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Competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Market.

Diploma thesis

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Declaration

I declare that this thesis with the title Competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Market is my original work and it has been written by me with the use of mentioned sources.

.....

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Abstract

The diploma thesis deals with the evaluating of the Erasmus Mundus study programmes. The focus of this study is oriented to the evaluation of the success of the graduates who completed the study programmes which are specialized on the fields of the studies related to agriculture, sustainable development, environmental studies, water management and other environmental studies and deals with the students from Asian countries. In the survey were selected 8 countries: Cambodia, China, Thailand, Vietnam, Mongolia, Laos, Malaysia and Indonesia. The countries were selected according to the highest number of the students from the study programmes of the participated universities in the research sample.

The objective of this study is to determine and compare the specific competences knowledge and skills which these graduates get during their studies and compare with the expectations of their first destination employers. Another important goal is to determine the effectiveness of these programmes within Erasmus Mundus and to find the weaknesses of the programmes on which we should focus on and to make the analysis about employability of Erasmus Mundus graduates in agricultural sector in Asia.

The survey is based on the information which were obtained from the on-line questionnaires distributed among the graduated students coming from 8 selected countries in Asia. The questionnaires were created and analysed through the Limesurvey programe. The main findings from the survey shows that the main presumption was right. The graduates obtained very good quality education, they broaded their horizons and opened their minds. They mainly improved their communication and languages skills where is a great demand for these skills on the Asian market. They came back to their home countries and found the job in the area of their studies.

Abstrakt

Diplomová práce se zabývá hodnocením Erasmus Mundus studijních programů. Záměrem této práce je vyhodnocení úspěšnosti absolventů Erasmus Mundus programů, kteří absolvovali studijní programy, zaměřené na zemědělství, trvale udržitelný rozvoj, environmentální studie, vodní hospodářství a dalších studií, dpojených s přírodními vědami. Studie je speciálně zaměřená na studenty z Asijských zemí, kteří přijíždějí za studiem do Evropy. Do průzkumu bylo vybráno 8 zemí: Čína, Kambodža, Thajsko, Vietnam, Mongolsko, Laos, Malajsie a Indonésie. Země byly vybrány na základě nejvyšších počtů absolventů ze studijních programů vysokých škol, které se zúčastnili výzkumu.

Cílem této studie je zjistit a porovnat konkrétní znalosti a dovednosti, které tito absolventi získali v průběhu studia a porovnat je s jejich očekáváním a jestli odpovídají požadavkům zaměstnavatelů. Dalším důležitým cílem je určit účinnost těchto programů v rámci programu Erasmus Mundus a najít jejich slabá místa, na které bychom se měli zaměřit a také provést analýzu o zaměstnatelnosti absolventů zemědělském oboru. Průzkum je založen na informacích, které byly získány z on-line dotazníků distribuovaných mezi absolventy z 8 vybraných zemí v Asii. Dotazníky byly vytvořeny a analyzovány pomocí programu LimeSurvey. Hlavní poznatky z průzkumu potvrdily pravdivost našich hypotéz. Absolventi získali velmi kvalitní vzdělání a rozšířili si své obzory. Jedná se především o zlepšení komunikačních dovedností a cizích jazyků, po kterých je nejvyšší poptávka na asijské trhu práce. Absolventi se vrátili zpátky do svých zemí a našli práci v oboru, který studovali.

Key words

Erasmus Mundus Programme, Student Mobility, Study Programmes, Agricultural Higher Education, Employability, Asia.

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List of abbreviations

EMA	Erasmus Mundus Association
EU	European Union
NAEP	Národní Agentura pro Evropské Vzdělávací Programy
EC	European Commission
ASEM	Asia-Europe Meeting
ASEAN	The Association of Southeast Asian Nations
GDP	Gross Domestic Product
UCL	University Luvain la Neuve
CULS	Czech University of Life Sciences Prague
BOKU	University of Natural Resources and Life Sciences Vienna
ICA	Association fro European Life Science Universities
MSUA	Mongolian State University of Agriculture
NAU	Nanjing Agricultural University
RUA	Royal University of Agriculture in Cambodia
PSU	Prince Songkla University
UNTAD	Tadulako University
IMRD	International Master of Rural Development
EURASIA	European Academic Mobility Network with Asia
AFEPA	The European Master in Agricultural, Food and Environmental Policy Analysis
NGO	Non-governmental organization

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1 Introduction

The higher education is becoming increasingly internationalised in order to attract a greater part of the market of international students (Roesch, 2005). You may notice the emerging agreements between universities, cross – border activities which are trying to establish international contacts and common collaboration and to offer for students the opportunity to study abroad (Teichler, 2009).

If we focused mainly on Europe we can see there that the increasing range of study programs is supported by emerging agreements that promote student mobility within the European Union. One of the example could be the enlargement of the ministerial meeting and agreement s between European countries called Bologna process by which was created and launched the European Higher Education Area in 2010, in which students can choose from a wide amd transparent range of high quality courses and benefit from smooth recognition (Keeling, 2006).

The Bologna Declaration of June 1999 put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents. Reform was needed then and reform is still needed today if Europe is to match the performance of the best performing systems in the world (EC, 2013a).

Student's mobility and development of European higher education is supported by the programmes like Erasmus, Erasmus Mundus, Leonaro daVinci and the other programmes (Beerkens, 2008). Another reason for increasing the offer of exchange programmes is because of the increasing pressure from society, which makes younger and younger generation to think about their work and vision of the future and go for study abroad can be the first good step. The idea to go study abroad is like a dream for many students and it is also the kind of the prestige.

What is playing very important and crucial role in the supporting and increasing the student's mobility is the fact that the international mobility of students could be the powerful instrument in reducing the poverty in developing countries (Wachter, 2006). If we focused on the developing and supporting the exchange programme also between

European and Asian, African and Latin American countries we could assume that after certain period of time we could see the results of these projects and we can suppose the higher and better quality of education the better economic and financial situation.

There are already many exchanging projects at this time especially through the Erasmus Mundus Programme which providing the opportunities for the students from these areas. Some of them are focused on special region some of them are for the students from almost all countries in the world. The students get the opportunity to study in Europe in many study programmes with different focus.

The purpose of this program is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with non-European countries in accordance with EU external policy objectives and contribute to the sustainable development of higher education in these countries (NAEP, 2010). The first phase of this programme was conducted in the years 2004 to 2009 so we already could see and get some results which could confirm our hypothesis and idea about the connection of the better higher education the better economic and financial situation and thus reducing poverty.

The participation on the study abroad programme means mainly a developing the personalities of students and a better chance for them to get a job. These are the main presumptions but what if the situation in reality is different and the benefits from the study abroad programmes are not how we expect? (Keogh, Russel – Roberts, 2009).

To get some results which could help us to evaluate the efficiency of the Erasmus Mundus programme focusing especially on the study programme in Europe connected with agriculture areas and to help us to answer on one of the fundamental question about expected and getting benefits for all this and many others we will try to find the answers through the survey which will is also included in the main basis for the project called: Agriculture, Skills, Knowledge in Asia: competences and employability of Erasmus Mundus Graduates in Agricultural on Asian Professional Market.

2 Literature review

2.1 Strengthening of educational links between Asia and Europe

The vision of mutual cooperation in several spheres between Europe and Asia goes back to the long history. If we look back to the history we can see the approximate time when both regions Asia and Europe decided that the mutual relationship need to be strengthened. It was necessary to adjust and agree on the mutual relationship of both regions and give it the right direction according to the perspectives of new century. According to these motives and ideas the the European Commission published the agreement with the framework of new strategies of mutual cooperation. It was published in the year 1994: Towards a New Strategy for Asia. The whole content is mainly based on highlighting the importance of modernising the relationship between Europe and Asia and it is focused on reflecting of three spheres: economy, policy and education (ASEM, 2013).

In the course of the negotiations and making the visions about the future partnerships and cooperation between Europe and Asia in several spheres, the Commission Communication of September 2001 entitled a Strategic Framework for Enhanced Partnerships, which confirmed and officialy agreed on the objectives about strentghening the mutual relationship (ASEM, 2013).

At the end of the year 1994, it was discussed and suggested by Singapore and France that an EU-Asia summit meeting will be held. It was necessary to consider how to build and improve a partnership between two regions Asia and Europe. According to the proposal of Singapore, the first ASEM Summit was prepared and taken in Bangkok in March 1996 (ASEM, 2013). This session was very important because there was marked the beginning of the Asia-Europe Meeting.

2.2 Asia-Europe Meeting (ASEM)

The main idea and process of The Asia-Europe Meeting is based and consisted with cooperation and dialogue between all European Union member states. There are included 27 European countries, and the European Commission with 20 Asian countries and the ASEAN Secretariat in to the sessions and negotiations(ASEM, 2013). The meetings are mostly focused on political, economic and cultural issues and spheres, with the clear main objective of strengthening the relationship. There have been already 9 ASEM meetings. As was mentioned before the initial session was in Bangkok during the year 1996. At the beginning of the creation of this process the session consisted only of 15 EU member states and 7 ASEAN member states plus China, Japan, Korea and the European Commission (ASEM, 2013). The first enlargement was not until 2004 during 5th Summit in 2004 in Hanoi (Vietnam). During 5th session the 10 new EU Member States (Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia) and three new ASEAN countries (Cambodia, Laos and Myanmar) became officially part of the process (ASEM, 2013). The second step of enlargement was in 2007 and the new members were: Bulgaria, India, Mongolia, Pakistan, Romania and the ASEAN Secretariat, increasing total ASEM membership to 45 partners (ASEM, 2013).

In the course of 8th ASEM Summit of Heads of Government and State in Brussels (Belgium) during October 2010, accede three new member states to the ASEM process: Australia, New Zealand and Russia. This third round of enlargement increased total ASEM membership to 48 partners (ASEM, 2013). Within the last 9th ASEM Summit of Heads of Government and State in Vientiane (Laos) in November 2012, ASEM acceded by Bangladesh, Norway, and Switzerland due this last enlargement the total number of the ASEM members is 51 states (ASEM, 2013).

2.3 Social, Cultural, and Educational Pillar of ASEM

The whole cooperation between Europe and Asia is based on political, economic, social, cultural and educational pillar and all these links are linked and depend on each other. For our survey the main important thing is realizing of the importance of educational pillar. The social, cultural and educational pillar is focused on promotion of better knowledge, making the dialogue and understanding between both regions Europe and Asia. The mutual understanding is very important for future cooperation based on business culture and education. The vision of the promotion will be done, promoted and supported by cultural, artistic, educational activities and exchanges between Europe and Asia through Asia-Europe Higher Education Exchanges (ASEM, 2013).

One of the most common discussed topic during the sessions is the promoting communication based on dialogue. It was agreed to promote intercultural diversity and mutual dialogue and cooperation between cultures and civilisations of these two regions in the main way of developing exchanges programmes. At the same time they will try to preserve and promote traditional and contemporary forms of art, history and culture of these regions. According to the survey about competences and employability of the graduates from exchanges study programme, the most important part in developing and strengthening the cooperation between Europe and Asia is developing the Europe-Asia education cooperation (ASEM, 2013).

There were already several initiatives which have been done and developed in the field of educational sphere. During the negotiations there were proposed the establishment of a international network of the universities all around the world which would receive exchange students from other joined universities for one or two semesters.

2.4 General characteristics of Erasmus Mundus Programme

European higher education has been going through the important international transformation in last years. All European countries are under pressure within European integration to unite the political, economic, social spheres it was the question of time when it comes to a number of education. The first discussions dealing with the topic of the Erasmus Mundus programme started during the year 2001. The European parliament received the document called Communication by the European Commission on strengthening EU – third country cooperation in higher education and at the end of the year 2003 was suggested and approved the vision of the introduction of Erasmus Mundus programme with several exchange study programmes (EC, 2013a).

The Erasmus Mundus framework is divided into two main phases and each of these phases has several actions (EC, 2013a). The initiation of the first phase was started in the year 2004 and it was approved for the period 2004 till 2008 within Erasmus Mundus I first round. According to the success of first round of Erasmus Mundus the European Commission decided to adopt a proposal for the second phase of the programme for the period 2009 – 2013, which had to be approved also by the European Parliament and Council in and the final version was ready in the year 2008. The program continues with some changes and modifications, such as the possibility to study joint doctoral programmes (NAEP, 2013).

The first phase of programme Erasmus Mundus was conducted in the time from 2004 to 2008 were supported the activities which were divided into 4 Actions. It was about to prepare Masters study programmes, scholarships for the students and the whole budgets of the study programmes, partnerships and the projects of increasing the attractiveness of higher education. In the year 2006 the European Commission also launched an initiative External Cooperation Window, which supports projects for cooperation and mobility between higher education institutions from the European Union and outside of the specified geographic areas with the purpose to identify the current challenges (EC, 2013a).

The second round of Erasmus Mundus programme is Erasmus Mundus II. We can see the progressing of the programme since the year 2009 and it is planned to continue till 2013. The programme is related with improving quality in higher education and the promotion of intercultural understanding between cultures and countries (EC, 2013). One of the main

purpose of the program is to promote European higher education and achieve higher awareness, to help and enhance the career prospects of students and reduce unemployment and to promote intercultural understanding through cooperation with non-European countries and contribute the sustainable development of higher education in these countries (NAEP, 2013).

The main goals, of the programme Erasmus Mundus II., are mainly to support cooperation between education institutions and promote high quality of education at the participating universities. The other thing is to achieve mobility of talented students, to give them the opportunities to get the knowledge skills, qualifications and a lot of experiences during this mobility. Another important thing is to develop of human resources, mainly academic staff and capacities of higher education institutions in non-European countries to cooperate on an global level through the increasing of the mobility between the EU and countries outside Europe and increase accessibility, prestige and visibility of European higher education in the world (EC, 2013b).

The programme is divided into 3 actions. The Erasmus Mundus Joint programmes, which includes the implementation of joint programs for master's and doctoral degrees and award of individual scholarships for participation in these programs. The second Action is Erasmus Mundus Partnerships, which support the partnerships between European higher institutions and higher institution from the countries which are outside Europe.

The building of this partnership is very important and it is a basis for structured co-operation, exchange and mobility at all levels of higher education, including a scholarship scheme. Formerly it was called External Cooperation Window. The third Action is about promotion of European Higher Education, which has its projects focused on increasing of attractiveness of Europe like a destination, with excellent quality of higher education for studies for students who are coming from all around the world to Europe for exchange programmes (EC, 2013a).

2.5 Action 3 – Promotion of European Higher Education

The promotion projects of Action 3 promote European higher education through measures enhancing the attractiveness of Europe like an educational destination and a centre of excellence at world level. The projects of Action 3 provide support to transnational initiatives, studies, projects, events and other activities that aim to improve the attractiveness, accessibility, profile, image and visibility of European higher education in the world. This Action provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, and quality assurance, and credit recognition, mutual recognition of qualifications, curriculum development and mobility. Activities can be implemented by mixed networks of organisations active in the field of higher education composed of at least three participating organisations from European countries and one from Third Countries.

The activities of Action 3 are related to the international dimension of all aspects of higher education, including promotion, accessibility, quality assurance, credit recognition, recognition of European qualifications abroad and mutual recognition of qualifications with third countries, curriculum development, mobility, quality of service, etc.

The activities of Action 3 can include a propagation of the programme Erasmus Mundus and its results. The activities can be carried out by partnership organizations from Europe and outside Europe active in the field of higher education. The activities can be realized in many ways, like conferences, workshops, seminars, studies, analysis, pilot projects, awards, international networks, preparing materials for publication, development of information, communication and technology tools and can take place everywhere in the world (EC, 2013b).

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

The survey is included into the Action 3 of Erasmus Mundus programme. This classification is because of the content and the results of the survey which corresponds to

the content of the Action 3 Erasmus Mundus Programme. The future plans are that the results of the survey could be used like the main basic part and the pillar for the further project with the same or similar title and included into Action 3.

2.6 Evaluation of Erasmus Mundus Programmes

If we want to be sure about the development and progress of the exchange programmes within Erasmus Mundus Master Course Programmes and if we want to see and know the efficiency of these programmes there must be done some evaluation. The main prerequisites for the proper development of the framework of the study programmes is to know the advantages and disadvantages of the study programmes and try to work on their improvements to achieve the highest quality education as much as possible. We need to know what are the expectations of the students when they apply for the exchange programme and these expectations were filled during Erasmus Mundus Master Courses (EMA report, 2011). To know the expectations of the students will help us for future improvement of the whole idea exchange study programmes (Westerheijden, 2007).

We have to analyse the expected and the actual influence on several spheres on academic, professional and graduates. We could identify the differences between benefits and advantages of Erasmus Mundus compare to another international exchange programmes. The basic pillar is to deeply understand what are the impact, the professional and personal related to their knowledge and employability (EMA report, 2012).

The main goals for Erasmus Mundus which were designed based on previous evaluations and sustainable monitoring of the process of the first years of operation of Erasmus Mundus are to achieve the quality education and relevance and awareness to the Erasmus Mundus Programmes (EMA report, 2012). The evaluations which can be used like the main pillars to make the improvement have been already done for six times by European Commission with the cooperation of intercultural service provider ICUnet.AG (EMA, 2013). The framework of Erasmus Mundus programmes were approved and started in 2004 but the first evaluation was done after four years in 2007 because it was necessary to wait some certain time to obtain the first graduates and to see the first results for making

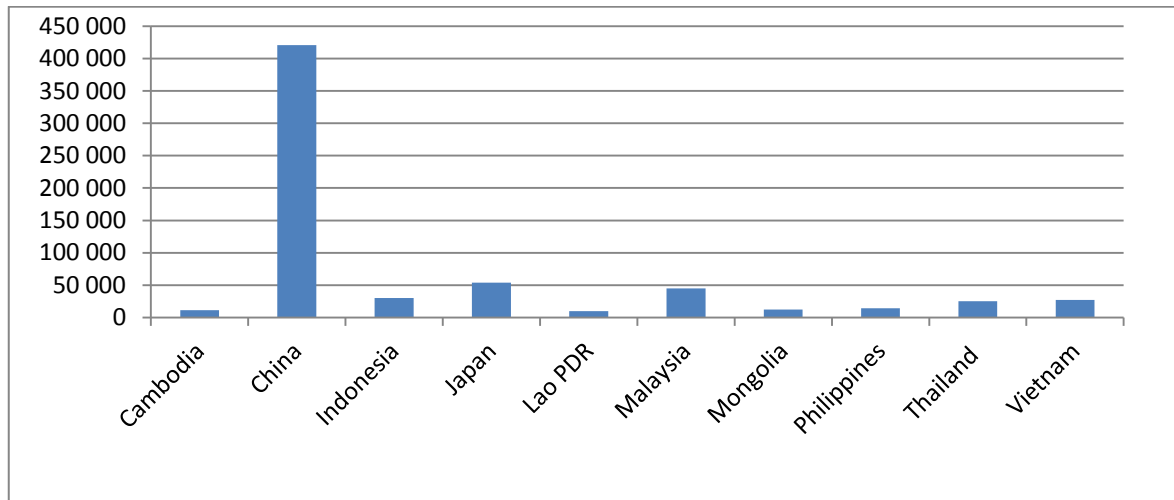
the evaluation. The results were lately compared the academic years 2008 and 2009 and published together in 2009 (EMA, 2013). The evaluation is done for every academic year and then reported online on the websites of Erasmus Mundus Students and Alumni Association. These evaluations are focused on the general evaluation of the study programmes, advantages and disadvantages and on the evaluation of the impact of Erasmus Mundus on the students with the cooperation of the focus groups of the graduates. In the year 2012 the was changed and did in the different way. It was published online the extensive survey report where was only one comparison group and did with the online questionnaires addressed students and graduates. In the comparison of last evaluation surveys we can see the attractiveness of Europe like the destination for exchange programmes or work experiences has increased. There is big development and progress of the Erasmus Mundus Master courses but there is still a lot to improve. The students are mostly interested about the exchange programmes because they expected an excellent education with highly specialised fields of study and research, to ge to know about various cultures and to get in to different multicultural environment. Another encouragement is the expectations of high scholarships which attracts the attention of many students. There are many positive impacts on the graduates, personal and for their further career development. From the comparison of the results it is stil obvious low awareness about the study programmes within Erasmus Mundus. The students usually get to know about the possibility of Erasmus Mundus through another students and graduates but not so much at the universities. The application process for study programme should be simplified. The various possibilities and study programmes within Erasmus Mundus should be more presented on at the universities even at high schools to achieve more visibility of the programmes. There should be also more connectednes with the professional sector through the involution of the interships in to the study plans to avoid the lack of practical skills which goes together with the awarness of the employers about Erasmu Mundus programmes which is not good.

2.7 Mobility of the students in Asia

During the last few years the world was rapidly globalised and internationalised. We can see the increasing influence of the globalisation every day on every spehers of our lives. If we focused on the concrete examples it is manily about globalisation of the market and internationalisation of the study programmes mainly with the increasing of the possibilites of the international study programmes (Varghese, 2008). The international experiences start to be an important factor during the job selection and they are becoming to be required for many jobs around the world. The mutual international and intercultural understanding and collaboration is taken like the main factor for future making of the business. According to these factors there were initiated several exchange study and intership programmes including Erasmu Mundus study programmes. If we focuse on the mobility in Asia there si high mobility of the students even between countries themselves (Yonggong L, 2004). The favorite destinations are Thailand, China and Japan because the students expected the high quality of education system and then higher chance to fing the good job. The general assumption is that the demand for international student mobility will increase (Verbik, 2007). The most favorite study destination for Asian university students is undoubtedly United States, the second most prefered is United Kingdom then Australia, Japan and Germany (World Bank: East Asia and Pacific Regional Report, 2010b).

According to the data of Erasmus Mundus graduate impact survey (EMA, 2012) the mobility of the students has the tendency to increase very rapidly. For the last 7 years the number of the recipients of Erasmus Mundus Master scholarship has quadrupled. From the statistics of Erasmus Mundus Students and Alumni association (2012) we can see the top of the five countries with the most scholarships recipients. The first position with highest number of scholarship recipients is India, the second is China, third is Brazil, fourth Ethiopia and fifth is Russia. If we focus on the mobility of the students in Asian countries we can see based on the data of World Bank we could see that the number of scholarship recipients from China is realy higher compare to other countries and and it is going close to half a milion. In graph 1 we can see the numbers of the recipients from selected Asian countries.

Graph n. 1: University students from Asian countries studying abroad, 2010.



Sources: World Bank East Asia and Pacific Regional Report, 2010

We can clearly see that the mobilization of international students is growing but also the overall framework of global mobility including professionals and academic staff has also changed (Kell and Vogell, 2010). Since the international higher education mobility is growing the situation is calling for some new changes like to increase the education possibilities outside the home country. According to future needs it is necessary to work more on building and creation of international network between universities, to be careful on the needs of the students and the needs of the international market and try to make the strong connectedness to avoid the unemployment of the graduates. The graduates should be able to work in international environment and should have the languages proficiency and intercultural communication skills. According to the visions of the universities in Asia there is plan to reform the higher education to make this connectedness with professional and international sections.

There is necessary to make several steps for creating the international quality standards: to build the strong visible credit transfer system, to focus on creation of international programs and international instructors to make the international environment (Beerkens, 2008). The most increasing trend in Asia is to internationalized the higher education. The most active country is China which already sends a large number of best student to study overseas and also host a huge number of international students but we have to take in account there is also big difference in the size of the countries in Asia (Yonggong, 2004). The main

initiation for China is to double the numbers of incoming and outgoing students to 2015 (Yonggong, 2004). There is assumption that the demand for international study programmes will have the tendency to increase.

2.8 The importance of Agriculture in Asian countries

To better understand of the whole idea of the following survey and why is this survey focused mainly on the graduates from study programmes related to agriculture and life sciences we have to explain the importance and role of the agriculture in Asian countries. Most of the people do not realize the importance of the agriculture around the world. They do not pay so big attention on agriculture and they are oriented more on economic, political or historical sciences but it has to change. There will be always need to eat and without agriculture it would not be possible to feed all people around the world. We have to focus on sustainable agriculture and rural development to achieve the sustainable resources for all. There is big importance of agriculture in Asia. Most of the people in Asia depend on agriculture and it is basic pillar of GDP for most of the Asian countries. According to exotic commodities they are able to play an important role in international commodity market (Britannica, 2013).

In Asian countries we can see increasing food production but on the other hand there are still big food security challenges. At the same time we can see at many places the bad combinations of technologies, technical knowledge and policy failures which causes waste of resources. If we focus on agricultural education and knowledge of sustainable agriculture in Asia we can achieve large increases in food production (Van Crowder, 1998). There is big potency to achieve sustainable development and agriculture and increasing productivity goes together with investment in research and requires professionals.

3 Objectives

The overall objective of this thesis is to evaluate the success and skills of the graduates of the concrete study programmes within Erasmus Mundus Programme and to evaluate the interconnectedness of the content fields of the study programmes with the requirements and expectations of the future employers.

The specific objectives include:

1. To compare the specific competences knowledge and skills which these graduates get during their studies and compare with the expectations of their first destination employers.
2. To determine the effectiveness of these programmes within Erasmus Mundus and on the other side help us to find the weaknesses of the programs on which we should focus on.
3. To make the analysis about employability of Erasmus Mundus graduates in Asia in agricultural sector.

Hypotheses

1. The participation on the study abroad programme means mainly a developing the personalities of students and better chance for them to get a job.
2. The graduates come back to their countries after the studies, find the jobs in the same or similar area as the studies and transfer and use the knowledge which they got during their studies in Europe in their home countries.

4 Methodology

4.1 Research approach

The main objective of the research is to get know the competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Professional Market. The agriculture sphere is one of the most important pillars which form the GDP in Asian countries and it is necessary to pay attention on the spheres like agriculture, management of natural resources, sustainable development and environment sciences. These countries are the big exporters of the agricultural commodities and at the same time the European countries are the main importers of the commodities and we can suppose that this connection on the exchange market will continue to the future and there will be more pressure on high quality of the commodities and still high demand for them which will make more job opportunities for the graduates in agricultural and environmental sciences.

The Erasmus Mundus programme offers many programmes connected and focused on these fields like agriculture, natural resources management, rural development and many others and now it is important to get to know if these study European training programmes confirm to the requirements of the employers in Asia. According to the data from 2012 of National Agency for European Educational Programmes there were 131 Erasmus Mundus Master Courses, 18 include agriculture or life sciences among their main domains of training (NAEP, 2012). The important question now is to get to know if the supply of training in agricultural and related sciences that Europe offers so far is adapted to the needs of the employers in Asia and if the academic disciplines address the development problems that the Asian region faces. To make the progress, mainly in developing countries, there is a need for the professionals who can present the skills and show the connection between agricultural and food production with resource management and continue with development of the area and using in a good way the natural resources.

4.2 Phases of the research

The first step of methodology for making the survey was to find out what kind of study programmes in Europe, within the programme Erasmus Mundus and connected with the area of agriculture, are offered for the students from all the world and specially for the students coming from Asia countries.

The information about the study programmes was drawn from the official webpages of Education, Audiovisual and Cultural Executive Agency. The priority was to select the study programmes which are connected with the topics about agriculture, sustainable development, rural development, natural resources, environmental sciences and the other areas of nature sciences.

To make the analysis of the graduates who fit the recommendations it was necessary to contact the universities which offer the relative study programmes and especially to contact the coordinators of each program, explain them the idea and the content of the survey and propose them the offer to be included in the survey and participate on it. which was the second step. The part of the survey was also to present the survey to the partner's organisations at the International Workshop. The International Workshop was organised during Monday, 2nd April and Tuesday, 3rd April 2012 in Bangkok organised by Asemundus consortium. The workshop started with opening session and consisted mainly from the presentations of the representatives of the Asian Universities, Asemundus Consortium and Alumni from Erasmu Mundus Alumni Association.

It was necessary to find and contact the potential future partner's organisations, present them the idea of the survey and offer them the cooperation. The potential partner organizations were contacted related to their study programmes. It was assessed whether they focus on the topics about agricultural and related fields and if they offer the exchange programmes to the students who come to Europe. In the final version of the proposal there are 14 organisations which decided to cooperate together on this survey, 8 organisations from Europe and 6 organisations from Asia (Table 1).

Table n. 1: Universities included for the proposal.

Europe	Asia
[Agreenium (FR)] Coord.	9 MSUA (Mongolia)
2 Ghent (Be)	10 NAU (China)
3 UCL (Be)	11 Hue University (Vietnam)
4 CULS (Cz)	12 RUA (Cambodia)
5 BOKU (University of life sciences Vienna)	13 PSU (Thailand)
6 Agrinatura (Europ. Association)	14 UNTAD (Indonesia)
7 ICA (Europ. Association)	
8 EMA (Europ. Association)	

For the survey itself there were finally selected five projects included to the survey:

(i) the International Master in Rural Development at University Ghent (IMRD), (ii) the European Master in Agricultural, Food and Environmental Policy Analysis (AFEPA) at the University Louvain-la-Neuve, (iii) Agris Mundus at the Supagro Montpellier, (iv) Eurasia 1 at the University in Vienna, BOKU and (v) Eurasia 2 at the Czech University of Life Science Prague (Eurasia –European Academic Mobility Network with Asia). After the agreement on both sides about the process, the approaches and the conditions the university was included into the survey and provided the documents about the study programmes and the contacts of the graduates. The third step was to make the questionnaire by the Limesurvey website and finally send the link of questionnaire to the graduates of the study programmes.

The deadline for filling the questionnaire was set on 31th of January 2013. When the receiving and filling the questionnaires were finished the analyzing could start. The questions which were included in the questionnaire were filled online on the website of the Limesurvey, by the link which was sent to the alumni and then analyzed by the Limesurvey programme for making the analyzis.

4.3 Participating Universities on the survey

For making the survey there were selected five universities which provide the samples of the graduates and the European Universities focused on life sciences and related studies. These universities were selected because they are highly specialized in life sciences and all of them have many successes in research. They are focused on solving the problems of sustainable development through the agriculture sciences and exchange programmes for students from developing countries. They already have the sample of the Erasmus Mundus Graduates from Asian countries. The first is University Ghent with the study programme International Master of Rural Development. It is a relatively young university which was established in 1817. University Ghent is famous mainly because of the research groups, centres and institutes which focus on research and scientific service, various scientific disciplines like biotechnology, aquaculture, microelectronics and many other fields. Nowadays it is one of the leading institutions of higher education and research in the Low Countries (UGent, 2013a).

The second participating university is the University Louvain-la-Neuve with the study programme European Master in Agricultural, Food and Environmental Policy Analysis. The University Louvain-la-Neuve is a comprehensive university, with a wide range of subjects taught at all levels, and has the largest number of students in the French-speaking Community of Belgium. The research carried out within its three sectors of activity covers various fields of humanities, medical science and science and technology (UCL, 2013a).

The third participating university is Montpellier Supagro with the study programme Agris Mundus. Montpellier Supagro brings together the courses on the subjects of agriculture, rural development, sustainable development agribusiness and agrifood industry for tropics and subtropics regions. The main purpose of this institution is to prepare the students for work in the tropic and subtropic areas and to continue with the tradition of supporting developing countries and take on the partnerships in place for decades with research and higher education institutions in agricultural sciences (Supagro, 2013).

The fourth included university is the University of Natural Resources and Applied Life Sciences in Vienna with Eurasia 1. It is an education and research centre for renewable

resources which are necessary for human life. The main aim of the university is to contribute significantly to the protection of life resources for future generations. With a connection between natural sciences, engineering and economics, the university is trying to deepen the knowledge of an ecologically and economically sustainable use of natural resources in a cultivated landscape (BOKU, 2013). The last participating university is the Czech University of Life Sciences Prague with Eurasia 2. The university has the strong and long tradition to provide the courses which are focused mainly life sciences, natural resources, livestock production, crop production, agribusiness and agrifood industry, sustainable development and rural development and also on the connection between economic and agricultural studies with strong background of research and numerous of laboratories (CULS, 2007).

4.4 Study Programmes included to the survey

The study programme International Master of Rural Development (IMRD) is a master training in rural development and agricultural economics. The main objective of the training is to learn and train the students to become specialists in integrated rural development, focussed on socio-economic and institutional aspects. The master study is takes two years and it is organised by six European leading institutes in agricultural economics and rural development (UGent, 2013b).

The study programme Agriculture, Food and Environmental Policy Analysis (AFEPA) is the study programme at the University Louvain-la-Neuve. It is the European Master focused on agricultural, food security and environment spheres better and to understand and anticipate the various and often complex socio-economic and environmental effects (UCL, 2013b).

The Agris Mundus is a study programme on Master level for two years focuses on agricultural development and management of natural resources. The students are required to study the first year at one university and the second year of the studies at another university after passing the studies they obtained double degree (Agrinatura, 2013).

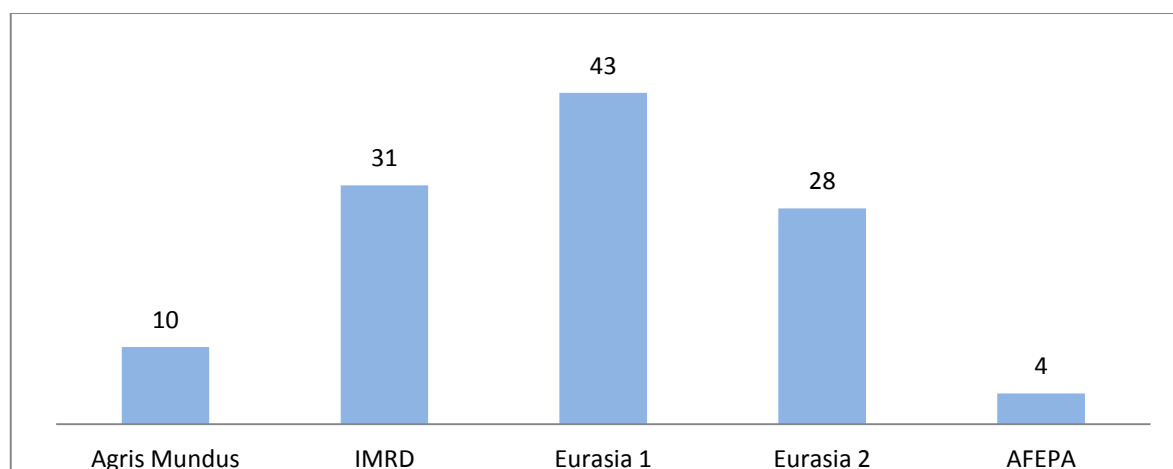
The European Academic Mobility with Asia has two projects – Eurasia 1 and Eurasia 2. The first one was coordinated by the University of Natural Resources and Applied Life Sciences in Vienna and the second action was coordinated by the Czech University of Life Sciences Prague. The main objective of the European Academic Mobility with Asia is to promote the European system of higher education (Eurasia 2, 2013).

4.5 Data Collection

The main research method for the survey was based on collecting the primary data. The data were collected through the questionnaires which were sent to the alumni from the study programmes: IMRD, AFEPA, Eurasia 1, Eurasia 2, Agris Mundus. The preparation of the survey and seeking partners and contacts took the period from March to July 2012. The data collection was conducted for six months from the beginning of August 2012 to the end of January 2013.

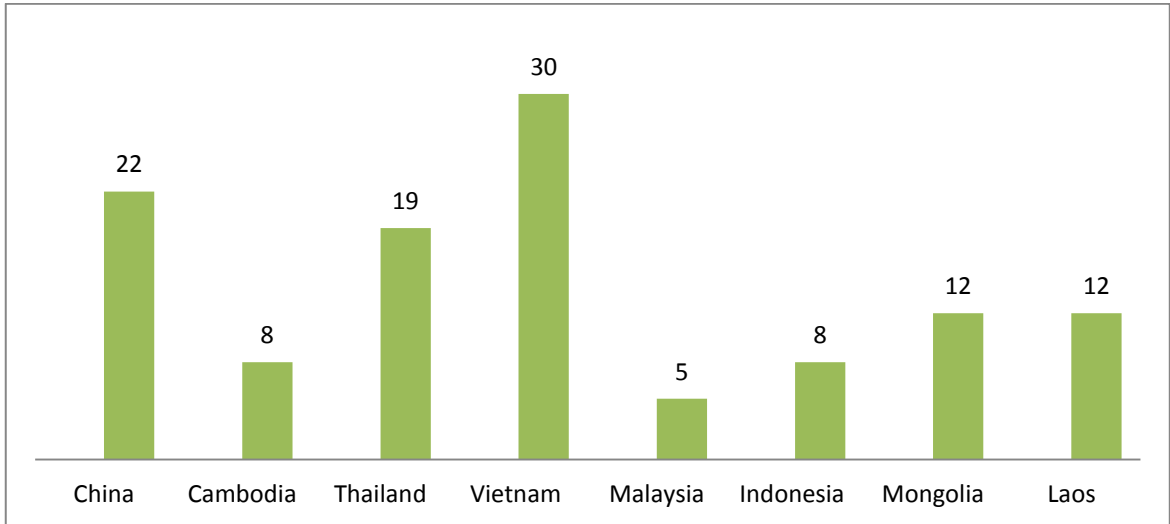
The questionnaire was sent to 116 graduates. 31 graduates from IMRD, 10 graduates from AgrisMundus, 4 graduates from AFEPA, 43 graduates from Eurasia 1, 28 graduates from Eurasia 2 all of them coming from 8 selected countries in Asia.

Graph n. 2: The numbers of the graduates from each projects included in the research.



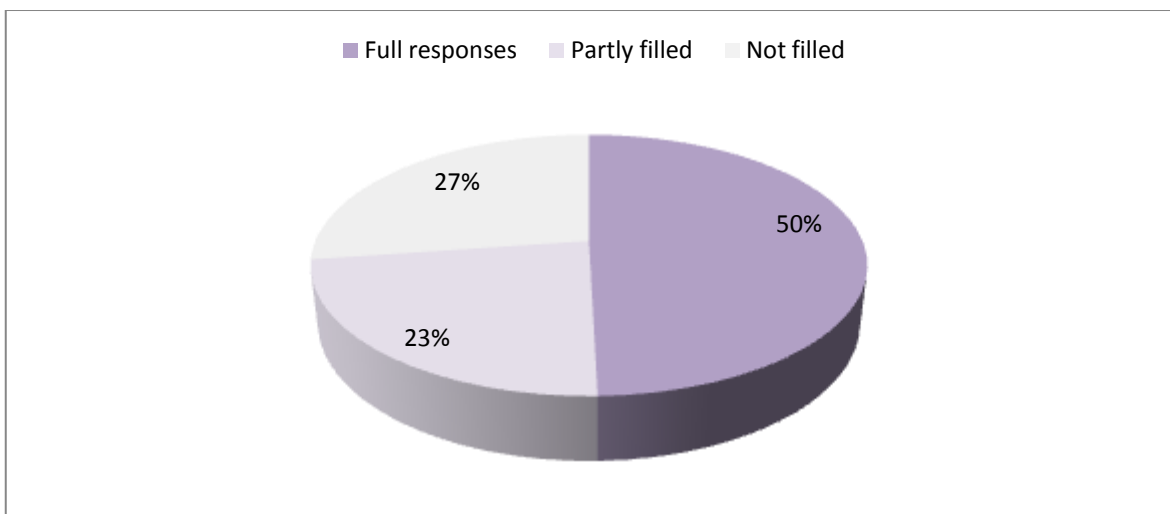
From 116 respondents the highest percentage of the graduates has Vietnam with 26 % then China 19% and Thailand with 17%. The lowest percentage of the graduates is for Malaysia with 4%.

Graph n. 3: The total numbers of the graduates to whom was sent the questionnaire from each country.



The day of deadline it was received and filled exactly 60 full responses, 28 partly filled questionnaires and 33 not filled. There were sent 116 questionnaire and 60 fullfilled questionnaires could be evaluated and included in to the survey. It means 52% of the questionnaires were fully filled and sent back. 28 questionnaires which were partly filled were not filled in to the survey but the information from helped and enhanced the whole vision about the impact of the study programmes on the graduates.

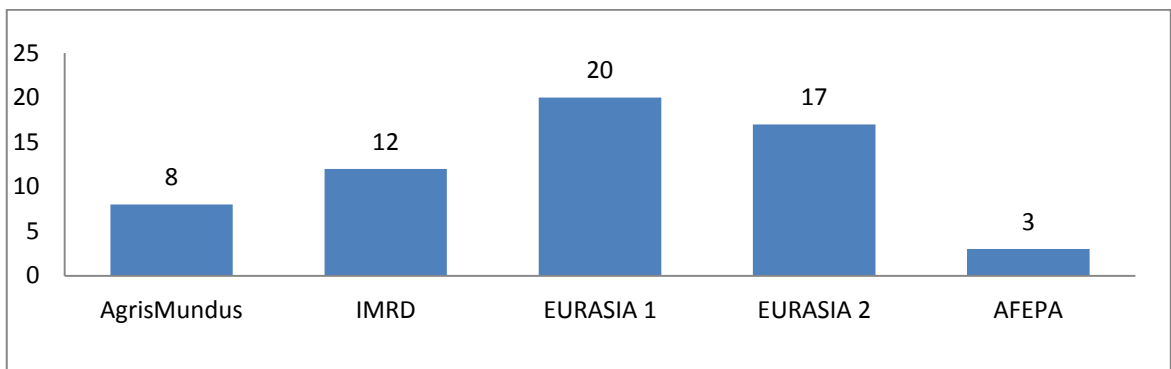
Graph n. 4: The total numbers of received fullfilled questionnaires.



4.6 Sample Selection

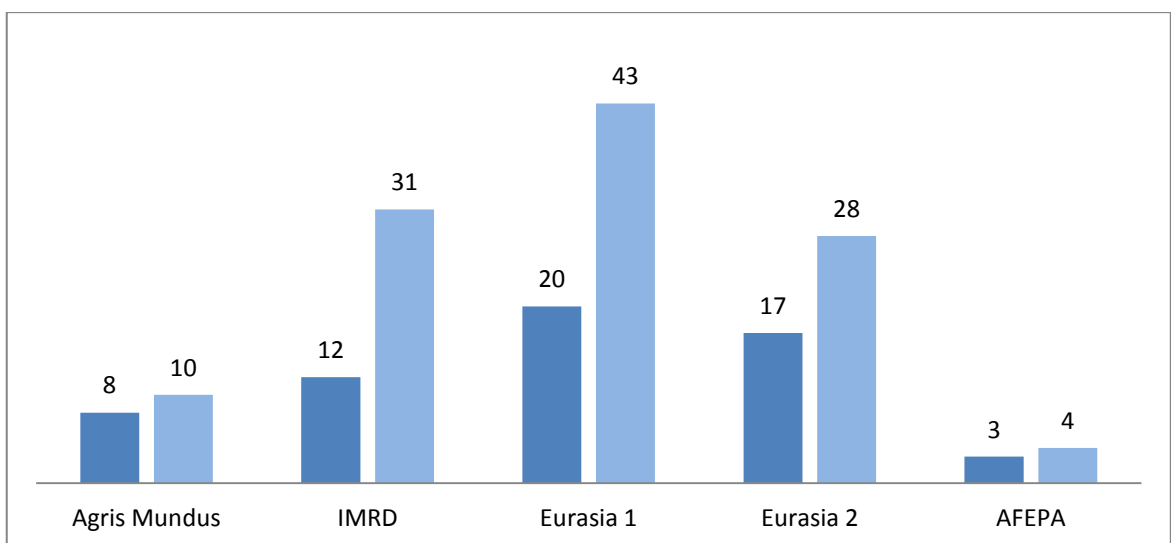
The Alumni for the survey were selected according to the universities which were willing for participating and according their programmes which they offer for the students from asia countries. The participating universities provided the database of students included in to the survey. In graph 5 we can see the final numbers of the respondents from each study programmes.

Graph n. 5: The numbers of 60 respondents from each project included in the survey.



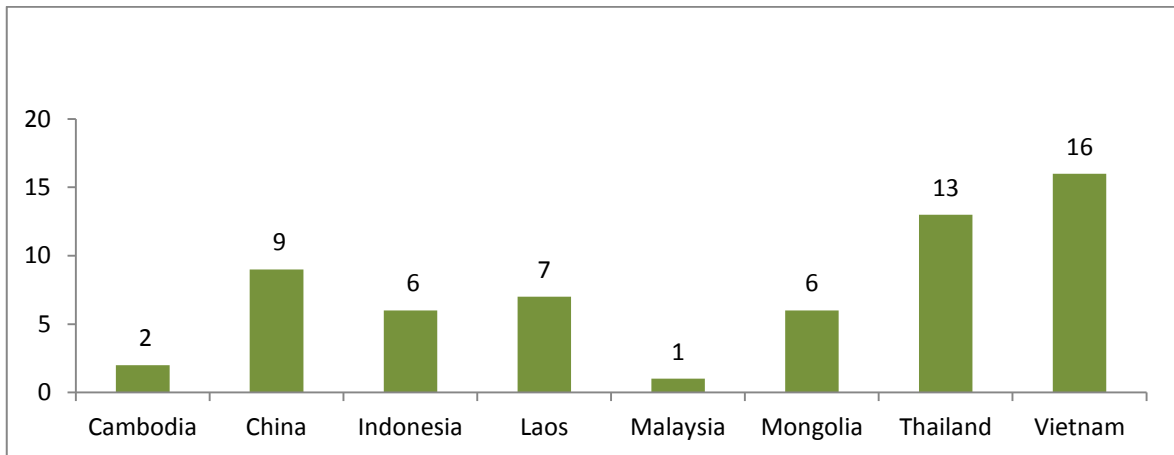
In the graph 6 we can se the comparison of the numbers of all graduates of each projects compare to the numbers of those who sent the filled questionnaires back.

Graph n. 6: Comparing the numbers of the students from each project.



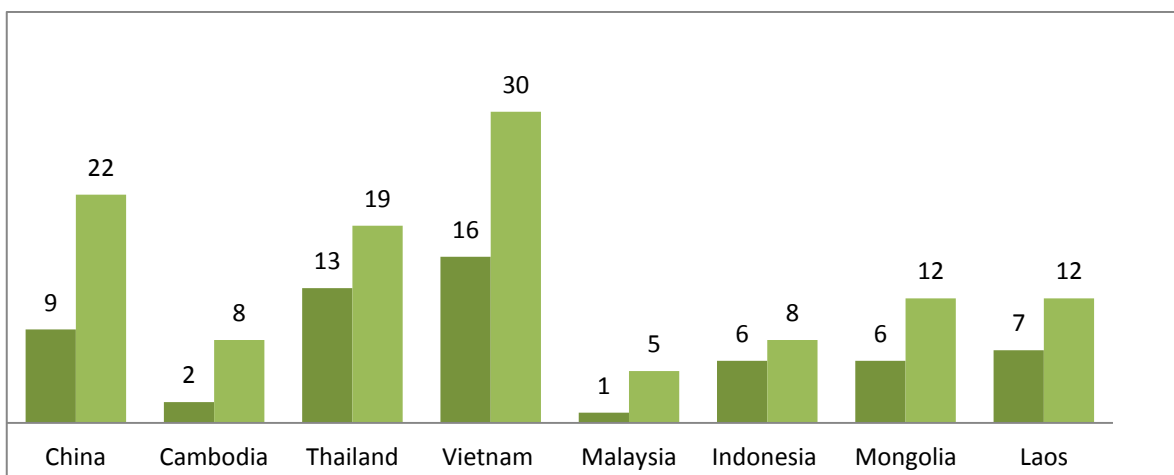
According to the highest number of the alumni (at least five students) in each countries were selected eight Asian countries on which the survey focuses the most – Cambodia, China, Thailand, Vietnam, Mongolia, Laos, Malaysia and Indonesia. In the graph 7 we can see the final numbers from 60 respondents from 8 selected countries. The highest percentage of the respondents is from Vietnam and Thailand then China and Laos.

Graph n. 7: The numbers of 60 respondents from each countries.



In the graph 8 we can see the comparison of the numbers of the all graduates from each country to the real numbers of the respondents.

Graph n. 8: Comparing the numbers of graduates from each country to the real numbers of the respondents.



4.7 Questionnaire

The questionnaire includes 54 questions and it is divided into the four categories. The questionnaire contains two types of the questionnaires. The first type is frequently used the closed-ended questionnaires which format that limits respondents with a list of answer choices from which they must choose to answer the question. These types of the questionnaires and later on the answers were analyzed only by the Limesurvey programme. These questionnaires were in the form of multiple choices, where some of the answers were designed to choose only one answer in some cases was possible to choose more than one answer and in the other cases in scale format where the respondents had to decide to rate the answers in along the scale continuum. The closed-ended questionnaires were focused on basic information about the personal information of the respondents and on the concrete information of the study programme. The strategy of making the questionnaire for the survey was to create the main spine of the questionnaire with the opened- ended questionnaires with the idea to direct results to get the various answers as much as possible and draw the valuable information from them. According to this idea were designed the questionnaires which after the answering should cover all the information which was planned to get. The opened – ended questionnaires are more difficult for their evaluation so later on there were set the special criterias for making analyzis differently and these types of the questionnaires were analyzed separately from the closed – ended questionnaires. Example of the questionnaire is attached in the Annex 1.

The first part of the questionnaire – called Study Programme - is about getting the information about the study programme which the alumni chose and includes 14 questionnaires. The main target is to get the information about what kind of study discipline the alumni studied, for how long, which level of study programme they studied, in which country, why they decided to choose this kind of study programme, what was the motivation for study abroad, the satisfaction with study programme and the whole staying in foreign country.

The second part is focused on skills and knowledge which the students got during the staying in Europe and studying the study programme. On this part of the questionnaire was put the big emphasis because the skills and knowledge which the alumni had recieved

during their studies became the key for their future life especially in the working sphere. There are included 6 questionnaires which compare the language skills of foreign language, integration into the host society, improving the technical and general skills and knowledge.

The third part is about the work of alumni. The questionnaires are focused on the alumni who currently work. It is about getting the information if they work what kind of work they have, if it was hard to find job, for how they were looking for the job, what are the skills which the job is requiring the most and many others. There are included 18 questionnaires in this part. The last part is about the general personal information, what is the country of origin, gender, age, the level of education and the marital status. The full text of the questionnaire is included into the Annex 1.

The questionnaire was created by the special website of SupAgro Montpellier for making the survey together with the LimeSurvey which is the open source online survey application written in PHP based on a MySQL, PostgreSQL or MSSQL database which enables to develop and publish surveys and collect responses. The last step was to send the link of the survey to the each of the alumni of the study programmes.

4.8 Statistical analysis

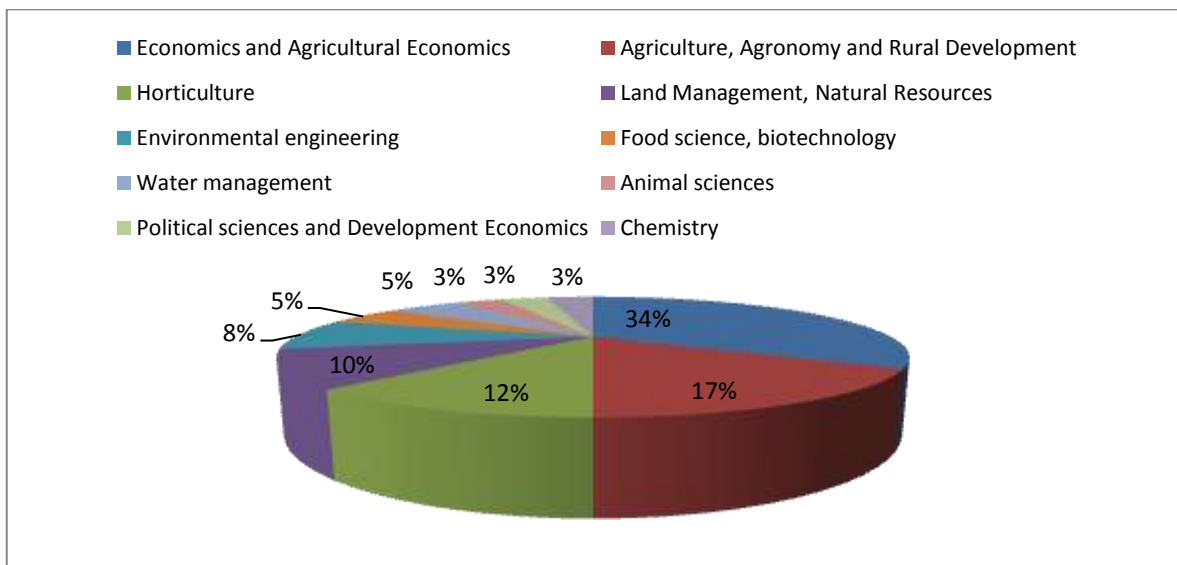
All of the responded questionnaires were collected and statistically evaluated by the LimeSurvey programme. The main part of the questionnaire is formed with the opened questionnaires which are very important for us and the other part with the closed questionnaires which are also important but focused mainly on general information about alumni. The special emphasis was placed on the opened questionnaires because the whole image and quality of the results of the survey was mattered on the quality of the answered opened – ended questionnaires and also on the deep evaluation of each of this response, so on the opened questionnaires were put the different special criterias and evaluated separately again from the closed – ended questionnaires.

5 Results

5.1 Background of the graduates

The first part of the survey is focused on the background of the students, on the study programme and what they prompted them to choose a study programme in Europe. From the graph 3 bellow it can be seen the studies before the study programmes in Europe. The graph 9 shows the students have the strong background connected with the fields of the environmental sciences from the beginning of their studies. The highest percentage 32% has the field of general and agricultural economics then agriculture, agronomy and rural development 19%, horticulture 12% with and land management and natural resources 9%.

Graph n. 9: Study programmes which the graduates had been studying before they came to Europe.



The students who came for studies in Europe were selected through the challenging selective competitions and had to have very good study background which is evident from the answered questionnaires in the part of the questionnaire about the researches, thesis and participation on the conferences. All of the students have a narrow focus of the thesis related to the research or making the projects on the basis of which they received the scholarships in Europe. In the table 2 we can see some examples of the research and thesis topics.

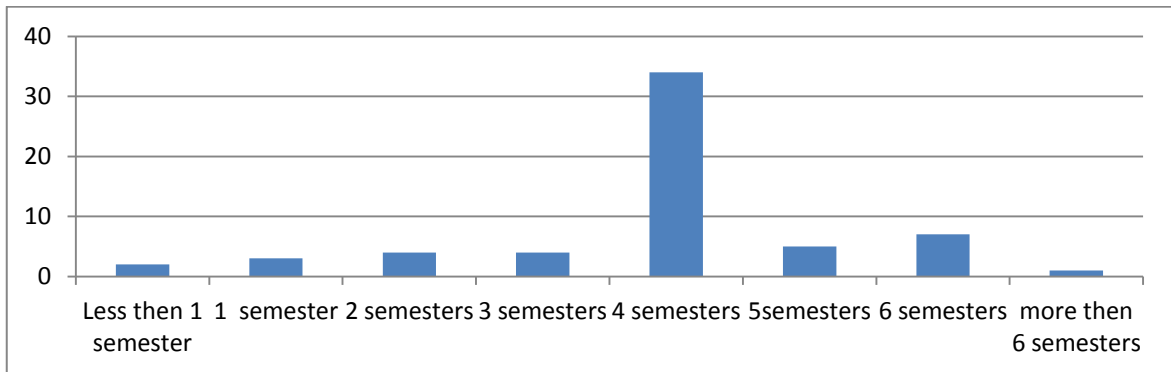
Table n. 2: The selected topics of the thesis defended by the graduates included in the research.

Study on Urban Building Land Potential in Land Market in China	Human Rights; the role of EU on human rights issue to the third countries
Landscape design and management, Plant eco-physiology	Isolation and nanoencapsulation of carotenoids from palm pressed fiber waste
Impacts of agricultural trade liberalization and agricultural development policy on Cambodian Rice Economy	Assessing The Strategy of Collective Action In Integrated Water Resources Management Case Study in Pusur Sub Watershed, Klaten District, Centre of Java Province, Indonesia
Bachelor's thesis was about the socio-economic life of the informal settlers or squatters residing along the railroad managed by the Philippine National Railways (PNR) in Los Baños, Laguna	Effects of Seeding Density and Watering Duration on Sprouting Atmosphere, Quality Characteristics and Antioxidants of Black Gram (<i>Vigna mungo</i> L.) Sprouts
Farmers' Decision Making Model on Crop Choice in the Upper Ping Watershed	Effects of water deficit and light intensity on photosynthesis and quality in <i>Calathea</i> spp
Land economics and regional development in China	Design pressure Irrigation system. Design agricultural machine
Market demand and supply of livestock production	Cost Benefit Analysis on Disaster Protection Management

Ten percent of the respondents had participated on the conferences and summits like the International Students Summit on Food, Agriculture and Environment or they participated on the development projects or work for NGO's. Seven percent of the respondents have several years of the work experiences.

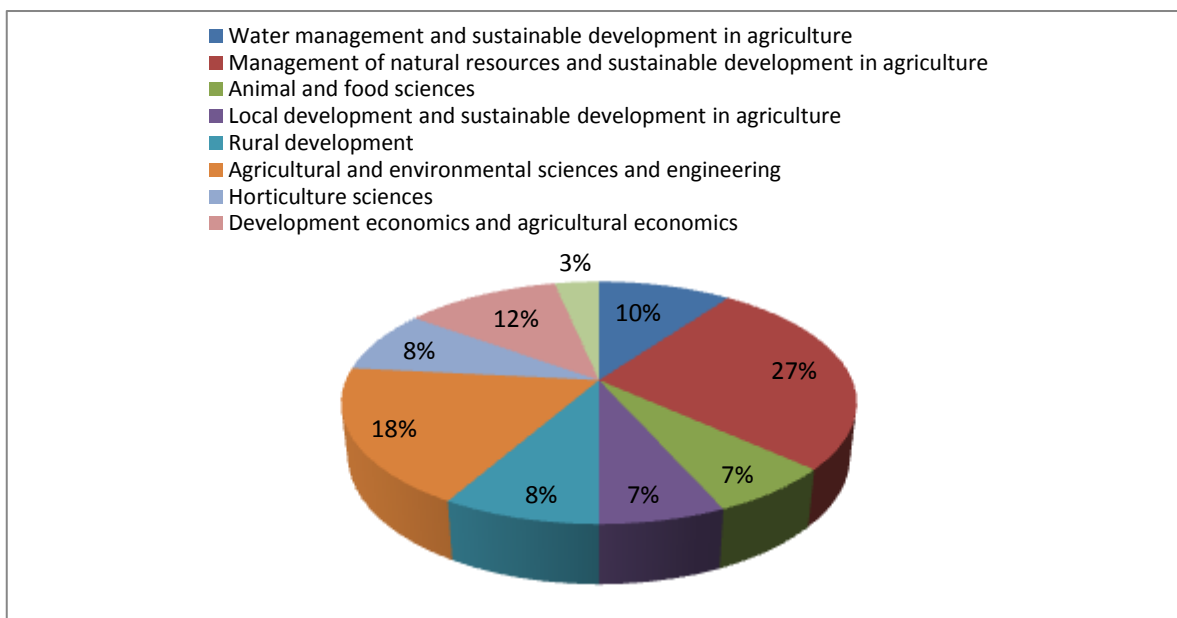
The time period for which the student stayed for study programme is quiet different but usually they stayed for 2 years for whole Master degree programme. The Master degree programmes are the most frequently offered study programmes within Erasmus Mundus. Compare to general Erasmus Exchange programmes between European universities the students from Erasmus Mundus stay for longer period at host university. In the graph 10 you can see the most common period for staying in Europe.

Graph n. 10: Study periods of the graduates in Europe.



The study programmes which the students studied in Europe are divided into the several categories according to the study projects which were offered by participated universities. We can see the change of the interest in the bachelor studies the highest representation had the Economics Agricultural Economics studies with 32%. In the Master studies the highest percentage has Management of natural resources with 23% then agricultural and environmental sciences with 17% and the Development and Agricultural Economics has 14%.

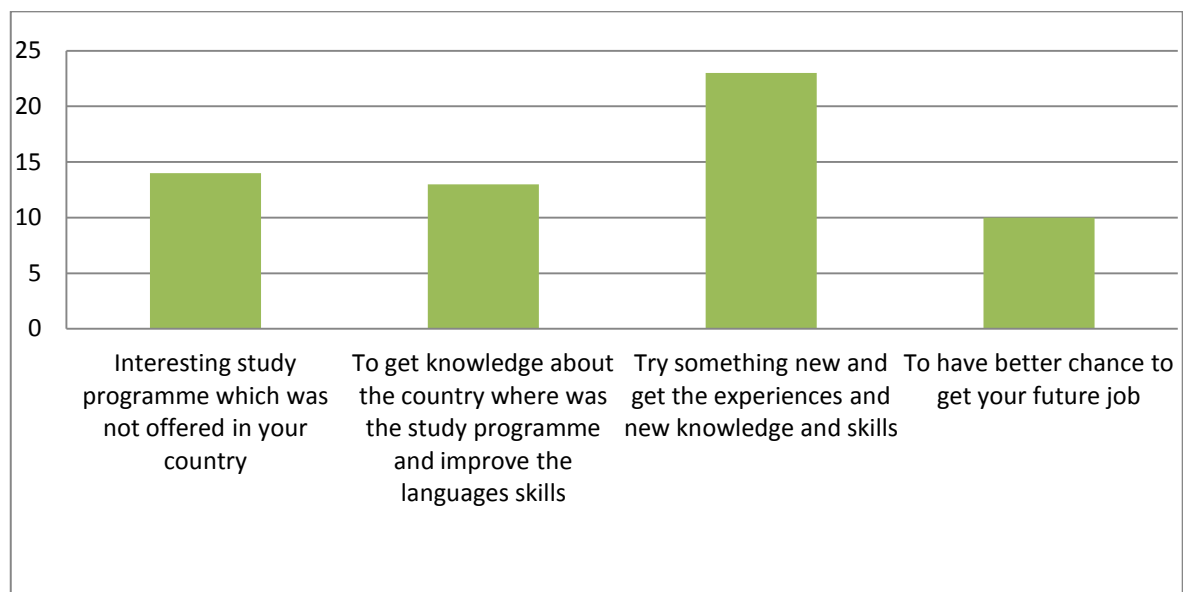
Graph n. 11: Study programmes which graduates studied in Europe.



From the graph 12 it can be seen the main reasons why did the students decide to go for study programme abroad. The main cause for the major part of the students (23 students)

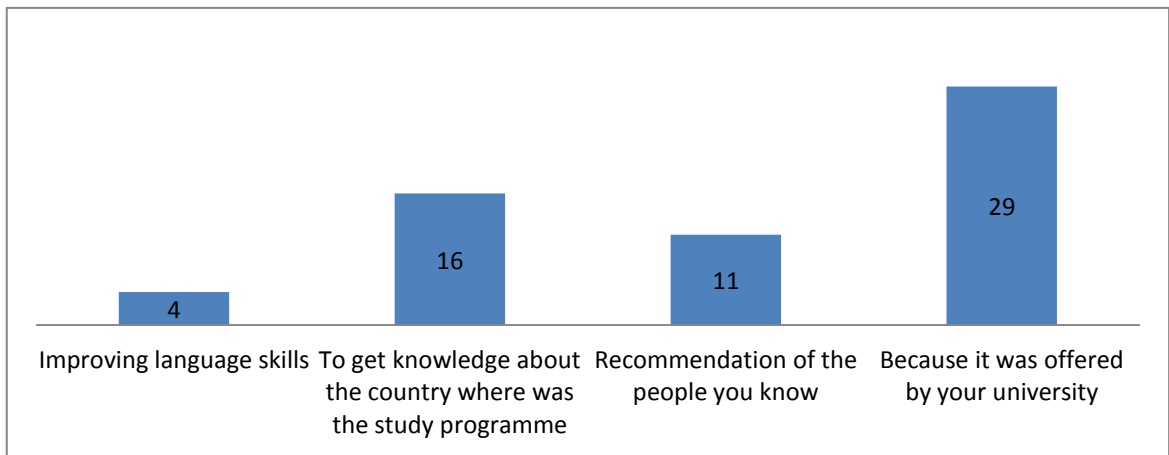
was the opportunity to try something new and get the experiences and new knowledge and skills which can they use in the future. They answered that the main purpose was to improve themselves and learn new things from the western civilization how the things are done in the different parts of the world make comparison and contribute to their home countries.

Graph n. 12: The reasons why the respondents chose the study programme in foreign country.



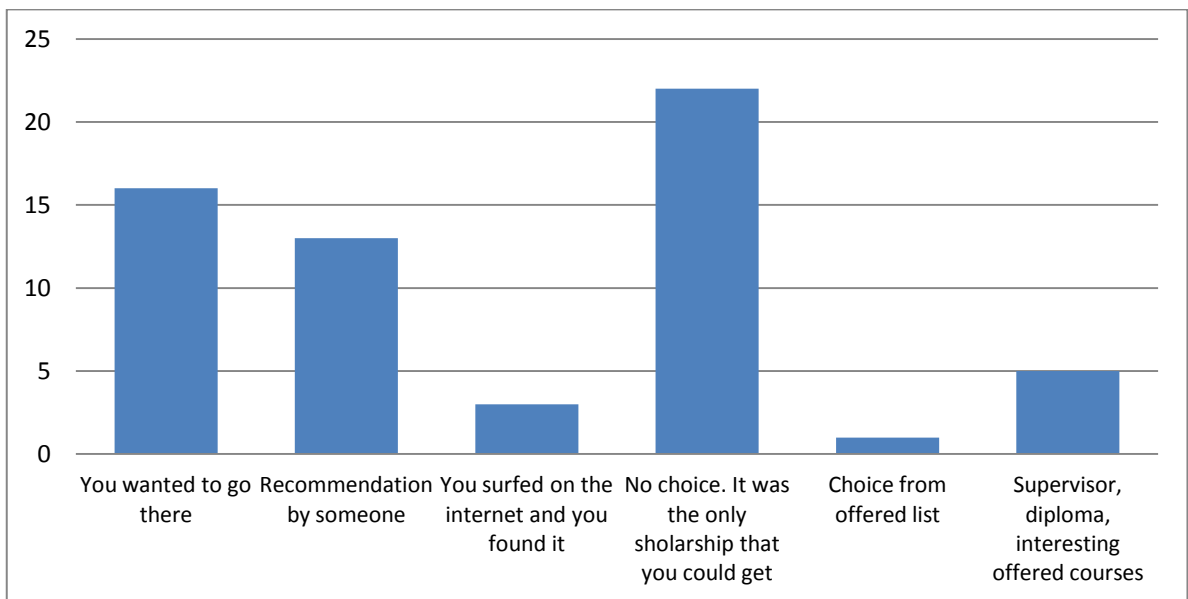
In the Graph 13 the results from the answered questions show that for 29 students was not important the concrete country they simply chose the country from the offered list or they decided on the basis on the collaboration of the universities interested in the same topic or if the study programme was related and suitable to the background of their previous studies. The second common reason for 16 students was the interest about the country and to learn the language of the country.

Graph n. 13: The reasons why the respondents chose the concrete country/countries where they have studied.



In the Graph 14 we could see the main reasons for a selection for the concrete universities. It can be that the motives of the respondents are quite different. Some of the respondents were clear and wanted to get to the concrete university some of them the university was recommended but it is because they got the scholarship for study at the host university. We can suppose the students did not do some extra activity to find the university by themselves and then apply for scholarship.

Graph n. 14: The reasons why the respondents chose the concrete university where they have studied.



The interesting point can be found in the results about the experiences of the respondents to be abroad. It was the first experience in the life to be abroad for 40% of the respondents. 24 students had never been abroad before they came for studies to Europe. On the other hand 60% of the respondents had a lot of experiences with staying abroad and also with participation on study or work abroad programme before. 21 students (35%) had already participated on exchange programmes before. From the concrete answers it could be mentioned the most common like short exchange programmes between universities, short term trainings and seminars, participation on conferences, youth congresses, internships in the laboratories, project's evaluations in several countries of Asia or the whole Bachelor's degree abroad.

According to the results from the question focused on the work experiences during the staying in Europe. The results shows that (91,67%) focused mainly on their studies and they did not work during the studies in Europe. Only 5 respondents answered they did some job in Europe but only like extra works for projects of the universities or helping in laboratories.

The impression of the graduates if the study programme will help them to find a job is following: 73,33% of the graduates think the study programme was useful and it helped. From the concrete answers we can mentioned that some of the students got a chance to create networking between universities and laboratories during my study and this make easy for continue on research positions for them since people in the laboratories have already known and worked with them. Some of the respondents replied in general they believe the diploma from european universities would get them more chance to have other job opportunities. They know they got a quality education, diversity and opportunity, the knowledge and skills and time in Europe prepared them for the global job, developed their self-reliance, independence and intercultural and linguistic abilities that set them apart from the competition but on the other hand they know it always depends on how they improve and present themselves. The other part of the respondents answered no because they already had a job in which they could continue when they came back from their studies.

The purpose of study programmes is not to inspire the student to looking for a job abroad but give them the necessary knowledge which they can use in their countries. From 60 respondents 34 replied they do not want to work abroad and in their opinion, it is better to go back to their home countries to transfer the knowledge that they have gained. Some of the respondents consider the possibility to take a job abroad only if the job concerns research and development for their home countries or work in China where are more chances to get a job and higher salary. The respondents who are inspired to looking for a job abroad because they changed and broadened the way of thinking, got to think in bigger scale than before.

In terms of the professional benefits which the graduates got during the studies it is important to mentioned that the students mainly mentioned the opportunity to make the networks of professors and colleagues work and collaboration with them, to make a discussion, independent work in international environment (different cultures, different ways of thinking), the information about employment markets through informal chat with colleagues. Some of the students appreciate many materials for researching and the possibility to make a research and experiments in modern laboratories. Some of the students mentioned the understandin of the European way of thinking to get the new way of thinking and solving the problems, strenghtened the knowledge on specific theories and approaches and improved language proficiency.

The personal benefits of the graduates are mainly about to get to know about the host country/countries, excellent culture experience, to get international friends, group works visiting Europe, to get broader view of the world, to compare a and learn about different cultures, to improve language and communication skills, better time management and planning, to learn how to create the ideas in the scientific ways, to learn how to participate with other people who are not the same language and culture, more confidentin working and socializing, better teaming skills, more independence, effective systematic skills in working, to see the importance of others and valuing things.

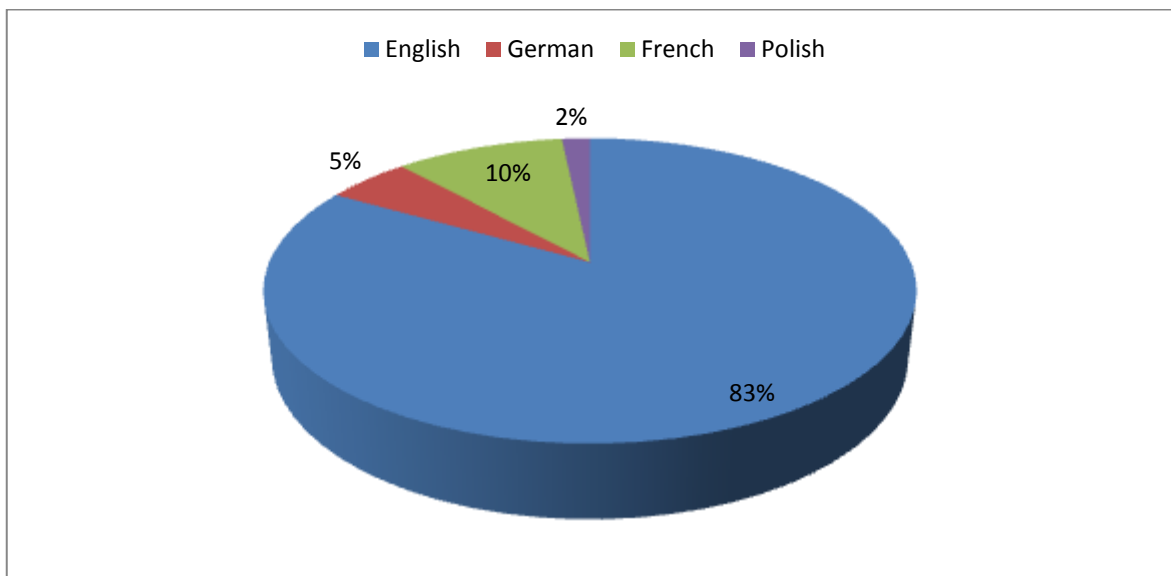
The whole general evalauation of the study programmes by the graduates is following. The graduates mainly answered that the study programme was very good interesting and valuable experience with positive useful and helpful impact on future life and work. The courses were very interesting with field trips and excursions, experiments, discussions in

the classes, presentations made the class not boring. The only problem which the graduates mentioned is that some parts could be more organized especially in giving the information earlier (for example for Master students for their diploma).

5.2 Knowledge skills of the graduates

The second part of the questionnaire is dedicated to get to know about the special concrete skills which the graduates got during their studies and which should positively distinguish them from the other graduates who did not study abroad. The first question from this part is focused on one of the most important skills the communication foreign language skills. All of the respondents answered they improved their language skill about one or two level more than before. From 60 respondents 50 improved their language skills in English, 6 graduates in French and another 3 graduates in German language and 1 student in Polish language. In graph 15 we can see the percentage distribution of the languages which the graduates studied.

Graph n. 15: The languages which the graduates improved.

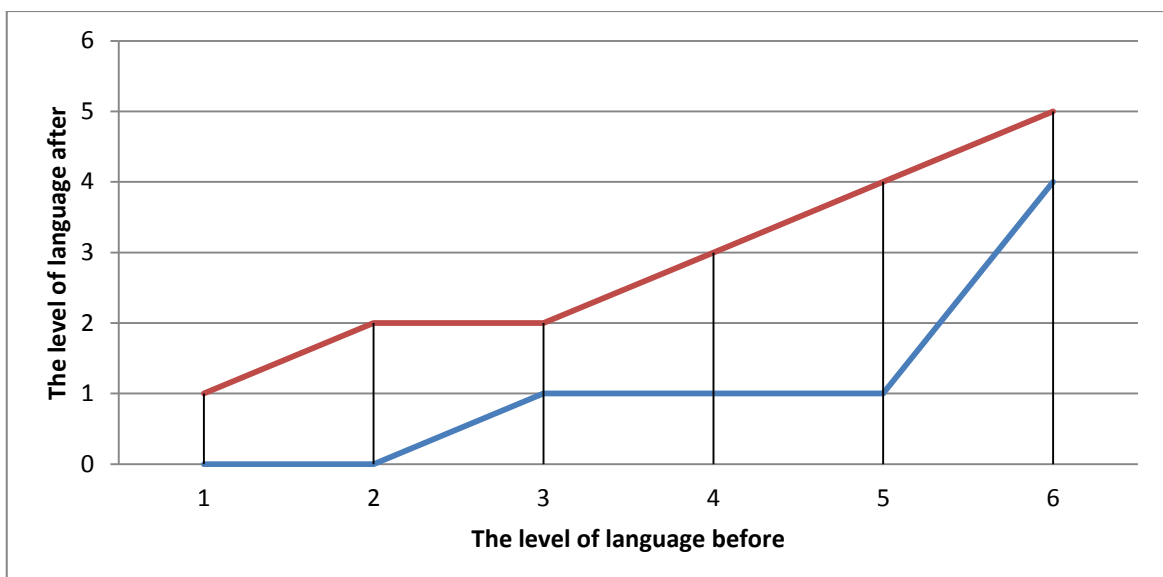


In the terms of improving the language skills the students with French language evaluated their improving with comparison the levels before the study programme and after

according to the Common European Framework of Reference for Languages. In the following free graphs (graph 16, graph 17, graph 18) it can be seen the comparison of the levels of each students for french, german and english language. In graph 16 it can be see the comparison of the levels for four graduates for french. The blue line shows us the level at the beginning of the studies and the red line shows the final level. It is necessary to mention that considerable part of the graduates obtained the official language certificates which prove their language levels because it was also a important part of the studies to pass the language tests. The blue lines in the graphs show us the level at the beginning of the studies and the red line show the level after their studies.

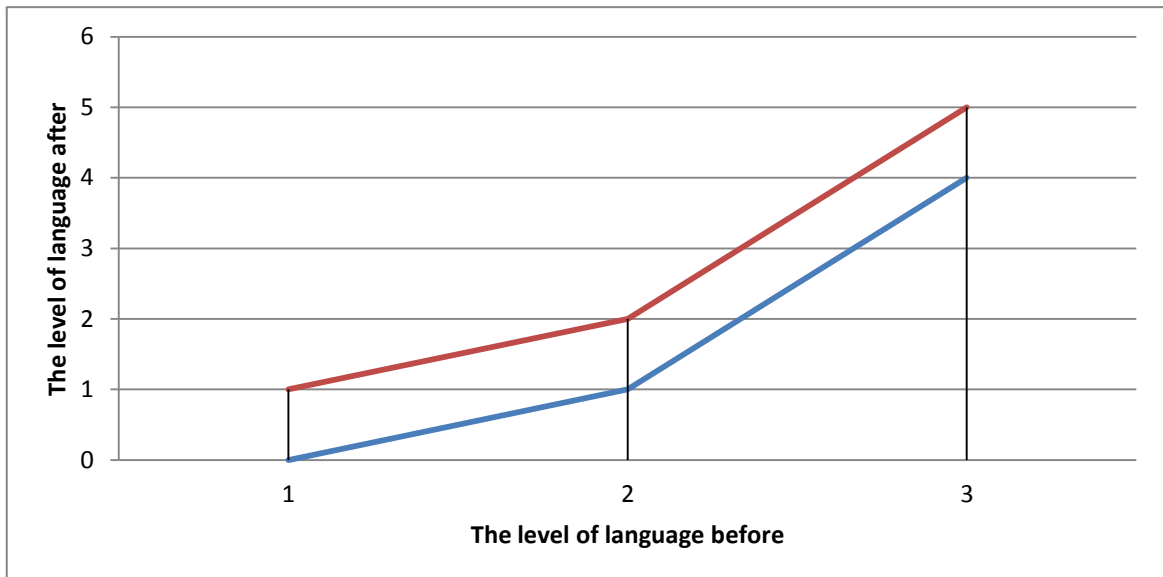
We can see the differences between each of the students some of them started with really basic knowledge of the languages mainly for german language, french language and polish language they came sometimes even without basic knowledge of the language meanwhile some individuals had already had excellent level of language. For english language most of the graduates came with already very good level of english with levels B1 and B2 which you can see in graph 18. Overall 16, 66% of the graduates started their studies with basic knowledge of the language, level A0 – A2.

Graph n. 16: How much the graduates think they have improved their language skills in french language.



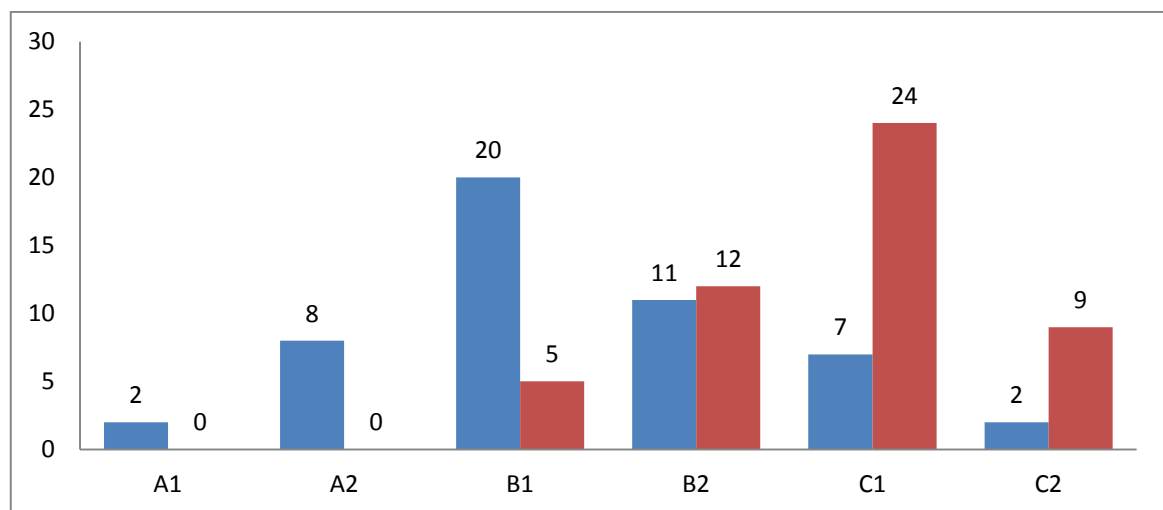
In graph 17 it can be seen the comparison of the levels of german language for graduates. We can see big differences of the language levels between the students. Meanwhile one student started with zero level the other already had fluently german language.

Graph n. 17: How much the graduates think they have improved their language skills in german language.



In graph 18 it can be seen the differences between the levels of language before and after studies. The blue line is for the level at the beginning of studies and the red line is for the level after studies.

Graph n. 18: How much the graduates think they have improved their language skills in english language.

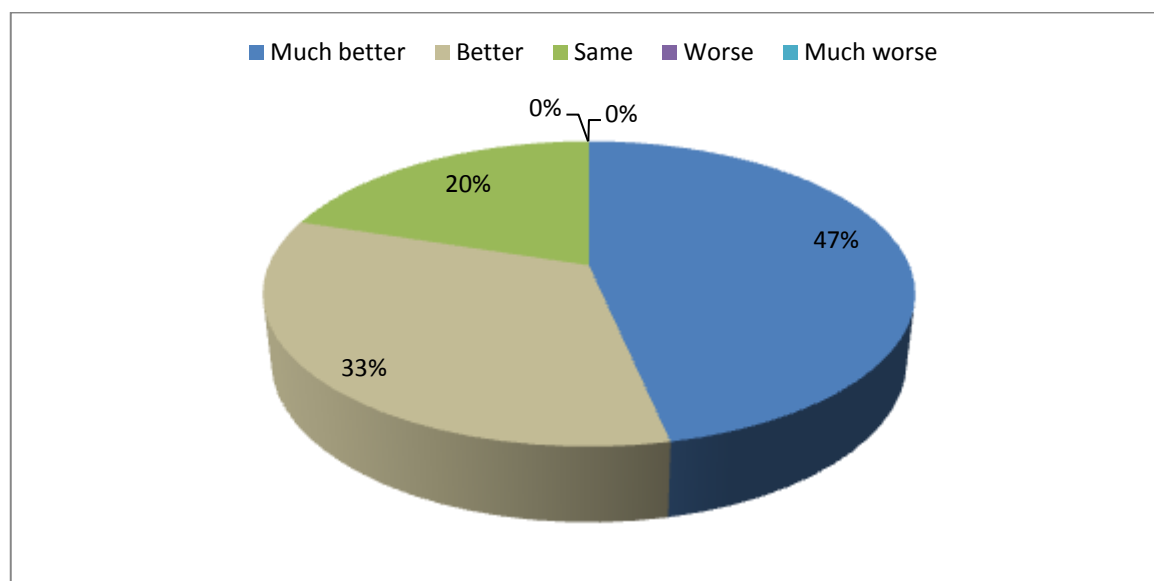


According to the levels of polish language of one respondent the results are that he came without knowledge of polish language with level A0 and after his studies he is able to communicate with basic vocabulary in everyday situations with level A1. According to the answers of the respondents when some of them improved up one level some of them two or even three levels we can calculate the average of the improvement of all graduates which is 1,28. That means the graduates improved their language in average of 1,28 level.

The next part belongs to the general evaluation of the quality of education, lectures, proffesors, facilitties and many other important spheres which creates an overall impression and quality of the academical programmes.

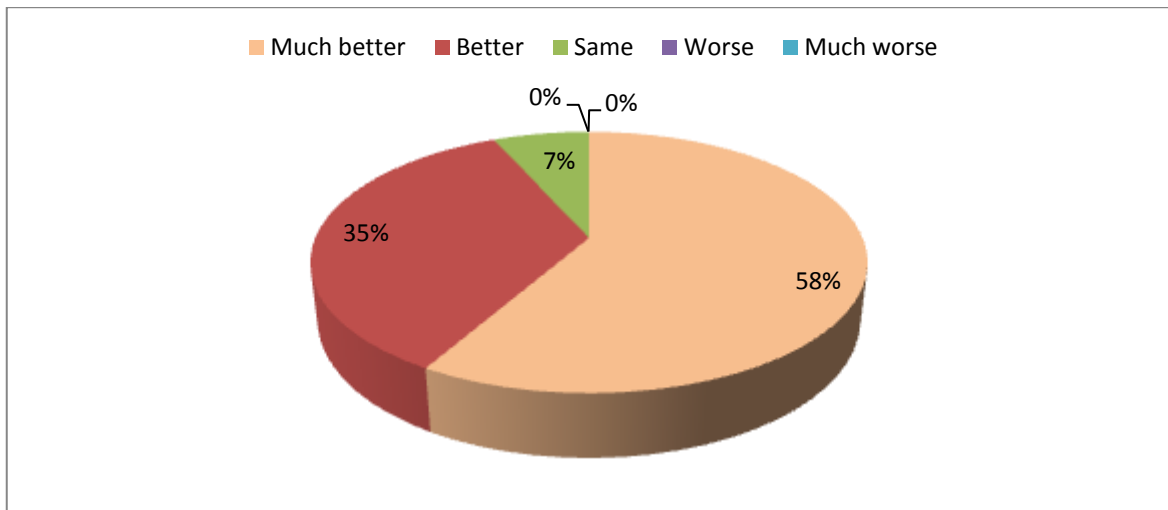
The first question was related on the comparison of the quality of teaching focused on the scientific level of the teachers and the scientific quality of the lectures at a foreign university compare to home university? In graph 19 we can see the results. 47% of respondents think the quality is much better at foreign university and 33% of the respondents think i tis better which means 80% of very contented graduates. Nobody from the respondents answered that the quality is worse and 20% of respondents answered the quality is same.

Graph n. 19: The scientific quality of the professors and lectures at foreign university compare to home university.



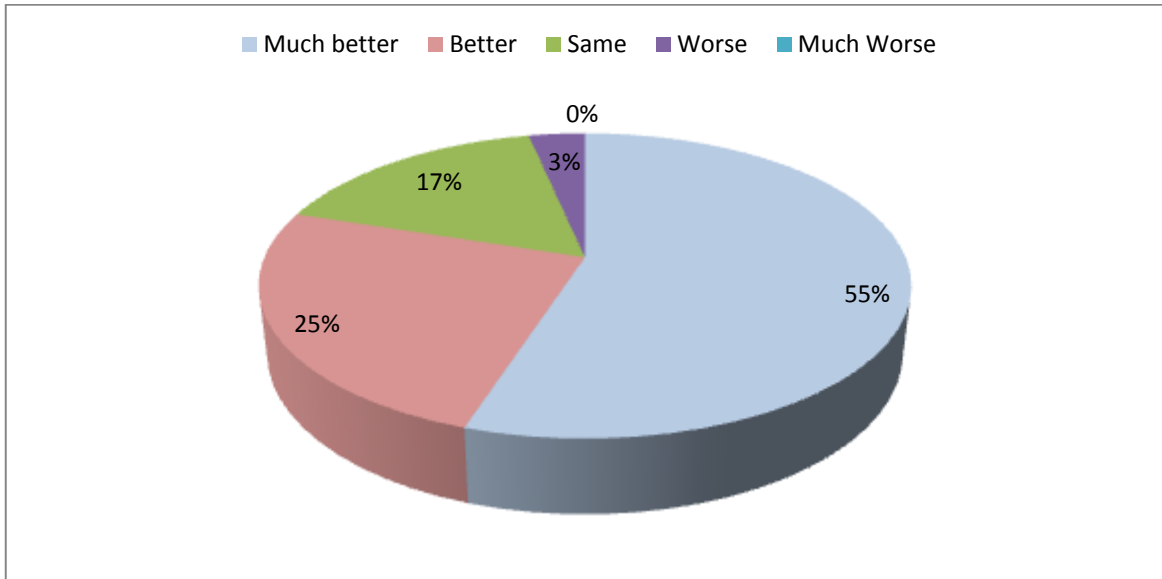
In the case of the importance of active learning which is becoming widely used and help to the students to connect well the theoretical part with practical part and learn them how to use the therotical knowledge in practise. In the graph 20 we can see the results how much is given the emphasis on the importance of active learning such as work in group, case studies and surveys compare to home university. We can supossed from the results of the graph 20 that the connection between theoretical and practical part of the studies is better connected then on the universities in Asia. 93% of the respondents answered that the importance of active learning is higher then at their universities and only 7% responded it is same.

Graph n. 20: The importance of active learning at foreign university compare to home university.



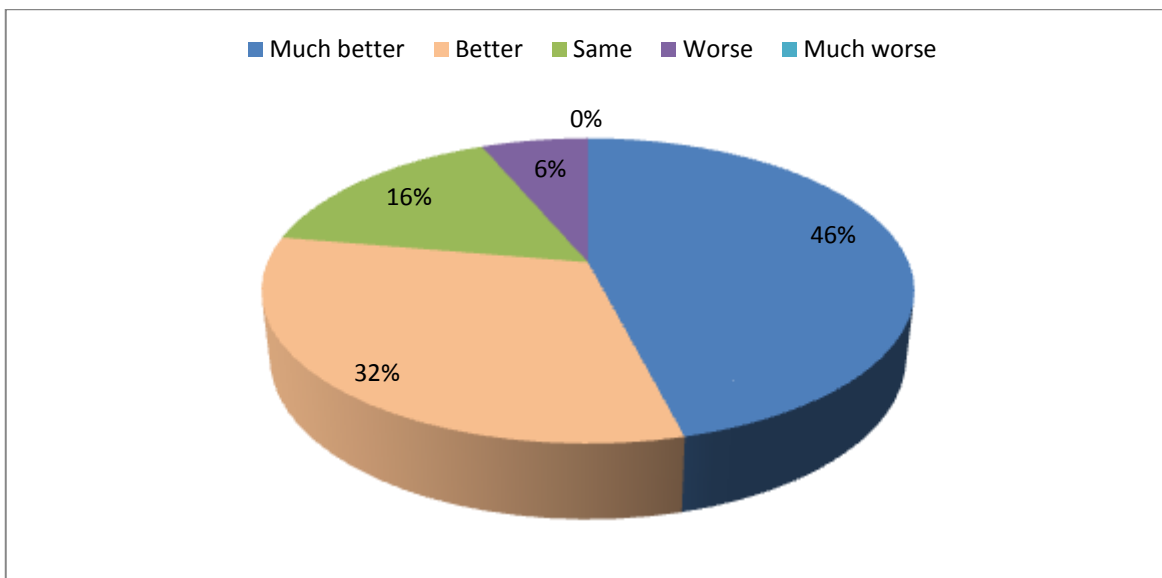
In graph 21 it can be seen the evaluation of the facilities at the european universities by the graduates. Some of the respondents mentioned the same point that the hinterlands of the universities are on the very high level mostly much better then the universities in Asia such as laboratoires, classrooms, dormitories and canteens but some study materials such as books, scripts or presentations are not enough detailed.

Graph n. 21: The quality of facilities at foreign university compare to home university.



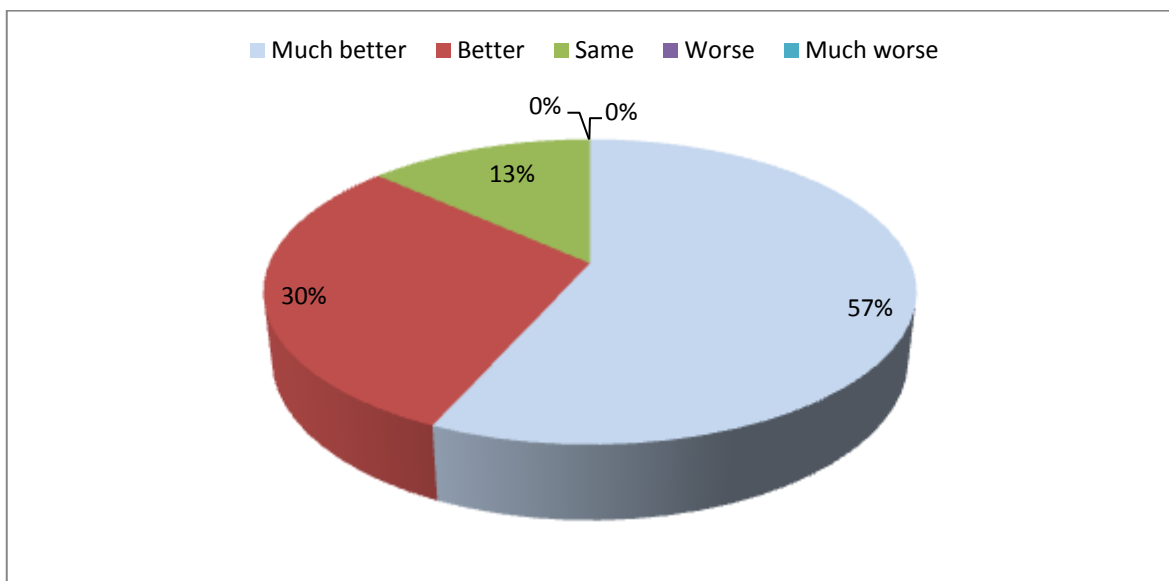
According to the connectedness of the studies with the professional sector we can see that the students were satisfied. 78% of the respondents responded the connectedness is better than at their home universities. 27% of the graduates (Graph 22) had the practical internship like a part of their study programme.

Graph n. 22: The connectedness of the studies with professional sector at foreign university compare to home university.



In graph 23 we can see the results on the question about the relations between the professors and the students. The respondents answered the approach of the professors to the students is completely different than in Asia. The professors are more open and more communicative, they discuss about everything and they try to make a friendly relationship which is not possible in Asia because this way of communication will be taken like a disrespect of the professor.

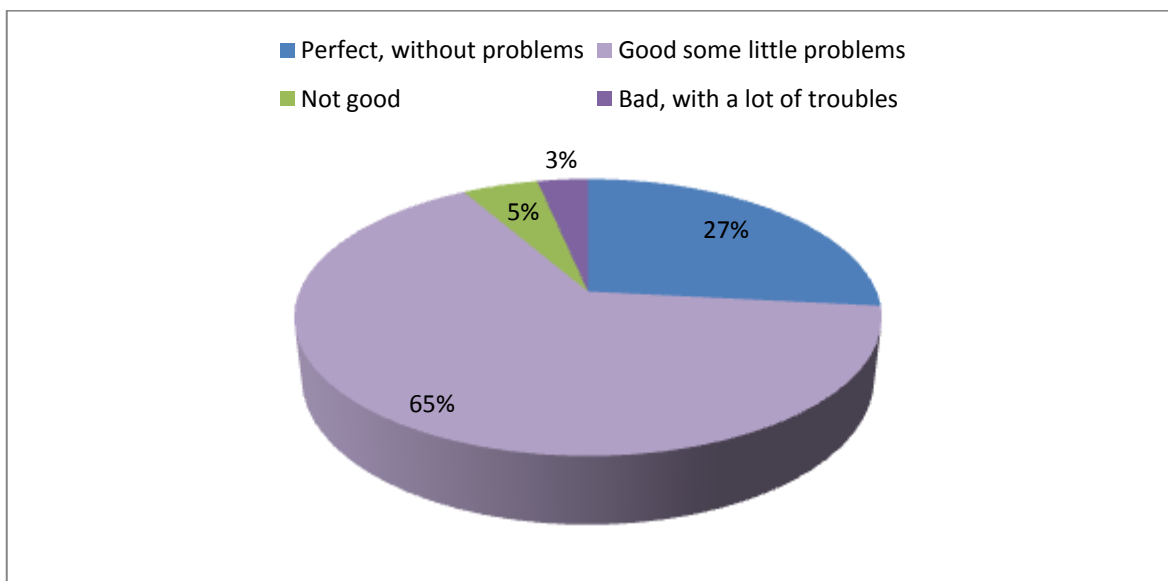
Graph n. 23: The relation of the professors with students at foreign university compare to home university.



If we focus on how the students dealt with the integration in a new country and a completely new society with different culture, behaviours, food and many other aspects and if we take into account that 40% of the respondents had never been abroad before and it was the first experience for them, the results are very good and the respondents were able to adapt to a completely new condition. 92% of the respondents answered in a positive way when 27% had no problems and marked the integration as perfect and 65% had some little problems which came because of the cultural shock and intercultural differences which took some time to handle with it. Another problem was with time language barriers and communication barriers, some respondents pointed out that people especially the native students and people who work in services could be more tolerant and open to accept the foreign students. Overall the result is very good because as the respondents mentioned it is thanks to the great merit of the professors and coordinators of the programmes who tried to help the students as much as possible.

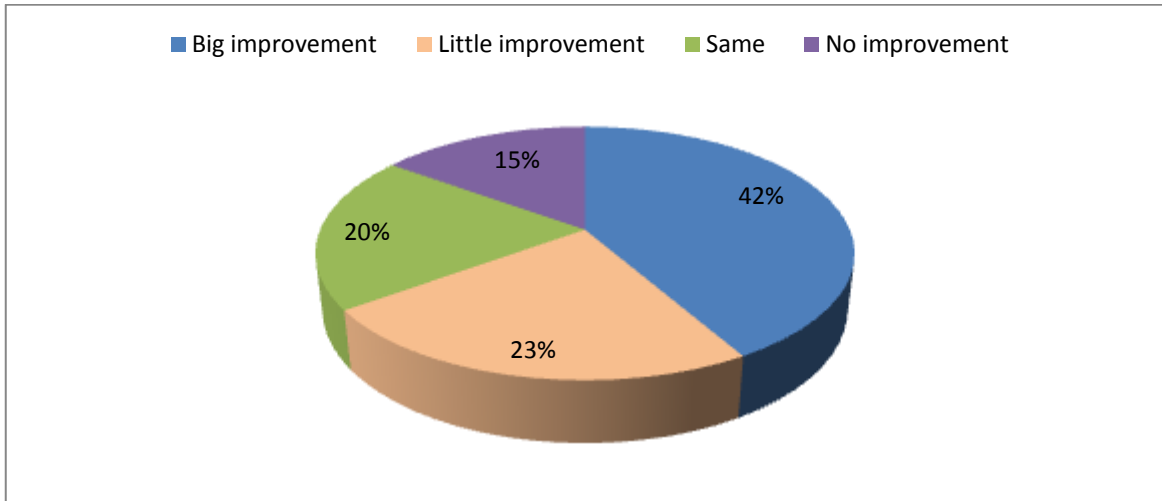
From the previous results about the quality of european universities accordig to the opinnions of the graduates we can make the overall evaluation. The most valued with 58% of the respondents is the importance of active learning when the students can practise the knowledge in the laboratories, work on the fields, make the surveys, they can work in the group and make discussion and to create their own ideas and opinnions about the solving of the topics

Graph n.24: The results how was the integration of the graduates in to the host society and country.



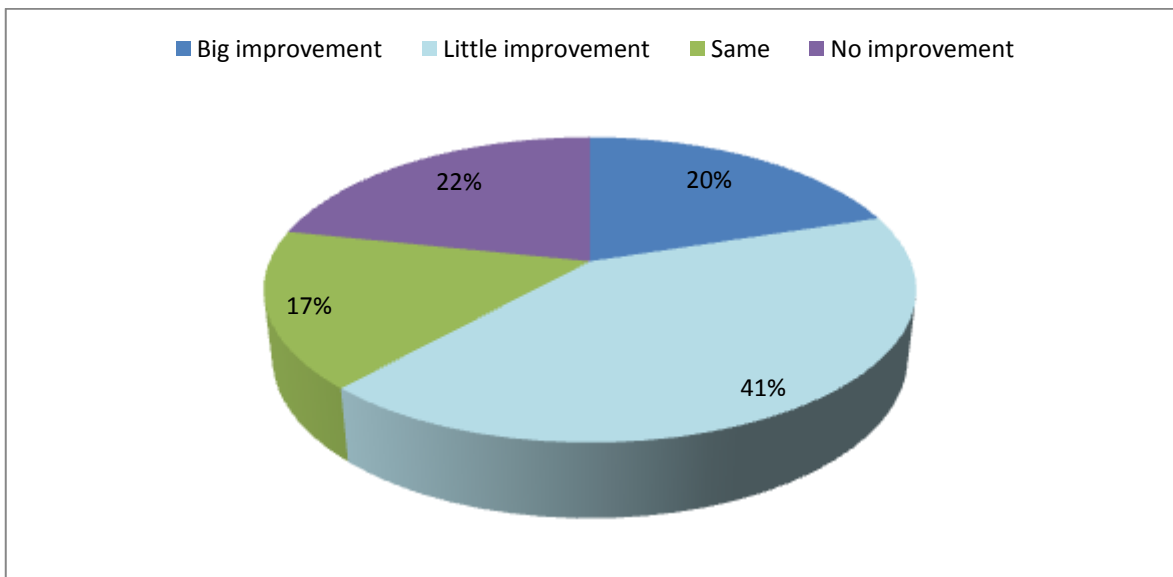
In the graph 25 we can see the results of the improvement in problem solving. 42% of the respondents replied they can see the big improvement. Most of the students explained their improvement in problem solving according to the situations which they had to deal with during their staying abroad.

Graph n. 25: The improvement of ability in problem solving of the graduates.



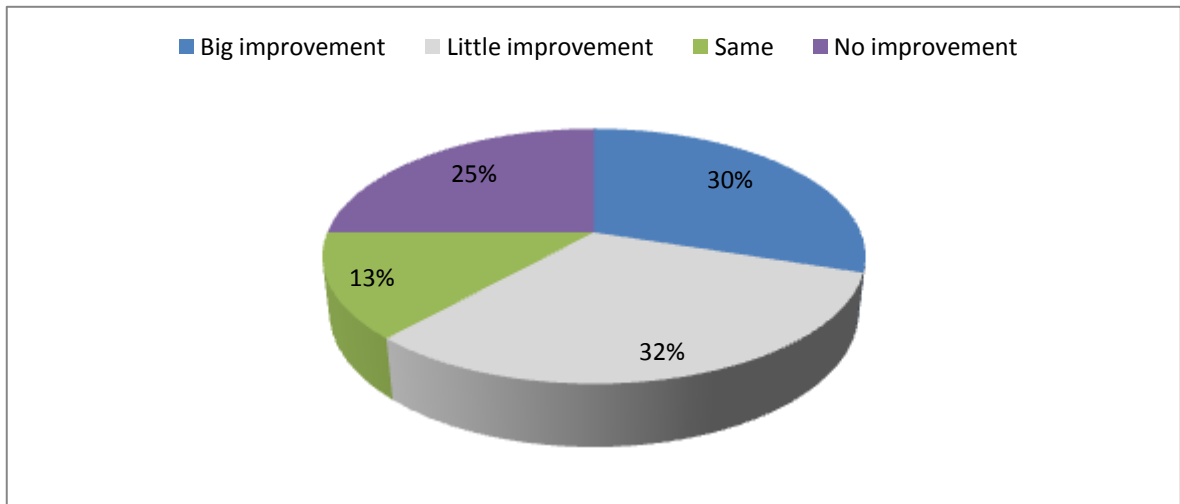
In graph 26 there are results related to improvement of technical know how of the graduates. 20% of the respondents made big improvement and 41% registered a little improvement of their technical know how.

Graph n. 26: The improvement of technical know how of the graduates.



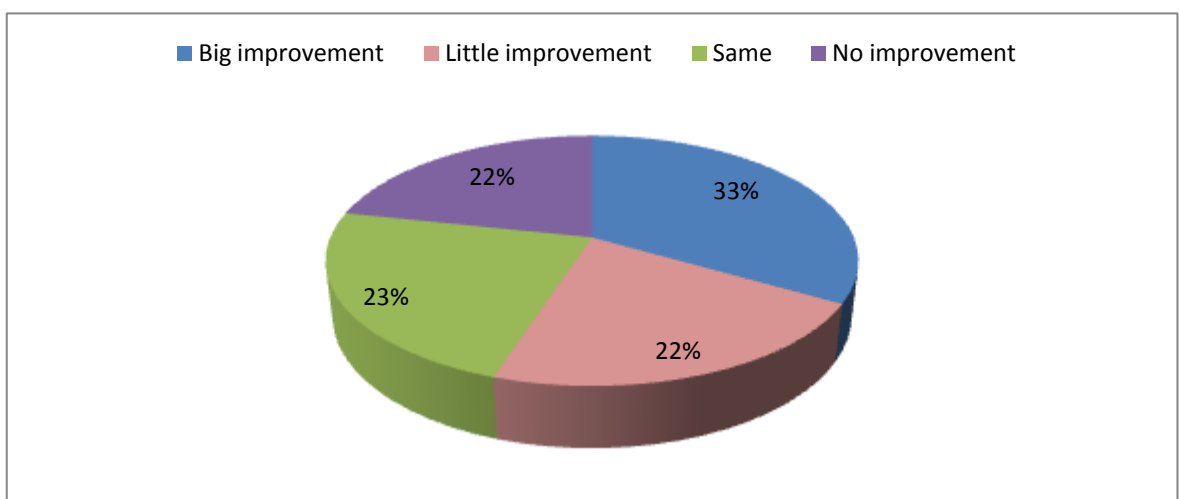
In the course of the ability to plan and organise the graduates mostly mentioned they improved it because of the planning of the study schedule, preparing for the exams, to arrange the interships organise the team work and collaboration with the others.

Graph n. 27: The improvement in planning and organisation skills of the graduates.



According to the topic about working in team we can see some less improvement than in other cases. The reason could be that most of the students responded there were a lot of opportunities to work in group but always with the same students from mostly the same study programme and when they tried to cooperate and work in group with local students they encountered a problem because the local students wanted to make everything by themselves and did not accept their suggestions. Another reason for not to be able to work in team or not enough improvement could be definitely for most of the students, at least at the beginning of the staying abroad, the language barriers.

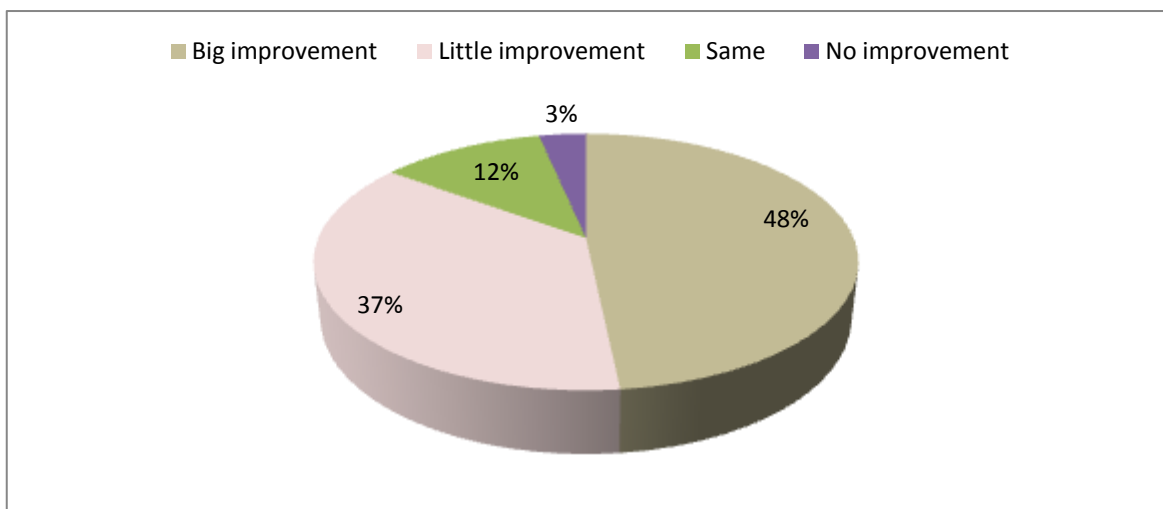
Graph n. 28: The improvement of work in team of the graduates.



For most of the graduates 85% is the improvement of ability of discussion and communication. For most of the students it was practically a new sphere in their studies

because at the universities in Asia it is basically one- way teaching without much discussion between lectures and students and it is nearly impossible for students to design what they want to learn and what they are interested to know. At the european universities the students could discussed and students could demand to know on some topics that they are interested to learn even though those topics were not on the study plan. And on the other hand the universities in Asia are more focused on theoreticall issue which make students less creative.

Graph n. 29: The improvement of communication and discussion skills of the graduates.

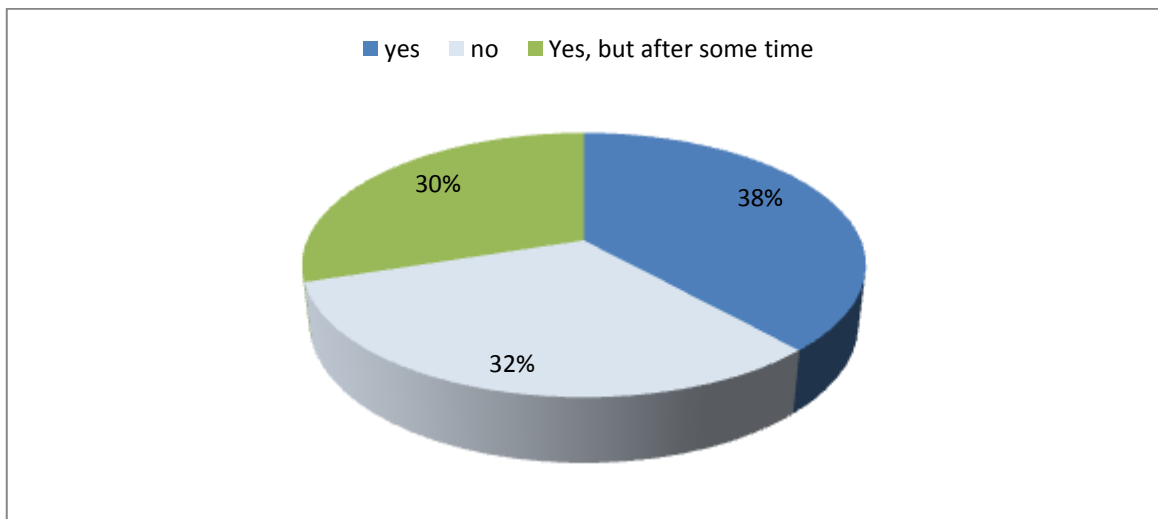


For the overall evaluation the graduates reached the highest improvement in communication and discussion skills. Most of the student mentioned the study programme helped them to create their opinions and be able to present them and discuss about them with the professors and others students which was not possible for them at the beginnig because they were to backward.

One of the prerequisites is that the graduates came back after their studies to their home countries and they transfer and use the knowledge there. According to the results from the questionnaires we can see that the presumption is right. From 60 respondent all students came back to their countries. 49 respondents which means 82% came back directly after studies and 11 graduates (18%) preferred to travel a little bit at first around Europe before their returns.

In the graph 30 we can see how many graduates decided to apply for another study programme. 38% of the graduates replied they already have decided to continue with another studies abroad and they already have sent the applications. The reasons are usually because they want continue with their researches, to get more experiences, to see more and get more, to develop degree and advanced the knowledge 30% of the graduates consider this possibility in the future after some years of workin to find a cooperation project and Ph.D scholarship to study in European country again once.

Graph n. 30: The percentages of students who decided to apply for another study programme abroad.



According to the answer about making decision of continuation of the studies in their countries 77% of the respondents replied they are not going to continue with their studies in their countires because they know they already got the good education in Europe and for them it seems useles now to continue in their countries because the quality of education is not so high like at european universities and they prefer to study there at european universities.

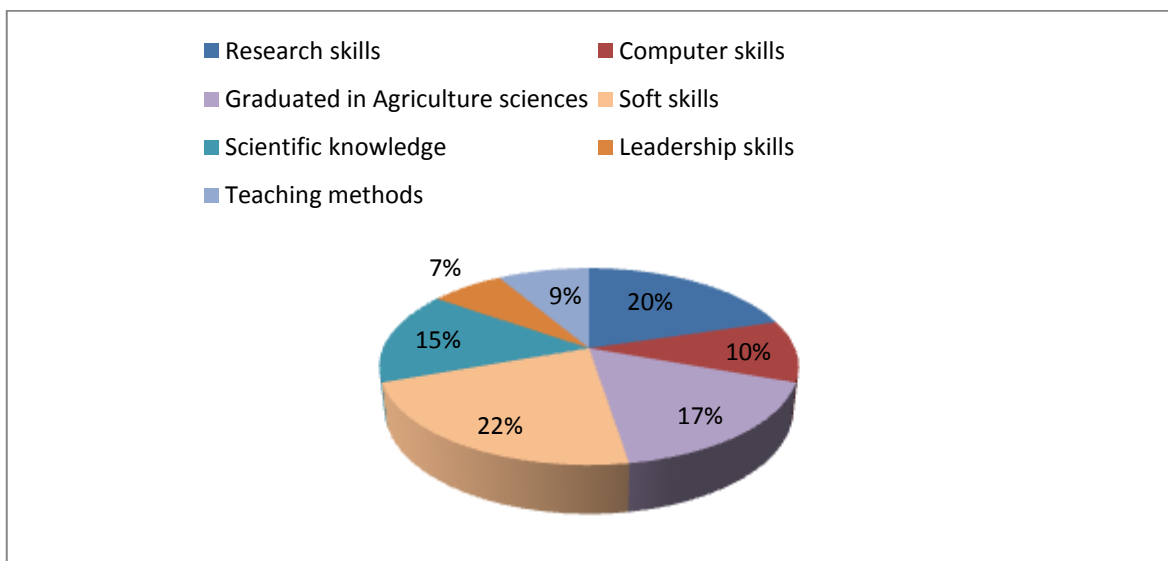
5.3 Work skills of the graduates

The next part of the questionnaire is focused on work of the graduates. 59% of the graduates work now like the researchers, assistants of professors, teachers, evaluation advisers, officers at the ministries of agriculture and environment, program officers, international relations officers and international program managers in NGOs in their countries.

Most of the graduates already had a commitment with their home universities to come back and become a teacher there or they had a job at the offices and after they came back they continued to work here. 14% of the respondent applied for the job after they came back or before they finished their studies by the internet. The process of the selection for the job position is pretty same like in Europe in some cases they had to pass the writing and oral tests and interview or phone call.

In the terms of the abilities and skills which are required by the employers we can see the results in the graph 31.

Graph n. 31: The skills which are required by the employers on the Asian professional market related to agriculture.



In the terms of the questionnaire focused on the period for how long the students had or have been looking for a job most of the graduates 14 students (58%) who work they already had had a job before. 14% got the job immediately after the graduation because they already had the offers of jobs from universities or commitments with them to start the job there as a professor or researcher, 19% got the job during a period between 1 to 6 months and 9% up to one year.

77 % graduates think the period for looking for a job could be shorter for them compare to the other applicant who did not study in Europe. They suppose it could be shorter because they have more chance in term of education abroad and language and also because of the previous experiences with research, they are more confident and independent and they are able to solve the problems with a more international and widely view.

One of the most important question according to our hypotheses is if the students work in the same sector as they studied. The assumption is that the graduates come back to their countries with very high refined skills that apply in their countries at the professional market and preferably in a field related to their studies. The results from the questionnaires show that the assumption was right from the 76, 67%. From 60 respondents, 46 answered that they work in the same or similar as they studied and 14 respondents answered that they work in different sectors which means from the terms of the percentage 23, 33%.

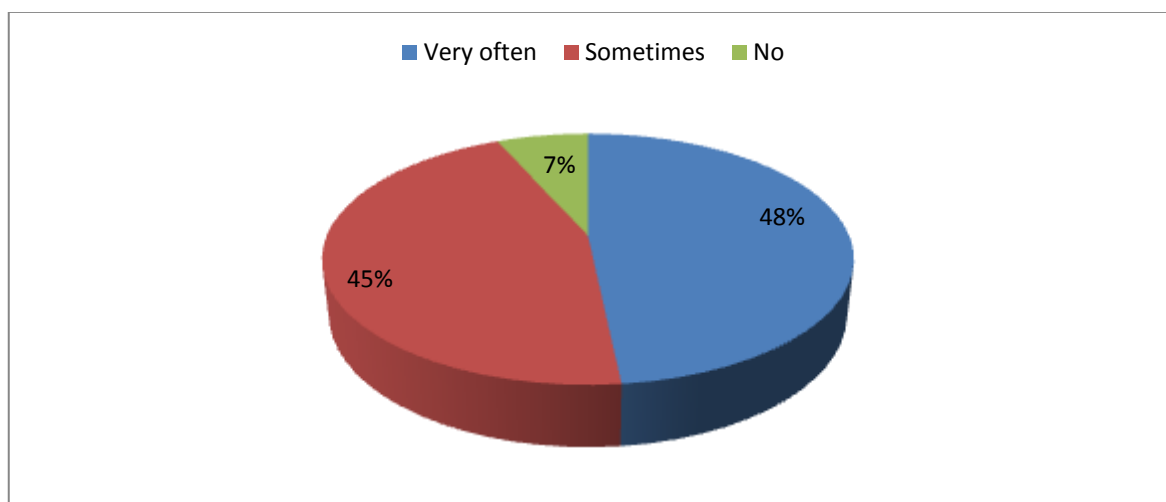
According to the concrete specialization which the graduates got after successful passing of their studies the most common is agricultural specialist. The next purpose of the survey was to find out if it is difficult to find a job with this kind of specialization. 72% of the respondents answered it is not difficult to find a job if you have the Master from Agricultural Economics and Management it is easy to find a job and there are also a lot of developing projects organised by NGOs or government. 28% of the respondents think it is starting to be hard because there is high competition of the graduates and also applicant who came from Europe or United States to work there. According to the questionnaire what kind of specialization could give better opportunities of employment in your country, the graduates answered mostly conclusively. They should not have any language barriers, good communication skills, scientific and information technology skills.

73% of the respondents think they have better chance to get the job because of better education and languages skills then the other applicants who did not study abroad.

60% of the graduates think they will not be better evaluated than the others because the salary is fixed and it does not depend where you the graduates obtained it but what kind of level and for how long they work for the organization.

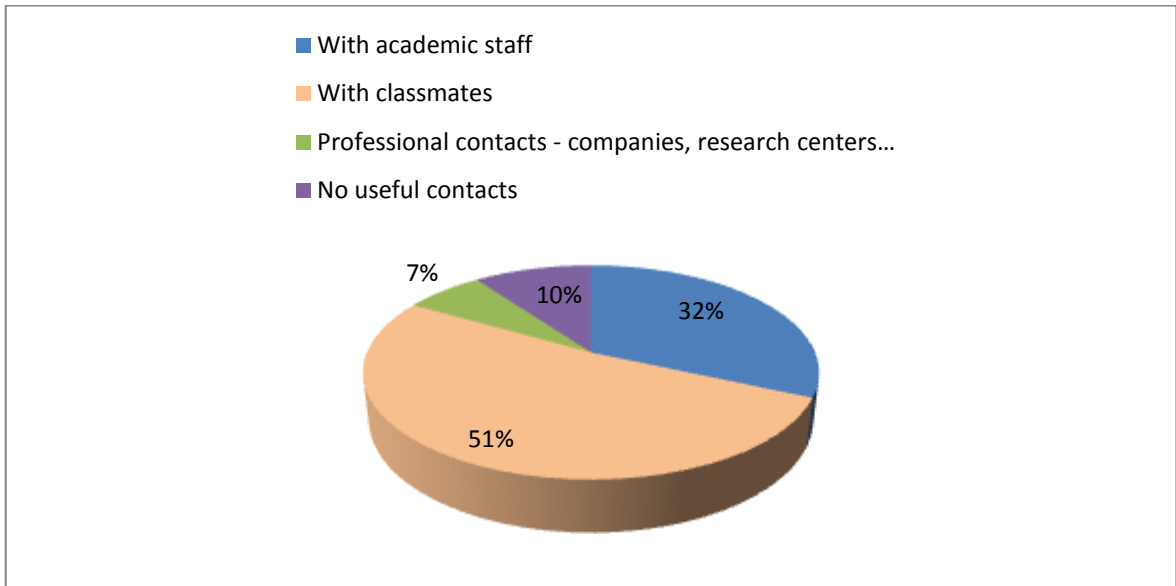
On the question if the graduates really use in practice the theoretical knowledge from their studies in Europe the result was very good 93% answered positively 48% of the graduates use the knowledge very often and 45% sometimes.

Graph n. 32: The percentages of the graduates who use the knowledge which they acquired in Europe in practice.



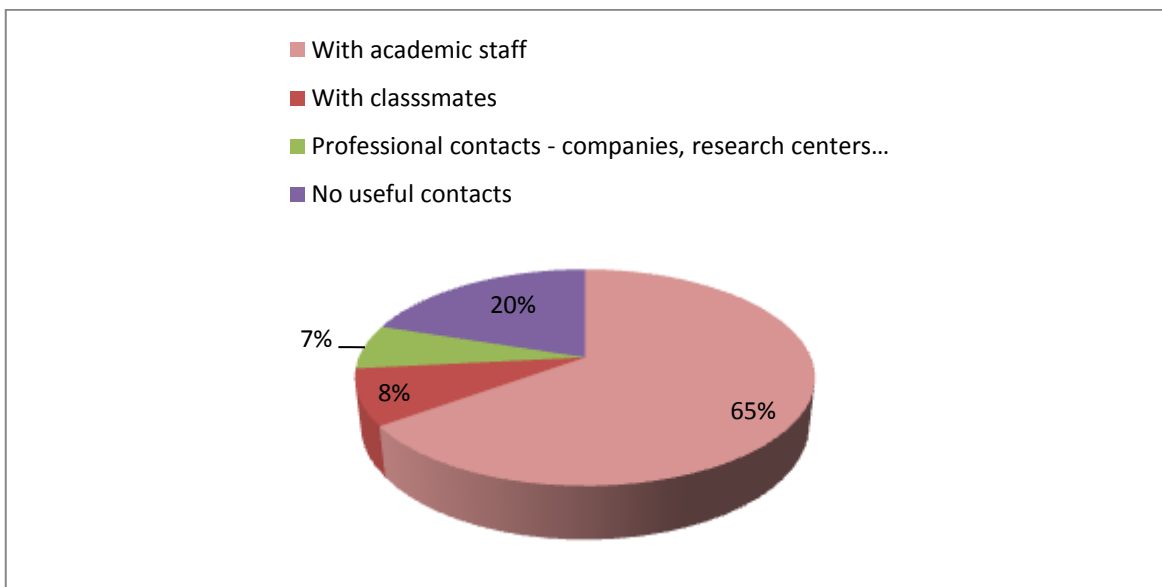
For the future lives, 51% of the graduates appreciate the most the contacts which they got with their classmates and 32% of the graduates the contacts with their professors. The graduates made the international connections, they can help each other and inform themselves about the job or internships possibilities.

Graph n. 33: The contacts which the graduates made during their studies which can be useful in their lives in general.



According to the international contacts useful for professional life 65% of the graduates keep in touch with professors scientists and researchers at the university because they believe they could help them in future. 7 % of the graduates made the important contacts during their studies with companies, organizations and research centers.

Graph n. 34: The contacts which the graduates made during their studies which can be useful in their professions.



According to the question if there was included any practical intership during study programmes 27% of the respondents had the practical intership during their studies in

Europe. The internships were mostly about implementation and evaluation of the developing projects, farming and agricultural systems and at the vineyards.

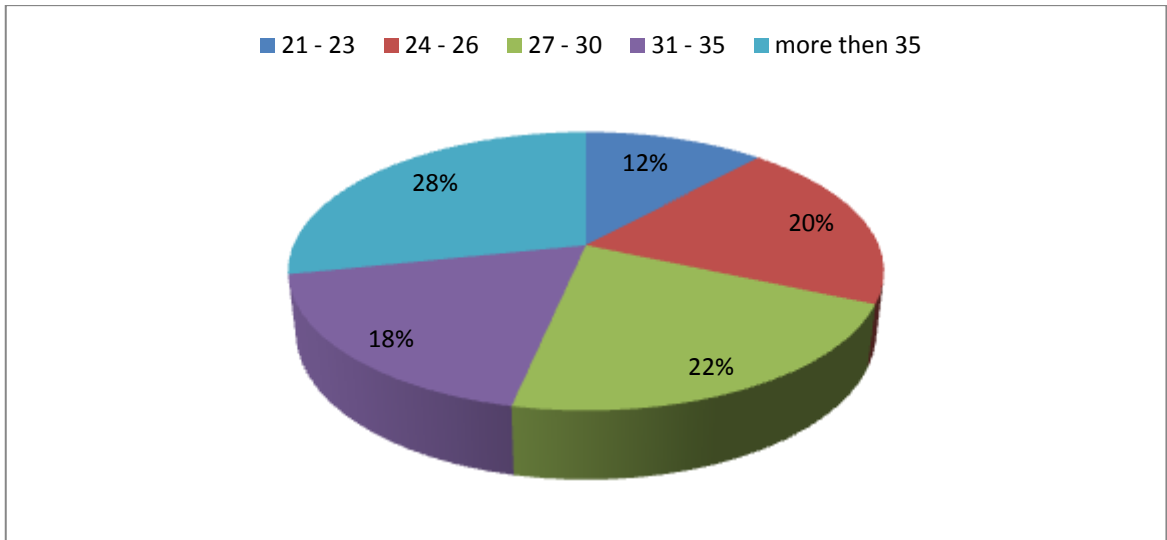
The graduates obtained a lot of important skills, experiences and knowledge during their staying in Europe and study programmes. We can see from the responses what they think was the most important and most effective for them what they can use for professional life that makes them more special from the other applicants. Most of the students replied they consider like the most important the ability to hard work and work in multicultural team. They are more responsible in time management, they learn how to make self study. They are more independent. They know how to live alone, take care about themselves and make the decisions by themselves. Some of them made a clear why to be a scientist. They opened their minds and got the new of thinking, logical and critical thinking and got the knowledge in global level. They learned new communication, research, language and technical skills and how to present them and how to present their ideas and opinions. Last but not least they built the useful network of classmates and professor which could help them in future professional and personal life.

5.4 Personal information of the graduates

The last part of the survey is dedicated to the personal information of the graduates. The respondents were asked basic personal questions which are often included in the questionnaires. From the results we can see that the gender representation of the respondents is balanced. From 60 respondents a little more than half was for women 31 graduates and 21 graduates for men.

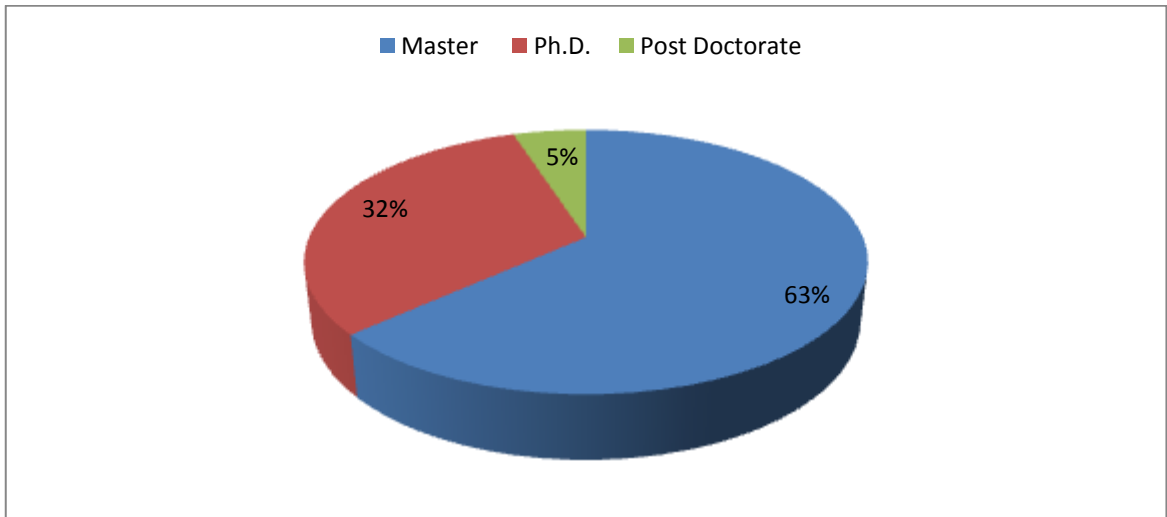
The age distribution of the graduates can be found considerably higher compare to the age of the European Erasmus students. This is caused by the fact that most of the students from Asia go at first to work and after some years they apply for another studies.

Graph n. 35 : Age distribution of the graduates.



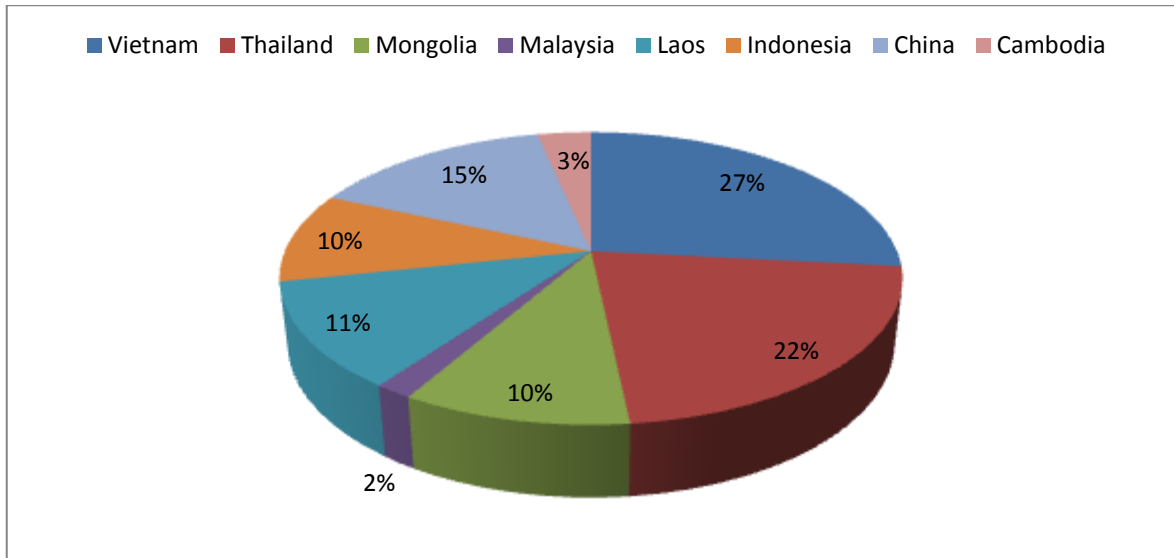
The level of education of the respondents is mostly Master degree. 63% of the graduates achieved master level of education. Some of the students have decided to continue with the studies to achieve higher degrees. 32% of the graduates continued with Ph.D and 5% of the graduates Post Doctorate level.

Graph n. 36: The level of education of the respondents.



The highest percentage 27% of the respondents is from Vietnam with 16 graduates then Thailand with 13 graduates and China with 9 graduates.

Graph n. 37: The country of origin of the graduates included in to the research.



6. Discussion

The participation on the study abroad programme means mainly a developing the personalities of students and a better chance for them to get a job (Keogh, Russel – Roberts, 2009). In the opinion of these authors it is also necessary to find out if the anticipated benefits meets the reality and if it is not the presumption only on the paper. According to the results from the questionnaires where the graduates gave the high appreciations of study programmes and mentioned a lot of professional and personal benefits which they obtained during their staying in Europe. It could be assumed that the assumptions are correct and consistent with reality and on the based on our sample of graduates we can confirm the opinnions of these authors.

On the other side it is necessary to mention that the conclusion was done on the small sample of graduates and based on the opinion by Junor and Usher (2008) for more and predicative results of the benefits for students and public and if there is any general useful effect for everybody, it is necessary to do the evaluation on a global scale. Based on this opinion there could be made some steps that will move us forward in future evaluation such as to present own evaluations of the all exchange programmes of the universities around the world together with the focus on achievements, scientific researches and their results of the graduates of these study programmes on the global scale. At most of the universities there already exist some evaluations so there could be made some kind of database of these results open to the public that everybody could see the results of all exchange programmes which have been done. On the other hand if we compare the results which we got from our survey to the results of EMA from last year we could see that our survey is not probably done in so big scale like the survey of EMA with many respondents but on the other side, our survey is more specific, detailed and gives us the concrete answers and examples of impact of the study programmes on the students.

For achieving the sustainable development it is important to realize the importance of the agriculture and managing the natural resources and related sciences as soon as possible at an early age the best will be to give the greatest scope for the introduction of the importance of agriculture into the curriculum at elementary schools (Riedmiller, 2002). That could be the very good move to the future to give at least basic agricultural education

to everyone. The idea to provide the education and especially the in agriculture to as many people as possible in developing countries is also supported by Gasperini (2000) and Haddad (2006) who comes with more specifics that it is not enough to provide the education but it is also important the way how it will be do it and give the appropriate education which address needs of people in developing countries. Based on these opinions we can also see from the results of the questionnaires the important hint that the respondents were at first mostly focused on economic studies for their bachelor levels and then they started to focus more on the sciences connected with agriculture. Based on the opinion of Haddad (2006) if we look on the results of respondent the most required skills are the soft skills by the employers in Asia and since we know the results from survey that the highest improvement of the graduates it is exactly in this sphere. We can suppose that the study programmes offer the appropriate education which address their needs and the needs of the employers and international job market.

The job market in Asian countries became internationalized and well oriented on international market so it is necessary to have capable young people who can communicate with the other party with various languages and there will be higher and higher demand of the graduates who would be able to move, survive and be successful in the territory of international market.

Based on opinion of Wachter (2006) it is necessary to pay attention on bulding capacities and cooperation between universities all around the world because international mobility is one of the pillar for future which could help to reduce poverty with the idea of agriculture for development and sustainability. To reduce hunger and poverty is also one of the millenium development goal (UNDP, 2010). This opininnion about importance of mobility is also supported with Brooks and Waters (2011)

According to Neubauer and Kuroda (2012) the mobility in Asian countries is mainly in China and Japan which goes together with the results of EMA (2012) so it is necessary to focus also encourage and motivate the students from other countries to go for the studies abroad. This opinion could be contradicted with the results from our survey where the highest number of the graduates is from Vietnam and with the high number of the respondent who are already mobilized and decided for another study programme or work abroad to got as much as possible experiences. If we compare the results from survey with

survey of EMA we can see the compliance that the gender is balanced half and half and the average age could be about 26 years and the age of graduate about 30 years.

Based on our survey we can agree with the recommendations of EMA (2012) there should be more involved practical experiences into the Erasmus Mundus programmes. The result of our survey shows that only 27% of the respondents had the practical intership involved and only 8% work experience.

Related on the results from graduate impact survey we can see some compliances but also a big differences. The respondents from both surveys mentioned they consider like the big benefit they made a lot of friends during Erasmus Mundus but from our survey it is also obvious they made a lot of useful contacts with academic sphere even with profesional from companies and research centers. In the accordance of the reasons why the graduates decided for the study programme we can see again the compliance. The main reason was because of the scholarship and get new experiences and possibility to live and study in foreign country.

According to EMA data the students the language issues like a barrier to working or living abroad and the students are ready to learn new language if it is required which can support also the result from our survey when the graduates made the improvement of the foreign language and they did not see a problem if they arrived to foreign country without the knowledge of the language. According to the biggest impact of the international exchange programme we can see the similar results from both surveys. Mostly it is about intercultural competencies, understanding of international differences in culture and society, specialised knowledge, ability to work productively in group work, analytical thinking and ability to rapidly acquire. If we compare the results about work we can see also the high compliance. Most of the student found the job about on month after graduation or they already had a job before and they just continued with the same job.

What is very important result according to the data of our survey and the survey of EMA is that both surveys show the graduates from Asian region prefer to come back and live in their regions of origin (EMA, 2012). The graduates would work in the foreign country for some certain time only for obtaining new knowledge and work experiences and higher value but then their prefer to work and live in their countries.

7. Conclusions and Recommendations

It is said that education is foundation for good life and it is expected that good quality education is the prerequisite for a successful career and life. Education in all its forms especially in developing countries has the big power and influence to make the economic and social change in developing countries. The education in agriculture and related sciences is very important because it could be the most powerful weapon against hunger and poverty which is also one of the Millennium Development goal (UNDP, 2010). It is necessary to pay attention on the agricultural sciences that address the main challenges related to sustainable development. New knowledge skills and technology skills and inventing new technologies are the main pillars for agriculture and development and it is necessary to work continuously on their improvement. The main step forward could be the introduction of agricultural education as a compulsory subject at elementary schools.

We have to aim the most significant tools which is to support the international mobilization of the students especially in developing countries and support education in agriculture not only in developing countries but as well in developed countries to achieve sustainable development and improvement. It is necessary to motivate students to take an interest in agriculture and its studies because there is higher and higher demand for the graduates from these study spheres. Current time requires to continue in investment of research and we can suppose there will be even higher demand for these specialists and researchers in the fields. For maintaining development it is necessary to bring up as many new scientists, researchers and professors who have new innovation who bring new ideas in this sphere who could be the graduates from five study programmes included in the survey.

The survey which was done by the questionnaires with the graduates from the exchange study programmes in Europe focused on agriculture sciences and life sciences confirmed our hypotheses that the participation on the study abroad programme means mainly a developing the personalities of students and better chance for them to get a job and they came back to their countries and work in the same area as they studied. The graduates mostly work as professors or researcher which is the best way how they can spread the knowledges more.

Based on the results of the questionnaire we can suppose that the graduates from asian countries who obtained the Masters in Europe are well prepared for professional life. The most of the students found their expectations during their study programmes and gave the high appreciations in evaluation of the study programmes and we can see that the echange programmes have the high importance and meaning.

Despite the positive results there can be still found some recommendations for improvement of process for future exchange programme. The applicants are already high qualified when they apply for exchange programme and it seems only a small group of people can get to the education in Europe. According to this fact we should try to focus on wider group of people such as rural people and not only on the best of the best. It is also necessary to support the mobility of the students as much as possible with useful tools like building capacities and cooperations between European and Asian universities.

It is necessary from the side of professors, coordinators , classmates and last but not least citizens of the host country to be opened as much as possible to they foreign students who came to study to Europe, be pattient with them with language and other differences and give them as much as possible information about study, university, country ect. There could be integrated more practical experiences into the Erasmus Mundus programmes. If the students got also the work experiences there will be even more qualified and more attractive for employers. There could be established some rule to achieve maximum efficiency of the European study programme. If the students find a job in same sector as studied they can get some extra reward or it could be opposite if they do not find they should give some part of scholarship back. The same should be if they do not come back to their countries after some specified time period.

From the table 3 we can see the summarization of the selected most important results from the questionnaires expressed in percentages for better understanding and overwiev of the influence of exchange programmes on the graduates.

Table n. 3: Summary of selected results from questionnaires.

<u>The percentage of graduates</u>	<u>The graduates</u>
81% of graduates	Came back after their studies
59% of graduates	Work as researchers, consultants, professors
77% of graduates	Work in same sector as they studied
72% of graduates	It is not hard to find a job with their specialization
46% of graduates	Graduates decide to apply for another study programme abroad
98% of graduates	Improved the language skills (english...)
8% of graduates	Have the work experience during studies
40% of graduates	First experience to be abroad
57% of graduates	Want to work abroad
68% of graduates	Think they have better chance to get a job
41% of graduates	Think they are better valued
93% of graduates	Use the knowledge in practise
65% of graduates	Made the Contacts with academic staff for future proffesion
7% of graduates	Made the contacts companies, research centers
27% of graduates	Had practical intership during studies
72% of the graduates	Did not look for a job, they already had a job before studies so they contunied or they had a commitment with university

What is very important and meaningful for us that all graduates came back after their studies some of them directly some of them prefered at first travel and then they came back. More then half of 35 graduates who work are researcher or professors which is one of the best way how to transfer the knowledge and credits to the others and not only keep it for themsleves. The graduates mostly work in same sector as they studied and almost all of them use the knowledge which they obtained during studies in practise. For the overall

conclusion we can draw up from the results of the questionnaires the likely general profile of the average graduate of our five study programmes. It could be probably man or women around 29 years old who spent two years in Europe and obtained Master level of education in sciences related to agriculture, improved research skills and soft skills mainly communication skills and English language about at least one level which are the three main requirements for the applicants required by the employers on the Asian professional market related to agriculture. The graduate who likely built the network of contacts with professors and classmates which could use for the professional life. The graduate will be someone who came back after studies in Europe to home country work probably in same sector as studied in Europe.

The graduate works probably on one of the Asian universities like a professor or researcher uses a lot the knowledge which got during studies in Europe and spreads the necessary knowledge to the others thereby contributes to promote agriculture sciences which could help for development and sustainability. The graduate is someone who has the opened mind and global knowledge and support agricultural research for sustainable development. Someone who fosters people to manage natural resources in a sustainable way which provides in the future the food security for all, to help to understand better the importance of agriculture in our lives, to understand the connectedness among education, agriculture, rural development which goes together and could become the most powerful weapon against hunger.

In general the effect of the study programmes the graduates are fully aware of receiving the high quality education and know it is up to them to deal with the best as become the professors or researchers. They are ready to come up with new ideas, interventions, strategies, have fearless ideas, able to design something innovative and courageous and put the ideas into practice in agriculture sciences and rural sustainable development.

8 List of Sources

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Annexes

Anex 1: Questionnaire for the graduates

Dear colleague,

You have studied in Europe thanks to one of the following Erasmus Mundus projects specialised in Agricultural sciences (broadly speaking): Agris Mundus, IMRD, AFEPA or Eurasia 2.

The Universities of Ghent (for IMRD), Louvain-la-Neuve (for AFEPA), Czech University of Life Science Prague (for Eurasia 2) and Montpellier SupAgro (for Agris Mundus), together with Agrinatura and ICA, have decided to join hands and to analyse in details what have been the strengths and weaknesses, on the Asian job market, of the Alumni they have graduated. They would like to compare the specific competences and skills which these graduates provide in meeting the expectations of their first destination employers. The answered questions will help them to determine the effectiveness of the study programmes within Erasmus Mundus and also to find the weaknesses of the programs on which we should focus on.

We would like to ask you to collaborate with us on this research and to share your experience with other colleagues. We are aware that you have filled several evaluations and surveys already at the end of your studies in Europe, but we underline this one is of a different kind:

- First, we do not want to assess the academic quality of the training you have received in Europe, but the practical skills and competences that helped you to find a job, or that help you now in your profession.
- Second, our wish is that this is a mutually useful exercise. In other words, if your experience is absolutely key to our research, we also want that the results help you to better valorize your professional positions : we shall send you the results , which hopefully should highlight what are the skills and competences more frequently appreciated by the professionals. We also intend to invite five Alumni per country¹ to participate to a national workshop with representatives of the professional sector in Oulan Bator, Nanjing, Hue, Phnom Penh and Hat Yai.

¹ Mongolia, China, Vietnam, Cambodia, Thailand

We hope that you will like to participate to this analysis. While filling the questionnaire, we ask you to pay attention to the questions –either closed choices or open boxes- that will allow us to identify the originality of your professional experience.

Let me finish by introducing myself. My name is Katerina Kalinova and I am student of the second year of Master Programme *International Economic Development* at the Czech University of Life Science in Prague. I am doing my intership at Montpellier SupAgro (Centre International d' études supérieures en sciences agronomiques) in France. I work with Dr. Didier Pillot and we prepared the proposal of an EU funded project called *Agriculture, Skills, Knowledge in Asia: competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Professional Market (ASK-Asia)*, the first step of which is this survey.

PART – STUDY PROGRAMME

1) What had you studied before you came to Europe?

⇒ Please fill the name of study programme

- Bachelor of
- Master of
- Other

⇒ Please write down more specifically your background. (your thesis, your participation on the student's conferences....)

2) For how long did you stay in Europe?

- 1 semester
- 2 semesters
- 3 to 4 semesters
- More than 4
- Other

3) What did you study in Europe?

- Water management and sustainable development in agriculture
- Management of natural resources and sustainable development in agriculture
- Management of animal resources and sustainable development in agriculture
- Local development and sustainable development in agriculture
- Food chains and sustainable development in agriculture
- Rural development
- Agricultural economies
- Other – Please write down the name of the study programme in to the commentary

4) Why did you choose the study programme in foreign country?

- Interesting study programme which was not offered in your country
- To get knowledge about the country where was the study programme and improve the languages skills
- Try something new and get the experiences
- To have better chance to get your future job

5) Why did you choose the concrete country/countries where you have studied?

- Improving language skills
- To get knowledge about the country where was the study programme
- Recommendation of the people you know
- Because it was offered by your university

6) Why did you choose the concrete university where you have studied?

- You wanted to go there
- Recommendation by someone
- You surfed on the internet and you found it
- No choice. It was the only sholarship that you could get.

7) Had you participated on some study/ work abroad programme before?

- Yes
- No

⇒ If yes, please specify more.

8) Had you been in abroad before?

- Yes
- No

⇒ If yes, for how long and where?

9) Did you work during your study programme in Europe?

- Yes
- No

⇒ If yes, please write down which position.

10) Do you think that your programme in Europe did help you in finding a job?

- Yes
- No

⇒ Please write down why do you think yes or no?

11) Did the study programme inspire you for looking for a job abroad?

- Yes
- No

⇒ Please write down why?

12) Can you evaluate the professional benefits which you got during study programme?

13) Can you evaluate the personal benefits which you got during study programme?

14) Can you evaluate generally the whole study programme?

PART – SKILLS

1) How much do you think you have improved your language skills in foreign language?

⇒ Please write down what kind of language?

- Now B1 B2 C1 C2
- Before A1 A2 B1 B2 C1 C2
 - A1 – Beginner
 - A2 – Elementary
 - B1 – Intermediate
 - B2 – Upper Intermediate
 - C1 - Advanced
 - C2 - Proficient

2) What is the quality of teaching at a foreign school compared to home university? Rank – put the numbers to each point: 1 is the best – 5 is the worst)

- The scientific level of the teachers and the scientific quality of the lectures
- The importance of active learning: work on case studies, group work, surveys
- The university facilities– library, textbooks, labs..
- The relation with professional sector: courses given by professionals, internships, practical work
- The relation with professors (opened to students, try to solve the problems, help with studies...)

⇒ Please write down your own opinion.

3) How can you describe your integration into the host society?

- Perfect, without problems
- Good, some little problems
- Not good
- Bad, I had a lot of troubles

⇒ Please write down your comments. (the main problems.....)

4) What do you think has improved the most thanks to your study programme in Europe.
Rank 1 to 5

- Ability in problem solving
- Technical know how
- Planning and organisation
- Capacity to work in team
- Communication and relation to others
- Other – please more specify

Please explain your ranking with your own words.

5) Did you come back directly to your country after your studies in Europe?

- Yes
- No

⇒ If no, please specify what did you do after your studies? (internship, traveling...)

6) Did you decide to apply for another scholarship for a higher level of education after your studies?

- Yes
- No

⇒ Please write down why?

PART – WORK

1) Are you working now?

- Yes
- No

If no, continue to the question number 5.

2) Please describe the nature of the job.

3) Please describe the circumstances how you found the job and how you were selected?

4) What are the skills which your job is requiring the most?

5) For how long had you been looking for your job?

6) Do you think this is shorter time than other applicants who did not study in Europe?

- Yes
- No

7) Do you work in the same sector as your studied?

- Yes
- No

⇒ Please, write down your specialization.

8) Is it hard to find a job with this specialization in your country?

- Yes
 - No
- ⇒ Please write down the reasons.

9) What specializations give a better opportunities of employment in your country?

10) Do you think you have/had/ will have better chance to get a job than other applicants?

- Yes
- No

⇒ Please write down why?

11) Do you think you are/ will be better valued with higher salary than other applicants/ colleagues who did not study in Europe?

- Yes
- No

⇒ Please write down why?

12) Do you think you are/ will be better evaluated with higher salary than other applicants/ colleagues who studied in Europe?

- Yes
- No

⇒ Please write down why?

13) Do you think you use the knowledge in practise which you acquired during your studies?

- Yes, very often
- Sometimes
- No

⇒ If yes, please specify which one.

14) Did you make some international contacts during your studies which can be useful in your life in general?

- With the academic staff
- With the classmates
- Other – Please more specify (professional contacts – companies, research's centers....)
- No

15) Did you make some international contacts during your studies which can be useful in your profession?

- With the academic staff
- With the classmates
- Other – Please more specify (professional contacts – companies, research's centers....)
- No

16) During your studies was there one practical intership included?

- Yes

- No

⇒ If yes, Please write down where, what did you learn from this?

17) What has been most important for your professional life from what you have learned in Europe?

18) What was most effective for your professional life from what you have learned in Europe?

PART –PERSONAL

1) Gender?

- Female
- Male

2) Age?

- 18 – 20
- 21 – 23
- 24 – 26
- 27 - 30
- 31 – 35
- 35 and more

3) Situation?

- Single
- Married

4) The level of education?

- Bachelor
- Master
- Ph.D.
- Other – please specify

5) Country of origin?