American & Caribbean	Nicolas Patrici

Selected project	Interviewees
9. LE:NOTRE Mundus International Thematic Network	Richard Stiles
10. TEA TEAM – Training educational advisers to enhance academic mobility	Audrone Uzieliene

**Table A2.3 National Structure and other cross-cutting interviews**

Member State / Association	Interviewees
1. Belgium (BE)	Johan Geentjens (Departement Onderwijs en Vorming, Vlaamse Gemeenschap)
2. Germany (DE)	Siegbert Wuttig (Deutscher Akademischer Austauschdienst – DAAD)
3. Spain (ES)	Mar Duque García (Ministerio de Educación)
4. France (FR)	Maritxu Skawinski (Agence Europe Education Formation France)
5. Hungary (HU)	Gábor Dobos (Tempus Public Foundation)
6. Italy (IT)	Giovanni Finocchietti (Punto nazionale di contatto Erasmus Mundus)
7. The Netherlands (NL)	Madalena Pereira (NUFFIC - Department for International Academic Relations)
8. Poland (PL)	Beata Skibinska (Fundacja Rozwoju Systemu Edukacji)
9. Sweden (SE)	Lennart Ståhle (Internationella programkontoret för utbildningsområdet)
10. UK	David Hibler (British Council)
1. European University Association (EUA)	Elizabeth Colucci (Project officer for external relations) interviewed 23/04/09
2. European Association of Institutions in Higher Education	Stefan Delplace (Secretary General) interviewed 30/04/09
3. European Association for International Education	Ruth Graf (Professional Development Manager) interviewed 17/04/09
4. NETHER Netherlands House for Education and Research	David Bohmert (Senior policy advisor)
5. NVAO Nederlands Vlaamse Accreditatieorganisatie	Axel Aerden (International policy advisor)

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<sup>i</sup> <http://ec.europa.eu/eit/>

<sup>ii</sup> [http://ec.europa.eu/education/programmes/mundus/doc/com395\\_en.pdf](http://ec.europa.eu/education/programmes/mundus/doc/com395_en.pdf)