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**Impact Assessment of Agricultural
Education in Asia: case study of ALFABET
project**

Bachelor Thesis

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Declaration

I hereby declare that this bachelor thesis titled: "Impact Assessment of Agricultural Education in Asia: case study of ALFABET project" was done by myself with the help of literature cited in the references.

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Date

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Author's signature

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Abstract

The world, especially developed countries, are increasingly effected by globalization, industrialization and the rising role of services and the agriculture fades into the background. Despite, in Asian areas, the agriculture still plays an important role and it is important to develop its level.

The globalization has a positively influence on higher education. There are increasing number of students who want to develop their soft skills and obtain experiences on international level. The study programme Erasmus Mundus provides scholarships and mobility to students from Europe and Asia and it supports the projects like Erasmus Mundus ALFABET that is oriented to agriculture and related sciences (Horticulture, Biotechnology etc.). The main objective of the ALFABET project is to contribute to promote agricultural education that is one of the key factors in helping to improve level of agriculture in Asia.

The Bachelor thesis deals with the evaluating the outputs of the ALFABET project. The study was aimed to evaluate exchange experience by the students as well as teaching staff. The research was based on obtaining of information from the questionnaires which were send to participants after they finished their mobility. The respondents evaluated the organization of the project, benefits of exchange experience and ideas for improvements.

Based on results, the ALFABET project was successful and the most of participants found their expectation during the mobility period. For 98% of all respondents was the exchange experience of high value for their personal development.

-Despite, in the responses, there are some project's weaknesses that should be improved. The results of the evaluation can be used for implementation of other projects in the future.

Keywords: Erasmus Mundus, International mobility, Agricultural Higher Education, Asia

Abstrakt

Svět, zejména rozvinuté země, jsou stále více ovlivňovány globalizací, industrializací a zvyšující se rolí služeb a zemědělství upadá do pozadí. Přesto zemědělství hraje v Asijských zemích stále důležitou roli a je potřeba zlepšovat jeho úroveň.

Globalizace má pozitivní vliv na vysokoškolské vzdělávání. Stále více studentů má zájem zlepšovat své schopnosti a získávat nové zkušenosti na mezinárodní úrovni. Studijní program Erasmus Mundus poskytuje Evropským a Asijským studentům stipendia a možnost studovat v zahraničí a také podporuje projekty jako je Erasmus Mundus ALFABET, který se zaměřuje na zemědělství a jeho příbuzné obory (např. zahradnictví, biotechnologie). Projekt ALFABET podporuje zemědělské vzdělávání, které je jedním z klíčových faktorů ve zlepšování úrovně zemědělství v Asii.

Záměrem této bakalářské práce bylo vyhodnocení úspěšnosti projektu ALFABET z pohledu studentů a pedagogů, kteří se zúčastnili studia či výuky v zahraničí. Sběr dat byl založen na získávání informací z dotazníků, které byly posílány účastníkům po skončení jejich mobility. Respondenti hodnotili celkovou organizaci projektu, dopady projektu a navrhuji vylepšení projektu.

Z výsledků je potvrzeno, že projekt byl úspěšný, splnil očekávání účastníků a pro 98 % ze všech účastníků byla tato mobilita na vysoké úrovni pro jejich osobní rozvoj.

- Přesto se v odpovědích našlo pár slabín, které by měly být vylepšeny. Výsledky evaluace projektu slouží nejen ke zlepšení jeho realizace, ale především pro potřeby budoucích projektů, které budou v této oblasti podávány v následujících obdobích.

Klíčová slova: Erasmus Mundus, mezinárodní mobilita, vysoké zemědělské vzdělávání, Asie

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List of abbreviations

ALFABET - Asia: Life, Food, Agriculture, Biology, Economics, Technology

ASEM – Asia – Europe Meeting

ASEAN – The Association of Southeast Asian Nations

CULS – Czech University of Life Science Prague

EM – Erasmus Mundus

HAE – Higher Agriculture Education

HE – Higher Education

€ - EUR

1. Introduction

With the education expansion, the implementation of the European Higher Education and internationalization of economies, it has become increasingly important for students to obtain international experience by spending time of their studies abroad (Teichler, 2011). The international educational mobility can positively influence student's soft skills development, knowledge improvement and improvement of their foreign language skills. Relatedly, it tends to entail better labour market prospects (Luo, Jamieson-Drake, 2015).

However, in many Asian developing countries the higher education is experiencing serious problems that impact on quality of the education. Issues of concern include poor infrastructure, inadequate funding, low quality of research and teaching, old technology, limited access to information, no curriculums or high graduate unemployment rates (Obielumanli, 2015; Atchoarena, Holmes, 2004). The poverty and cost of education at universities in Asia are important obstacles for poor students to attain degree at universities (Zhang, 2014) and many students from less privileged families in particular still refrain from studying abroad (Lörz et al., 2015).

To improve quality of education and end the of poverty are two from 17 goals of new sustainable development agenda. The aims of this plan are to end of poverty, protect the planet and ensure prosperity for all (Sustainable development goals, 2017).

ALFABET is a project which belongs to Erasmus Mundus programme financed by the European Union and it is coordinated by the Czech University of Life Sciences Prague through the Faculty of Tropical AgriSciences. The cooperation runs between partners' universities from Asian and European countries. The main goals of this project are to develop higher education (HE) and contribute to increase the capacities and efficiency of the HE in Asia (ALFABET, 2016 a).

ALFABET partner universities (the list of involved universities in chapter 5.1 Table1, Table2), are oriented on agriculture and related sciences and benefiting from Erasmus Mundus AFLABET project which provides scholarships and mobility for students as well as teaching staff coming from these countries. During the mobility experience the participants obtain new soft skills and practical experience, improve knowledge and foreign language (ALFABET, 2016 b).

2. Literature review

2.1 The importance of agriculture education in Asia countries

Despite industrialization, the rising role of services and the knowledge based on economics, the agriculture plays an important role in Asia as a food producer, as a source of foreign exchange and as employment provider that is extremely important for majority of workforce who work in agriculture in developing Asia (Abdon, Raab, 2005).

It is known that Asian countries mainly China has made enormous achievements in rural development since rural reform initiated at the beginning of the 1980s. However, the agriculture is changing and becoming more commercialized. Due to the process of economic globalization the Asian farmers have to compete with farmers around the world for a share of market and agricultural and rural development are faced with more challenges than before. Especially limited available natural resource, small scale production, diminution of agriculture areas, deteriorating quality of soil, water or other production resources and low level of technological (Yonggong, Jingzun, 2004).

The agricultural education, knowledge, soft skills or technologies have a direct role to play in poverty alleviation and in improving the level of agriculture. (Atchoarena, Holmes, 2004). However, majority of people living in Asian poor areas cannot afford to send their children to school with high education quality which are expensive and free education generally provides low quality of education and low expectation of enrollment in higher education (Zhang, 2014). Due to absence of quality education the farmers primarily operate in their own localized knowledge which are based on indigenous experiences. This knowledge is forwarding from generation to generation include friends and other farmers. However, it has impact on absence of information about new farming practices, new technologies or policies and market information (Abdon, Raab, 2005).

It is obvious that rural communities need to know more about the livelihood strategies and agriculture. To succeed in today's agriculture environment, it is necessary to know the optimum usage of fertilizer for higher productivity, curative measure, principles of disease prevention, how to manage and conserve water or implementation of crops rotation to maintain soil quality. It is also obvious the progress in developing Asian is unimaginable without education and innovation. However, it is one of the hardest challenges that developing countries have to face (Abdon, Raab, 2005).

2.2 General characteristics of Erasmus Mundus

Erasmus mundus is a programme coordinated and financed by European Union which supports cooperation and mobility in higher education. The aims of this programme are to improve the quality of European higher education, to promote intercultural understanding by cooperating with non-European countries and contribute to sustainable development of the Third World in the field of higher education. The programme also supports the creating of joint study programs at postgraduate level, collaborative partnerships with non – European countries and granting of scholarships to students (NAEP, 2010).

The first mention about Erasmus Mundus was in 2001. The European parliament obtained the document called *Communication by the European Commission on strengthening EU-third country co-operation in higher education* (NAEP, 2010). This document included the conditions and points about the running of Erasmus Mundus. The main objectives of this document were that the Erasmus Mundus education should be international, should be more visibility to attract the students who want to study abroad and the Erasmus Mundus should cooperate with Third countries to develop quality of human resources (Commission of the European communities, 2001). At the end of 2003 the European parliament accepted the programme Erasmus Mundus (NAEP, 2010).

The first phase of Erasmus Mundus run in the period for 2004 – 2008. The main goal was to support four activities (Actions). *Action 1* was focused on creating and realization of

integrated European Master's programme with the similar curriculum. The programme participated students at the Master degree from non-European countries. In this phase were approved 103 Masters programmes. *Action 2* was oriented to support the scholarships which were allocated to students at Bachelor, Master, Doctoral, Post Doc students as well as teaching staff from European and non-European countries. Overall were given 7,300 scholarships during the first phase of Erasmus Mundus. *Action 3* was focused on partnership between Erasmus Mundus and the universities from non-European countries. *Action 4* supported the European projects which were focused on the rising of attraction and visualization the European higher education in non-European countries (NAEP, 2010).

In the period for 2009-2013 was running the second phase of Erasmus Mundus which was called Erasmus Mundus II. The aims of programme were to extend the scope on the other degrees, improved students' financial support during mobility and improved the cooperation with the universities from Third countries (KOM, 2007).

Erasmus Mundus II consisted of three Action. *Action 1* was called the *Erasmus Mundus Joint programmes*. This action was extended to Doctoral degrees and it was about the support the Master and Doctoral programme for participants from Europe and non-European countries. This Action also included the scholarships. *Action 2* was called *Partnerships with Third Country Higher Education Institutions and scholarships for mobility*. The aim of this Action was to establish the partnerships with universities from Third world to improve the mobility. Every partnership had to consist of minimum of five universities (at least three from Europe and two from non-European countries). *Action 3* was called *Promotion of European higher education*. The goal was to inform the students that Erasmus Mundus II supported the activities in the international dimension of all aspects of higher education like credit recognition, recognition of qualification, assurance of quality of education, etc. (EACEA, 2015).

Now is running the third phase which is called Erasmus+. It has started in 2014 and it will end in year of 2020. Erasmus + is based on the successes from previous programmes (Erasmus+, 2016 b). The aims of this programme are to improve the quality of education, strengthen soft skills in the field and reduce the unemployment.

Due to this programme over the four million students and teaching staff have opportunity to study abroad (Erasmus+, 2016 a).

Erasmus+ consists of three Key Actions. *Key Action 1: Mobility of Individuals*. Its main goals are about the improving of the learning outcomes, employability and better employment opportunities, the language skills, intercultural awareness, autonomy and self – esteem and the motivation to continue in education after the mobility. *Key Action 2: Capacity building in the field of higher education* supports the modernization, accessibility and internationalization of higher education, the improving of the work with the digital technologies, the bigger understanding and social sensitivity, language and cultural diversity, the language skills, the greater opportunity to professional develop or the greater motivation and satisfaction with daily work. *Key Action 3: Support for Policy Reform* is about the support the politic reforms in the high education field. For example, support the European or international researches aimed to specific trends and developments, to facilitate credit transfer, to strengthen the quality in education system and to raise the awareness about results of European politic and programme Erasmus+ (Erasmus+, 2016 b).

In Erasmus+ there is one new Action which is called Sport. The main goal is to promote integrity of sport as fighting against the doping and cheating, encouragement to doing a sport or physical activity. It is about the supporting of the traditional European sports and games. The Action Sport is also aimed to protect the athletes from the health and security risks (Erasmus+, 2016 b).

2.3 Strengthening of educational links between Asia and Europe

Mutual cooperation between Asia and Europe has a long history. The first vision of the possibility of strengthening relations between both regions was founded in the second half of 20th century. In July 1994 was published *Towards a New Strategy for Asia* by the European Commission. The purpose of this study was highlighting the importance of modernizing the partnership between Asia and Europe and it was divided into three spheres: policy, economy and education (ASEM, 2013 a).

At the end of the year 1994, Singapore and France proposed that an EU – Asia summit meeting be held. The task was to consider how to build and improve partnership between Asia and Europe. Following Singapore's proposal, in Bangkok in March 1996 was the first Asia-Europe Meeting. (ASEM, 2013 a). On this ASEM were 15 EU member states and seven member states from the Association of Southeast Asian Nation plus Korea, China, Japan and the European Commission (ASEM, 2013 b).

There have been already ten ASEM meetings. The first was in Bangkok in 1996 which is mention above. Next important summit was in 2004 in Hanoi where was the 5th session. During this session, there was the first enlargement by ten new EU states (Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia) and three new ASEAN countries (Cambodia, Laos and Myanmar). Next step of extension was in 2007 in Beijing (China). There were added 6 states: Bulgaria, India, Mongolia, Pakistan, Romania and the ASEAN Secretariat, increasing total ASEM membership to 45 partners (ASEM, 2013 b).

In October 2010, the 8th ASEM Summit of Heads of Government and State in Brussels accepted three new member states to ASEM process – Australia, New Zealand and Russia. During the 9th ASEM Summit of Heads of Government and State in Vientiane (Laos) joined Bangladesh, Norway and Switzerland. The last step of enlargement was in

October 2014 in Milan on the 10th ASEM Summit. On European side was added Croatian and on Asian side was Kazakhstan. The number of total ASEM members is 51 states (ASEM, 2013 b).

The cooperation between Asia and Europe is based on three pillars which are: Political Pillar, Economic Pillar and Social, Cultural and Educational Pillar. ASEM Political Pillar focus on main political and global issues as terrorism, migrations, environment, Human Rights or Weapons of Mass – Destruction (ASEM, 2013 c).

ASEM Economic Pillar concentrates on improving business frameworks between Asia and Europe. The summits discuss questions about investment, trade and development, information and communication technology (ASEM, 2013 d).

Social, Cultural and Educational Pillar focus on the strengthening of cultural links between both regions. It is about mutual understanding which should be build up on artistic, cultural, educational activities and exchanges which are orientated on young people from Asia and Europe through Asia Higher Education Exchanges. The European Commission wants to invest 100 million to extension of its programme Erasmus Mundus to Asia (ASEM, 2013 e).

2.4 Mobility of the students in Asia

The world is increasingly affected by internationalization and globalization which has influence on many aspects in our live. Among these aspects belong education. Globalization has become a powerful force with profound effect on the internationalization which is one of the key to cross – border education (Värghese, 2008).

During the last few years, student mobility in Asia is being driven, supported or influenced by many factors including economic growth, national competitiveness or regional development. One manifestation of these trends is a significant increase in the

number of students moving between Asian campuses. High Asian student's mobility is between China, Japan, Thailand or South Korea (Hou, 2014).

More and more students are starting to understand the added value of mobility. The students go abroad to gain a different experience and have an opportunity to travel. Study abroad brings to students a lot of benefits like enhance their CVs, greater opportunity to get an international career in the future or personal development in terms of maturity and confidence. During the mobility experience, the students obtain new soft skills, improve knowledge in the field and develop foreign language skills and this experiences sets them apart from non – mobile students. (King, et al., 2010).

Due to globalization, the Asian students obtain more and more opportunities to go study out from Asia to Europe of the United States. There are many programmes like Erasmus, Erasmus Mundus, Tempus etc. that provide mobility experience of Asian students. Among the most European visited destination countries of student's mobility belongs United Kingdom, Germany, France and Austria (Verbik, 2007).

ASK Asia and ALFABET are two specific projects Erasmus Mundus projects that support mobility of Asian students and were coordinated by the Czech University of Life Sciences Prague.

ASK Asia project was founded by European Commission belong to Erasmus Mundus Action 3 in the period from October 2013 till November 2015. The project was aimed to assess how the Erasmus Mundus graduates in Agriculture and related Life Sciences perform on the professional job market in Asia. The survey was done on participants at Bachelor's level, Master's level, Doctoral level and Post – Doctoral level from six Asian countries (Cambodia, China, Indonesia, Mongolia, Thailand and Vietnam) (ASK Asia, 2013).

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(HE) and contribute to increase the capacities and efficiency of the HE in Asia (ALFABET, 2016 a).

3. Objectives

The main objective of the thesis is to evaluate the impact of the Erasmus Mundus project. The evaluation is based on the case study of the running Erasmus Mundus project called ALFABET (Asia: Life, Food, Agriculture, Biology, Economics, Technology) coordinated by the Czech University of Life Sciences Prague (CULS) through the Faculty of Tropical AgriSciences.

The specific objectives are:

(i) to identify satisfaction of the grantees of the ALFABET project with the exchange program;

(ii) to prepare SWOT analysis based on the recommendations provided by the ALFABET grantees (students as well as the teaching staff).

4.Methodology

4.1 Research approach

The methodology was based mainly on primary and secondary data got through:

Primary data collected by questionnaire survey done with Erasmus Mundus grantees who are/were supported by the ALFABET grant.

Main sources of information (secondary data) for this thesis were used from available literature published in scientific database Web of Science and reports made by NAEP, EACEA, ASEM and ALFABET. The detail list of used citation is available in the chapter References.

4.2 Data collection

The research was based on collecting of the primary data. These data were obtained from questionnaires, which were completed by exchange students and teaching staff who participated the ALFABET project. The questionnaires were sent to 122 students and teaching staff from Asia and Europe. Data collection process was running in the period from February 2016 to April 2017.

4.3 Sampling strategy

Total sample of the students and teaching staff supported by the ALFABET grants is 122 (89 students and 33 teaching staff) and the total sample of potential participants who already have started their mobility exchange period, there were 89 students and 25 teaching staff. The remaining 8 teachers were not able to evaluate the project at the stage of the data collection process because they will be travelling for their mobility exchange during years 2017 and 2018.

Out of 114 sample size, it was finally received 109 questionnaires (76% students and 24% teaching staff). Response rate is 96%.

The participants were divided into Cohorts. In each Cohort, there is the different date of start of mobility (Table 1).

Table 1: Division of cohorts and its earlier and latest start of mobility, (Source: EACEA, 2016).

1 st Cohort	
Mobility earlier start	01/09/2015
Mobility latest start	31/12/2015
2 nd Cohort	
Mobility earlier start	01/09/2016
Mobility latest start	31/12/2016
3 rd Cohort	
Mobility earlier start	01/09/2017
Mobility latest start	31/12/2017

The total sample size of the 1st Cohort is 65 participants, (respectively 81% of students and 19% of teaching staff), including two teaching staff whose mobility experience will start during the year 2017 and 2018. Out of 63 participants who already participated the

project during the 1st Cohort, the project's coordinators received 61 filled questionnaires from respondents. The remaining two questionnaires were not sent to the project management team during the data collection period.

The total number of participants from the 2nd Cohort is 57, (respectively 63% of students and 37% of teaching staff), including six teaching staff who will be traveling for their mobility experience during the year 2017 and 2018. There are 51 participants who already participated the project during 2nd Cohort and finally it was received 48 filled questionnaires from respondents. The remaining three questionnaires were not sent to project management team during the data collection period.

The questionnaires from participants of the 3rd Cohort are not evaluated in this Bachelor thesis, because these mobilities will be organized during the academic year 2017/2018.

4.4 Questionnaires design

The ALFABET grant holder were supposed obligatory to fill in the evaluation questionnaire after the end of their mobility period or for full degree students they have to submit it annually. The questionnaire provides the feedback to the project management team.

There are two types of the questionnaires. The first type is for the students of the Bachelor degree, Master degree and Doctoral degree. The second type is for the participants at Post-Doc and Teaching staff mobility.

Questionnaire for students

The questionnaire designed for the students of Bachelor, Master and Doctoral degree is consisted of 24 questions and divided into Section 1, Section 2 and Section 3. Each Section is focused on different type of questions (Annex 1). The questionnaire consists of two types of questions. The first type is closed – ended questions. The answering scale varied from rating scale from one to five (five being the best result). The second type is open – ended questions that left space for individual suggestion. In addition, in each question the respondents have the option to write additional comments.

The Section 1 is called *Components of the Exchange Experience*. This part consists of 13 closed – ended questions including comment. The students evaluate if they had enough information about the host country and host university at the beginning of their study abroad period. The importance and satisfaction with the travel, orientation to the host university upon arrival, the quality of courses which they took at the host university, living arrangements at the host university, receiving of financial resources during the exchange, etc. (Annex 1).

The Section 2 is called *Benefits of the Exchange Experience*. There are nine closed-ended questions including comment. This part evaluates if the respondents agree or do not agree with the improvement of foreign language skills during the exchange, making a new friend among the members of the host culture, making valuable professional contacts, improving the knowledge in the field, etc. (Annex 1).

The Section 3 is called *Improving the Programme*. This part consists of two open-ended questions that left space for individual suggestion for improvement of ALFABET project and write statement on their experiences at the host university.

Questionnaire for post docs and teaching staff

The questionnaires for the participants of the Post – doctoral degree and Teaching staff consist of four Sections. Each Section contains one open – ended question. The participants were asked for their opinion about the statements on their experiences at the host university, the benefits of the exchange experience, the ideas for improving the project and sustainability of cooperation.

5. Results

5.1 Characteristics of the grant holder

Total sample of the students and teaching staff supported by the ALFABET grants is 122. In the Table 2 is showed the percentage division of participants by gender and region of origin. The detailed list of information on the region of origin can be obtained in the Figure 3.

Table 2: Socio-demographic data of survey participants in ALFABET project

	Gender		Region of origin	
	Male	Female	EU	Non – EU
Students	49%	51%	12%	88%
Teaching staff	40%	60%	37%	63%
All participants	44.50%	55.50%	24.50%	75.50%
N= 122				

The main cooperation runs between Asian and European universities. Asian partner's universities are located in Cambodia, China, Indonesia, Malaysia, Mongolia, Thailand and Vietnam. EU partner's universities are from Austria, the Czech Republic, France, Germany, Netherlands, Poland and Portugal. Overall, in the project are involved 21 universities from partner's countries (Table 1, Table 2) which are oriented to agriculture and related sciences.

Among respondents, 75.50% respectively, were from Asia and the remaining 24.50% is from Europe. The project is based on principle the participants from Asia mobilized European universities and vice versa. The most mobilized European university by Asian participants (31%) was the Czech University of Life Sciences Prague in the Czech Republic

followed by the University of Natural Resources and Life Sciences in Vienna, Austria (23% of all participants) and the Warsaw University of Life Sciences, Poland (17%). The most mobilized Asian university by European participants was the Kasetsart University, Thailand (Table 2) where studied 20% of all participants followed by Royal University of Agriculture, Cambodia (16%).

Table 3: The list of partners' universities from Asian countries

Location	Name of university	Total number of outgoing respondents	Total number of incoming respondents
Asia			
Cambodia	Chea Sim University of Kamchaymear	2	0
	Royal University of Agriculture	10	4
China	Nanjing Agricultural University	2	2
Indonesia	Bogor Agricultural University	5	2
	Tadulako University	10	2
Laos	National University of Laos	5	0
Malaysia	National University of Malaysia	0	0
	University Kebangsaan Malaysia	5	2
Mongolia	Mongolian University of Life Science	8	1
Philippines	Mindanao University at Naawan	11	0
Thailand	Kasetsart University	10	6
	Prince of Songkla University	3	2
Vietnam	Hue University	3	2
	Vietnam National University of Agriculture	8	0
Other	Different universities for Target group 2 and 3 candidates	27	0
		n=99	n=23

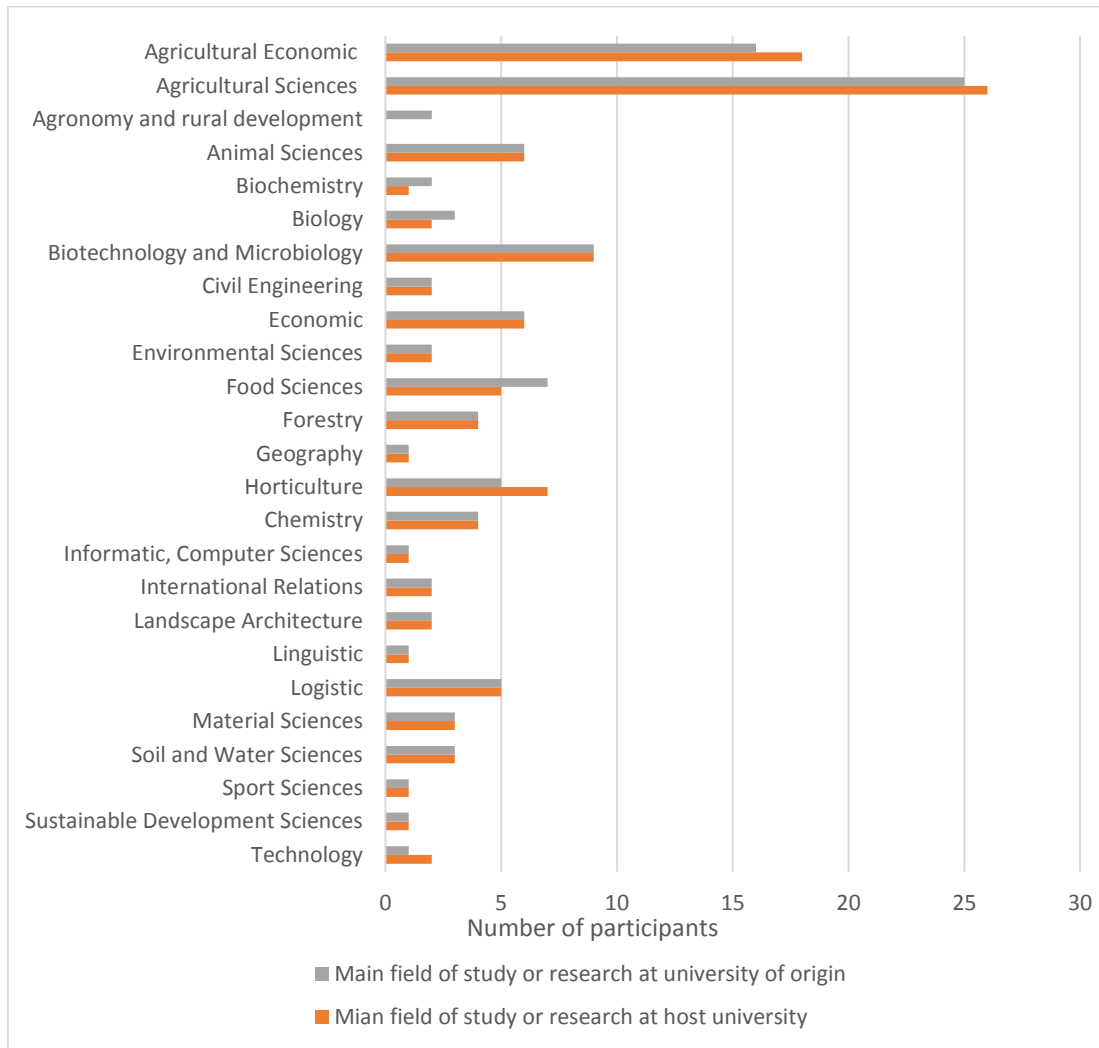
Table 4: The list of partners' universities from European countries

Location	Name of university	Total number of outgoing respondents	Total number of incoming respondents
EU			
Austria	University of Natural resources and Life Sciences, Vienna	0	21
Czech Republic	Czech University of Life Sciences Prague	11	30
France	SupAgro Montpellier	2	10
Germany	University of Göttingen	0	8
Netherlands	Wageningen University	0	3
Poland	Warsaw University of Life Sciences	9	17
Portugal	University of Porto	1	10
		n=23	n=99

The major orientation of the involved universities includes Agriculture, Biology, Chemistry, Economics, Environment and Technology, Food Science or Life Sciences (ALFABET, 2016).

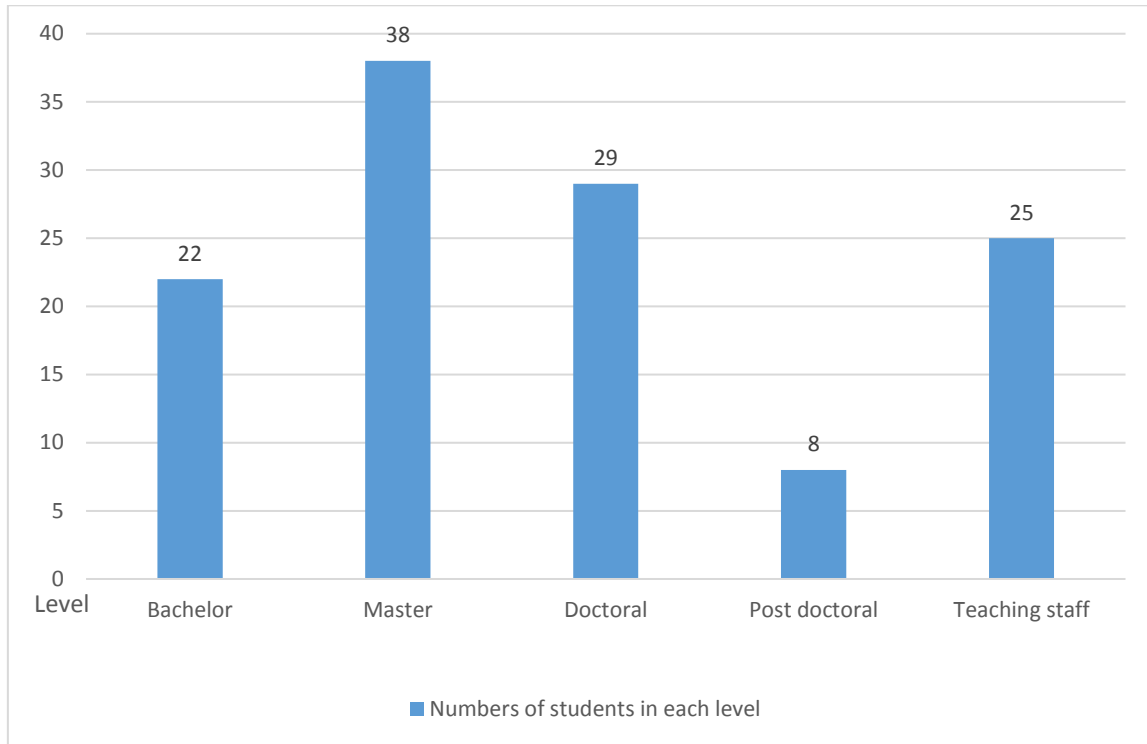
The Figure 1 shows main fields of study or research which had been studying before the exchange experience and during mobility experience by students as well as teaching staff. Due to similarities of study fields the participants could learned how things in their field are done differently in another culture, use new technologies or made new professional contacts during the mobility experience. As can be seen in Figure 1, the most participants were interested in Agricultural Sciences and Agricultural Economic.

Figure 1: The main field of study or research which had been studying by students and teaching staff before the project and during mobility experience



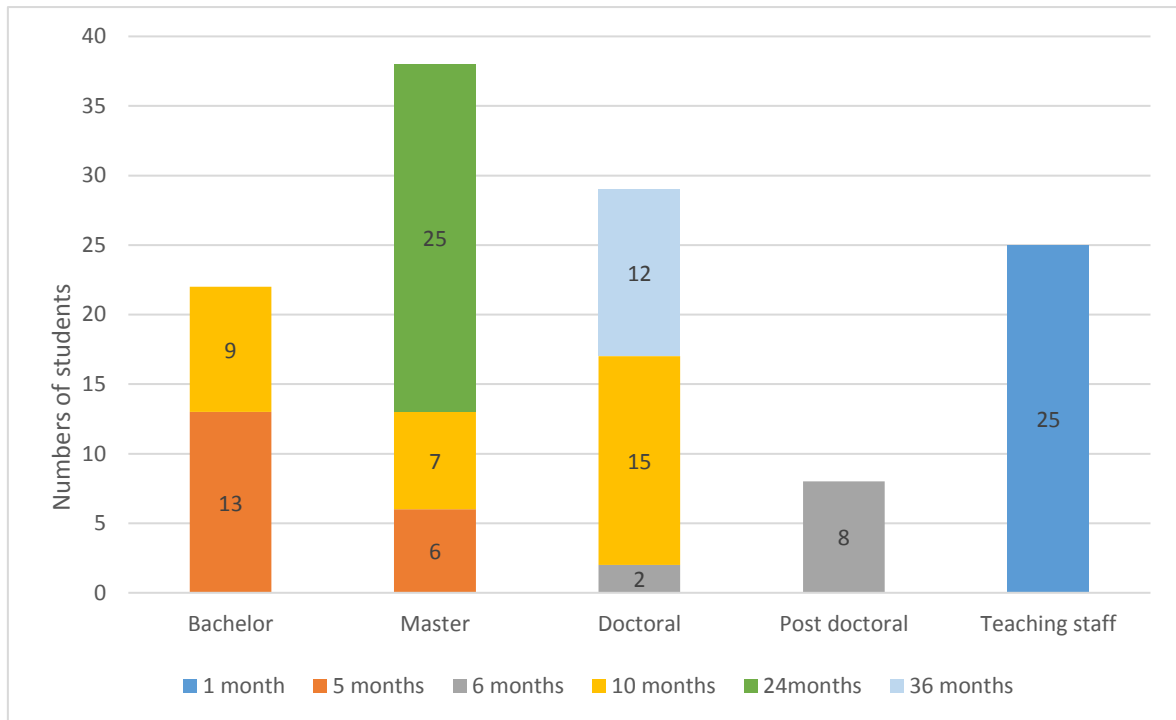
The participants could participate at the different mobility exchange as following: Bachelor, Master, Doctorate, Post doctorate or Teaching staff. The most of respondents (31%), studied at Master’s level (Figure 2), followed by Doctoral level (24%), Teaching staff with 21% and Bachelor level (17%). The lowest percentage of the participants had Post-doctoral level (7%).

Figure 2: The numbers of the participants participate the different level of education



The length of study is to a considerable extent determined by the level of study. The Bachelor mobility period is for five months (one academic semester), 10 months (two academic semesters) or for 34 months which means the whole Bachelor degree. Over than half of all students at this level (59%) study for period of five months (Figure 3). The Master mobility period is for five months (15% of students), 10 months (18% of students) or 24 months which means the whole Master degree (67% of students). The Doctorate mobility period is for six months (one academic semester) representing by 7% of all participants at this level, 10 months which are oriented towards practical research (50% of participants) or 36 months (full degree) representing by 43% of all participants. The Post-Doctoral mobility period is for six months that is oriented towards practical research. The Teaching staff mobility period is for one month which is oriented to training practices, to establish the plan of further research cooperation between the universities or to exchange experience in administrative and organizational matters (ALFABET, 2016).

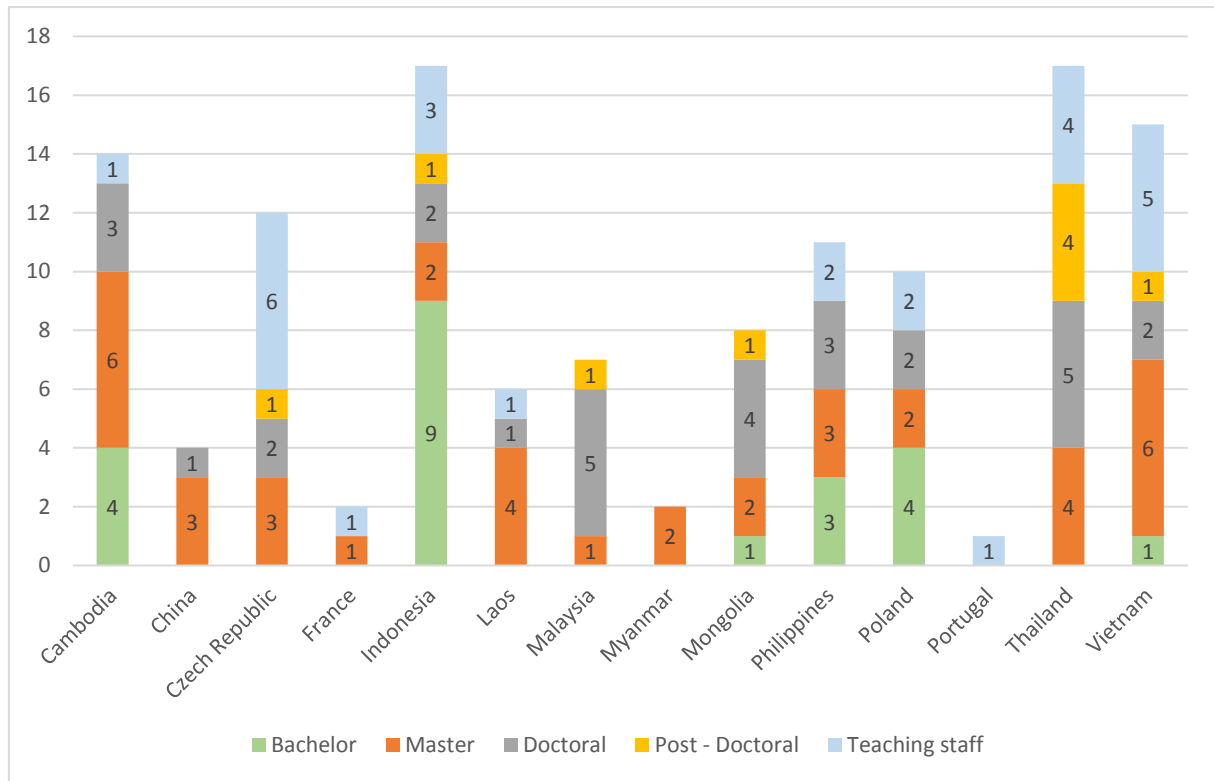
Figure 3: The numbers of the participants and length of their stay in each level.



The most of participants (13%) were from Indonesia and Thailand (Figure 4), followed by the Vietnam, Cambodia and the Czech Republic (12%, 11% and 10% respectively). Contrarily, the lowest percentage of the participants were from France (2%), Myanmar (2%) and Portugal (1%).

As can be seen in Figure 4 the most of participants at Bachelor degree were from Indonesia. Cambodia and Vietnam had the most students at Master degree. At Doctoral level the most of participants were from Malaysia and Thailand that had also the biggest representation of participants at Post – Doctoral degree. The most of Teaching staff were from the Czech Republic.

Figure 4: The numbers of the students and teaching staff according to nationality



5.2 Respondents analysis

The total sample of potential participants of mobility exchange, who have already started their mobility exchange period, there were 89 students and 25 teaching staff.

Out of 114 sample size, it was finally received 109 questionnaires (76% students and 24% teaching staff). Response rate is 96%.

The questionnaires are divided into two types (mentioned in the chapter 4.4 questionnaires), the results are divided respectively.

- a) Students' perception
- b) Post – Docs and teaching staff' perception

5.2.1 Students' perception

Total amount of the participants from the 1st Cohort and 2nd Cohort is 89 students. Overall, it was received 85 responses during the data collection period. The most of questionnaires (71%) were partly filled followed by fully completed questionnaires (29%). The remaining four questionnaires were not sent to the project management team.

5.2.1.1 Components of the exchange experience

The first part of survey is focused on satisfaction and importance of individual components about the organization and running of the exchange mobility.

The result shows that obtaining of general information about the host university were much more important for majority of the participants (93%) than the information about the host culture (81% of students). The receiving information about host university (78% of respondents) and about host culture (72%) is rated by participants as extremely and very satisfying.

For 92% of all students the internet is very and extremely important source of information about project. Based on results the internet – based information and tools helped to prepare for the exchange 82% of all students who affirmed big and extremely satisfaction with the possibility to find out another important information about mobility experience or host country/university.

The obtaining of information about travel regulation and required documentation prior to departure was extremely important for over than half of all participants (59%) followed by students (30%) who affirmed this component as very important. However, less than half (46%) of all participants was extremely satisfied. Very satisfied and satisfied were 44% and 10% of respondents rated this component as unsatisfying.

It appears that majority of all participants (respectively 90%) affirmed extremely and big importance in obtaining information about the orientation to the host university upon arrival. The absolutely satisfaction with the orientation to the host university is ranking by 42% of participants. Contrarily, not satisfied were 6% and one respondent was no satisfied at all.

The financial support played important role for all participants during their exchange experience. Their travel and health insurance were covered by scholarships and the students monthly received contribution for their subsistence (Bachelor, Master degree – 1,000 €, Doctorate degree 1,500 €) (ALFABET, 2016 c). The most of students (62%) rated the receiving of financial resources as extremely satisfying followed by the participants (37% respectively), who were very satisfied and satisfied. Contrarily, one student was not satisfied at all. For 66 students (respectively 78%), was the receiving of financial resources during the mobility experience extremely important.

The participants were asked about the quality of courses they attended during mobility at the host university. Based on results the students were greatly satisfied with the courses offered through ALFABET project. The most of participants (59%) rated the courses as very satisfying and satisfying and 36% of all students affirmed absolutely satisfaction with courses at the host university. In contrast, only 5% of participants were not satisfied and not satisfied at all. Extremely and considerable importance in the choosing of the courses in the project mentioned 86% of all participants. Contrarily, for three students (5%) was not the choosing of courses important at all.

For majority of all participants (91%) was living arrangements very and extremely important. However, the extremely satisfied were less than half (42%) of all students. Very satisfied were 29% and satisfied were 19%. For 10% of all students was the living arrangement inconvenient.

During the exchange, the participants had opportunity to meet new persons and made new contacts with the members of the host culture. To made a new personal friendship was extremely and very important for the majority (91%) of students and the most of

participants (respectively 98%) made friends among the members of the host culture. 92% of participants were satisfied, very and extremely satisfied with their participation in the culture life in the host university.

For more than half (56%) of students was the language proficiency during most of exchange extremely important and the majority of students (72%) rated their language skills as extremely and very satisfying.

5.2.1.2 Benefits of the Exchange Experience

The second part of the questionnaire is aimed to get to know about the specific skills and opportunities which the participants got during the exchange experience.

The first question of this Section is aimed to improvement of foreign language skills. The majority of all participants (97%) rated the increase in their language skills. Contrarily, there are three students who replied dissatisfaction. There are two students from Europe whose host university was in Indonesia and they commented it that their Indonesian improved but English got much worse because they did not have opportunity to use it during the mobility experience and one students from Asia who studied at the Montpellier SupAgro University in France replied that all his courses at the host university were in French and he could not progress in English.

The most of respondents (78%) affirmed absolutely agreement they learned how things in their field are done differently in another culture followed by the rest of respondents (22%) who very agree and agree.

Due to practical experiences during the exchange experience the most of participants, (91%), obtained and improved soft skills which make them to be a better professional. Contrarily, there are 6% of all respondents who do not agree and practical experiences were not helpful.

The majority of respondents (72%) rated highly agreement they had opportunity to made valuable professional contact during exchange experience which can help them in

the future while in the host country. Contrarily, three students (4%) do not agree and one participant do not agree at all.

The creating of the new friendships and participation in the culture life, it might be one of the reasons why the most of respondents (89%) strongly and very agree that they know more now because of the exchange experience than they knew before about the host country's cultural life.

For 98% of all respondents was the exchange experience of high value for their personal development.

5.2.1.3 Improving the Programme

In this part, the participants had a space for individual suggestion for improvement of ALFABET project and write summary statement on their experiences at the host university.

The evaluation of summary statement by the respondents is following:

- The students mainly answered they were very satisfied with the overall organization of ALFABET project.
- Students see the greatest impact on their soft skills development in the field, improvement of the foreign language skills and personal development.
- The participants were pleased they discovered new country, its culture, traditions and met new people.

The most frequently mentioned suggestions on how to improve the project are following: (i) to improve connection between participants and project management team, (ii) low paperwork and bureaucracy before the mobility experience, (iii) extension the mobility at the Masters' level to more than one year, (iv) have a contact to person from host university to help them during mobility, (v) take care about participants on airport after arrival to the host country, (vi) create social website to share own experiences and opinions with other participants.

5.2.2 Lessons learnt

The whole general evaluation of the project ALFABET by the participants is following. The majority of students rated the project as useful and satisfying. The most of participants were satisfied with (i) overall organization of the project, (ii) the quality of obtained courses at the host university, (iii) obtaining new soft skills (iv) improving knowledge in the field, (v) receiving the financial resources during the exchange period.

The personal benefits of participants are mainly about to get to know about new country and its culture, to get new international friends, to improve foreign language and personal develop.

The most frequently mentioned dissatisfaction with project are following: (i) dissatisfaction with living arrangements at host universities (respectively at Royal University of Agriculture in Cambodia and University of Porto in Portugal), (ii) a lot of paperwork and bureaucracy before the mobility experience, (iii) short mobility period at Master degree, (iv) not all offered courses in English (respectively at SupAgro Montpellier, France).

SWOT analysis:

SWOT analysis is a basic strategic method to consolidate and evaluate project or business venture. The main goals of this analysis are to identified the internal and external factors which are favourable and unfavourable to achieve the objective of the project. SWOT is the abbreviation of S = Strengths, W = Weaknesses, O = Opportunities, T = Threats. Among internal factors belong Strengths and Weaknesses. External factors are Opportunities and Threats.

Strengths

Development of soft skills (N=85/85)

Receiving the financial resources during the exchange (N=83/85)

Development of foreign language skills (N=81/85)

Know more now about new culture (N=72/85)

Making of the personal friendship in the host university (N=69/85)

Personal development (N=51/85)

Weaknesses

Dissatisfaction with living arrangements at host universities (N=8/85)

A lot of paperwork and bureaucracy doing on my own (N=7/85)

Short mobility period at Master degree (N=6/85)

Not all courses in English (N=2/85)

Opportunities

Make a social page where the participants can share their experiences, opinions (N=11/85)

Extension mobility period to more than 1 year for Master degree (N=6/85)

Help to get participants from airport to Host University upon arrival (N=3/85)

Offering all courses in English (N=2/85)

Threats

Waiting for the answers on email from project management team (N=4/85)

Traveling from airport to Host University alone upon arrival (N=3/85)

5.2.3 Post-Docs and teaching staff perception

Total amount from 1st Cohort and 2nd Cohort there are 33 participants at post – doctoral degree and teaching staff. There are 8 teachers who were not able to evaluate the project at the stage of the data collection process because they will be traveling for their mobility exchange during year 2017 and 2018. Out of 25 participants who already participated the project, it was finally received 24 fully completed questionnaires during the data collection period. The remaining one questionnaire was not send to the project management team during the data collection period.

The majority of participants evaluated the project as beneficial. As an advantage of this project the participants mentioned obtaining of new soft skills and knowledge, friendly and collegian atmosphere at the host university during the project, excellent opportunity to exchanging experiences and practices with colleagues in the host university and improving of foreign language skills.

The most frequently mentioned benefits of ALFABET project are (i) obtaining new soft skills, (ii) improving knowledge that can be share with their colleagues or students at their origin university after the mobility experience, (iii) developing in foreign language, (iv) gaining greater understanding of global issues in their filed or learning new methods of working in the field, (v) making new valuable professional contacts, (vi) obtaining new scientific data and research materials, (vii) the possibility to use new technologies and (viii) discovering new culture and its tradition. Among another most frequently mentioned benefit belongs the potential of much closer cooperation between the Asian and European universities.

The most frequent mentioned suggestion on how to improve the project is following: (i) extension of mobility period at least for two months, (ii) to low paperwork and bureaucracy before the mobility, (iii) offer to participants the language courses during the mobility experience to improve foreign language skills.

During the project, the participants did research at the host university. As a big advantage of this project for majorities of participants is that the grand holders regarded to possibility to meet new people from the similar field. Due to the new contacts, they can collaborate in the establishment of new research between two universities, exchange some students in the research collaboration or joint scientific publication and research proposal. For the most of participants the follow up activities are mainly laboratory testing and publishing an article in a scientific journal.

5.2.4 Lessons learnt

The whole general evaluation of the project ALFABET by the participants is following: for majority of the participants the project was excellent. The most of participants were satisfied with: (i) overall organization of the project, (ii) gaining greater knowledge and understanding of global issues in the field, (iii) obtaining new research material and scientific data.

The personal benefits of participants are mainly about to get to know about new country and its culture, to get new international professional contacts, to improve foreign language and personal develop and new idea to planning other research project.

The most frequently mentioned suggestions on how to improve the project are to low paperwork and bureaucracy and extension mobility period at least for two months.

SWOT analysis:

SWOT analysis is a basic strategic method to consolidate and evaluate project or business venture. The main goal of this analysis is to identified the internal and external factors which are favourable and unfavourable to achieve the objective of the project. SWOT is the abbreviation of S = Strengths, W = Weaknesses, O = Opportunities,

T = Threats. Among internal factors belong Strengths and Weaknesses. External factors are Opportunities and Threats.

Strengths

Obtaining the new knowledge and soft skills (N=21/24)

Making of new professional contacts (N=10/24)

Personal development (N=8/24)

Obtaining scientific data and research material (N=7/24)

Learning new language (N=2/24)

Weaknesses

Short mobility period (N=11/24)

Opportunities

Extension of period of mobility (N=11/24)

Include language courses to improve language skills (N=2/24)

Lowering of bureaucracy and paperwork (N=2/24)

Threats

Not identified

6. Discussion

Chaintrain (2010) mentioned that the Erasmus Mundus creates a wide range of opportunities for students and teaching staff to study, work, teach or be trained in another country. This opinion is supported by Hove (2012) who says that going on Erasmus is one of the examples of international experiences that can be undertaken. According to the ALFABET project results from the questionnaires over 96% of students as well as teaching staff replied they acquired soft skills and improved knowledge or teaching methods during mobility experience that could be very useful in future.

Based on ALFABET results over 92% of participants gave the high appreciation of study programme. The Erasmus Mundus results in Graduate Impact Survey 2016 (EMA, 2017) say that 91% of all participants rated Erasmus Mundus study programme as highly satisfactory. If we compare both results, we could consider that ALFABET project was at high level standard.

Based on EMA results (2017) in Graduate Impact Survey from the year 2016, 71% of all participants were satisfied with quality of courses at host university whereas in Graduate Impact Survey managed in 2014, the satisfaction was affirmed by 81% of respondents (EMA, 2015). According to our results the majority (95%) of students were satisfied with attended courses at the host university. Based on our results we can confirm the similar results with Erasmus Mundus research done during the last years and rated the ALFABET project as successful.

International educational mobility can positively influence students' personality development (Zimmermann and Neyer, 2013). Similar opinion have Keogh and Russel – Roberts (2009) who say 'The participation on the study abroad programme means mainly a developing the personalities of students.' By Byram and Dervin (2009) there are aspects that have impact on overall personal development. Among these aspects belong: cognitive and linguistic development, social integration, intercultural learning or personal changes. If we focused on ALFABET results at least one aspect is mentioned by

respondents in each questionnaire. By respondents the most appreciated aspect is linguistic development - in our study we focus on foreign language development. Freed (1998) says that foreign language skills primarily oral but also literate abilities might be improved and effected by study abroad experience. Based on ALFABET results 97% participants affirmed improvement in foreign language. The second the most appreciated aspect is intercultural learning. 78% of students affirmed absolutely agreement they learned how things in their filed are done differently in another culture and almost 89% of participants know more now about culture where was their mobility experience. It is important to mention that many respondents say they would never have had the opportunity to get to know the culture without this mobility experience. 70% of all respondents met new persons and made personal friendships or made valuable professional contacts among the members at the host university during mobility experience. Due to high percentage of participants who affirmed agreement they made new personal friendship, we can consider the social integration is developed respectively. Based on our survey, the ALFABET results are in the accordance of other authors and the project had positively influence on personal development.

According to Brooks and Waters (2011) the majority of all international students originate from Asia mainly China, Malaysia, South Korea, Singapore and Asia is the most important source of international students globally. Also, Murphy – Lejeune (2003) supports this opinion that Asia is a major provider of mobility students. We can partially agree with this opinion. Based on the results from our survey the majority (over 75%) of all participants are from Asian countries. However, the highest number of the students as well as teaching staff are from Indonesia (17 participants) and Thailand (17 participants). From named China and Malaysia there are only 10 participants in the ALFABET project. South Korea and Singapore are not ALFABET partners. Neubauer and Kuroda (2012) also point out China as the country with the high international student's mobility. However, these opinions could be contradicted with the ALFABET results.

Mobility implies a shorter time-frame for the movement. (King et al., 2010) Murphy - Lejeune (2003) says that student's mobility period is usually one academic year of nine to 12 months' duration. This opinion is supported by Mol (2014) who says that students going to study abroad for a limited period of time. Generally, an academic semester or academic year. We can compare the length of duration of ALFABET participants with above mentioned authors. According to the results the most participants participated the mobility experience for the length of ten months that is academic year followed by students whose mobility was for one academic semester which is in the accordance of other authors.

The results from Graduate Impact Survey (EMA, 2017) from the year 2016 show that over 91% of all participants rated the increase in their foreign language skills whereas in the Graduate Impact Survey managed in 2014, the improvement in the foreign language skills is affirmed by 92% of all participants (EMA, 2015). According to ALFABET result, the majority of all participants (97%) affirmed improvement in their foreign language skills. Based on our results we can consider that ALFABET project had positively impact on participants' foreign language development.

It is necessary to mention that the study programme Erasmus Mundus is oriented to Health and Welfare, Agriculture and Veterinary, Engineering, Manufacture and Construction, Science, Mathematics and Computing, Social Science, Business and Law, Humanities and Arts (EMA, 2017; EMA, 2015). Based on ALFABET project the involved universities are oriented to Agriculture and related Sciences as Food Science, Biology, Life Science or Environmental and Technology. The essential goal of ALFABET project is to respond to the main international challenges addressed to the well – being of the future generation. Riedmiller (2002) says that it is very important to realize the importance of agriculture and related science for achieving of the sustainable development and main step forward could be the introduction of agriculture education a compulsory subject at elementary school. This opinion is supported by Acker and Gasperini (2008) who say it is important to provide agricultural education to everyone especially to people who are living in developing countries and skills training for success in rural areas must be included. Based on these opinions and ALFABET project in the

relation to study of field we can consider the ALFABET contribute to promote agriculture sciences.

The Ask Asia results (Chaloupková et al., 2015) say the international mobility has positively influence on communication skills, presentation skills, team working skills, the ability to work with people from different culture, language skills and on development of soft skills. These aspects were highly appreciated by ASK Asia respondents. Based on ALFABET results we can partly support this claim. Development of soft skills and improvement of communication skills and foreign language skills were affirmed by the most of respondents in our survey respectively. However, the ALFABET participants did not evaluate their improvement of presentation skills or improvement of team work skills. We can learn from it and during evaluation of other project in the future, this question could be included in questionnaire.

If we compare foreign language development, 94% of ASK Asia respondents rated the increase in their English language skills. There are 97% of ALFABET participants, who affirmed the improvement in foreign language skills. Although, the ALFABET result has the slightly higher percentage improvement than ASK Asia assessment, we can consider that both projects were successful and helped to participants improved their language skills.

In the relation to study fields, the most chosen agricultural fields of study, during the ASK Asia mobility period, were Engineering, Rural Development and Agricultural Economics. According to ALFABET project, the most studied fields were Agricultural Sciences, Agricultural Economics and Biotechnology and Microbiology. If we compare the both results, beside the Agricultural Economics, we cannot see the compliance of the most chosen field of study during ALFABET and ASK Asia mobility period.

7. Conclusions

It is expected that good quality education is the prerequisite for successful life and career. Especially in the developing countries the education mainly agriculture education and related sciences play an important role for reducing of hunger and poverty. Obtaining of new soft skills, improving knowledge in the field and technology skills are an important pillar for agriculture and development and it is necessary to work on their improvement.

It is important to motive students to take an interest in agriculture and related sciences. The motivation could be strengthening by study programme abroad like Erasmus Mundus which support the international mobilization of the students from Europe as well as in developed countries.

Based on the results provided by the participants of the ALFABET project, we can consider that the project was very successful and useful for participants. The most of participants found their expectation during their mobility experience and gave the high appreciation in evaluation of the project. They obtained new soft skills, improved knowledge, develop foreign language and the project had positively influence on their personality development. It is also important to mention that ALFABET project had highly positive impact on the cooperation between Asian and European universities that was strengthened.

The implementation of similar projects like Erasmus Mundus ALFABET is extremely important for maintaining development in agricultural education sector. It is necessary to bring up new scientists, specialists in the field, and researchers who bring new ideas, innovation approaches and/or new strategies for development. Thanks to obtaining of new soft skills and improving the knowledge during the mobility experience, the participants (mainly the teaching staff) can spread gained knowledge and they can contribute to promote agriculture sciences which could help for development and sustainability.

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9. Annexes

9.1 Evaluation Questionnaire for Students (BSc, MSc, PhD)

You are being asked to complete this questionnaire because you participated in an exchange as part of the “**ALFABET**” – **Erasmus Mundus project**. This questionnaire will ask you how satisfied you were with the experience and how important specific components of the experience were to you, in order to get your opinion about how the exchange programme can be improved. Your honest answer responses will be kept confidential and will help us improve the programme. This questionnaire should take fewer than 20 minutes to complete.

Enter your name here:

I am from: Please name Home University

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I did my exchange at: Please name Host University

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What were your main fields of study or research?	
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SECTION 1: Components of the Exchange Experience

How important to you was this component of the exchange experience at the beginning of your study abroad period?		How satisfied were you with this component of your exchange experience?	
Not at all important	Extremely important	Not at all satisfied	Extremely satisfied
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Information about the <i>host culture</i> I received prior to departure.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Comments:			
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. General information about the host <i>university</i> I received prior to departure.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Comments:			
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Specific information I received prior to the exchange about <i>learning opportunities available at the host university</i> .	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Comments:			
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4. <i>Internet-based information and tools</i> that helped me prepare for the exchange.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Comments:			
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5. Information about <i>travel regulations and required documentation</i> I received prior to departure.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6. <i>Orientation</i> to the host university I received upon arrival.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	7. <i>Courses</i> I took at the host university.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										

How important to you was this component of the exchange experience at the beginning of your study abroad period?						How satisfied were you with this component of your exchange experience?				
Not at all important		Extremely important				Not at all satisfied		Extremely satisfied		
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	8. The <i>internship</i> I had at the host country (if applicable)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9. My <i>living arrangements</i> in the host country.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	10. My <i>language proficiency</i> during most of the exchange.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	11. <i>Personal friendships</i> I made in the host culture.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	12. My <i>participation in cultural life</i> of the host country.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	13. My <i>financial resources</i> during the exchange.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										

SECTION 2: Benefits of the Exchange Experience

To what extent do you agree with each statement?	Strongly Disagree					Strongly Agree
14. While in the host country my language skills improved. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
15. I made friends among the members of the host culture. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
16. I know more now because of the exchange experience than I knew before about the host country's cultural life. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
17. I made valuable professional contacts while in the host country. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
18. I learned how things in my field are done differently in another culture. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
19. I had practical experiences in the host country that will make me a better professional. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
20. The exchange experience was of high value for my degree studies. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	

<p>21. The exchange experience was of high value for my social-cultural understanding.</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>22. The exchange experience was of high value for my personal development.</p> <p>Comments:</p>	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	4	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

SECTION 3: Improving the Programme

Please share your top recommendations for how this programme can be improved.

Summary Statement on Your Experiences at the Host University (with regard to academic and cultural aspects)

9.2 Evaluation Questionnaire for Post-Docs and Teacher

You are being asked to complete this questionnaire because you participated in an exchange as part of the **ALFABET – Erasmus Mundus project**. This questionnaire will ask you how satisfied you were with the experience and how important specific components of the experience were to you, in order to get your opinion about how the exchange programme can be improved. Your honest answer responses will be kept confidential and will help us improve the programme. This questionnaire should take fewer than 10 minutes to complete.

Enter your name here:

I am from: Please name Home University

I did my exchange at: Please name Host University

What were your main fields of teaching or research?

SECTION 1: Short Statement on Your Experiences at the Host University (with regard to academic and cultural aspects)

SECTION 2: Benefits of the Exchange Experience

SECTION 3: Improving the Programme

Please share your top recommendations for how this programme can be improved.

SECTION 4: Sustainability of cooperation

Please describe future follow up activities.

Evaluation Questionnaire for Students (BSc, MSc, PhD)

You are being asked to complete this questionnaire because you participated in an exchange as part of the “**ALFABET**” – **Erasmus Mundus project**. This questionnaire will ask you how satisfied you were with the experience and how important specific components of the experience were to you, in order to get your opinion about how the exchange programme can be improved. Your honest answer responses will be kept confidential and will help us improve the programme. This questionnaire should take fewer than 20 minutes to complete.

Enter your name here:	Andika Ibrahim
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I am from: Please name Home University

Tadulako University

I did my exchange at: Please name Host University

Warsaw University of Life Sciences

What were your main fields of study or research?	I study in agribusiness program study Agriculture Faculty
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SECTION 1: Components of the Exchange Experience

How important to you was this component of the exchange experience at the beginning of your study abroad period?		How satisfied were you with this component of your exchange experience?
Not at all important Extremely important		Not at all satisfied Extremely satisfied
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Information about the <i>host culture</i> I received prior to departure.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Comments:		
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. General information about the <i>host university</i> I received prior to departure.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Comments:		
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	3. Specific information I received prior to the exchange about <i>learning opportunities available at the host university</i> .	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Comments:		
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	4. <i>Internet-based information and tools</i> that helped me prepare for the exchange.	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Comments:		
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	5. Information about <i>travel regulations and required</i>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

		<i>documentation</i> I received prior to departure.								
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6. <i>Orientation</i> to the host university I received upon arrival.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	7. <i>Courses</i> I took at the host university.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Comments:										

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Not at all important		Extremely important				Not at all satisfied		Extremely satisfied		
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	8. The <i>internship</i> I had at the host country (if applicable)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:	I did not take any internship program									
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	9. My <i>living arrangements</i> in the host country.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	10. My <i>language proficiency</i> during most of the exchange.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Comments:										

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	11. <i>Personal friendships</i> I made in the host culture.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	12. My <i>participation in cultural life</i> of the host country.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Comments:										
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	13. My <i>financial resources</i> during the exchange.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Comments:										

SECTION 2: Benefits of the Exchange Experience

To what extent do you agree with each statement?	Strongly Disagree	Strongly Agree			
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15. I made friends among the members of the host culture. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
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18. I learned how things in my field are done differently in another culture. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>

19. I had practical experiences in the host country that will make me a better professional. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
20. The exchange experience was of high value for my degree studies. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
21. The exchange experience was of high value for my social-cultural understanding. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
22. The exchange experience was of high value for my personal development. Comments:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>

SECTION 3: Improving the Programme

Please share your top recommendations for how this programme can be improved.

My personal recommendation for this program is to conduct more activities connected to any studies in science or cultural and social life experiences for example Seminar or guest lecturer. There were a lot of activities during the program mostly conducted by the Erasmus Student Members, there were also some activities about the orientation and integration work from the local coordinator. As the result after all the activities, I found less information about any seminar or guest lecture in host university. Seminar and Public guest lecture are the good place for Erasmus students to have a class together.

Summary Statement on Your Experiences at the Host University (with regard to academic and cultural aspects)

Erasmus life is the best experience so far yet in my life. From both aspects, academic and cultural. As the summary I got to know some of the best lectures – favourite subjects, and the very kind – Polish friends as well as friends from other countries. I learned so much about new academic lessons in the class and I learned cultural through many experiences with friends in our daily activities. All these experience are positive sign to be remembered and as well as to have another similar experience any time in the future.