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ERASMUS MUNDUS



Graduate Impact Survey

September 2014





Erasmus
Mundus



Presented by:





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Executive Summary

The Graduate Impact Survey (GIS) has been conducted since the year 2009. Thus, today there is a large sample of students and graduates who participated in Erasmus Mundus which can be explored for longitudinal effects. Depending on the question, samples will be sorted in three different ways for longitudinal calculations. Graduates will be sampled in two different ways. First, according to years that have passed since their graduation and second to the year they actually graduated. Students are sorted according to the year they started their EMMC.

Participants were asked why they decided to study an EMMC. In all surveys since 2009, including the 2014 sample, the scholarship is the single most important reason why students decide in favour of the EMMC. The good reputation of EM and the possibility to live and study in Europe has lost in importance compared to the last years. This is a little surprising, because the visibility of EM can be considered as rather good. Yet, it became obvious that in some regions of the world, e.g. the Americas, visibility is not as good as in other regions, e.g. Africa.

Studying an EMMC provides the participants with some valuable skills. Graduates see the greatest impact on their intercultural competencies. However, with the years after their graduation the perceived effect on intercultural competence drops significantly. The same is true for the perceived impact on the private life of graduates. Other factors, like subject related expertise and the impact on personality, however, remain stable over time after graduation.

Students were asked what they expected the impact of following an EMMC would be on a personal level while graduates were asked where they see the greatest impact after finishing their EMMC. The results of these questions revealed a huge gap between the expectations of students who started an EMMC and graduates. Students expect much less impact on their soft skills as graduates see after their studies, while putting more emphasis on the impact of the EMMC on their careers.

Besides the personal level, developments on a professional level were also explored. An interesting result in this chapter is, that 16.09% of the graduates found a job through contacts they established during their EMMC. The results also show that graduates felt contacts to possible employers as lacking most during their studies. However, out of the 2014 sample 64.77% of the graduates found a job, after all.



I. Introduction

„Erasmus Mundus is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third-Countries.“ (European Commission EACEA, 2013).

The aim of Erasmus Mundus as described by the European Commission above is well chosen. In a world, where intercultural competence grows ever more important, the Erasmus Mundus programme provides a chance to gain these values not only for citizens of the European Union, but for students around the world.

Given, that students from around the world get to know Europe, its culture and its citizens, one can assume that this programme does not only influence the participants' personalities but also their view of the European Union in the world. It may also help to enhance the position of the EU as a centre of Excellence in the world by keeping some of the sharpest minds in the Union. To see if this aim has been reached and to reveal the long-term effects of a participation with Erasmus Mundus, not only for career development but also for personal growth, an annual online questionnaire has been conducted.

You will find the results of the survey questions in this report.



II. Methodology

The main objective of the Graduate Impact Survey is to find out which effects the programme has on students and graduates, and to detect which factors contribute to the personal and professional development of the Erasmus Mundus graduates – from both, a cross-sectional and a longitudinal angle. Therefore, the survey has always adopted a mainly quantitative approach, which was kept in this year's study. The study was conducted online and carried out from July 18th - August 21st 2014.

1. Questionnaire

The questionnaire consisted of 38 items. Some of these contained subcategories with further questions: e.g. when participants answered the question if they had found a job after graduating with “yes”, then they received further questions about the kind of job they had gotten.

The answering scales varied from rating scales to drop-down menus to standardised alternatives, from which the participants could choose up to three answers. The last question was an open question that left space for individual suggestions for improvement of EM.

In order to allow longitudinal comparisons and observations of developments, the survey was generally made up of questions that had been asked in last years' surveys as well.

2. Participants

As in the last years, students and graduates of EM were invited to participate in the survey. The report focuses on the longitudinal aspects¹ and developments over the years. Therefore, the information on the participants is twofold: First of all, the sample of the students and graduates who participated in 2014 is introduced, followed by a presentation of the sample consisting of all students and graduates that have been participating in the surveys between 2009 and 2013.

¹ Strictly scientifically speaking the survey is not a longitudinal one, as there have not always been the same participants taking part in the study. The terms used for study designs like the present one, however, vary: “Time-lag study” (e.g. Kirk 2013) or “cross-sectional longitudinal design” (Gravetter & Forzano 2012) are used. To keep things simple, this report classifies developments over time as ‘longitudinal aspects’.



2.1 Sample of the 2014 Graduate Impact Survey

In 2014, 2.148 participants filled in the questionnaire. 1.026 (48.63%) participants had already graduated while 1.122 (51.37%) participants were still students. Socio-demographic information is available in table 1, while demographic information can be obtained in figure 1 (see below) Table 1: Frequencies of socio-demographic data among survey participants 2014

N=2184	Age in years (average)	Gender		Region of Origin	
		Female	Male	EU	Non-EU
Students	25.63	30.38%	69.62%	16.84%	83.16%
Graduates	30.54	41.43%	58.57%	20.24%	79.76%
Average	31.02	35.76%	64.24%	18.52%	81.48%

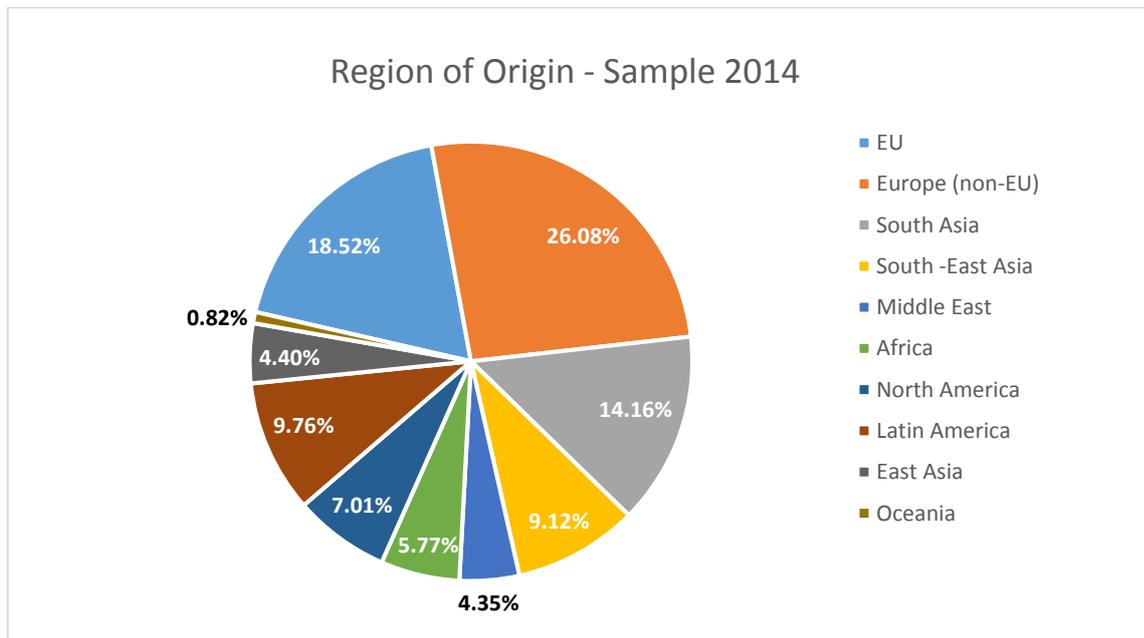


Figure 1: Region of Origin of the sample of 2014



2.2 Sample comprised of the survey 2009-2013

After conducting the Graduate Impact Study for some years now ICUnet.AG has obtained data from 8763 participants, not including the sample of 2014. With this data it is possible to outline developments over these past years, for selected questions. Accordingly, the data is displayed in the following ways:

- 1) For graduates the data is arranged by *year of graduation* and *by years after graduation*,
- 2) For students the data is arranged by *year of starting EMMC*

Table 2: Frequencies of socio-demographic data among survey participants from 2009-2014, related to the year of graduation, year after graduation and year of starting EMMC

Time Lag Approach for selected questions Including Survey from 2009 – 2014					
	N	Male	Female	EU	Non-EU
Graduates - Year of Graduation					
>2007	646	59.62%	40.38%	15.20%	84.80%
2008	837	58.53%	41.47%	10.55%	89.45%
2009	819	53.61%	46.39%	11.35%	88.65%
2010	1202	55.09%	44.91%	10.24%	89.76%
2011	603	54.10%	45.90%	12.27%	87.73%
2012	666	57.18%	42.82%	25.83%	74.17%
2013	1179	57.66%	42.34%	15.84%	84.16%
2014	154	55.84%	44.16%	32.47%	67.53%
Graduates - Year after Graduation					
1	2047	55.00%	45.00%	14.17%	85.83%
2	1166	53.91%	46.09%	15.82%	84.18%
3	850	57.06%	42.94%	10.97%	89.03%
4	519	57.88%	42.12%	11.18%	88.82%
5 or more	549	63.13%	36.87%	11.48%	88.52%
Students Start EMMC					
>2008	273	54.21%	45.79%	7.72%	92.28%
2009	692	57.81%	42.19%	6.80%	93.20%
2010	1034	62.44%	37.56%	23.85%	75.48%
2011	466	53.66%	46.34%	26.18%	73.82%
2012	1172	63.95%	35.87%	20.56%	62.80%
2013	1193	58.05%	43.37%	24.63%	75.37%
2014	969	66.15%	35.40%	2.68%	20.54%



As shown in Table 2, the samples of students who started their EMMC in 2010, 2012 and 2013 are similar in size. Whereas the sample of 2011 is about half the size. Nevertheless, considering that the sample of 2011 still consists of N=466 participants, statistically reliable calculations can be conducted.

The same can be said about the sample sizes of the graduates. The samples of participants who graduated in 2010 and 2013 are considerably larger than the other samples. Regarding the size of the smaller samples, these are nevertheless large enough to allow statistically reliable calculations.

The sample sizes of graduates decline with every additional year after the graduation. That is an unsurprising development and does not limit the reliability of statistical calculations, since the smaller samples are still well above 500 participants.

III. Results of the Graduate Impact Survey

1. Satisfaction with Erasmus Mundus

The survey showed that generally, the first information about Erasmus Mundus for all participants from 2009-2014 is word of mouth via friends, thus, this is a vital way in spreading knowledge of the Erasmus Mundus programme. That leads to the conclusion that participants are satisfied with the programme, otherwise they would not tell their friends about it in a positive way. This chapter will check if this assumption is true by visualizing the answers to some important questions.

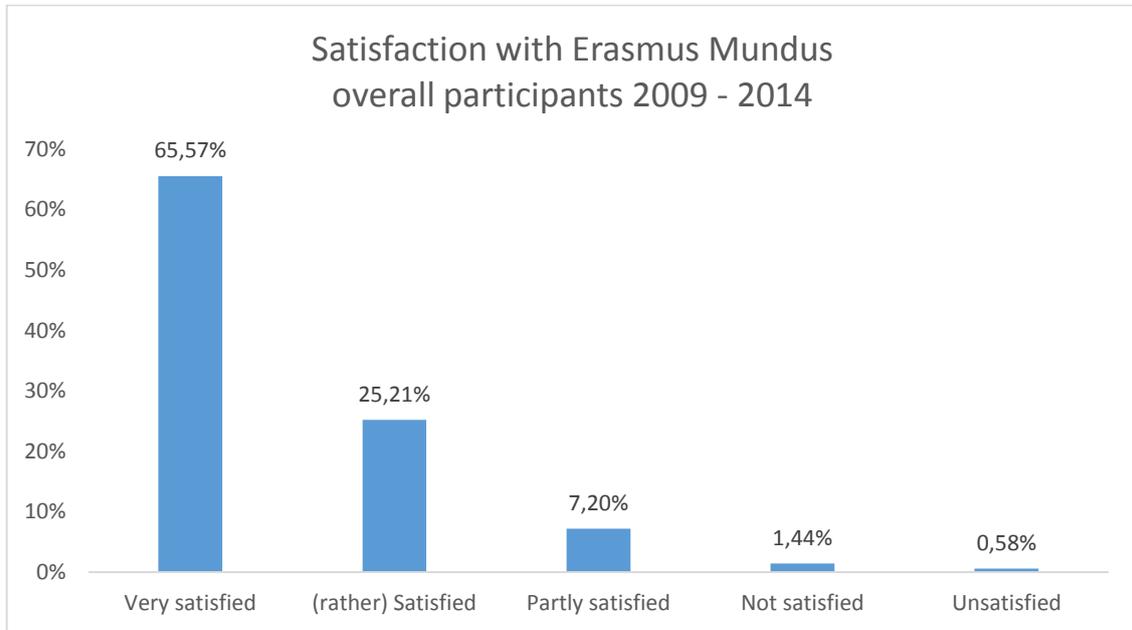


Figure 2: Satisfaction with Erasmus Mundus overall participants since 2009

As can be seen in figure 2 the programme is rated highly satisfactory. Over 90% (90.78%) of the graduates rated the programme as very satisfying or satisfying, with 65.57% rating it as very satisfying. That is a statement about the quality of EM in itself. Only 0.58% of the participants were actually unsatisfied.

Figure 3 shows the satisfaction of the graduates in relation to their graduation year. Only the graduates of 2013 are a little less satisfied than the other graduates. In 2013, a percentage of 61.51% rated the programme as very satisfying. Being still a high percentage, another 28.87% rated the programme as rather satisfying. Therefore, over 90% (90.38%) rated the programme as satisfying.

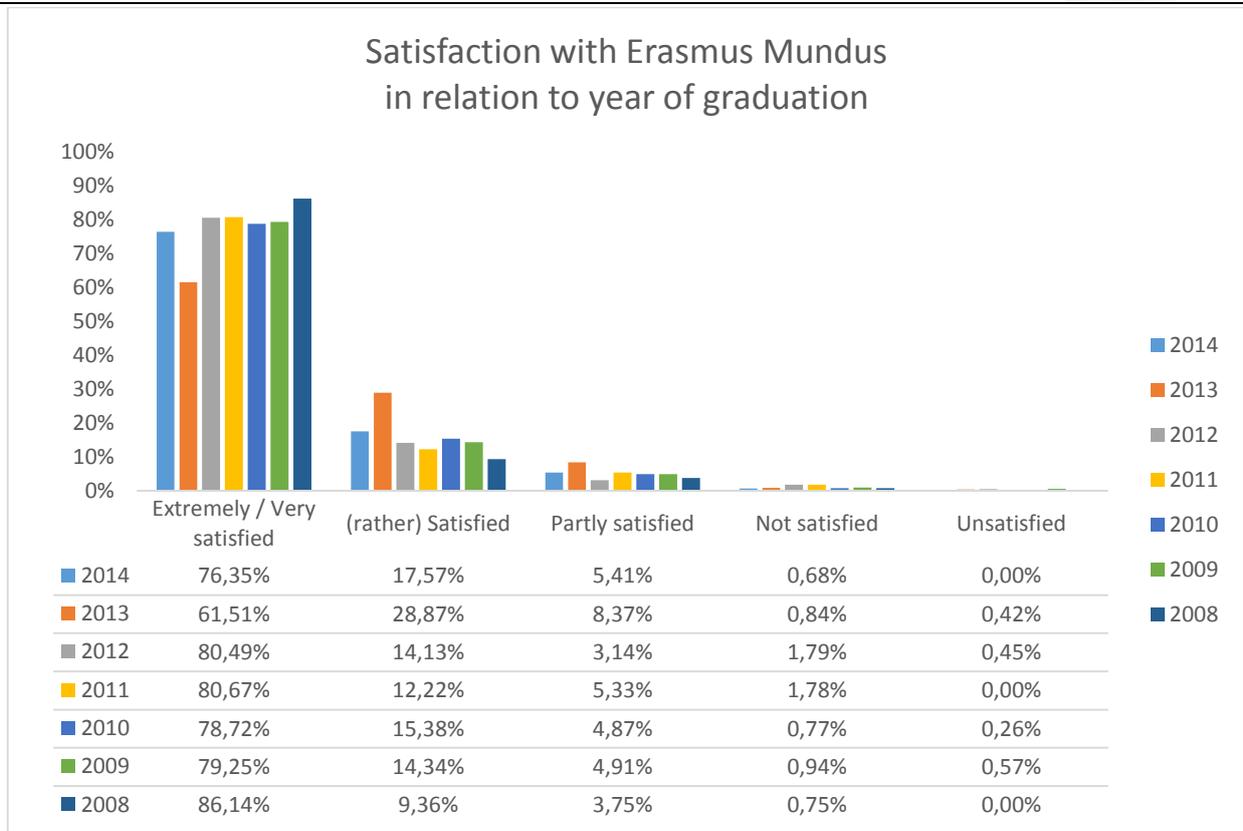


Figure 3: Satisfaction with Erasmus Mundus in relation to year of graduation

Beside the general satisfaction with the programme, graduates were also asked about the quality of the courses they attended. Figure 4 shows the satisfaction with those courses in relation to the year of graduation.

It appears that, overall, graduates are satisfied with the quality of the courses offered through EM (see figure 4). Yet, the satisfaction is not as extensive as with the overall programme. In relation to the satisfaction with the programme, only 32.84% rated the courses as very satisfying, while 51.07% rated it as rather satisfying. This is still a high percentage of participants to be satisfied. Yet, there are about 5% percent of graduates that are rather unsatisfied and almost 1% of the participants are very unsatisfied with the quality of the courses.

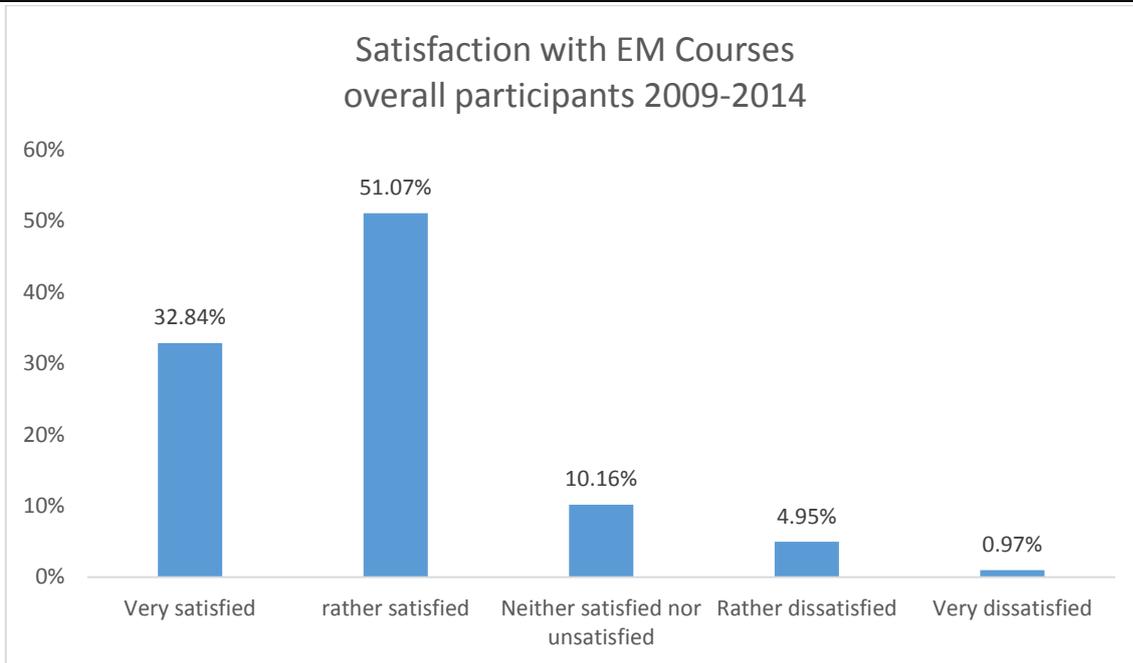


Figure 4: Satisfaction with EM courses overall participants (N=1958)

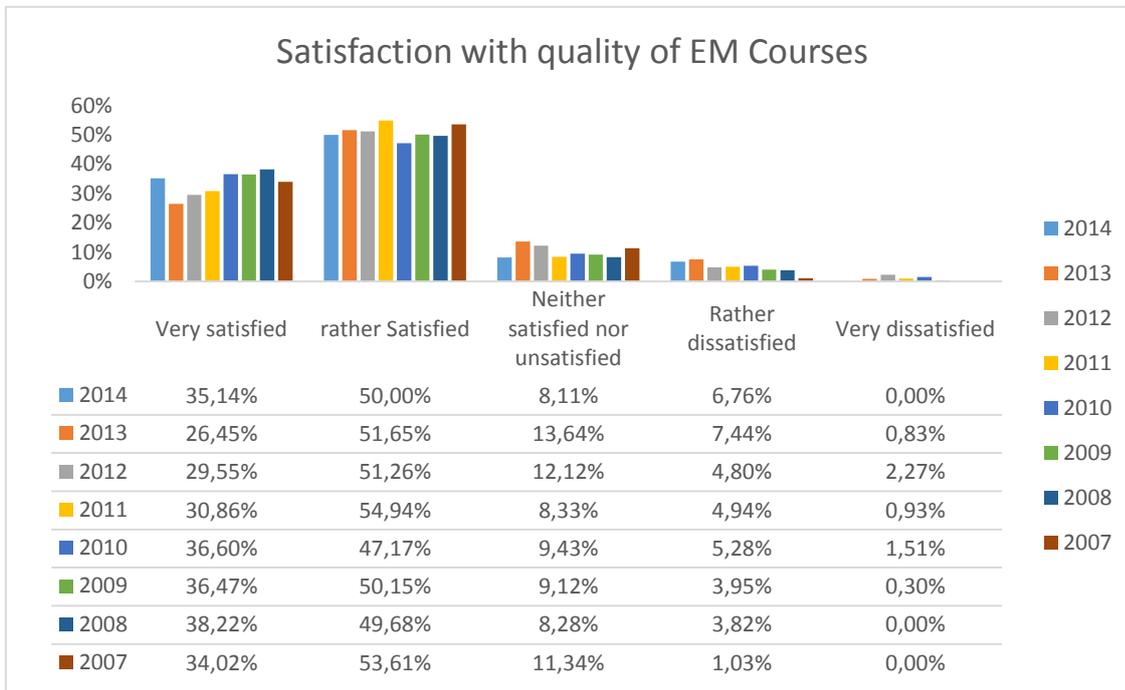


Figure 5: Graduates' satisfaction with the quality of EM Courses, in relation to graduation year (N=1958)

This result does not change when the samples are examined by the year of graduation (see figure 5). In comparison to the graduates of 2013, the percentage of graduates that were very satisfied with the quality of the courses increased by 8.69%, while none of the graduates were very dissatisfied. Graduates of 2010 (1.51%) and 2012 (2.27%) seem to be especially unsatisfied.



The overall result still stays the same when the sample of participants is sorted according to their field of study (see figure 6). Of course, there are fields that rate the quality of the courses in their field as more satisfying than others, e.g. Health. Yet, the overall impression stays the same. Graduates are not as satisfied with the quality of the courses as they are with the programme itself.

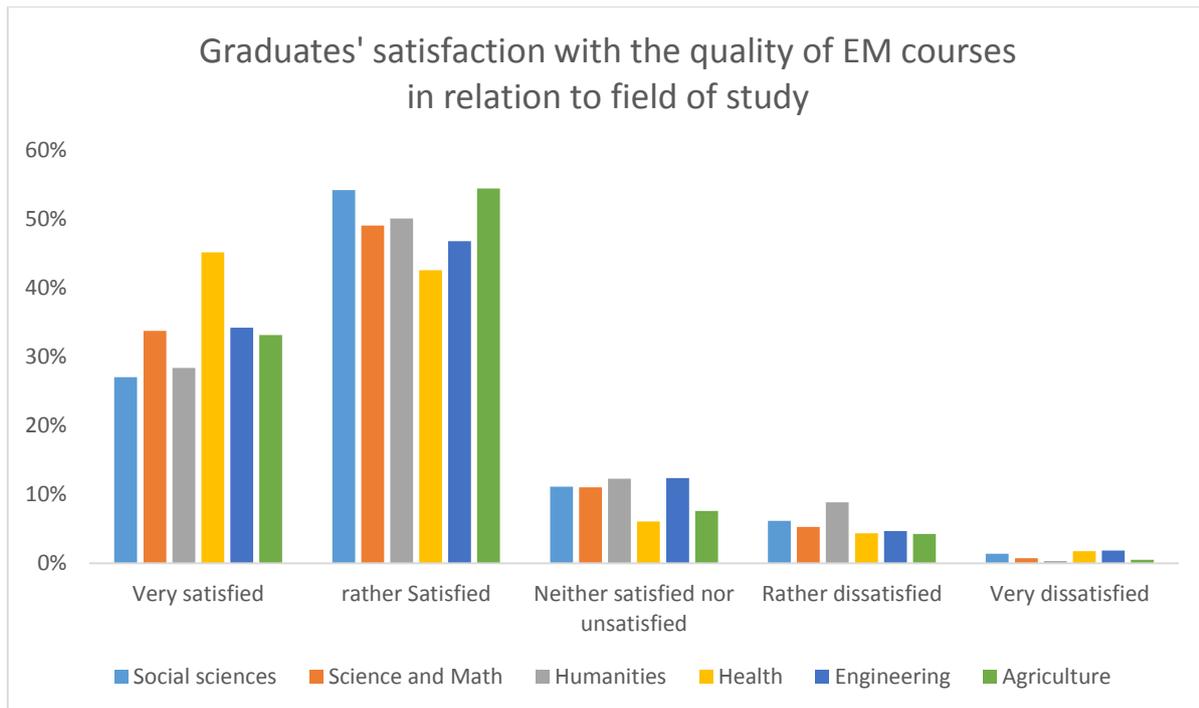


Figure 6: Graduates satisfaction with the quality of EM courses in relation to field of study (N=2534)

Combining the results of satisfaction with the quality of the courses and the satisfaction with the programme itself, one can assume that, beside the quality of the courses, there are other reasons for the high satisfaction with Erasmus Mundus programme. To see where further improvements can be made, participants were asked what their study programme lacked.

As can be seen in figure 7, what students identified as lacking most in Erasmus Mundus are contacts to potential employers (66.82%). Practical experience was missed the second most (53.66%). Mentoring and integration activities are still regarded as lacking by over one third of the participants. Moreover, 18.54% of the graduates named flexibility in content of the courses as lacking and still 12.12% claimed that they were not well prepared for the job market. On the contrary, 87.88% of the participants feel obviously well prepared for the job market, which is a remarkable result.

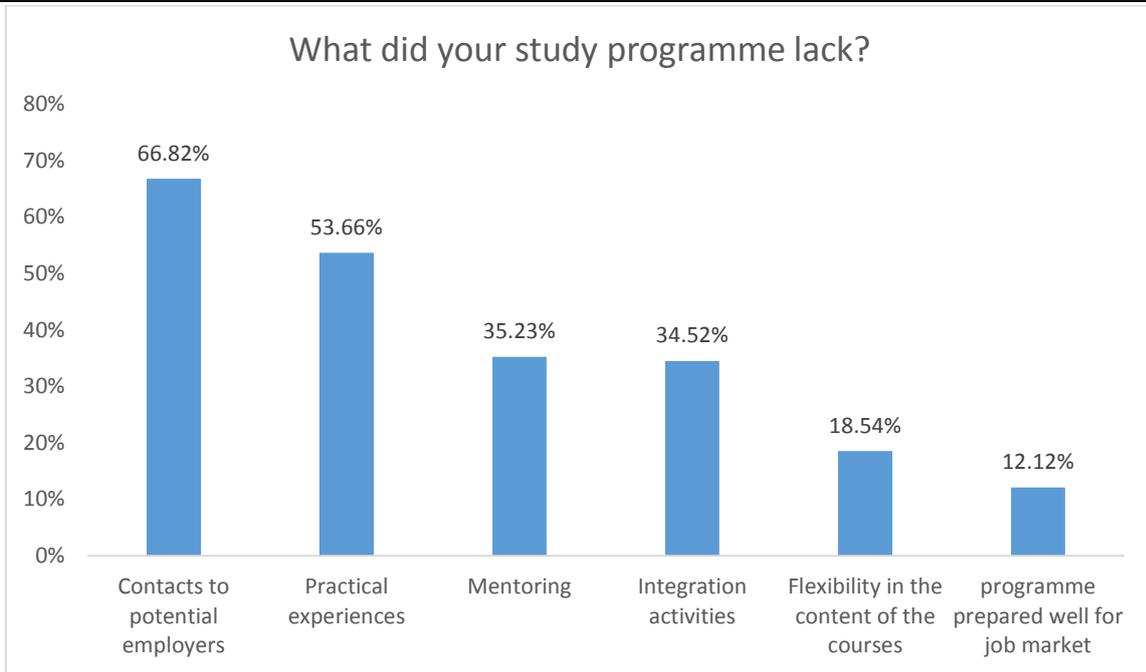


Figure 7: Lacking elements in study programme (N=2827)

If subdivided by field of study, the elements perceived as 'lacking' by students almost do not change (see figure 8). In all fields of study, contacts to potential employers and practical experiences were named as most lacking. Mentoring and integration activities are on ranks 3 and 4, with very similar percentages. Although, in the fields of agriculture and health integration activities are more missed than mentoring.

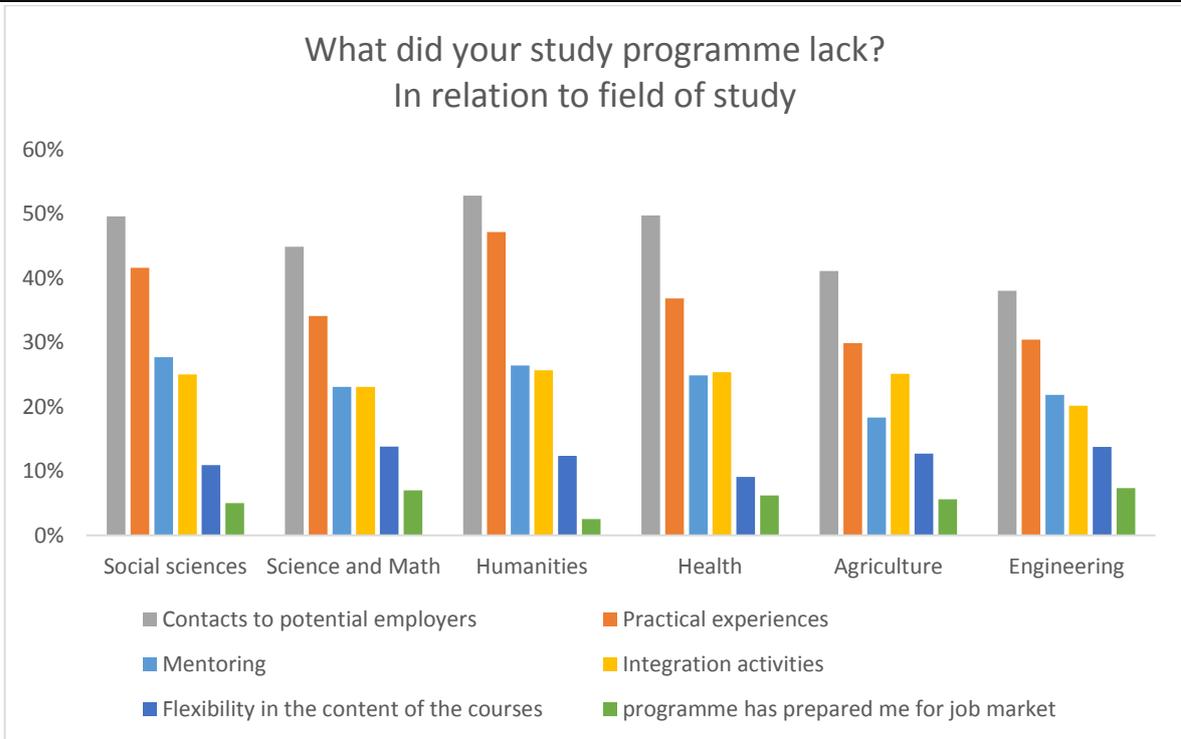


Figure 8: Lacking elements in study programme in relation to fields of study (N=4146, Samples of 2012, 2013 and 2014)

2. Professional Impact and Employability

In 2013, three new questions were introduced to assess job related issues of Erasmus Mundus programmes. This chapter will analyse the answers of the participants to those job related issues for the samples of 2013 and 2014.

Overall, 64.75% of the graduates had found a job until the survey was issued. Compared to the 2013 sample, a non-significant rise of 2.77% (2013: 61.98% had found a job).

One of the questions, which will be analysed, is how participants found a job after graduation. As figure 9 displays, most participants (26.71%) name other ways for finding a job. Additionally, job portals on the internet are the second most important tool for finding a job (23.76%). However, the importance of these portals seems to dwindle a bit. In comparison to the 2013 sample, 2% less of the graduates indicate that they found their job over an internet portal. Contacts established during EM lost 3.47% ($\chi^2_{(1, N=642)} = 4.07, p = .04$) in importance compared to the 2013 sample.

On the other hand, companies that graduates already knew before graduating grow in importance for finding a job. The percentage of graduates who found a job in a company in which they worked before, had an internship or wrote their thesis in increased by 4.74% compared to the 2013 sample.

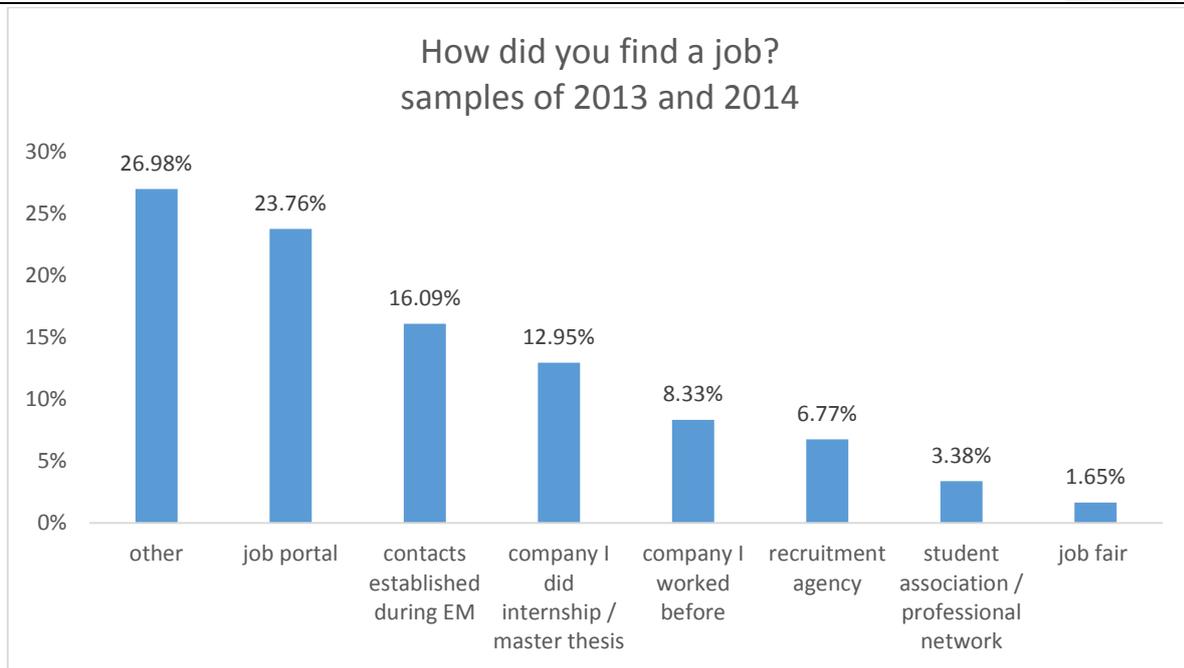


Figure 9: Tools that were successfully used by graduates to find a job (N=1212)

Participants who did not find a job until the survey was conducted were asked about potential reasons for encountering difficulties in the job search. The answers to this question are displayed in Figure 10. Most participants stated 'other reasons' than the ones listed.

Considering that this answer also ranked highest regarding ways of finding a job, there should be some follow up on the topic. A useful way could be, to ask the participants of next year's survey to name the reasons in an open answer format. This way it would be possible to collect the top answers and include them in the 2016 survey.

However, the second to top answer was that there was no suitable job on the market. This reason is unfortunate for the graduates but it cannot be solved by EM. The same is true for participants who found no job of their interest (19.08%). Nevertheless, 10.31% of the graduates said that their EM Degree was not recognised by the country in which they were looking for a job. Another 8.25% said that they did not know where to look for vacancies. Maybe the commission can help the future participants by providing them with information on where to look for vacancies and by which countries the EM degree is recognized.

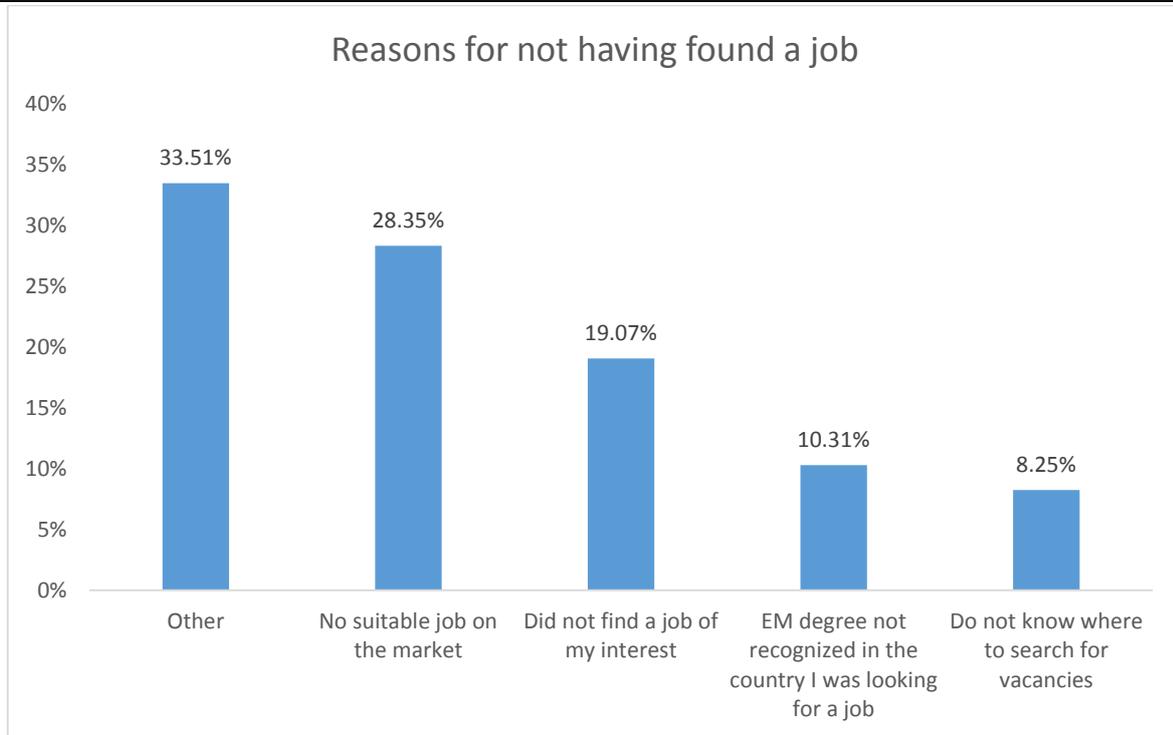


Figure 10: Reasons for not finding a job (N=194)

Another item to be analysed in this report concerns itself with the relation between the field of study and the field graduates work in. Graduates were asked to tell how well their fields of study and the fields they currently work in match. Figure 11 shows that 57.84% of the participants think that their field of study and their field of work match in the best way. 18.98% of the participants indicate that another field of study would have them prepared for their job equally well. In total, three out of four graduates (76.82%) feel themselves well prepared for their field of work. Another 9.08% of the graduates say that their field of study does not matter too much.

Yet, in 2013 and 2014 samples there are 170 graduates (14.03%) that indicate that their field of study does not matter at all (7.10%) or even that another field of study would have been more useful (6.93%). Unfortunately, none of these graduates answered the question whether they are satisfied with their new job or not. Yet, taking into account that 50% of these graduates (N=85) took under two months to find a job and that 57.50% (N=46) of the graduates who answered the question (N=80) have a better salary than before their studies, one can assume that not all of the 170 graduates are unsatisfied with their new job.

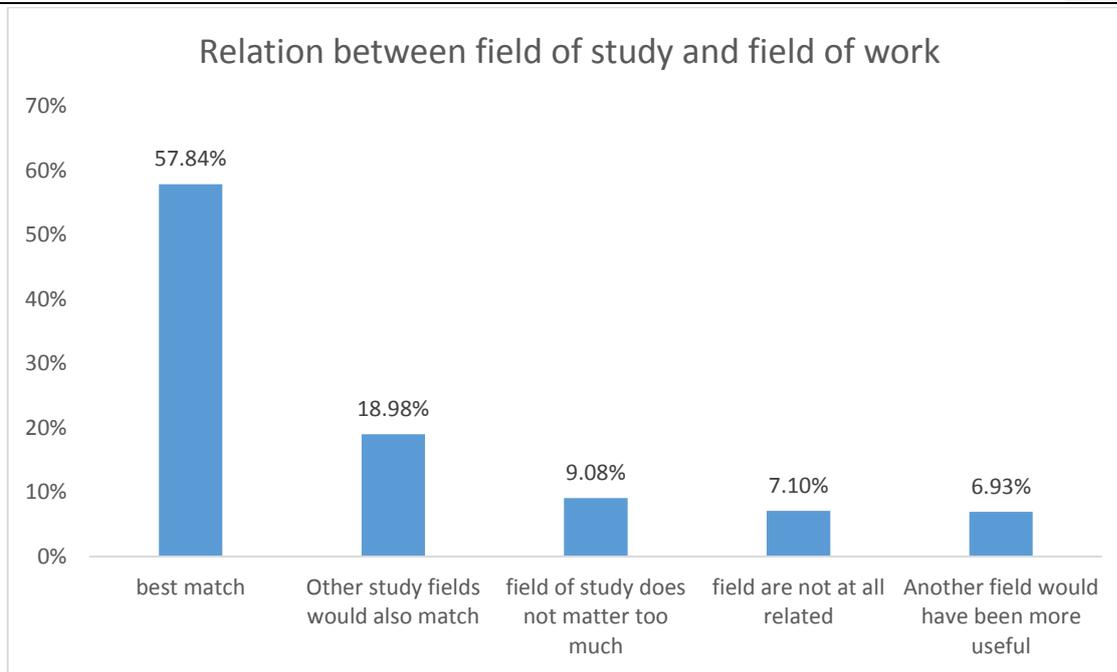


Figure 11: How well do fields of study match with fields of work (N=1212)

In conclusion of this chapter it can be said, that graduates of Erasmus Mundus are regarded well on the job market, 64.75% of the graduates found a job. This result does not take in account that there may be a considerably large number of graduates that are not even looking for a job immediately after graduating. Yet, 55.75% of the graduates who answered the question, found a job in less than two months after their graduation. On average, it took a graduate 2.35 months to find a job after graduating. This result underlines the overall impression which can be gained from this chapter: graduates of EMMC are regarded well as employees.

3.0 Personal impact of Erasmus Mundus

3.1 Perceived and experienced impact of EM

It is the foremost aim of this study to visualize the impact of Erasmus Mundus on its participants. Accordingly, this question is posed directly to the participants. Also, the participants are asked to give their opinion on how exactly the programme has an impact. The most interesting results are shown in this chapter.

Figure 12 shows that graduates see the greatest impact of Erasmus Mundus on their intercultural competencies (56.45%). 43.34% of the graduates believe that studying EMMC has an effect on their career and a few less participants (39.05%) think they gained subject related expertise. Almost every third graduate (29.51%) thinks that



Erasmus Mundus has an effect on their personality, while every fourth graduate sees an effect on his attitude towards Europe and the EU. Graduates consider their private life effected the least by EM (14.26%).

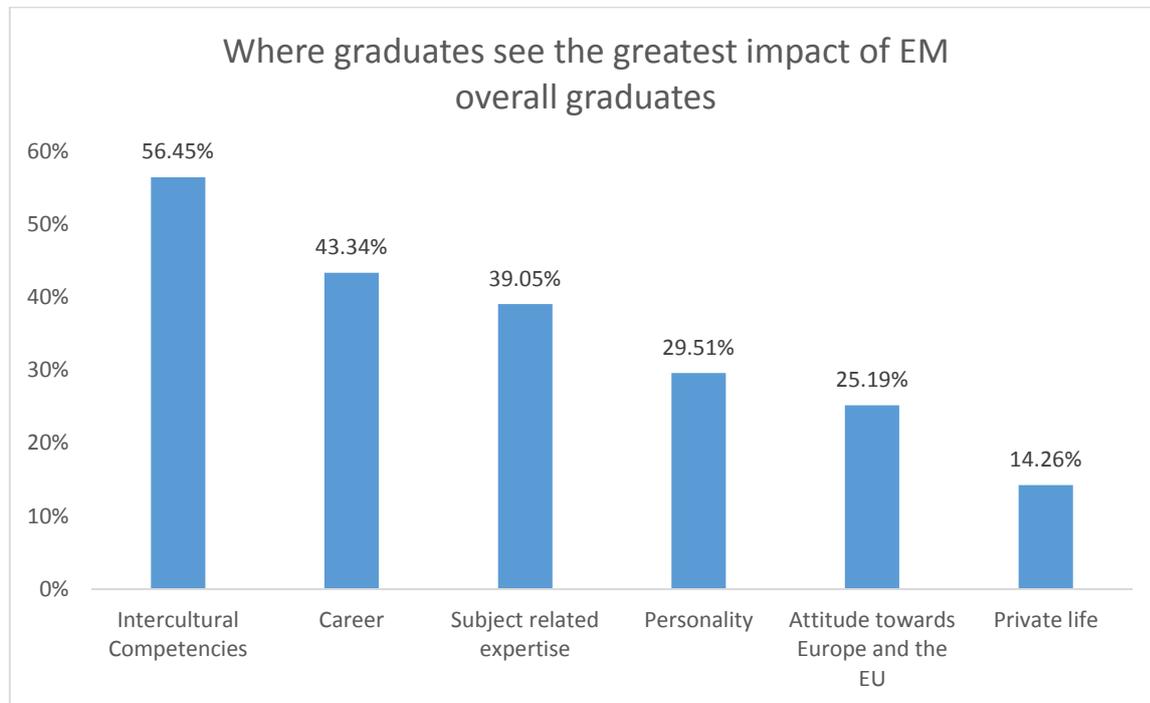


Figure 12: Where graduates see the greatest impact of Erasmus Mundus (N=4773)

Another question was how the perception of these effects after studying an EMMC will develop. Figure 13 shows how the perceived impact of studying EMMC on the careers of the graduates developed. Figure 14 shows the development of the impact on intercultural competence. Interestingly, the perceived impact on their careers increases significantly ($\chi^2_{(3, N=2639)} = 6.26, p = .01$) over time while the perceived impact on intercultural competence declines significantly ($\chi^2_{(3, N=2639)} = 5.90, p = .02$) .

As shown in chapter two, graduates are satisfied with the programme itself but criticize that there were too few contacts to potential employers. This lack in contacts to potential employers may have an influence on how strong the impact of EMMC on their careers is rated by participants directly after graduating. Yet, after a few years in a job, graduates may have learned to value their experience in EMMC stronger, thus the significant increase in perceived impact on careers.

The decline in the impact on intercultural competence could also be explained by experiences over the years. Possibly, graduates realise that developing intercultural competency is based on experience and thus can always be improved.



The impact on personality is not perceived significantly different ($\chi^2_{(3, N=2639)} = 0.99, p = .32$) in the fifth year after graduation, while the influence of EM on private life is perceived significantly lower ($\chi^2_{(3, N=2639)} = 42.38, p = .00$) in the fifth year after graduation. An explanation for this decrease may be that private contacts, which were established during EMMC, fade out over time.

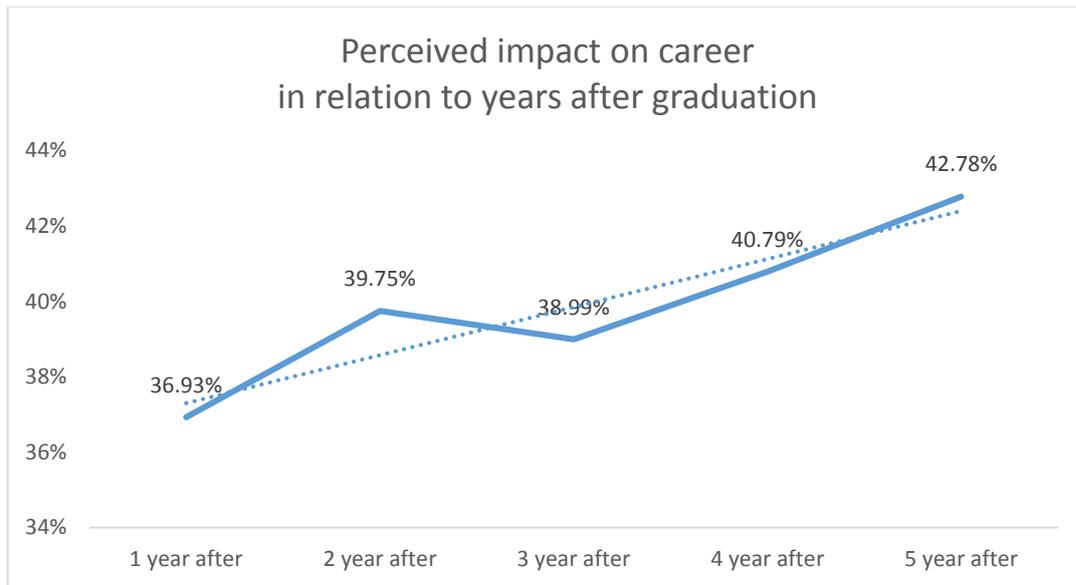


Figure 13: How graduates perceive the impact on their careers over time after their graduation (N=4773)

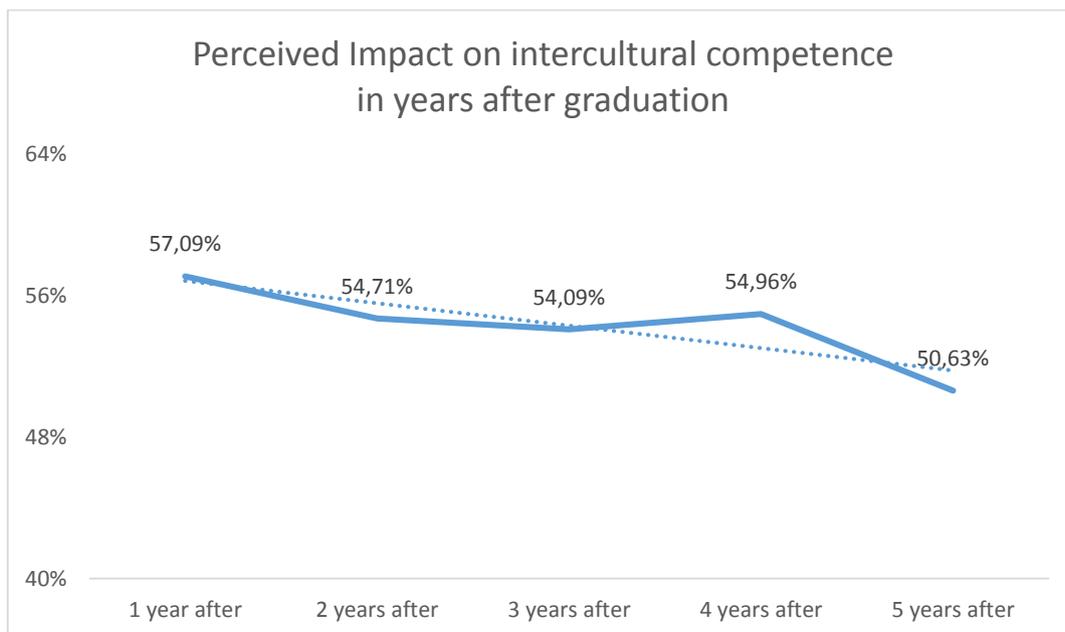


Figure 14: How graduates perceive the impact on their intercultural competence over time after their graduation (N=4773)



After analysing the graduate's perception of the impact of studying EMMC, now we will compare these results to students' expectations regarding the impact of EMMC (figure 15).

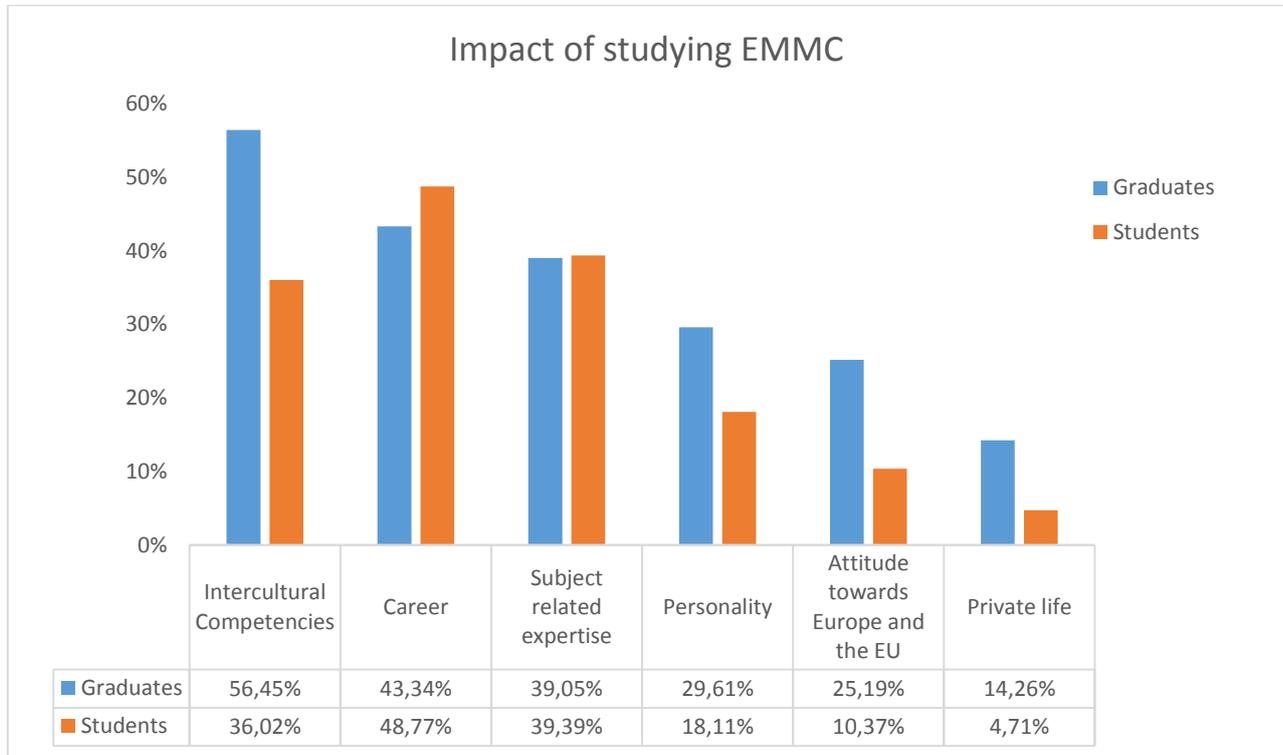


Figure 15: Where graduates see and students expect the greatest impact of Erasmus Mundus ($N_{\text{graduates}}=4773$, $N_{\text{students}}=2440$)

As shown in figure 15, there is a significant difference ($\chi^2(1, N=2931) = 91.02, p = .00$) between the expected impact on intercultural competencies by students compared to the perceived impact of EMMC by graduates. A possible explanation for this difference may be that most students underestimate the cultural differences on the beginning of EMMC. In contrast, graduates may have encountered greater cultural differences than expected and think themselves now more competent in intercultural situations. This explanation goes along with the results shown above, that the impact on intercultural competency is rated lower with the years after graduation, when graduates may have further learned that their intercultural experiences are far from complete.

Graduates also rate the impact on personality, private life and attitude towards Europe higher than students. The only category where students' expectations are higher than graduates' experiences is the career. Interestingly, the perceived impact on graduates careers increases over the years after their graduation. Thus, students seem to be right in their expectation towards the impact on their careers, although graduates do not yet see this impact immediately after finishing EMMC.



However, figure 15 is an important one and should be regarded carefully. Students seem to underestimate the impact of EMMC on their soft skills, while emphasizing the impact on their careers. The difference in expectations and actual experiences between students and graduates can help to promote Erasmus Mundus in the world. Students should and can expect more outcome than they actually do, especially in terms of soft skills. On the other hand, the fact that graduates are very satisfied with the overall programme may stem from these unexpected experiences EMMC provides. Thus, it is to be expected that the rating in satisfaction with the programme will decrease when expectations are raised.

3.2 Places of residence

To check whether the EU is an attractive place for young academics to work we examined how many graduates stay in the EU after graduation. As figure 16 shows, the number of graduates who stay in the EU decreases over time after the graduation. Still, over one third (32.06%) of the graduates from other regions of the world remain in the European Union.

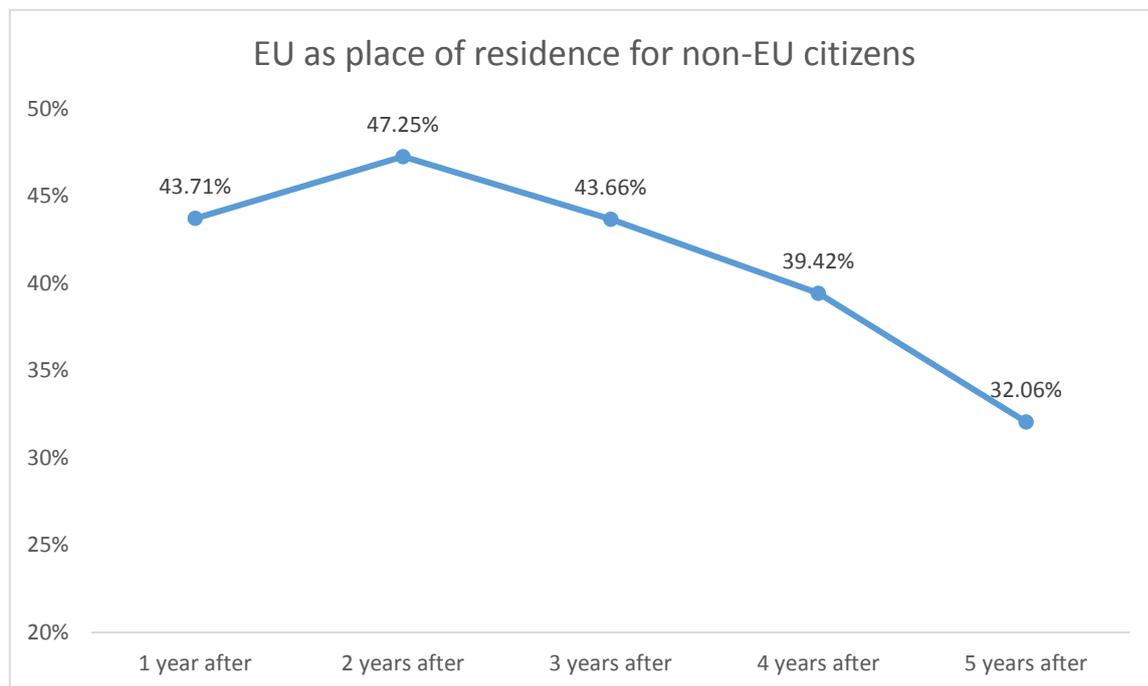


Figure 16: EU as place of residence for non EU-Citizens (N=2134)

On the other hand, most citizens from the EU stay in Europe even five years after graduating (80.73%, N=749). In the 2014 sample, only 6 out of 30 EU-Citizens have left the EU five years after graduating. Two of these six are still living in Europe, though not in the EU. Both name a better job and financial stability as reasons for leaving the EU. One participant has left to North America for a better job, while another went to Oceania for family reasons. Two



participants have left for South-East Asia. One because he could not find a job in the EU and the other because he likes the work and living environment there. Figure 17 shows the reasons for choice of residence for all graduates.

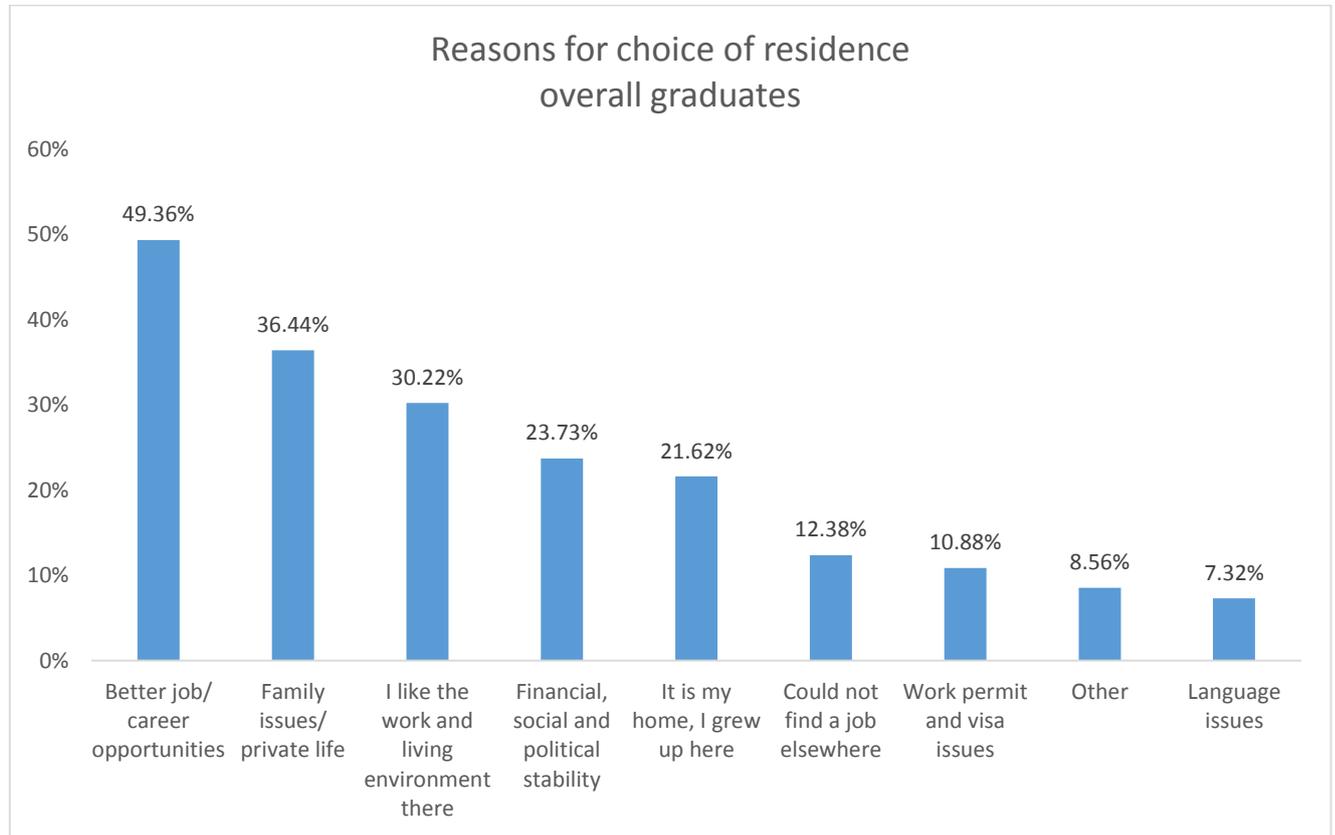


Figure 17: Reasons for choice of residence over all participants (N=4745)

The main reason for the choice of residence are better job opportunities, (49.36%) followed by family issues (36.44%). For one third of the participants (30.22%) the work and living environment is important. Surprisingly, financial, social and political stability ranks with 23.73% only on fourth position.

Most of these reasons for choice of residence stay stable over time. Yet, two reasons grow significantly in importance after the graduation. These are family issues ($\chi^2_{(1, N=395)} = 9.15, p = .00$) and the need to live in one's home country ($\chi^2_{(1, N=395)} = 16.79, p = .00$). Figure 18 shows the development over time for these factors.

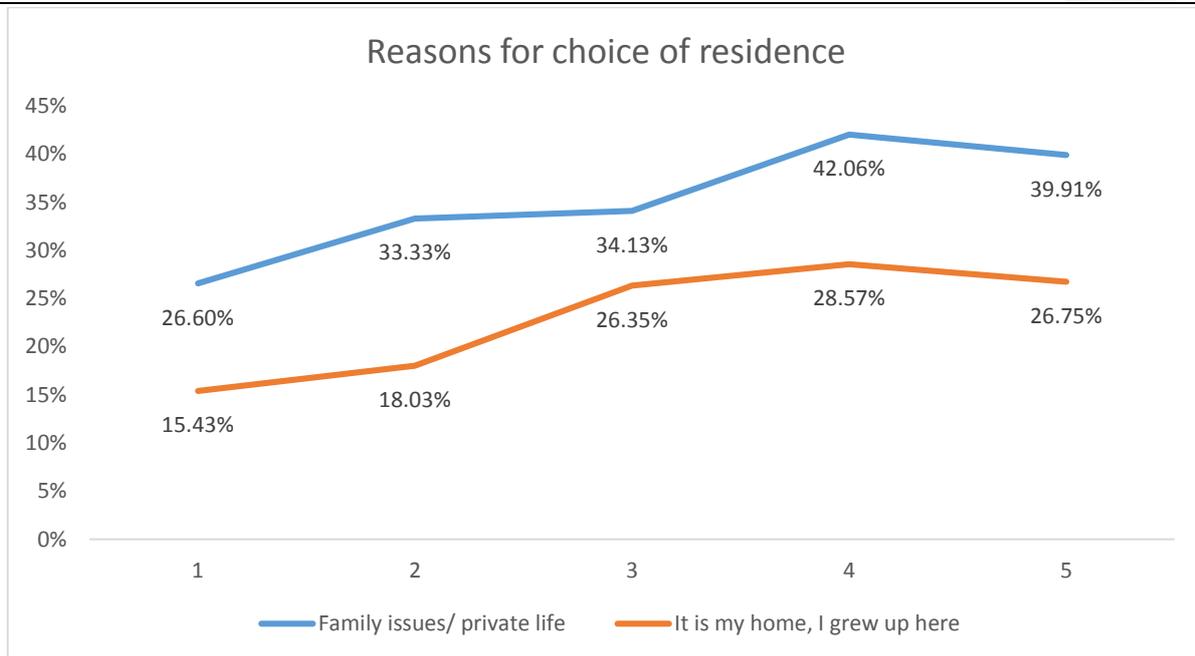


Figure 18: Development for the factors “family issues” and “it’s my home” as reasons for choice of residence (N=4942)

4.0 Visibility and Profile of Erasmus Mundus

One of the three objectives of the Erasmus Mundus programme is “the promotion of the European Union as a centre of excellence in learning around the world” (Erasmus Mundus programme 2013). To check whether this objective can be realised, the following chapter will analyse the answers to several questions concerning the question why students choose Erasmus Mundus (EM) as a Masters Course and how well EM is known.

1.1 Reasons for studying Erasmus Mundus

As can be seen in Figure 19 the strongest argument for studying EM is the scholarship. More than 60% of the participants name the scholarship as a reason for studying EM. The second and third most important points nevertheless underline that the opportunity to study in Europe and the academic level of Erasmus Mundus are also important reasons for students to choose EM.

This result confirms that the Commissions aims are reached. Through scholarships, higher education becomes an option for many students, whatever their cultural or socioeconomic background may be. The fact that the opportunity to study in Europe and the academic level of Erasmus Mundus rank on positions two and three shows that the European Union is indeed regarded as a centre for excellence by the participants of Erasmus Mundus.

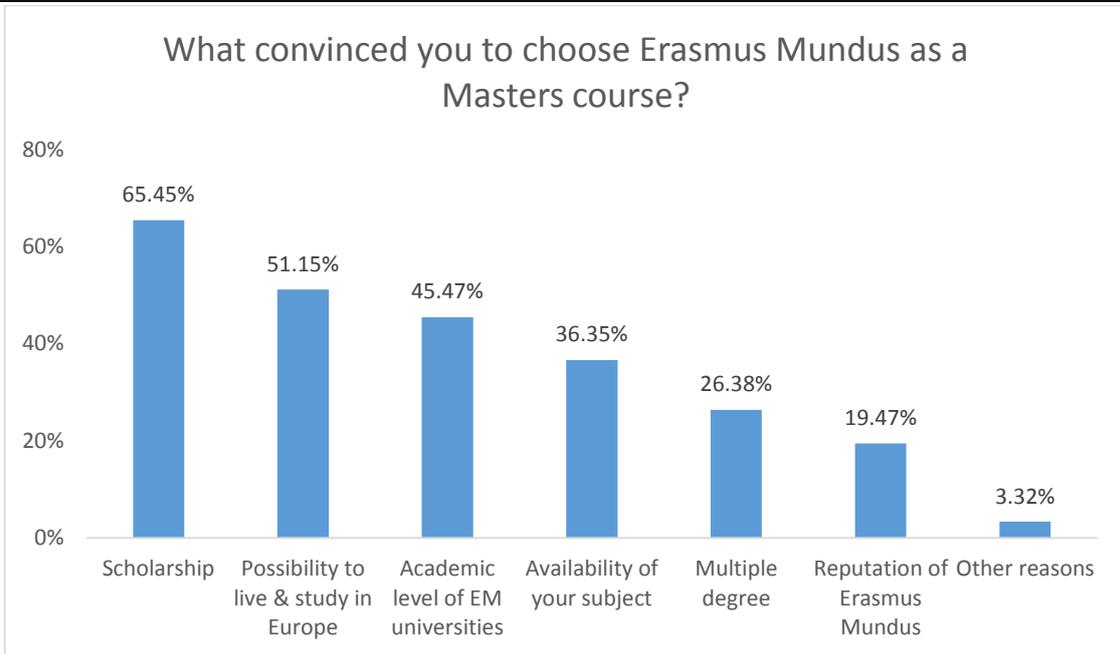


Figure 19: Reasons for choosing Erasmus Mundus as a Masters Course (not including samples from 2009 and 2010)

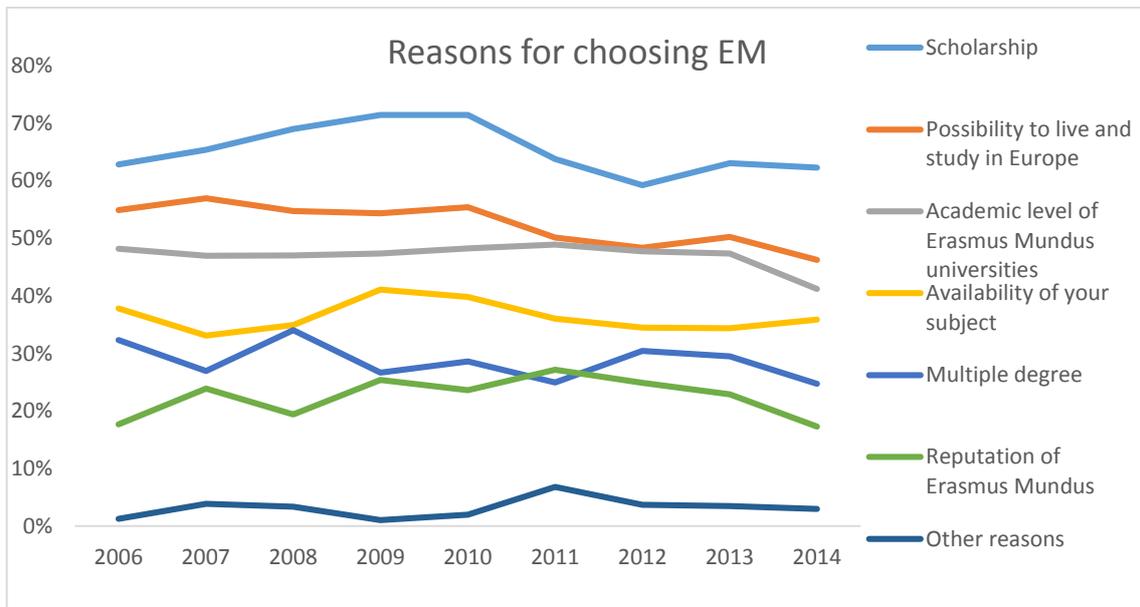


Figure 20: Reasons for choosing EM as Trend over years



Since 2009 the ranking of the reasons for choosing EM has barely changed (see figure 20). The scholarship was and is still the most important motive for choosing an EMMC, followed by the possibility to live and study in Europe (51.15%) and the academic level of EM (45.47%). The availability of the student's subject ranks on position four (36.35%). While multiple degrees (26.38%) and the reputation of EM (19.45%) rank on positions five and six.

However, Figure 20 shows that the Scholarship gained in importance since 2012, while the possibility to live and study in Europe ($\chi^2_{(1, N=2148)} = 19.84, p = .00$), the academic level of Erasmus Mundus Universities ($\chi^2_{(1, N=2148)} = 41.35, p = .00$) and the reputation of EM ($\chi^2_{(1, N=2148)} = 42.70, p = .00$) lost significantly in importance. Considering that up to three answers could be chosen by the participants, this underlines the importance of the scholarship as the single most important motive to study EMMC.

On the other hand, the loss of importance in the other factors poses the question whether Erasmus Mundus is either not well known or is not related by the participants to the academic level of the European Union. Which of those possibilities is true will be further investigated in the following chapter 1.2.

1.2 Visibility of Erasmus Mundus

To answer the question whether Erasmus Mundus is not well regarded or the visibility of EM is too low, this chapter looks at the answers to some interesting questions. Participants were asked to answer the questions of how well EM is known in their home countries and how they found out about the Erasmus Mundus programme.

The question of how well Erasmus Mundus is known reveals a somewhat ambivalent result. In tendency, the participants rated the programme rather as known than unknown if all participants since 2009 are taken in account. Yet a high percentage rated the programme as rather unknown or not at all known. In the 2014 sample 45.75% rated the programme as fairly known, while over a quarter of the participants (26.23%) rated the programme as rather unknown. The same contradictory result occurs in the 2013 sample (see Figure 21).

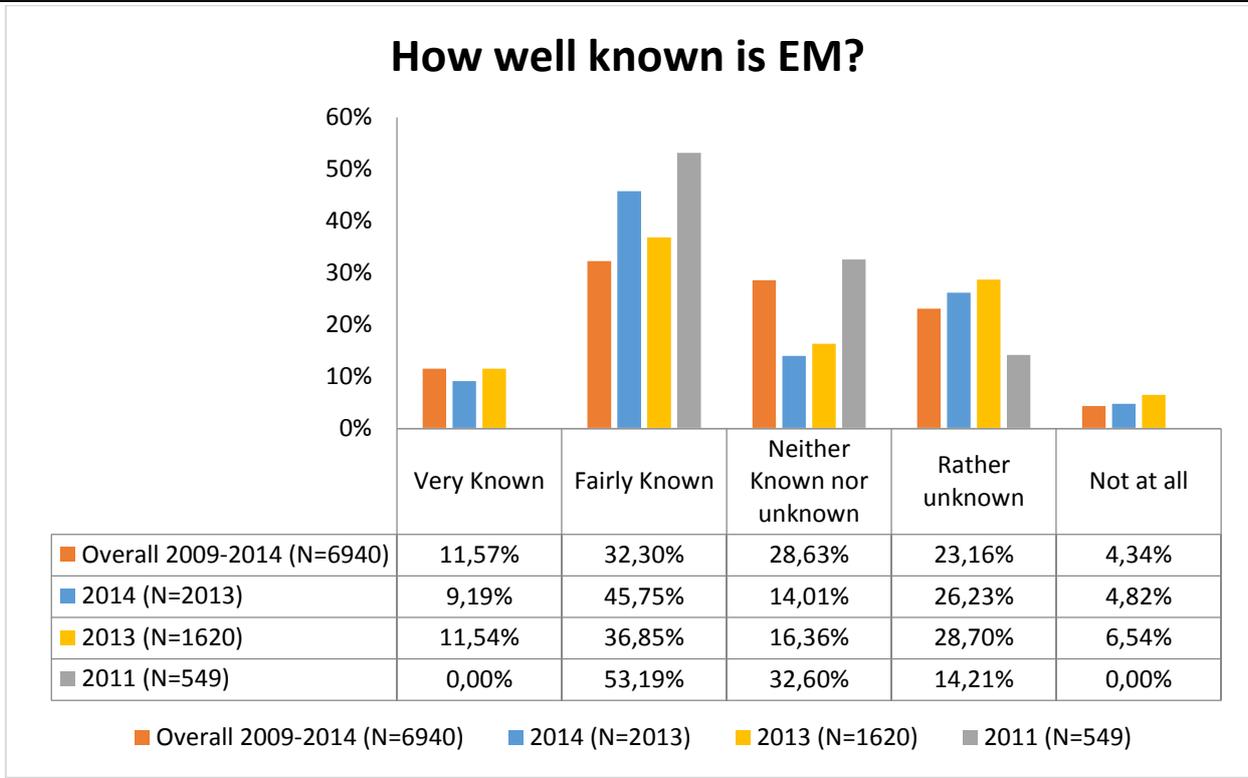


Figure 21: Visibility of Erasmus Mundus for all Participants and for the samples of 2011-2014 (Question was not included in 2012)

These contradictory results are cleared up if the samples are sorted in relation to the region of origin of the participants. As can be seen in figure 22, there are regions where Erasmus Mundus is considered as rather well known (foremost Africa, South-East Asia, South Asia) and on the other hand there are regions where EM is considered as rather not well known (North- and Latin America and the EU). In Europe, countries outside the EU, Erasmus Mundus is considered rather well known

In summary, the visibility of EM can be considered as quite good. Although, considering the results of this question in relation to the country of origin, there clearly is some room to improve the visibility of Erasmus Mundus in the Americas and throughout the EU. Improving the knowledge about EM in these countries may also improve the overall reputation of EM and thus make it a more important factors in choosing the programme.

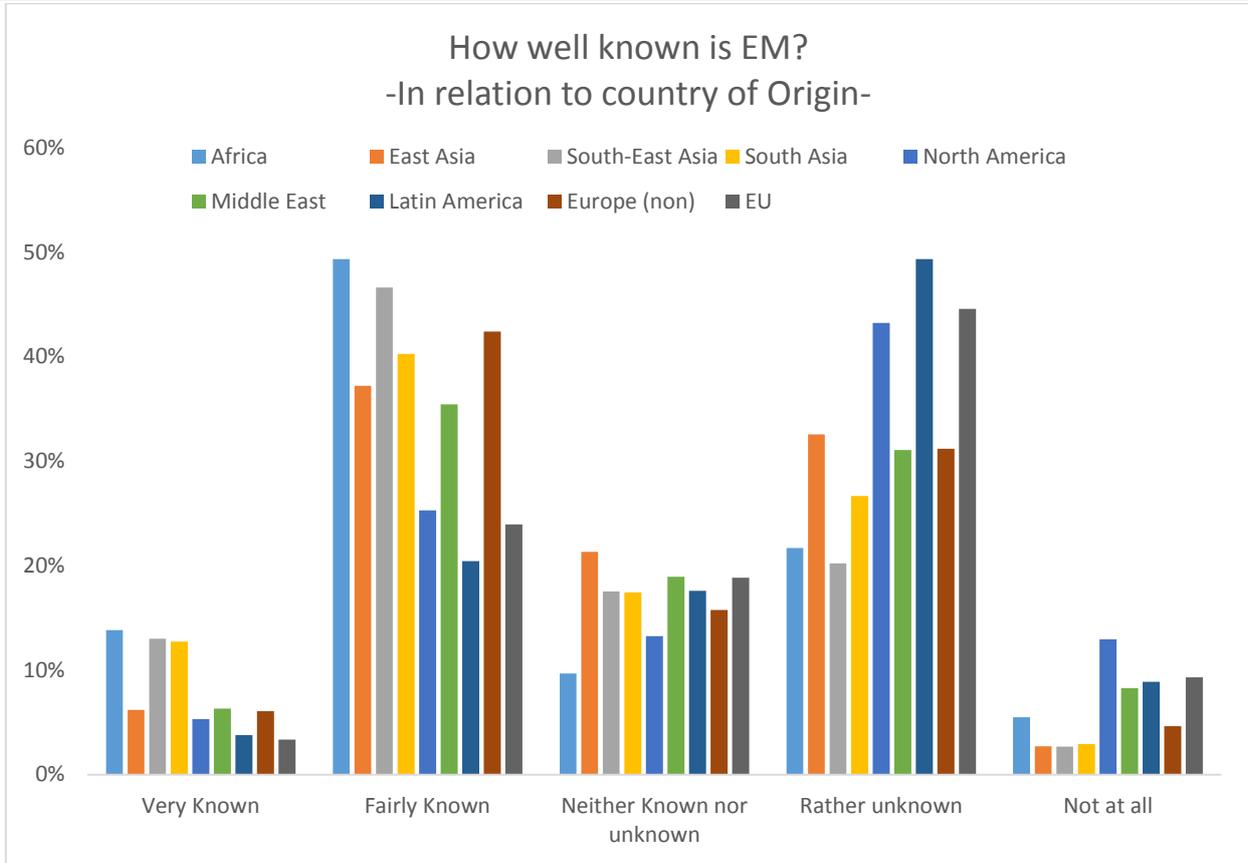


Figure 22: Visibility of Erasmus Mundus for all for the samples of 2011-2014 (Question was not included in 2012)

Having figured out that the visibility of EM could be improved in some regions of the world, now there is the question, which would be the most economical way to accomplish this.

To answer this question, it may help to take a look at the responses to the question of how participants found out about Erasmus Mundus (figures 23 and 24).

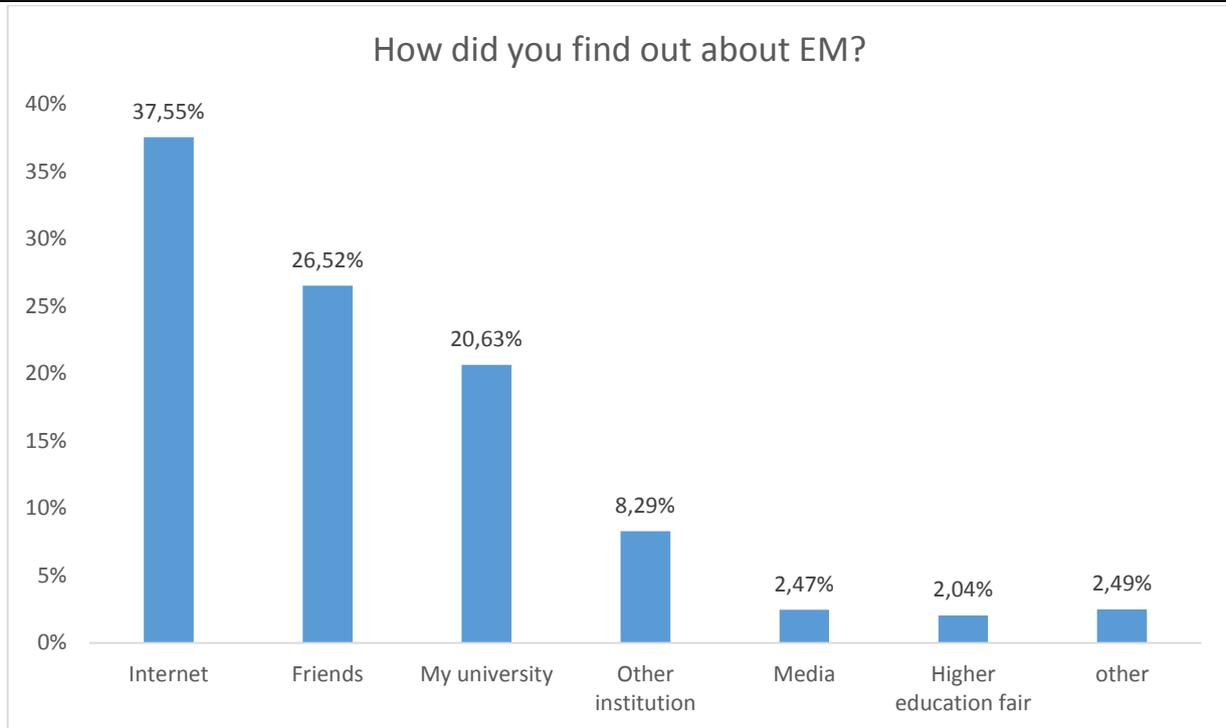


Figure 23: Sources of first information about Erasmus Mundus for all participants from 2009-2014

For all participants the internet (37.55%) is the most important source of information about Erasmus Mundus. The second most important source is friends (26.52%) followed by the university (20.63%) on rank three. These factors have been the top three reasons since the study was conducted.

Figure 24 shows how the influence of these sources developed in accordance to the year students started studying. Clearly, the ranks have not changed for the students since they started in 2006. Yet, for students who started in 2014 there is an interesting development. 29.21% of the students named other institutions as their source of information. With this significant ($\chi^2_{6, N=981} = 2513.89, p = .00$) increase other institutions became the second most important source of information for students who started in 2014. At the same time, the internet as well as friends lose in importance.

This trend should be observed closely for the next sample EMMC starting in 2015. It might also be interesting to check if there have been changes in the information policy of the Commission.

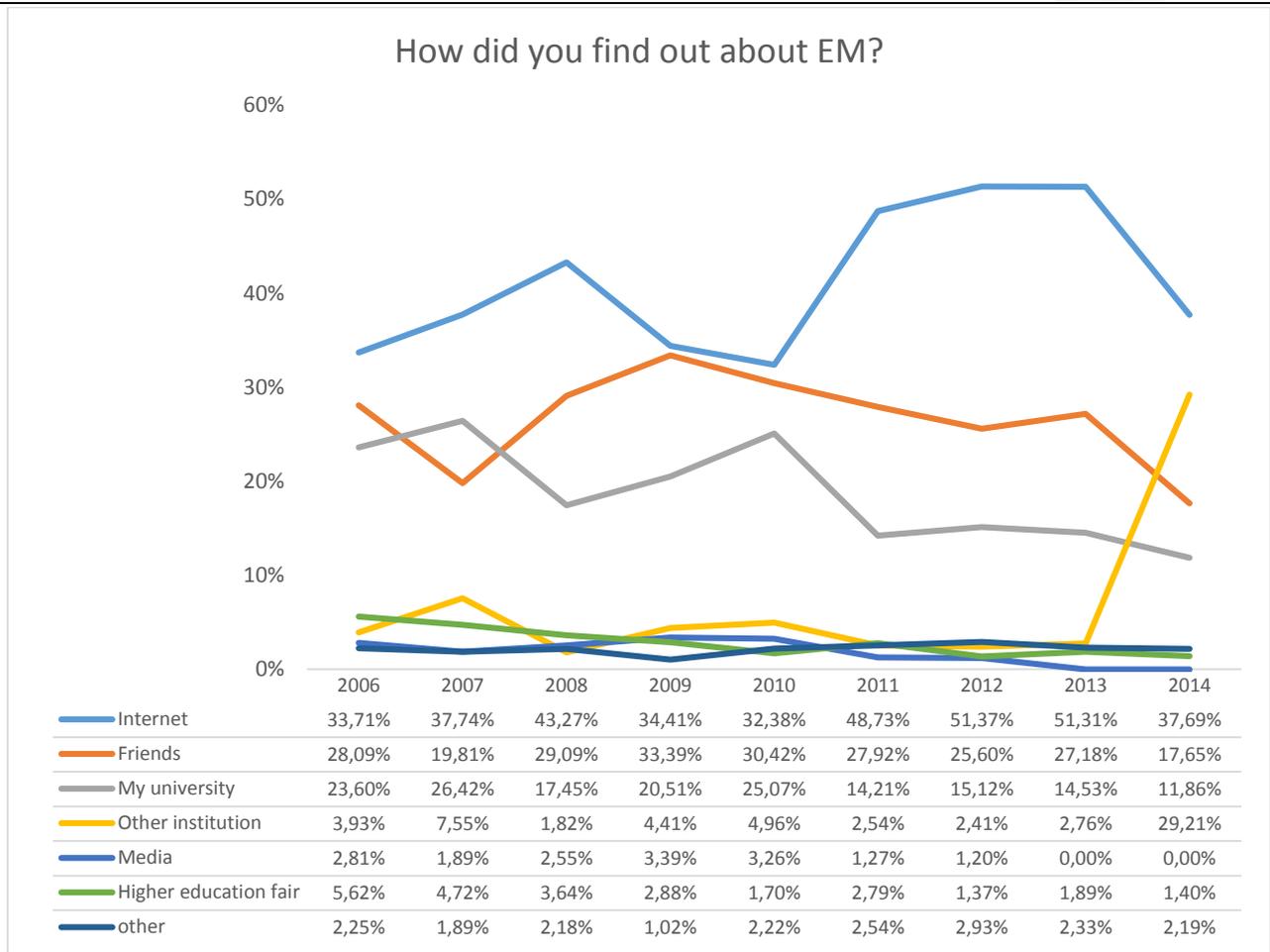


Figure 24: Sources of first information about Erasmus Mundus in relation to the year students started studying

Summarizing the findings in this chapter, it can be said that Erasmus Mundus is fairly known. However, in some regions of the world, e.g. the Americas, the visibility of Erasmus Mundus could be improved. Considering how students found out about EM, expanding the internet presence in those regions is advisable. It may also be worthwhile to win over other institutions in those regions to promote Erasmus Mundus, since these institutions rank on position 2 of the most important sources of first information about EM in the 2014 sample.

Another important point in this context is word of mouth. As the second most important source for students to learn about EM (overall participants) it has a vital importance for the programme. How well participants rate the programme will be examined in chapter 2.



IV. Implications and Outlook

Visibility of Erasmus Mundus:

The visibility of EM is not as good as it could be. Participants of the Americas and the European Union consider the programme as rather unknown or not at all known in their respective regions. It seems that the visibility online will be an important factor in the years to come.

Satisfaction with EMMC:

Graduates of EMMC are very satisfied with the programme. Yet, the satisfaction with the quality of the courses is not as high as the satisfaction with the overall programme.

This chapter also shows that contacts to potential employers is a point of improvement for future EM programmes. Graduates explicitly mention prospective contacts to potential employers as lacking. Only 16.09% of graduates who found a job established the contact to their employer during their EMMC.

V. Policy Recommendations

Visibility of Erasmus Mundus:

The visibility of EM is not as good as it could be. The visibility of EM in these regions could be improved by a larger presence on the internet. Additionally, it can be recommended to remind the universities and other institutions about their role in actively promoting EMMC.

Sources of Information:

In the 2014 sample, other institutions as a source of first information gained massively in importance. Unfortunately, there was no information about the kind or name of the institution informing students about EM. Such an item should be included in the next survey, to gain information on the institutions in question.



Satisfaction with EMMC:

The satisfaction of the graduates with an EMMC should be further examined in future studies, with an item that gives participants the opportunity to state what they did not like about the courses themselves.

Professional Impact

It would be recommendable to follow up on the question how participants did or did not find a job. The top answers in both categories were “other”. For next year’s survey, it would be worthwhile to add an open answer field for instance where participants would not agree with any of the options provided.

VI. Literature

- Erasmus Mundus Programme, 2013:
http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en.php
(03.09.2014)