



Erasmus Mundus Action 2

Scholarship Holders' Impact Survey

Results

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Foreword

Erasmus Mundus Action 2 started in 2009 in the framework of the second phase of the Erasmus Mundus programme (2009–2013). It is the successor of the so-called Erasmus Mundus External Cooperation Window (ECW), a higher education cooperation and mobility scheme launched in 2006 by EuropeAid Development and Cooperation of the European Commission. Since the very beginning of the programme, the Education, Audiovisual and Culture Executive Agency (EACEA) has been in charge of its implementation.

The main objectives of the Erasmus Mundus Action 2 programme are to promote partnerships and cooperation exchanges between higher education institutions from Europe and those in third countries. In turn, these partnerships are the basis for enhancing academic cooperation and exchanges of students and staff, contributing to the socio-economic development of the non-EU countries targeted by the EU external cooperation policy.

Ten years after the creation of the programme, the Education, Audiovisual and Culture Executive Agency (EACEA) is carrying out a comprehensive assessment of the main outcomes and results of the programme at different levels. The experiences of Erasmus Mundus Action 2 scholarship holders, the main beneficiaries of the action, are brought together in order to gather valuable information about the impact of the action at personal and systemic levels. To this aim, more than 37.000 scholarship holders from the action were invited to take part in this impact survey, including students, administrative and academic staff who were granted a mobility opportunity from 2007 to 2014.

In this publication, the results of more than 8.100 completed questionnaires are presented. The analysis provided in the following pages shows that Erasmus Mundus Action 2 has had a broad impact on scholarship holders' lives. Almost all respondents believe that their experience abroad has had a positive effect on their personal development, skills and professional competences. Furthermore, most of them have found employment after their mobility period and are enthusiast about the doors that Erasmus Mundus Action 2 has opened to them.

I am confident that the voices of students and staff reflected in this publication will enlighten stakeholders, policy makers, beneficiaries and the European Commission itself by providing useful data and inspiring guidance for the future.

Brian HOLMES
Director
Education, Audiovisual and Culture Executive Agency



Executive summary

Erasmus Mundus Action 2 - Scholarship Holders' Impact Survey: Results

The *Erasmus Mundus Action 2 - Scholarship Holders' Impact Survey: Results* presents the results of an impact survey carried out during the second semester of 2014. The survey was launched with the aim to analyse the implementation of Erasmus Mundus Action 2 and notably scholarship holders' opinions and experiences, as well as to measure their satisfaction and assess the programme's impact on their personal lives, skills, competences and career perspectives. Besides, the results provide useful data for the development of current and future programmes and policy frameworks involving the regions and countries covered by this study.

The following pages provide an encouraging picture of the programme. Scholarship holders who participated in the survey assess positively their experience abroad, including both academic and administrative aspects. A majority of them obtained their diplomas and credits by the end of their mobility and got them recognised by their home institutions upon return to their countries. Besides, most respondents declare that their participation in the programme has had a very positive effect on their personality, skills and professional competences and has enhanced their employment opportunities and career perspectives. Considering that most of them returned to their countries of origin or were planning to do so at the time of answering, it seems that these positive outcomes will eventually have an impact on scholarship holders' countries of origin.

However, a certain number of issues still need to be addressed. These include tackling gender imbalances in certain regions and among student profiles and staff groups, but also improving the reciprocity between education systems and implementing fully effective recognition mechanisms in certain regions and countries concerned.

A representative sample

The survey sample can be considered representative of the actual population of beneficiaries:

- 8.131 scholarship holders participated in the survey, out of which 85% are students and 15% are staff. They represent 22% of the 37.385 scholarship holders who participated in the programme until September 2014. There are minor differences between the distribution of replies by region and the distribution of real scholarship holders. Moreover, a sufficient number of replies to draw conclusions was received from all the regions, with the exception of the Industrialised Countries.
- While the overall number of respondents and scholarship holders is equally split between women (49%) and men (51%), imbalances in certain regions remain. There is a majority of men among post-doctorate, PhD students and academic staff, whilst most Bachelor students and administrative staff are women.
- Most respondents are Master students, followed by Bachelor, PhD and post-doctorate students, and academic and administrative staff. A similar percentage of credit-seeking (32%) and degree-seeking students (34%) participated in the survey, whilst some students did not specify their status (19%).
- Most respondents and scholarship holders belong to partner universities (73% of respondents, 77% of scholarship holders), whilst less than one quarter come from non-partner universities (23% of respondents, 17% of scholarship holders) and a minority belong to vulnerable groups (4% of respondents, 4% of scholarship holders).
- Most respondents to the survey had finished their mobility period at the time of the survey (66%).

Regional highlights

ACP countries, Asia, Iraq, Iran and Yemen, the **Industrialised Countries** and the **Southern Mediterranean** have a clear majority of male scholarship holders (59% or more) and respondents (60% or more), whilst **Eastern Europe, South Africa** and the **Western Balkans** have a clear majority of female scholarship holders (54% or more) and respondents (56% or more). Gender balance is observed among scholarship holders and respondents of **Central Asia**, the **EU** and **Latin America**. Among respondents, **most regions** have a majority of Master students, except for **Eastern Europe** (with an equal percentage of Master and Bachelor students), **Latin America**, the **Industrialised Countries** (with a majority of PhD students) and the **Western Balkans** (with a majority of Bachelor students).

Overall satisfaction of scholarship holders with mobility and academic aspects

The survey provides relevant information on aspects related to all the phases of mobility which are vital for an optimal functioning of the programme. These include, among others, the recruitment of scholarship holders, the visibility of Erasmus Mundus, the services provided by host institutions or the relevance of the studies and trainings followed by respondents:

- Most respondents heard about Erasmus Mundus Action 2 through promotional activities carried out by their home higher education institutions (63%), whilst online sources (20%) contributed to the programme's visibility to a lesser extent.
- The possibility to enhance their professional career and profile (55% of the answers) is the main reason that motivated most respondents to apply for the programme.
- Most respondents assess positively the support and the services provided by the host institutions (93%), as well as the assistance provided by their coordinators (95%). It is important to note that more than half of the respondents were asked by the institutions to provide feedback on the quality of these services and support.
- Almost all respondents assess positively (85%) the content of the courses or staff training activities that they followed at the host institutions. As part of the quality assurance process, more than half of the respondents were asked by the institutions to provide feedback on the quality of these activities.
- Most respondents (66%) believe that their recommendations were taken into account and implemented by the university partnerships.
- A majority of male respondents followed studies related to technical or scientific fields, whilst female respondents mostly opted for social sciences or humanistic studies. Overall, most respondents followed studies related to Engineering Technology (16%). Almost all (92%) believe that there was an appropriate match between the studies or trainings followed and their previous study or teaching experience.

Regional highlights

Respondents from the **Industrialised Countries, Iran, Iraq and Yemen** and the **EU** assess less positively the content of the courses, modules or staff training activities followed at the host institutions (79% or less provided a positive answer) than the respondents from the rest of the regions (85% on average provided a positive answer). Whilst half of the respondents from the **EU** assess the support and the services provided by host institutions as excellent or good (50%), this percentage is higher for the rest of the regions (56% on average). Respondents from **Asia, Central Asia** and the **Western Balkans** provide the most positive assessment of these services (70% or more assess them as excellent or good).

Satisfactory academic attainment and study recognition mechanisms

On the occasion of mobility of students and staff, universities from all over the world are confronted with the issue of diploma and credit recognition. Erasmus Mundus aims at deepening the links between institutions and education systems so as to improve these procedures and recognise scholarship holders' efforts upon return to their home countries. The survey sheds light on the current state of academic attainment and recognition:

- Around two thirds of degree-seeking students (63%) who had finished their mobility at the time of the survey obtained a diploma, whilst the rest did not (37%).
- A majority of those degree-seeking students who obtained their diplomas got them recognised (85%) by their home institutions upon return to their home countries, whilst the rest did not (15%).
- Most credit-seeking students who finished their mobility period got their credits fully (56%) or partially (28%) recognised by their home institutions upon return to their home countries. Only a minority of them (16%) did not get any credit recognised.

Regional highlights

A high percentage (72% or more) of degree-seeking respondents from the **ACP countries, Asia, South Africa** and the **Western Balkans** obtained a diploma by the end of their mobility, whilst only half or less respondents from **Central Asia, Eastern Europe** and the **EU** did. Whereas a high percentage (89% or more) of these students from **Asia, Iran, Iraq and Yemen, South Africa** and the **Southern Mediterranean** got their diplomas recognised, the percentages are lower (77% or less) among students from the **EU, Central Asia** and the **Western Balkans**. As regards credit-seeking students, the **EU** (74%), **Latin America** (64%) and **Asia** (60%) register the highest percentages of students who got all their credits recognised, whereas **Eastern Europe** (38%) registers the lowest. The highest percentages of credit-seeking students who did not get any credit recognised can be found among **South Africans** (35%), **Southern Mediterranean** students (27%) and **Eastern Europeans** (22%).

A significant impact on scholarship holders' skills, competences and personality

By providing scholarship holders the chance to pursue studies and academic or professional training abroad, Erasmus Mundus contributes to the development of scholarship holders' skills, competences and personality:

- Most respondents believe that Erasmus Mundus has had a general impact on their professional careers (64%), specialized knowledge (45%), personalities (30%), attitudes towards Europe and the EU (28%) and private and social lives (18%).
- A majority of respondents (84%) believes that the increase of their skills and professional competences has been very or rather high. Only a minority (2%) thinks that this increase has been rather or very low.
- Respondents report that Erasmus Mundus has positively influenced their personal skills and competences, including their intercultural competences (52%), language skills (31%), problem-solving skills (23%), self-confidence (20%) and self-management capacities (19%).

Regional highlights

Most respondents from **all regions** believe that Erasmus Mundus had a general impact mainly on their careers. They believe that it has also improved their specialized knowledge, except for participants from **Iran, Iraq and Yemen** and the **EU**, who respectively perceive an impact mainly on their attitudes towards Europe and the EU and on their personality. The percentages of respondents who assess the increase of their skills and professional competences as very high or rather high are much lower among respondents from the **Industrialised Countries, Iran, Iraq and Yemen** and the **EU** (72% of answers or less) than

among those from **Central Asia, Eastern Europe** or the **ACP countries** (90% of answers or more). As regards the impact of the programme on scholarship holders' specific competences, skills and personality, more than half of the respondents of **most regions** and only one third of **Eastern Europeans** believe that the programme has had an impact on their intercultural competences. Most respondents believe that the programme has also helped them to improve their language skills (respondents from **most regions**), their self-confidence (respondents from **Asia** and **South Africa**), their problem-solving skills (respondents from the **ACP countries**) and their specialized knowledge (respondents from the **Industrialised Countries**).

A positive impact on scholarship holders' careers

Erasmus Mundus aims at giving scholarship holders the opportunity to acquire better competences and skills in order to enhance their employment opportunities and enrich their careers. The results of the survey point all to the same direction:

- After finishing their mobility, most respondents continue being linked to their home universities as students or researchers (43%), found an employment or are self-employed (38%), or are linked to the world of work as interns or trainees (2%). Only a minority is unemployed or seeking for a job (9%) or do not correspond to any of these profiles (8%).
- More than one quarter of scholarship holders carried out an internship or work placement during their mobility period (27%). This has proven a very enriching experience. Almost all of them (96%) believe that it was highly profitable or profitable and that it has had a wide impact on their careers.
- Most respondents (72%) believe that they acquired the competences necessary for their future career.
- Almost all staff (96%) state that the skills acquired through the teaching and training activities pursued are very relevant or fairly relevant for their current occupation.
- Nearly all respondents (94%), including staff, believe that the programme has had a very important or important impact on their careers and that it has or will help them to find an employment.

Regional highlights

The **ACP countries, Iran, Iraq and Yemen, Eastern Europe** and the **Western Balkans** register the highest unemployment figures among respondents (more than 10%); whilst **South Africa** and **Latin America**, the lowest (6% or less). Whilst high percentages of respondents (more than 80%) from **Eastern Europe** and **Latin America** believe that they acquired the competences necessary for their careers, respondents from the **Industrialised Countries** and **Iran, Iraq and Yemen** provide a less positive assessment (60% or less). Staff from these last two regions also have a slightly worse opinion of the relevance of the skills they acquired (14% or more believe that they are not relevant). Also lower percentages of respondents from these regions and the **European Union** believe that Erasmus Mundus had a very important impact on the development of their careers (42% or less), as opposed to **Latin Americans, Central Asians** and respondents from the **ACP countries** (67% or more).

Empowering citizens and promoting brain gain for third countries

One of the core objectives of the programme is to contribute to scholarship holders' training and development without depriving third countries of their skilful citizens. Therefore, one of the core tasks of university partnerships is to implement all the necessary measures to encourage scholarship holders to return and to

maximise the impact of their knowledge and experience in their home countries. Several indicators show that these goals can be achieved:

- Most respondents declare that they returned back to their countries of origin (92%) directly after mobility. The percentages are even higher for Bachelor and post-doctorate students and staff (94% or more), but lower for Master and PhD students (87% or less).
- Most respondents who had finished their mobility were not in the EU (87%) when they answered the survey. These percentages are higher for post-graduate (93%) and Bachelor (90%) students and staff (97%), but lower for Master (79%) and PhD students (82%).
- Most respondents who were still on mobility at the time of the survey declare that they will return to their countries directly after finishing their mobility or after one or several years of experience abroad (70%). Only a minority clearly states that they will not return (4%), whilst the rest does not know yet.

Regional highlights

Iraq, Iran and Yemen stand out as the countries with less positive indicators as regards brain gain. They register the highest percentage of respondents who did not return to their home countries directly after mobility (17%), as well as the highest percentage of respondents who were in the EU when they answered the survey (21%) despite having finished their mobility. Also, a high percentage of mobile respondents from these countries (43%) were hesitating on whether to return or not after mobility. Similarly, all the regions neighbouring the EU (**Eastern Europe**, the **Southern Mediterranean** and the **Western Balkans**) register slightly higher percentages of respondents who did not return to their home countries directly after mobility or who were in the EU at the time of answering. These regions and the **EU** also register the highest percentages of mobile respondents who do not intend to return. On the opposite side, most respondents from **South Africa** and **Central Asia** returned to their region and were not in the EU at the time of answering. In addition, only a minority of mobile respondents from these regions and the **ACP countries** declared that they do not intend to return (2% or less).

Introduction

Purpose of the present report

The present document was prepared by the A3 Unit Erasmus+: Higher Education – Erasmus Mundus Joint Master Degrees of the Education, Audiovisual and Culture Executive Agency (EACEA) with the objective to present the results and conclusions of a scholarship holders' impact survey carried out during the second semester of 2014.

The survey was launched with several aims:

- To analyse the implementation of Erasmus Mundus Action 2.
- To take into account scholarship holders' opinions and experiences, measure their satisfaction and assess the programme's impact on their personal lives, skills, competences and career perspectives. Therefore, the survey specifically focused on pre and post-mobility aspects, such as gender balance, academic attainment and satisfaction, recognition of credits and diplomas, personal and professional development, employability or brain gain.
- To inform future policies and provide useful data for the development of current and future programmes and policy frameworks involving the regions and countries covered by this survey.

The target audience of this report are mainly stakeholders involved in the conception and implementation of international higher education programmes.

Methodology

The Erasmus Mundus Action 2 - Scholarship Holders' Impact Survey was designed with an electronic tool (Interactive Policy Making) and was accessible online in English for a period of one month, between August and September 2014. The survey was sent by e-mail to 37.000 former and current scholarship holders participating in projects selected between 2007-2013, out of which 8.131 respondents from more than 150 countries completed and submitted the form. Therefore, the results provided and conclusions drawn are based on the point of view and responses of those who took part in the survey.

The survey was based on a mixed approach, namely a combination of different single choice, multiple choice and scaling questions. The survey itself consisted of 36 questions and a comments box. The open comments section of the survey gave the respondents the possibility to provide more in-depth feedback about their experiences. Identification of respondents was optional, therefore giving them the opportunity to remain anonymous. For the results of the survey, the comments box was crucial for substantiating the data extracted from the survey.

The main body of this publication offers a brief but complete analysis of its overall results. For the sake of completeness, regional data are compared and some of the questions intertwined whenever relevant. Internal data on the real mobility figures are also provided in order to make relevant comparisons and assess the relevance of the data obtained through the survey. To do so, the complete set of mobility data available (approximately 37.400 scholarship holders in total) for the period between the beginning of the programme in 2007 and September 2014, when the survey was closed, has been taken into account.

Annex 1 presents relevant data for each of the regions concerned. In order to obtain the results for each of the regions, only the answers submitted by participants from the relevant nationalities of a particular region are taken into account. As the number of EU nationals who went on mobility to non-EU countries is smaller, their responses will be considered at the end of the annex, whereas the responses of non-EU nationals constitute the majority of the replies.

Annex 2 contains a summary of the replies obtained and, when available, also the real mobility figures obtained between 2007 and September 2014. In some cases and for space reasons, only the data for certain countries or the total data for each of the regions covered are presented.

Regional data should be taken with caution for some of the targeted regions, since the number of replies received is limited and split among a considerable number of countries with different dynamics and characteristics. This is namely the case of the data obtained for the Industrialised Countries and the African, Caribbean and Pacific (ACP) countries.

Moreover, it must be noted that since Croatia has been participating in the programme both as a European Union country (from 2013) and as a third country (until 2013), the replies of Croatian participants are split between the Western Balkans and the European Union in the regional analysis. Also, it must be highlighted that since the respondents could not select "Palestinian" as their nationality, Palestinian respondents chose other options, mainly Jordan, Sweden and Lebanon.

Erasmus Mundus Action 2

The impact survey focuses on the Erasmus Mundus Action 2 programme, which has two main objectives. First, it is to provide support for the establishment of cooperation partnerships between higher education institutions from targeted third countries and the European Union with the objective of organising and implementing structured individual mobility arrangements between the European and third country partner institutions. Secondly, it provides scholarships of various lengths - depending on the priorities defined for the third country concerned, the level of studies or the particular arrangements agreed within the partnership - for European and third-country individuals (students, scholars, researchers, professionals). Erasmus Mundus Action 2 is also the successor of the Erasmus Mundus External Cooperation Window (2007-2009), a higher education co-operation and mobility scheme launched in 2006 by EuropeAid Development and Cooperation. This scheme had a similar purpose of promoting partnerships and institutional co-operation exchanges, as well as a mobility scheme for student and staff exchanges.

Timeframe and budget

For the period 2007-2019, around € 264 and € 665 million have been allocated respectively to the External Cooperation Window and the Erasmus Mundus Partnerships programme and 308 partnerships have been funded through the financial envelopes of the external policy instruments concerned. These include the European Neighbourhood and Partnership Instrument (ENPI), the Development Cooperation Instrument (DCI), the Instrument for Pre-Accession Assistance (IPA), the European Development Fund (EDF) and the Instrument for Cooperation with Industrialised and Other High-Income Countries and Territories (ICI).

Management of the programme

The programme is implemented by the A3 Unit Erasmus+: Higher Education – Erasmus Mundus Joint Master Degrees of the Education, Audiovisual and Culture Executive Agency (EACEA) under the supervision of the European Commission Directorate-General for Development and Cooperation-EuropeAid and the Foreign Policy Instruments Service (FPI).

Results

Profile of the respondents

Replies per region

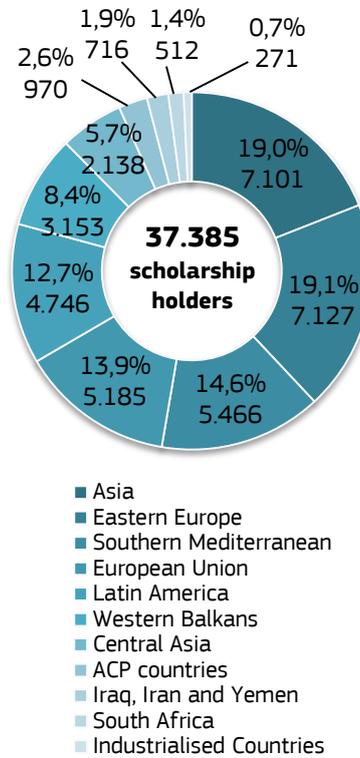
Erasmus Mundus Action 2 covers the regions of ACP countries, Asia, Central Asia, Eastern Europe, the group of Industrialised Countries, Iraq, Iran and Yemen, Latin America, South Africa, the Southern Mediterranean, the Western Balkans and the European Union. Most respondents to the survey and real scholarship holders are from Asia, Eastern Europe, the Southern Mediterranean and the European Union.

A total of 8.131 current and former scholarship holders from more than 150 countries participated in the survey. This figure represents around 22% of the 37.385 scholarship holders who had taken part in the programme until September 2014.

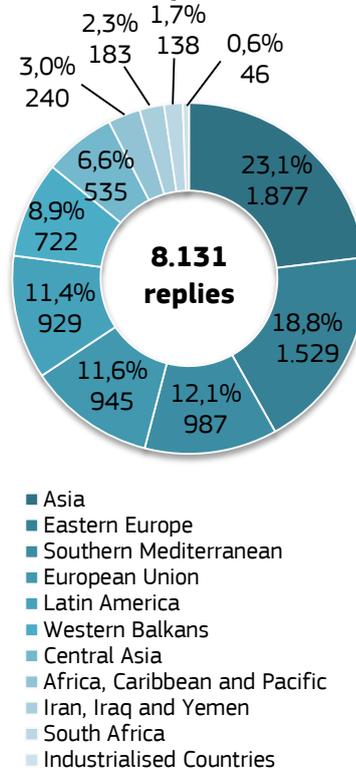
Asia is the most represented region in the survey (23,1%; 19% in the real data), followed by Eastern Europe (18,8%; 19,1% in the real data), the Southern Mediterranean (12,1%; 14,6% in the real data), the European Union (11,6%; 13,9% in the real data), Latin America (11,4%; 12,7% in the real data), Western Balkans (8,9%; 8,4% in the real data), Central Asia (6,6%; 5,7% in the real data), the African, Caribbean and Pacific Countries (ACP countries) (3%; 2,6% in the real data), Iran, Iraq and Yemen (2,3%; 1,9% in the real data), South Africa (1,7%; 1,4% in the real data) and the Industrialised Countries (0,6%; 0,7% in the real data). The real and survey absolute figures can be consulted on the charts provided.

The rates of replies per region are in similar proportion to the real mobility flows as registered in September 2014. However, Asia (4,1 points more than in the real data) is overrepresented in the survey results in comparison with the real mobility figures, whilst the Southern Mediterranean (2,5 points less) and the European Union (2,3 points less) are underrepresented. Therefore, since the differences are minor, the survey sample can be considered as representative for examining the programme's impact.

Distribution of the real number of scholarship holders per region



Distribution of replies to the survey



Gender balance

The number of respondents and real scholarship holders who participated in Erasmus Mundus Action 2 is overall equally split between men and women. However, regional imbalances remain an issue and male participants are overrepresented in the highest levels of education.

Erasmus Mundus Action 2 encourages an equal participation of men and women in the programme. Therefore, participating higher education institutions should work towards achieving this goal. As can be deduced from the overall results of the survey, this objective is fulfilled: 49% of the respondents are women, whilst 51% are men. These figures are in line with the real total percentages of participating female (49%) and male (51%) scholarship holders registered between 2007 and 2014.

Notwithstanding these positive figures, there is room for improvement. Some of the regions have a clear **majority of male scholarship holders**. This is specially the case for the **African, Caribbean and Pacific (ACP) countries** (66% are male in the real mobility data, 72% in the survey), **Asia** (59% are male in the real data, 60% in the survey), **Iraq, Iran and Yemen** (70% are male in the real data, 70% in the survey), **Industrialised Countries** (65% are male in the real data, 65% in the survey) and the **Southern Mediterranean** countries (62% are male in the real data, 62% in the survey). Other regions have a **clear majority of women**, as is the case for **Eastern Europe** (66% are female in the real data, 66% in the survey), **South Africa** (54% are female in the real data, 57% in the survey) and the **Western Balkans** (58% are female in the real data, 56% in the survey). The low percentages of female scholarship holders in the regions concerned could be explained by the fact that women of certain countries have more difficulties to participate in higher education mobility activities.

The **rest of the regions** show a **balanced distribution of male and female scholarship holders and respondents**, such as **Central Asia** (47% are female in the real data, 50% in the survey), the **European Union** (50% are female in the real data, 51% in the survey) or **Latin America** (49% are female in the real data, 49% in the

survey). Taking these data into account, it can be affirmed that the survey data are fully relevant as regards gender distribution and allow for relevant comparisons.

Gender distribution per region

Percentages of the total number of scholarship holders and of the total number of respondents

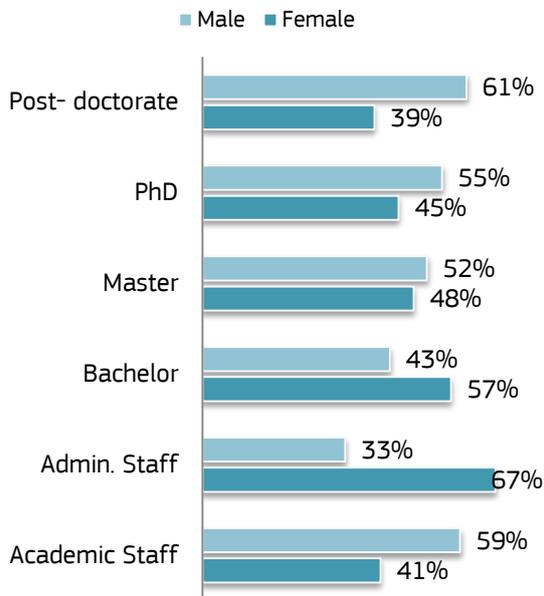
Region	Real data		Survey data	
	F	M	F	M
ACP countries	34%	66%	28%	72%
Asia	41%	59%	40%	60%
Central Asia	47%	53%	50%	50%
Eastern Europe	66%	34%	66%	34%
European Union	50%	50%	51%	49%
Industrialised Countries	35%	65%	35%	65%
Iraq, Iran and Yemen	30%	70%	30%	70%
Latin America	49%	51%	49%	51%
South Africa	54%	46%	57%	43%
Southern Mediterranean	38%	62%	38%	62%
Western Balkans	58%	42%	56%	44%
Grand Total	49%	51%	49%	51%

The survey and real figures also highlight **gender balance inequalities across academic profiles and staff groups**. When these data are compared, it emerges that the higher the educational level, the lower is the percentage of female scholarship holders. Whilst 56% of the Bachelor scholarship holders are female (57% in the survey), only 41% of the post-doctorate scholarship holders are women (39% in the real data). Female respondents are a majority among administrative staff (67%), but a minority among academic staff (41%). Since the real staff data are not broken down per groups of staff, no comparisons with the survey data can be made in this regard. However, the real percentage of participating staff (43%) shows that further actions could be carried out in order to increase the number of female staff participants in the programme.

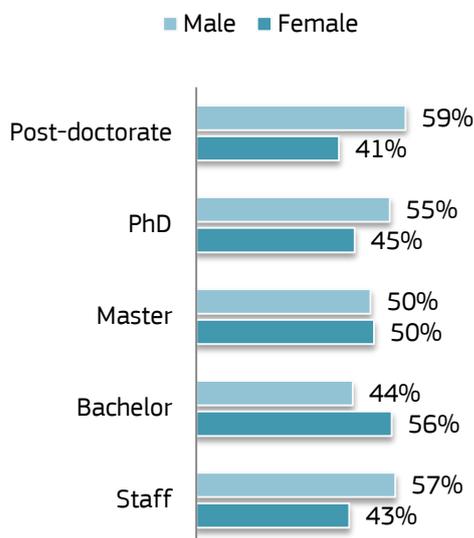
Concerning **gender balance per target groups**, it seems that further efforts need to be made in order to enhance the participation of women from vulnerable groups. Both the real and the survey figures show that, whilst the number of female and male participants is balanced among scholarship holders from partner universities (target group I) (50% are female in the real mobility data, 50% in

the survey) and from non-partner universities (target group II) (48% are female in the real data, 47% in the survey), the percentage of female participants among vulnerable students is lower (target group III) (39% both in the real data and in the survey).

Survey gender distribution per type of mobility



Real gender distribution per type of mobility



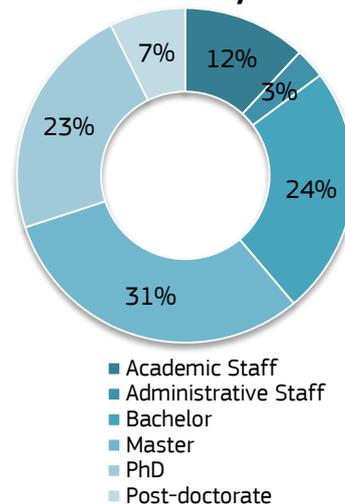
Student and staff groups

Most respondents to the survey are Master students, whilst the real figures show that most scholarship holders are Bachelor students.

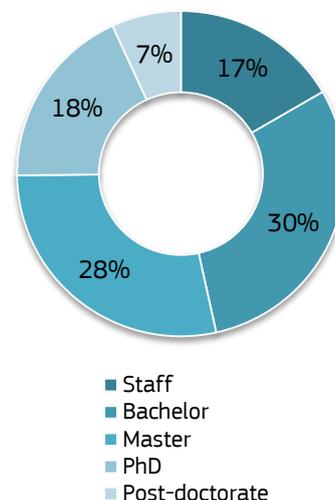
Respondents to the survey were asked to specify the academic profile or staff group to which they belong. Though the survey figures can be considered representative enough, they slightly vary as compared to the real mobility data. Most respondents are Master students (31%, 28% in the real data), followed by Bachelor students (24%, 30% in the real data), PhD students (23%, 18% in the real data), post-doctorate students (7%, 7% in the real data) academic staff (12%) and administrative staff (3%). The real mobility data are not broken down by academic and administrative staff, which represent altogether 17% of the total number of scholarship holders, as compared to 15% of respondents in the survey.

Most respondents from partner universities (target group I) are Bachelor (29%, 36% in the real data), Master (26%, 23% in the real data), PhD (21%, 15%

Survey distribution per type of mobility



Real distribution per type of mobility



in the real data) or post-doctorate students (6%, 6% in the real data), whilst academic and administrative staff represent respectively 14% and 4% of respondents (18% in total, 20% of staff in the real data). Most respondents who belong to non-partner universities (target group II) are Master (45%, 51% in the real data), PhD (30%, 31% in the real data) and post-doctorate (11%, 13% in the real data) students, whilst academic and administrative staff represent respectively 6% and 1% of respondents (5% of staff in the real data). Finally, most respondents from vulnerable groups (target group III) are Master (41%, 37% in the real data), Bachelor (30%, 41% in the real data), PhD (22%, 17% in the real data) or post-doctorate students (4%, 4% in the real data), whilst academic and administrative staff represent respectively 2% and 1% of respondents (1% of staff in the real data).

Target groups¹

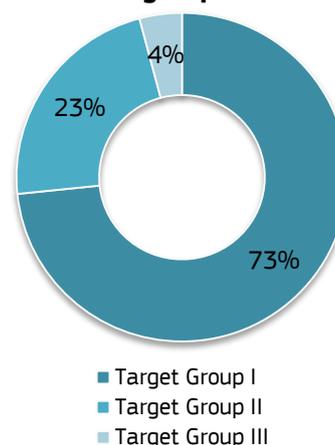
Three quarters of respondents and scholarship holders belong to partner universities (target group I).

Respondents to the survey had to specify to which target group they belong: respondents from partner universities (target group I), respondents from non-partner universities (target group II) or respondents from vulnerable groups (target group III). Most respondents belong to partner universities (73% of respondents, 77% in the real data), whilst one quarter belongs to non-partner universities (23% of respondents, 17% in the real data) and a minority to vulnerable groups (4% of respondents, 4% in the real data). The real data also makes a distinction between European (1%) and third country students (1%), which only applies to scholarship holders from the Industrialised Countries who went on mobility to the European Union or the other way round.

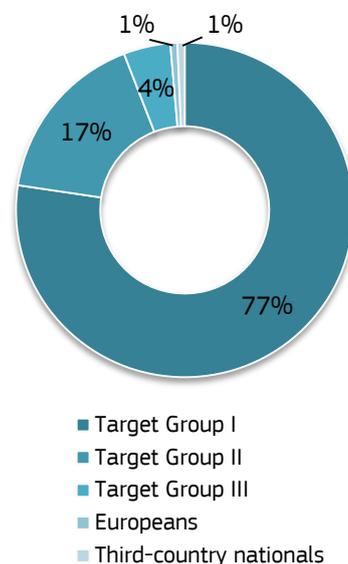
The **regions** with the highest percentages of respondents from vulnerable groups are Asia (5% of respondents, 6% in the real data), Latin America (7% of respondents, 8% in the real data) and the Southern Mediterranean (6% of respondents, 6% in the real data).

¹ The complete definitions of target groups can be found at the Glossary.

Survey distribution by target groups



Real distribution by target groups



Type of mobility

A similar number of credit-seeking and degree-seeking students participated in the survey.

Out of the total number of respondents to the survey, most are credit-seeking (34%) or degree-seeking students (32%). The remaining percentage of students (19%) did not provide an answer on whether they are credit or degree-seeking scholarship holders. If only students are considered, credit-seeking students represent half (51%) of the total number of students who carried out a mobility period, while a bit less than half are degree-seeking students (49%). As regards the **breakdown per region**, ACP countries, Iraq, Iran and Yemen, Latin America, South Africa and the Southern

Mediterranean have a majority of degree-seeking students, whilst the Industrialised Countries have an equal percentage of both groups. As for the rest of the regions, mostly credit-seeking students answered the questionnaire.

As regards staff members, they represent 15% of the total number of respondents who participated in Erasmus Mundus Action 2. Out of this percentage, 80% are academic staff, whilst 20% are administrative staff.

Type of mobility per region

Region	Credit seeking	Degree seeking	No answer (students)	Staff
ACP countries	14%	55%	21%	10%
Asia	36%	33%	14%	17%
Central Asia	38%	32%	14%	16%
Eastern Europe	37%	31%	18%	14%
European Union	42%	13%	23%	23%
Industrialised Countries	15%	15%	46%	24%
Iran, Iraq and Yemen	21%	48,5%	18,5%	12%
Latin America	25%	36%	30%	9%
South Africa	23%	44%	11%	22%
Southern Mediterranean	28%	39%	21%	12%
Western Balkans	40%	32%	16%	12%
TOTAL	32%	34%	19%	15%

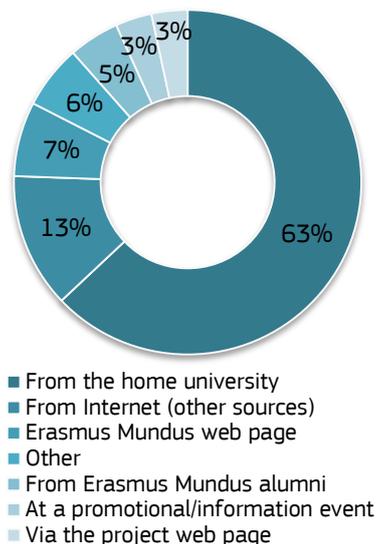
Organisation of mobility and academic aspects

Visibility of Erasmus Mundus Action 2

Direct promotion by scholarship holders' home higher education institutions gives a high visibility to the Erasmus Mundus programme.

Respondents were asked to specify how they heard about the Erasmus Mundus programme. The results show that home universities have a key role in the promotion and visibility of the programme: almost two thirds of participants (63%) found out about the programme through their home higher education institutions. However, a higher percentage of staff chose this answer (77%) as compared to students (60%). Online sources were also an important visibility factor: almost one quarter of respondents (23%) learned about the programme through several internet sources (13%), the Erasmus Mundus website (7%) and projects' websites (3%). Whilst a quarter (25%) of the students learned about the programme through online sources, only a minority of staff (13%) did. The rest of respondents learned about the programme at information or promotional events (3%) or through other sources (6%).

Visibility of the Erasmus Mundus Partnerships programme



Motivation to apply

The possibility to enhance their professional career and profile motivated most respondents to apply for Erasmus Mundus.

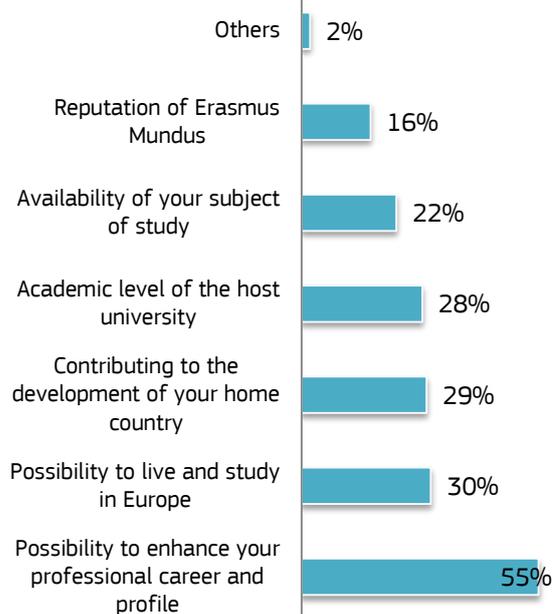
The survey included a question on the reasons that motivated Erasmus Mundus scholarship holders to apply for the programme. Respondents could choose one or two options.

Students were mainly motivated by the possibility of enhancing their professional profile and future career (56%), but also by the possibility to study and live in Europe (32%) and to contribute to the development of their home country (28%). Academic reasons include the academic level of the host university (29%) or the availability of certain subjects of study (23%). A minority of students stated that the reputation of Erasmus Mundus brought them to apply (16%), whilst the rest chose other reasons (2%).

As regards academic and administrative staff, they were also mainly motivated by the possibility of enhancing their professional profile and future career (52%), but also by the possibility to contribute to the development of their home country (38%). Contrary to students, a small percentage was motivated by the possibility to study and live in Europe (9%). Academic reasons include the academic level of the host university (34%) and the availability of certain subjects of study (21%). The rest of staff stated that the reputation of Erasmus Mundus (21%) or other reasons (2%) brought them to apply.

Motivation to apply

(% of the total number of respondents)



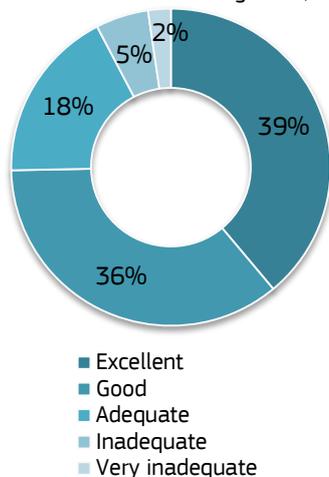
Support to mobility by higher education institutions

Most respondents assess positively the services provided by the host universities.

Participants to the survey were asked to assess the services that the host higher education institutions provided to them before their mobility period. Overall, almost all of the respondents to the survey consider the services provided to be excellent (39%), good (36%) or adequate (18%). Only a minority of participants consider them to be inadequate (5%) or very inadequate (2%). The availability and assistance of the coordinator during mobility is also positively rated by respondents. Most of them assess it as excellent (58%), good (28%) or adequate (9%), and only a minority believes it to be inadequate (3%) or very inadequate (2%).

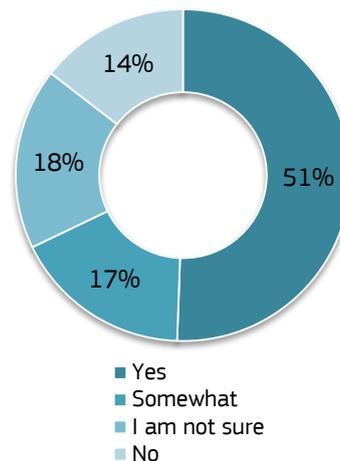
Services provided by host higher education institutions before mobility

(Travel arrangements, housing, visas and residence permits, banking, health insurance, language courses, recreation, family issues and estimation of living costs)



Most partnerships have established feedback systems to allow scholarship holders to provide feedback on the services offered by the host universities. Indeed, the majority (51%) of respondents were asked to provide feedback during or at the end of their mobility on the services provided by HEIs (51%), whilst the rest answered "somewhat" (17%), "no" (14%) or are not sure (18%). However, whilst around 50% of the students and academic staff were asked to provide feedback, this percentage is remarkably higher among administrative staff (65%).

Feedback provided on the quality of the services offered

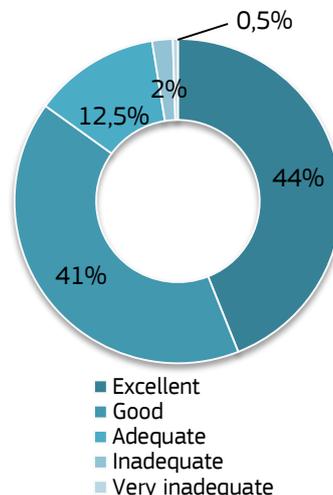


Content of courses and trainings

Erasmus Mundus scholarship holders are satisfied with the academic quality of the programmes and training modules followed.

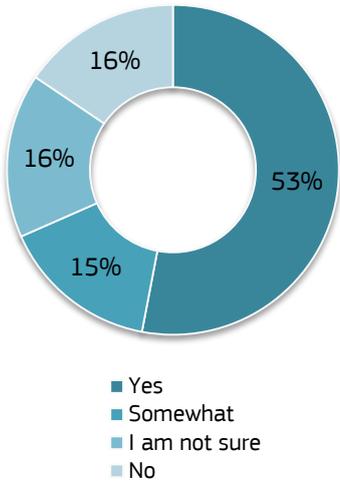
Respondents to the survey, including staff, are satisfied with the content of the courses, modules or staff training activities followed at host universities. A majority of them consider the contents to be excellent (44%), good (41%) or adequate (12,5%). Only a minority of respondents believe they were inadequate (2%) or very inadequate (0,5%). If the percentage of those who answered "excellent" or "good" is considered together with academic profiles, it can be seen that the figures increase from one academic level to the next: Bachelor (82%), Master (83%), PhD (86%) and post-doctorate (90%). This figure is also higher among academic (90%), and administrative staff (89%).

Content of courses and trainings



Most partnerships have established feedback systems to allow scholarship holders to provide feedback on the quality of the courses provided or activities carried out. A majority of respondents were asked to provide feedback on the quality of courses or modules carried out during or at the end of their mobility (53%), whilst the rest answered "somewhat" (15%), "no" (16%) or are not sure (16%). The highest percentage of those who declared that they were asked to provide feedback can be found among administrative staff (60%).

Feedback provided on the quality of the courses

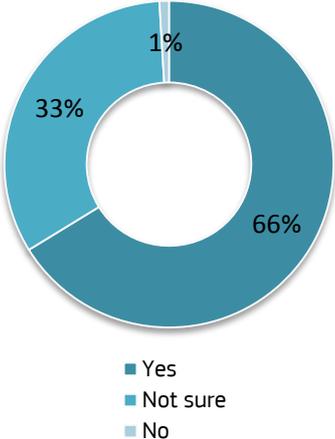


Recommendations taken into account

Most respondents believe that their recommendations were considered by the university partnership.

After providing their feedback, two thirds of respondents (66%) believe that their recommendations were considered and implemented by the university partnership. As for the rest, one third (33%) is not sure on whether the recommendations were implemented, whilst only a minority (1%) states "no". If academic profiles and staff groups are taken into account, it can be seen that around two thirds of Bachelor (64%), Master (64%) and PhD students (66%) believe that their recommendations were implemented and considered, while the percentage is higher among post-doctorate candidates (75%), academic staff (71%) and administrative staff (78%).

Recommendations taken into account



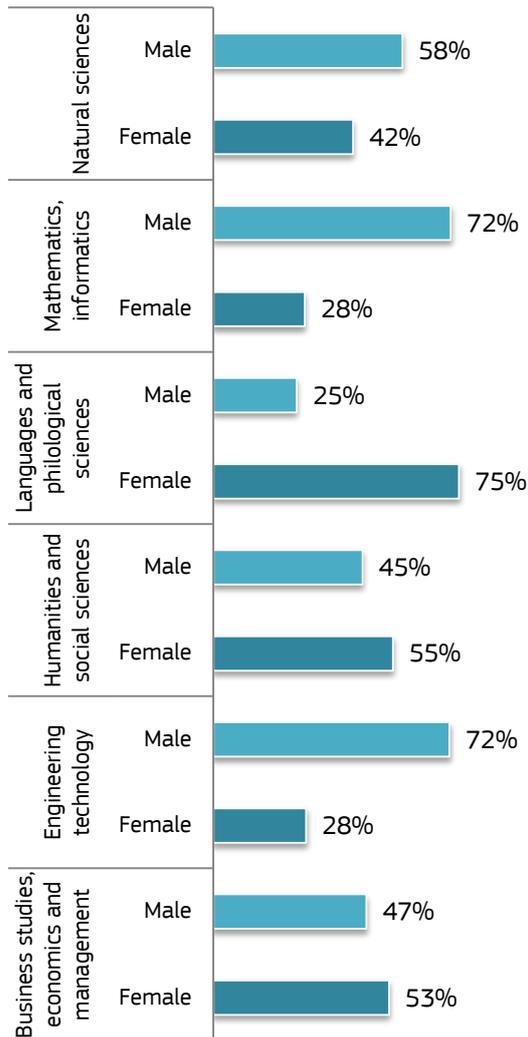
Fields of study

A majority of male respondents followed studies related to technical or scientific fields, whilst female respondents mostly opted for social sciences or humanistic studies.

Respondents to the survey followed programmes in a wide range of study fields. However, Engineering Technology (16% of the total number of respondents), Business Studies, Economics and Management (14%), Humanities and Social Sciences (10%), Natural Sciences (9%), Language and Philological Studies (7%) and Mathematics and Informatics (6%) stand out and represent the choice of more than 60% of the respondents.

The **gender distribution among the fields of study** shows that male respondents are the majority among those who chose Agricultural and Forestry Sciences (57%), Communication and Information Sciences (62%), Engineering Technology (72%), Geography, Earth and Earth and Environmental Studies (56%), Mathematics and Informatics (72%) and Natural Sciences (58%). On the contrary, mostly female respondents chose Architecture, Urban and Regional Planning (56%), Art and Design (56%), Business Studies, Economics and Management (53%), Cultural Sciences (73%), Education Science and Psychology (65%), Humanities and Social Sciences (55%), International Relations and Politics (60%), Language and Philological Studies (75%), Law (58%) and Medical Sciences (59%). The representativeness of these figures could not be

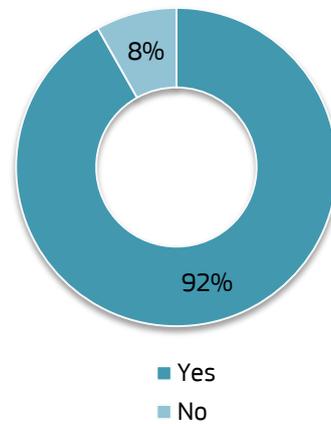
Top study fields per gender



assessed due to the lack of real and comparable data on the study fields chosen by scholarship holders.

Participants were also asked to assess if their field of study matched their previous studies or teaching experience: a majority (92%), including students and staff, answered "Yes", whilst the rest (8%) answered "No". The percentage of those who answered positively is lower among Bachelor students (88%), but it increases among Master (90%), PhD (95%) and post-doctorate (96%) students. As for staff, almost all academic (96%) and administrative staff (90%) answered positively.

Match with previous studies or teaching experience



Academic attainment and study recognition

Finalisation of mobility

Most respondents to the survey had finished their mobility period at the time of answering.

In order to analyse the data of the following sections, it is important to consider the percentage of respondents who had or had not finished their mobility at the time of the survey. All the data regarding academic attainment, diploma or credit recognition, among other aspects, has been calculated only taking into account the answers of those respondents who had finished their mobility at the time of answering.

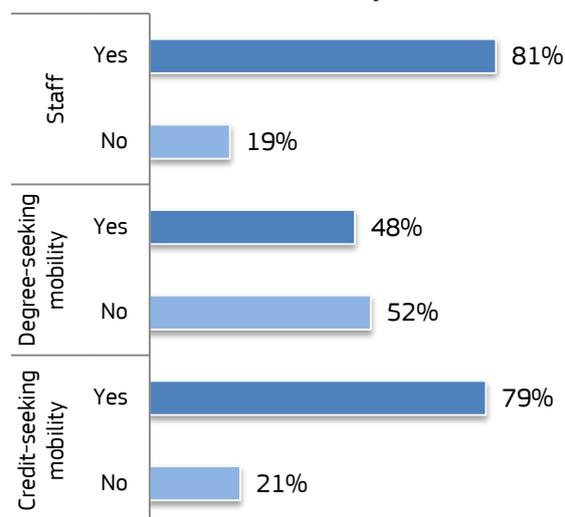
Two-thirds of scholarship holders (66%) had finalised their mobility at the time of answering the survey, whilst the rest (34%) were still carrying out their mobility period. Overall, for all the regions except the ACP countries (53%) and the Southern Mediterranean region (50%), two thirds or more of the respondents had finished their mobility at the time of answering the survey. When comparing the type of mobility, most credit-seeking scholarship holders had finished their mobility (79%), whilst one-fifth was still mobile (21%). As regards degree-seeking scholarship holders, a bit more than half (52%) had finished their mobility, whilst the other half was still mobile (48%). Considering that degree-seeking mobility periods are in general longer than credit-seeking mobility periods, these percentages are in line with the expected results.

Finalisation of mobility by region

Region	No	Yes
ACP countries	53%	47%
Asia	35%	65%
Central Asia	27%	73%
Eastern Europe	34%	66%
European Union	24%	76%
Industrialised Countries	24%	76%
Iran, Iraq and Yemen	32%	68%
Latin America	31%	69%
South Africa	38%	62%
Southern Mediterranean	50%	50%
Western Balkans	27%	73%
TOTAL	34%	66%

Finally, as regards academic and administrative staff, a big majority had finished their mobility at the time of answering the survey (81%). This high percentage is explained by the fact that staff mobility periods are very limited in time.

Finalisation of mobility per type of mobility



Attainment of diplomas

Almost two thirds of degree-seeking respondents managed to obtain a diploma by the end of their mobility.

The following figures take into account only those respondents who declared themselves degree-seeking students and who had finished their mobility at the time of the study. Out of them, almost two-thirds (63%) obtained a diploma, whilst the rest (37%) could not obtain it by the end of their mobility period. Looking at the different **regions**, a high percentage of degree-seeking students from Asia (78%), South Africa (74%) or the Western Balkans (72%) obtained a diploma by the end of their mobility. Only half of the Central Asian (50%) and the Eastern European degree-seeking students (48%) and around one third of degree-seeking respondents from EU Member States (31%) obtained a diploma. The low number of replies received for the Industrialised Countries and the ACP countries and the fact that they are split among a big number of countries do not allow drawing conclusions for these regions.

Attainment and recognition of diplomas per region

Region	Diploma obtained		Recognised	
	Yes	No	Yes	No
ACP countries	N.R.	N.R.	N.R.	N.R.
Asia	78%	22%	90%	10%
Central Asia	50%	50%	75%	25%
Eastern Europe	48%	52%	82%	18%
European Union	31%	69%	77%	23%
Industrialised Countries	N.R.	N.R.	N.R.	N.R.
Iran, Iraq and Yemen	68%	32%	89%	11%
Latin America	65%	35%	82%	18%
South Africa	74%	26%	90%	10%
Southern Mediterranean	62%	38%	90%	10%
Western Balkans	72%	28%	75%	25%
TOTAL	63%	37%	85%	15%

N.R.= Not representative

When looking at the **student groups**, it emerges that whilst 85% of all the degree-seeking Master students obtained a diploma by the end of their mobility, the percentage is low for Bachelor (34%), PhD (40%) and post-doctorate (30%) students. This can probably be explained by the fact that Bachelor degrees and PhD and post-doctorate programmes have a longer duration than Master programmes and not all respondents managed to finish their studies by the end of their mobility period. Indeed, the comments written by respondents at the section available at the end of the survey show that many PhD students could not finish their programme during the mobility period funded by Erasmus Mundus.

Recognition of diplomas

Most degree-seeking students with a diploma got it recognised upon return.

As regards recognition of diplomas, a big majority of those degree-seeking scholarship holders who finished their mobility and obtained a diploma got it recognised by their home HEIs upon return to their home countries (85%). High percentages can be observed for all target groups and types of mobility, except for the group of Post-Doctorate students, which registers a 20% of degree-seeking

respondents who did not get their diplomas recognised.

The **breakdown per region** shows that most Asian, South Mediterranean and South African degree-seeking students (90% each), as well as participants from Iraq, Iran and Yemen (89%), Eastern Europe and Latin America (82% each) also got their diplomas recognised. However, there is still room for improvement in some regions: a quarter of Central Asian, Western Balkans (25% each) and EU degree-seeking respondents (23%) were successful in obtaining their diplomas but failed to get them recognised. As for the Industrialised Countries and the ACP countries, data are not representative enough to draw conclusions.

Recognition of credits

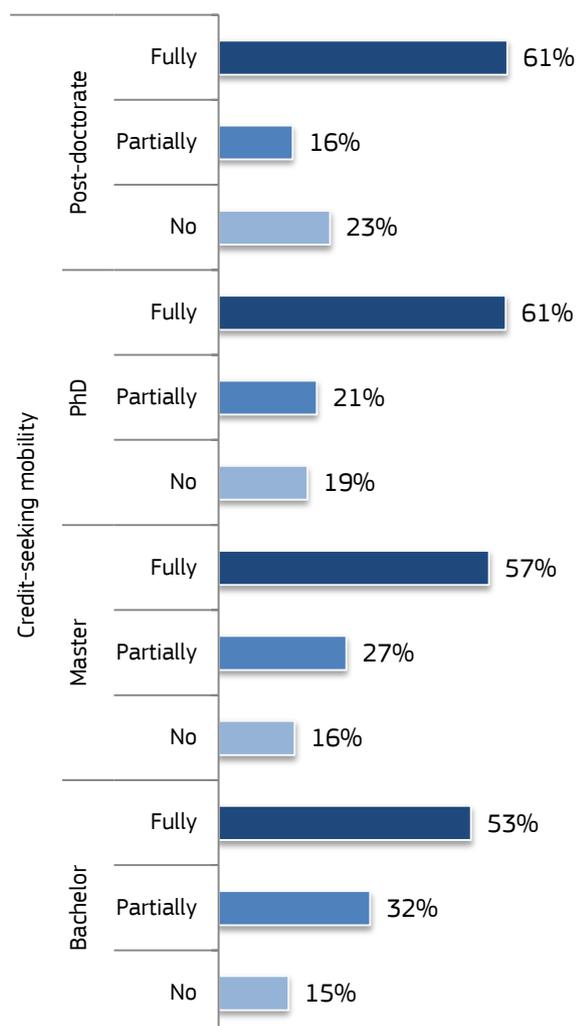
Most credit-seeking students got all their credits fully or partially recognised upon return.

The following figures take into account only those students who declared themselves credit-seeking students and who had finished their mobility at the time of the study. Out of them, more than half got all their credits recognized by their home HEIs (56%) upon return to their countries. As for the rest, a quarter got their credits partially recognised (28%), whilst the rest did not get any of their credits recognised (16%).

When looking at the different **student groups**, it can be seen that the higher the educational level, the more students declare that their credits got recognised: whilst 53% of Bachelor students got all their credits recognised, the percentage is higher for Master (57%), PhD (61%) and post-doctorate students (61%). However, the percentages of respondents who did not get their credits recognised at all also increases from lower to higher levels of education: whilst only 15% of Bachelor students did not get their credits recognised at all, this percentage is higher for Master (16%), PhD (19%) and post-doctorate (23%) students.

Likewise, the percentages of students who declare that their credits got partially recognised steadily decreases from lower to higher educational levels: whilst 32% of Bachelor students had their credits partially recognised, the percentages are lower for

Recognition of credits by type of mobility



Master (27%), PhD (21%) and post-doctorate students (16%). If **regional data** are taken into account, the European Union has the highest percentage of credit-seeking students who got all their credits recognised (74%). Also a high percentage of credit-seeking respondents from Latin America (64%) and Asia (60%) got all their credits recognised. However, there is still room for improvement for many of the regions covered by the survey. Only half of the respondents from Central Asia, Iran, Iraq and Yemen, South Africa, the Southern Mediterranean and the Western Balkans got all their credits recognised, whilst this percentage is even lower (38%) among respondents from Eastern Europe. Also, high percentages of credit-seeking respondents from South Africa (35%) and the Southern Mediterranean (27%) did not get any of their credits recognised.

Recognition of credits per region

Region	Credit recognition		
	Fully	Partially	No
ACP countries	N.R.	N.R.	N.R.
Asia	60%	23%	17%
Central Asia	53%	30%	17%
Eastern Europe	38%	40%	22%
European Union	74%	20%	6%
Industrialised Countries	N.R.	N.R.	N.R.
Iran, Iraq and Yemen	53%	31%	16%
Latin America	64%	22%	14%
South Africa	52%	13%	35%
Southern Mediterranean	52%	21%	27%
Western Balkans	53%	37%	10%
TOTAL	56%	28%	16%

N.R.= Not representative

General impact on scholarship holders

General impact of Erasmus Mundus

Erasmus Mundus has a positive impact on scholarship holders' lives, especially on their careers and specialised knowledge.

Respondents to the survey were asked to assess how the Erasmus Mundus programme has influenced different aspects of their lives. Each respondent could choose up to two options. The results show that almost two thirds of respondents believe that Erasmus Mundus has had a great impact on their professional careers (64%) and almost half state that their specialized knowledge has been reinforced (45%). To a lesser extent, Erasmus Mundus has also had an impact on respondents' personalities (30%), attitudes towards Europe and the EU (28%) and social and private lives (19%). A minority of respondents chose other options (2%). Breaking down the results by region, respondents from all targeted regions unanimously answer that Erasmus Mundus has had a great impact mainly on their professional careers. No major differences were observed among the regions.

Respondents from all **regions** believe that the second most influenced aspect is their specialised knowledge. Only the respondents from Iraq, Iran and Yemen and the European Union chose other options. They state respectively that Erasmus Mundus has influenced their attitudes towards Europe and the EU and their personalities. Erasmus Mundus has not only influenced attitudes towards Europe and the EU of non-EU respondents. A significant percentage (15%) of participants from EU member states also declare that their attitudes in regards to Europe and the EU changed after going abroad.

When looking at **academic profiles and staff groups**, it can be seen more staff (75%) than students (63%) believe that Erasmus Mundus had an impact on their professional careers. On the contrary, a higher percentage of students chose "Social and private life" (21%) and "Personality" (33%), as compared with staff (8% and 17% respectively). No major differences were found for the rest of the aspects.

General impact of Erasmus Mundus

(% of the total number of respondents)



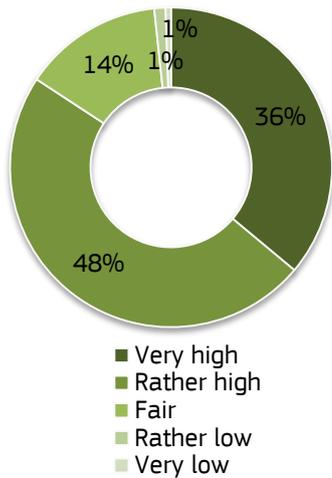
Increase of skills and competences

Erasmus Mundus has contributed to the increase of scholarship holders' skills and competences.

A majority of respondents to the survey consider that the Erasmus Mundus experience has contributed to the increase of their general skills and professional competences. Most believe that this impact has been very high (36%), rather high (48%) or fair (14%). Only a minority thinks that this increase has been rather low (1%) or very low (1%). The results per region show that 81% or more of the respondents in each of the regions believe that the increase of their skills and professional competences has been very or rather high. This figure is only lower among respondents from Iraq, Iran and Yemen (72%), the EU (70%) and the Industrialised Countries (67%).

When comparing the data between **academic profiles and staff groups**, it emerges that post-doctorate students highly value the skills and competences gained: most believe that this increase has been very high (44%) or rather high (44%) (88% in total), followed by PhD students (41%, 47%; 88% in total), Bachelor students (34%, 50%; 84% in total), administrative staff (38%, 46%; 84% in total), Master students (35%, 48%; 83% in total) and academic staff (32%, 49%; 81% in total).

Increase of skills and professional competences



Influence on personality

Erasmus Mundus contributes to the personal development of scholarship holders by enhancing their qualities, especially their intercultural competences and language skills. In this way, the programme contributes to the creation of bridges between cultures and languages.

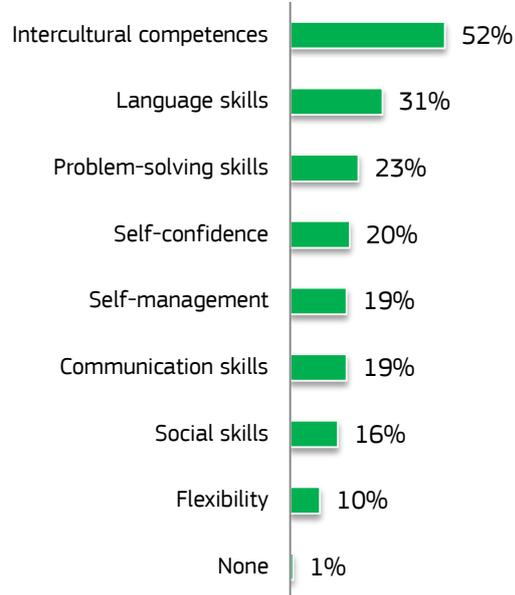
Erasmus Mundus has a great impact on the personal development of scholarship holders. A majority believes (52%) that their experience abroad has helped them to enhance their intercultural competences. To a lesser extent, Erasmus Mundus has helped respondents to improve their language skills (31%), problem-solving skills (23%), self-confidence (20%), self-management, communication skills (19% each), social skills (16%) and flexibility (10%). The **results per region** also show that, for each of the regions, around half of the respondents or more consider that Erasmus Mundus has helped them to enhance their intercultural competences. The only exception is Eastern Europe, with only one third (32%) of respondents choosing this option. Respondents of most regions believe that, after intercultural competences, their experience abroad

had an impact on their language skills, with the exceptions of Asian and South African respondents (self-confidence), ACP Countries (problem-solving skills) and Industrialised Countries respondents (specialised knowledge). On the third place, respondents from Asia, Latin America, South Africa, Western Balkans, the EU and Industrialised Countries chose "problem-solving skills", whilst respondents from the rest of the regions chose "communication skills".

Several differences can be observed in the answers submitted by **students and staff**. In general, a higher percentage of staff chose "intercultural competences" (52% students, 66% staff), "communication skills" (18% students, 25% staff), "flexibility" (11 % students, 14% staff) and "none" (1% students, 2% staff); whilst a higher percentage of students chose "language skills" (33% students, 15% staff), "problem-solving skills" (24% students, 20% staff), "self-confidence" (19% students, 15% staff), "self-management" (21% students, 14% staff) and "social skills" (16% students, 12% staff).

Influence of Erasmus Mundus on personality

(% of the total number of respondents)



Impact on career

Current occupation

Most respondents found employment or became students or researchers at their home university after their mobility period.

Respondents who had finished their mobility at the time of the study were asked to specify their occupation. Most participants declared being students or researchers at the home university (43%), whilst a substantial percentage is employed (36%), self-employed (2%) or works as an intern or trainee (2%). As for the rest, a minority declared being unemployed or seeking for a job (9%) or chose other options (8%). From these data, it can be deduced that most respondents continue being linked to the academic world as students or researchers after their mobility and that an important percentage of respondents found employment.

The **breakdown per type of mobility** also allows observing remarkable differences between the employment figures after mobility of the different academic levels. The percentages of employed and self-employed Bachelor (29,5%) and PhD students (31%) are considerably lower than the figures of Master (45%) and post-doctorate students (41%). This is in line with previous figures and can be explained by the fact that Bachelor and PhD students pursue further studies or academic training upon

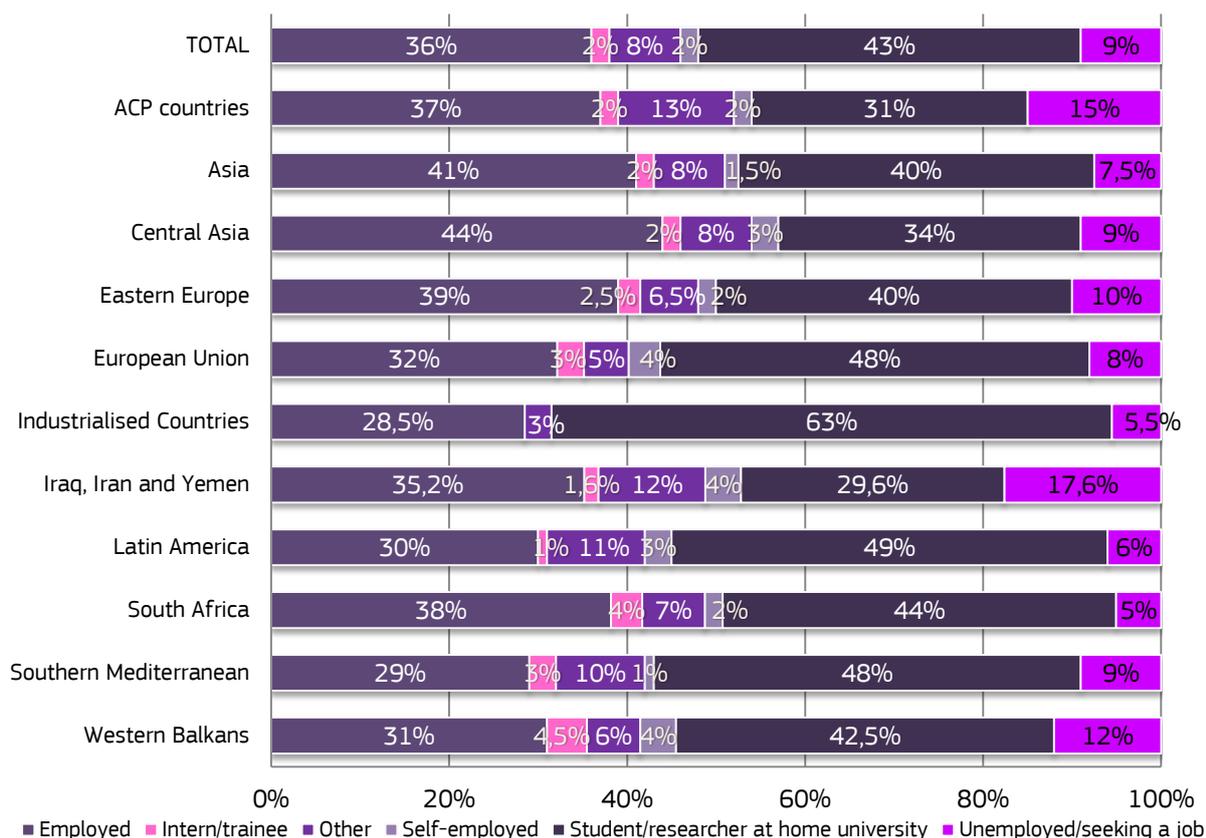
return to their countries. Also post-doctorate students continue carrying out academic activities or research. Indeed, the percentages of Bachelor (51%), PhD (52%) and post-doctorate respondents (48%) who remain at their home universities as students or researchers are higher than that of Master (26%) students. Unemployment figures are considerably low for Bachelor (8,5%), PhD (7,5%) and post-doctorate (5%) students, but higher for Master students (16%). As regards staff, most declare being employed or self-employed (70,5% administrative staff, 42% academic staff) or are students/researchers at their home university (18% administrative, 51% academic). The rest are unemployed (1,5% administrative, 1% academic), intern/trainees (1% administrative, 0% academic) or chose other options (9% administrative, 6% academic).

The employment rates are similar for all groups of respondents, no matter whether they come from a partner university (TGI) (38%), a non-partner university (TGII) (40%) or from vulnerable groups (TGIII) (41%). The percentage of those who remained at their home universities as students or researchers after their mobility period is higher among TGI respondents (44%) than among TGII (35%) and TGIII (35%) respondents. However, the unemployment rates are higher among TGII (13%) and TGIII (12%) respondents than among TGI respondents (8%).

Occupation after mobility per type of mobility



Occupation after mobility per region



If the **answers by region** are considered, it emerges that most respondents from the ACP countries (37%), Asia (41%), Central Asia (44%) and Iraq, Iran and Yemen (35,2%) declare that they are employed, whilst most respondents from Eastern Europe (29%) and the Southern Mediterranean (28%) carried out internships or work placements, the figures are lower among respondents from the Western Balkans (24%), the EU (23%), Iraq, Iran and Yemen (20%), South Africa (19%) and especially Industrialised Countries (11%).

placement which has had an impact on their careers (27%). The percentages vary across **regions**: whilst high percentages of respondents from Latin America (35%), Central Asia (33%), ACP countries, Eastern Europe (29% each) and the Southern Mediterranean (28%) carried out internships or work placements, the figures are lower among respondents from the Western Balkans (24%), the EU (23%), Iraq, Iran and Yemen (20%), South Africa (19%) and especially Industrialised Countries (11%).

It seems that the support of coordinators helped respondents to find an internship or work placement. Among those who carried out an internship or work placement, a significant part (38%) had received help from their coordinators. The percentage of respondents who received support from their coordinators is much lower (7%) among those who did not carry out such placements.

Internships and work placements

Internships and work placements are an added value to Erasmus Mundus mobility and are positively assessed by almost all scholarship holders.

During their mobility, a significant proportion of respondents carried out an internship or work

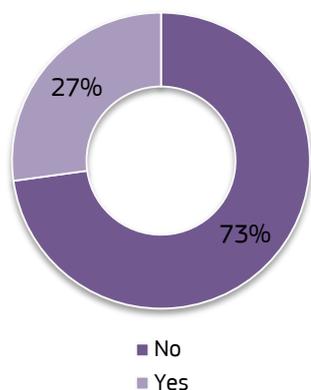
placement which has had an impact on their careers (27%). The percentages vary across **regions**: whilst high percentages of respondents from Latin America (35%), Central Asia (33%), ACP countries, Eastern Europe (29% each) and the Southern Mediterranean (28%) carried out internships or work placements, the figures are lower among respondents from the Western Balkans (24%), the EU (23%), Iraq, Iran and Yemen (20%), South Africa (19%) and especially Industrialised Countries (11%).

It seems that the support of coordinators helped respondents to find an internship or work placement. Among those who carried out an internship or work placement, a significant part (38%) had received help from their coordinators. The percentage of respondents who received support from their coordinators is much lower (7%) among those who did not carry out such placements.

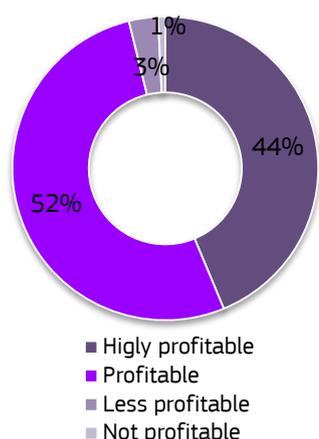
Almost all respondents who had the opportunity to carry out such a professional experience unanimously declare that it was highly profitable (44%) or profitable (52%). Similar results can be observed for all the regions concerned by this survey. Only respondents from the Industrialised Countries give a slightly lower score to their experience: 80%

declare that their placement has been highly profitable or profitable.

Respondents who carried out an internship or not



Impact of internship / work placement on career



Notwithstanding the positive experiences that internships and work placements bring to the Erasmus Mundus experience, no differences on employment figures could be found between those respondents who carried out a work placement or internship and those who did not.

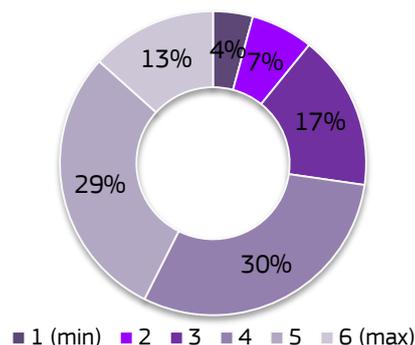
Competences for future career

Erasmus Mundus has allowed respondents to acquire the competences necessary for their future job career.

Respondents to the survey were asked to assess, in a scale from 1 (minimum score) to 6 (maximum score), to which extent the Erasmus Mundus experience has allowed them to acquire the competences necessary for their future careers. A big majority (72%) of them

chose 4 (30%), 5 (29%) or 6 (13%). The breakdown per region shows that whilst a great percentage of respondents from Eastern Europe (81%) or Latin America (80%), among other regions, rated the acquisition of professional competences with 4, 5 or 6, this percentage is lower among respondents from the EU (64%), the Southern Mediterranean (62%), the Industrialised Countries (60%) or Iraq, Iran and Yemen (49%).

Acquisition of competences necessary for career



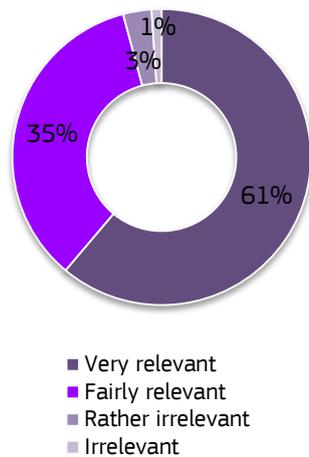
Skills acquired by staff

Besides its wide impact on students' training, Erasmus Mundus has reinforced the skills and competences of academic and administrative staff.

Academic and administrative staff who participated in the survey were asked to assess how relevant the skills that they acquired through teaching and training activities during their mobility were for their current occupation. Most believe that the skills acquired are very relevant (61%) or fairly relevant (35%). Only a minority answered "rather irrelevant" (3%) or "irrelevant" (1%).

If the results for academic and administrative staff are considered independently, it emerges that administrative staff (71%) have a more positive opinion of the skills acquired ("very relevant") than their academic counterparts (59%). However, in both cases almost all respondents assess the competences acquired as very or fairly relevant (99% for administrative staff, 95% for academic staff). The results by region of those who assessed the competences acquired as being very or fairly relevant show that only staff from Iraq, Iran and Yemen (86%) and the Industrialised Countries (83%) provide a less positive assessment.

Relevance of skills acquired by staff



Impact on career development

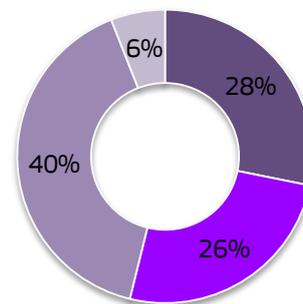
Almost all respondents, including staff, believe that Erasmus Mundus has an important or very important impact on the development of their careers.

Respondents who finished their mobility period were asked to assess how important is the impact of Erasmus Mundus on the development of their careers. Overall, more than half of them (54%) believe that this impact is very important and decisive to find a job: out of them, more than one quarter declare that Erasmus Mundus helped them to find a job (26%), whilst more than one quarter believe that it will help them to find employment (28%). As for the rest, a significant part (40%) answers that the impact on their career developments is rather important. Only a minority (6%) states that Erasmus Mundus had no impact on this aspect. From the **breakdown per region** it emerges that the respondents who assess more positively the impact of Erasmus Mundus on their

career development ("very important" answers) are those from ACP countries (70%), Central Asia (67%) and Latin America (67%). On the contrary, respondents who assess this aspect less positively are those from the EU (40%), Industrialised Countries (40%) and Iraq, Iran and Yemen (42%). The highest percentages of those who believe that Erasmus Mundus had no impact on the development of their careers can also be found among the respondents from these regions: 13%, 11% and 16% respectively. Despite this, 93% or more of all the respondents from the other regions believe that Erasmus Mundus has had an important or very important impact on the development of their careers.

Whilst a clear majority of Bachelor (59%), Master (62%), PhD (64%) and post-doctorate (59%) students find that the impact is very important, only 24% of academic staff and 29% of administrative staff do. Despite this difference, still a majority of academic (64%) and administrative staff (66%) believe that the impact is rather important.

Impact on career development (Students and staff)



- Very important, it will help me find a job
- Very important, it helped me find a job
- Rather important
- No impact

Brain gain

Return to home countries after mobility

Erasmus Mundus contributes to scholarship holders' training and development and does not seem to deprive third countries of their skilful citizens.

Erasmus Mundus Action 2 has made possible the mobility of thousands of students from all over the world. The replies to the survey tend to show that the programme has contributed to the human development of third countries' citizens since the large majority of scholarship holders returned directly to their home countries after their mobility period. Indeed, most respondents who finished their mobility declare that they returned right back to their country of origin after their mobility period abroad (92%).

Comparing the data for each of the **regions**, it can be seen that only Iraq, Iran and Yemen register a higher percentage of respondents who did not return to their home countries (17%). This could be explained by the situation in these countries, which could have prevented respondents from returning home. The data for the Industrialised Countries are not considered representative due to the low number of replies received.

Return to home countries per region

Region	Returned	Did not return
ACP countries	98%	2%
Asia	92%	8%
Central Asia	95%	5%
Eastern Europe	90%	10%
European Union	93%	7%
Industrialised Countries	N.R.	N.R.
Iran, Iraq and Yemen	83%	17%
Latin America	93%	7%
South Africa	97%	3%
Southern Mediterranean	90%	10%
Western Balkans	90%	10%
TOTAL	92%	8%

If the **type of mobility** is also taken into account, it emerges that the percentage of scholarship holders who did not return after mobility is higher among

Master students (13%) and PhD students (14%). In the case of Master students, this percentage could be explained by the fact that many students try to pursue their studies as PhD students after their mobility, whereas for PhD students, some do not have the time to finish their studies during the period funded under Erasmus Mundus and stay in Europe in order to finish them and obtain their diploma.

However, a big majority of Bachelor (96%) and post-doctorate students (94%) returned to their home countries, as did almost all academic (98%) and administrative staff (97%). These high percentages could be explained by the fact that most staff members had a position in their home institution and continued working there after mobility. No major differences were found between target groups.

Location at the moment of answering

A minority of respondents were in the EU after their Erasmus Mundus experience and most had returned to their region of origin.

Besides indicating whether they directly returned or not to their home country after their mobility period, respondents who had already finished their mobility were also asked to indicate their location at the time of the survey. This question was meant to identify those scholarship holders who had returned to their home countries directly after mobility but later moved back to the EU or to other regions.

Analysing the **answers by region**, it emerges that the number of respondents who declare being in the EU at the moment of the survey is slightly higher than the number of respondents who did not return to their home countries directly after mobility. Iraq, Iran and Yemen register the highest percentage of respondents who were in the EU (21%) at the time of the survey, followed by the ACP countries (16%), the Western Balkans (15%), Eastern Europe (15%) and the Southern Mediterranean (14%). As regards EU respondents, most declared being in the EU at the time of the study (89%).

If **academic profiles and staff groups** are considered, it emerges that whilst only a minority of post-doctorate candidates (7%) and academic (3%) and administrative staff (3%) declared being in the EU at the time of the survey, this figure is higher for

Bachelor (10%), Master (21%) and PhD (18%) students.

Respondents who were in the EU at the time of the survey

(EU respondents excluded)

Region	Were in the EU	Were not in the EU
ACP countries	16%	84%
Asia	12%	88%
Central Asia	8%	92%
Eastern Europe	15%	85%
Industrialised Countries	N.R.	N.R.
Iran, Iraq and Yemen	21%	79%
Latin America	11%	89%
South Africa	7%	93%
Southern Mediterranean	14%	86%
Western Balkans	15%	85%
TOTAL	13%	87%

Return perspectives during mobility

Only a minority of mobile respondents declare that they will not return to their home countries after their mobility period abroad.

Respondents who had not finished their mobility at the time of the study were asked to state whether they plan to return to their home country after the end of their mobility period. Most (41%) declare that they will return to their home countries right after mobility or after one or several years of experience abroad (29%). Only a few respondents (4%) declare that they will not return to their home countries (4%), whilst one quarter still does not know.

The **results by region** show that a majority of respondents of all the regions plan to return directly after mobility or after one or several years of experience abroad. The highest percentage of mobile respondents who plan to return after mobility can be

found among respondents from the ACP countries (88%). Respondents on mobility who do not plan to return to their home countries are a minority in all the regions covered by the survey. Only the Western Balkans region (7%) and the European Union (9,5%) register higher percentages of respondents who are not planning to return.

The previous sections allow to conclude that most respondents who have participated in the Erasmus Mundus Action 2 programme returned to their home countries or plan to return after their mobility period abroad. However, it seems that there is still room for improvement as regards the regions neighbouring the European Union, as well as for Iraq, Iran and Yemen, which register slightly higher percentages of scholarship holders who did not return to their home countries.

Return perspectives during mobility by region

Region	Yes, directly after mobility	Yes, after one or several years	No	I don't know
ACP countries	64,5%	23,5%	1%	11%
Asia	44%	36%	3%	17%
Central Asia	58%	29%	1%	12%
Eastern Europe	43%	24%	4%	29%
European Union	37%	18%	9,5%	35,5%
Industrialised Countries	64%	18%	0%	18%
Iran, Iraq and Yemen	24%	29,5%	3,5%	43%
Latin America	50,5%	27%	2,5%	20%
South Africa	52%	23%	2%	23%
Southern Mediterranean	29%	29%	5%	37%
Western Balkans	23%	29%	7%	41%
TOTAL	41%	29%	4%	26%

Conclusions

The results of the survey show that overall Erasmus Mundus Action 2 has fulfilled its main objectives. The answers received, which constitute a representative sample of the real number of scholarship holders mobilised until September 2014, allow coming to conclusions on several aspects related to the implementation of the programme. The survey's and real mobility figures attest an overall gender balance among scholarship holders and respondents. Notwithstanding this positive outcome, further actions need to be taken in order to tackle gender imbalances in certain regions and countries, among student profiles and staff groups and among participants from vulnerable groups.

So far, the programme has been implemented successfully by university partnerships. The promotion carried out by participating institutions attracted most of the scholarship holders who participated in the survey, who eventually decided to apply for the programme motivated by the possibility to enhance their careers. Respondents to the survey assess positively their experience abroad, including the services and assistance provided to them before and during the mobility by host institutions, the content of the courses and trainings followed and their relevance to respondents' previous teaching and study experiences. Although a majority of beneficiaries was asked to report back on their experience to the institutions (as part of the Quality Assurance process), further actions could be taken in order to systematize this practice.

A majority of respondents obtained their diplomas and credits by the end of their mobility and got them recognised by their home institutions upon return to their countries. Nonetheless, the study success rate could be improved among respondents from certain regions. Besides, universities and institutions need to keep working towards achieving effective recognition mechanisms and improving the reciprocity between education systems so as to fully value scholarship holders' efforts after their experience abroad. Further measures are particularly needed in certain regions.

Respondents' feedback shows that their participation in the programme has greatly improved their professional skills and competences and had positive effects on their personality and lives. Respondents believe that during their period abroad they have acquired the necessary competences for their professional future and that their participation in Erasmus Mundus Action 2 has enhanced their employment opportunities and career perspectives. Indeed, only a minority was unemployed by the end of their mobility, whilst most found employment or continued being linked to the academic world. Although only a minority of the participants had the opportunity to carry out an internship or work placement, almost all perceive it as a very enriching experience. Therefore, more could be done in order to make these opportunities available for scholarship holders.

It seems that these positive outcomes will eventually have an impact on scholarship holders' countries of origin, since most participants returned to their countries of origin or were planning to do so at the time of answering. Despite this, it seems that further actions could be taken in order to further promote brain gain for certain regions while empowering their skilful citizens.

Annex 1: Regional data

Africa, Caribbean and Pacific

"I believe that this programme is essential and should not be stopped for ACP persons. The professional, academic and personal exposure that this programme allows was unimaginable to me before I started. [...] I agree with the remit of the scholarship of providing an opportunity to persons in economically vulnerable countries. [...] I am grateful that I were able to be part of the programme."

Juliet, Jamaican, female Master student

Respondents' profile

A total of 240 students (90%) and staff (10%) from 48 ACP countries responded to the survey. Cameroon stands out with the highest number of replies. The ACP countries register the lowest percentage of female respondents (28%) among the regions targeted by the survey. Among the ACP countries with more replies to the survey, only Madagascar registers a *gender balance* among participants, whilst only one quarter (25%) of Cameroonian respondents are women. Rwanda has the highest number of respondents from *vulnerable groups* (43%). Most respondents belong to partner HEIs (62%) and had not finished their mobility period (53%) when they answered (summer 2014).

Organisation of mobility and academic aspects

Promotion by home universities is the main tool for increasing the visibility of Erasmus Mundus (49%) among ACP respondents, although *internet sources* such as the official *Erasmus Mundus website* (13%) or other *online sources* (23%) also had a major role.

Overall, all the *services provided to respondents before mobility* are rated as good or excellent (66% replies or more, N/A answers excluded), except for *family issues*, which is rated as good or excellent by more than half (57%) of respondents. The *support of coordinators* is also highly rated (90%), as well as the *content of the courses or trainings followed* (88%) and the *match between studies/work carried out during mobility periods with previous teaching or studying experience* (87%).

Academic attainment and study recognition

Out of all the respondents from the ACP countries, more than half are *degree-seeking students* (55%). Among those who finished their mobility and obtained a diploma (92%), almost all got it recognised by their home HEIs (98%) upon return to their countries. Similar percentages can be observed among those ACP countries with most replies. *Credit-seeking students* (14% of the ACP respondents) who finished their mobility got their credits fully (92%) or partially (8%) recognised by their home HEIs. The

rest of the respondents (31%) are academic or administrative staff (10%) or did not provide an answer (21%).

General impact on scholarship holders

The Erasmus Mundus experience has a great impact on the *professional career* (80%) and *specialized knowledge* (63%) of ACP respondents. Most participants state that the *increase in their professional competences and skills* is very high (48%) or rather high (42%).

Contrary to other regions, Erasmus Mundus did not have a major impact on the language and communication skills of ACP respondents. Instead, respondents of this region believe that their period abroad had a positive effect mainly on their *intercultural competences* (62%), *problem-solving skills* (37%) and *self-management* (17%).

Impact on career

Most student and staff respondents from the ACP Countries believe that the *impact of mobility on their careers* is very important (70%). Most of them have acquired the *competences necessary for their future job career* (78% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Those that carried out an *internship or work placement* (29%) consider it to be profitable (45%) or highly profitable (49%). All *staff* members consider the competences acquired as very relevant (80%) or fairly relevant (20%) for their current occupation.

Brain gain

The percentage of students and staff who returned to their home country after mobility (98%) is the highest among the regions targeted by the survey. All participants from those ACP countries with most replies have returned to their home countries. The percentage of those still on mobility who plan to return directly after mobility (64,5%) or after some years of experience (23,5%) is also much higher than in other regions. Only a minority (1%) does not plan to return, whilst the rest (11%) does not know.

Main statistics

Africa, Caribbean and Pacific

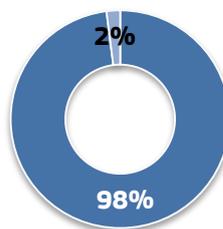
240 respondents from **48 countries** from which **28%** are women and **72%** are men

Cameroon is the most represented country (24 replies), followed by Madagascar, Mozambique, Senegal (15 replies each) and Ethiopia (12)

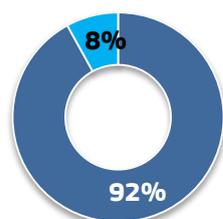
Education Science and Psychology is the largest area of studies (13%), followed by Humanities and Social Sciences, and Natural Sciences (10% each)

72% Master students
18% PhD students
7% Academic staff
3% Administrative staff

Recognition of diplomas and credits



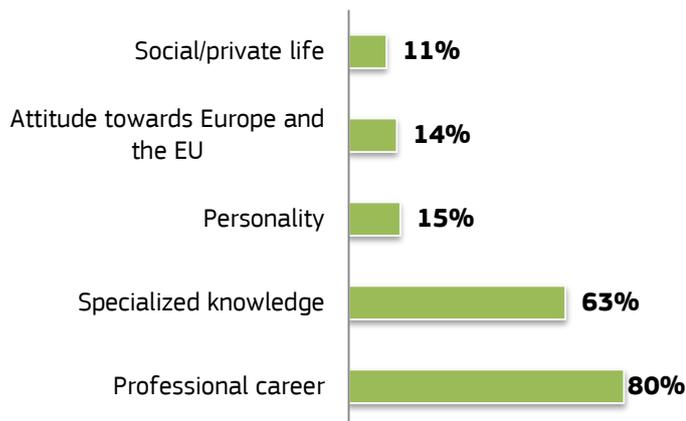
Percentage of degree-seeking respondents who finished their mobility, obtained a diploma and got it recognised or not



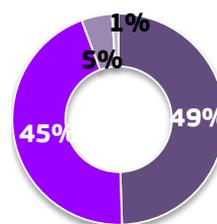
Percentage of credit-seeking respondents who finished their mobility and got their credits fully, partially or not recognised

General impact on scholarship holders

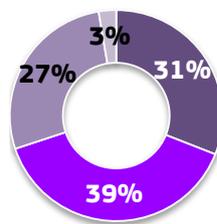
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Impact on career

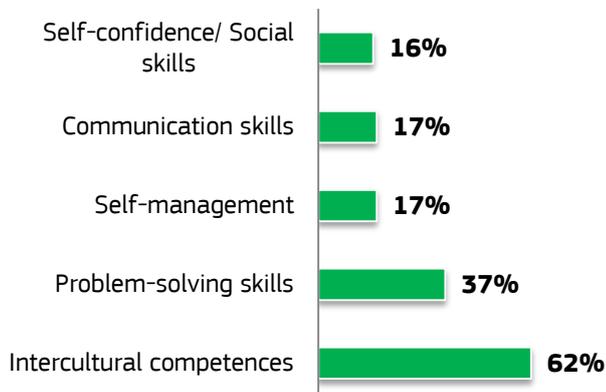


Impact of internship / work placement on career

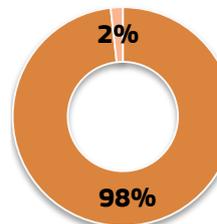


Importance of Erasmus Mundus mobility for career development

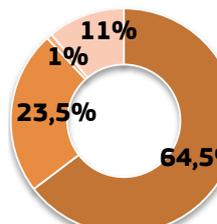
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Asia

"Nurtured in countryside Bhutan by illiterate parents, studying in Europe [...] has opened my eyes into several fronts - intellectual, social, economic and political fronts. Affording such opportunity to students in my category to gain such exposure, [...] will help nurture the great minds which ultimately will help in personality development vis-a-vis their engagement and contribution in the society they are living in."

Dechen, Bhutanese, male Bachelor student

Respondents' profile

A total of 1877 students (83%) and staff (17%) from 17 Asian countries responded to the survey. India stands out with the highest number of replies. Although 40% of the respondents are women, there are remarkable differences among countries. Whilst China, Indonesia or Vietnam have a similar percentage of *male and female respondents*, other countries have a consistent majority of male (Bangladesh, Nepal or India) or female respondents (Philippines, Thailand or Myanmar). Most respondents belong to partner HEIs (72%) and had finished their mobility period (65%) when they answered in summer 2014. Afghanistan (22%), Bangladesh, Myanmar (13%) and India (10%) stand out with the highest percentages of respondents belonging to *vulnerable groups*.

Organisation of mobility and academic aspects

Staff and student respondents learned about the EM programme mainly through the *promotion carried out by home universities* (66%). *Online sources* (20%) also contributed to the programme's visibility despite the minor role of *projects' websites* (2%).

Overall, all the services provided to respondents by participating HEIs before mobility are rated as excellent or good (70% of the answers or more, N/A answers excluded), except for *family issues*, *recreation* and *language courses* (highly rated by 60% of respondents). The *support of coordinators* is also highly rated (90%), as well as the *content of the courses or trainings followed* (87%) and the *match between studies/work carried out during mobility periods with previous teaching or studying experience* (95%).

Academic attainment and study recognition

Out of all the respondents from Asia, most are *credit-seeking students* (36%). Among those who finished their mobility, a majority got their credits fully (60%) or partially recognised (23%) by their home HEIs. However, only a minority of Indonesian participants (35%) got all their credits recognised. Among *degree-seeking students* (33% of the Asian respondents), a big proportion (78%) obtained a *diploma* by the end of mobility. However, big

percentages of students from Afghanistan (60%), Malaysia (50%), Mongolia (50%) and Thailand (45%) were not successful. Almost all respondents (90%) who obtained a diploma got it recognised by their home HEIs upon return to their countries. The rest of respondents (31%) are academic and administrative staff (17%) or did not provide an answer (14%).

General impact on scholarship holders

The Erasmus Mundus experience had a great impact on the *professional career*, *specialized knowledge* and *attitude towards Europe and the EU* of Asian respondents, among other aspects. Most participants state that the *increase in their professional competences and skills* is very high (32%) or rather high (51%).

Most respondents believe that their *intercultural competences* (50%), *self-confidence* (28%) and *problem-solving skills* (26%) have been enhanced thanks to Erasmus Mundus mobility.

Impact on career

Erasmus Mundus has had a rather important (39%) or very important impact on respondents' *careers* (55%). For those who carried out an *internship or work placement* (24%), an overwhelming majority declare that this was profitable or highly profitable (97%). Most respondents state that they acquired the *competences necessary for their future job career* (72% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Regarding *staff*, most declare that the skills acquired are very or fairly relevant (98%).

Brain gain

Most respondents returned to their home country after mobility (92%). The Asian countries with most replies, India and China, have the highest percentages of respondents who did not return home (11% and 14% respectively) in the region. A majority of those still on mobility declare that they will return directly after mobility (44%) or after one or some years of work or study experience abroad (36%). Only a minority (3%) does not plan to return, whilst the rest (17%) does not know.

Main statistics

Asia

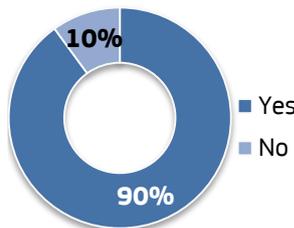
1877 respondents from **17 countries** from which **40%** are women and **60%** are men

India is the most represented country (428 replies), followed by China (427), Vietnam (161), Pakistan (133), Indonesia (128), Thailand (100), Cambodia (93) and Nepal (73)

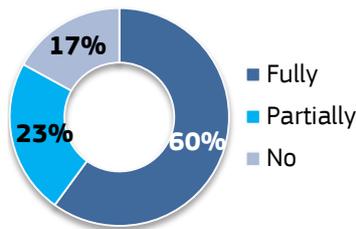
Engineering Technology is the largest area of studies (25%), followed by Natural Sciences (13%), and Business, Economics and Management (10%)

30% Master students
18% Bachelor students
26% PhD students
9% Post-doctorate
14% Academic staff
3% Administrative staff

Recognition of diplomas and credits



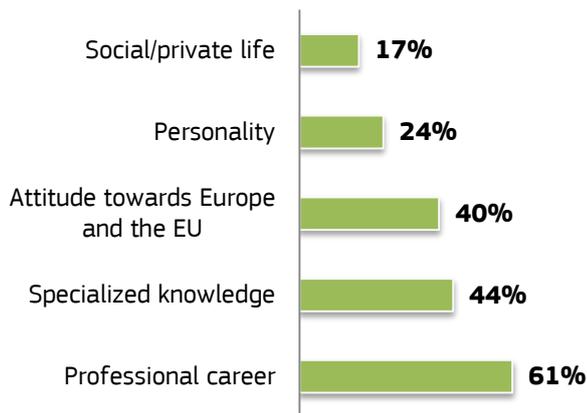
Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



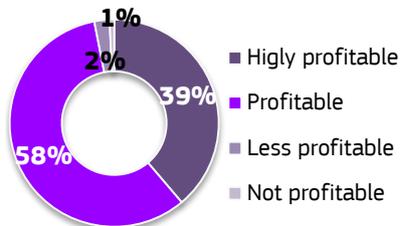
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

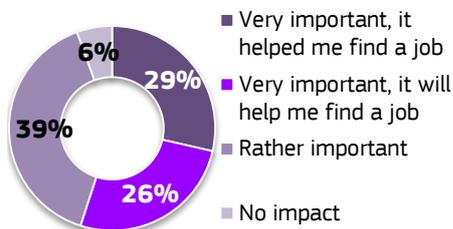
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Impact on career

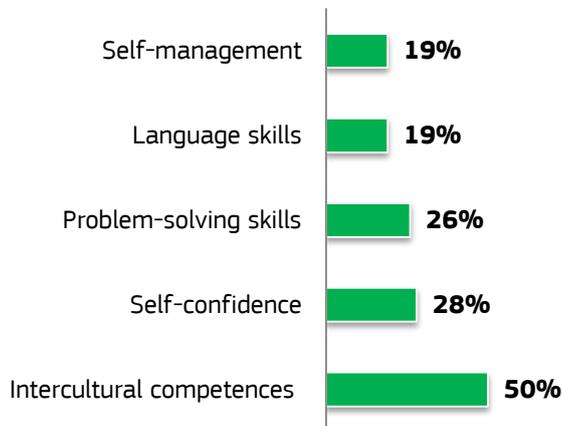


Impact of internship / work placement on career

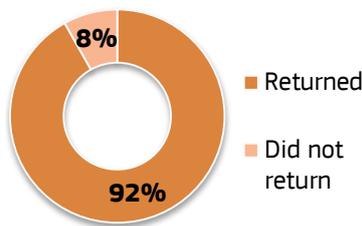


Importance of Erasmus Mundus mobility for career development

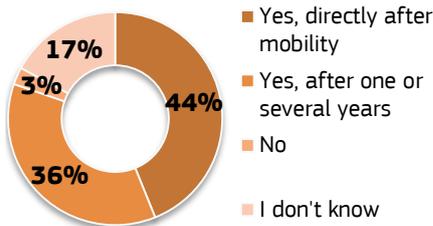
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Central Asia

"I always wanted to dedicate myself to developing and researching geography. [...] Kazakhstan, as the ninth largest country in the world, having enormous resources [...], cannot reasonably use its huge potential in GIS technology. [By] enrolling in your university by the program Erasmus Mundus, I hope to be able to fill these gaps and do something meaningful for my country."

Gulden, Kazakh, female Master student

Respondents' profile

A total of 535 students (84%) and staff (16%) from 5 Central Asian countries responded to the survey. Kazakhstan stands out with the highest number of replies. Despite the overall *gender balance* among respondents (50% of women and 50% of men), all countries have important imbalances with a remarkable majority (around two thirds or more) of male (Uzbekistan, Tajikistan and Turkmenistan) or female respondents (Kyrgyzstan and Kazakhstan). The big majority of respondents belong to partner HEIs (71%). Turkmenistan stands out with the highest percentage of *vulnerable groups* involved (6%). Most respondents had finished their mobility period when they answered (73%).

Organisation of mobility and academic aspects

Respondents learned about the Erasmus Mundus programme mainly through the *promotion carried out by their home universities* (68%). *Online sources*, such as the official EM web page (9%), other sources (9%), and projects' websites (3%), contributed to visibility of the programme to a lesser extent.

Overall, all the *services provided to respondents by participating HEIs* before their mobility period are rated as excellent or good (80% of replies or more, N/A answers excluded). The *support of coordinators* is also highly rated (94%), as well as the content of the *courses or trainings followed* (88%) and the *match between studies/work carried out during mobility periods with previous teaching or studying experience* (86%).

Academic attainment and study recognition

Out of all the Central Asian respondents, more than one third are *credit-seeking students* (38%). Among those who finished their mobility, a majority got their credits fully (53%) or partially recognised (30%) by their home HEIs. However, only one third (34%) of Uzbek respondents and no Turkmen respondents got their credits recognised. As for *degree-seeking students* (32% of the Central Asian respondents), half obtained a diploma (50%) after finishing their mobility, though the percentages are much lower for Kyrgyzstan (35%) and Turkmenistan (0%). Out of these, most got their diploma recognised (75%) by

their home HEIs upon return to their countries. The rest of Central Asian respondents (30%) are academic and administrative staff (16%) or did not provide an answer (14%).

General impact on scholarship holders

The Erasmus Mundus experience had a great impact on the *professional career, specialized knowledge* and *personality* of Central Asian respondents, among other aspects. Most respondents state that the *increase in their professional competences and skills* is very high (45%) or rather high (46%).

The answers show that Erasmus Mundus has a key role on the creation of cross-cultural and communicative bridges. Most Central Asian respondents believe that their *intercultural competences* (47%), *language skills* (43%) and *communication skills* (27%) have been enhanced.

Impact on career

Most Central Asian respondents declare that Erasmus Mundus is or will be rather important (31%) or very important (67%) for their *career*. Among the respondents that carried out an *internship or work placement* (33%), an overwhelming majority declare that it was profitable or highly profitable (99%) for their career. Also, most scholarship holders state that Erasmus Mundus allowed them to acquire the *competences necessary for their future job career* (79% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Regarding *staff* respondents, all declare that the skills acquired through teaching and training activities are very or fairly relevant (99%).

Brain gain

Most participants returned to their home countries after mobility (95%). Turkmenistan has the highest percentage of respondents who reported not to have returned to their home countries (13%). A majority of those still on mobility declare that they will return directly after mobility (58%) or after one or some years of work or study experience abroad (29%). Only a minority (1%) does not plan to return, whilst the rest (12%) does not know.

Main statistics Central Asia

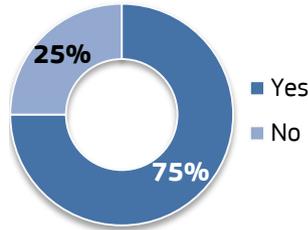
535 respondents from **5 countries** from which **50%** are women and **50%** are men

Kazakhstan is the most represented country (176 replies), followed by Uzbekistan (152), Kyrgyzstan (112), Tajikistan (79) and Turkmenistan (16)

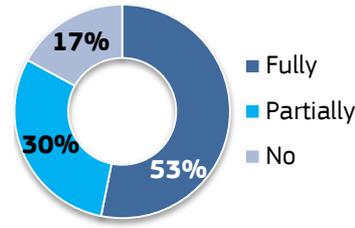
Business, Economics and Management is the largest area of studies (29%), followed by Engineering Technology (12%) and Mathematics, Informatics (7%)

30% Master students
27% Bachelor students
16% PhD students
11% Post-doctorate
10% Academic staff
6% Administrative staff

Recognition of diplomas and credits



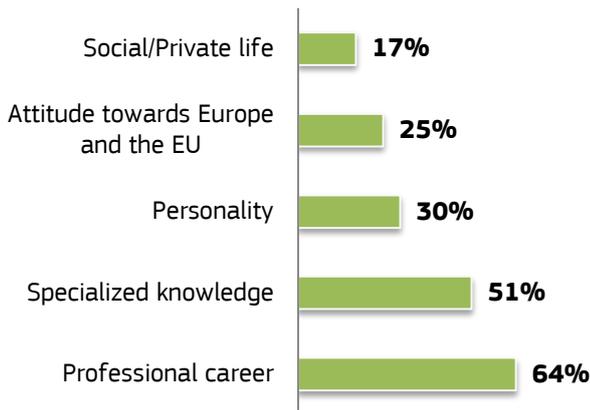
Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



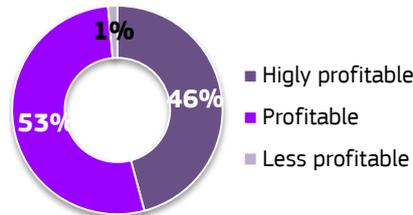
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

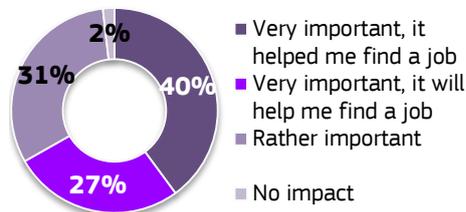
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
Note: only top 5 options are displayed



Impact on career

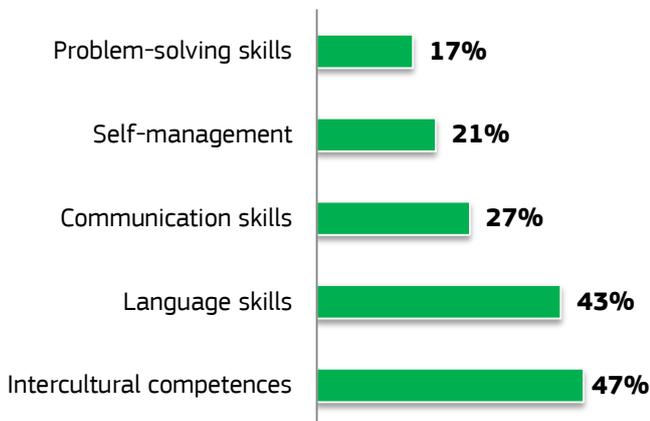


Impact of internship / work placement on career

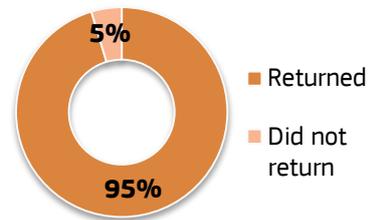


Importance of Erasmus Mundus mobility for career development

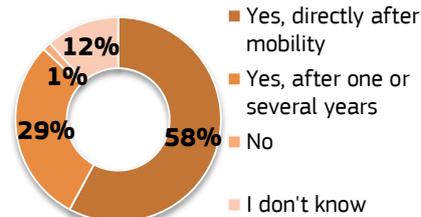
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
Note: only top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Eastern Europe

"To my great belief, Erasmus Mundus program provides Georgian university professors with real opportunities to collaborate with European partners as well as stimulate knowledge and experience of academic staff and scientists and get them involved into the process of formation of the transnational space of higher education. I am eager to make my own contribution into this process."

Rusudan, Georgian, female academic staff

Respondents' profile

A total of 1529 students (86%) and staff (14%) from 7 Eastern European countries responded to the survey. Russia stands out with the highest number of replies. The overall percentage of female respondents from Eastern Europe is high (66%) if compared with other regions. Among Eastern European countries, Azerbaijan has the lowest percentage of female participants (55%) and Georgia, the highest (73%). The majority of respondents belong to partner HEIs (73%). The country with the highest number of participants from *vulnerable groups* is Georgia (16%). Most respondents had finished their mobility period when they answered (66%).

Organisation of mobility and academic aspects

Respondents learned about the Erasmus Mundus programme mostly through the *promotion carried out by their home universities* (68%). *Internet sources* also contributed to the visibility (18%) of the programme despite the minor role of projects' websites (3%).

Overall, it can be seen that all the *services provided to respondents by participating HEIs* before their mobility period are rated as excellent or good (2/3 of replies or more). The *support of coordinators* is also highly rated (91%), as well as the *content of the courses or trainings followed* (88%) and the *match between studies/work carried out during mobility periods with previous teaching or studying experience* (89%).

Academic attainment and study recognition

Out of all the Eastern European respondents, most are *credit-seeking students* (37%). Among those who finished their mobility, a majority got their credits fully (38%) or partially (40%) recognised by their home HEIs. However, only one quarter of Belarusian (23%) and Ukrainian (24%) and one third of Russian (35%) credit-seeking students got all their credits recognised. As for *degree-seeking students* (31% of Eastern European respondents), half obtained a diploma (48%) by the end of their mobility. This percentage is much lower for Moldova (19%) and Ukraine (36%). Out of those who obtained a diploma,

most got it recognised (82%) by their home HEIs upon return to their countries, although the percentage is lower among Ukrainians (56%). The rest of Eastern European (32%) respondents are academic and administrative staff (14%) or did not provide an answer (18%).

General impact on scholarship holders

The Erasmus Mundus experience has the greatest impact on the *professional career, specialized knowledge and personality* of Eastern European participants, among other aspects. Most respondents state that the *increase in their professional competences and skills* is very high (38%) or rather high (52%).

Erasmus Mundus has mostly influenced the cross-cultural competences of Eastern European respondents, namely *intercultural competences* (32%), *language skills* (23%) and *communication skills* (20%).

Impact on career

Erasmus Mundus has a positive impact on Eastern European respondents' *careers*: more than half of them consider this impact very important (55%); whilst only a minority believes that their mobility had no impact on their career (4%). The rest assesses the impact as being rather important. Most respondents have acquired the *competences necessary for their future job career* (81% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Those that carried out an *internship or work placement* (29%) consider that it was profitable or highly profitable (95%). Almost all *staff* members consider the competences acquired as very relevant (74%) or fairly relevant (24%).

Brain gain

Most participants returned to their home countries after mobility (90%). Russia has the highest percentage of respondents who reported not having returned home (16%). Among those still on mobility, a majority plans to return directly after their stay abroad (43%) or after some years of work or study experience (24%). Only a minority does not plan to return (4%), whilst the rest (29%) does not know yet.

Main statistics Eastern Europe

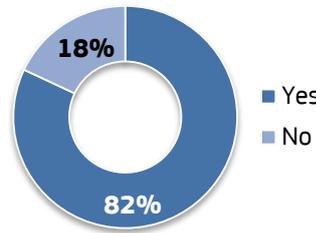
1529 respondents from **7 countries** from which **66%** are women and **34%** are men

Russia is the most represented country (503 replies), followed by Ukraine (318), Georgia (194), Belarus (157), Moldova (155), Armenia (106) and Azerbaijan (96)

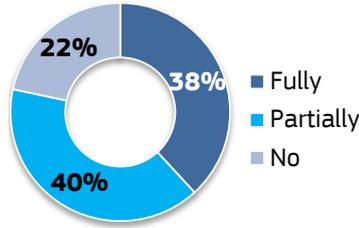
Business, Economics and Management is the largest area of studies (20%), followed by Languages and Phylology (13%) and Humanities and Social sciences (11%)

28% Master students
28% Bachelor students
22% PhD students
10% Academic staff
8% Post-doctorate
4% Administrative staff

Recognition of diplomas and credits



Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



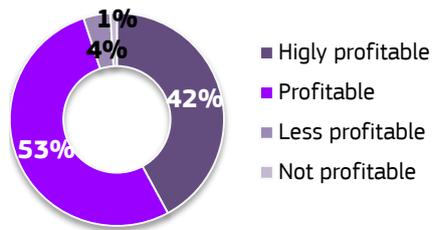
Percentage of scholarship holders on exchange mobility with credits fully, partially or not recognised

General impact on scholarship holders

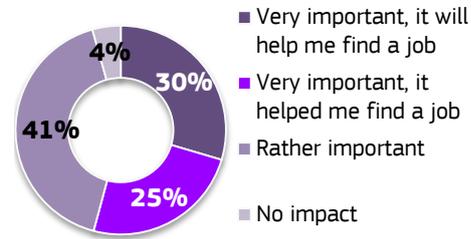
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Impact on career

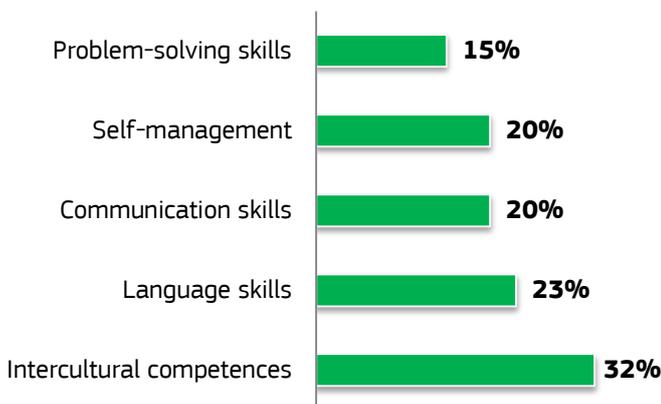


Impact of internship / work placement on career

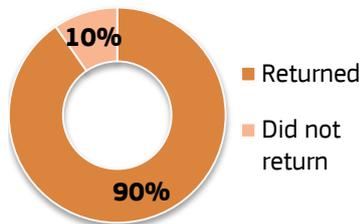


Importance of Erasmus Mundus mobility on career development

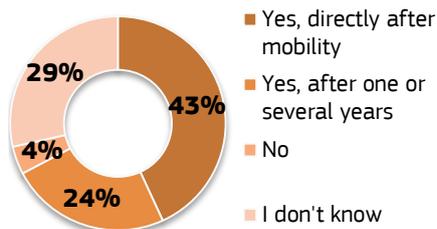
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Industrialised Countries

"I am a professor at McMaster University, and I had a staff exchange under this program. [...] Also, I was one of the applicants for the Erasmus Mundus ACN network. [...] Overall, my exchange was outstanding. It facilitated the beginning of a new research collaboration with the group I visited in France."

Ian, Australian, male academic staff

Respondents' profile

A total of 46 students (76%) and staff (24%) from 13 Industrialised Countries responded to the survey, out of which 35% are women. Japan, Oman and South Korea stand out with the highest number of replies. Considering that the majority of scholarships for this region was targeted to European applicants, the number of answers received from third country participants is low. Therefore, most of the results should be taken cautiously. Almost all scholarship holders belong to partner HEIs and most had finished their mobility when they answered (76%). Applicants from *vulnerable groups* were not eligible for this region.

Organisation of mobility and academic aspects

Respondents heard about Erasmus Mundus mainly through the *promotion carried out by their home universities* (85%), although *promotional and information events* have also had an important role (7%). Only 4% of respondents heard about the programme through *online sources*, namely the official *Erasmus Mundus web page* (2%).

Overall, all of the services provided to scholarship holders by participating HEIs before their mobility period are rated as excellent or good (60% of the answers or more, N/A answers excluded), except for *banking services*, *language courses*, and *recreation activities* (highly rated by more than 50% of the respondents). The *support of coordinators* is also highly rated (76%), as well as the *content of the courses or trainings* followed (79%) and the *match between studies/work carried out during mobility periods with previous experience* (98%).

Academic attainment and study recognition

The low number of replies for this region does not allow to draw conclusions on academic attainment and study recognition. Out of all the respondents from the Industrialised Countries, an equal number of *credit-seeking* (15%) and *degree-seeking* (15%) students participated in the survey. Most credit-seeking participants who finished their mobility got their credits fully (60%) or partially (20%) recognised by their home HEIs upon return to their countries. Regarding degree-seeking students, only one

participant declares having obtained a diploma at the end of the mobility period, although the student did not get it recognised upon return. The rest of respondents (70%) are academic or administrative staff (24%) or did not provide an answer (46%).

General impact on scholarship holders

Erasmus Mundus has a big impact on the *professional careers*, *specialized knowledge* and *attitude towards Europe and the EU* of respondents from the Industrialised Countries. Most participants declare that the *increase of their professional competences and skills* is very high (24%), rather high (43%) or fair (28%).

Erasmus Mundus has a remarkable role in the enhancement of *intercultural competences* (50%) among respondents from the Industrialised Countries. However, language and communication skills are not among the top options chosen by respondents. Instead, most declare that Erasmus Mundus had a big impact on their *flexibility* (29%) and *problem-solving skills* (26%).

Impact on career

Erasmus Mundus has a positive impact on European respondents' *careers*: Most consider this impact as rather (49%) or very important (40%). Most respondents have acquired the *competences necessary for their future job career* (60% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Those that carried out an *internship or work placement* (11%), consider it profitable (40%) or highly profitable (40%). Almost all *staff* members consider the competences acquired as very relevant (27%) or fairly relevant (55%).

Brain gain

Most respondents returned to their home countries after mobility (94%). As for those respondents still on mobility, a majority has not answered the question of whether they plan to return or not to their home countries after their mobility period. Among those who have answered, most plan to return directly after mobility (64%) or after some years of experience abroad (18%). A minority (18%) does not plan to return.

Main statistics

Industrialised Countries

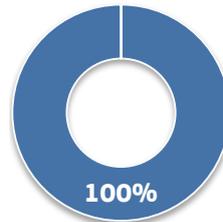
46 respondents from **13 countries** from which **35%** are women and **65%** are men

Japan, Oman and South Korea are the most represented countries (8 replies each), followed by Canada (5), Taiwan and the United States of America (4 each)

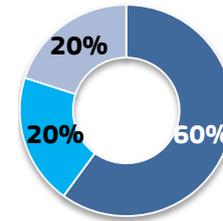
Engineering Technology is the largest area of studies (24%), followed by Architecture, Urban and Regional Planning (15%) and Natural Sciences (9%)

13% Master students
2% Bachelor students
46% PhD students
15% Post-doctorate
17% Academic staff
7% Administrative staff

Recognition of diplomas and credits



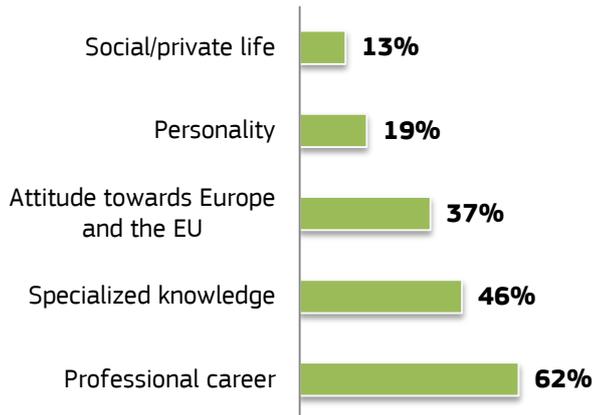
Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



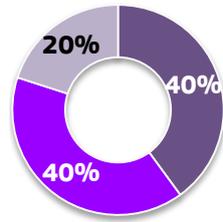
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

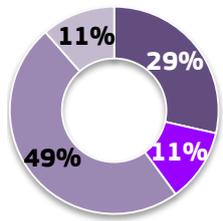
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Impact on career

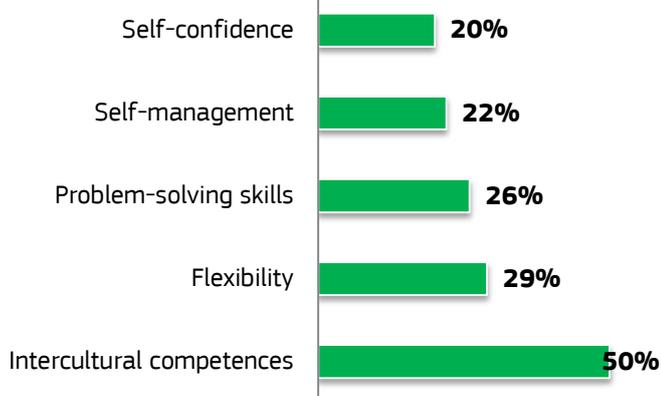


Impact of internship / work placement on career

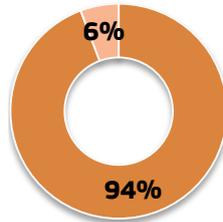


Importance of Erasmus Mundus mobility for career development

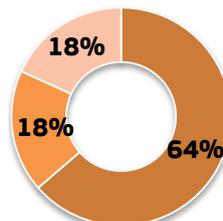
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Iraq, Iran and Yemen

"[Erasmus Mundus] was one of my greatest experiences. Please keep it alive specially for countries like my country, Iran. It helps promoting Middle East – Europe cooperation and improves worldwide collaboration and communication."

Anonymous, Iranian, Master student

Respondents' profile

A total of 183 students (88%) and staff (12%) from Iraq, Iran and Yemen responded to the survey. Iran stands out with the highest number of replies. The percentage of female respondents from these countries is very low (30%). Only Iran has a rather higher percentage of female respondents (39%), as compared to Iraq (20%) and Yemen (18%). The majority of respondents belongs to partner HEIs (59%). Iraq has the highest percentage of respondents from *vulnerable groups* (7%). Most participants had finished their mobility period when they answered (68%).

Organisation of mobility and academic aspects

Despite the fact that most respondents heard about Erasmus Mundus through the *promotion carried out by their home HEIs* (39%), *internet resources* such as the official *Erasmus Mundus website* (8%), *projects' websites* (10%) and other *online sources* (31%) also played a major promotional role.

Overall, the *services provided to respondents by participating HEIs* before their mobility period are rated as excellent or good (60% of the answers or more), except for *language courses* and *family issues*, (highly rated by around 50% of the respondents, N/A answers excluded). The *support of coordinators* is also highly rated (71%), as well as the *content of the courses or trainings* followed (76%) and the *match between studies/work carried out during mobility periods with previous experience* (92%).

Academic attainment and study recognition

Out of all the respondents from Iraq, Iran and Yemen, most are *degree-seeking students* (48,5%). A majority of those who finished their mobility obtained a diploma (68%). Whilst most degree-seeking Iraqi students did not obtain a diploma (73%), most Iranian (82%) and Yemeni (63%) students obtained it. Almost all students (including all Iraqi and Yemeni students), got their diplomas recognised by their home HEIs (89%) upon return to their countries. As for *credit-seeking* students (21% of all respondents from the Iraq, Iran and Yemen), most got their credits fully (53%) or partially (31%) recognised by their home

HEIs. However, only few Iranian students (25%) had all their credits recognised. The rest of respondents (30,5%) are academic or administrative staff (12%) or did not provide an answer (18,5%).

General impact on scholarship holders

Erasmus Mundus has a big impact on the respondents' *professional careers, attitudes towards Europe and EU* and *specialized knowledge*. Moreover, most participants declare that the *increase of their professional competences and skills* is very high (35%), rather high (37%) or fair (23%).

Erasmus Mundus has a remarkable role in the creation of cross-cultural skills among respondents from Iraq, Iran and Yemen. Respondents' answers show that *intercultural competences* (52%), *language skills* (25%) and *communication skills* (23%) are the most enhanced competences.

Impact on career

Erasmus Mundus has a positive impact on the respondents' *careers*. Although the percentage of participants that consider this impact to be very important (42%) is lower than in other regions (e.g. 67% in Central Asia), still a big number of respondents consider it to be rather important (42%). Half of the participants acquired the *competences necessary for their future job career* (49% rated 4, 5 or, in a scale from min. 1 to max. 6). As regards to those respondents who carried out *internships and work placements* (20%), almost all (94%) consider it profitable or highly profitable. Almost all *staff* members assess the competences acquired as very relevant (36%) or fairly relevant (50%).

Brain gain

Most respondents returned to their home countries after mobility (83%), while a quarter of Iranian respondents did not return (24%). As for those respondents still on mobility, a majority plans to return directly after mobility (24%) or after some years of experience abroad (29,5%). Only a minority does not plan to return (3,5%), whilst almost half (43%) does not know yet.

Main statistics

Iraq, Iran and Yemen

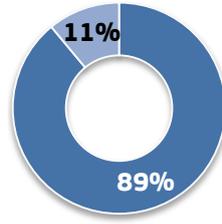
183 respondents from **3 countries** from which **30%** are women and **70%** are men

Iran is the most represented country (98 replies), followed by Yemen (44), and Iraq (41)

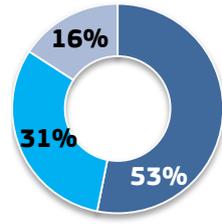
Geography and Earth and Environmental Studies is the largest area of studies (17%), followed by Engineering Technology (13%) and Natural Sciences (13%)

38% Master students
16% Bachelor students
19% PhD students
11% Academic staff
15% Post-doctorate
1% Administrative staff

Recognition of diplomas and credits



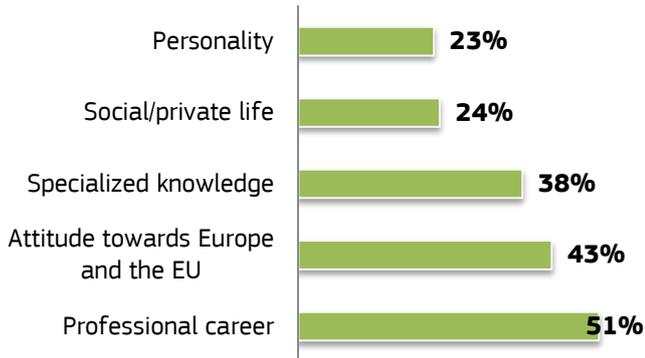
Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



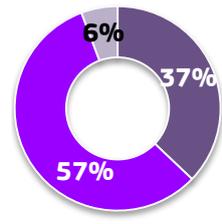
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

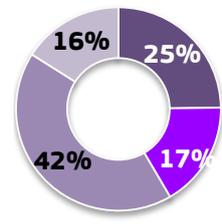
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Impact on career

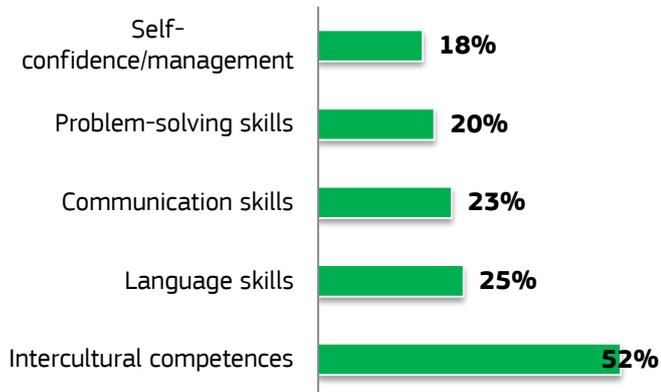


Impact of internship / work placement on career

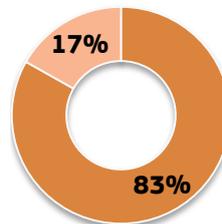


Importance of the Erasmus Mundus mobility on career development

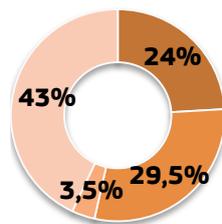
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Latin America

"Engaging in exchange within the framework of Erasmus Mundus [...] at the University of Valladolid, [...] gives me the opportunity to share knowledge that will be of great help to model potential environmental and health risks from contaminated soils in Mexico. As an academic, [...] Erasmus experience offers the opportunity to expand multidisciplinary work and teaching."

Irma, Mexican, female academic staff

Respondents' profile

A total of 929 students (89%) and staff (11%) from 18 Latin American countries responded to the survey. Argentina stands out with the highest number of replies. The overall percentages of Latin American male and female respondents are balanced. However, the percentage of female respondents is remarkably low among respondents from Venezuela (36%), Ecuador (33%) and Nicaragua (22%). Most scholarship holders belong to partner HEIs (70%) and had finished their mobility when they answered (69%). Ecuador (25%) and Guatemala (22%) stand out with the highest percentages of respondents from *vulnerable groups*.

Organisation of mobility and academic aspects

Despite the fact that most respondents heard about the Erasmus Mundus programme through the *promotion carried out by their home HEIs* (66%), *internet resources*, such as the official *Erasmus Mundus website* (5%), *projects' websites* (3%) and other *online sources* (7%), also had a major promotional role.

Overall, the services provided to scholarship holders by participating HEIs before their mobility period are rated as excellent or good (two thirds of the answers or more, N/A answers excluded). The *support of coordinators* is also highly rated (83%), as well as the *content of the courses or trainings* followed (86%) and the *match between studies/work carried out with previous experience* (95%).

Academic attainment and study recognition

Out of all the Latin American respondents, most are *degree-seeking students* (36%). Among those who finished their mobility and obtained a diploma (65%), a majority got it recognised by their home HEIs upon return (82%) to their countries. However, half of Brazilians and Argentinians (50%) and all Cuban, Venezuelan and Ecuadorian respondents did not obtain their diploma. As for *credit-seeking students* (25% of Latin American respondents) who finished their mobility period, a majority got their credits fully (64%) or partially recognised (22%) by their home HEIs. However, only one third (33%) of Panamanian

respondents and a small percentage of Costa Rican (42%) and Uruguayan (43%) respondents got all their credits recognised. The rest of respondents (39%) are academic or administrative staff (9%) or did not provide an answer (30%).

General impact on scholarship holders

Erasmus Mundus has a big impact on respondents' *professional careers*, *specialized knowledge* and *personality*. Moreover, most participants declare that the *increase of their professional competences and skills* is very high (49%), rather high (40%) or fair (10%).

As is the case in other regions, Erasmus Mundus has a remarkable role in the enhancement of *intercultural competences* (69%) and *language skills* (27%) but also on *problem-solving skills* (27%) and *self-management* (21%).

Impact on career

Erasmus Mundus has a positive impact on scholarship holders' *careers*: more than two thirds (67%) consider this impact very important; whilst only a minority believes that mobility had no impact on their career (4%). The rest assesses the impact as being rather important. Most respondents have acquired the *competences necessary for their future job career* (80% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Those that carried out an *internship or work placement* (35%), consider it profitable (43%) or highly profitable (56%). Almost all *staff* members consider the competences acquired as very relevant (62%) or fairly relevant (33%).

Brain gain

Most respondents returned to their home countries after mobility (93%). However, more than one fifth of Nicaraguan (25%) and Venezuelan (20%) students did not return. As for those respondents still on mobility, a majority plans to return directly after mobility (50,5%) or after some years of experience abroad (27%). Only a minority does not plan to return (2,5%), whilst the rest (20%) does not know yet.

Main statistics Latin America

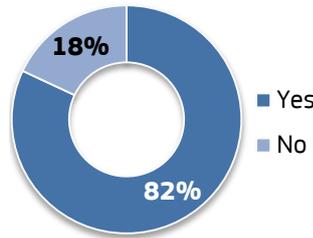
929 respondents from **18 countries** from which **49%** are women and **51%** are men

Argentina is the most represented country (259 replies), followed by Brazil (99), Mexico (89), Colombia (82), Chile (58), Peru (54), Costa Rica (41) and Honduras (38).

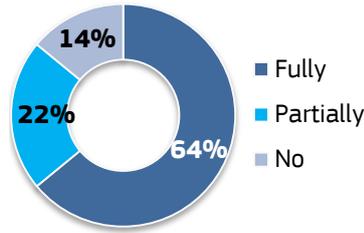
Engineering Technology is the largest area of studies (24%), followed by Humanities and Social Sciences (13%), and Natural Sciences (11%)

25% Master students
28% Bachelor students
32% PhD students
6% Post-doctorate
8% Academic staff
1% Administrative staff

Recognition of diplomas and credits



Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



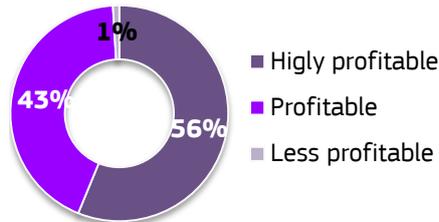
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

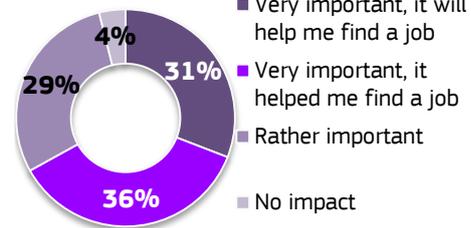
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Impact on career

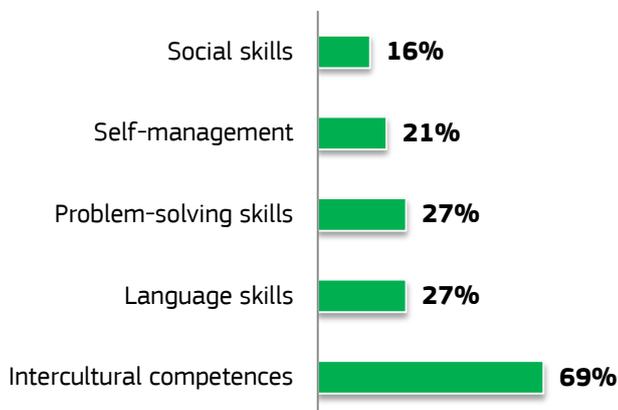


Impact of internship / work placement on career

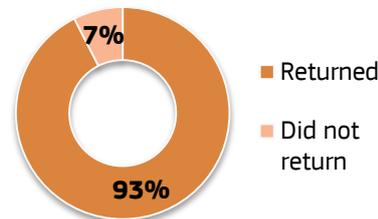


Importance of Erasmus Mundus mobility for career development

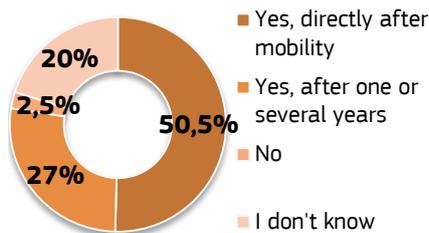
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

South Africa

The EuroSA scholarship was a way for me to meet and collaborate with top researchers in the field of Functional Morphology. [...] I learned new skills and techniques that are cutting edge (three-dimensional morphometric analyses), and I am now one of the very few researchers in southern Africa that can conduct these analyses. [...] In this way, techniques and skills I learned during my ten month scholarship at the University of Antwerp will directly benefit the conservation efforts within my home country of South Africa and neighbouring African countries.

Shelley, South African, female sandwich PhD

Respondents' profile

A total of 138 students (79%) and staff (21%) from South Africa responded to the survey. A majority of respondents are women (57%). Most respondents belong to partner HEIs (72%). A small percentage of participants are part of *vulnerable groups* (2%). Most scholarship holders had finished their mobility when they answered (62%) in summer 2014.

Organisation of mobility and academic aspects

Respondents learned about the Erasmus Mundus programme mostly through the *promotion carried out by their home universities* (62%). *Internet sources* such as the official *Erasmus Mundus website*, the *projects' web pages* or *other sources* (11% in total) contributed somewhat to its visibility. *Promotional events* (9%) and *Erasmus Mundus Alumni* (8%) have both enhanced the visibility of the programme, although to a lesser extent.

Overall, the *services provided to respondents by participating HEIs* before their mobility period are rated as excellent or good (60% of the answers or more, N/A answers excluded), except for *language courses*, *estimation of living costs* and *recreation* (highly rated by half of the respondents, N/A answers excluded). The *support of coordinators* is also highly rated (86%), as well as the *content of the courses* followed (88%) and the *match between studies/work carried out during mobility periods with previous experience* (93%).

Academic attainment and study recognition

Out of all the South African respondents, most are *degree-seeking students* (44%). Among those who finished their mobility and obtained a diploma (74%), almost all (90%) got it recognised by their home HEIs upon return to their countries. In regards to *credit-seeking students* (23% of South African respondents), most got their credits fully (52%) or partially (13%) recognised by their home HEIs upon return. However, the percentage of students whose credits were not recognised at all is higher than in the other regions

surveyed (35%). The rest of respondents (23%) are academic or administrative staff (21%) or did not provide an answer (12%).

General impact on scholarship holders

Erasmus Mundus has a big impact on respondents' *professional careers*, *specialized knowledge* and *attitude towards Europe and the European Union*. Most participants declare that the *increase of their professional competences and skills* is very high (27%), rather high (54%) or fair (18%).

As it is the case in the other regions, Erasmus Mundus has a remarkable role in the enhancement of *intercultural competences* (49%) of South African respondents. However, language and communication skills are not among the top options chosen by respondents. Instead, most declare that Erasmus Mundus had a big impact on their *self-confidence* (36%) and *problem-solving skills* (26%).

Impact on career

Erasmus Mundus has a positive impact on South African respondents' *careers*: most consider this impact as rather (50%) or very important (44%). Most respondents have acquired the *competences necessary for their future job career* (75% rated 4, 5 or 6, in a scale from min. 1 to max. 6). All those that carried out an *internship or work placement* (19%), consider it profitable (39%) or highly profitable (61%). All *staff* members consider the competences acquired as very relevant (83%) or fairly relevant (17%).

Brain gain

Most respondents returned to their home countries after mobility (97%). As for those participants still on mobility, a majority plans to return directly after mobility (52%) or after some years of experience abroad (23%), whilst almost one quarter still does not know (23%) yet. Only a minority does not plan to return (2%).

Main statistics

South Africa

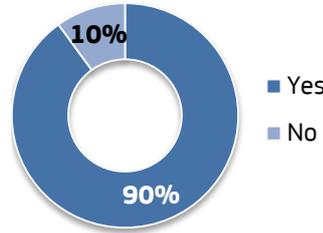
138 respondents from which **57%** are women and **43%** are men

South Africa is the only country concerned by this region

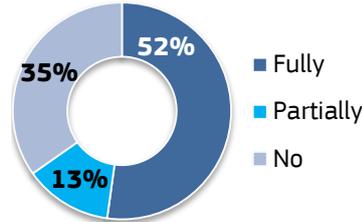
Humanities and Social Sciences is the largest area of studies (21%), followed by Natural and Medical Sciences (12% each), and Business, Economics and Management (8%)

47% Master students
31% PhD students
1% Post-doctorate
17% Academic staff
4% Administrative staff

Recognition of diplomas and credits



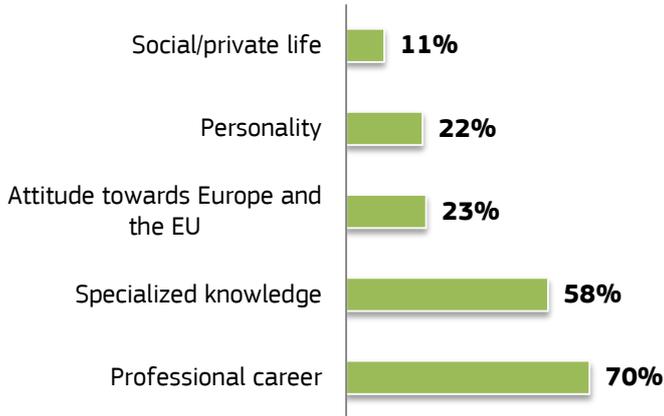
Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



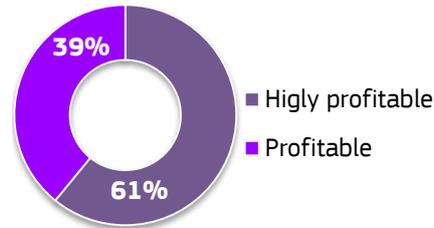
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

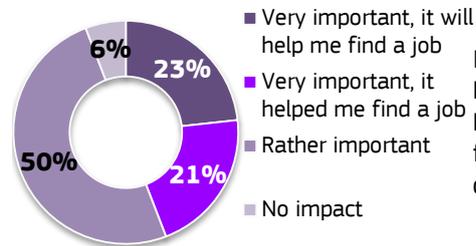
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Impact on career

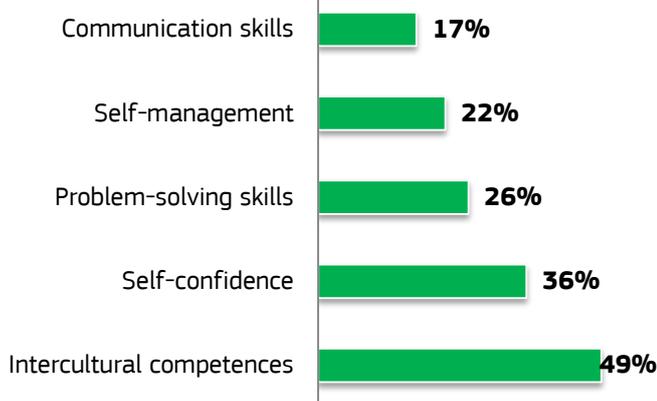


Impact of internship / work placement on career

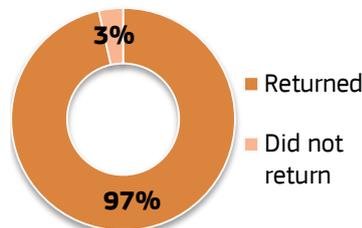


Importance of Erasmus Mundus mobility for career development

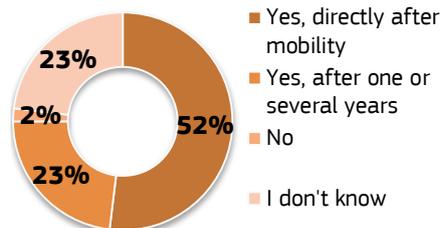
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Southern Mediterranean

"I obtained my Erasmus Mundus master degree in Biotechnology in 2010. Nowadays, I'm 35 years old, living and working in my home country at Gaza, Palestine. I'm working in a well-known international non-governmental organisation [...] since more than 2 years ago. [...] I'm involved in development programs of water and agriculture."

Ahmed, Palestinian, male Master student

Respondents' profile

A total of 987 students (79%) and staff (21%) from 9 Southern Mediterranean countries* responded to the survey. *Gender balance* among respondents varies notably across the region: whilst the percentage of female respondents for the entire region is low (38%), this percentage is even lower for Libya (17%), Syria (22%) and Egypt (30%). Tunisia has the highest percentage of female respondents (53%). The majority of participants belong to partner HEIs (69%). Syria has the highest percentage of respondents from *vulnerable groups* (35%). Half of the participants had finished their mobility period when they replied to the survey (50%).

Organisation of mobility and academic aspects

Despite the fact that most respondents heard about the Erasmus Mundus programme through their *home HEIs* (56%), *internet resources* such as the official *Erasmus Mundus website* (9%) and other *online sources* (18%) also had a major promotional role. However, Syrian respondents heard about the programme mainly through the *internet* (56%).

Overall, it can be seen that the services provided to respondents by participating HEIs before their mobility period are rated as excellent or good (60% of the answers or more, N/A answers excluded). The *support of coordinators* is also highly rated (86%), as well as the *content of the courses or trainings* followed (83%) and the *match between studies/work carried out with previous experience* (89%).

Academic attainment and study recognition

Out of all the Southern Mediterranean respondents, most are *degree-seeking students* (39%). Among those who finished their mobility and obtained a diploma (62%), almost all got it recognised by their home HEIs (90%). Algeria registers the highest percentage of respondents who did not obtain a diploma (67%). As for *credit-seeking* scholarship holders (28% of Southern Mediterranean respondents), most got their credits fully (52%) or partially (21%) recognised upon return to their countries. However, only few Syrian (25%) and

Egyptian students (22%) had all credits recognised. The rest of respondents (33%) are academic or administrative staff (12%) or did not provide an answer (21%).

General impact on scholarship holders

Erasmus Mundus has a big impact on respondents' careers, specialized knowledge and personality. Most participants declare that the *increase of their professional competences and skills* is very (35%) or rather high (48%) or fair (16%).

As it is the case in the other regions, the Erasmus Mundus programme has a remarkable role in the creation of cross-cultural skills. Respondents' answers show that *intercultural competences* (51%), *language skills* (29%) and *communication skills* (26%) are the most enhanced competences.

Impact on career

Erasmus Mundus has a positive impact on respondents' *careers*. Most participants consider this impact to be very important (48%) or rather important (45%). Most respondents have acquired the *competences necessary for their future job career* (62% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Regarding those respondents who carried out *internships and work placements* (28%), almost all (98%) consider it profitable or highly profitable. Almost all *staff* members assess the competences acquired as very relevant (56%) or fairly relevant (39%).

Brain gain

Most respondents returned to their home country after mobility (90%). However, most Syrian respondents have not returned (67%). As for those respondents still on mobility, a majority plans to return directly after mobility (29%) or after some years of experience abroad (29%), whilst the rest (37%) does not know yet. Only a minority does not plan to return (5%).

**Respondents could not choose Palestinian as their nationality. Therefore, Palestinian respondents chose mainly Jordan, Sweden or Lebanon.*

Main statistics

Southern Mediterranean

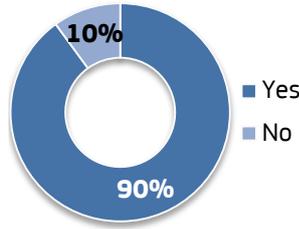
987 respondents from **9 countries** from which **38%** are women and **62%** are men

Egypt is the most represented nationality (215 replies), followed by Syria (138), Tunisia (118), Jordan (116), Algeria (112), Lebanon (102), Israel (97), Morocco (83) and Libya (6).

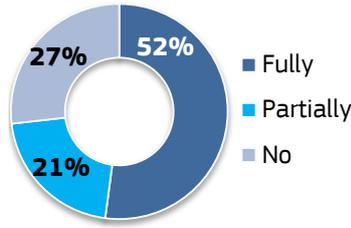
Engineering Technology is the largest area of studies (18%), followed by Natural Sciences and Business studies, Economics and Management (11% each)

29% Master students
24% Bachelor students
26% PhD students
8% Post-doctorate
9% Academic staff
4% Administrative staff

Recognition of diplomas and credits



Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not upon return



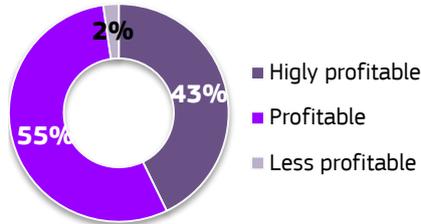
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised upon return

General impact on scholarship holders

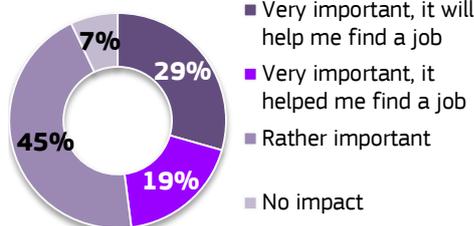
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Impact on career

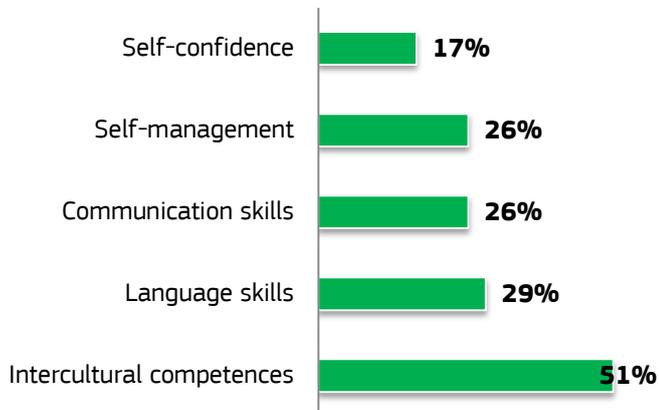


Impact of internship / work placement on career

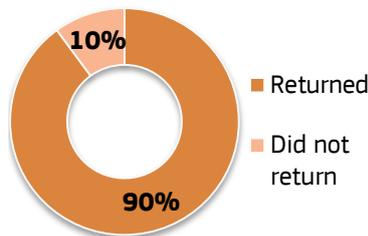


Importance of Erasmus Mundus mobility for career development

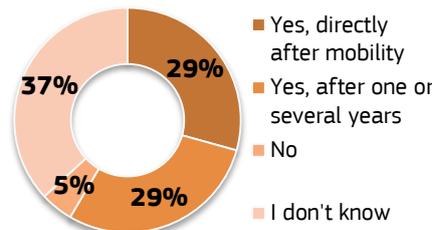
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Western Balkans

Abroad I have served as a decent cultural ambassador of my country and brought Bosnian mentality closer to people. [...] I value the international and cultural moment which brings together various nationalities from all over the world and helps defy cultural and national stereotyping. [...] I very much support the idea of European multiculturalism and exchange and hope that the project and idea of Erasmus Mundus will live and prosper also in the future.

Lejla, Bosnian-Herzegovinian, female Master student

Respondents' profile

A total of 722 students (88%) and staff (12%) from 6 countries of the Western Balkans* responded to the survey. Serbia stands out with the highest number of replies. The majority of respondents were women (56%). All the countries concerned by this region register a gender balance among respondents. However, the percentage of male participants is lower for Albania (40%) and Bosnia and Herzegovina (37%). Most participants belong to partner HEIs (72%) and had finished their mobility when they answered (73%). Bosnia and Herzegovina stands out with the highest percentage of participants from *vulnerable groups* (4%).

Organisation of mobility and academic aspects

Both *promotion by home universities* (39%) and *internet sources* (37%) had a major role in enhancing the visibility of the Erasmus Mundus programme. Besides, *promotional events* and *promotion by Erasmus Mundus alumni* contributed to its visibility to a lesser extent (8% each).

Overall, the services provided to respondents by participating HEIs before their mobility period are rated as excellent or good (70% of the answers or more, N/A answers excluded). The *support of coordinators* is also highly rated (84%), as well as the *content of the courses* followed (87%) and the *match between studies/work carried out during mobility periods with previous experience* (93%).

Academic attainment and study recognition

Out of all the respondents from the Western Balkans, most are *credit-seeking students* (40%). Among those who finished their mobility, most got their credits fully (53%) or partially (37%) recognised by their home HEIs. Only one quarter of Albanian respondents (26%) got all their credits recognised. Out of all *degree-seeking students* (32% of respondents from the Western Balkans), three quarters obtained a diploma (72%), though this percentage is lower for Croatia (60%) and Serbia (63%). From those with a diploma, three quarters (75%) managed to get it recognised by

their home HEIs. Almost all Albanian respondents had their diplomas recognised (94%). This figure is lower among Croatian (67%), Macedonian (68%) and Serbian (67%) respondents. The rest of respondents (28%) are academic or administrative staff (12%) or did not provide an answer (16%).

General impact on scholarship holders

Erasmus Mundus has a big impact on respondents' *professional careers, specialized knowledge and personality*. Most participants rate the *increase of their professional competences and skills* as very high (37%), rather high (50%) or fair (12%).

As it is the case in other regions, the Erasmus Mundus programme has a remarkable role in the enhancement of *intercultural competences* (49%) and *language skills* (31%), but also on the *problem-solving skills* of Western Balkans respondents (23%).

Impact on career

Erasmus Mundus has a positive impact on Western Balkans respondents' *careers*: Most consider this impact as rather (45%) or very important (52%). Most respondents have acquired the *competences necessary for their future job career* (73% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Those that carried out an *internship or work placement* (24%), consider it profitable (52%) or highly profitable (38%). Almost all *staff* members consider the competences acquired as very relevant (61%) or fairly relevant (35%).

Brain gain

Most respondents returned to their home countries after mobility (90%). As for those still on mobility, a majority plans to return directly after mobility (23%) or after some years of experience abroad (29%), whilst a majority still does not know (41%) yet. Only a minority does not plan to return (7%).

**Only the answers submitted by Croatian respondents who participated in Erasmus Mundus as third-country citizens are considered.*

Main statistics

Western Balkans

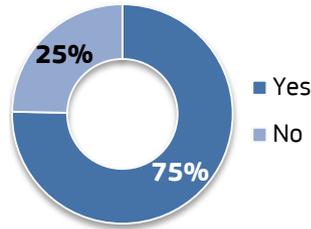
722 respondents from **6 countries** from which **56%** are women and **44%** are men

Serbia is the most represented country (304 replies), followed by Albania (119), the Former Yugoslav Republic of Macedonia (116), Bosnia and Herzegovina (113), Montenegro (50) and Croatia (20)

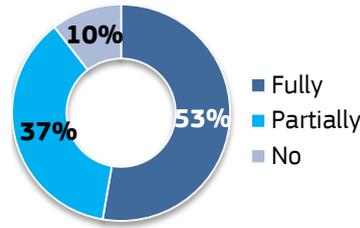
Business studies, economics and management is the largest area of studies (18%), followed by Medical Sciences (14%), and Engineering Technology (12%)

34% Master students
36% Bachelor students
13% PhD students
5% Post-doctorate
11% Academic staff
1% Administrative staff

Recognition of diplomas and credits



Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



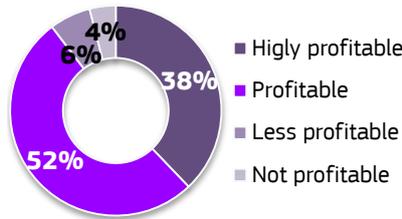
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

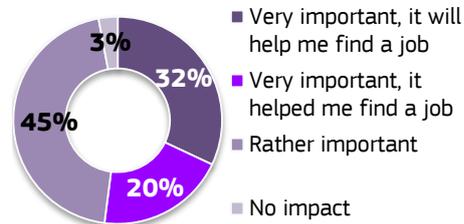
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Impact on career

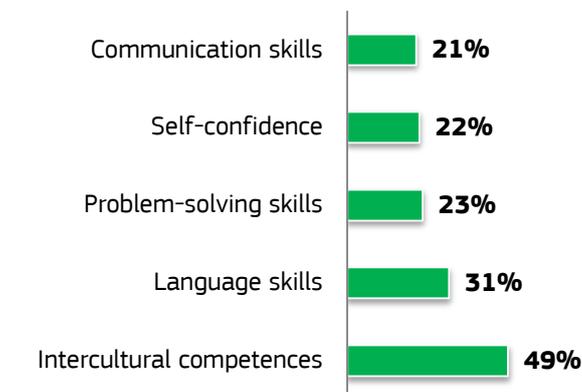


Impact of internship / work placement on career

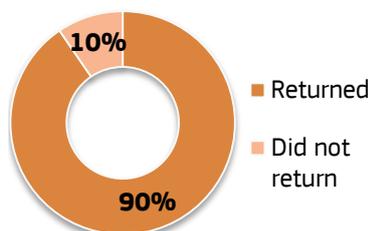


Importance of Erasmus Mundus mobility for career development

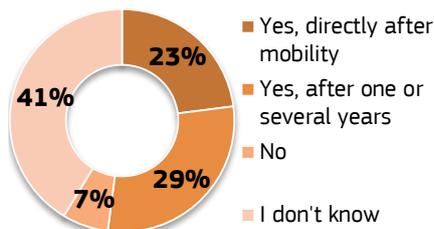
Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)
 Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

European Union

"Erasmus Mundus is a very great program with all its aspects, vision and mission. [...] The EU has a role model function in the world and so does Erasmus Mundus. I am very grateful to have gotten the chance to discover a different country, culture and people. [...] On one hand, I can and will take back my impressions I made thanks to Erasmus Mundus to my home country and university. [...] On the other hand, I have also brought views and experience from Europe to Colombia. [...] I believe it is a great program that creates exchange among students, teachers and institutions."

Vicky, German, female Bachelor student

Respondents' profile

A total of 945 students (77%) and staff (23%) from 26 EU countries* who moved to non-EU countries during their mobility period responded to the survey. Spain stands out with the highest number of replies. The overall percentages of female and male EU respondents are balanced, with a slight majority of women (51%). This balance can be also observed in those countries with most answers, with the exception of Portugal (33% are female respondents). Most scholarship holders belong to partner HEIs (92%) and had finished their mobility when they answered (76%). Czech Republic stands out with the highest percentage of participants from *vulnerable groups* (4%).

Organisation of mobility and academic aspects

Scholarship holders learned about the Erasmus Mundus programme mostly through the *promotion carried out by their home universities* (77%), while *online sources*, including projects' websites, contributed to visibility to a lesser extent (14%).

Overall, the services provided to scholarship holders by participating HEIs before their mobility period are rated as excellent or good (50% of the answers or more, N/A answers excluded, which is overall a lower rate than in other regions). The *support of coordinators* is also highly rated (71%), as well as the *content of the courses* followed (67%, N/A answers excluded) and the *match between studies/work carried out during mobility periods with previous experience* (93%).

Academic attainment and study recognition

Out of all the respondents from the EU, most are *credit-seeking students* (42%). Among those who finished their mobility, most got their credits fully (74%) or partially (20%) recognised by their home HEIs, and only 6% of the respondents could not get their credits recognised. Few Germans got all their credits recognised (37%). As regards *degree-seeking students* (13% of all EU respondents), only a few finished their mobility and obtained a diploma (31%). Even if this percentage is higher for Spanish (42%), French (60%) and Belgian (50%) respondents, it is

even lower for Italian (23%) and Romanian (17%) respondents. Out of those students who obtained a diploma, three quarters got it recognised upon return (77%). However, the figures are lower for Italian (67%) and Spanish (64%) participants. The rest of respondents (46%) are academic or administrative staff (23%) or did not provide an answer (23%).

General impact on scholarship holders

Erasmus Mundus has a big impact on respondents' *professional careers, personality* and *specialized knowledge*. Most participants rated the *increase of their professional competences and skills* as very high (24%), rather high (46%) or fair (24%).

As it is the case in other regions, the Erasmus Mundus programme has a remarkable role in the enhancement of *intercultural competences* (62%) and *language skills* (39%), but also on the *problem-solving skills* (18%) of European respondents.

Impact on career

Erasmus Mundus has a positive impact on European respondents' *careers*: Most consider this impact as rather (47%) or very important (40%). Most respondents have acquired the *competences necessary for their future job career* (64% rated 4, 5 or 6, in a scale from min. 1 to max. 6). Those that carried out an *internship or work placement* (23%), consider it profitable (56%) or highly profitable (38%). Almost all *staff* members consider the competences acquired as very relevant (62%) or fairly relevant (38%).

Brain gain

Most respondents returned to their home countries after mobility (93%). As for those respondents still on mobility, a majority plans to return directly after mobility (37%) or after some years of experience abroad (18%), whilst a majority does not know yet (35,5%). Only a minority does not plan to return (9,5%).

**Only the answers submitted by Croatian respondents who participated in Erasmus Mundus as EU citizens are considered.*

Main statistics European Union

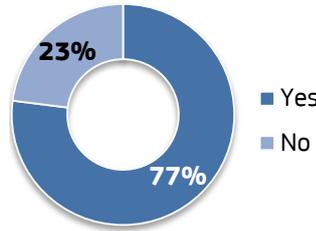
945 respondents from **26 EU countries** from which **51%** are women and **49%** are men

Spain is the most represented country (153 replies), followed by Italy (148), Poland (122), Germany (78), France (55), Czech Republic and Portugal (45 each) and Slovenia (40)

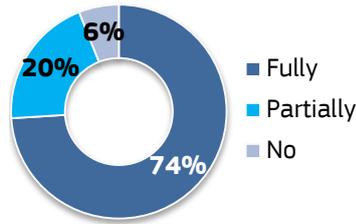
Humanities and Social Sciences is the largest area of studies (16%), followed by Languages and Philology (14%) and Engineering Technology (11%)

30% Master students
26% Bachelor students
16% PhD students
5% Post-doctorate
20% Academic staff
3% Administrative staff

Recognition of diplomas and credits



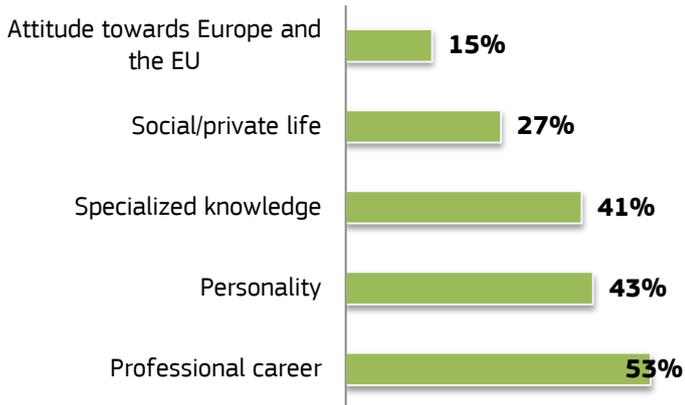
Percentage of degree-seeking scholarship holders with a diploma who got it recognised or not



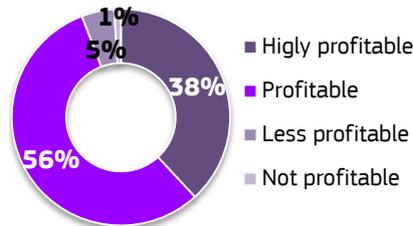
Percentage of credit-seeking scholarship holders with credits fully, partially or not recognised

General impact on scholarship holders

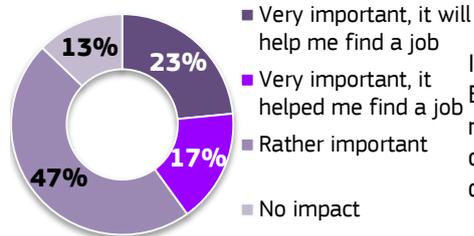
General impact of Erasmus Mundus on... (percentages of the total number of scholarship holders who replied)
Note: only the top 5 options are displayed



Impact on career



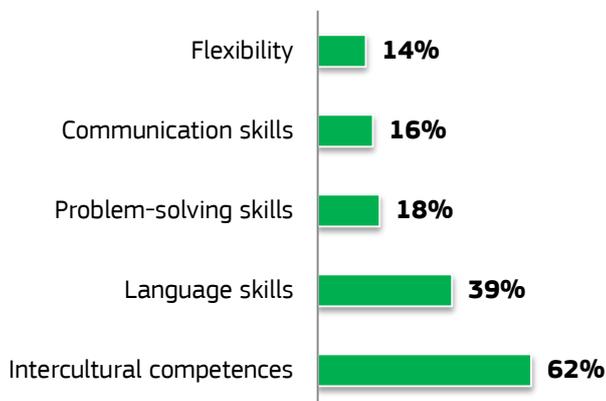
Impact of internship / work placement on career



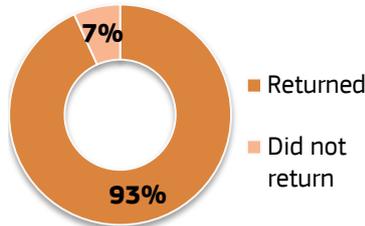
Importance of Erasmus Mundus mobility for career development

Contribution of Erasmus Mundus to scholarship holders' personal development (percentages of the total number of scholarship holders who replied)

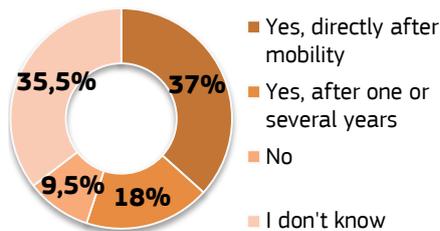
Note: only the top 5 options are displayed



Brain gain



Respondents who finished their mobility and returned or not to their home country



Intention of respondents on mobility to return to their home country

Annex 2: Real and survey mobility data

These annexes include all the data obtained through the Erasmus Mundus Action 2 - Scholarship Holders' Impact Survey. For the information concerning the distribution by sex, target groups and type of mobility (student and staff levels) the real mobility figures obtained between 2007 and September 2014 are also provided together with the survey data. As for the rest of aspects, only the survey data are provided. Rather than following the order of the questions of the survey, the data displayed have been grouped by topic. For the sake of clarity, the questions of the survey relevant to the data displayed in each section are provided at the beginning of each table.

Number of respondents and real scholarship holders distributed per gender (survey and real data)

Survey question: 2. Sex:*

Note: The real data provided in this table include all the scholarship holders who carried out a mobility period from 2007 until September 2014.

Nationality	Survey data			Real data		
	Female	Male	All	Female	Male	All
AFRICAN, CARIBBEAN AND PACIFIC (ACP) COUNTRIES						
Angola	2	5	7	12	12	24
Antigua and Barbuda				1	2	3
Bahamas				1		1
Barbados				8	3	11
Belize	1		1	5	3	8
Benin		3	3	1	8	9
Botswana					1	1
Burkina Faso		4	4	1	9	10
Burundi		5	5	1	8	9
Cameroon	6	18	24	26	66	92
Cape Verde	2	3	5	17	11	28
Central African Republic		2	2	2	14	16
Chad		1	1	1	6	7
Comoros		2	2		8	8
Congo		6	6	4	26	30
Côte d'Ivoire	4	2	6	5	5	10
Democratic Republic of the Congo		6	6	1	10	11
Djibouti					1	1
Dominican Republic	9		9	21	9	30
Equatorial Guinea		1	1		4	4
Eritrea		3	3	1	7	8
Ethiopia	1	11	12	3	45	48
Fiji	3	4	7	26	26	52
Gabon	1	1	2	2	7	9
Gambia, The	2	3	5	5	8	13

Nationality	Survey data			Real data		
	Female	Male	All	Female	Male	All
Ghana		4	4	3	17	20
Grenada					1	1
Guinea		3	3		5	5
Guinea Bissau				1	4	5
Guyana		1	1	2	2	4
Haiti		4	4	6	14	20
Jamaica	4	1	5	7	7	14
Kenya	1	8	9	9	26	35
Kiribati					1	1
Lesotho	1	1	2	6	2	8
Madagascar	8	7	15	37	17	54
Malawi		2	2		2	2
Mali				1		1
Mauritania					2	2
Mauritius				1	2	3
Mozambique	2	13	15	6	43	49
Namibia	1	3	4	8	8	16
Niger				1	1	2
Nigeria		2	2	6	15	21
Papua New Guinea					1	1
Palau		2	2			
Rwanda		7	7	9	29	38
Samoa						
Sao Tome & Principe					2	2
Senegal	4	11	15	16	39	55
Sierra Leone				1	3	4
Solomon Islands		2	2	1	4	5
Somalia				1	5	6
St. Lucia					1	1
Sudan	1		1	1		1
Suriname				6	2	8
Tanzania		2	2	2	16	18
Timor-Leste	5	4	9	11	20	31
Togo		3	3	1	13	14
Tonga	1		1	1		1
Trinidad and Tobago	4	2	6	27	4	30
Tuvalu		1	1		1	1
Uganda	1	2	3	9	14	23
Vanuatu		3	3	1	7	8
Zambia		2	2	1	3	4
Zimbabwe	2	4	6	4	8	12
TOTAL	66	174	240	330	640	970

Nationality	Survey data			Real data		
	Female	Male	All	Female	Male	All
ASIA						
Afghanistan		9	9	6	33	39
Bangladesh	18	51	69	101	282	383
Bhutan	6	18	24	37	77	114
Cambodia	30	63	93	92	174	266
China	198	229	427	834	770	1.604
India	113	315	428	569	1.320	1.889
Indonesia	58	70	128	202	217	419
Laos	26	41	67	74	91	165
Malaysia	21	13	34	65	59	124
Maldives				1	1	2
Mongolia	22	13	35	98	52	150
Myanmar/Burma	21	11	32	45	21	66
Nepal	20	53	73	50	248	298
North Korea					2	2
Pakistan	46	87	133	147	366	513
Philippines	32	11	43	106	72	178
Sri Lanka	8	13	21	33	53	86
Thailand	60	40	100	228	142	370
Vietnam	71	90	161	209	224	433
TOTAL	750	1.127	1.877	2.897	4.204	7.101
CENTRAL ASIA						
Kazakhstan	139	37	176	483	176	659
Kyrgyzstan	79	33	112	272	166	438
Tajikistan	20	59	79	100	189	289
Turkmenistan	6	10	16	25	54	79
Uzbekistan	23	129	152	133	540	673
TOTAL	267	268	535	1.013	1.125	2.138
EASTERN EUROPE						
Armenia	61	45	106	275	190	465
Azerbaijan	53	43	96	230	221	451
Belarus	103	54	157	457	183	640
Georgia	141	53	194	555	276	831
Moldova	97	58	155	413	229	642
Russia	356	147	503	1.814	795	2.609
Ukraine	204	114	318	970	519	1.489
TOTAL	1.015	514	1.529	4.714	2.413	7.127
INDUSTRIALISED COUNTRIES						
Australia	1	1	2	6	10	16
Bahrain		1	1	10	7	17
Canada	2	3	5	5	18	23
Hong Kong	1		1	6	3	9

Nationality	Survey data			Real data		
	Female	Male	All	Female	Male	All
Japan	1	7	8	7	25	32
Kuwait				1	1	2
Macao	1		1	8	5	13
New Zealand	1	1	2	4	10	14
Oman	1	7	8	7	35	42
Saudi Arabia	1		1	1	2	3
Singapore				7	3	10
South Korea	3	5	8	10	22	32
Taiwan	2	2	4	14	12	26
United Arab Emirates		1	1	3	5	8
United States	2	2	4	6	18	24
TOTAL	16	30	46	95	176	271
IRAQ, IRAN AND YEMEN						
Iran	38	60	98	137	195	332
Iraq	8	33	41	39	150	189
Yemen	8	36	44	38	157	195
TOTAL	54	129	183	214	502	716
LATIN AMERICA						
Argentina	146	113	259	476	355	831
Bolivia	13	16	29	87	98	185
Brazil	50	49	99	710	739	1,449
Chile	24	34	58	129	177	306
Colombia	35	47	82	132	177	309
Costa Rica	21	20	41	57	90	147
Cuba	5	4	9	37	54	91
Ecuador	4	8	12	44	56	100
El Salvador	15	22	37	40	53	93
Guatemala	16	16	32	42	54	96
Honduras	17	21	38	52	39	91
Mexico	47	42	89	171	162	333
Nicaragua	5	18	23	31	48	79
Panama	4	8	12	30	28	58
Paraguay	12	10	22	87	63	150
Peru	25	29	54	84	146	230
Uruguay	14	5	19	86	40	126
Venezuela	5	9	14	38	34	72
TOTAL	458	471	929	2,333	2,413	4,746
SOUTH AFRICA						
South Africa	79	59	138	275	237	512
TOTAL	79	59	138	275	237	512
SOUTHERN MEDITERRANEAN						
Algeria	48	64	112	273	391	664

Nationality	Survey data			Real data		
	Female	Male	All	Female	Male	All
Egypt	64	151	215	295	692	987
Israel	40	57	97	246	326	572
Jordan	47	69	116	197	312	509
Lebanon	48	54	102	188	188	376
Libya	1	5	6	7	30	37
Morocco	34	49	83	276	393	669
Palestine*				92	362	454
Syria	30	108	138	134	357	491
Tunisia	63	55	118	381	326	707
TOTAL	375	612	987	2.089	3.377	5.466
WESTERN BALKANS						
Albania	71	48	119	206	96	302
Bosnia and Herzegovina	71	42	113	292	150	442
Croatia*	11	9	20	81	74	155
Former Yugoslav Republic of Macedonia, The	60	56	116	257	186	443
Kosovo				119	143	262
Montenegro	25	25	50	180	123	303
Serbia	169	135	304	696	550	1.246
TOTAL	407	315	722	1.831	1.322	3.153
EUROPEAN UNION						
Austria	13	9	22	61	47	108
Belgium	17	18	35	80	94	174
Bulgaria	16	4	20	41	29	70
Croatia	2	6	8	16	13	29
Cyprus				2	1	3
Czech Republic	19	26	45	103	97	200
Denmark	1	1	2	5	5	10
Estonia	2	1	3	18	14	32
Finland	10	10	20	41	39	80
France	30	25	55	194	252	446
Germany	40	38	78	231	228	459
Greece	4	7	11	26	27	53
Hungary		2	2	10	14	24
Ireland		2	2	6	16	22
Italy	79	69	148	438	376	814
Latvia	14	11	25	61	39	100
Lithuania	17	6	23	89	39	128
Malta				1		1
Luxembourg		1	1		1	1
The Netherlands	3	10	13	42	68	110
Poland	70	52	122	287	233	520

Nationality	Survey data			Real data		
	Female	Male	All	Female	Male	All
Portugal	15	30	45	105	146	251
Romania	20	16	36	73	54	127
Slovakia	2	7	9	17	29	46
Slovenia	26	14	40	118	83	201
Spain	63	90	153	398	521	919
Sweden	12	9	21	85	94	179
United Kingdom	3	3	6	39	39	78
TOTAL	478	467	945	2.587	2.598	5.185
GRAND TOTAL	3.965	4.166	8.131	18.378	19.007	37.385

Number of respondents and real scholarship holders distributed per target group (survey and real data)

Survey question: 7. Which of these categories did you belong to at the time of the selection for the Erasmus Mundus scholarship?*

Note: The real data provided in this table include all the scholarship holders who carried out a mobility period from 2007 until September 2014. Whilst the survey data is split into three target groups (see the Glossary), the real data also includes the categories "EU scholarship holders" and "Third Country scholarship holders", which only concern scholarship holders from the Industrialised Countries and some scholarship holders from China.

Nationality	Survey data			Real data				
	Target Group I	Target Group II	Target Group III	Target Group I	Target Group II	Target Group III	EU scholarship holders	Third Country scholarship holders
ACP countries								
Angola	4	3		19	5			
Antigua and Barbuda				1	2			
Bahamas				1				
Barbados				10	1			
Belize		1		6	2			
Benin		3			9			
Botswana					1			
Burkina Faso	1	3		5	4	1		
Burundi	2	3		2	7			
Cameroon	17	6	1	72	19	1		
Cape Verde	5			22	6			
Central African Republic		2			8	8		
Chad		1			7			
Comoros	2			6	2			
Congo	6						1	
Côte d'Ivoire	4	2		2	7	1		
Democratic Republic of the Congo	3	2	1	26	10	36		

Nationality	Survey data			Real data				
	Target Group I	Target Group II	Target Group III	Target Group I	Target Group II	Target Group III	EU scholarship holders	Third Country scholarship holders
Djibouti					1			
Dominican Republic	8	1		12	18			
Equatorial Guinea	1			3	1			
Eritrea		2	1		4	4		
Ethiopia	4	8		25	20	3		
Fiji	4	3		43	9			
Gabon	2			7	2			
Gambia, The	2	3		5	7	1		
Ghana	1	3		7	13			
Grenada				1				
Guinea		3			5			
Guinea Bissau				1	4			
Guyana	1			2	2			
Haiti	1	3		4	16			
Jamaica	5			11	3			
Kenya	6	2	1	21	12	2		
Kiribati				1				
Lesotho	2			5	3			
Madagascar	13	2		50	4			
Malawi		2			2			
Mali					1			
Mauritania				1	1			
Mauritius					3			
Mozambique	11	4		34	15			
Namibia	2	2		13	3			
Niger				1	1			
Nigeria	1	1		10	11			
Papua New Guinea					1			
Palau	1	1						
Rwanda	3	1	3	15	8	15		
Sao Tome & Principe					2			
Senegal	12	3		50	4	1		
Sierra Leone					3	1		
Solomon Islands	1	1		5				
Somalia					3	3		
St. Lucia					1			
Sudan	1				1			
Suriname				3	5			
Tanzania		2		6	12			
Timor-Leste	8	1		22	9			

Nationality	Survey data			Real data				
	Target Group I	Target Group II	Target Group III	Target Group I	Target Group II	Target Group III	EU scholarship holders	Third Country scholarship holders
Togo		3		6	8			
Tonga	1			1				
Trinidad and Tobago	6			28	3			
Tuvalu	1			1				
Uganda	1	2		14	9			
Vanuatu	3			6	2			
Zambia		1	1		4			
Zimbabwe	3	3		5	7			
TOTAL	149	83	8	591	333	46	0	0
ASIA								
Afghanistan	3	4	2	27	2	10		
Bangladesh	49	11	9	289	70	24		
Bhutan	22	2		108	6			
Cambodia	58	30	5	197	54	15		
China	325	89	13	1.277	265	57		5
India	284	101	43	1.186	520	183		
Indonesia	99	29		343	73	3		
Laos	58	9		149	15	1		
Malaysia	28	6		101	20	3		
Maldives				2				
Mongolia	28	7		124	22	4		
Myanmar/Burma	15	13	4	25	28	13		
Nepal	56	14	3	212	68	18		
North Korea					2			
Pakistan	99	22	12	365	98	50		
Philippines	30	11	2	149	18	11		
Sri Lanka	9	12		66	20			
Thailand	71	28	1	299	67	4		
Vietnam	120	38	3	323	104	6		
TOTAL	1.354	426	97	5.242	1.452	402	0	5
CENTRAL ASIA								
Kazakhstan	139	35	2	572	80	7		
Kyrgyzstan	83	27	2	372	59	7		
Tajikistan	54	23	2	235	47	7		
Turkmenistan	10	5	1	58	20	1		
Uzbekistan	94	56	2	495	164	14		
TOTAL	380	146	9	1.732	370	36	0	0
EASTERN EUROPE								
Armenia	81	23	2	369	77	19		
Azerbaijan	54	32	10	325	77	49		

Nationality	Survey data			Real data				
	Target Group I	Target Group II	Target Group III	Target Group I	Target Group II	Target Group III	EU scholarship holders	Third Country scholarship holders
Belarus	127	24	6	519	66	55		
Georgia	121	41	32	554	154	123		
Moldova	120	34	1	537	94	11		
Russia	379	118	6	2,041	532	36		
Ukraine	232	84	2	1,185	300	4		
TOTAL	1.114	356	59	5.530	1.300	297	0	0
INDUSTRIALISED COUNTRIES								
Australia	2					1		15
Bahrain	1			2				15
Canada	5			3				20
Hong Kong	1							9
Japan	8			2				30
Kuwait								2
Macao	1							13
New Zealand	2							14
Oman	7	1		4				38
Saudi Arabia	1				1			2
Singapore								10
South Korea	8			2				30
Taiwan	4							26
United Arab Emirates	1							8
United States	3	1		2			1	21
TOTAL	44	2		15	1	1	1	253
IRAQ, IRAN AND YEMEN								
Iran	46	50	2	187	139	6		
Iraq	30	8	3	126	47	16		
Yemen	32	12		151	44			
TOTAL	108	70	5	464	230	22	0	0
LATIN AMERICA								
Argentina	187	67	5	629	194	8		
Bolivia	17	7	5	124	30	31		
Brazil	76	20	3	1,336	76	37		
Chile	38	16	4	200	69	37		
Colombia	58	11	13	179	46	84		
Costa Rica	32	6	3	123	15	9		
Cuba	3	6		60	31			
Ecuador	5	4	3	63	19	18		
El Salvador	27	7	3	60	11	22		
Guatemala	19	6	7	61	17	18		
Honduras	21	10	7	54	17	20		

Nationality	Survey data			Real data				
	Target Group I	Target Group II	Target Group III	Target Group I	Target Group II	Target Group III	EU scholarship holders	Third Country scholarship holders
Mexico	61	24	4	250	46	37		
Nicaragua	17	5	1	54	15	10		
Panama	9	3		46	7	5		
Paraguay	17	5		123	11	16		
Peru	31	15	8	161	31	38		
Uruguay	19			113	8	5		
Venezuela	11	2	1	57	10	5		
TOTAL	648	214	67	3.693	653	400	0	0
SOUTH AFRICA								
South Africa	99	36	3	400	112			
TOTAL	99	36	3	400	112	0	0	0
SOUTHERN MEDITERRANEAN								
Algeria	91	20	1	550	110	4		
Egypt	129	86		675	308	4		
Israel	79	16	2	516	43	13		
Jordan	84	26	6	411	71	27		
Lebanon	79	18	5	285	74	17		
Libya	3	3		16	21			
Morocco	63	19	1	588	81			
Palestine*				305	77	72		
Syria	59	31	48	223	60	208		
Tunisia	94	23	1	576	130	1		
TOTAL	681	242	64	4.145	975	346	0	0
WESTERN BALKANS								
Albania	72	43	4	204	96	2		
Bosnia and Herzegovina	73	35	5	326	102	14		
Croatia*	11	9		133	22			
Former Yugoslav Republic of Macedonia, The	82	33	1	308	133	2		
Kosovo				190	57	15		
Montenegro	36	14		265	37	1		
Serbia	247	48	9	1.087	137	22		
TOTAL	521	182	19	2.513	584	56		
EUROPEAN UNION								
Austria	20	2		105	3			
Belgium	33	2		154		8	12	
Bulgaria	20			49		17	4	
Croatia	7	1		25	4			
Cyprus				3				
Czech Republic	37	6	2	185		3	12	

Nationality	Survey data			Real data				
	Target Group I	Target Group II	Target Group III	Target Group I	Target Group II	Target Group III	EU scholarship holders	Third Country scholarship holders
Denmark	2			10				
Estonia	3			31	1			
Finland	19	1		74	1		5	
France	51	4		372	9	9	55	1
Germany	72	6		398	14	5	42	
Greece	11			48	1	1	3	
Hungary	2			18	5		1	
Ireland	1	1		12	1		9	
Italy	140	8		750	23	5	36	
Latvia	23	2		92	8			
Lithuania	23			127			1	
Luxembourg	1			1				
Malta					1			
Poland	111	10	1	482	32	3	3	
Portugal	38	7		236	10	2	3	
Romania	33	3		120	6	1		
Slovakia	8	1		44	2			
Slovenia	37	3		200	1			
Spain	139	14		853	21	10	34	1
Sweden	20		1	166	3		10	
The Netherlands	13			105	4		1	
United Kingdom	5			58	4	1	15	
TOTAL	869	71	4	4.718	154	65	246	2
GRAND TOTAL	5.967	1.829	335	29.043	6.164	1.671	247	260

Mobility figures per student and staff groups (survey and real data)

Survey question: 6. What type of mobility did you benefit under the Erasmus Mundus Action 2 programme?*

Note: The real data provided in this table include all the scholarship holders who carried out a mobility period from 2007 until September 2014. The survey data relative to staff is split into academic and administrative staff, whilst the real data includes a single staff category.

Nationality	Survey data						Real data				
	Bachelor	Master	PhD	Post-doctorate	Academic staff	Admin. staff	Bachelor	Master	PhD	Post-doctorate	Staff
ACP countries											
Angola		6	1					17	1		6
Antigua and Barbuda								3			
Bahamas								1			
Barbados								8			3
Belize		1						7			1
Benin		3						8	1		
Botswana								1			
Burkina Faso		3	1					9	1		
Burundi		3	2					7	2		
Cameroon		11	11		2			53	23		16
Cape Verde		2	1		1	1		17	4		7
Central African Republic		2						15			1
Chad		1						7			
Comoros		2						7			1
Congo		2	1		3			19	7		4
Côte d'Ivoire		2			1	3		8			2
Democratic Republic of the Congo		3	2		1			9	2		
Djibouti								1			
Dominican Republic		8			1			27	1		2
Equatorial Guinea		1						4			
Eritrea		3						8			
Ethiopia		7	5					38	6		4
Fiji		6	1					33	8		11
Gabon		1	1					7	1		1
Gambia, The		3	2					10	2		1
Ghana		4						20			
Grenada								1			
Guinea		3						5			
Guinea Bissau								4			1
Guyana		1						2	1		1
Haiti		4						19	1		
Jamaica		5						12			2

Nationality	Survey data						Real data				
	Bachelor	Master	PhD	Post-doctorate	Academic staff	Admin. staff	Bachelor	Master	PhD	Post-doctorate	Staff
Kenya		5	1		1	2		19	7		9
Kiribati								1			
Lesotho		2						7	1		
Madagascar		10	3		2			39	7		8
Malawi		2						2			
Mali								1			
Mauritania								2			
Mauritius								3			
Mozambique		14			1			45			4
Namibia		4						10	1		5
Niger								2			
Nigeria		1	1					16	1		4
Papua New Guinea								1			
Palau			1		1						
Rwanda		7						35			3
Sao Tome & Principe								2			
Senegal		8	6		1			37	14		4
Sierra Leone								4			
Solomon Islands		2						4			1
Somalia								6			
St. Lucia								1			
Sudan			1						1		
Suriname								7			1
Tanzania		2						16	1		1
Timor-Leste		8			1			26			5
Togo		3						12	2		
Tonga			1						1		
Trinidad and Tobago		4				2		25	2		4
Tuvalu		1						1			
Uganda		2			1			19	1		3
Vanuatu		3						7	1		
Zambia		2						4			
Zimbabwe		5	1					10	2		
TOTAL	0	172	43	0	17	8	0	751	103	0	116
ASIA											
Afghanistan	4	2	2	1			18	11	3	1	6
Bangladesh	18	19	14	5	13		99	110	67	23	84
Bhutan	11	6			5	2	44	36	3		31
Cambodia	29	36	20		7	1	95	102	32		37
China	62	134	113	37	75	6	301	525	335	160	283
India	43	127	146	52	56	4	212	561	549	234	333

Nationality	Survey data						Real data				
	Bachelor	Master	PhD	Post-doctorate	Academic staff	Admin. staff	Bachelor	Master	PhD	Post-doctorate	Staff
Indonesia	44	38	16	9	15	6	152	115	45	24	83
Laos	18	22	13	1	11	2	54	50	22	1	38
Malaysia	9	7	7	4	7		26	21	37	10	30
Maldives									1		1
Mongolia	8	5	9	9	4		31	38	33	21	27
Myanmar/ Burma	1	11	11	3	6		5	29	13	9	10
Nepal	8	37	19	4	2	3	47	121	53	19	58
North Korea								2			
Pakistan	32	40	37	7	11	6	138	179	103	21	72
Philippines	9	15	5	3	6	5	52	45	27	14	40
Sri Lanka		8	4	4	4	1	11	19	16	11	29
Thailand	17	18	28	11	22	4	81	73	75	42	99
Vietnam	26	43	41	17	23	11	74	126	85	36	112
TOTAL	339	568	485	167	267	51	1.440	2.163	1.499	626	1.373
CENTRAL ASIA											
Kazakhstan	56	58	16	15	16	15	232	177	84	46	120
Kyrgyzstan	35	28	17	12	14	6	129	98	71	33	107
Tajikistan	29	18	17	4	8	3	108	67	44	13	57
Turkmenistan	5	7	2			2	35	21	4	3	16
Uzbekistan	22	48	34	26	18	4	143	161	168	79	122
TOTAL	147	159	86	57	56	30	647	524	371	174	422
EASTERN EUROPE											
Armenia	35	27	17	8	11	8	149	131	68	36	81
Azerbaijan	26	26	22	9	7	6	176	108	70	26	71
Belarus	74	28	18	8	18	11	346	113	71	40	70
Georgia	78	43	42	11	11	9	308	221	143	53	106
Moldova	50	55	23	12	11	4	212	184	96	58	92
Russia	108	150	128	39	64	14	921	646	502	234	306
Ukraine	61	107	81	33	26	10	412	409	293	173	202
TOTAL	432	436	331	120	148	62	2.524	1.812	1.243	620	928
INDUSTRIALISED COUNTRIES											
Australia			1		1				10	3	3
Bahrain				1				8	2	5	2
Canada			2		3				12	1	10
Hong Kong			1					3	2		4
Japan			8						16	5	11
Kuwait								1			1
Macao		1						12		1	
New Zealand				1	1				6	3	5
Oman		1	1	1	2	3		12	13	1	16
Saudi Arabia		1						2	1		

Nationality	Survey data						Real data				
	Bachelor	Master	PhD	Post-doctorate	Academic staff	Admin. staff	Bachelor	Master	PhD	Post-doctorate	Staff
Singapore							7		1		2
South Korea			5	3					13	12	7
Taiwan		3	1				21	3	1	1	
United Arab Emirates			1					1	1	6	
United States	1		1	1	1				12	2	10
TOTAL	1	6	21	7	8	3	0	66	92	35	78
IRAQ, IRAN AND YEMEN											
Iran	1	47	22	13	15		27	125	81	36	63
Iraq	10	10	7	9	4	1	50	57	29	25	28
Yemen	19	13	5	5	2		68	61	17	30	19
TOTAL	30	70	34	27	21	1	145	243	127	91	110
LATIN AMERICA											
Argentina	29	15	150	36	25	4	92	62	405	142	130
Bolivia	6	14	9				57	85	27	4	12
Brazil	47	14	26	3	8	1	930	76	290	36	117
Chile	3	36	15	2	2		61	164	58	11	12
Colombia	30	25	19	2	5	1	120	96	57	10	26
Costa Rica	20	14	5		1	1	70	53	12	2	10
Cuba			5	2	2			10	43	20	18
Ecuador	5	4	3				43	35	14	1	7
El Salvador	16	13	7			1	41	30	14		8
Guatemala	14	12	5		1		42	35	10		9
Honduras	8	18	10		1	1	27	39	17	2	6
Mexico	28	25	15	5	14	2	121	108	49	17	38
Nicaragua	5	8	9		1		24	30	19	1	5
Panama	6	2	1		3		27	15	8	1	7
Paraguay	6	10	3		3		58	52	15	3	22
Peru	21	15	11	3	4		81	78	40	14	17
Uruguay	7	6	3	1	2		49	39	20	3	15
Venezuela	7	1	5		1		29	12	13	5	13
TOTAL	258	232	301	54	73	11	1.872	1.019	1.111	272	472
SOUTH AFRICA											
South Africa		65	42	1	24	6		259	142		111
TOTAL	0	65	42	1	24	6	0	259	142	0	111
SOUTHERN MEDITERRANEAN											
Algeria	6	7	23	31	38	7	217	190	138	45	74
Egypt	18	4	37	57	67	32	222	310	222	119	114
Israel	16	3	41	21	11	5	295	135	35	19	88
Jordan	11	3	41	30	29	2	179	110	75	39	106
Lebanon	5	3	24	42	24	4	121	139	57	11	48
Libya		1	1	3	1		4	17	5	1	10

Nationality	Survey data						Real data				
	Bachelor	Master	PhD	Post-doctorate	Academic staff	Admin. staff	Bachelor	Master	PhD	Post-doctorate	Staff
Morocco	11	2	14	22	28	6	173	176	160	46	114
Palestine*							89	131	125	22	87
Syria	6	5	38	47	27	15	168	134	72	53	64
Tunisia	10	7	18	37	35	11	160	195	172	66	114
TOTAL	83	35	237	290	260	82	1.628	1.537	1.061	421	819
WESTERN BALKANS											
Albania	40	46	14	4	14	1	99	102	33	10	58
Bosnia and Herzegovina	25	47	13	4	23	1	136	163	51	11	81
Croatia*	5	6	4	3	2		36	48	19	5	47
Former Yugoslav Republic of Macedonia, The	43	41	12	5	15		178	154	41	13	57
Kosovo							127	79	29	6	21
Montenegro	25	14	3	3	5		179	73	15	5	31
Serbia	125	93	47	16	20	3	593	293	170	43	147
TOTAL	263	247	93	35	79	5	1.348	912	358	93	442
EUROPEAN UNION											
Austria	6	11	2		3		50	31	8	4	15
Belgium	4	10	7	2	12		30	57	23	8	56
Bulgaria	3	2	10		5		14	13	24	2	17
Croatia	3	3			2		5	13	4		7
Cyprus									2		1
Czech Republic	3	27	5	1	7	2	53	70	45	5	27
Denmark	1				1		3	2			5
Estonia	3						13	10	1		8
Finland	9	6	3		2		38	22	5	1	14
France	16	11	10	3	13	2	83	72	68	36	187
Germany	28	19	13	3	12	3	172	95	67	22	103
Greece	3	2	2	1	2	1	32	5	6	2	8
Hungary		2					6	4	10	2	2
Ireland			1		1		2		6	3	11
Italy	29	65	22	9	22	1	205	312	103	49	145
Latvia	6	8		1	9	1	39	28	5	2	26
Lithuania	17	4			2		84	25	3	1	15
Luxembourg	1						1				
Malta											1
Poland	20	49	23	4	22	4	101	206	90	16	107
Portugal	7	12	5	2	19		77	44	29	7	94
Romania	3	3	13	6	7	4	7	25	38	18	39
Slovakia	3	2	4				10	21	10	1	4
Slovenia	17	15	5	1	2		99	43	22	7	30
Spain	55	22	25	9	37	5	372	126	139	41	241

Nationality	Survey data						Real data				
	Bachelor	Master	PhD	Post-doctorate	Academic staff	Admin. staff	Bachelor	Master	PhD	Post-doctorate	Staff
Sweden	6	7	2		3	3	55	33	10		81
The Netherlands	7	3			3		37	25	8	3	37
United Kingdom			1	1	3		3	9	16	2	48
TOTAL	250	283	153	43	189	26	1.591	1.291	742	232	1.329
GRAND TOTAL	1.957	2.528	1.849	593	966	238	11.195	10.577	6.849	2.564	6.200

Completion of mobility, type of mobility (duration), diploma obtained, diploma recognition and credit recognition (survey data)

Survey questions:

- 11. Have you already finished your Erasmus Mundus mobility?*
- 8. What type of scholarship were you selected for?
- 12. Did you obtain a degree at the end of your mobility?*
- 15. Was the diploma/degree obtained at the end of the mobility recognised in your home country?*
- 14. Were the credits obtained during the mobility period recognised at your home university?*

Note: for the fields "Degree obtention" and "Degree recognition", only the data of those respondents who completed their mobility and declared being "Degree-seeking" scholarship holders are displayed.

Note: for the fields "Credit recognition", only the data of those respondents who completed their mobility and declared being "Credit-seeking" scholarship holders are displayed.

Nationality	Finalisation of mobility		Type of mobility				Diploma obtained		Diploma recognised		Credit recognition		
	No	Yes	Other	Credit-seeking	Degree-seeking	Staff	No	Yes	No	Yes	No	Partially	Yes
ACP COUNTRIES													
Angola	2	5	1	2	4			2		2			2
Belize		1			1			1	1				1
Benin	2	1	1	1	1			1		1			1
Burkina Faso	2	2	2		2								
Burundi	1	4		3	2			1		1			1
Cameroon	14	10	3	7	12	2	1	2		2			3
Cape Verde		5			3	2		3		3			3
Central African Republic	1	1	2										
Chad		1			1			1		1			1
Comoros	2				2								
Congo	4	2		1	2	3		1		1			1
Côte d'Ivoire	5	1			2	4		1		1			1

Nationality	Finalisation of mobility		Type of mobility				Diploma obtained		Diploma recognised		Credit recognition		
	No	Yes	Other	Credit-seeking	Degree-seeking	Staff	No	Yes	No	Yes	No	Partially	Yes
Democratic Republic of the Congo	4	2	2	1	2	1							
Dominican Republic	5	4	2	2	4	1		2		2			2
Equatorial Guinea	1			1									
Eritrea	3		1		2								
Ethiopia	9	3	5		7			2		2			2
Fiji	4	3		3	4		1	2		2		1	2
Gabon	2		1		1								
Gambia, The	2	3			5			3		3			3
Ghana	1	3	1		3			2		2			2
Guinea	1	2	1		2			1		1			1
Guyana		1			1			1		1			1
Haiti	2	2	2	1	1								
Jamaica	2	3	1		4			2		2			2
Kenya	5	4		1	5	3		1		1			1
Lesotho	2				2								
Madagascar	7	8	6	2	5	2		2		2			2
Malawi		2			2			2		2			2
Mozambique	7	8	3	1	10	1		6		6			6
Namibia	4		2	1	1								
Nigeria	1	1			2			1		1			1
Palau	1	1			1	1							
Rwanda	3	4	3	2	2			1		1			1
Senegal	8	7	4	3	7	1	2	3		3	1		4
Solomon Islands		2	1		1			1		1			1
Sudan	1		1										
Tanzania	2				2								
Timor-Leste	4	5	1		7	1		4		4			4
Togo	2	1	1		2			1		1			1
Tonga		1	1										
Trinidad and Tobago		6			4	2	1	3		3		1	3
Tuvalu	1				1								
Uganda	1	2	1		1	1		1		1			1
Vanuatu	3		1		2								
Zambia	1	1			2			1		1			1
Zimbabwe	5	1		1	5			1		1			1
TOTAL	127	113	50	33	132	25	5	56	1	55	1	2	58
ASIA													
Afghanistan		9		4	5		3	2		2	3		2
Bangladesh	18	51	9	23	24	13	3	11	2	9	1	1	12

Nationality	Finalisation of mobility		Type of mobility				Diploma obtained		Diploma recognised		Credit recognition		
	No	Yes	Other	Credit-seeking	Degree-seeking	Staff	No	Yes	No	Yes	No	Partially	Yes
Bhutan	6	18	1	8	8	7		5		5		1	4
Cambodia	41	52	7	39	39	8	3	12	1	11		2	13
China	82	345	53	186	107	81	17	63	6	57	22	7	51
India	228	200	78	117	173	60	11	41	7	34	11	6	35
Indonesia	48	80	11	63	33	21	3	12		12	4	4	7
Laos	17	50	1	21	32	13	4	16		16	4	2	14
Malaysia	10	24	13	10	4	7	1	1		1		1	1
Mongolia	16	19	7	10	14	4	2	2		2	1	1	2
Myanmar/Burma	22	10	4	7	15	6		3		3	1		2
Nepal	21	52	13	26	29	5	1	14		14	3	1	11
Pakistan	41	92	9	64	43	17	6	15	1	14	5	2	14
Philippines	8	35	2	17	13	11	1	8	2	6	3	1	5
Sri Lanka	3	18	3	5	8	5		5	2	3	3		2
Thailand	26	74	17	37	20	26	5	6		6	5	3	3
Vietnam	62	99	25	47	55	34	5	14	1	13	5	3	11
TOTAL	649	1228	253	684	622	318	65	230	22	208	71	35	189
CENTRAL ASIA													
Kazakhstan	37	139	20	78	47	31	8	18	4	14	6	4	16
Kyrgyzstan	32	80	18	44	30	20	13	7	2	5	7	4	9
Tajikistan	23	56	10	28	30	11	8	9	1	8	4	2	11
Turkmenistan	8	8	3	3	8	2	2					1	1
Uzbekistan	47	105	23	49	58	22	19	17	6	11	14	8	14
TOTAL	147	388	74	202	173	86	50	51	13	38	31	19	51
EASTERN EUROPE													
Armenia	27	79	9	51	27	19	6	6	1	5	4	1	7
Azerbaijan	47	49	17	31	35	13	9	7		7	2	5	9
Belarus	50	107	23	69	36	29	5	8	1	7	2	3	8
Georgia	92	102	30	95	49	20	7	9	1	8	4	3	9
Moldova	57	98	39	45	56	15	22	5		5	11	5	11
Russia	121	382	95	164	166	78	36	53	9	44	37	13	39
Ukraine	125	193	63	118	101	36	28	16	7	9	17	7	20
TOTAL	519	1.010	276	573	470	210	113	104	19	85	77	37	103
INDUSTRIALISED COUNTRIES													
Australia	1	1		1		1							
Bahrain		1			1			1					1
Canada		5		1	1	3		1					1
Hong Kong		1			1			1			1		
Japan	2	6	7	1									
Macao		1		1									
New Zealand	1	1	1			1							

Nationality	Finalisation of mobility		Type of mobility				Diploma obtained		Diploma recognised		Credit recognition		
	No	Yes	Other	Credit-seeking	Degree-seeking	Staff	No	Yes	No	Yes	No	Partially	Yes
Oman	2	6	1	1	1	5							
Saudi Arabia		1	1										
South Korea	4	4	7	1									
Taiwan		4	2	1	1			1	1				1
United Arab Emirates	1				1								
United States		4	1	1	1	1	1				1		
TOTAL	11	35	21	7	7	11	4	1	1		2		3
IRAN, IRAQ AND YEMEN													
Iran	30	68	18	10	55	15	6	28	4	24	5	5	24
Iraq	17	24	11	7	18	5	8	3		3	4	2	5
Yemen	11	33	5	21	16	2	3	5		5		1	7
TOTAL	58	125	34	38	89	22	17	36	4	32	9	8	36
LATIN AMERICA													
Argentina	49	210	118	62	50	29	16	16	4	12	10	5	17
Bolivia	13	16	9	6	14		4	4		4		3	5
Brazil	44	55	25	35	30	9	6	6	3	3	7	1	4
Chile	12	46	16	5	35	2	3	28	8	20	12		19
Colombia	20	62	17	25	34	6	9	14		14	3	1	19
Costa Rica	10	31	12	15	12	2		9	1	8	2	1	6
Cuba	3	6	2	3	2	2	1						1
Ecuador	9	3	4	4	4		1				1		
El Salvador	19	18	13	8	15	1	2	2		2		2	2
Guatemala	14	18	7	7	17	1	4	4	1	3	4	1	3
Honduras	21	17	5	6	25	2	2	6		6	1	1	6
Mexico	14	75	12	19	42	16	11	25	4	21	14	6	16
Nicaragua	15	8	6	5	11	1	1	2		2		1	2
Panama	1	11	1	6	2	3		1		1			1
Paraguay	11	11	6	4	9	3		3		3		1	2
Peru	25	29	20	6	24	4	4	8	3	5	2	3	7
Uruguay	4	15	5	8	4	2	1	2		2	1		2
Venezuela	4	10	3	4	6	1	5				2		3
TOTAL	288	641	281	228	336	84	70	130	24	106	59	26	115
SOUTH AFRICA													
South Africa	52	86	15	32	61	30	7	20	2	18	8	2	17
TOTAL	52	86	15	32	61	30	7	20	2	18	8	2	17
SOUTHERN MEDITERRANEAN													
Algeria	41	71	27	24	48	13	14	7	2	5	5	1	15
Egypt	87	128	43	63	87	22	13	22	1	21	9	3	23
Israel	22	75	23	41	14	19	4	2	1	1	2		4
Jordan	61	55	13	38	51	14	1	8	1	7	2		7

Nationality	Finalisation of mobility		Type of mobility				Diploma obtained		Diploma recognised		Credit recognition		
	No	Yes	Other	Credit-seeking	Degree-seeking	Staff	No	Yes	No	Yes	No	Partially	Yes
Lebanon	56	46	19	30	45	8	1	9		9	2		8
Libya	5	1	1		4	1		1	1				1
Morocco	36	47	24	21	25	13	3	6		6	1	1	7
Syria	108	30	21	38	68	11	2	6	1	5	6		2
Tunisia	75	43	36	23	42	17	5	10		10	5	2	8
TOTAL	491	496	207	278	384	118	43	71	7	64	32	7	75
WESTERN BALKANS													
Albania	39	80	16	41	47	15	4	18	1	17	2		20
Bosnia and Herzegovina	35	78	14	34	41	24	4	9	2	7	3	1	9
Croatia	3	17	3	7	8	2	2	3	1	2	2		3
former Yugoslav Republic of Macedonia, The	28	88	14	46	41	15	5	19	6	13	5	5	14
Montenegro	11	39	6	26	13	5	1	4	1	3	1		4
Serbia	80	224	66	134	81	23	14	24	8	16	9	9	20
TOTAL	196	526	119	288	231	84	30	77	19	58	22	15	70
EUROPEAN UNION													
Austria	5	17	4	15		3							
Belgium	9	26	9	10	4	12	1	1		1			2
Bulgaria	6	14	7	5	3	5	2					2	
Croatia	5	3	2	4		2							
Czech Republic	7	38	6	30		9							
Denmark		2		1		1							
Estonia	1	2		3									
Finland	5	15	3	15		2							
France	13	42	15	19	6	15	2	3		3	1		4
Germany	20	58	20	35	8	15	4	2		2	2	1	3
Greece	6	5	3	2	3	3	1					1	
Hungary		2		2									
Ireland	2			1		1							
Italy	38	110	45	63	17	23	10	3	1	2	2		11
Latvia	4	21	1	11	3	10	2	1		1		1	2
Lithuania		23	2	16	3	2	3						3
Luxembourg	1			1									
Netherlands	5	8	1	9		3							
Poland	27	95	33	46	17	26	7	4	1	3	1	2	8
Portugal	17	28	10	7	9	19	4					2	2
Romania	10	26	7	11	7	11	5	1		1		1	5
Slovakia		9	2	6	1		1					1	
Slovenia	2	38	4	31	3	2	2				1		1

Nationality	Finalisation of mobility		Type of mobility				Diploma obtained		Diploma recognised		Credit recognition		
	No	Yes	Other	Credit-seeking	Degree-seeking	Staff	No	Yes	No	Yes	No	Partially	Yes
Spain	27	126	38	37	36	42	15	11	4	7	4		22
Sweden	10	11	3	12		6							
United Kingdom	3	3	2			4							
TOTAL	223	722	217	392	120	216	59	26	6	20	11	11	63
GRAND TOTAL	2.761	5.370	1.547	2.755	2.625	1.204	463	802	118	684	323	162	780

Main fields of study (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 9. In which academic field did you study/teach during your Erasmus Mundus mobility?*

Note: only the data of the 10 countries of each region with most replies are displayed. However, the data of all the countries of each region has been taken into account to calculate the total figures.

Note: only the top seven fields of study for each region are displayed.

Nationality	Business studies, economics and management	Education science (teaching and training) and psychology	Engineering technology	Humanities and social sciences	Mathematics, informatics	Natural sciences	Other
ACP COUNTRIES							
Cameroon	1	2	5	4	1	4	4
Dominican Republic	1	1		1		3	
Ethiopia			4	1	1	2	
Fiji	2	1					
Kenya			1	1	2	1	2
Madagascar	1	1	1	1		4	1
Mozambique		2	1	2	3	1	2
Rwanda	1	1			2		
Senegal		3		2	1	3	2
Timor-Leste	1	2			2	1	1
TOTAL	21	32	22	25	21	23	24

Nationality	Agricultural and forestry sciences	Business studies, economics and management	Engineering technology	Humanities and social sciences	Mathematics, informatics	Natural sciences	Other
ASIA							
Bangladesh	4	7	11	10	7	9	5
Cambodia	8	11	25	7	2	3	10
China	5	61	79	48	18	49	21
India	25	33	136	30	17	83	35
Indonesia	17	17	21	8	2	13	8
Laos	1	6	9	6	3	7	10
Nepal	6	3	20	5	7	11	5
Pakistan	5	8	49	7	12	15	13
Thailand	6	14	16	7	3	18	15
Vietnam	11	21	43		18	18	15
TOTAL	100	194	469	138	96	244	156

Nationality	Agricultural and forestry sciences	Business studies, economics and management	Education science and psychology	Engineering technology	International relations and politics	Mathematics, informatics	Other
CENTRAL ASIA							
Kazakhstan	4	41	12	23	20	4	12
Kyrgyzstan	4	37	7	12	5	6	12
Tajikistan	6	29	4	9	3	7	6
Turkmenistan		7	4	2	1	1	
Uzbekistan	17	41	1	20	6	22	12
TOTAL	31	155	28	66	35	40	42

Nationality	Business studies, economics and management	Engineering technology	Humanities and social sciences	International relations and politics	Languages and philological sciences	Mathematics, informatics	Natural sciences
EASTERN EUROPE							
Armenia	28	6	6	2	11	2	6
Azerbaijan	18	1	7	12	16	5	8
Belarus	34	16	13	7	22	6	12
Georgia	42	3	22	29	18	10	6
Moldova	27	14	23	5	27	11	7
Russia	104	40	59	30	54	31	40
Ukraine	47	50	35	21	49	28	29
TOTAL	300	130	165	106	197	93	108

Nationality	Architecture, urban and regional planning	Business studies, economics and management	Engineering technology	Humanities and social sciences	Languages and philological sciences	Natural sciences	Other
INDUSTRIALISED COUNTRIES							
Australia	1						
Canada			1			1	
Hong Kong				1			
Japan	1		4			2	1
Macao					1		
New Zealand	2						
Oman		2		1	1		4
South Korea	3		4			1	
Taiwan				1	1		
United States		1	2				1
TOTAL	7	4	11	3	3	4	6

Nationality	Agricultural and forestry sciences	Engineering technology	Geography, earth and earth and environmental studies	Humanities and social sciences	International relations and politics	Languages and philological sciences	Natural sciences
IRAN, IRAQ AND YEMEN							
Iran	11	14	22	6	6		12
Iraq		8	6	5	3	6	3
Yemen		1	4	6	3	10	8
TOTAL	11	23	32	17	12	16	23

Nationality	Agricultural and forestry sciences	Business studies, economics and management	Education science (teaching and training) and psychology	Engineering technology	Humanities and social sciences	Medical sciences	Natural sciences
LATIN AMERICA							
Argentina	19	13	12	44	46	6	61
Brazil	2	7	9	40	6	5	3
Chile	1	11	2	11	14		3
Colombia	6	7	4	18	4	19	9
Costa Rica	1	4	1	7	3	4	7
El Salvador		4	10	9	4	1	1
Guatemala		5	4	13	3		1
Honduras	1	3	4	12	7		2
Mexico	8	11	5	27	15	3	7
Peru	4	6	4	9	4	5	6
TOTAL	52	87	61	223	120	51	104

Nationality	Business studies, economics and management	Engineering technology	Geography, earth and environmental studies	Humanities and social sciences	Medical sciences	Natural sciences	Other
SOUTH AFRICA							
South Africa	11	8	9	29	17	16	13
TOTAL	11	8	9	29	17	16	13

Nationality	Business studies, economics and management	Engineering technology	Humanities and social sciences	Mathematics, informatics	Medical sciences	Natural sciences	Other
SOUTHERN MEDITERRANEAN							
Algeria	4	32	1	16	8	10	13
Egypt	19	33	19	6	17	50	27
Israel	7	7	25	6	1	6	5
Jordan	11	30	4	13	3	3	12
Lebanon	26	17	5	7	8	5	12
Libya		1	1		1		3
Morocco	9	24	1	10	6	6	12
Syria	14	22	17	14	11	10	11
Tunisia	16	16	4	24		18	19
TOTAL	106	182	77	96	55	108	114

Nationality	Business studies, economics and management	Engineering technology	Humanities and social sciences	Languages and philological sciences	Law	Medical sciences	Natural sciences
WESTERN BALKANS							
Albania	16	16	9	7	15	22	4
Bosnia and Herzegovina	20	11	11	9	12	11	8
Croatia	1	3	5	3		1	3
former Yugoslav Republic of Macedonia, The	17	8	9	10	7	21	7
Montenegro	16	4	1	9	3	1	
Serbia	61	44	25	31	11	46	19
TOTAL	131	86	60	69	48	102	41

Nationality	Architecture, urban and regional planning	Business studies, economics and management	Engineering technology	Humanities and social sciences	International relations and politics	Languages and philological sciences	Other
EUROPEAN UNION							
Belgium	3	2	4	8	6	4	2
Czech Republic	1	4		8	3	7	3
France	5	5	6	7	7	8	4
Germany		9	5	16	8	10	3
Italy	10	9	13	24	26	38	3
Poland	5	18	16	17	15	12	7
Portugal	1	3	15	2		2	5
Romania		6	2	5	5	4	3
Slovenia	4	3	1	13	1	5	1
Spain	13	8	27	24	8	27	7
TOTAL	56	96	106	154	101	136	45

Visibility of Erasmus Mundus Partnership (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 1. How did you get to know about the opportunities offered by Erasmus Mundus?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	At a promotional/information event	From Erasmus Mundus alumni	From Internet (other sources)	From the home university	Other	Via the official Erasmus Mundus web page	Via the project web page
ACP COUNTRIES							
Cameroon			5	9	5	5	
Dominican Republic	2		1	3		3	
Ethiopia			3	4	1	3	1
Fiji				7			
Kenya			2	6		1	
Madagascar	1		2	10	1	1	
Mozambique			5	7	1	2	
Rwanda			2	4	1		
Senegal			3	8	2	2	
Timor-Leste	1	1		5	2		
TOTAL	5	7	54	118	21	31	4
ASIA							
Bangladesh		2	8	43	5	6	5
Cambodia	5	5	11	56	2	12	2
China	5	18	26	335	20	19	4

Nationality	At a promotional/information event	From Erasmus Mundus alumni	From Internet (other sources)	From the home university	Other	Via the official Erasmus Mundus web page	Via the project web page
India	11	22	40	267	30	48	10
Indonesia	11	13	22	63	4	10	5
Laos	1	9	12	34	4	4	3
Nepal	1	3	11	39	1	16	2
Pakistan	1	5	24	76	3	21	3
Thailand	1	5	6	76	4	5	3
Vietnam	3	14	15	110	6	9	4
TOTAL	42	115	192	1239	86	159	44
CENTRAL ASIA							
Kazakhstan	6	8	15	133	3	9	2
Kyrgyzstan	1	1	11	84	7	5	3
Tajikistan	4	2	9	55	1	4	4
Turkmenistan		2	1	10	1	2	
Uzbekistan	5	10	14	84	4	28	7
TOTAL	16	23	50	366	16	48	16
EASTERN EUROPE							
Armenia	2	2	9	80	2	10	1
Azerbaijan	4	5	10	61	5	8	3
Belarus	9	9	13	103	12	8	3
Georgia	3	8	24	127	11	15	6
Moldova	11	9	12	103	7	7	6
Russia	17	29	39	357	27	23	11
Ukraine	16	18	34	203	19	15	13
TOTAL	62	80	141	1034	83	86	43
INDUSTRIALISED COUNTRIES							
Australia				1	1		
Canada	1			3	1		
Hong Kong				1			
Japan				8			
Macao				1			
New Zealand				2			
Oman				8			
South Korea	1			6		1	
Taiwan				4			
United States		1		3			
TOTAL	3	1		39	2	1	
IRAN, IRAQ AND YEMEN							
Iran	2	3	32	33	9	7	12
Iraq	1	3	8	22	2	3	2
Yemen			16	17	2	5	4
TOTAL	3	6	56	72	13	15	18

Nationality	At a promotional/information event	From Erasmus Mundus alumni	From Internet (other sources)	From the home university	Other	Via the official Erasmus Mundus web page	Via the project web page
LATIN AMERICA							
Argentina	7	15	28	173	21	9	6
Brazil	3	2	15	75	2	2	
Chile	1	3	8	34	9	2	1
Colombia	2	1	6	60	8	4	1
Costa Rica	2	1	4	26	4	1	3
El Salvador			5	29	1	1	1
Guatemala	2		1	24	1	2	2
Honduras	2	1	10	20	5		
Mexico	6	5	12	52	5	8	1
Peru	3		10	26	2	8	5
TOTAL	34	31	119	611	65	44	25
SOUTH AFRICA							
South Africa	12	11	11	85	14	2	3
TOTAL	12	11	11	85	14	2	3
SOUTHERN BALKANS							
Algeria	1	3	23	60	8	10	7
Egypt	5	10	46	93	19	30	12
Israel	2	4	6	79	3	1	2
Jordan	1	2	10	82	4	10	7
Lebanon	1	1	12	75	6	5	2
Libya				5		1	
Morocco	4	3	15	50	3	6	2
Syria	2	3	50	34	21	17	11
Tunisia	3	1	15	70	11	9	9
TOTAL	19	27	177	548	75	89	52
WESTERN BALKANS							
Albania	8	16	14	60	8	7	6
Bosnia and Herzegovina	13	10	19	42	10	13	6
Croatia	1		6	7	2	4	
former Yugoslav Republic of Macedonia, The	6	4	31	34	9	17	15
Montenegro	3	2	12	16	2	8	7
Serbia	30	25	68	121	30	21	9
TOTAL	61	57	150	280	61	70	43
EUROPEAN UNION							
Belgium		1	1	31	2		
Czech Republic		4		37	2		2
France	1		2	48	2	1	1
Germany	4	1	3	63	7		
Italy	4	4	14	115	6	1	4

Nationality	At a promotional/information event	From Erasmus Mundus alumni	From Internet (other sources)	From the home university	Other	Via the official Erasmus Mundus web page	Via the project web page
Poland	1	3	15	92	9	1	1
Portugal	1		4	37	2	1	
Romania	4	2	1	25		1	3
Slovenia	1	2	7	14	6	7	3
Spain		4	13	118	6	5	7
TOTAL	19	26	76	725	50	24	25
GRAND TOTAL	276	384	1026	5117	486	569	273

Motivation to apply (survey data) (Only the data per region are displayed)

Survey question: 2. What convinced you to apply for Erasmus Mundus scholarship?* (at most 2 answers)

Note: only the data per region are displayed.

Nationality	Academic level of the host university	Availability of the subject study	Possibility to enhance your profile and future professional career after the Erasmus Mundus experience	Possibility to live and study in Europe	Prospective of contributing to the development of your home country	Reputation of Erasmus Mundus	Others
ACP countries	65	41	133	21	155	33	2
Asia	592	513	936	450	603	378	12
Central Asia	127	100	300	141	215	70	6
Eastern Europe	421	283	882	590	416	220	16
European Union	177	283	633	106	86	172	87
Industrialised Countries	8	15	26	21	11	5	1
Iran, Iraq and Yemen	61	48	85	59	40	22	2
Latin America	305	155	470	294	376	139	9
South Africa	45	29	66	50	59	9	1
Southern Mediterranean	366	205	508	304	232	177	27
Western Balkans	201	119	441	322	142	110	6
GRAND TOTAL	2368	1791	4480	2358	2335	1335	169

Logistical information and support received before the start of mobility at the host university (survey data) (Only the total data are displayed)

Survey questions: 3. How would you rate the logistical information and support you received before the start of your mobility at the host university with regard to the following:

- 3.1. Travel and local transportation*
- 3.2. Housing*
- 3.3. Visa/Residence permit*
- 3.4. Banking*
- 3.5. Health insurance*
- 3.6. Language courses*
- 3.7. Social activities*
- 3.8. Issues related to your family and their relocation*
- 3.9. Estimation of your living expenses*

Note: only the total numbers per each of the nine aspects above mentioned are displayed. They have been calculated by summing up the totals for all the regions covered by the survey.

Support received before mobility by host higher education institutions									
	Travel and local transportation	Housing	Visa/Residence permit	Banking	Health insurance	Language courses	Social activities	Issues related to your family and their relocation	Estimation of your living expenses
Excellent	3907	2584	3411	3170	3743	2259	2363	1341	2463
Adequate	895	1501	1216	1144	1117	1277	1474	1181	1648
Good	2700	2819	2639	2646	2443	2304	2644	1931	3054
Inadequate	237	515	306	355	339	485	555	335	340
Very inadequate	98	242	158	149	155	176	226	172	116
N/A (Not applicable/Not offered)	294	470	401	667	334	1630	869	3171	510

Availability of the coordinator at the host university during mobility (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey questions:

- 4. How would you rate the availability of the Erasmus Mundus coordinator at the host university to provide you with assistance and support during your mobility?*
- 6. Have you been asked to provide feedback during or at the end of your mobility?
 - 6.2. Quality of the services offered*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Availability of the coordinator at the host university						Feedback on the quality of services			
	Excellent	Good	Adequate	Inadequate	Very inadequate	N/A (Not applicable/Not offered)	No	I am not sure	Somewhat	Yes
ACP COUNTRIES										
Cameroon	10	12	2				2	2	5	15
Dominican Republic	7		2					4		5
Ethiopia	10	2					2	4	3	3
Fiji	6	1					1	1		5
Kenya	7	1	1					2	2	5
Madagascar	10	5					1	1	4	9
Mozambique	10	3	1	1			1		2	12
Rwanda	4	1	2				1	1		5
Senegal	9	6					2	3	3	7
Timor-Leste	7	1	1					1	3	5
TOTAL	158	58	19	4		1	24	34	47	135
ASIA										
Bangladesh	32	24	7	4		2	10	14	10	35
Cambodia	35	43	12	2	1		18	19	15	41
China	304	90	21	6	5	1	40	52	61	274
India	273	103	32	4	3	13	61	111	53	203
Indonesia	67	41	18	1		1	22	11	22	73
Laos	29	30	5	2	1		9	14	21	23
Nepal	53	15	4	1			12	14	11	36
Pakistan	85	34	11	1	2		21	20	27	65
Thailand	51	36	8	2	1	2	20	14	20	46
Vietnam	81	64	6	5	1	4	29	23	29	80
TOTAL	1121	540	145	32	14	25	265	323	300	989
CENTRAL ASIA										
Kazakhstan	127	36	10	3			17	30	22	107
Kyrgyzstan	72	33	3	3	1		12	14	14	72
Tajikistan	54	21	3	1			9	15	16	39
Turkmenistan	9	5		1		1	1	1	4	10
Uzbekistan	104	40	5	1	1	1	17	17	31	87
TOTAL	366	135	21	9	2	2	56	77	87	315

Nationality	Availability of the coordinator at the host university						Feedback on the quality of services			
	Excellent	Good	Adequate	Inadequate	Very inadequate	N/A (Not applicable/Not offered)	No	I am not sure	Somewhat	Yes
EASTERN EUROPE										
Armenia	72	24	4	2	2	2	20	21	18	47
Azerbaijan	54	33	6	1		2	23	11	14	48
Belarus	84	57	9	4	2	1	16	23	31	87
Georgia	118	53	14	2	3	4	22	35	30	107
Moldova	89	55	8	1	1	1	21	25	23	86
Russia	312	128	37	9	7	10	67	112	86	238
Ukraine	190	96	17	9	1	5	46	57	58	157
TOTAL	919	446	95	28	16	25	215	284	260	770
INDUSTRIALISED COUNTRIES										
Australia	1					1		1		1
Canada	1		4				1	3		1
Hong Kong	1						1			
Japan	4	2	1	1			1	1	1	5
Macao				1			1			
New Zealand	1				1		1	1		
Oman	5	2	1				2		1	5
South Korea	5	3						3	2	3
Taiwan	2	1	1				1		1	2
United States	2	1	1					2		2
TOTAL	25	9	8	2	1	1	10	11	5	20
IRAN, IRAQ AND YEMEN										
Iran	32	33	14	4	14	1	24	9	26	39
Iraq	18	13	5	1	1	3	4	8	13	16
Yemen	22	10	5	5	2		8	5	12	19
TOTAL	72	56	24	10	17	4	36	22	51	74
Argentina	149	64	29	9	7	1	35	41	50	133
Brazil	56	23	12	1	1	6	11	19	7	62
Chile	27	11	15	2	2	1	15	9	11	23
Colombia	41	24	17				11	12	12	47
Costa Rica	24	12	4		1		11	8	5	17
El Salvador	24	10	2	1			6	8	5	18
Guatemala	20	10	2				2	5	4	21
Honduras	26	6	2	4			8	5	1	24
Mexico	59	16	9	3	2		9	7	13	60
Peru	27	19	7	1			10	11	8	25
TOTAL	528	237	113	25	16	10	137	151	134	507
SOUTH AFRICA										
South Africa	76	40	12	6	1	3	27	27	14	70
TOTAL	76	40	12	6	1	3	27	27	14	70

Nationality	Availability of the coordinator at the host university						Feedback on the quality of services			
	Excellent	Good	Adequate	Inadequate	Very inadequate	N/A (Not applicable/Not offered)	No	I am not sure	Somewhat	Yes
SOUTHERN MEDITERRANEAN										
Algeria	67	33	7	1	2	2	10	19	28	55
Egypt	118	53	20	10	8	6	28	42	37	108
Israel	59	18	13	2	2	3	24	29	11	33
Jordan	60	38	13	2	1	2	14	24	31	47
Lebanon	55	35	9		1	2	14	18	18	52
Libya	3	1	1			1	2	2		2
Morocco	51	24	5	2	1		19	13	13	38
Syria	92	34	4	2	3	3	25	26	27	60
Tunisia	57	35	19	4	2	1	21	29	14	54
TOTAL	562	271	91	23	20	20	157	202	179	449
WESTERN BALKANS										
Albania	70	28	16	3	2		11	17	21	70
Bosnia and Herzegovina	72	27	9	4	1		12	17	22	62
Croatia	10	3	3	2	2			3	2	15
former Yugoslav Republic of Macedonia, The	82	20	11	1	2		12	16	26	62
Montenegro	33	8	4	1	2	2	7	9	8	26
Serbia	188	68	28	10	8	2	23	53	52	176
TOTAL	455	154	71	21	17	4	65	115	131	411
EUROPEAN UNION										
Belgium	11	10	8	1		5	6	10	8	11
Czech Republic	20	13	2	7	2	1	10	8	6	21
France	32	14	6	2	1		10	11	10	24
Germany	29	22	13	7	3	4	13	24	19	22
Italy	53	48	22	17	6	2	33	24	32	59
Poland	60	29	19	6	6	2	30	22	27	43
Portugal	22	11	7	2	1	2	6	10	8	21
Romania	27	5	3		1		7	5	4	20
Slovenia	15	14	10	1			5	7	7	21
Spain	60	37	32	11	11	2	23	29	35	66
TOTAL	397	257	153	69	41	28	184	191	197	373
GRAND TOTAL	4679	2203	752	229	145	123	1176	1437	1405	4113

Study match, courses content and feedback on the quality of courses (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey questions:

- 10. Was there an appropriate match with your previous studies/teaching experience?
- 5. How would you rate the content of the course or modules that you followed at the host university?*
- 6. Have you been asked to provide feedback during or at the end of your mobility?
 - 6.1. Quality of the courses provided*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Study match		Courses content					Feedback on the quality of courses			
	No	Yes	Adequate	Excellent	Inadequate	Not applicable/ Not offered	Very inadequate	I am not sure	No	Somewhat	Yes
ACP COUNTRIES											
Cameroon	8	16	5	11				1	1	9	13
Dominican Republic	2	7	1	1		1		4		1	4
Ethiopia		12	1	7				4	2	2	4
Fiji	2	5		3	1	1		1	1		5
Kenya	1	8		4		3		2	1	1	5
Madagascar		15		7				1	1	3	10
Mozambique	3	12	2	7		1		1		2	12
Rwanda		7	1	5				1	1		5
Senegal		15		5		1	1	2	2	4	7
Timor-Leste	3	6	1	4				1			8
TOTAL	32	208	24	101	3	14	1	35	23	40	142
ASIA											
Bangladesh	5	64	11	24	3	4	1	12	8	10	39
Cambodia	4	89	17	27	3			18	18	10	47
China	27	400	32	201	7	14	2	51	40	59	277
India	19	409	43	168	5	60		105	67	50	206
Indonesia	7	121	10	48	3	4		10	27	19	72
Laos	4	63	6	15	2	4		14	9	11	33
Nepal	1	72	7	37	2	2	1	15	12	7	39
Pakistan	6	127	14	57		14	1	16	25	20	72
Thailand	3	97	14	33	2	3	2	12	26	20	42
Vietnam	8	153	14	45	3	14	1	24	34	16	87
TOTAL	98	1779	186	731	35	133	9	308	294	239	1036
CENTRAL ASIA											
Kazakhstan	22	154	12	96	1	12		29	17	20	110
Kyrgyzstan	18	94	7	69		2		15	6	12	79
Tajikistan	18	61	4	35	1	5		14	8	14	43
Turkmenistan	2	14	3	6		1			2	3	11

Nationality	Study match		Courses content					Feedback on the quality of courses			
	No	Yes	Adequate	Excellent	Inadequate	Not applicable/ Not offered	Very inadequate	I am not sure	No	Somewhat	Yes
Uzbekistan	15	137	8	85	2	2		13	20	30	89
TOTAL	75	460	34	291	4	22		71	53	79	332
EASTERN EUROPE											
Armenia	13	93	12	55		3	1	13	18	19	56
Azerbaijan	19	77	9	49	3	3		11	27	12	46
Belarus	18	139	16	56		9		26	14	28	89
Georgia	25	169	23	80	3	13		33	23	27	111
Moldova	16	139	15	60	1	10		17	24	18	96
Russia	44	459	47	225	8	53		95	64	92	252
Ukraine	28	290	23	152	1	30	1	48	39	53	178
TOTAL	163	1366	145	677	16	121	2	243	209	249	828
INDUSTRIALISED COUNTRIES											
Australia		2		1		1		1			1
Canada		5		1		3		2	3		
Hong Kong		1	1						1		
Japan		8		6	1			1	1		6
Macao		1	1						1		
New Zealand		2				2		1	1		
Oman	1	7	1	2		1	1		2		6
South Korea		8	1	3				2		2	4
Taiwan		4	1	2					1	1	2
United States		4	1	1				2			2
TOTAL	1	45	6	18	1	7	1	9	12	3	22
IRAN, IRAQ AND YEMEN											
Iran	7	91	17	30	3	3	4	5	20	24	49
Iraq	2	39	5	15	1	5	1	5	5	9	22
Yemen	6	38	4	11		2		6	8	6	24
TOTAL	15	168	26	56	4	10	5	16	33	39	95
LATIN AMERICA											
Argentina	9	250	34	89	7	53		41	54	41	123
Brazil	5	94	11	42	2	14		19	11	9	60
Chile	2	56	6	21	4	2		7	17	16	18
Colombia	3	79	5	49	1	4		9	14	10	49
Costa Rica	2	39	5	23		3		8	9	4	20
El Salvador	3	34		22		2		8	7	5	17
Guatemala	1	31	2	13		1		6	3	4	19
Honduras	4	34	2	20	1	4		5	9	4	20
Mexico	7	82	11	42	2	8	1	10	11	13	55
Peru	2	52	4	24	1	3		10	12	8	24
TOTAL	44	885	95	405	19	108	1	147	163	132	487

Nationality	Study match		Courses content					Feedback on the quality of courses			
	No	Yes	Adequate	Excellent	Inadequate	Not applicable/ Not offered	Very inadequate	I am not sure	No	Somewhat	Yes
SOUTH AFRICA											
South Africa	10	128	11	45	1	35	1	27	29	11	71
TOTAL	10	128	11	45	1	35	1	27	29	11	71
SOUTHERN MEDITERRANEAN											
Algeria	17	95	16	35		11	2	20	17	23	52
Egypt	11	204	24	77	6	23	2	36	31	46	102
Israel	6	91	20	32	1	18		22	28	12	35
Jordan	10	106	15	39	4	9		23	14	26	53
Lebanon	13	89	7	36	3	6		16	16	13	57
Libya	2	4		2		1		1	1	1	3
Morocco	7	76	14	33	2	12		14	19	10	40
Syria	24	114	15	47	2	8	2	27	22	29	60
Tunisia	16	102	17	33	3	17		27	27	14	50
TOTAL	106	881	128	334	21	105	6	186	175	174	452
WESTERN BALKANS											
Albania	13	106	10	55		6		12	16	14	77
Bosnia and Herzegovina	7	106	13	53		8		16	9	18	70
Croatia		20	3	8	1	4		3	1	1	15
former Yugoslav Republic of Macedonia, The	7	109	16	60	1	5		10	9	24	73
Montenegro	5	45	4	27	1	2	1	6	7	6	31
Serbia	19	285	36	144	2	14	2	42	20	48	194
TOTAL	51	671	82	347	5	39	3	89	62	111	460
EUROPEAN UNION											
Belgium	1	34	3	4	3	16	2	10	12	3	10
Czech Republic	5	40	8	15	3	6	1	8	12	4	21
France	1	54	6	17	2	13	1	9	15	8	23
Germany	8	70	16	15	4	14	2	22	13	16	27
Italy	7	141	34	32	8	20	1	22	36	28	62
Poland	14	108	29	28	7	14		21	35	23	43
Portugal		45	8	7	1	15		10	6	6	23
Romania	3	33	1	15		9	1	6	6	3	21
Slovenia		40	10	13	1	1		7	6	6	21
Spain	11	142	34	40	7	32	6	26	29	37	61
TOTAL	69	876	193	220	41	181	17	181	207	172	385
GRAND TOTAL	664	7467	930	3225	150	775	46	1312	1260	1249	4310

Recommendations taken into account (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 7. Do you feel that the partnership has implemented the recommendations given by students?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	No	Not sure	Yes	(blank)
ACP COUNTRIES				
Cameroon		5	13	6
Dominican Republic		2	3	4
Ethiopia		2	3	7
Fiji		2	3	2
Kenya		4	2	3
Madagascar		3	8	4
Mozambique		6	7	2
Rwanda		2	3	2
Senegal		3	5	7
Timor-Leste		5	3	1
TOTAL	1	60	98	81
ASIA				
Bangladesh		11	36	22
Cambodia		17	36	40
China		62	238	127
India	2	83	148	195
Indonesia		21	58	49
Laos	1	14	18	34
Nepal		20	24	29
Pakistan		34	42	57
Thailand	2	14	35	49
Vietnam	2	26	66	67
TOTAL	7	343	792	735
CENTRAL ASIA				
Kazakhstan	1	25	93	57
Kyrgyzstan	1	24	60	27
Tajikistan	3	14	31	31
Turkmenistan		5	7	4
Uzbekistan	2	16	84	50
TOTAL	7	84	275	169
EASTERN EUROPE				
Armenia	1	6	53	46
Azerbaijan	1	11	40	44
Belarus		24	73	60
Georgia		27	91	76
Moldova		27	74	54

Nationality	No	Not sure	Yes	(blank)
Russia	1	91	202	209
Ukraine	1	64	128	125
TOTAL	4	250	661	614
INDUSTRIALISED COUNTRIES				
Australia			1	1
Bahrain				1
Canada		1		4
Hong Kong				1
Japan		2	4	2
Macao				1
New Zealand				2
Oman		3	3	2
Saudi Arabia		1		
South Korea		1	3	4
Taiwan		1	1	2
United Arab Emirates				1
United States			2	2
TOTAL		9	14	23
Iran		19	35	44
Iraq	3	10	11	17
Yemen	2	12	14	16
TOTAL	5	41	60	77
Argentina	1	88	63	107
Bolivia	1	5	12	11
Brazil	1	28	37	33
Chile		14	13	31
Colombia		24	27	31
Costa Rica		12	8	21
Cuba		2	3	4
Ecuador		3	5	4
El Salvador		4	15	18
Guatemala		9	14	9
Honduras		8	17	13
Mexico		22	42	25
Nicaragua		5	8	10
Panama		6	3	3
Paraguay		7	9	6
Peru		9	18	27
Uruguay		6	6	7
Venezuela		9	1	4
TOTAL	3	261	301	364

Nationality	No	Not sure	Yes	(blank)
SOUTH AFRICA				
South Africa		46	35	57
TOTAL		46	35	57
SOUTHERN MEDITERRANEAN				
Algeria		18	46	48
Egypt	5	28	92	90
Israel		15	27	55
Jordan		19	38	59
Lebanon		12	49	41
Libya		2	1	3
Morocco	1	10	32	40
Syria	1	21	51	65
Tunisia		14	48	56
TOTAL	7	139	384	457
WESTERN BALKANS				
Albania		20	64	35
Bosnia and Herzegovina		27	50	36
Croatia	1	10	5	4
former Yugoslav Republic of Macedonia, The		30	50	36
Montenegro		9	22	19
Serbia	2	70	130	102
WESTERN BALKANS	3	166	321	232
EUROPEAN UNION				
Belgium		10	6	19
Czech Republic	2	6	14	23
France	1	7	22	25
Germany		15	15	48
Italy	3	22	47	76
Poland		18	30	74
Portugal		16	10	19
Romania	1	6	14	15
Slovenia		9	15	16
Spain		32	41	80
TOTAL	8	186	252	499
GRAND TOTAL	45	1585	3193	3308

General impact of Erasmus Mundus (survey data) (Only the data per region are displayed)

Survey question: 1. Where do you personally see the greatest impact of your Erasmus Mundus experience? (please tick maximum 2 choices)* (between 1 and 2 answers)

Note: only the total data per region are displayed.

Nationality	Attitude towards Europe and the EU	Social/private life	Specialized knowledge	Personality	Professional career	Other
ACP countries	37	27	153	37	192	7
Asia	724	321	821	455	1161	33
Central Asia	119	83	284	147	353	10
Eastern Europe	431	251	706	539	975	9
European Union	144	261	390	407	510	47
Industrialised Countries	17	6	21	9	29	1
Iran, Iraq and Yemen	79	44	68	43	94	6
Latin America	179	174	441	282	688	24
South Africa	31	16	80	29	97	2
Southern Mediterranean	284	191	360	337	640	36
Western Balkans	179	141	287	252	498	8
GRAND TOTAL	2224	1515	3611	2537	5237	183

Increase in skills and professional competences (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 2. How do you rate the increase in your professional competences and skills following the Erasmus Mundus mobility experience?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Fair	Not applicable	Rather high	Rather low	Very high	Very low
ACP COUNTRIES						
Cameroon	3		11		10	
Dominican Republic		2	5		2	
Ethiopia	1	1	3		7	
Fiji	1		2		4	
Kenya	2	1	3		3	
Madagascar			12		3	
Mozambique			10		5	
Rwanda	1		3		3	
Senegal	1	1	4	1	8	
Timor-Leste	2		2		5	
TOTAL	22	6	98	1	113	
ASIA						
Bangladesh	15	2	23		29	

Nationality	Fair	Not applicable	Rather high	Rather low	Very high	Very low
Cambodia	14		59		20	
China	69	3	234	2	118	1
India	77	25	183	2	140	1
Indonesia	15		72	1	40	
Laos	9	3	40		15	
Nepal	12		27		34	
Pakistan	18	2	56		56	1
Thailand	15	1	56		28	
Vietnam	25	2	81	2	50	1
TOTAL	300	40	929	7	597	4
CENTRAL ASIA						
Kazakhstan	21	1	85	1	68	
Kyrgyzstan	8		43		61	
Tajikistan	7	2	39		31	
Turkmenistan	4		8		4	
Uzbekistan	10		69		73	
TOTAL	50	3	244	1	237	
EASTERN EUROPE						
Armenia	11	1	51		42	1
Azerbaijan	9	2	50	1	34	
Belarus	17	2	87		51	
Georgia	20	11	95	2	66	
Moldova	17	3	66	1	68	
Russia	52	7	261	3	180	
Ukraine	22	6	161	3	126	
TOTAL	148	32	771	10	567	1
INDUSTRIALISED COUNTRIES						
Australia	1				1	
Canada	2		2		1	
Hong Kong	1					
Japan	1		5		2	
Macao	1					
New Zealand			1	1		
Oman	2		4		1	1
South Korea	2		6			
Taiwan	2		1		1	
United States	1		1		2	
TOTAL	13		20	1	11	1
IRAN, IRAQ AND YEMEN						
Iran	23	1	31	3	34	6
Iraq	9	3	19		10	
Yemen	9	1	16		18	
TOTAL	41	5	66	3	62	6

Nationality	Fair	Not applicable	Rather high	Rather low	Very high	Very low
LATIN AMERICA						
Argentina	31	1	119	3	105	
Brazil	11	8	36		44	
Chile	7	2	21		26	2
Colombia	1		31		49	1
Costa Rica	3		16		22	
El Salvador	1	1	10		25	
Guatemala	3	1	11		17	
Honduras	3	2	12		20	1
Mexico	9	2	33	1	43	1
Peru	4	2	18	1	29	
TOTAL	87	22	361	6	448	5
SOUTH AFRICA						
South Africa	22	13	67	2	34	
TOTAL	22	13	67	2	34	
SOUTHERN MEDITERRANEAN						
Algeria	16	2	53	1	40	
Egypt	30	9	97	2	73	4
Israel	30	4	45	3	15	
Jordan	16	3	43		54	
Lebanon	14		55	2	31	
Libya	2	1	1		2	
Morocco	7	4	46		26	
Syria	21	4	64	2	47	
Tunisia	13	3	58		43	1
TOTAL	149	30	462	10	331	5
WESTERN BALKANS						
Albania	4	1	71		43	
Bosnia and Herzegovina	13	1	52		46	1
Croatia	6		7		7	
former Yugoslav Republic of Macedonia, The	11		63		42	
Montenegro	5	2	28		14	1
Serbia	44	3	139	3	114	1
TOTAL	83	7	360	3	266	3
EUROPEAN UNION						
Belgium	9	3	16	2	5	
Czech Republic	15	1	16	2	9	2
France	8	1	33	2	11	
Germany	16	6	32	1	22	1
Italy	36	7	69	7	28	1
Poland	32	4	50	3	30	3
Portugal	9	4	17	1	13	1
Romania	6	1	16		12	1

Nationality	Fair	Not applicable	Rather high	Rather low	Very high	Very low
Slovenia	15		18		7	
Spain	28	2	74	7	42	
TOTAL	221	39	421	34	219	11
GRAND TOTAL	1136	197	3799	78	2885	36

Impact on personality (survey data) (Only the data per region are displayed)

Survey question: 3. In which areas do you see the greatest influence of the Erasmus Mundus programme on your personality? (please tick maximum 2 choices)* (at most 2 answers)

Note: only the data per region are displayed.

Nationality	Intercultural competences	Social skills	Communication skills	Problem-solving skills	Language skills	Flexibility	Self-management	Self-confidence	None
ACP countries	150	40	42	87	28	25	42	49	1
Asia	973	302	350	504	342	180	396	536	18
Central Asia	251	62	145	99	236	48	109	76	4
Eastern Europe	758	205	348	329	634	155	325	211	5
European Union	595	108	149	176	381	137	136	121	12
Industrialised Countries	23	5	5	12	8	14	10	9	1
Iran, Iraq and Yemen	92	28	35	32	53	28	33	34	6
Latin America	639	157	117	238	253	86	188	108	9
South Africa	67	18	25	36	20	24	31	38	2
Southern Mediterranean	501	148	243	163	288	104	255	177	13
Western Balkans	348	111	159	170	222	88	150	156	5
GRAND TOTAL	4397	1184	1618	1846	2465	889	1675	1515	76

Brain gain (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey questions:

- 1. Did you come back to your home country after the Erasmus Mundus mobility?*
- 3. Do you expect to live in your home country in the future?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Return to home country		Intention to return to home country			
	No	Yes	I don't know yet	No	Yes, after one or several years of work/study experience outside my home country	Yes, directly after my mobility
ACP COUNTRIES						
Cameroon		10	4		6	4
Dominican Republic		4				5
Ethiopia		3	1			8
Fiji		3	1		1	2
Kenya		4	2		2	1
Madagascar		8	2			5
Mozambique		8			2	5
Rwanda		4			2	1
Senegal		7			4	4
Timor-Leste		5				4
TOTAL	2	111	14	1	30	82
ASIA						
Bangladesh	3	48	4		3	11
Cambodia	3	49	2		10	29
China	48	297	20	2	21	39
India	22	178	46	8	109	65
Indonesia	2	78	10		11	27
Laos	1	49	1		4	12
Nepal	3	49	2		8	11
Pakistan	5	87	8	2	12	19
Thailand	1	73	5	2	9	10
Vietnam	9	90	6		31	25
TOTAL	100	1128	111	17	236	285
CENTRAL ASIA						
Kazakhstan	7	132	6	1	10	20
Kyrgyzstan	2	78	3	1	9	19
Tajikistan	2	54	2		8	13
Turkmenistan	1	7	2		5	1
Uzbekistan	6	99	4		11	32
TOTAL	18	370	17	2	43	85
EASTERN EUROPE						
Armenia	2	77	3	1	14	9

Nationality	Return to home country		Intention to return to home country			
	No	Yes	I don't know yet	No	Yes, after one or several years of work/study experience outside my home country	Yes, directly after my mobility
Azerbaijan	5	44	15	1	8	23
Belarus	3	104	21	4	2	23
Georgia	3	99	14	2	23	53
Moldova	7	91	16	2	18	21
Russia	60	322	42	6	27	46
Ukraine	17	176	37	6	33	49
TOTAL	97	913	148	22	125	224
INDUSTRIALISED COUNTRIES						
Australia		1				1
Canada		5				
Hong Kong		1				
Japan		6	1			1
Macao		1				
New Zealand	1					1
Oman		6				2
South Korea		4	1		2	1
Taiwan		4				
United States	1	3				
TOTAL	2	33	2		2	7
IRAN, IRAQ AND YEMEN						
Iran	16	52	16	1	11	2
Iraq	1	23	5	1	2	9
Yemen	4	29	4		4	3
TOTAL	21	104	25	2	17	14
LATIN AMERICA						
Argentina	9	201	12	2	14	21
Brazil	5	50	13		11	20
Chile	5	41	1	1	3	7
Colombia	4	58	5		4	11
Costa Rica	2	29	6			4
El Salvador		18	4	1	4	10
Guatemala	2	16	4		2	8
Honduras	2	15			10	11
Mexico	11	64	2	2	4	6
Peru	2	27	4	1	9	11
TOTAL	48	593	58	7	78	145
SOUTH AFRICA						
South Africa	3	83	12	1	12	27
TOTAL	3	83	12	1	12	27

Nationality	Return to home country		Intention to return to home country			
	No	Yes	I don't know yet	No	Yes, after one or several years of work/study experience outside my home country	Yes, directly after my mobility
SOUTHERN MEDITERRANEAN						
Algeria	7	64	13	2	11	15
Egypt	8	120	25	4	29	29
Israel	3	72	4	1	3	14
Jordan	3	52	15	2	18	26
Lebanon	4	42	25	3	14	14
Libya		1	2		1	2
Morocco	2	45	9	3	14	10
Syria	20	10	55	7	32	14
Tunisia	3	40	33	1	21	20
TOTAL	50	446	181	23	143	144
WESTERN BALKANS						
Albania	6	74	13	3	15	8
Bosnia and Herzegovina	7	71	16	3	11	5
Croatia	2	15	1	1	1	
former Yugoslav Republic of Macedonia, The	6	82	14		9	5
Montenegro	4	35	4	2	5	
Serbia	25	199	33	4	16	27
TOTAL	50	476	81	13	57	45
EUROPEAN UNION						
Belgium	3	23	3	1	2	3
Czech Republic	4	34			3	4
France	2	40	3	2	4	4
Germany	3	55	11	2	3	4
Italy	7	103	16	4	12	6
Poland	8	87	11	2	3	11
Portugal	1	27	7	2	2	6
Romania	1	25	1	1	1	7
Slovenia		38	2			
Spain	12	114	4	3	8	12
TOTAL	49	673	79	21	41	82
GRAND TOTAL	440	4930	728	109	784	1140

Current location (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 2. Where do you currently live?*

Note: only the data of the top 10 countries of each region are displayed.

Row Labels	Africa	Central Asia	East Asia	EU	Europe (non-EU)	Latin America	Middle East	North America	Oceania	South Asia	South-East Asia
ACP COUNTRIES											
Cameroon	7			1				1		1	
Dominican Republic						4					
Ethiopia	2			1							
Fiji									3		
Kenya	4										
Madagascar	5			3							
Mozambique	8										
Rwanda	2			2							
Senegal	5			1				1			
Timor-Leste	1			1					1	1	2
TOTAL	63			18		15	1	4	8	2	2
ASIA											
Bangladesh				4						38	9
Cambodia				9	1					2	40
China	1	5	247	67	1			8	3		13
India		8	6	35	5		3	1		112	30
Indonesia			2	5	1						72
Laos			3	1						3	43
Nepal		1		6	1			2		33	9
Pakistan		3	3	5			1	3		59	18
Thailand			1	2	2					1	68
Vietnam			10	13	1			2	2	5	66
TOTAL	1	35	276	153	12		4	17	5	277	448
CENTRAL ASIA											
Kazakhstan	1	123	1	9	3		2				
Kyrgyzstan		71		6			2	1			
Tajikistan		49		4			2	1			
Turkmenistan		6		2							
Uzbekistan		93		11				1			
TOTAL	1	342	1	32	3		6	3			
EASTERN EUROPE											
Armenia		4	2	4	58		2			7	2
Azerbaijan		2	1	3	37		5				1
Belarus			1	4	101		1				
Georgia		2	1	6	87		3	1			2

Row Labels	Africa	Central Asia	East Asia	EU	Europe (non-EU)	Latin America	Middle East	North America	Oceania	South Asia	South-East Asia
Moldova				15	80			2			1
Russia		14	14	87	256	2	4	4			1
Ukraine				29	162			1			1
TOTAL		22	19	148	781	2	15	8		7	8
INDUSTRIALISED COUNTRIES											
Australia								1			
Canada						1		4			
Hong Kong											1
Japan			6								
Macao			1								
New Zealand					1						
Oman							6				
South Korea			3								1
Taiwan			2					1			1
United States				1			1	2			
TOTAL			12	1	1	1	9	8			3
IRAN, IRAQ AND YEMEN											
Iran		3	1	19	2		37	5			1
Iraq		2		2	2		18				
Yemen				5	2		23	1		1	1
TOTAL		5	1	26	6		78	6		1	2
LATIN AMERICA											
Argentina				9	1	199		1			
Brazil				7	1	46		1			
Chile				6		38		2			
Colombia				11	1	48		2			
Costa Rica				5		25		1			
El Salvador				1		17					
Guatemala				1		17					
Honduras				1	2	13		1			
Mexico				16	2	44		13			
Peru				7		21		1			
TOTAL				71	8	539		23			
SOUTH AFRICA											
South Africa	79			6							1
TOTAL	79			6							1
SOUTHERN MEDITERRANEAN											
Algeria	55			13	1			2			
Egypt	33			11	3	1	80				
Israel				3			67	2		2	1
Jordan				4			47			4	
Lebanon	1			7			35	3			

Row Labels	Africa	Central Asia	East Asia	EU	Europe (non-EU)	Latin America	Middle East	North America	Oceania	South Asia	South-East Asia
Libya							1				
Morocco	44			2				1			
Syria				20	1	1	7		1		
Tunisia	36			7							
TOTAL	169			67	5	2	237	8	1	6	1
WESTERN BALKANS											
Albania				11	69						
Bosnia and Herzegovina				8	70						
Croatia				17							
former Yugoslav Republic of Macedonia, The				12	75		1				
Montenegro				4	34		1				
Serbia			1	29	188		2	2	1		1
TOTAL			1	81	436		4	2	1		1
EUROPEAN UNION											
Belgium				24		1		1			
Czech Republic				37				1			
France			2	35	1	1	2	1			
Germany				50	4	1	1	2			
Italy	1		1	92	8	2	2	2			2
Poland		1		88	1	1	2	1			1
Portugal				26	1			1			
Romania				24	2						
Slovenia			1	37							
Spain			3	109	4	6	1	2	1		
TOTAL	2	2	7	645	27	12	9	13	1		4
GRAND TOTAL	315	406	317	1248	1279	571	363	92	16	293	470

Current occupation (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 1. What is your current occupation?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Employed	Intern/trainee	Other	Self-employed	Student/Researcher at the Home University	Unemployed/seeking a job
ACP COUNTRIES						
Cameroon	3		2		4	1
Dominican Republic	2				1	1
Ethiopia			1		2	
Fiji	1	1			1	

Nationality	Employed	Intern/trainee	Other	Self-employed	Student/Researcher at the Home University	Unemployed/seeking a job
Kenya	4					
Madagascar		1	3		3	1
Mozambique	4		1		3	
Rwanda	2				2	
Senegal	2				2	3
Timor-Leste	3		1		1	
TOTAL	42	2	15	2	35	17
ASIA						
Bangladesh	17	1	7		21	5
Cambodia	21		4	3	19	5
China	148	4	25	4	150	14
India	102	1	14	3	53	27
Indonesia	21	4	8	1	43	3
Laos	21	1	5		17	6
Nepal	22	2	6	3	12	7
Pakistan	46		3	2	36	5
Thailand	20	1	5	1	40	7
Vietnam	19	3	14	1	57	5
TOTAL	502	21	96	20	496	93
CENTRAL ASIA						
Kazakhstan	63		13	4	40	19
Kyrgyzstan	30	4	4	5	32	5
Tajikistan	25	2	5	2	20	2
Turkmenistan	3		1		4	
Uzbekistan	49	2	9	2	36	7
TOTAL	170	8	32	13	132	33
EASTERN EUROPE						
Armenia	32	3	6		31	7
Azerbaijan	18		2	1	21	7
Belarus	46	1	5	2	46	7
Georgia	34	5	7	1	45	10
Moldova	33	2	3	3	34	23
Russia	185	10	34	12	113	28
Ukraine	46	4	8	2	114	19
TOTAL	394	25	65	21	404	101
INDUSTRIALISED COUNTRIES						
Australia					1	
Canada			1		4	
Hong Kong					1	
Japan					6	
Macao					1	
New Zealand	1					

Nationality	Employed	Intern/trainee	Other	Self-employed	Student/Researcher at the Home University	Unemployed/seeking a job
Oman	5				1	
South Korea	2				2	
Taiwan					2	2
United States	1				3	
TOTAL	10		1		22	2
IRAN, IRAQ AND YEMEN						
Iran	21	1	8	4	23	11
Iraq	11		3		4	6
Yemen	12	1	4	1	10	5
TOTAL	44	2	15	5	37	22
LATIN AMERICA						
Argentina	28	4	15	2	150	11
Brazil	19	1	4	2	27	2
Chile	26		6	2	8	4
Colombia	29	2	9	3	19	
Costa Rica	18		3		6	4
El Salvador	4		3		10	1
Guatemala	4		2	1	8	3
Honduras	6		3		7	1
Mexico	32	1	8	3	26	5
Peru	7	1	4		14	3
TOTAL	195	9	67	19	312	39
SOUTH AFRICA						
South Africa	33	3	6	2	38	4
TOTAL	33	3	6	2	38	4
SOUTHERN MEDITERRANEAN						
Algeria	13	2	9		43	4
Egypt	44		11	1	65	7
Israel	28	5	1		40	1
Jordan	19		5	1	26	4
Lebanon	14	4	6	1	13	8
Libya	1					
Morocco	7		7	1	23	9
Syria	5	2	6		10	7
Tunisia	13	2	5		19	4
TOTAL	144	15	50	4	239	44
WESTERN BALKANS						
Albania	22	3	6	2	37	10
Bosnia and Herzegovina	29	1	2	2	33	11
Croatia	2		3	3	8	1
former Yugoslav Republic of Macedonia, The	32	2	6	5	24	19

Nationality	Employed	Intern/trainee	Other	Self-employed	Student/Researcher at the Home University	Unemployed/seeking a job
Montenegro	17	3	1		12	6
Serbia	59	15	13	8	110	19
TOTAL	161	24	31	20	224	66
EUROPEAN UNION						
Belgium	5		3	1	14	3
Czech Republic	14	2	2	7	9	4
France	15		2		24	1
Germany	13	1	2	3	35	4
Italy	31	6	8	5	52	8
Poland	40	4	2	2	42	5
Portugal	18		3		4	3
Romania	10				15	1
Slovenia	6			1	27	4
Spain	33	4	6	3	64	16
TOTAL	233	24	35	25	347	58
GRAND TOTAL	1928	133	413	131	2286	479

Internship (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey questions:

- 2. During your Erasmus Mundus mobility have you done an internship or work placement which has had an impact to your career?*
- 4. How would you assess this internship experience in terms of profit for your career?*
- 3. Have you received assistance from the Erasmus Mundus coordinator in finding an internship or work placement after the mobility?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Internship		Assessment of internship					Assistance to find an internship		
	No	Yes	Higly profitable	Less profitable	Profitable	Not profitable	Not applicable	No	Not applicable	Yes
ACP COUNTRIES										
Cameroon	9	1			1			6	3	1
Dominican Republic	3	1	1					3	1	
Ethiopia	3							3		
Fiji	3							3		
Kenya	4							1	3	
Madagascar	4	4		1	3			8		
Mozambique	6	2			1		1	3	5	
Rwanda	2	2			2			3	1	
Senegal	4	3	2		1			6	1	
Timor-Leste	2	3	2		1			4	1	

Nationality	Internship		Assessment of internship					Assistance to find an internship		
	No	Yes	Higly profitable	Less profitable	Profitable	Not profitable	Not applicable	No	Not applicable	Yes
TOTAL	78	35	11	3	16	1	4	81	27	5
ASIA										
Bangladesh	39	12	3	1	6		2	17	30	4
Cambodia	38	14	4		10			33	13	6
China	237	108	47	2	51	2	6	182	100	63
India	169	31	11	2	12		6	95	93	12
Indonesia	59	21	7		11		3	44	28	8
Laos	38	12	2		9		1	18	18	14
Nepal	44	8	3		3	1	1	31	19	2
Pakistan	75	17	7		8		2	49	37	6
Thailand	50	24	4		18		2	40	22	12
Vietnam	65	34	11	1	19		3	34	49	16
TOTAL	918	310	108	6	165	3	28	605	467	156
CENTRAL ASIA										
Kazakhstan	96	43	21	1	21			67	52	20
Kyrgyzstan	47	33	16		15		2	48	19	13
Tajikistan	33	23	9		14			23	13	20
Turkmenistan	6	2	1		1			3	3	2
Uzbekistan	66	39	14	1	23		1	53	26	26
TOTAL	248	140	61	2	74		3	194	113	81
INDUSTRIALISED COUNTRIES										
Armenia	49	30	17	2	10		1	42	22	15
Azerbaijan	32	17	6	1	10			33	11	5
Belarus	82	25	9	1	14		1	50	49	8
Georgia	81	21	9		11		1	57	23	22
Moldova	75	23	7	1	14		1	42	42	14
Russia	268	114	44	8	58	1	3	183	166	33
Ukraine	137	56	26	4	26			102	66	25
TOTAL	724	286	118	17	143	1	7	509	379	122
INDUSTRIALISED COUNTRIES										
Australia	1								1	
Canada	5							1	4	
Hong Kong	1								1	
Japan	5	1	1					2	3	1
Macao	1							1		
New Zealand	1								1	
Oman	5	1		1				2	4	
South Korea	4							2	2	
Taiwan	4							4		
United States	4							2	2	
TOTAL	33	2	1	1				14	20	1

Nationality	Internship		Assessment of internship					Assistance to find an internship		
	No	Yes	Higly profitable	Less profitable	Profitable	Not profitable	Not applicable	No	Not applicable	Yes
IRAN, IRAQ AND YEMEN										
Iran	54	14	6	1	6		1	54	8	6
Iraq	19	5			5			13	8	3
Yemen	22	11	4	1	5		1	25	2	6
TOTAL	95	30	10	2	16		2	92	18	15
LATIN AMERICA										
Argentina	127	83	41	1	36	1	4	105	85	20
Brazil	45	10	3		4		3	29	25	1
Chile	23	23	10		12		1	28	12	6
Colombia	34	28	20		7		1	30	21	11
Costa Rica	19	12	7		5			20	9	2
El Salvador	15	3	2		1			14	3	1
Guatemala	13	5		1	4			11	6	1
Honduras	9	8	2		5		1	8	8	1
Mexico	48	27	14	1	11		1	45	21	9
Peru	18	11	6		4		1	22	5	2
TOTAL	399	242	124	3	102	1	12	358	219	64
SOUTH AFRICA										
South Africa	69	17	10		5		2	40	43	3
TOTAL	69	17	10		5		2	40	43	3
SOUTHERN MEDITERRANEAN										
Algeria	39	32	14	1	14		3	30	19	22
Egypt	100	28	9	1	17		1	76	38	14
Israel	65	10	3	1	5		1	36	38	1
Jordan	46	9	3		4	1	1	33	18	4
Lebanon	35	11	6		5			26	19	1
Libya	1							1		
Morocco	35	12	6		4		2	23	20	4
Syria	21	9	3	1	4		1	20	4	6
Tunisia	24	19	6	1	12			29	8	6
TOTAL	366	130	50	5	65	1	9	274	164	58
WESTERN BALKANS										
Albania	56	24	6		18			43	22	15
Bosnia and Herzegovina	62	16	4	2	9		1	31	45	2
Croatia	12	5	3		2			7	10	
former Yugoslav Republic of Macedonia, The	69	19	6	2	10		1	49	35	4
Montenegro	33	6	1	2	2	1		24	14	1
Serbia	172	52	19	3	24	3	3	129	77	18
TOTAL	404	122	39	9	65	4	5	283	203	40

Nationality	Internship		Assessment of internship					Assistance to find an internship		
	No	Yes	Higly profitable	Less profitable	Profitable	Not profitable	Not applicable	No	Not applicable	Yes
EUROPEAN UNION										
Belgium	21	5	1	1	3			10	14	2
Czech Republic	31	7	3	1	3			19	15	4
France	33	9	3		5		1	22	19	1
Germany	39	19	9	3	6		1	16	37	5
Italy	89	21	5	1	12		3	51	52	7
Poland	70	25	13	1	11			36	53	6
Portugal	22	6	1		5			7	19	2
Romania	20	6	5		1			7	15	4
Slovenia	34	4		1	3			20	16	2
Spain	80	46	22	2	18		4	59	53	14
TOTAL	552	170	67	10	81	1	11	301	366	55
GRAND TOTAL	3886	1484	599	58	732	12	83	2751	2019	600

Competences (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey questions:

- 5. To which extent during your Erasmus Mundus mobility have you acquired the competences necessary for your future job career?*
- 7. How important is the impact of your Erasmus Mundus mobility on your career development?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Competences necessary for future job career						Impact on career			
	1 (min)	2	3	4	5	6 (max)	No impact on my career development	Rather important	Very important, it helped me find a job after the mobility	Very important, it will help me find a job after the mobility
ACP COUNTRIES										
Cameroon	1		2	2	4	1		4	5	1
Dominican Republic				2	2				1	3
Ethiopia			1	1	1		1			2
Fiji			2		1				1	2
Kenya	1		1	1	1		1	2		1
Madagascar	1	2	1	4			1	2	1	4
Mozambique		1		3	4			5	2	1
Rwanda					3	1			4	
Senegal	1			4		2		2	2	3
Timor-Leste		3	1		1			1	2	2
TOTAL	4	8	16	34	36	15	3	31	35	44

Nationality	Competences necessary for future job career						Impact on career			
	1 (min)	2	3	4	5	6 (max)	No impact on my career development	Rather important	Very important, it helped me find a job after the mobility	Very important, it will help me find a job after the mobility
ASIA										
Bangladesh	2	8	14	13	9	5		22	16	13
Cambodia	3	6	5	20	15	3	4	10	15	23
China	7	16	48	114	112	48	11	153	108	73
India	15	23	26	70	50	16	16	81	46	57
Indonesia	8	6	14	23	21	8	2	25	24	29
Laos	2	4	11	17	8	8	6	10	18	16
Nepal	3		11	21	7	10	3	14	20	15
Pakistan	6	5	10	37	25	9	5	41	27	19
Thailand	5	5	11	28	17	8	9	27	16	22
Vietnam	3	6	12	36	29	13	4	47	28	20
TOTAL	59	91	183	416	332	147	68	485	351	324
CENTRAL ASIA										
Kazakhstan	2	3	17	50	45	22	5	53	47	34
Kyrgyzstan	4	3	6	23	31	13		25	32	23
Tajikistan	1	5	8	9	24	9		10	28	18
Turkmenistan		1	2	2	2	1	1	1	4	2
Uzbekistan	5	7	14	28	40	11	1	33	44	27
TOTAL	12	19	47	112	142	56	7	122	155	104
EASTERN EUROPE										
Armenia	3	2	7	23	26	18	3	27	19	30
Azerbaijan	1	9	11	13	8	7	3	20	15	11
Belarus	1	2	16	37	41	10	3	57	15	32
Georgia	3	5	9	28	39	18	4	32	33	33
Moldova	2	2	13	29	29	23	4	36	17	41
Russia	4	11	51	122	132	62	20	169	116	77
Ukraine	5	8	24	65	68	23	7	78	33	75
TOTAL	19	39	131	317	343	161	44	419	248	299
INDUSTRIALISED COUNTRIES										
Australia					1			1		
Bahrain						1	1			
Canada	2			1	1	1		3	1	1
Hong Kong				1				1		
Japan	1			3	2			1	1	4
Macao				1				1		
New Zealand		1						1		
Oman	1		5				2	3		1
Saudi Arabia				1						1
South Korea			2	1	1			1	2	1

Nationality	Competences necessary for future job career						Impact on career			
	1 (min)	2	3	4	5	6 (max)	No impact on my career development	Rather important	Very important, it helped me find a job after the mobility	Very important, it will help me find a job after the mobility
Taiwan		1	1	2			1	2		1
United States			1	1	2			3		1
TOTAL	4	2	9	11	7	2	4	17	4	10
IRAN, IRAQ AND YEMEN										
Iran	18	15	10	9	13	3	16	33	11	8
Iraq	4	1	5	12	1	1	1	12	2	9
Yemen	3	4	9	9	7	1	3	8	8	14
TOTAL	25	20	24	30	21	5	20	53	21	31
LATIN AMERICA										
Argentina	3	15	36	68	61	27	10	82	50	68
Brazil	3	2	2	24	17	7		18	20	17
Chile	3	1	7	11	14	10	3	6	25	12
Colombia	1	1	9	16	18	17		15	32	15
Costa Rica	1		2	9	13	6		7	12	12
El Salvador		2	2	4	6	4		1	7	10
Guatemala		1		5	10	2	1	4	7	6
Honduras	1		1	2	10	3	1	1	11	4
Mexico	6	5	11	12	25	16	6	23	30	16
Peru	2	2	5	6	6	8	1	5	13	10
TOTAL	23	32	82	189	205	110	25	187	231	198
SOUTH AFRICA										
South Africa	2	6	14	24	26	14	5	43	18	20
TOTAL	2	6	14	24	26	14	5	43	18	20
SOUTHERN MEDITERRANEAN										
Algeria	6	6	25	23	6	5	4	20	21	26
Egypt	10	7	28	40	34	9	8	61	27	32
Israel	4	9	25	25	11	1	9	47	8	11
Jordan	2	3	13	18	12	7	1	26	9	19
Lebanon	2	4	12	14	12	2	6	19	7	14
Libya				1						1
Morocco	3	4	13	17	5	5	2	22	5	18
Syria	1	4	11	4	5	5	3	11	8	8
Tunisia	4	4	17	9	8	1	2	17	7	17
TOTAL	32	41	144	151	93	35	35	223	92	146
WESTERN BALKANS										
Western Balkans	13	34	104	156	153	66	15	239	103	169
Albania	3	13	13	18	20	13	2	29	20	29
Bosnia and Herzegovina	1	4	15	27	26	5	2	43	11	22

Nationality	Competences necessary for future job career						Impact on career			
	1 (min)	2	3	4	5	6 (max)	No impact on my career development	Rather important	Very important, it helped me find a job after the mobility	Very important, it will help me find a job after the mobility
Croatia		1	4	4	5	3		10	5	2
former Yugoslav Republic of Macedonia, The	3	5	13	27	24	16	5	41	18	24
Montenegro	2	3	4	16	14			22	5	12
Serbia	4	8	55	64	64	29	6	94	44	80
EUROPEAN UNION										
Belgium	2	1	6	10	6	1	5	10	3	8
Czech Republic	1	7	7	13	7	3	4	19	7	8
France	9	4	7	12	9	1	9	17	7	9
Germany	2	7	11	15	18	5	6	23	10	19
Italy	6	10	26	33	28	7	13	59	14	24
Poland	6	8	17	35	20	9	13	41	18	23
Portugal	2	3	8	7	5	3	4	17	4	3
Romania		1	3	4	16	2	1	12	6	7
Slovenia		5	13	16	4		1	23	3	11
Spain	5	14	25	44	23	15	16	53	25	32
TOTAL	40	74	161	226	163	58	92	341	120	169
GRAND TOTAL	233	366	915	1666	1521	669	318	2160	1378	1514

Staff' skills (survey data) (Only the 10 countries of each region with most replies are displayed)

Survey question: 6. How relevant for your current occupation are the skills acquired through teaching and training during your Erasmus Mundus mobility?*

Note: only the data of the top 10 countries of each region are displayed.

Nationality	Fairly relevant	Very relevant	Rather irrelevant	Irrelevant
ACP COUNTRIES				
Cameroon	1	1		
Cape Verde		2		
Central African Republic				
Democratic Republic of the Congo		1		
Kenya	1	2		
Madagascar	1			
Mozambique		1		
Palau		1		

Nationality	Fairly relevant	Very relevant	Rather irrelevant	Irrelevant
Senegal		1		
Timor-Leste		1		
Trinidad and Tobago	1	1		
TOTAL	4	11		
ASIA				
Bangladesh	4	8		
Cambodia	3	3		
China	33	36	2	1
India	16	28		
Indonesia	5	9		
Laos	3	6		
Nepal	2	3		
Pakistan	5	11	1	
Thailand	11	11		
Vietnam	11	19		
TOTAL	103	159	5	1
CENTRAL ASIA				
Kazakhstan	5	23	1	
Kyrgyzstan	5	13		
Tajikistan	1	9		
Turkmenistan	2			
Uzbekistan	3	14		
TOTAL	16	59	1	
EASTERN EUROPE				
Armenia	1	15		
Azerbaijan	3	6		
Belarus	4	18		
Georgia	4	9		
Moldova	4	8		
Russia	23	39	1	
Ukraine	6	16	1	
TOTAL	45	111	2	
INDUSTRIALISED COUNTRIES				
Australia		1		
Canada	1	1	1	
Oman	4			1
Taiwan				
United States		1		
TOTAL	5	3	1	1
IRAN, IRAQ AND YEMEN				
Iran	8	3	2	
Iraq	1	1		

Nationality	Fairly relevant	Very relevant	Rather irrelevant	Irrelevant
Yemen		2		
TOTAL	9	6	2	
LATIN AMERICA				
Argentina	7	16	2	
Brazil	4	2		
Chile	1	1		
Colombia	3	3		
Costa Rica		2		
El Salvador	1			
Guatemala		1		
Honduras	1	1		
Mexico	5	8		1
Peru		3	1	
TOTAL	26	43	3	1
SOUTH AFRICA				
South Africa	8	17		
TOTAL	8	17		
SOUTHERN MEDITERRANEAN				
Algeria	7	3		
Egypt	5	13	1	1
Israel	4	9	3	
Jordan	5	6		
Lebanon	1	4		
Libya				
Morocco	6	3		
Syria	1	3	1	
Tunisia	7	3		
TOTAL	36	44	5	1
WESTERN BALKANS				
Albania	6	8		
Bosnia and Herzegovina	6	18		
Croatia	1	1		
former Yugoslav Republic of Macedonia, The	4	10	1	
Montenegro	1	2	2	
Serbia	9	10	1	
TOTAL	27	49	4	
EUROPEAN UNION				
Belgium	8	1		
Czech Republic	2	2		
France	5	4		2
Germany	5	3	2	1
Italy	14	6	1	1

Nationality	Fairly relevant	Very relevant	Rather irrelevant	Irrelevant
Poland	9	9	1	
Portugal	5	6	1	2
Romania	3	6		
Slovenia	1	1		
Spain	19	16	1	
TOTAL	85	68	9	7
GRAND TOTAL	364	570	32	11

Annex 3: Survey

Erasmus Mundus Action 2 - Scholarship Holders' Impact Survey

Questions marked with an asterisk * require an answer to be given.

PROFILE

Students/staff profile

1. Year of birth:*

2. Sex:*

- Male
- Female

3. Nationality (if you are a holder of two nationalities, please choose the one under which you applied for Erasmus Mundus):*

4. What is the country of your home university?*

5. What is the country of your host university?*

6. What type of mobility did you benefit under the Erasmus Mundus Action 2 programme?*

- Bachelor
- Master
- PhD
- Post-doctorate
- Academic Staff
- Administrative Staff

7. Which of these categories did you belong to at the time of the selection for the Erasmus Mundus scholarship?*

- Enrolled at a university partner in the project (Target Group I)
- Enrolled at a university not partner in the project or having obtained a degree in one of the targeted countries (Target Group II)
- Vulnerable group: ethnic minority, refugee, asylum seekers (Target Group III)

8. What type of scholarship were you selected for?

- Credit-seeking mobility
- Degree-seeking mobility

9. In which academic field did you study/teach during your Erasmus Mundus mobility?*

- Agricultural and forestry sciences
- Architecture, urban and regional planning
- Art and design
- Business studies, economics and management
- Communication and information sciences
- Cultural sciences
- Education science (teaching and training) and psychology
- Engineering technology
- Geography, earth and earth and environmental studies
- Humanities and social sciences
- International relations and politics
- Languages and philological sciences
- Law
- Mathematics, informatics
- Medical sciences
- Natural sciences
- Other

10. Was there an appropriate match with your previous studies/teaching experience?

- Yes
- No

11. Have you already finished your Erasmus Mundus mobility?*

- Yes
- No

12. Did you obtain a degree at the end of your mobility?*

- Yes
- No

13. What type of diploma/degree did you receive?

14. Were the credits obtained during the mobility period recognised at your home university?*

- Yes
- No
- Partially

15. Was the diploma/degree obtained at the end of the mobility recognised in your home country?*

- Yes
- No

YOUR ERASMUS MUNDUS EXPERIENCE

1. How did you get to know about the opportunities offered by Erasmus Mundus?*

- From the home university
- Via the project web page
- Other
- From Erasmus Mundus alumni
- From Internet (other sources)
- Via the official Erasmus Mundus web page
- At a promotional/information event

2. What convinced you to apply for Erasmus Mundus scholarship?* (at most 2 answers)

- Academic level of the host university
- Prospective of contributing to the development of your home country
- Availability of your subject of study
- Possibility to live and study in Europe
- Reputation of Erasmus Mundus Others
- Possibility to enhance your profile and future professional career after the Erasmus Mundus experience

3. How would you rate the logistical information and support you received before the start of your mobility at the host university with regard to the following:

- a: Excellent
- b: Good
- c: Adequate
- d: Inadequate
- e: Very inadequate
- f: N/A (Not applicable/Not offered)

3.1. Travel and local transportation*

3.2. Housing*

3.3. Visa/Residence permit*

3.4. Banking*

3.5. Health insurance*

3.6. Language courses*

3.7. Social activities*

3.8. Issues related to your family and their relocation*

3.9. Estimation of your living expenses*

4. How would you rate the availability of the Erasmus Mundus coordinator at the host university to provide you with assistance and support during your mobility?*

- Excellent
- Good
- Adequate
- Inadequate
- Very inadequate
- N/A (Not applicable/not offered)

5. How would you rate the content of the course or modules that you followed at the host university?*

- Excellent
- Good
- Adequate
- Inadequate
- Very inadequate
- N/A (Not applicable/not offered)

6. Have you been asked to provide feedback during or at the end of your mobility?

6.1. Quality of the courses provided*

- Yes
- Somewhat
- No
- I am not sure

6.2. Quality of the services offered*

- Yes
- Somewhat
- No
- I am not sure

7. Do you feel that the partnership has implemented the recommendations given by students?*

- Yes
- No
- Not Sure

8. Please explain your response to the previous question:*

GENERAL IMPACT EVALUATION

1. Where do you personally see the greatest impact of your Erasmus Mundus experience ? (*please tick maximum 2 choices*)* (between 1 and 2 answers)

- Professional career
- Specialized Knowledge
- Personality
- Social/private life
- Attitude towards Europe and the EU
- Other

2. How do you rate the increase in your professional competences and skills following the Erasmus Mundus mobility experience?*

- Very high
- Rather high
- Fair
- Rather low
- Very low
- Not applicable

3. In which areas do you see the greatest influence of the Erasmus Mundus programme on your personality? (*please tick maximum 2 choices*)* (at most 2 answers)

- Intercultural competences
- Social skills
- Communication skills
- Problem-solving skills
- Language skills
- Flexibility
- Self-management
- Self-confidence
- None

IMPACT ON LOCATION

1. Did you come back to your home country after the Erasmus Mundus mobility?*

- Yes
- No

2. Where do you currently live?*

- EU
- Europe (non-EU)
- South Asia
- South-East Asia
- East Asia
- Central Asia
- Oceania
- Middle East
- Africa
- North America
- Latin America

3. Do you expect to live in your home country in the future?*

- Yes, directly after mobility
- Yes, after one or several years of work/study experience outside my home country
- No
- I don't know yet

IMPACT ON CAREER

1. What is your current occupation?*

- Student/Researcher at the Home University
- Self-employed
- Intern/trainee
- Employed
- Unemployed/seeking a job
- Other

2. During your Erasmus Mundus mobility have you done an internship or work placement which has had an impact to your career?*

- Yes
- No

3. Have you received assistance from the Erasmus Mundus coordinator in finding an internship or work placement after the mobility?*

- Yes
- No
- Not applicable

4. How would you assess this internship experience in terms of profit for your career?*

- Highly profitable
- Profitable
- Less profitable
- Not profitable
- Not applicable

5. To which extent during your Erasmus Mundus mobility have you acquired the competences necessary for your future job career?*

- 1 (min)
- 2
- 3
- 4
- 5
- 6 (max)

6. How relevant for your current occupation are the skills acquired through teaching and training during your Erasmus Mundus mobility?*

- Very relevant
- Fairly relevant
- Rather irrelevant
- Irrelevant

7. How important is the impact of your Erasmus Mundus mobility on your career development?*

- Very important, it helped me find a job after the mobility
- Rather important
- Very important, it will help me find a job after the mobility
- It has no impact on my career development

COMMENTS AND SUGGESTIONS

1. Please add your comments and suggestions related the your Erasmus Mundus experience:

PERSONAL DETAILS (OPTIONAL)

Thank you for filling this survey.

If you feel comfortable with this, please provide us with some details about yourself. This will help us tracking the projects and resolve possible issues raised in the survey.

Please note that your personal details will be held for analysing the survey only. They will not be used for any other purposes.

1. Title of the Erasmus Mundus project in the framework of which your mobility has been implemented:

2. Coordinating institution of the Erasmus Mundus project in the framework of which your mobility has been implemented:

3. Your home university:

4. Your mobility host university:

5. Your name (First name and Family name):

Annex 4: Glossary

European students

Target Group 1 (TGI): students registered at one of the European countries higher education institutions within the partnership at the time of submitting their application to the partnership. Undergraduate students must have successfully completed at least one year of studies in their home institution.

Target Group 2 (TGII): students registered in a higher education institution (not included in the partnership) of any European country or who have obtained a university degree or equivalent from a higher education institution of any European country.

Third-country students

Target Group 1 (TGI): students registered at one of the third-country higher education institutions within the partnership at the time of submitting their application to the partnership. Undergraduate students must have successfully completed at least one year of studies in their home institution.

Target Group 2 (TGII): students either registered in a higher education institution (not included in the partnership) of the third-country concerned by the lot or who have obtained a university degree or equivalent from a HEI of these third-countries.

Target Group 3 (TGIII): students who are nationals of one of the third-countries concerned by the lot and are part of the vulnerable target groups (refugees, asylum beneficiaries, victims of unjustified expulsion from university on racial, ethnic, religious, political, gender or sexual inclination, members of indigenous populations targeted by a specific national policy and internally displaced persons).

Academic and administrative staff

Target Group 1 (TGI): Third- country staff working in or associated to one of the third-country higher education institutions participating in the partnership. EU staff must work in or be associated to one of the EU higher education institutions participating in the partnership.

Target Group 2 (TGII): Third-country staff working in or associated to a higher education institution (not included in the partnership) of any third-country concerned by the lot. EU staff must work in or be associated to a higher education institution (not included in the partnership) of any European country.

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Unit A3 - Erasmus+: Higher Education - Erasmus Mundus Joint Master Degrees

Write to us:

Avenue du Bourget, 1 (BOUR 02/31)
1049 Brussels
Belgium Belgium

Visit us:

Rue Colonel Bourg, 139
1140 Brussels

Fax: +(32 2) 292 1328

Website:

<http://eacea.ec.europa.eu>

e-mail:

EACEA-EM-PARTNERSHIPS@ec.europa.eu

EACEA-A3@ec.europa.eu