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Evaluation of impact of EU funded project to Asian students

(case study of EURASIA project)

Master thesis

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 - 1.1 General aspects of EU projects
 - 1.2 Short description of selected projects
 - 1.3 Erasmus Mundus EURASIA
 - 1.3.1 Description of EURASIA 1 project
 - 1.3.2 Description of EURASIA 2 project
 - 1.4 Evaluation methods and approaches
 - 1.5 Experiences of similar project implementation
- 2. Objectives**
- 3. Methodology**
- 4. Results and discussion**
- 5. Conclusions and recommendation**
- 6. References**

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Author's Declaration

I declare that I am the only author of this thesis and that I have used only sources which are stated in the references.

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Abstract

This Master thesis evaluates students' mobility project EURASIA 2 done under patronage of European Union. The EURASIA 2 project belongs among Erasmus Mundus programmes whose priority is to spread and enhance European higher education, supports co-operation between Europe and rest of the world. The EURASIA 2 project is based on co-operation among twelve Asian universities and eight European universities. The survey focuses on students' opinions and satisfaction with the project. The evaluation was done by using structured questionnaires for 70 Bsc, Msc and PhD students and open questionnaires for 30 teachers and Post-Docs. Respondents answered questions about organization of the project before and upon their arrival at the host university and gained experiences. For results evaluation was used simple statistical indicators as arithmetical mean, mode and median. The results were afterwards compared with evaluation experiences from other several Erasmus Mundus projects. Questionnaires showed that projects' participants were in general very satisfied with the project progress. Respondents especially appreciated given opportunity to experience different culture, study and research environment. There were several complaints mainly about visa application procedure and language barrier in the host country and university. The projects' evaluation was not so dissimilar to other Erasmus Mundus projects which it was compared with.

Key words: EURASIA 2 project, Erasmus Mundus ,students' mobility, , project evaluation

Abstrakt

Tato diplomová práce se zabývá hodnocením projektu EURASIA 2, což je projekt zaměřený na mobilitu studentů a pedagogů pod záštitou Evropské unie. EURASIA 2 projekt patří mezi Erasmus Mundus programy, jejichž cílem je šířit a zvyšovat kvalitu Evropského vysokoškolského vzdělávání, za podpory spolupráce mezi Evropskými univerzitami a univerzitami ze zbytku světa. EURASIA 2 projekt je založen na spolupráci mezi dvanácti Asijskými a osmi Evropskými univerzitami. Tato diplomová práce se zaměřuje na názory a spokojenost studentů daného projektu. Hodnocení bylo provedeno za použití strukturovaných dotazníků pro 70 studentů bakalářského, magisterského a PhD studia a 30 dotazníků s otevřenými otázkami pro učitele a doktorandy. Respondenti zodpovídali otázky týkající se organizace projektu před a po jejich příjezdu na hostující univerzity a také na jejich získané zkušenosti. Pro vyhodnocení výsledků byly použity základní statistické ukazatele jako aritmetický průměr, modus a medián. Výsledky byly poté porovnány s hodnocením několika dalších Erasmus Mundus projektů. Dotazníky ukázaly, že účastníci projektu byli všeobecně velmi spokojeni s průběhem projektu. Respondenti zvláště ocenili možnost zažít jinou kulturu, studijní a výzkumné prostředí. V hodnocení se objevilo několik stížností hlavně na získávání víz a jazyková bariéra v hostující zemi a univerzitě. Hodnocení dopadlo velmi podobně jako jiná hodnocení Erasmus Mundus projektů.

Klíčová slova: EURASIA 2 projekt, mobilita studentů, Erasmus Mundus, hodnocení projektu

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List of abbreviations

ACP	Africa, the Caribbean and the Pacific
DCI	Development Cooperation Instrument
DS	Diploma Supplement
EACEA	Education, Audiovisual and Culture Executive Agency
ECTS	European Credit Transfer System
EDF	European Development Fund
EMJDs	Erasmus Mundus Joint Doctorates
EMMCs	Erasmus Mundus Masters Courses
ENPI	European Neighborhood and Partnership Instrument
EU	European Union
GJST	Graduate Students Joint Training Program
HEEM	Masters Degree in Higher Education
ICI	Industrialized Countries Instrument
IMRD	International Master of Science Rural Development
IPA	Instrument of Pre-accession Assistance
NGO	Non-Governmental Organization
NOHA	European Masters Degree in International Humanitarian Aid
OECD	Organization for Economic Co-operation and Development
SC	Steering Committee

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1. Introduction

EURASIA is a project which belongs to Erasmus Mundus programme by European Union. Now there is second phase EURASIA2 which lasts 47 months since the year 2010 to 2014. Thanks to EURASIA2 project Bsc, Msc and PhD students together with Post-Docs and teachers from 12 selected Asian universities can go to study or teach in 8 European universities (EURASIA2, 2012). The aim of all Erasmus Mundus programmes is to enhance quality education and to support international co-operation between European Union and rest of the world (European Commission, 2012).

There is no doubt that education is very important part of anyone's life. Thanks to education people get better jobs, have better position in society and better social status. Even through the times, when education was only for privileged, are mostly gone although there still remain some areas in which the development has stopped. Nowadays there is more and more institutions and also individuals (celebrities, businessmen) who decided invest their money and time to change this situation and beyond doubt that is truly very good thing. But sometimes it can seem that all the attention is attracted by areas with very limited education and education on primary and secondary level. Heyneman (2004) mentioned that meanwhile over the last two decades attention has concentrated on the quality of basic and secondary education and predicted that in the future the focus on higher education and its quality will rise. Although that prediction the expenditure and sharing knowledge is little bit forgotten, or let's say not so on eyes of regular people, and that is why I like the EURASIA project and why I find it very beneficial.

One of the problems of many developing countries is that people, who go to study abroad, than usually stay abroad and they do not bring their gained knowledge and experiences back home. Weinberg (2011) conducted study on this topic where he estimates that "1 important scientist in 8 is born in the developing world but that there is a tremendous brain drain from the developing world, with 80% of important scientists born in the developing world is now working in the developed world." Other problem is that there is lack of educated people working in rural areas where they are needed. On this problem points out Ames (1985) when he says that "while the staffs of Ministries of Agriculture have received advanced training in Western Europe and North America, they encounter difficulties in applying their advanced education to local conditions." This situation can be caused by better job opportunities in

foreign country, better salaries, unstable political situation in home country, also position of women in the society can play role here. Davenport (2004) summarized it that "in general the reasons for brain drains include the perceived prospect of better opportunities and quality of life in the host country coupled with the fact that immigration policies in the host countries tend to favor the more highly educated." Activities which should be supported are encouraging as many students as possible to go abroad to get knowledge, experiences, broaden their horizons and after that come back home to expand and share all this.

EURASIA and other similar projects are consistent with this idea. The ex-change students study in foreign country for some specific period of time where they can gain not only knowledge and experiences but also find there different style of teaching, studying and living. They get the chance to know different culture and mentality and to gain some perspective. The other important thing which is offered by these projects is connections. Thanks to the mobility programmes the participants can make professional connections which they can lately use in their further studies or research. Getting outside the home university to the different cultural and educational environment of a host university is not prosperous only for students but also their home universities encourage them to gain and bring back new experiences and perspectives (Yang, Webster and Prosser, 2011). Avveduto (2010) sees student's mobility as a positive way she stressed that "whether it is due to the right point in time in their study process or career to move, or the incentives, or facilities, they can benefit from such a move."

1.1. General aspects of EU projects

The projects financed and managed by European Union are from many different fields of interest. The main EU body which takes care of these activities is European Commission. The Commission makes direct financial contributions in the form of grants in support of projects or organizations which further the interests of the EU or contribute to the implementation of an EU programme or policy. There are agencies which take care of a specific EU programmes. The agency which is responsible for education is called the Education, Audiovisual and Culture Executive Agency (European Commission, 2011).

The Education, Audiovisual and Culture Executive Agency (EACEA) is a public body created by a decision of the European Commission in July 2006. The EACEA operates under three parents Directorates-General of the European Commission- Education and Culture,

Communication, EuropeAid Development and Cooperation. The EACEA manages several programmes which are active in fields of education, training, citizenship, youth, audiovisual and culture.

Under the field of education and training there are five programmes.

1. Lifelong learning programme which supports learning opportunities from childhood to old age in every single life situation through different programmes as Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Jean Monnet, and transversal key activities.
2. Erasmus Mundus which is basically a worldwide cooperation and mobility programme in the field of higher education.
3. Tempus which supports the modernization of higher education in the Partner Countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region, mainly through university cooperation projects.
4. Bilateral cooperation programme is the Co-operation with industrialized countries proposes various partnerships in the field of higher education which include the EU-USA ATLANTIS Programme, the EU-CANADA Programme and the EU-ICI ECP: Australia, Japan, New Zealand and Republic of Korea.
5. Intra-ACP academic mobility scheme which promotes higher education cooperation between countries in Africa, the Caribbean and the Pacific (ACP).

The other programmes managed by EACEA are:

- Media programme which supports development and distribution of films as well as training activities, new technologies, festivals and promotion projects throughout the continent.
- Culture programme which supports cultural cooperation within Europe.
- Europe for Citizens which gives opportunity to European be involved in transnational exchanges and cooperation activities, contributing to developing a sense of belonging to common European ideals and encouraging the process of European integration.

- Youth in Action this is set up for supporting of young people from the age of 13-30 (EACEA, 2011)

1.1.1. Definition of Erasmus Mundus projects

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. In addition, it contributes to the development of human resources and the international cooperation capacity of higher education institutions in Third Countries by increasing mobility between the European Union and these countries (EACEA, 2010).

Erasmus Mundus offers a valuable framework for exchange and dialogue between cultures. By supporting the mobility of students and academics throughout the world, Erasmus Mundus prepares its participants for life in a global, knowledge-based society. The Erasmus Mundus programme has earned political support from governments, policy-makers and higher education institutions all over Europe. It is seen as a useful means to respond to the challenges European higher education faces today, in particular the need to stimulate the convergence of degree structures and to enhance the attractiveness of European higher education world-wide. These are themes central to the Bologna Process and to national reform of higher education in EU member states. The importance of sharing and developing knowledge and research connections is also stressed by Meas, Debackere and van Dun (2011) when they claim that “Openness of national research systems to foreign researchers enables regions and research institutions to correct their weaknesses by recruiting excellent individuals from elsewhere and can greatly enhance the creativity of institutions and the national research base through the cross-fertilization of ideas.”

Erasmus Mundus also coincides with the Lisbon Strategy, a commitment to making the European Union the most competitive knowledge-based economy in the world and a reference for high quality and excellence in education (European Commission, 2009).

Nowadays there is already second phase of Erasmus Mundus going on. The first idea of the Programme (Erasmus Mundus 2004-2008) was introduced in Communication by the European Commission on strengthening EU-third country co-operation in higher education in July 2001. On the bases of this document was Erasmus Mundus programme Decision adopted on 5 December 2003 and entered into force on 20 January 2004. The second phase, Erasmus

Mundus 2009-2013, entered into force in the beginning of the year 2009 (European Commission, 2009).

1.1.2. Erasmus Mundus objectives and activities

The main objectives of the Programme are to enhance quality in European higher education, to promote the European Union as a centre of excellence in learning around the world and to promote intercultural understanding through cooperation with third countries as well as for the development of Third Countries in the field of higher education.

Erasmus Mundus is implemented through of three following actions:

- 1 Action 1: Erasmus Mundus joint programmes of outstanding quality at master's and doctoral levels including scholarships/fellowships to participate in these programmes;
- 2 Action 2: Erasmus Mundus Partnerships between European and Third Country higher education institutions including scholarships and fellowships for mobility at all academic levels;
- 3 Action 3: Promotion of European higher education through projects to enhance the attractiveness of Europe as an educational destination and a centre of excellence at world level (EACEA, 2010).

1.2. Short description of selected projects

Under the each Action there are certain projects going on. The objectives and activities of the selected projects correspond to each Action under which they are going on. The projects which were selected in 2011 are:

Action 1:

- Erasmus Mundus Masters Courses (EMMCs)
- Erasmus Mundus Masters Courses not offering scholarships in 2012-2013
- Erasmus Mundus Joint Doctorates (EMJDs)

Action 2:

- Selected projects for Action 2 and External Cooperation Window

Action 3:

- Erasmus Mundus National Structures information projects
- Projects to promote European Higher Education

1.2.1. Action 1 - Erasmus Mundus Masters Courses (EMMCs)

Erasmus Mundus Masters Courses (EMMCs) were launched during the first phase of the Programme (2004-2008) with the aim of supporting top-quality programmes at postgraduate level that could contribute to the increased visibility and attractiveness of the European higher education sector.

The Courses have to have a duration of one to two years (60 to 120 ECTS credits), have to be implemented by a consortium of European and, where relevant, third-country higher education institutions. The Courses must include a mandatory period of study for students in at least two of the European countries and mandatory scholar mobility between the consortium higher education institutions. Another condition is that the Courses must lead to the award of recognized joint, double or multiple degrees to successful students.

During the first phase of the Programme, each higher education institutions consortium implementing an EMMC was awarded a five-year framework partnership agreement that provided guaranteed financial support for five consecutive editions of the course as well as scholarships for the participation of third-country students and scholars in each EMMC edition. At the end of the first phase of the Programme, 103 EMMC had been selected and around 7 300 scholarships awarded to third-country students and scholars (European Commission, 2011). Now there are the 131 Erasmus Mundus Masters Courses offering scholarships starting in the academic year 2012-2013. This includes the 30 EMMC selected – or re-selected - in July 2011 (EACEA, 2012).

1.2.2. Action 1 - Erasmus Mundus Masters Courses not offering scholarships in 2012-2013

The Masters Courses listed on this page have been successfully implemented over a five-year period in the past with funding from the Erasmus Mundus Programme, and re-applied for funding under the 2011 Call for Proposals.

However, as a result of the highly competitive nature of the selection and the limited budget available, these courses were not re-selected under the 2011 Call for proposals. As a consequence no Erasmus Mundus scholarships will be available for the 2012 intake of these Masters courses.

Each of these courses has demonstrated high quality throughout, and has therefore been awarded by the European Commission/EACEA an Erasmus Mundus Brand Name by which it commits itself to maintain the requirements and level of excellence expected from an Erasmus Mundus Masters Course (EACEA, 2011). List of the selected projects is available in Annex 1.

1.2.3. Action 1 - Erasmus Mundus Joint Doctorates (EMJDs)

The primary aim of EMJDs is to develop structured and integrated cooperation in higher education, in order to design and implement common doctoral programmes that lead to the award of mutually recognized joint, double or multiple doctorate degrees. From the point of view of doctoral candidates, the EMJDs should explicitly address the issue of employability.

The EMJDs should contribute to the advancement of knowledge, including in its professional context, through original and independent research and to reinforcing the links between universities/research organizations and other sectors (including industry, commerce and the service sector) in order to strengthen the transmission and exploitation of knowledge and to enhance the innovation process (EACEA, 2011). List of the selected projects is available in Annex 2.

1.2.4. Selected projects for Action 2 and External Cooperation Window

The projects under this Action 2 are divided into two strands. Erasmus Mundus External Co-operation Windows were opened for students and staff from targeted third-countries and higher education institutions from the European and third-countries were invited to form partnership projects aiming at hosting students, researchers and academic staff. Because of its success, the geographical coverage of Erasmus Mundus External Cooperation Windows was

progressively enlarged. Since February 2009, the External Cooperation Windows programme has been included within the umbrella of the wider Erasmus Mundus 2009-2013 programme.

- Strand 1- Partnerships with countries covered by ENPI, DCI, EDF and IPA instruments¹

This strand aims to promote European higher education, to help to improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third-countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It includes partnerships between European and third-country higher education institutions, exchange and mobility at all levels of higher education, including a scholarship scheme. This means support for mobility for students (undergraduate, master, doctoral and post-doctoral) and for staff (academic and administrative). Strand 1 projects are open to all levels of higher education (from undergraduate to post-doctorate and staff) and operates in all fields of study. The duration of a project may vary depending on the lot concerned but cannot exceed 48 months.

The Strand 1 objective is to contribute to development of men's and women's qualifications (by having appropriate skills, being open-minded and internationally experienced). Another objective is to contribute towards the development of human resources and the international co-operation capacity of higher education institutions in third-countries through increased mobility streams between the EU and third-countries in accordance with the principles of equal opportunities and non-discrimination (EACEA, 2012).

- Strand 2- Partnerships with countries and territories covered by the Industrialized Countries Instrument

The Industrialized Countries Instrument (ICI) promotes cooperation with 17 industrialized countries and other high-income countries and territories in North America, the Asia-Pacific region and the Gulf region. The Strand 2 focuses on cooperation on a regional basis (i.e.

¹ ENPI - European Neighborhood and Partnership Instrument

DCI - Development Cooperation Instrument

IPA - Instrument of Pre-accession Assistance

EDF - The European Development Fund

cooperation between EU countries and more than one third-country/territory in a given geographical area). Strand 2 operates in all fields of study. The duration of a project may vary depending on the lot concerned but cannot exceed 48 months (EACEA, 2012).

Between the specific objectives of the Strand 2 belongs support of cooperation between higher education institutions with a view to promoting study programmes and mobility. It is also support of the mobility of students, doctorate and post-doctorate candidates between the European Union and the third-countries/territories (by promoting transparency, mutual recognition of qualifications and periods of study, research and training, and where appropriate, portability of credits). The Strand 2 wants to develop a distinctive value for the promotion of region to region cooperation and support the mobility of professionals (academic and administrative staff) with a view to improving mutual understanding and expertise (European Commission, 2011).

1.2.5. Action 3 - Erasmus Mundus National Structures information projects and Projects to promote European Higher Education

Action 3 provides support to transnational initiatives, studies, projects, events and other activities that aim to enhance the attractiveness, accessibility, profile, image and visibility of, and accessibility to European higher education in the world. The Erasmus Mundus National Structures implement information and promotion projects that disseminate its results nationally and worldwide (EACEA, 2011). List of the current projects is attached in Annex 3 and 4.

According to EACEA (2012) the projects covered under Action 3 should be contributing to 3 major issues:

1. the promotion and awareness raising of the European higher education sector as well as the relevant cooperation programmes and funding schemes;
2. the dissemination of the programme's results and examples of good practice;
3. the exploitation of these results at institutional and individual level.

Activities of Action 3 can be implemented by mixed networks of organizations active in the field of higher education composed of at least 3 participating organizations from European countries and 1 from Third Countries (EACEA, 2012).

1.3. Erasmus Mundus EURASIA

EURASIA project belongs to Erasmus Mundus Action 2 and under the Strand 1. The general objective is to strengthen the existing network of co-operation among universities in Asia and Europe by expanding their experience in student and staff exchanges to the associate institutions and thus disseminate good practice with regard to organization of mobility and Bologna implementation in all participating countries.

The main objective of the project is to contribute to the promotion of the European system of higher education world-wide (Bologna Declaration) and the Education for Sustainable Development (Bergen Communiqué).

The projects specific objective has been defined as: Improving education and research capabilities and collaboration between European Union and Asian Countries in subjects relevant for sustainable environmental and natural resource management to meet present and future societal challenges by contributing to education for sustainable development.

The specific objectives will be achieved by improving academic and professional human resources in the EU and Asian partner countries, producing and transmitting scientific and scholarly knowledge and information on curricula development and use of European Credit Transfer System (ECTS) and Diploma Supplement (DS) in the participating countries and promoting co-operation and solidarity among scientists and scholars (BOKU, 2012).

The first EURASIA project is conducted during 2008- 2012 and since the year 2010 there is second project, EURASIA 2, going on till 2014.

1.3.1. Description of EURASIA 1 project

The EURASIA 1 project started in the year 2008 and is organized by University of Natural Resources and Applied Life Sciences, Vienna. The end of the project is set to April 2012 (BOKU, 2012).

The project main objectives, as they were mentioned before, were:

- to support co-operation between European and Asian universities,
- to promote European higher education
- to improve education and research capabilities
- to contribute to education for sustainable development

For objective's fulfillment the BOKU set up following main activities:

- Contribution to increase human capital in the following subject areas: environmental and natural resource management, environmental biotechnology, Agricultural Sciences; Forestry; Food Science and Biotechnology; Environmental Sciences: Landscape Architecture and Planning; Architecture, Urban and Regional Planning; Business Studies and Management Sciences; Economics, Engineering, Technology; Geography, Geology; Law; Natural Sciences; Social Sciences; and, to a lesser extent, also in the fields of Education, Teacher Training; Medical Sciences and other Areas of Study.
- Strengthen the area of sustainable environmental and natural resource management including Life Sciences in its broadest sense as well as economics in the target countries, both in teaching and in research, through close and strong collaboration and interaction between the partners engaged in this project.
- Provision of a profound and in-depth education in these scientific areas through this project, and then can apply this knowledge in education or research at their home institutions/in their home countries to young staff members and researchers from the target countries.
- Exchange and dissemination of information on the Bologna System and ECTS scheme.
- The selection of 3 additional optional countries as partners in the call as well as the participation of 8 EU countries guarantees wide dissemination of know-how

achieved through mobility in Asia and Europe and the establishment of a strong academic network active in teaching and research.

- Provision of full transcripts of studies using the ECTS to all participating B.Sc. and M.Sc.-students who were exchanged for a short-term period.
- Provision of transcript that meets the standards of a Diploma Supplement to all students completing a full degree at the host university.
- Concentration of the projects (PhD-level, post-docs, academic staff) on research in the field of sustainable environmental and natural resource management including Life Sciences in its broadest sense as well as economics.
- Creation of international atmosphere at the involved higher education institutions through exchange of university personnel teaching at the partner institutions.
- Support of sustainability of the project by drafting future research projects in collaboration with local associated organizations, which offers graduating B.Sc. and M.Sc.-and PhD- students job opportunities and support research at post-doc and academic staff level.

There were 11 Asian partner universities, who participated in EURASIA, among which belonged Mongolian State University of Agriculture (Mongolia), Hanoi University of Technology (Vietnam), University of Economics Hochiminh City (Vietnam), National University of Laos (Laos), Suranaree University of Technology (Thailand), Thammasat University (Thailand), Chiang Mai University (Thailand), Tadulako University (Indonesia), Padjadjaran University (Indonesia), Northwest A&F University (China), NanJing Agricultural University (China).

Except BOKU (Austria) there were 7 other European universities, by the name these were Warsaw University of Life Sciences (Poland), Wageningen University (The Netherlands), Humboldt University of Berlin (Germany), Göteborg University (Sweden), The University of Manchester (United Kingdom), University College Dublin (Ireland) and Czech University of Life Sciences Prague (Czech Republic).

There were chosen also seven associated institutions, which offer complementary subject areas in studies and research, these associates are: Environmental Economics Program in China, Peking University (China), West Java Environmental Protection Agency (Indonesia), Maejo University (Thailand), Can Tho University (Vietnam), Nong Lam University (Vietnam), Institute of Policy and Strategy for Agricultural and Rural Development (Vietnam), European Academic University Partnership Network in Austria (EURASIA, 2012).

According to Evaluation of mobility report done by BOKU in 2010, the incoming students, who were participating EURASIA project, were in general very satisfied with the project. Extremely satisfied were incoming students with information about university, required documents and travel regulations provided before their departure to the university. The student's recommendations were especially about change of insurance type, better possibility to learn German, prolonging the time of scholarships for Master students, accommodation and adaptation problem. Also teachers and Post Docs evaluation turned out well. They appreciated working atmosphere, facilities and laboratory equipment. They improved their knowledge, gained practical experiences which they want to spread in their home country.

1.3.2. Description of EURASIA 2 project

The EURASIA 2 project lasts 47 months since the year 2010 to 2014. The coordinator of the project is the Czech University of Life Sciences Prague. The partnership of universities established an independent Steering Committee (SC), consisting of one representative (contact person) from each partner institution and chaired by the project co-ordinator. The SC is responsible for the general management of the project and decides on strategic and general issues of the partnership. In particular the SC is responsible for: monitoring of the progress of project implementation through regular telephone, web and/or video-conferences; agreeing on the selection procedures applied; the final decision on selected candidates for mobility flows; and quality evaluation through evaluation of interim-reports and mobility questionnaires. The project management is performed by project office at the Czech University of Life Sciences Prague, headed by the project co-ordinator, who is responsible for the operational project decisions in close co-operation with the contact persons at the partner institutions. The contact persons at each partner university are responsible for the local announcement of the project activities, promotion of the scholarship opportunities and coordination of the application

procedure at their institution, the local screening of the applications and they are involved in the final selection of the candidates. For all administrative tasks related to staff and student mobility (visa application process, admission procedures, enrolment, insurance, registration, residence permit) are responsible International Relation Offices at each of the partnership members.

The objectives of the project are consistent with the objective of EURASIA and it is basically a promotion of the European system of higher education world-wide, co-operation among universities in Asia and Europe, dissemination of practice, improvement of education and research capabilities in subjects relevant to sustainable environmental and natural resources management.

The activities of the project are comprised of ensuring permanent internal and external communication and information exchange, project webpage management, selection of students and staff, managing mobility flows, performing respective financial management, preparing the regular project reports.

The Asian partners (12 universities) involved in the project are Bogor Agricultural University (Indonesia), Can Tho University (Vietnam), Chiang Mai University (Thailand), Hanoi University of Science and Technology (Vietnam), Mongolian State University of Agriculture (Mongolia), Nanjing Agricultural University (China), National University of Laos (Laos), Northwest A&F University (China), Tadulako University (Indonesia), Thammasat University (Thailand), University of Economics Hochiminh City (Vietnam), University Putra Malaysia (Malaysia).

Together with the Czech University of Life Sciences there are eight European universities involved - Goettingen University (Germany), Humboldt University of Berlin (Germany), Supagro Montpellier (France), University of Gothenburg (Sweden), University of Natural Resources And Life Sciences (Austria), Wageningen University (The Netherlands).

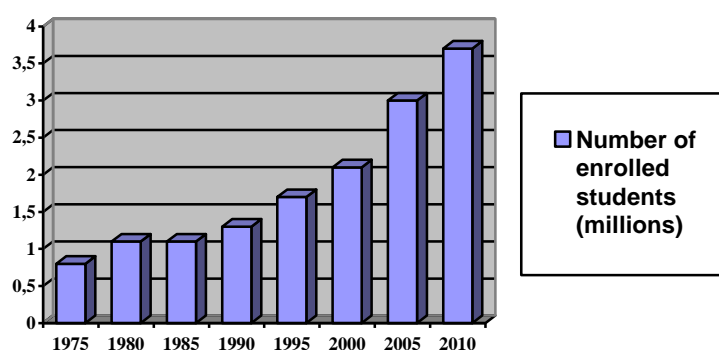
The associated institutions in EURASIA 2 are: AGRINATURA Association (Europe), CIRAD - Agriculture Research for Development (France), Kasetsart University (Thailand), Prince of Songkla University (Thailand), Research Institute for Aquaculture N. 1 (Vietnam), Royal University of Agriculture (Cambodia), and University Gadjah Mada (Indonesia).

In total 120 mobility flows (more than the minimum requested: 100) have been planned in frame of this project from Asian institutions to EU. The planned exchange activities and mobility flows involve staff and students representing all levels of the participating institutions: BSc-, MSc-, and PhD students, Post-doctorate as well as Academic staff. 10 Asian Bachelor students spend a period of 5 months (one academic year) and 16 Asian Bachelor students spend a period of 10 months (a full academic year) in the EU. 22 Asian MSc students attend a 10-month study period abroad. 12 prospective Asian MSc students will complete a full MSc program at EU universities in order to prepare and stimulate them for a future academic career at their home institutions. 16 Asian PhD students will be mobile for 10 months each in order to carry out research work at the host university and 10 will complete the full degree programme (EURASIA2, 2010).

1.4 Experiences of similar project implementation

There is an increasing trend in participating any study ex-change programme basically it is due to increasing globalization and interconnection of the world. The requirements on the student's experiences and knowledge are bigger so that there are more and more students who are interested in gaining education outside of their home university for some time (Jackson, 2008). According to OECD statistics the number of students enrolled outside their country of citizenship has risen dramatically, from 0.8 million worldwide in 1975 to 3.7 million in 2009 (see Graph 1). So thanks to this trend there is a lot of mobility programmes for students, but also for teachers, coming of. In this chapter let's concentrate on case studies done on projects of Erasmus Mundus and then on case studies of projects done in the rest of the world, where all are covering Asian students.

Graph 1: Growth of enrolled students outside their home university (1975-2010)



Source: OECD, 2011

1.4.1. Erasmus Mundus - Case studies

International Master of Science Rural Development (IMRD)

This is the programme under the Action 1 and Action 3. The universities covered in IMRD in 2007, when this Interim evaluation was done, were - National Higher Agricultural Education Institute of Rennes (France), Humboldt University of Berlin (Germany), University of Cordoba (Spain), University of Pisa (Italy), Wageningen University (Netherlands), Slovak Agricultural University in Nitra (Slovakia), Rural Development Institute of Chinese Academy of Social Sciences (China), Nanjing Nongye Daxue (China), Shan dong Agricultural University (China). Nowadays there are newcomers from the third-countries in the programme such as two universities from USA, one from South Africa, India and Ecuador (IMRD, 2012).

The course takes 2 academic years (120 ECTS). The aim of the course is to provide theoretical and practical aspects of rural development in developed, transitional and developing countries. Students must go through at least two mobility periods during four semesters and beyond this they have to undertake a period of practical training which involves case study work, independent research and the submission of a dissertation. Before starting second year students must undertake a practical case study which takes 4 weeks. International students are whole 2 years within the European Union but European students undertake one month period of a joint case study outside the EU and may add two extra months to this one for individual academic research on their Masters thesis. Training modules in this course can be followed in English, French, German or Spanish language. The condition for participating in the course is to have at least bachelor degree in bioscience engineering, agricultural sciences, rural geography, forestry, veterinary sciences, economics, sociology, rural development studies or equivalent fields.

The IMRD programme was evaluated as effective in the student's point of view, where they were satisfied with course content and only potential disadvantage was seen overlap of courses modules. The big positive thing for students was compulsory practical experience and saw it as good practical and theoretical experience for them. Foreign students appreciated participation in multidisciplinary courses with opportunity to study on several European universities. Then Interim evaluation report (2007) pointed out that programme provided strengthening and integration of existing academic network thanks to very good partnership

between all partners. The most highlighted parts of the programme were a compulsory case study, efforts to diversify finances resources (a quarter of students were self-financing) and stress on language diversity in courses (Interim evaluation report, 2007).

European Masters Degree in International Humanitarian Aid

European Masters Degree in International Humanitarian Aid (NOHA) is programme belonging to Action 1 and Action 2 of Erasmus Mundus. The NOHA is working since 2004 and the European members are Université Catholique de Louvain (Belgium), University of Aix-Marseille (France), RUB University of Bochum (Germany), University College Dublin (Ireland), University of Groningen (Netherlands), Uppsala University (Sweden). The third-country universities in time of Intern evaluation (2007) were 8 member universities Monash University (Australia), Universidade de Brasilia (Brazil), York University (Canada), Universidad Javeriana (Colombia), Universitas Gadjah Mada (Indonesia), Université Saint-Joseph de Beyrouth (Lebanon), University of the Western Cape (South Africa), Columbia University in the City of New York (USA). To the year 2012 the university in Brazil is no longer a member (NOHA, 2012).

NOHA is multidisciplinary postgraduate programme that concentrates on the area of humanitarian aid and actions. The main aim is to endorse greater professionalism among humanitarian workers by providing intellectual grounding, raising awareness of humanitarian issues. The duration of the course is 3 semesters (90 ECTS credits). The first semester, obligatory for all Erasmus Mundus students, ensures that they receive a common introduction to the NOHA course. Second semester is reserved for student's mobility among member universities. In third semester international students continue with their mobility period in EU and European students have got chance to go to third-country partner university typically for three months. In this partner university is contact point with a person who is responsible for providing general advice and information on sources of support and research facilities for EU students participating in Erasmus Mundus. The NOHA also requires participation in a work placement with Non-Governmental Organization (NGO).

In the Interim evaluation (2007), done for European Commission, the NOHA fulfilled the aims of Erasmus Mundus programme. There were difficulties in some of the institutions involved in attracting sufficient EU students to the programme. Student appreciated that they could study in Europe for being in different culture and academic approaches. They really

liked opportunity to see and work with some NGO and they saw it as very useful of improving their employment prospects upon course completion. There was some limited repetition on some course modules between different institutions mentioned by students. Another positive aspect of the programme was chance to go to non-European country by with which the visibility of the European higher education was increased. As the highlight of the programme were mentioned gathering all Erasmus Mundus student in the first semester, compulsory internship, well-established alumni association and fine website (Interim evaluation, 2007).

European Masters Degree in Higher Education

The European Masters Degree in Higher Education (HEEM) in the time the Interim evaluation was conducted the programme concludes the four European universities (University of Oslo - Norway, University of Tampere - Finland, University of Aveiro – Portugal, University of New England - Australia and Obirin University, Tokyo - Japan). The HEEM programme has unique position among other Erasmus Mundus programmes because this programme specializes on analyzing and critically assessing change processes at all relevant levels in higher education and so that it enables to examine educational processes at work within Erasmus Mundus itself. The important part in the courses is to have very diverse range of students, normally no more than three from any one country out of total 20 students. The length of the course is two years (120 ECT credits). The each semester takes place on one of the partner universities in within European Union. Selected European students have got opportunity to spend 4-6 weeks in one of the third-country institution.

International students appreciated the possibility to make connections with new different people from the entire world. Although the staff from the European member universities was well prepared for all eventualities some difficulties occurred. The problematic part was “to keep up with all the personal administrative issues associated with such mobility at times” but according to evaluation report everything was managed well. Even though the programme was successful on international level, there have been problems with persuading European students to go to study and live to Australia or Japan. This was caused by high living costs in these countries and low grants for European students.

The students valued mostly the opportunity to study with students from different places also to participate on lectures given in diverse teaching approaches and to live in three different European countries. The biggest potential of this programme is seen in creating “the most prominent network in this field in the world”. As the best points in the programme the Evaluation mentioned cohesive student body, the high education quality (lecturers from the three degree-awarding institutions), student’s loans (if it was necessary) and very good web-based environment (Interim evaluation, 2007)

AGRIS MUNDUS – Sustainable Development in Agriculture

In 2009 was conducted ex-post evaluation of this and several more programmes. The coordinating institution was, and still is, Montpellier SupAgro (Institut des régions chaudes), France. The consortium is formed of following universities - Wageningen University and Research Centre (The Netherlands), University of Copenhagen, Faculty of Life Sciences (Denmark), University College Cork (Ireland), Università degli Studi di Catania (Italy), Universidad Politécnica de Madrid (Spain). The first academic year of the programme was 2006/2007. The partnership with third-country universities began with eight partners (1. University of Chapingo (Mexico); 2. Universidad Centroamericana (Nicaragua) 3. 2IE (Burkina Faso); 4. Hassan II Veterinary and Agricultural Institute (Morocco) 5. University of Lampung (Indonesia); 6. Royal University of Agriculture (Cambodia); 7. Yunnan Agricultural University (China); 8. University of Sana'a (Yemen). Now there are 14 universities from third countries (Agris mundus, 2012).

The main objective of the programme is to train highly qualified post graduate students "to cope with current global / international concerns in agriculture and rural development." The programme lasts 2 years (120 ECTS). Students attend one institution in first year and a second institution in second year, with 9 possible combinations (study tracks), each with a thematic focus (reflecting institutional specializations). The fourth semester is devoted to a Master's thesis worth 30 ECTS, evaluated by staff from both host universities attended.

In Ex-post evaluation (ECOTEC, 2009) was found out that large number of possible combinations within the same Master course has caused some problems in coherence and structuring over the two years. According to interviewed students there was a poor integration between first and second year of the study. Also there was an overlap with the subjects. The overlap was explained by large number of academic staff, involved in the programme, thanks

to which it was difficult to avoid repetition. On the other hand the range of curricula on offer in the different study tracks of AGRIS MUNDUS is viewed as unique in Europe.

The study system of the programme, staying in one university and second year in another, was a little bit controversial topic among student. Some of them appreciated different attitudes, concentrating on independent research and direct teaching, and some student would have preferred just one teaching approach. In the time when this Evaluation was done (2009) there was no internship included in those two years but there was compulsory fieldwork for Master's thesis research. On the other hand for entering the course students had to have some considerable experiences.

The biggest problem was with visa application procedure. A lot of the students did not get their visa on time and thanks to that they did not arrive on time to school and missed Orientation Week. This was solved by providing guidance to selected students to help them with the whole process. The all partner universities provide accommodation to its students and students did not mention any problem about it despite its costs differences between countries.

The social life of the students was evaluated as a little bit limited in relationship with hosting students and local ones. The students of the AGRIS MUNDUS programme tended to hold more together than with regular students. In the Evaluation was also stressed different background of international students. Some scientific elements were new for them but on the contrary there were areas where they were stronger than home students (i.e. willingness to debate with teachers). The teaching staff also expressed their opinion on this by reporting that the greater willingness of Erasmus Mundus students to challenge teachers and seek discussion has also generated a wider reflection on existing methods and approaches.

The academic staff who participated in the programme was mainly focused on their research and gaining connections. The thing, which they complain about, was limited time for teaching and student assessment activities. The programme struggled with disability to attract the European students which was most probably caused by high level of the fees charged by the programme and absence of scholarships for EU students in the first Erasmus Mundus programme.

In overall students valued the programme very positively. They appreciated spending time in different culture and environment.

Self-directed learning programme

This programme did not have exactly same structure like other European programmes mentioned above. This programme was done for research purposes to find out what are a differences in studying techniques and if they are related to the culture. Gieve and Clark (2005) investigated Chinese undergraduates studying English language as part of their degree on university in United Kingdom and afterwards compared their responses with European (Erasmus) students in this particular programme. The Erasmus students were mainly from Spain, France, Italy and Germany.

The students were divided into study groups in self-directed and Tandem learning. The self-directed learning, also can be called autonomous, includes the exercise of the following skills: choosing instructional materials, setting learning objectives and prioritizing them, determining when and how to work on each objective, assessing progress and achievements, evaluating the learning programme, time management, dealing with negative affective factors, self-motivation and self-discipline (Ho and Crookall, 1995). Tandem learning was based on multilingual group learning activities.

The programme showed that Chinese students expressed at least as much appreciation of the benefits of autonomous study as did the European students, and claimed to make equally good use of the opportunity. Differences in responses to the programme could be attributed to differences in language abilities and learning needs. This suggests that, given appropriate conditions, what are apparently culturally determined dispositions towards a certain approach to learning can turn out to be quite flexible. In general can be supposed that according to programme results self-directed learning process would allow for students taking on the attitudes and practices of different social and cultural groups simultaneously, contingently, instrumentally, and flexibly. They might still feel themselves to be very much Chinese, and not acknowledge any contradiction between 'being Chinese' and following 'Western' learning practices (Gieve and Clark, 2005).

The conclusion of the programme can be used for creating curricula for mobility programmes involving especially Chinese and other Asian students.

1.4.2. Mobility projects outside the European Union - case studies

Hong Kong case study

In 2005 Chapman and Pyvis conducted set of case studies on distance educational programme done by Australian university with collaboration with several Asian universities. The case studies were made of two groups of postgraduate students studying for a degree delivered offshore by an Australian university in partnership with a local provider. The first one was cooperation with Hong Kong University where 21 students were enrolled.

The requirements for entering the programme were a Master degree by research and relevant professional experience. The course included coursework and dissertation over a part-time enrolment of 4 years duration. The coursework component was delivered offshore in four intensive teaching blogs during the first year. Following successful completion of the blogs, a principal supervisor was appointed to each student, whom they visited at least twice each year. A second supervisor visited Hong Kong university twice each year, once with the whole group of students, and once with each individual student, to give additional assistance in academic writing and thesis structure. The students involved in the case study were in their second year and were full-time working in the university or an institute of education as a tertiary lecturers or senior administrators. At the time of the case study interviews, participants were working on their supervised doctoral research projects. They worked with their supervisors primarily by email and in person when the supervisor visited them in Hong Kong twice per year Chapman and Pyvis (2005).

According to Chapman and Pyvis (2005) the main reason why students choose this programme for the opportunity to take control over their own professionalism through thanks to international education. They thought that they can gain higher education by foreign programme than by local one. Factors which influenced their choice of the particular programme were reputation of the university, programme costs, mode of the study and familiarity of the university. Their research showed that the most important reason was reputation which would maintain “recognition of the degree by people around the world.” Students expected personal growth, self-fulfillment and self-development from the programme. Students realized that they can gain better social status thanks to the programme which was not so important for them but they said that it could be useful at work.

The students wanted to be well-informed about contemporary educational reforms so that they could be useful to their work and community.

The problem which occurred was participants delay with reading materials required for courses. In general students found out that the programme was really highly time-consuming. On the opposite there were students that confirmed that but still found out convenient especially for those participants who had to go to work. The cultural differences between students and their visiting professors were not seen as a problem on the contrary they found it positive and they even noticed differences teaching styles of their professors, which was also seen as an advantage. The students were basically divided into two groups. First group for which the family and work was more important than study (mostly women) and second for which work took priority over the study and family. The main feature of this programme is distance between students and their university. One student said in the interview that “attachment to the alma mater is something that is missing for the offshore student”.

Singapore case study

This is another case study performed by Chapman and Pyvis done in 2005. This programme was for Master degree students provided by Australian university with cooperation with Singaporean partner.

The programme consisted of six units of study plus a major paper. The major paper was a 10,000 word assignment in the form of a small scale research project, an extended literature review or a policy analysis study. The major paper was produced with individual supervision comprising of two visits and ongoing email contact with the supervisor. The units (25 hours in a one week), or modules, were delivered approximately every two and half months in Singapore and were taught entirely by staff coming from the provider institution. Time to finish those six units was about 15 months. There were also permitted time of a half of the year for major paper. Assessment was by assignments usually due 6 weeks after the cessation of class contact for a unit. In this period, students could access unit lecturers’ administrators by email.

Student stressed in the interviewed that this programme was useful in professional and personal point of view. They liked having a chance for “exchange of liberal ideas with lecturing staff”. The reason why they choose to participate in this offshore programme rather

than travel to study in Australia was closeness to family, work commitments and legal restrictions about allowing foreign students to have paid employment in Australia. Also university reputation and familiarity with the Australian partner were essential for students. Some students admitted that they did not like readings because of predominance of Western philosophies. Because new students could join the programme continuously, the difficulties in classroom environment occurred. Students complained about uncomfortable in the classes when they entered to class as a newcomer (Chapman and Pyvis, 2005).

Malaysian case study

In 2007 was published study by Pyvis and Chapman and it was part of the previous two studies about offshore education at Australian university. This programme included a pre-university, degree and higher degree programmes. In this particular programme the students get chance to spend a final year in Australian university campus. The international students in the campus were especially from China, Thailand, Singapore, Iran, Bangladesh, Canada, Sri Lanka, Brunei and Kenya.

One of the main reasons why Malaysian students choose the international programme was increased chance to get the job in one of the multinational corporations. Also for most of them the term “international” was associated with Western education and Western qualification. The reasons for non-Malaysian were a little bit different. They did not put the emphasis on job opportunity but on self-development and gaining international identity. Another reason which was stated by all students was proximity to home and family. Students pointed out that they felt sorting in the classroom to national, ethnical or language students groups. The interviews showed that the non-Malaysian students were prepared for that and so that they were more ready to do steps for accommodation than Malaysian students. The new friendships and memberships seemed to be mostly established in small study groups, which were at first organized by lecturer during lectures or tutorials (Pyvis and Chapman, 2007).

On the other hand in general, students (especially non-Malaysian) criticisms were aimed at teaching practices, course materials and learning demands. There were several complains about studying materials being too “Australian” and students would have appreciated more international range of knowledge (Pyvis and Chapman, 2007).

The Chinese Graduate Students Joint Training Program

Ding and Li (2011) investigated Chinese students in American universities and their social connections and some non-traditional determinants on their number in USA. The Graduate Students Joint Training Program (GSJT) was introduced by Chinese government in 2007. This programme enables to spend period of 6-24 months and do research for their dissertation in developed countries mostly to Chinese doctoral students. The programme is sponsored by China Scholarship Council. The key requirement for receiving the scholarship is an invitation from a faculty member at the host university.

As it was mentioned in previous programmes a big decision-making factor is university reputation. The research done by Ding and Li (2011) also showed that for Chinese students the social connections and networking have a strong positive and significant effect on the number of Chinese students hosted in a university in the US. The networking was seen as kind of the international openness of a university which had a strong effect on the acceptance of Chinese students. In conclusion they found out that establishing such social networks will help get the best Chinese students and will also benefit American students to help them study in good programs in China. Ding and Li (2011) alleged that the principle of networking could as kind of propagation also work for other study programmes and institutions.

Study of Taiwanese students in the United States

The study was done by Ying (2005) and participants were international graduate students from Taiwan. They were recruited at mandatory seminars sponsored by the Taiwanese Ministry of Education during the summer prior to their departure. Data collection was done during whole 4 semesters of their stay and study in USA.

Ying (2005) found out that Taiwanese students did not experience significant difficulty secondary to cross-cultural living, and could not be said to have suffered “culture shock.” This was likely to be due to Taiwan’s increasing modernization and westernization, and significant pre-arrival exposure to American culture through mass media. The problems with accommodation of the students were most significant at the beginning and than they were decreasing during the student’s first calendar year after their arrival. Gender difference was not found except in the domain of unfamiliar climate, where women reported more difficulty than men. The findings of this study suggest acculturative stressors to be most prominent

immediately upon arrival. So that the outreach programs should be implemented either prior to or immediately upon arrival (Ying, 2005).

2. Objectives

The main objective of this thesis is to evaluate the impact of the Erasmus Mundus projects “EURASIA 1 and EURASIA 2” to the students coming from Asia to Europe through Erasmus Mundus scholarships. The first “EURASIA 1” project (n. 14120-EM-1-2008-AT-ERAMUNDUS-ECW - L 14) is coordinated by the University of Natural Resources and Life Sciences (Austria) and is running since 2008 to 2012. The second project “EURASIA 2” (n. 182724-EM-1-2010-1-CZ-ERAMUNDUS-EMA21-L12) is coordinated by the Czech University of Life Sciences Prague and lasts from 2010 till 2014.

The specific objectives include:

- Evaluation of effectiveness of scholarships
- Comparison of different approaches of EURASIA project with other Erasmus Mundus projects
- Specification of the benefits of studying on EU and compare it with their previous expectations
- Evaluate of role of involved institutions (foreign police, Embassies, EU delegations)
- Recommendations how to improve the whole process from promotion, selection process, acceptance the students, their integration into studies at EU universities

3. Methodology

3.1 Data collection approaches

A. Secondary data collection

Secondary data were obtained from the reports and documents of EACEA, statistics, scientific articles and internet sources mentioned in the references of the thesis.

B. Primary data collection

Primary data were collected during interviews with focus groups (students from Asia participating mobility exchange programmes EURASIA 1 and EURASIA 2) and by structured questionnaires distributed to Asian students.

The pilot questionnaire was taken during Agrinatura Orientation Week in Prague, which was organized for participants of EURASIA 2 project plus teaching staff of their host universities and for participants of Agris Mundus Master of Science - Sustainable Development in Agriculture. The Agrinatura Orientation Week was organized by Institute for the Tropics and Subtropics of the Czech University of Life Sciences Prague, AGRINATURA association and the European Universities of the EURASIA 2 consortium and was hosted from 29th August to 2nd September 2011 (EURASIA2, 2012).

Not all participants of EURASIA 2 project were able to come for the Agrinatura Orientation Week so that the pilot questionnaire was given to 17 students personally on 30th August 2011. The pilot questionnaire was composed of 16 questions where 3 of them were open questions and 12 questions were closed. The questions were mainly focused on how the students are satisfied with coordination side of home and host university so far, how they find coordination part of the project and what were their motivations and expectations to participate in the EURASIA project. Pilot questionnaire is attached in Annex 5.

During the November 2011 there were sent out 110 questionnaires by email. Out of the 110 questionnaires there were 30 of them for teachers and post-doctorates and 70 questionnaires for bachelors, masters and PhD students. The questionnaire for teachers and Post-Docs contained 3 open questions where they could have expressed their experiences, benefits of the programme and suggest improvement ideas. The questionnaire for BSc, MSc and PhD students contained 22 close questions where in 13 questions students evaluated the importance and their satisfaction on the scale of 1 (not at all important/satisfied) to 5

(extremely important/satisfied) of the programme and in 9 questions students evaluated benefits of the exchange experience also on the scale of 1 (not at all beneficial) to 5 (extremely beneficial). In the student's questionnaires was also part for recommendations and improvements of the programme. The questionnaires are attached in the Annex 6 and 7.

3.2 Data analysis

Not all the questionnaires came back for evaluation, so that there were evaluated 65 (out of 70) student's questionnaires and 17 (out of 30) teachers and Post-Docs questionnaires. In the result evaluation was not done any division of students according to age, sex, host or home university, all questionnaires were evaluated together to get general idea about respondents' opinions.

For the evaluation were used statistical indicators such as arithmetic mean, median and mode. At first the numbers of respondents for each scale number in an each individual question were determined. Afterwards the arithmetic mean was calculated from the choices numbers on the scale from 1 to 5 so that it provided a central tendency of scale in importance and satisfaction scale. Also for median and mean were used same numbers gotten from the scale choice.

The differences among results could be caused by different conditions under which respondents answered questions. This is the biggest limitations in the evaluation. Each student or teacher came from different university and also stays in the different university so that they did not have same conditions for studying and life in the host university and in the host country as well. This could have caused possible inaccuracy in the evaluation. This is also why there were used more statistical indicators then only arithmetical mean.

The other limitation of the evaluation could be time when the questionnaires were sending out for fulfillment. For the respondents it was their first year in the host university and they were there for two or three months in the time of responding to questionnaire, some teachers were not even in the host country. Thanks to this the responses could have been influenced by lack of respondent's time to make more definite opinion and in the end of the academic year the answers could be different.

4. Results

According to the first five questions in the questionnaire (see Table 1), which contained questions about information given prior to the arrival to the host university, the majority of respondents felt that information given prior to their departure were extremely important. As the most important came out information about host university (for 63% of students extremely important) and about travel regulations and all necessary information (61, 5% of student).

Table 1: Importance of information obtained prior to the arrival

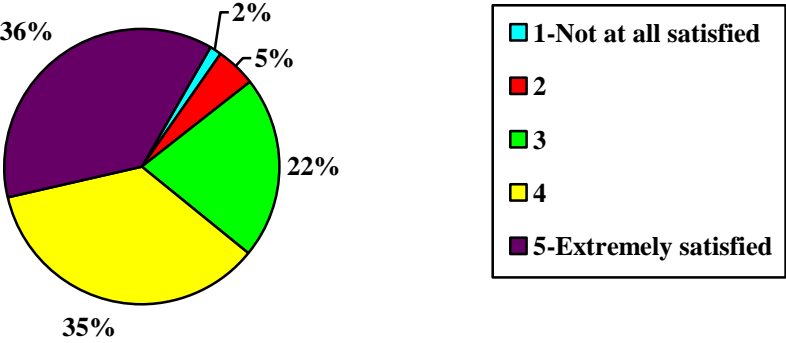
	How important was this component for students.					Arithmetic mean	Mode	Median
	1*	2	3	4	5**			
1. Information about the host culture received prior to departure.			15.4%	32.3%	52.3%	4	5	5
2. General information about the host university received prior to departure.			1.5%	35.4%	63.1%	5	5	5
3. Specific information received prior to the exchange about learning opportunities available at the host university		1.5%	10.8%	30.8%	56.9%	4	5	4
4. Internet-based information and tools that helped them prepare for the exchange.		1.5%	4.6%	38.5%	55.4%	4	5	5
5. Information about travel regulations and required documentation received prior to departure.			9.2%	29.2%	61.5%	5	5	5
Total						4	5	5
* Not at all ** Extremely								

In the satisfaction part the results were not as clear as it was in importance above (see Table 2). But still in average the responses in the scale ranged mostly between 4 and 5, which means very to extremely satisfied). The biggest distribution of student’s responses was in question 1- Information about host culture (see Graph 2).

Table 2: Satisfaction with information obtained prior to the arrival

	How satisfied students were with this component.					Arithmetic mean	Mode	Median
	1*	2	3	4	5**			
1. Information about the host culture received prior to departure.	1.5%	4.6%	21.5%	35.4%	36.9%	4	5	4
2. General information about the host university received prior to departure.		4.6%	9.2%	30.8%	55.4%	4	5	5
3. Specific information received prior to the exchange about learning opportunities available at the host university		4.6%	15.4%	52.3%	27.7%	4	4	4
4. Internet-based information and tools that helped them prepare for the exchange.		1.5%	10.8%	38.5%	49.2%	4	5	5
5. Information about travel regulations and required documentation received prior to departure.		1.5%	18.5%	32.3%	47.7%	4	5	4
Total						4	5	4
* Not at all ** Extremely								

Graph 2: Information about the host culture received prior to departure.



In the written commentary a lot of students were very satisfied with the information about host culture and found it very useful. In the question about learning opportunities available at the host university students mentioned that it would have been better if this topic could have been discussed more and some information could have been sent by email. Internet information and tools for exchange preparation were found as useful and well done. In general the organization part of the project was seen as very well-done among students.

The studying environment and social life on the host university did also very well in the student's evaluation. The most frequent chosen choice was 5 (extremely important and satisfied). According to results whole 80% of the respondents found out financial resources as extremely important (see Table 3). Another extremely important component for students were courses at the host university with 73, 8% of students. In average mostly selected choice of the scale from 1 to 5 concerning importance of the each component was number five.

Table 3: Importance of the components of the exchange experience

	How important was this component for students.					Arithmetic mean	Modus	Median
	1*	2	3	4	5**			
6. Orientation to the host university received upon arrival.	1.6%	1.6%	12.5%	28.1%	56.3%	4	5	4
7. Courses taken at the host university.		1.5%	4.6%	20.%	73.8%	5	5	5
8.The internship at the host country (if applicable)		2.6%	13.2%	50.%	34.2%	4	4	4
9. Living arrangements in the host country.			6.2%	24.6%	69.2%	5	5	5
10. Language proficiency during most of the exchange.	1.6%		7.8%	32.8%	57.8%	5	5	5
11. Personal friendships made in the host culture.			6.2%	38.5%	55.4%	5	4	5
12. Participation in cultural life of the host country.			15.4%	49.2%	35.4%	4	4	4
13. Financial resources during the exchange.			4.6%	15.4%	80.0%	5	5	5
Total						5	5	5
* Not at all ** Extremely								

Average choice of the scale from 1 to 5 concerning satisfaction was number four (see Table 4). As the smallest satisfaction was found the internship at the host university, nevertheless it was not question for all students and only 34 students at total answered it. In written commentary the internship was in total evaluated positively only there were a few comments about overloaded work and one student complained about accommodation and food arrangements. The next thing mentioned by students was that some of them did not catch the Orientation week at the host university, where the university and its environment is showed to them, due to their late arrival and they were sorry about it, but those who attended Orientation week were very satisfied with it.

Table 4: Satisfaction with components of the exchange experience

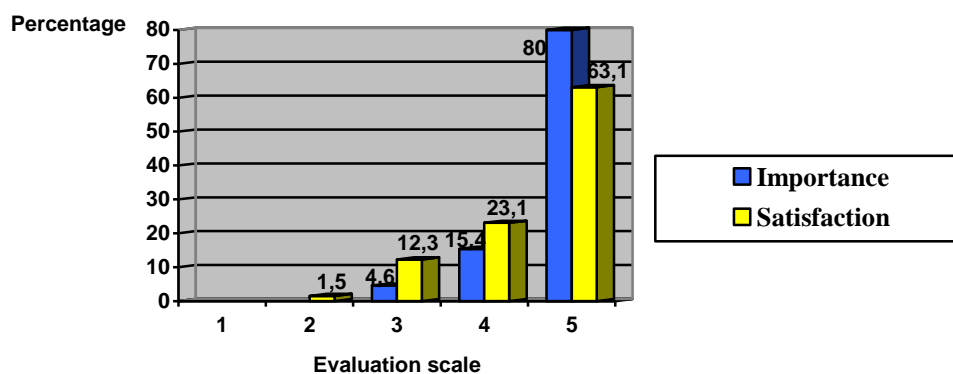
	How satisfied students were with this component.					Arithmetic mean	Modus	Median
	1*	2	3	4	5**			
6. Orientation to the host university received upon arrival.	3.2%	4.8%	19.4%	22.6%	50,0%	4	5	4.5
7. Courses taken at the host university.		1.5%	10.8%	35.4%	52.3%	4	5	5
8.The internship at the host country (if applicable)		8.8%	26.5%	41.2%	23.5%	4	4	4
9. Living arrangements in the host country.		1.5%	10.8%	36.9%	50.8%	4	5	5
10. Language proficiency during most of the exchange.	1.6%	3.1%	23.4%	45.3%	26.6%	4	4	4
11. Personal friendships made in the host culture.		3.1%	6.2%	5.1%	40.%	4	5	4
12. Participation in cultural life of the host country.			25.0%	42.2%	32.8%	4	4	4
13. Financial resources during the exchange.		1.5%	12.3%	23.1%	63.1%	5	5	5
Total						4	5	4
* Not at all ** Extremely								

The courses at the host university were in general evaluated as very good, with wide range of choices and relevant subjects. However there were few complaints that some subjects are not taught in English but in native language (mostly French and Czech). The living arrangements were mostly evaluated as a very good and without any problems. The most common problem, mentioned by respondents, was with high prices and finding place to live (German universities).

Nearly all students said that their language skills got better and that they are still improving it, a few students mentioned that it would be good to have some lectures of the host country language during their stay, so that they could easily communicate with schoolmates and local authorities. All respondents found out very good and friendly atmosphere at their host universities.

The most controversial question was about financial resources. Also the biggest difference between importance and satisfaction occurred in the question number 13- Financial resources, but still the difference is not very big (see Graph 3). Even though the financial resources were fulfilling for majority of the students enough even though some of them mention that living costs are quit higher than they are used to. Anyway there were two PhD students from Wageningen University who pointed out that their scholarship is provided for shorter time than time needed for completing their PhD degree and so that they will have to look for some other source of money.

Graph 3: Importance and satisfaction difference in question 13 (Financial resources during the exchange)



In third part of the questionnaire students evaluated, how beneficial were exchange experiences for them. The questionnaires showed that experience of EURASIA project brought them many benefits. The majority of the students, 83%, found out this experience as beneficial for their personal development (see Table 5). Also a lot of people, around 70%, appreciated gaining high value for their socio-cultural understanding and high value for their degree study. These two aspects were mentioned in writing commentary as well. The other things which students mentioned in commentary were opportunities to improve English language, understanding different cultures, making new contacts.

Table 5: Benefits of the exchange experience

	To what extent do students agree with each statement					Arithmetic mean	Modus	Median
	1*	2	3	4	5**			
14. While in the host country my language skills improved.	1.5%		9.2%	35.4%	53.8%	4	5	5
15. I made friends among the members of the host culture.			12.3%	32.3%	55.4%	4	5	5
16. I know more now because of the exchange experience than I knew before about the host country's cultural life.			6.2%	33.8%	60,0%	5	5	5
17. I made valuable professional contacts while in the host country.	1.5%	1.5%	18.5%	53.8%	24.6%	4	4	4
18. I learned how things in my field are done differently in another culture.		1.5%	10.8%	41.5%	46.2%	4	5	4
19. I had practical experiences in the host country that will make me a better professional.	1.5%	3.1%	9.2%	30.8%	55.4%	4	5	5
20. The exchange experience was of high value for my degree studies.		1.5%	4.6%	21.5%	72.3%	5	5	5
21. The exchange experience was of high value for my social-cultural understanding.			4.6%	24.6%	70.8%	5	5	5
22. The exchange experience was of high value for my personal development.			1.5%	15.4%	83.1%	5	5	5
Total						4	5	5
* Strongly Disagree ** Strongly Agree								

Majority of the students used the space in questionnaire to suggest their recommendation about improving the programme. Some of the recommendations were already mentioned in previous parts of the questionnaire such as orientation week, problems with living arrangements. About the orientation week there were some students who couldn't participate and they were sorry about it, because they felt a little bit lost in the campus and also struggled with orientation in the school systems so their recommendation was about postponement of the orientation week until all the incoming students are there. Or other suggestion was that there should be appointed a mentor or guide for foreign students who could help them with basic information and problems. Besides they mentioned that a pick-up service at the airport would suit them. There were several suggestions that there should be some kind of temporary accommodation arranged for those students who came earlier to host country or do not have accommodation there.

There were two very frequent recommendations topics in the questionnaires. The first was the possibility of choosing additional language courses of the local official language so that it would be easier for students to fit in to the community. And second one was concerning air tickets and visa problematic. The students suggested that air tickets should be arranged and paid in advance because the students had to pay it before the scholarships and they had to borrow money for it. The getting visa procedure was seemed to be quit difficult by students so that they would appreciate some help with it by the coordinator or host university side. With the visa problematic there were also mentioned that faster and more detailed documentation would be better. Faster documentation would be better in order to get some more time for visa procedure and detailed in matters of what documents should be submitted and when. Also in a few questionnaires occurred that all these documents should be in English.

A lot of students wrote that they would really appreciate if it would be possible to prolong their stay at host university especially PhD students and Msc students in order to finish their thesis and dissertations. Regarding the thesis and dissertations another recommendation occur, namely that there should be done some kind of extension of scholarships or research grant for conducting the research for dissertation or thesis. Among the suggestions were ideas of enabling exchange study within more universities and possibility to do collaborative research. Quite often was repeated idea of establishing virtual forum for all participants of EURASIA and also for teachers so that they could communicate with each other and stay in touch when they get back to their home country. At last there were several recommendations about better promotion of the project in Asian universities.

Teachers and Post-Docs gave only written evaluation and recommendation for programme improvement. They appreciated their stay at host universities as very useful for them especially meeting fellow researches, new professional contacts, different perspectives and different methodologies, access to the libraries and modern equipment, opportunity to publish in international journal, information exchange, new cultural aspects and generally learning new things and gaining broader point of view on their research.

The recommendations were similar to those of that which students gave. The most frequent was prolonging the time of stay for teaching staff to two or three months, this recommendation was mentioned by 9 of 17 participants. Afterwards the rest of the recommendations touched issues such as promotion of the programme on educational expos and other similar actions, two respondent suggested financial support for research, supervision of the welfare and programme on the host universities by project coordinator, simplify the website of the programme, organization of cultural activities and 7 respondents would appreciated meeting platform for all participants of EURASIA project. Three respondents touched the issue about time between acceptance to the project and departure time in connection with visa application and living arrangements, which in these cases were not satisfactory for respondents. One respondent stated that “with a limited time (short time) for prior coming to host university, it caused some difficulty for visa request and also looking for a room to stay. It would be nice if the time duration will be longer after announcement of from the project result till departure from home country.”

5. Discussion

The results of the questionnaire showed that in total student were satisfied or even very satisfied with the programme. The values of statistical indicators, arithmetical mean, mode and median, used for the evaluation were four or five in every question. This means that even though the students, used for the evaluation, were not from the same home university and not even from the same host university and therefore they had different views and perspective on the functioning of the programme, they still considered it as very well done. The possibilities 1 (not at all important/ satisfied) and 2 in the choice scale, which were in the checking part of the questionnaire, were mostly ticked off in the question number six- *Orientation to the host university I received upon arrival*, number eight- *The internship I had at the host country-if applicable*, and question number ten- *My language proficiency during most of the exchange*.

The issue with orientation on the host university can be connected to problems with orientation week on some host universities. Several students mentioned that they did not manage to get to the host country on time and so that they did not participated on the orientation week. The orientation week was seen as important not only because of the getting to know the university environment and surroundings but it was also seen as factor for getting familiar with new people and culture. The emphasis of orientation week is also put in the other Erasmus Mundus projects. As it was mentioned in Ex-post evaluation (2009) the orientation week and other similar activities, which include all project's participants, are beneficial because they help to create a common identity for the course.

Brisset et al. (2010) pointed out that although international students pass their study with few difficulties there are still stress factors which should be considered and these factors include language skills, loneliness and homesickness. The orientation week or other similar activity, which can gather international students, can help to overcome issues connected with the last two factors (loneliness and homesickness). The importance of the social adaptation is stressed by many other authors as well. Ward and Rana-Deuba, (2000) found out that social acceptance and support of foreign students is important factor in psychological adaptation during cross-cultural stays and its limitation can lead to depressions also Jou and Fukada (1996) stress that lack of social support can be negatively influence mental and physical health. Smith and Khawaja (2011) point out that the cultural norms, language barriers, and the

nature of friendships in the host country may also complicate international student's ability to establish friendships, and thus contribute to their feelings of loneliness. The same thing claim Kashima and Loh (2006) when they say that students with who have more local ties have better physical condition and better cultural knowledge of host country and because of that we can see how important are ties with local residents for international student.

The questionnaires showed that social and cultural life is important for students as well and even though in general they were satisfied with these components the final numbers were a little bit more dispersed than in comparison with other questions. Also in the written commentary the students mentioned that they are looking forward to get know new people and culture. It must be considered that in the time when questionnaires were send out and filled out the students were in their host universities for quite short time (students arrivals were in September, October and questionnaires were send out in November) so that they did not have so many time and opportunities to get familiar with host country culture or to make deeper friendships. Brisset et al. (2010) did research which was focused on adaptation of Vietnamese students in France and where they found out that important roles in adaptation play anxiety and intimacy of the students. Brisset et al. (2010) suggested that "those who were more anxious were less likely to seek intimacy, and those who sought less intimacy adapted less well." According to this hypothesis the willingness of the respondents to make friendships and get familiar with the host culture we can suggest that they were feeling fairly comfortable. As it was mentioned above the questionnaire results confirms that by saying that students are satisfied with their current situation in general.

In comparison with other Erasmus Mundus programmes the situation in student's adaptation is pretty much the same. The orientation weeks and starting courses, which are obligatory for all students, are valued very positively but still the evaluation reports mentioned that the visiting Asian students tended to hold together more than with other international students or home students. This tendency to stick together was also seen in the questionnaires results when responding students suggested to create common webpage or some similar instrument where all project's participants, the current ones and former ones, could be in touch.

The internships which were in the questionnaires mostly evaluated as satisfactory and important were not obligatory for all students. The lack of possibility for this or similar component for all students can be now seen as a shame because quite a lot of other Erasmus Mundus (e.g. International Master of Science Rural Development, European Masters Degree in International Humanitarian Aid) has got obligatory internships and these were highly appreciated by its students. The thing which was appreciated in internships and experience workshops was that students had got opportunity to see and experience their theoretical knowledge in practice and it also can be helpful for future job requirements (Interim evaluation, 2007; Ex- post evaluation, 2009). Beebe, Blaylock and Sweetser (2009) see the importance in internships in giving the student a chance to work on their skills, interaction with more experienced professionals, and practice in different areas of the field. This is in accordance with the written commentaries of the questionnaire where respondents appreciated opportunity to learn technical things but as well as improve their language skills and better understanding of the culture.

Even though sometimes internships can have negatives points of view such as long working hours, highly structured task positions where there is no position rotation and students can lose their interest and using students as substitution for labor shortage (Lam and Ching, 2007). The similar opinions and reflections were also stated in the written commentary in some questionnaires. One student evaluated internship as “important for upgrade skill and knowledge but must be considered without overload work.”

Quite often result-balanced question and frequently mentioned topic was the one which was touching language proficiency and language requirements. As it was pointed out in the results the biggest problem was in the Czech Republic and France. Several students mentioned that there are lectures which are not given in English language on the host university. The respondents also stressed that thanks to language barrier they experienced difficulties while dealing with local authorities in the host country.

Smith and Khawaja (2011) connect language barrier to a major stressor that international students need to face while their stay in foreign country. The problem with language difficulties during the class can cause other stress in both social and academic levels, where in academic level can raise difficulties in writing assignments, understanding lectures, oral and written examinations, and the ability to ask questions in class (Chen, 1999). Also Leki (2001) sees language barrier as a stressor especially in participating in oral classroom activities such as whole-class discussions and formal oral presentations.

Kim (2006) suggests solution for these kinds of problems by encouraging the whole-class discussions and so that prepare students for active engagement in large-group discussions. Also help by the other international student who is more experienced and probably has been in the host university for a longer time would be beneficial (Kim, 2006). Hung and Hyun (2010) go further and advice to include training in intercultural awareness and training for faculty, directly connected to their pedagogical and curriculum practices plus sustainable mentorship should be implemented to help international students with scholarly writing and professional socialization. The other possibility is to organize a distance semester for future incoming students in which they would learn with academic advisor (Hung and Hyun, 2010). Although these two last suggestions sound effective it seems that in practice it would be quite difficult to organize them and make sure that they are working in a proper way.

According to Interim evaluation (2007) and Ex-post evaluation (2009) done of several Erasmus Mundus projects there were no such problems with language barrier mentioned. But in comparison with these projects EURASIA project is new and needs some time to settle down.

The good and sufficient solution seems to be just a few weeks long summer course for incoming students. Llanes and Muñoz (2009) found out that even in as short period of time as 3 or 4 weeks can learners improve their language skills. In such courses they would get basic knowledge of the local native language and afterwards they were capable to communicate and understand on some basic and satisfactory level. This would also encourage them to practice more their language skills by making contacts with home students.

The problem which occurred in most commentaries and with which also struggled AGRIS MUNDUS project, according to Ex-post evaluation report (2009), was visa application procedure. In both projects, EURASIA and AGRIS MUNDUS, students complained that whole procedure was very long and thanks to that they came late to the host university and by that they missed some actions, like orientation week, or beginning of the semester. AGRIS MUNDUS solved this problem by providing guidance to selected students to help them with the whole process. This solution seems to be the most relevant because usually there are involved local authorities of the host and home country with which can be difficult to deal especially for foreign people.

The one thing, which was indeed in common for all mobility projects done by Erasmus Mundus programme, was gratitude and enthusiasm for these projects of the Asian students. The projects were especially appreciated for its international level, mainly those which required different universities in each semester, than opportunity to get know new culture, work on language skills, getting know different teaching and studying methods and make professional connections. The modern laboratory equipment and overall environment for research was acknowledged as well. Basically these factors are also main reasons why they have decided to join mobility programme.

Chirkov et al. (2007) determines two main motivational aspects: the level of self-determined motivation and the content of goals that people are seeking for. One of these goals for sure would be job opportunities which can be increased by studying abroad. Ono and Piper (2004) explain that “those people, who have ‘study abroad experience’, will have better chances to find employment as they have wider options.” The increased chances for getting job were also appreciated by questionnaire respondents. Hung (2010) summarize the motivational factors as availability of financial support (e.g. scholarships), educational opportunities, quality of the education, research facilities, political environment, racial/ethnic conditions, the value of the degree obtained.

When we look at the student’s appreciated outcomes and motivational factors there is quite significant similarity among them. Thanks to this we can assume that projects activities and development meets student’s expectations.

6. Conclusion and recommendation

The findings of the thesis showed that participants of EURASIA project are with its functioning satisfied and appreciate it. They value opportunity to study abroad, in different study environment and they see it as a good contribution to their personnel and professional development.

The evaluation of the questionnaires displayed that as information provided to students before arrival as situation upon arrival were very well managed. The most frequent complaints were about visa application procedure, which was for several students complicated and time consuming, language arrangements at Czech and French university, where students mentioned that there were given lectures some lectures in native language and not in English. In addition respondents mentioned that they hope to get more to social life in the host country but they stated that they were in the host university for short time and so that they expect enhancement.

Post-Docs and teachers valued chance to make professional contacts, to gain different perspectives and different methodologies, access to the libraries and modern equipment, opportunity to publish in international journal, information exchange, new cultural aspects and generally learning new things and gaining broader point of view on their research. They recommended to prolong time for teaching staff and to provide more finances for research when it is done during their stay in the host university.

The comparison of EURASIA project and other Erasmus Mundus projects we can say that EURASIA is doing well. There were some positives, such as international level of the project and global participant's satisfaction, and basically same imperfections as well. Among these imperfections would be visa applications procedure, more difficult involvement in social life.

On the basis of the questionnaire's evaluation and project participant's recommendations there are several things to improve. There is a need for visa application procedure solution may be established contact person or written manual for those students who have difficulties with this procedure. For better orientation and assimilation in the school the Orientation Week should be done when all the students can participate on. Also for better student's adaptation could optional language courses be available for students who would be

interested in them. For future project's progress would be beneficial to implement compulsory internship for all students where they would get more practical experiences in their field of study.

The evaluation was done at the beginning of respondents stay at the host university so that some responses were influenced by lack of time for deeper experience and creation solid point of view on some project components. It would be interesting to compare these opinions with student's opinions at the end of their stay.

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8. Annex

List of Annex

Annex 1- Erasmus Mundus Masters Courses (EMMCs) – starting in the academic year 2012-2013

Annex 2 - Erasmus Mundus Joint Doctorates (EMJDs) - starting in the academic year 2012-2013

Annex 3 - Erasmus Mundus National Structures information projects

Annex 4 - Projects to promote European Higher Education

Annex 5- Pilot questionnaire

Annex 6- Students' questionnaire

Annex 7- Post-Docs and teachers' questionnaire

Annex 1- Erasmus Mundus Masters Courses (EMMCs) – starting in the academic year 2012-2013

Disciplines:

AGR.....Agriculture and Veterinary
 ENG.....Engineering, Manufacture and Construction
 HEA.....Health and Welfare
 HUM... Humanities and Arts
 SCI.....Science, Mathematics and Computing
 SOC.....Social Sciences, Business and Law

Discipline	Title
SOC, AGR, HEA	AFEPA - European Master in Agricultural, Food and Environmental Policy Analysis
AGR	AGRIS MUNDUS - MSc in Sustainable Development in Agriculture
SCI	ALGANT - International integrated Master course in Algebra, Geometry and Number Theory
ENG	AMASE - Joint European Master Programme on Advanced Materials Science and Engineering
SCI	ASC - Master of Science: Advanced Spectroscopy in Chemistry
SCI	ASTROMUNDUS – Astrophysics
SCI	ATOSIM - Atomic Scale Modelling of Physical, Chemical and Bio-molecular Systems
SCI	bhealth - BioHealth Computing EM
ENG, HEA	CEMACUBE - Common European Master's course in Biomedical Engineering
HUM	CHOREOMUNDUS - International Master in Dance Knowledge, Practice and Heritage
SCI,ENG	CIMET - Color in Informatics and MEdia Technology
HUM	CLE - Master/Laurea Specialistica en Cultures Littéraires Européennes
ENG, SCI	COSSE - Computer Simulation For Science and engineering
SCI, ENG	CSSM - Complex Systems Science
HUM	CSSM - Complex Systems Science
SCI	DESEM - Erasmus Mundus MSc in Dependable Software Systems
SCI, ENG	DMKM - Data Mining & Knowledge Management
ENG,HEA	ECOHYD - Erasmus Mundus Master of Science in Ecohydrology
HEA	EDAMUS - Sustainable Management of Food Quality
SOC	EM SIE - Erasmus Mundus Masters in Special and Inclusive Education
SCI, ENG	EM3E - Erasmus Mundus Master in Membrane Engineering
AGR, HEA	EMAE - European Master in Applied Ecology
ENG	EMARO - European Master in Advanced Robotics
AGR	EMBC - Erasmus Mundus Master of Science in Marine Biodiversity and Conservation
HUM, SOC,HEA	EMCL - European Masters in Clinical Linguistics
SCI	EMCL - European Master's Program in Computational Logic
SCI	EMDC - European Master in Distributed Computing

ENG	EMDiReB - European Master in Diagnosis and Repair of Buildings
HEA	EMECC NURSING - Emergency and Critical Care Nursing
SCI	EMECS - European Master Embedded Computing Systems
AGR, HEA	EMFOL - Food of Life
SOC	EMGS - Global Studies - A European Perspective
SOC, ENG	EMIN - Erasmus Mundus Joint Master in Economics and Management of Network Industries
SOC	EMLE - European Master in Law and Economics
SOC, HEA	EMMAPA - Erasmus Mundus Master in Adapted Physical Activity
ENG, HEA	EMMEP - Erasmus Mundus Minerals and Environmental Programme
SOC	EMMIR - European Master in Migration and Intercultural Reations
ENG, SCI	EMM-Nano - Erasmus Mundus Master in Nanoscience and Nanotechnology
SCI,ENG, HEA	EMQAL - European Joint Master in Quality in Analytical Laboratories
AGR	EM-SANF - Erasmus Mundus Master Course Sustainable Animal Nutrition and Feeding
SOC	EMSD - European Master programme in Systems Dynamics
SOC, HEA	EMSEP - European Masters in Sport and Exercise Psychology
ENG	EMSHIP - European Education in Advanced Ship Design
SOC	EMTM - European Master in Tourism Management
SOC	EMTTLF - European Master's in Transnational Trade Law Finance
ENG	EU4M - European Union Master's Course in Mechatronic and Micromechatronic Systems
AGR	EUMAINE - European Master of Science in Nematology
ENG, AGR	EURHEO: European Masters in Engineering Rheology
SCI, ENG	EUROAQUAE - Euro Hydroinformatics and Water Management
HUM, SOC	EUROCULTURE - Europe in the Wider World
HUM,SOC	EUROMIME - Master européen en Ingénierie des Médias pour l'Education
HUM	EUROPHILOSOPHIE - Philosophies allemande et française dans l'espace Européen
SCI, ENG	EUROPHOTONICS - Master in Photonics Engineering, Nanophotonics and Biophotonics
HEA	EUROPUBHEALTH - European Public Health Master
SCI, ENG, HEA	euSYSBIO - erasmus Mundus Master's Course in euSYSBIO Systems Biology
ENG	EWEM - European Wind Energy Maste
ENG	FAME - Functionalised Advanced Materials and Engineering
ENG	FIPDes - Food Innovation and Product Design
SCI, ENG	FloodR - Flood Risk Management (FloodRisk)
AGR, HEA	Food ID - European Master Food Identity
SCI, ENG	FUSION-EP - European Master in Nuclear Fusion Science and Engineering Physics
ENG, SCI	GEM - Master of Science course in Geo-Information Science and Earth Observation for Environmental Modelling and Management
SOC	GEMMA - Master's Degree in Women's and Gender Studies
SCI	GEOTECH - Master of Science in Geospatial Technologies
ENG, SOC	GIM - MSc in Global Innovation Management

HUM	GLITEMA - German Literature in the European Middle Ages
SCI, HUM	IM in NLP & HLT - International Masters in Natural Language Processing and Human Language Technolog
SCI, ENG	IMACS - International Master in Advanced Clay Science
SOC	IMEC - International Master in Early Childhood Education and Care
ENG	IMETE - International Master of Science in Environmental Technology and Engineering
ENG, SCI	IMFSE - International Master of Science in Fire Safety Engineering
AGR	IMHS - International Master in Horticultural Sciences
HUM, SCI	IMQP - International Master in Quaternary and Prehistory Master International en Quaternaire et Préhistoire
SOC	IMRCEES - International Masters in Russian, Central and East European Studies
AGR, HEA, SOC	IMRD - International Master of Science in Rural Development
SCI, SOC	IMSE - International Master in Service Engineering
SCI, ENG	IT4BI - Information Technologies for Business Intelligence
SOC, ENG, HEA	JEMES - Joint European Master Programme in Environmental Studies
ENG, SCI	M.E.S.C. - Master in Materials for Energy Storage and Conversion
SOC	MA LLL - European Masters in Lifelong Learning: Policy and Management
HUM	MACLANDS - MAster of Cultural LANDScapes
HUM	MAIPR - Master of Arts in International Performance Research
ENG	MAMASELF - Master in material science exploring European large scale facilities
ENG	MAPNET - Masters on Photonic Networks engineering
SOC	MARIHE - Research and Innovation in Higher Education
ENG, SCI	MATHMODS - Mathematical Modelling in Engineering: Theory, Numerics, Applications
SCI, HEA	MBIO - Erasmus Mundus Master of Bioethics
HUM	MCEMESV - Master Conjoint Erasmus Mundus en Etude du Spectacle Vivant
SOC	MEDEG - Economic Development and Growth
AGR	MEDFOR - Mediterranean Forestry and Natural Resources Management
ENG, SCI	MEEES - Masters in Earthquake Engineering and Engineering Seismology
SCI	MEME - Erasmus Mundus Master Programme in Evolutionary Biology
ENG	MERIT - Master of Science in Research on Information and Communication Technologies
ENG, SOC, HEA	A MESPOM - Master of Science in Environmental Sciences, Policy and Management w
SCI, SOC	MFSc - Master in Forensic Science
ENG, SOC	MIND - Erasmus Mundus Master's programme in Industrial Ecology
SOC	MISOCO - Joint European Master in International Migration and Social Cohesion
SOC	MITRA - Médiation interculturelle : identités, mobilités, conflits
AGR, HEA	MScEF - Master of Science in European Forestry
SOC	MSPME - Masters in Strategic Project Management (European)
HUM, SOC	MULTIELE - Multiculturalism: Master degree in Learning and Teaching of

	Spanish in Multilingual and International Contexts
SOC	MUNDUS JOURNALISM - Erasmus Mundus Masters Journalism, Media and Globalisation
SOC	MUNDUS MAPP - Erasmus Mundus Master's in Public Policy
SOC,ENG	MUNDUS URBANO - Interdisciplinary Erasmus Mundus Master Course International Cooperation and Urban Developmen
HEA	NEURASMUS - A European Master in Neuroscience: Advanced Courses and Research Training
SOC	NOHA Mundus - Joint Master's Degree Program in International Humanitarian Action
HUM, SOC	NOMADS EMMC - exploring without borders-documentary filmdirecting
SCI	NORDSECMOB - Master's programme in Security and Mobile Computing
SOC, ENG	PLANET Europe - Joint Masters Programme on European Spatial Planning, Environmental Policies and Regional Development
SOC, ENG	reCity - Erasmus Mundus Master Course in City Regeneration
SOC, HEA	REGHEALTH - European Master in Sustainable Regional Health Systems
ENG	SAMHC - Advanced Masters in Structural Analysis of Monuments and Historical Constructions
AGR, HEA	SEFOTECH nut - European MSc in food science, technology and nutrition
ENG	SELECT - Environomical Pathways for Sustainable Energy Systems
SCI	SERP-Chem - International Master in Surface, Electro, Radiation, Photo - Chemistry
SCI	SPACEMASTER - EMMC in Space Science and Technology
SOC	STeDe - Erasmus Mundus Master in Sustainable Territorial Development
ENG	STEPS - Erasmus Mundus Master Course in Sustainable Transportation and Electrical Power Systems
AGR	SUFONAMA - Sustainable Forest and Nature Management
SCI	SUSCOS - Sustainable Constructions under Natural Hazards and Catastrophic Events
AGR	SUTROFOR - Erasmus Mundus Masters Course in Sustainable Tropical Forestry
SCI	TCCM - Euromaster on Theoretical Chemistry and Computational Modelling
SOC	TEMA - Territoires européens (civilisation, nation, région, ville): identité et Développement
SOC	TEOS - Transcultural European Outdoor Studies
ENG	THRUST - Erasmus Mundus Master's Course in TurbomacHinery aeRomechanic UniverSity Training
HEA	tropEd - European Master in International Health
SCI, ENG	VIBOT - Erasmus Mundus Masters in VIsion and roBOTics
AGR	VINIFERA EuroMaster - European Master of Science of Viticulture and Enology
AGR	VINTAGE - Master International Vintage, Vine, Wine and Terroir management
SCI	WACOMA - Erasmus Mundus Master in Water and Coastal Management
SOC	WACOMA - Erasmus Mundus Master in Water and Coastal Management

Annex 2 - Erasmus Mundus Joint Doctorates (EMJDs) - starting in the academic year 2012-2013

Discipline

AGR...Agriculture and Veterinary
 ENG...Engineering, Manufacture and Construction
 HEA...Health and Welfare
 HUM...Humanities and Arts
 SCI.....Science, Mathematics and Computing
 SOC....Social Sciences, Business and Law

Discipline	Title
AGR	AgTraIn - Agricultural Transformation by Innovation
SCI	ALGANT-DOC - Algebra, Geometry and Number Theory Joint Doctorate
SOC	DCGC - Doctoral Programme in Cultural and Global Criminology
ENG	DocMASE - Joint European Doctoral Programme in Advanced Materials Science and Engineer
SOC	EDEEM - European Doctorate in Economics Erasmus Mundus
ENG, SOC	EDIM - European Doctor in Industrial Management
SOC	EDLE - European Doctorate in Law and Economics
AGR	EGS-ABG – European Graduate School in Animal Breeding and Genetics
SCI	EMJD-DC - Joint Doctorate in Distributed Computing
SOC	EMJD-GEM - Erasmus Mundus Joint Doctorate on “Globalization, Europe & Multilateralism”
HEA	ENC Network - European Neuroscience campus network
ENG	ETeCoS3 - Environmental Technologies for Contaminated Solids, Soils and Sediments
ENG	EUDIME - Erasmus Mundus Doctorate in Membrane Engineering
ENG	EUROPHOTONICS - Doctorate Program in Photonics Engineering, Nanophotonics and Biophotonics
SCI, ENG	EUROSPIN - European Study Programme in Neuroinformatics
SCI	EXTATIC - Extreme-ultraviolet and X-ray Training in Advanced Technologies for Interdisciplinary Cooperation
AGR	FONASO - Forest and Nature for Society
SCI	FUSION DC- International Doctoral College in Fusion Science and Engineering
SCI, ENG, SOC	ICE - Interactive and Cognitive Environments
HEA	IDEALAB - International Doctorate in Experimental Approaches to Language And Brain
HEA, ENG	IDS-FunMat - International Doctoral School in Functional Materials for Energy, Information Technology, and Health
HUM, SOC	INTERZONES - Cultural Studies in Literary Interzones
SCI	IRAP PhD - International Relativistic Astrophysics Doctorate Program
SOC	LAST-JD - Joint International Doctoral Degree in Law, Science and

	Technology
HEA, SCI	MACOMA - Erasmus Mundus PhD in Marine and Coastal Management
HEA, SCI	MARES - Doctoral Programme in Marine Ecosystem Health and Conservation
HEA, SCI	MoveAge - Prevention of mobility loss with ageing
HEA	NanoFar - European Doctorate in nanomedicine and pharmaceutical innovation
SCI	NeuroTi - NeuroTime: Erasmus Mundus Joint Doctorate "Neural processing of time"
SOC	PHOENIX - Phoenix JDP Dynamics of Health and Welfare
ENG	SELECT+ - Environomical Pathways for Sustainable Energy Services
ENG	SETS - Erasmus Mundus Joint Doctorate in Sustainable Energy Technologies and Strategies
HEA, SCI	SMART – Science for Management of Rivers and their Tidal Systems
HUM	TEEME - Text and Event in Early Modern Europe

Annex 3 - Erasmus Mundus National Structures information projects

Duration	Project's name
2011-2014	INTER-HED - The Internationalisation of Higher Education: an on-line training course for Erasmus Mundus Administrators
2011-2013	ECCE Mundus - Enhancing Cross-regional Copoeration with Erasmus Mundus
2010-2013	EMAP 2 Centre for International Services, Czech Republic
2010-2012	Euro-Asia.net German Academic Exchange Service
2010-2012	EMNS-BRIDGE-NARIC Erasmus Mundus National Contact Point
2009-2012	ASEMUNDUS

Annex 4 - Projects to promote European Higher Education

Duration	Title
2011-2014	Hercules - Strengthening the attractiveness of European higher education in Heritage and Cultural Tourism
2011-2014	ARCHI-MUNDUS: Building up Quality in Architectural Education
2011-2014	SCEE - Founding the Siberian Center of European Education
2011- 2014	ADDE SALEM - A Double Degree in Europe, South American Leadership and Employability
2011-2014	EM iDEA - Bringing the Erasmus Mundus community together to disseminate, exchange and act
2011-2013	DocLinks - Increasing Understanding and Establishing Better Links between African and European Doctoral Education Candidates
2011-2013	LEAN CC - Linking European, African and Asia Academic Networks on Climate Change
2010-2013	JOQAR – Joint Programmes: Quality Assurance and Recognition of degrees awarded
2010-2013	PromoDoc - Promotion of European doctoral programmes in industrialised countries
2010-2012	CaribErasmus - Caribbean opening to Erasmus Mundus
2010-2012	CODOC - Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe
2010-2012	TRANS-DOC - TRANS-Atlantic and TRANSferability aspects of DOctoral training
2010-2012	Europe-Africa Quality Connect: Building Institutional Capacity through Partnership
2010-2012	CRECES - Creating Relations between Europe & Central America in the area of Higher Education
2010-2012	JISER-MED – Joint Innovation & Synergies in Education and Research – Mediterranean Region

Annex 5 - Pilot questionnaire

Evaluation the impact of the Erasmus Mundus project EURASIA 2

Dear student,

I am student of the Institute of Tropics and Subtropics and I would like to ask you if you would be so kind and fill out following questionnaire. This questionnaire will not take you more then 5 or 10 minutes and it should show what your expectations of EURASIA project are and what are its strengths and weaknesses. The questionnaire is part of evaluation of EURASIA project and also my diploma thesis.

1) How would you rate attitude of foreign policy in your incoming country?

1. Very good
2. Satisfactory
3. Very bad
4. I don't have any experience with them yet

2) How would you rate coordination side of your home university?

1. Very good
2. Satisfactory
3. Very bad
4. I don't know

Could you please suggest some ideas for improvements from your home university side or describe the problems/complications which you have to resolve?

3) How would you rate coordination side of your host university?

1. Very good
2. Satisfactory
3. Very bad
4. I don't know

Could you please suggest some ideas for improvements from your host university side or describe the problems/complications which you have to resolve?

- 4) Could you please suggest some ideas for improvements from the project coordinator side (the Czech University of Life Sciences Prague)? (webpages, application process, information, etc.)
- 5) Do you know who you can contact in case of problem at your host university?
 - a. Yes
 - b. No
- 6) What are your expectations of the host university?
- 7) How did you get known about EURASIA project?
 1. Friend
 2. Teacher (home university)
 3. Student department/foreign department at the university
 4. Handouts
 5. Internet – project web pages
 6. Other.....
- 8) What were your motivations to study abroad?
- 9) Did you pass any language preparation before coming to your host university?
 - a. Yes (please specify):.....
 - b. No
- 10) Do you have any experiences with studying abroad?
 - a. Yes
 - b. No
- 11) How would you rate application process?
 1. Easy to understand
 2. Difficult to understand
 3. Other (please specify):.....
- 12) What is your home university?
 - a. Bogor Agricultural University – INDONESIA
 - b. Tadulako University – INDONESIA
 - c. Can Tho University – VIETNAM
 - d. Hanoi University of Science and Technology – VIETNAM
 - e. University of Economics Hochiminh City - VIETNAM
 - f. Chiang Mai University- THAILAND
 - g. Thammasat University - THAILAND
 - h. Nanjing Agricultural University – CHINA
 - i. Northwest A&F University – CHINA
 - j. National University of Laos – LAOS

- k. University Putra Malaysia - MALAYSIA
 - l. Mongolian State University of Agriculture - MONGOLIA
 - m. Other:.....
- 13) What is your host university?
- a. Czech University of Life Sciences Prague - CZECH REPUBLIC
 - b. Goettingen University – GERMANY
 - c. Humboldt University of Berlin - GERMANY
 - d. SupAgro Montpellier – FRANCE
 - e. University of Gothenburg – SWEDEN
 - f. University of Natural Resources and Life Sciences - AUSTRIA
 - g. Wageningen University - THE NETHERLANDS
 - h. Warsaw University of Life Sciences – POLAND
- 14) Application for (please choose only one option):
- a. Undergraduates 5 months or 10 months
 - b. Masters 10 months or 22 months
 - c. Doctorates 10 months or 34 months
 - d. Post Doctorate 6 months
 - e. Academic Staff 1 month
- 15) What is your sex?
- a. Male
 - b. Female
- 16) To which age category do you belong?
- a. 20- 30 years
 - b. 31- 40 years
 - c. 41- 50 years
 - d. 50 and more

Thank you for your time and your answers

Annex 6 - Students' questionnaire

Questionnaire for Students (BSc, MSc, PhD)

You are being asked to complete this questionnaire because you participated in an exchange as part of the “EURASIA” – 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

I did my exchange at: Please name Host University

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		Not at all satisfied
Extremely important		Extremely satisfied
1 2 3 4 5		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.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:											
1	2	3	4	5	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"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
1	2	3	4	5	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"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
1	2	3	4	5	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"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
1	2	3	4	5	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"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
1	2	3	4	5	6. <i>Orientation to the host university</i> I received upon arrival.	1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
1	2	3	4	5	7. <i>Courses</i> I took at the host university.	1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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	2	3	4	5	8. The <i>internship</i> I had at the host country (if applicable)	1	2	3	4	5									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Comments:																			
1	2	3	4	5	9. My <i>living arrangements</i> in the host country.	1	2	3	4	5									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Comments:																			
1	2	3	4	5	10. My <i>language proficiency</i> during most of the exchange.	1	2	3	4	5									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Comments:																			
1	2	3	4	5	11. <i>Personal friendships</i> I made in the host culture.	1	2	3	4	5									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Comments:																			
1	2	3	4	5	12. My <i>participation in cultural life</i> of the host country.	1	2	3	4	5									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Comments:																			
1	2	3	4	5	13. My <i>financial resources</i> during the exchange.	1	2	3	4	5									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>
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 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 type="checkbox"/>

SECTION 3: Improving the Programme

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

Recommendation One:

Recommendation Two:

Recommendation Three:

Please submit the questionnaire to the project co-ordinator:

Email: eurasia2@its.czu.cz

**Czech University of Life Sciences Prague
Kamýcká 129
165 21 Prague 6
Czech Republic**

Annex 7 - Post-Docs and teachers' questionnaire

Annex 7- Questionnaire for Post-Docs and Teachers

You are being asked to complete this questionnaire because you participated in an exchange as part of the **EURASIA 2 – 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 three recommendations for how this programme can be improved.

Recommendation One:

Recommendation Two:

Recommendation Three:

Please submit the questionnaire to the project co-ordinator:

Email: eurasia2@its.czu.cz

**Czech University of Life Sciences Prague
Kamýcká 129
165 21 Prague 6
Czech Republic**