

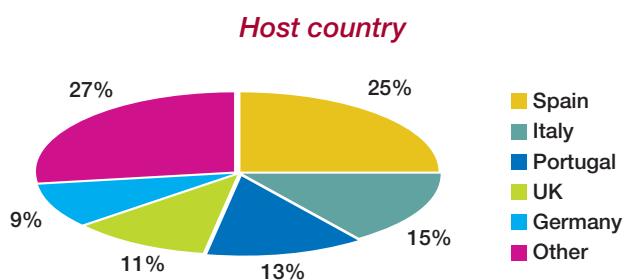
The Erasmus Mundus student and alumni experience in France



The Erasmus Mundus programme, funded by the European Union, is designed to strengthen European cooperation and international links in higher education. The programme enables students from around the world to complete a period of study in two or more European countries. Many of these students choose French higher education institutions for part of their study, since France has been the most heavily represented country—in terms of its institutions' participation in individual programmes—since the Erasmus Mundus scheme was launched. Through their participation in Erasmus Mundus, students are able to experience several European countries under comparable conditions.

How do they rate their time in France, in comparison with other European countries? What do they identify as the strong points of the programme and its implementation in France? These were among the questions posed in a survey of Erasmus Mundus students and alumni conducted by CampusFrance and the Agence Europe-Education-Formation-France (2E2F). The survey included comparative questions on all aspects of students' study-abroad experience—among them the quality of their courses and the teaching methods, administrative procedures, accommodation, student support services, and student life. It also probed students' reasons for wanting to come to Europe, their language-learning experience, and their impressions of France. The survey was conducted using a questionnaire in English consisting of 66 open and closed questions, 28 of which were comparative.

All of the students and alumni who responded to the questionnaire have spent time in France.¹ They were asked to compare their stay there to one or two other countries in which they had also spent time during their Erasmus Mundus programme. Twenty other countries were represented, the most frequently reported being Spain (25%), Italy (15%), Portugal (13%), the United Kingdom (11%), and Germany (9%).² The comparative aspect of this report focuses on students' comparisons of France and these five countries.



Foreword

Although the survey of Erasmus Mundus students and alumni was not exhaustive and may reflect the participants' biases, it did reveal, for each of the six major host countries, many differences in ways of thinking, administrative procedures, higher education systems, and teaching methods—all of which shaped students' experiences and are reflected in their reports of that experience.

The survey results indicate that the array of student services offered by French institutions is among the best of the six countries. Most institutions appear to help Erasmus Mundus students find suitable housing and deal with administrative procedures and requirements that students find to be both complicated and exacting. French institutions also seem to care about the career prospects of Erasmus Mundus students. In fact, students have a greater chance of finding an internship in France than anywhere else.

More than two-thirds of respondents gave good marks to the quality of higher education in France, though many found fault with the low degree of interactivity and the severity of grading. The large share of courses, that are taught in French, helped students learn French but posed difficulties for those whose mastery of the language was not sufficiently advanced. French institutions appear to be well aware of this problem and offer students many opportunities to improve their language skills.

The Erasmus Mundus programme is widely appreciated by participants. One of its most valued advantages is its intercultural, European aspect. Studying in different countries seems to enhance students' capacity for adaptation and their intercultural awareness, while also preparing them for careers in an increasingly globalised workplace. Thanks to Erasmus Mundus, the surveyed students have forged special bonds with Europe, a continent whose greatest treasure is its cultural and linguistic diversity.

1 - Examination of the returned surveys yielded 217 usable responses. Current students and alumni compared their experience in France and in another host country. The survey allowed respondents to include a third country in the comparison. The 217 responses for France were thus compared with 327 responses for other countries including Spain (83 responses); Italy (50); Portugal (41); United Kingdom (35); and Germany (28). The survey did not require respondents to answer all questions. The number of responses to any given question therefore varies according to the number of respondents who chose to answer it.

2 - The other countries are, in declining order of importance, Poland, the Netherlands, Norway, Sweden, Hungary, Greece, Belgium, Finland, Albania, Czech Republic, Switzerland, Austria, Denmark, Iceland, and Malta.

Survey of the experience of Erasmus Mundus students and alumni in France

1.1 Profile of Erasmus Mundus students and alumni

The largest number of students and alumni who responded to the survey were from Asia (40%), followed by the Americas (31%), Europe (21%), and Africa (8%). In light of data on Erasmus Mundus scholarship recipients published by the Education, Audiovisual, and Culture Executive Agency (EACEA),³ which manages the programme at the European level, participants from the Americas and Europe are overrepresented in the survey results, whereas participants from Asia and Africa are underrepresented.⁴

Survey respondents came from 59 countries—among which China (11%), India (11%), and Brazil (8%) were the most heavily represented. The same three countries come out on top in the EACEA distribution. It should be noted that the data published by EACEA refer to Erasmus Mundus scholarship recipients, whereas the survey included all Erasmus students, whether or not they received a scholarship. A comparison of the survey data with those of EACEA provides a rough idea of the representativeness of the various continents and countries of origin in the survey results.

	Asia	Americas	Europe	Africa	Oceania
EACEA data 2004–05 to 2009–10 (scholarship recipients)	53%	21%	10%	14%	1%
Survey responses	40%	31%	21%	8%	0%

More than half of the current and former Erasmus Mundus students who responded to the survey are or were enrolled in programmes in the natural sciences and engineering (53%) and more than a quarter in the humanities, social sciences and education (27%). Also represented were the fields of law, business and economics (7%) and informatics and mathematics (7%). By contrast, medicine and the health sciences (4%) and geography/environmental sciences (3%) were less well represented among the survey respondents.

An attractive feature of the Erasmus Mundus programme is the possibility of obtaining a scholarship grant funded

by the European Union: 84% of survey respondents benefitted from this form of financial assistance.

Respondents studied in 27 different French cities. The locations most often quoted were Paris and the greater Paris region (22%), Poitiers (10%), Aix-en-Provence (8%), Angers (8%), and Rennes (8%).

Fourteen percent of respondents had lived in France for more than three months before their Erasmus Mundus programme began. By contrast, only 7% had the same level of experience in another host country before beginning their Erasmus Mundus programme.

The survey results include responses from several different cohorts. Six percent of respondents had completed their Erasmus Mundus programme in 2007, 13% in 2008, and 39% in 2009. Thirty-eight percent of respondents expected to receive their degree in 2010, 4% in 2011, and 1% in 2012. At the time they completed the survey, 36% of respondents were Master's-level students and 23% were doctoral candidates. Of the rest, 39% had begun their professional life, of which 13% in teaching or research. Only 1% of respondents reported being unemployed.

1.2 How students discovered Erasmus Mundus and why they chose it

The Internet appears to play an important role in students' discovery of Erasmus Mundus—37% of students and alumni (and 44% of European participants) learned about it from the Web. Family and friends were cited as sources of information by 31% of respondents (and by 48% of Africans). Twenty-nine percent of students (36% of Europeans) learned about the programme from their home institutions. Other primary sources of information were national education-promotion agencies, embassies, or overseas Delegations of the European Commission (9%, but 10% among Asians) and alumni (8%; 12% among Asians).⁵

Students had many reasons for choosing the Erasmus Mundus programme, but the one most frequently cited was to expand career opportunities and improve job prospects.⁶ Students were also attracted by the quality of the educational programmes offered under the scheme (the first-choice reason of the most respondents), the intercultural nature of the programme, and the availability of an Erasmus Mundus scholarship.⁷

3 - The Education, Audiovisual, Culture Executive Agency (EACEA) is responsible for the implementation of strands of more than 15 programmes and actions financed by the European Union in the areas of education and training, active citizenship, youth, audiovisual arts, and culture. http://europa.eu/agencies/executive_agencies/eacea/index_fr.htm

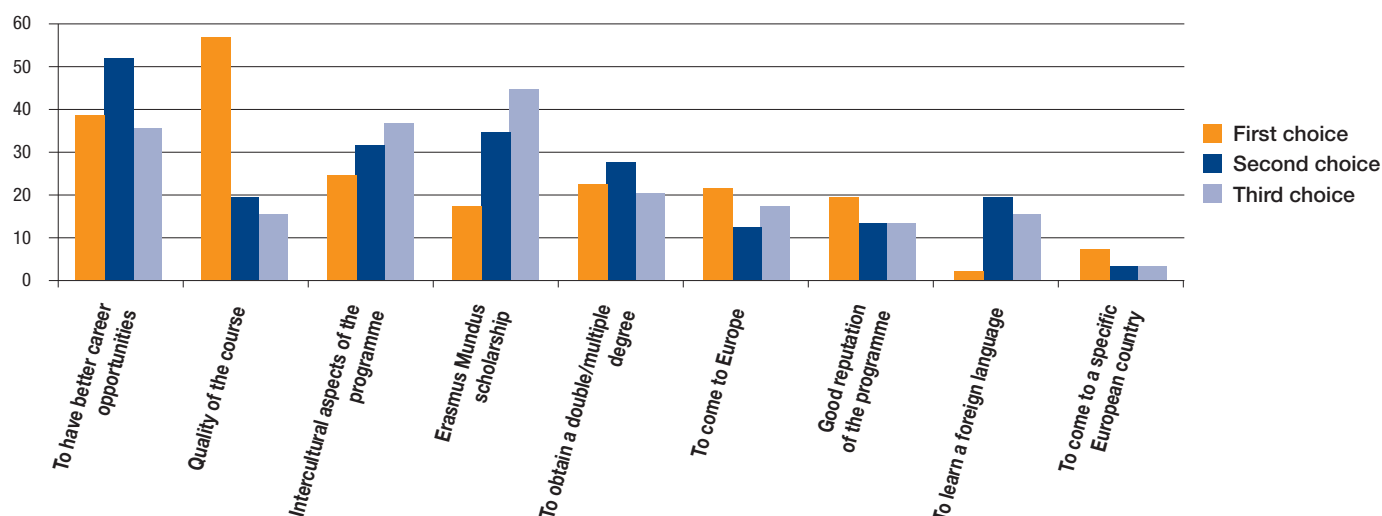
4 - Erasmus Mundus statistics from EACEA: http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/statistics_en.php

5 - Respondents were allowed to cite more than one source. The total number of sources cited by respondents was 254.

6 - The graph reports the reasons for participation most often cited by respondents. Thus 'better career opportunities' appears in first place, even though 'quality of the course' was the top reason of the most respondents.

7 - Respondents were invited to cite three reasons in order of importance. The total number of reasons cited by respondents was 621.

Reasons for choosing the Erasmus Mundus programme

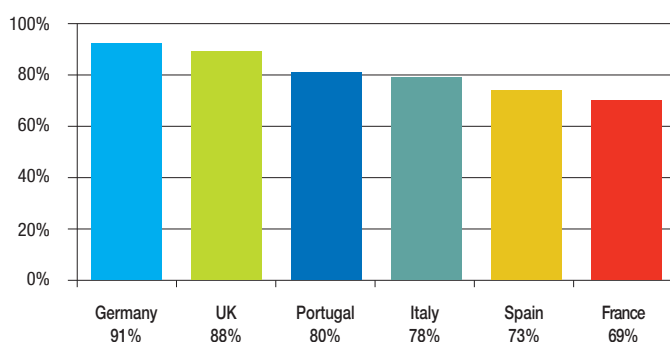


1.3 Courses, teaching methods, and language learning⁸

• Course quality

Respondents who studied in Germany were the most satisfied with the quality of their courses, with 91% rating them 'very satisfactory' or 'satisfactory.' Germany was followed by the United Kingdom (with 88% offering one of the top two ratings), Portugal (80%), Italy (78%), Spain (73%), and France (69%). Although Spain and France earned the lowest rankings of the six countries, more than two-thirds of respondents reported being either satisfied or very satisfied with course quality. The share of students expressing the highest degree of satisfaction ('very satisfied') was particularly high in Italy (50%) and Portugal (47%).

Academic quality: level of satisfaction



The comments that many respondents included with their surveys shed some light on the views of those who were less satisfied with the quality of the education they received in France. Some students remarked that the curriculum could

have been better organised and regretted the absence of closer links between the various courses offered within French institutions. Language may be another source of dissatisfaction. Some students had difficulty following courses taught in French, while others criticised the English proficiency of teachers. The interruption of courses by strikes was another drawback cited.

Other comments related to teaching methods. Some students complained about the strict hierarchy in relations between students and teaching staff in France and the unquestionable role of the professor as the sole source of knowledge. Such students would prefer a more flexible and friendly approach to teaching. One student observed that his teachers in France were 'good scientists but less prepared as professors.' Respondents expressed the desire for more interaction with teachers, notably through greater sharing and discussion in class.

• Teaching methods

Additional questions encouraged the students and alumni to assess the teaching methods used in different European countries.

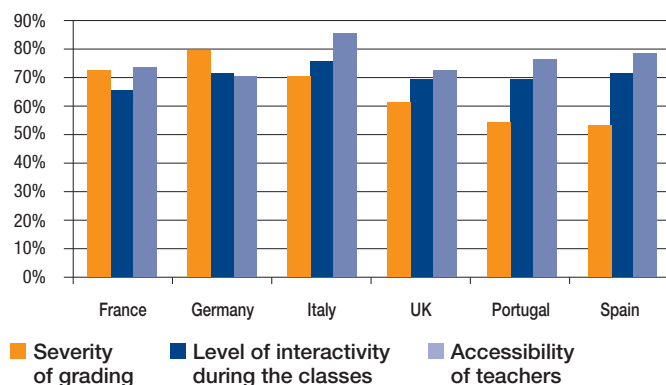
Seventy-nine percent of respondents found that grading was 'very severe' or 'severe' in Germany. France ranked second after its neighbour in the strictness of grading (72%). Grading was perceived as much less stringent in Portugal (54%) and Spain (53%). Italy (70%) and the United Kingdom (61%) were in the middle of the pack.

In comparison with the other countries studied, the level of interaction in class was lowest in France, with just 65% of respondents rating it as 'high' or 'fairly high.' Respondents reported the highest degree of interactivity in Italy (75%), followed by Germany and Spain (both 71%). The United Kingdom and Portugal tied for third place (69%).

⁸ - The comparative portion of this Note is based on a number of responses that differs from one country to another.

Teaching staff accessibility in all six countries was rated as 'high' or 'fairly high' by more than two-thirds of respondents. Italy was the country in which teachers were deemed most accessible (85%), followed by the other countries of southern Europe: Spain (78%) and Portugal (76%). Teachers in France (73%), the United Kingdom (72%), and Germany (70%) were judged more distant.

Teaching methods

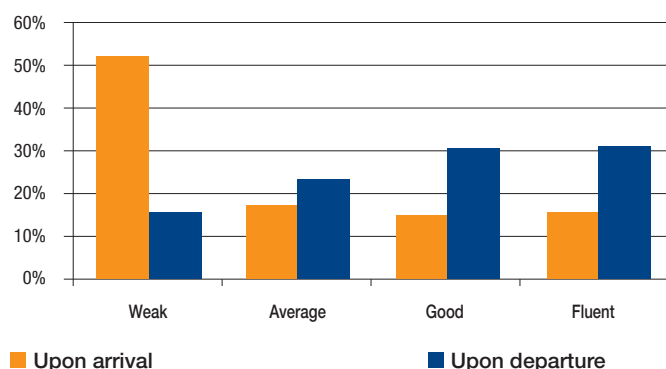


• Language

Survey participants were asked about the language of instruction in France. While 56% of the Erasmus Mundus respondents reported that their language of instruction was English, a large share of courses (41%) were taught in French. One in five participants (21%) believed that language was a brake on their academic success.

On the other hand, it is clear that studying in France helped students improve their proficiency in French. Respondents were asked to rate their level of proficiency at the beginning and at the end of their programme. The number of respondents reporting a low level of proficiency dropped by 70% over the period. The pools of those reporting fluency in French or a good knowledge of the language doubled. The number of respondents who reported having a fair knowledge increased by 35%.

Level of French proficiency



• Opportunities for additional training

It is in France that Erasmus Mundus students have the best chances of finding an internship: 30% of respondents reported that the possibility was offered to them. The levels in the other countries were lower: 25% in Germany, 24% in Spain, 23% in the United Kingdom, 20% in Portugal, and 8% in Italy. Many French institutions (31%) also offered the opportunity to acquire additional professional training. Only in Portugal (41% of institutions) was this possibility more prevalent than in France.

French institutions appear to be aware that knowledge of French may pose obstacles, as noted above. According to the survey respondents, no country's institutions offered more opportunities for supplemental language training than France's (71%). France was followed by the United Kingdom (66%), Italy (64%), and Portugal (63%). Fifty-eight per cent of those questioned reported having had the opportunity to participate in language courses in Spain and 57% in Germany.

Courses in intercultural awareness are offered most often in Portugal (46%), but they are also fairly prevalent in Spain (31%), the United Kingdom (29%), and France (25%). In Germany (14%) and Italy (12%), such courses are rare.

1.4 Administrative procedures (visa, residency permit, bank account, health system, insurance)

One in ten Erasmus Mundus students and alumni reported having problems getting a visa to enter France. The percentage was even higher among Africans (14%). The chief cause of dissatisfaction, to judge from respondents' comments, is the time it takes to receive the visa. Only for Spain did respondents report a higher incidence of visa problems (20%). No respondent reported a problem obtaining a visa to enter the United Kingdom.⁹

The percentage of students and alumni who had trouble obtaining a residency permit was highest in Italy (29%), with France coming in second (15%). No students reported such problems in Germany¹⁰ and the United Kingdom.¹¹ The chief difficulties encountered in France were delays in the granting of the permit, procedures deemed to be excessively bureaucratic, inconsistent or unclear information on documentary requirements or on the procedure itself, and officials' attitudes judged to be insufficiently tolerant. Indeed, 43% of students and alumni observed that the French officials with whom they dealt to obtain their visa or residency permit were 'relatively unfriendly,' compared with 29% for Germany and 26% for the United Kingdom.

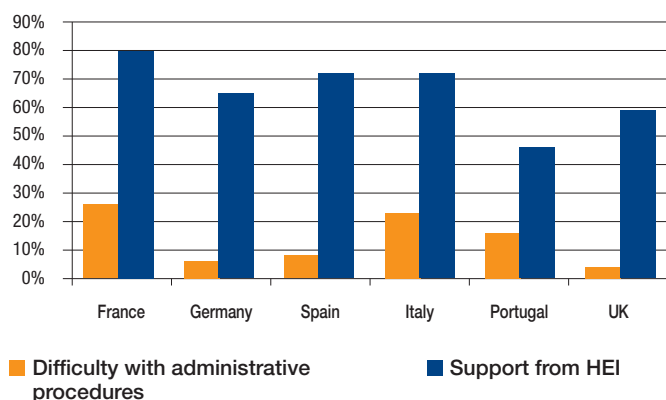
9 - To learn more about the student visa system of the United Kingdom, see CampusFrance Note n° 23, June 2010, 'Visas étudiants, visas scientifiques'.
 10 - Residency permits are issued by the Ausländeramt in each locality. A permit is required by non-European students (and students from outside the European Economic Area) who wish to remain in Germany for more than three months. More information is available from DAAD: www.daad.de/deutschland/deutschland/leben-in-deutschland/06166.de.html
 11 - A residency permit is required of non-European students (and students from outside the European Economic Area) who wish to remain in the United Kingdom for more than six months. The Border and Immigration Agency is responsible for issuing permits: www.ukba.homeoffice.gov.uk/sitecontent/documents/policyandlaw/IDIs/idischapter3/

With regard to opening a bank account, obtaining insurance, and registering with the health-insurance system, 26% of survey respondents reported encountering difficulties in France—more than in the other countries: Italy (23%), Portugal (16%), Spain (8%), Germany (6%), and the United Kingdom (4%).

The comments provided by dissatisfied students suggest that the problems are chiefly related to banking services and the behaviour of employees. Some students felt discriminated against because of their poor knowledge of French. Problems with the recognition of foreign health-insurance policies were also mentioned. Procedures were often described as incomprehensible or nit-picky. One student summarised the problem this way: 'To have X, I need Y. To get Y, I need X.'

The coordinators of the Erasmus Mundus study programmes and staff of French higher education institutions seem to be aware of the difficulties posed by administrative procedures: 80% of students and alumni reported having received support from French institutions, a level higher than for any other country.

Administrative procedures (bank account, insurance)



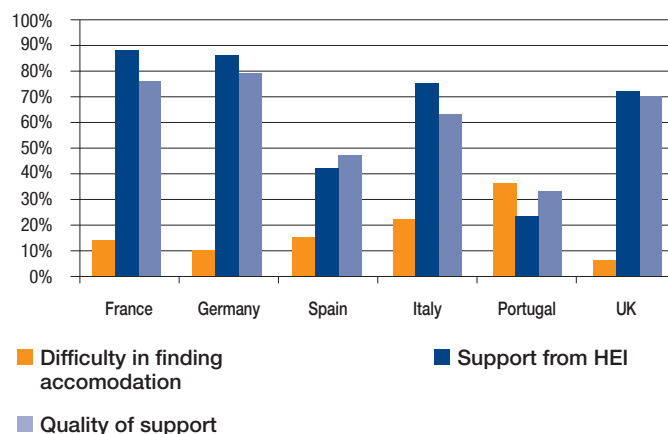
1.5 Accommodation and campus facilities

During their time in France, most respondents lived in university housing (60%). Fifteen per cent rented their own apartment, 11% rented a room in a private house, 5% shared a rental with other international students, and 4% shared a rental with a mix of French and international students. University housing is the most common form of accommodation for Erasmus Mundus students in all countries, except in Spain and Portugal, where most students share accommodation with other international students.

Fourteen percent of respondents reported having difficulty finding housing in France. Lower percentages were found for just two countries—Germany (10%) and the United Kingdom (6%). France's relatively low figure may be linked to the support provided by higher education institutions: 88% of students and alumni indicated that they received housing-related assistance from their

institutions, a higher rate than in the other countries. The quality of that assistance was also highly rated: 76% found it to be 'very good' or 'good.' In Germany, 79% of participants gave similar ratings to the assistance they received from their institutions.

Housing



With regard to the quality of student accommodation, Germany is in first place (with 85% of respondents ranking the quality 'very good' or 'good'). For France and the United Kingdom, 70% of respondents ranked their accommodation as 'very good' or 'good,' while scores were markedly lower for Spain (47%) and Portugal (33%).

The United Kingdom was perceived to be the country where housing is most costly (90% of respondents ranked the cost 'high' or 'fairly high'). In second and third place were Italy (85%) and Spain (71%). Fifty-eight percent of students and alumni found that the cost of their accommodation in France was 'high' or 'fairly high.' The least costly countries in terms of student housing were Portugal (36%) and Germany (35%).

Campus facilities (such as libraries, sports facilities, and Internet access) were rated highest in the United Kingdom: 100% of students and alumni declared them to be 'very good' or 'good.' Spain (77%) and Germany (76%) were next in line. Seventy percent of survey respondents ranked the facilities at French institutions as 'very good' or 'good,' with lower scores for Italy (65%) and Portugal (57%).

1.6 Student support services and student life

Seventy percent of students and alumni indicated that they had had opportunities to make new friends during their stay in France. The percentages for four other countries were comparable, ranging from 67% to 77%, but the United Kingdom scored markedly higher on this dimension, with 100% of respondents indicating that they had had no difficulty connecting with other students.

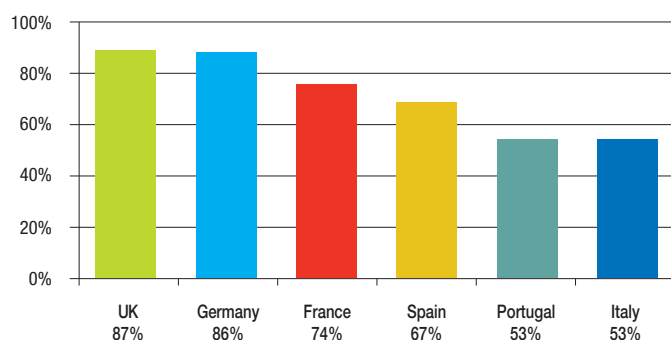
Only 20% of respondents with U.K. experience reported that they had formed friendships with British students, as opposed to other internationals. A slightly higher percentage

(22%) of respondents with experience in France reported forming friendships with French counterparts. Italians appear to be the most ready to embrace friendships with Erasmus Mundus students (38%). For the other three countries, about 30% of new friendships were with local students.

In France, 53% of Erasmus Mundus students met their new acquaintances in activities organised by the programme or their institution, and 47% through activities outside the university. The percentages were similar in the other five countries.

Students who spent part of their programme in the United Kingdom and Germany expressed the highest rates of satisfaction (87% and 86%, respectively) with the support services offered by their institutions (welcome, orientation, cultural and social activities). France was in third place, with 74% of students 'very satisfied' or 'satisfied' with the services they received.

Student services: level of satisfaction



Erasmus Mundus students praised Europe's cultural life, citing, among other treats, 'museum nights,' the Châteaux of the Loire, the Roman Coliseum, films, ballet, fado, football, dinners with friends, Christmas celebrations, fancy dress parties, and champagne. They gave the best marks for the quality of cultural life to the United Kingdom (90% 'very good' or 'good') and Germany (89%), followed by Portugal (84%), Spain (83%), France (78%), and Italy (71%).

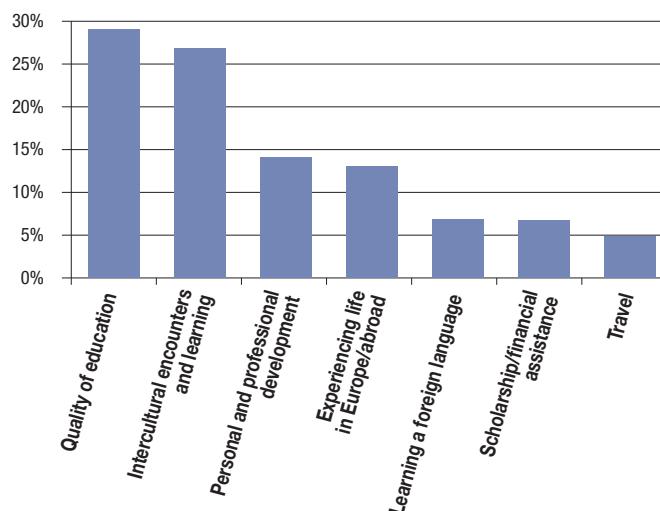
1.7 Overall assessment

• Evaluation of the Erasmus Mundus programme

Survey respondents were invited to describe in their own words the most positive and most negative aspects of their Erasmus Mundus experience in response to an open question. The number of positive comments offered by students and alumni exceeded the negative comments by a wide margin (422 vs. 249).

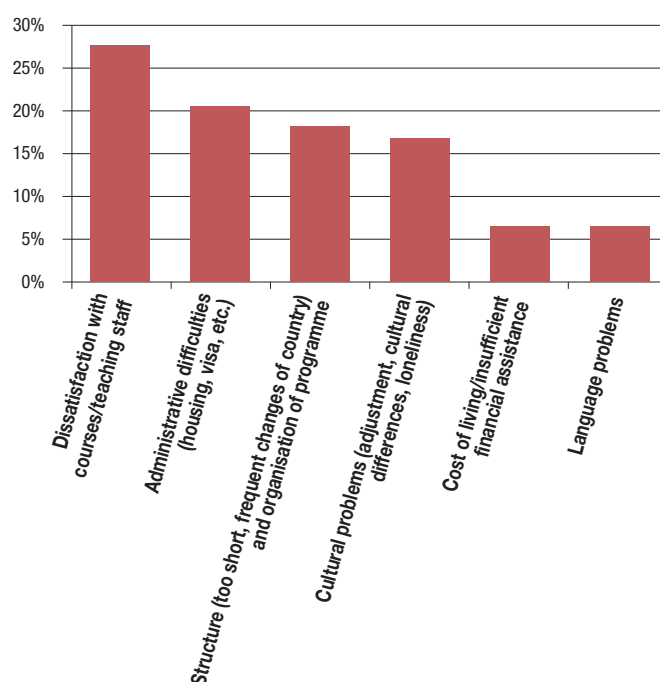
The positive aspects most often mentioned were the quality of education (28% of positive comments) and the intercultural environment (26%). Personal and professional development scored third (14%), closely followed by the opportunity to have a formative experience abroad, and specifically in Europe (13%). Other positive aspects were the opportunity to learn a language (7%), the Erasmus Mundus scholarship (7%), and the opportunity to travel (5%).

Positive aspects of the programme



The most frequently mentioned negative point was dissatisfaction with course quality. The second was frustration with bureaucratic and logistical matters (such as obtaining a visa or finding a place to live) or complaints about lack of institutional support (21%). Respondents also found fault with the structure and organisation of their programmes (18%). Many of these criticisms invoked too-frequent or too-rapid changes of country or insufficient integration of the courses offered in the different countries. The intercultural nature of the programme, cited by many students as one of its most positive aspects, was a negative aspect for others: 17% of negative comments involved cultural and personal problems such as loneliness and concerns about fitting in. The cost of living and problems with language were other negative points that appeared in respondents' comments.

Negative aspects of the programme

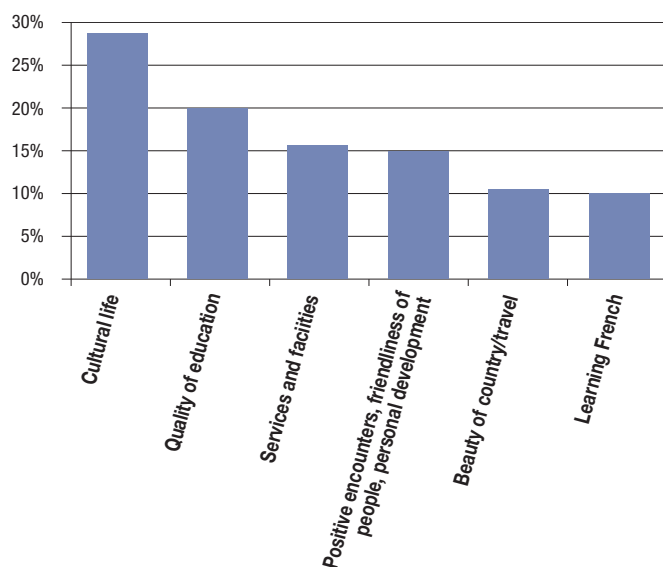


• Students' assessments of their stay in France

Respondents were also invited to describe the most positive and negative aspects of their stay in France. Positive comments outnumbered negative comments by 366 to 252.

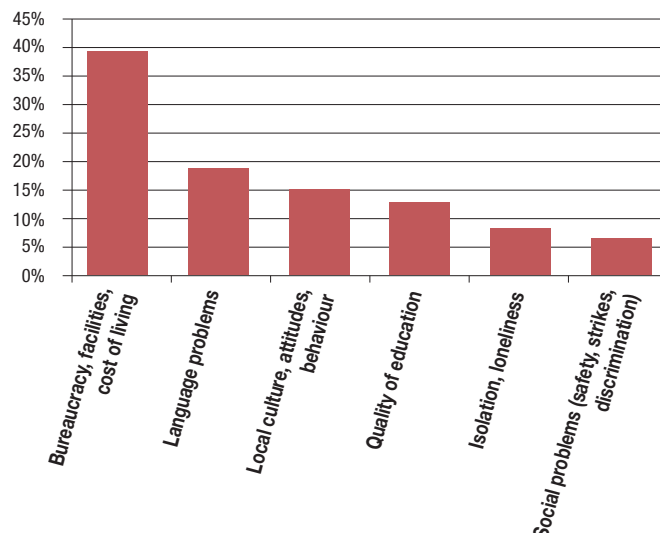
The most frequently cited positive point was French cultural life, including the quality of its food and the richness of its architecture and museums (28%). One in five positive comments (20%) invoked the quality of education, while 16% mentioned services (such as housing or social benefits) and 15% cited encounters with friendly foreigners and French people. Respondents also praised the beauty of the country (11%) and the value of the opportunity to learn French (10%).

Positive aspects of stay in France



On the negative side, Erasmus Mundus students and alumni tended to invoke bureaucratic red tape, the relatively poor quality of facilities, and the high cost of living (39%). In second place were language problems (and the complaint that few people speak English). Fifteen percent of complaints bore on French attitudes and behaviour, and 13% on the quality of courses or teaching staff. Other negative points were loneliness and homesickness, feelings of being unsafe in public, inconveniences related to strikes, and signs of discrimination.

Negative aspects of stay in France



• Chief advantages of studying in Europe

Survey respondents were asked to describe the best things about studying in Europe.¹² The most frequently cited advantages were the quality of education and the continent's cultural and linguistic diversity. Other advantages appreciated by respondents were the international recognition of degrees, better career prospects, and the European lifestyle.

• After Erasmus Mundus

After their Erasmus Mundus course, 78% of students and alumni reported that they felt well prepared for professional activity. Ninety-six percent of respondents would recommend Erasmus Mundus to others; 85% said they would recommend studying in France.

The programme also served to forge strong bonds between students and the European Union (97%) and France (84%). That 56% of respondents reported participating in EMA, the Erasmus Mundus Students and Alumni Association, attests to the influence of the programme.

12 - Closed question; respondents were asked to choose and rank three items.

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(excerpts)

What do you think of France now?

- *I like France. That's why I decided to pursue my PhD here. The education standards are high. The level of research is appreciable. (...) I would surely like to contribute something to France, as it provided me so much in my career building.*
- *I think France is a proud country that isn't sure of its place in the world.*
- *I still think it was the happiest year in my life.*
- *Nice country, nice people, nice wines, nice cheese, and nice food, beautiful landscapes, and magic towns. Very closed society, with a 'very French' way of doing everything, sometimes interesting and enlightening, and sometimes very hard and frustrating for a foreigner to follow.*
- *Racial tensions are higher in Paris than anywhere else—including in major cities in the United States.*
- *It is great country with multicultural communities. They are welcoming of foreigners. The quality of study and research is high.*
- *I very much like the French culture and people as I did before, hence my expectations were fully confirmed, and I would like to come back to the place, if there is an opportunity.*
- *I feel that I understand the French culture much better now, with its positive and negative aspects. While I feel very close to the way they relate to themselves, I do feel very distant from the way they relate to others. (...) I also feel that knowledge about India is very limited in France—it is restricted to the exotic.*

Survey methodology

CampusFrance distributed the questionnaire at the 'Erasmus Mundus thematic Conference : 'Communication: Let's redefine the terms,' held in Bordeaux on 29–30 March 2010. The questionnaire was then posted on the CampusFrance website and disseminated via the newsletter of the Erasmus Mundus Students and Alumni Association and in 'SoleoFlash', the newsletter of the Agence Europe-Education-Formation-France (2E2F). 2E2F also sent the link to the coordinators and partners of Erasmus Mundus Master's programmes in France for distribution to their students and alumni. The questionnaire was available online from 11 May to 5 July 2010.

Sources of information

- The Erasmus Mundus programme on the website of 2E2F: www.europe-education-formation.fr/erasmus-mundus.php
- Directory of Erasmus Mundus programmes involving a French institution on the CampusFrance website: www.campusfrance.org/fr/a-etudier/erasmus.htm
- The Erasmus Mundus programme on the website of the Education, Audiovisual, and Culture Executive Agency: eacea.ec.europa.eu/erasmus_mundus/index_en.php
- Erasmus Mundus statistics: eacea.ec.europa.eu/erasmus_mundus/results_compendia/statistics_en.php
- Website of the Erasmus Mundus Students and Alumni Association (EMA): www.em-a.eu
- 'Erasmus Mundus Graduate Impact Survey and General Evaluation of the Programme 2007–2009, Research Report', prepared by ICUnet.AG for the European Commission: www.em-a.eu/about-erasmus-mundus/graduate-impact-survey.html
- The Erasmus Mundus programme on the website of the European Commission: ec.europa.eu/education/external-relation-programmes/doc72_en.htm

Background on the Erasmus Mundus programme

2.1 The role of Agence Europe-Education-Formation-France (2E2F)

In pursuit of its mission as the French national point of contact and information for the Erasmus Mundus programme, 2E2F:

- promotes the programme to French higher education and research institutions
- provides guidance to institutions that choose to respond to Erasmus Mundus calls for proposals and verifies that the degrees that those institutions intend to confer upon programme graduates are recognised and accredited in France;
- reports to national and European authorities on the achievements and challenges encountered in the implementation of the programme in France;
- supports French institutions in obtaining visas and residency permits for students, doctoral candidates, and faculty in Erasmus Mundus programmes;
- pursues synergies between Erasmus Mundus and its sister programmes (Erasmus, Tempus, and so on).

France, 'European champion' of the Erasmus Mundus programme

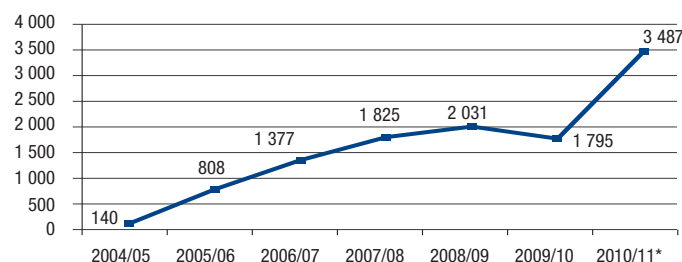
Since the launch of the programme in 2004, French institutions have been the most present in Erasmus Mundus education and research programmes.

In the 2010–11 academic year:

- One in four Erasmus Mundus Master's programmes and one in three Erasmus Mundus joint doctoral programmes are coordinated by a French institution.
- French institutions are involved in more than half of all Master's programmes and in 9 of the 13 doctoral programmes (69%).

2.2 Erasmus Mundus in figures

Erasmus Mundus scholarship recipients in Master's and doctoral programmes carrying the Erasmus Mundus label since the founding of the programme in 2004



*Increase linked to changes in the programme that specific year:

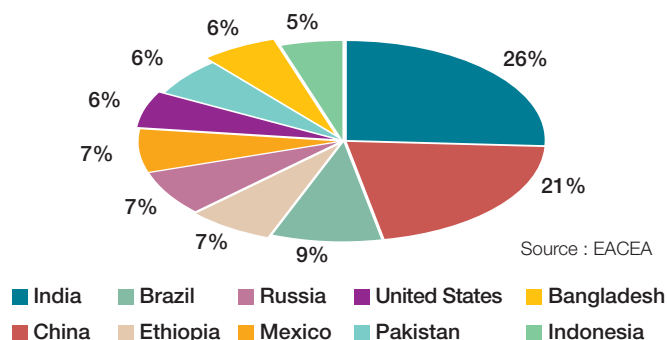
1) creation of scholarships for European students

2) launching of doctoral programmes.

Source : EACEA

The number of scholarship students enrolled in Erasmus Mundus programmes since the scheme's founding in 2004 surpassed the 10,000 mark in the autumn of 2010.

The 10 nationalities most heavily represented among Erasmus Mundus scholarship recipients



More than 1,000 Indian students and 1,000 Chinese students have already benefitted from a scholarship to pursue an Erasmus Mundus Master's or doctoral programme since the scheme was launched in 2004

2.3 Erasmus Mundus doctorates

Something new: Erasmus Mundus doctorates

Twenty-two Erasmus Mundus joint doctoral programmes will be operational by the beginning of the 2011 academic year in disciplines as diverse as the protection of marine ecosystems, pure mathematics, the study of globalisation, astrophysics, literary cultures, law, and neuro-informatics.

Candidates who are accepted into these programmes of excellence (under the terms of a formal employment contract) have the opportunity to pursue doctoral studies in two or more European countries, working alongside other doctoral candidates from around the world, and to receive an internationally-recognised joint or double degree.

2.4 Erasmus Mundus scholarships

What is an Erasmus Mundus scholarship? It is a merit scholarship designed to attract the best students to Europe to study in Master's and doctoral programmes approved by Erasmus Mundus.

Before each academic year begins, Erasmus Mundus consortia prepare rankings of the most promising applicants on the basis of criteria such as marks, how well they satisfy the course's prerequisites, language proficiency, and teachers' recommendations. Their selections are sent to Brussels, where scholarships are granted to the top students, with no more than two scholarships per nationality per Master's programme.

European students, and students residing in Europe before enrolling in an Erasmus Mundus Master's programme, receive €500 per month plus the payment of tuition fees, up to a maximum of €23,000 for a two-year programme. Non-European students who were not living in Europe before enrolling in an Erasmus Mundus programme receive €1,000 per month plus the payment of tuition fees and a stipend for travel and relocation, up to a maximum of €48,000 for a two-year programme.

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