



Secretariat for ASEM-DUO
Fellowship Programme

Report on ASEM-DUO Fellowship Programme



May 2013



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Executive Summary and Comments by the Secretariat

May 2013

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This short paper consists of an executive summary and comments by the Secretariat for the ASEM-DUO Fellowship Programme of the evaluation reports carried out by an independent consulting company, IBS Consulting Company (IBS), in Korea. The full report has been translated into English by the Secretariat and is attached hereto.

1. Background

The ASEM-DUO Fellowship Programme started in 2001 and is now one of the very few ASEM initiatives which have been carried out for more than 10 years. In this regard, during the ASEMME3 SOM 2011 held in Copenhagen, Denmark, participants requested an evaluation report on the ASEM-DUO Fellowship Programme to be presented at the 2013 ASEMME4.

The Secretariat has accepted this request and sponsored an evaluation report to be assessed by IBS, an independent consulting firm in Korea. IBS has submitted two reports to the Secretariat: One is entitled the *Evaluation of the ASEM-DUO Performance and Suggestions for Improvement*, and the other is *Comparison with Similar Programs*. Both reports were written in Korean, and the Secretariat translated both reports.

The Secretariat tried to solicit the major findings from the reports and to add some comments from the Secretariat's point of view, resulting in this Executive Summary and Comments by the Secretariat.

2. Brief Description of the ASEM-DUO

ASEM III in 2000 noted the need to further promote people-to-people exchanges within the ASEM region and also address the imbalance in the exchanges as more Asians were going to Europe. In this respect, a unique fellowship programme was jointly suggested by France, Korea and Singapore to promote balanced and permanent exchanges—the ASEM-DUO Fellowship Programme.

Unlike the usual fellowship programmes, the ASEM-DUO supports pairs of teachers and students, one from Asia and one from Europe. The educational institutions should also be paired. In order to simplify the programme, it was further suggested that the amount of fellowship and duration of the exchanges be standardized with each pair of teachers and students receiving 6,000 Euros and 2,000 Euros per month, and the duration to be in units of semesters. These are called the Core Principles. The details of the programme, such as the eligibility and selection criteria, were to be left to the financially contributing members. Thus, any fellowship programme is an ASEM-DUO programme as long as it satisfies the Core Principles, and each programme is named after the financial contributing members such as DUO-France or DUO-Korea.

The ASEM-DUO was put into practice in 2001 beginning with the DUO-Korea programme, which was followed by DUO-France and DUO-Singapore in 2002. In 2003, Denmark joined followed by Thailand in 2006, and Sweden and Belgium/Flanders also joined in 2009 and 2011, respectively. The ASEM-DUO initiative was endorsed as a five-year program, but to be renewed and subject to review by the ASEM. It was extended into the second phase in 2004 and the third phase in 2010 during ASEM V and VIII, respectively.

3. Performance

The ASEM-DUO has supported over 2400 participants (teachers and students) with a total of 96 million Euros during the past 12 years. Currently, DUO-France and DUO-Denmark have been terminated, and currently, there are two European programmes, DUO-Sweden and DUO-Belgium/Flanders, and three Asian programmes, DUO-Korea, DUO-Singapore and DUO-Thailand. The reasons for termination by France and Denmark and comments by the Secretariat are given in Attachment 1.

Compared with other fellowship programmes, the ASEM-DUO is relatively small in size, but quite attractive in terms of its pairing feature and fellowship amount which is quite generous. During the past years, 72% of European members and 358 European universities, and 50% of Asian members and 128 Asian universities have benefitted from the ASEM-DUO. The competition rate is quite high, ranging from 3:1 to 67:1.

A small Secretariat has been established in Seoul, Republic of Korea, for the efficient management of the programme and as a focal point. More than 90% of the operating cost of the Secretariat has to date been provided by the Korean government including the major

proportion of the cost, office rent and staff salaries.

4. Evaluation

This pairing of teachers and students in Asian and European institutions is not easy for individuals to accomplish. Thus, the international offices in the respective universities must be closely involved in the execution of the exchanges. Indeed, all of the DUO programmes receive applications through these international offices. Accordingly, the teachers and students (hereafter referred to as the “beneficiaries”) and staff in these international offices (hereafter referred to as the “staff”) were asked to evaluate the ASEM-DUO.

Close to 98% of the beneficiaries and 84% of the staff revealed satisfaction with the ASEM-DUO. The programme was perceived as successful in achieving its goal for 93% of the staff who evaluated the ASEM-DUO, and 77% of the staff thought that the pairing principle was appropriate in promoting exchanges.

One of the major objectives of the ASEM-DUO is further exchange on a balanced and permanent basis. The survey showed that 95% of the exchange programmes have continued their exchanges even after the ASEM-DUO support had been terminated. Universities also reported that the number of exchange students has increased by 44% each year since 2008.

There were, however, some negative responses from both the beneficiaries and the staff. Beneficiaries remarked upon the difficulties in credit transfer, accommodation, the language barrier, and the short duration of the period of support. The Secretariat believes that most of these difficulties stem from the lack of experience and lack of information of the education institutions, which can only be overcome over time through further exchanges. The tight budget does not allow for sufficient funding (of larger numbers of exchanges) and length of support, and also the ASEM-DUO was only designed to provide seed money to start the exchanges.

The staff also expressed dissatisfaction with the selection process, over which the Secretariat has no oversight. The Secretariat attributes the small size of the budget, rather than the generous amount of support, as the major reason for why the staff were not satisfied as many of their applications could not be selected due to the high rate of competition. However, when asked whether the ASEM-DUO should continue in the future, 100% of the staff agreed to its continuation.

5. Comparison with Other Programs

Several fellowship programmes exist within the ASEM region such as the DAAD Scholarship, the Chevening Scholarship and Erasmus Mundus (EM). Among these, the closest programme to ASEM-DUO is the Erasmus Mundus. However, the pairing, a unique feature of the ASEM-DUO, does not occur in the EM. The scale of each programme is also not equivalent: the EM has disbursed 950 million Euros over the past five (5) years while the ASEM-DUO has disbursed 96 million Euros over the past twelve (12) years. However, the amount of individual support under both programmes is quite on par at around 1,000 Euros per month to each student.

The EM has supported 42 Asian and 35 European countries while the ASEM-DUO has supported 10 Asian and 21 European countries. However, in terms of the universities, the EM has supported 245 Asian and 360 European universities while the ASEM-DUO supported 128 Asian and 358 European universities. Considering the size of the EM budget, which is more than 20 times larger, the Secretariat believes that the ASEM-DUO has performed quite successfully.

Regarding the survey of the beneficiaries, both programmes displayed a similar performance in terms of overall satisfaction and barriers to further exchanges. However, the staff exhibited a generally higher level of satisfaction with the application and selection process. The Secretariat noted that the staff may be more familiar with the EM, considering the large size of its operation, but there seems to be room for improvement within these processes under the ASEM-DUO.

6. Issues and Recommendations by the Secretariat

The Secretariat holds the view that the ASEM-DUO has, in general, been quite successful in achieving its goal and thus should be extended into the 4th phase (2016-2020). The most imminent issue, at the moment, is the imbalance in the contributing members between the Asian and European members. Currently, there are three (3) Asian contributing members whereas there are only two (2) European contributing members. Moreover, the amount of contribution is also tilted toward Asian members with 70% of the contribution having been made by Asian members since 2005.

Further participation by ASEM members, especially European members, will provide further

forward momentum for the ASEU-DUO. This programme is particularly beneficial to small to medium size members in ASEM because it is not easy for them to attract foreign students to their countries. Large size members, however, usually attract, in one way or another, many foreign students. In this regard, the ASEM-DUO can be very attractive in its ability to invite foreign students to their institutions while sending their students to many diverse destinations in the other region; otherwise, the scope of exchange could be quite limited.

The administration of the DUO programme is quite simple: a contributing member only needs to decide upon the eligibility criteria and to select the awardees. The announcement and reception of the application transfer of the fellowship amount and all other administrative details can be carried out by the Secretariat. Please refer to Attachment 2 for what a new contributing member should do to establish a DUO programme.

Attachment 1: Termination of DUO-France and DUO-Denmark

Attachment 2: What Should a Member Government Do upon Joining the ASEM-DUO

Attachment 1: Termination of DUO-France and DUO-Denmark

September 15, 2009

Regarding DUO-France : Eligibility during application

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DESCRIPTION

The Duo-France programme, funded by the French Ministry of Foreign Affairs and the French Ministry of National Education, Higher Education and Research provides support for **higher education** cooperation projects conducted by two academic institutions, one French and the other located in one of the ASEM Asian countries **wishing to initiate or develop partnership relations**.

Projects can be initiated by both French and Asian institutions; however, the application must be submitted by a French institution.

A. Aim

The broad objective is to back, as a priority, **the creation of joint or paired diplomas/degrees (decree n°2005/450, 11/05/2005) at Master's level** and foster partnerships between institutions associated together in a project by promoting the mobility of pairs or "duos" of students and teaching staff.

Duo-France seeks to create new projects or confer a new dimension on existing inter-higher education institution projects.

It attaches prime importance to supporting projects intended to fit in with other present or future multilateral (Asia Link, Erasmus Mundus) or bilateral programmes.

The existing agreements with partner universities, the number of exchanges that have already taken place and the details of the awaited results will be core elements in the steering committee's final decision.

B. Length of projects

The maximum project length is two academic years. No special dispensation is allowed. When a project extends over two years, exchanges must be spread evenly over the first and second academic years.

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Major Findings from the Evaluation

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So as to avoid redundancy or competition with other French instruments of university cooperation, the designers of the programme focused on the following orientations :

- to focus on Master level (research was avoided) ;
- the objective is to create international joint Master's degrees ;
- The programme is designed to be an incubator for the initial phase of projects, which must subsequently find other sources of funding when they are running.

The initial programme therefore moved away from a programme of student and teacher mobility into a programme of university cooperation. As a consequence, the operational objectives of DUO-France (creation of joint degrees) are not in line with the general objectives of ASEM-DUO (development of mobility).

In general, DUO-France didn't achieve the above objectives.

- Very few projects lead to joint degrees (only two, or 4% of the total) ;
- The programme has made only a minor contribution to academic mobility: fewer than 350 French and Asian teachers and students have benefited from the programme since it began. The programme has assisted fewer than 100 Asian students since 2002 (out of a total of 140 000 Asian students who have come to study in France and 15 000 scholarships awarded to Asian students over the period) ;
- Overall, between 2003 and 2006, 8 469 scholarships from the French government were awarded to the 9 countries that benefited from DUO-France. Compared to the 85 student duos achieved between 2002 and 2006, the scope of the programme DUO-France appears to be quite small (1%).

The following reasons can explain this:

- The creation of joint degrees has been hindered by three main problems: teachers' lack of time and complex administrative procedures, diversity of course content and organisation, and the language barrier ;
- Financial and practical problems have also affected the exchanges: the fixed amount of the grants, even though the cost of living in France is higher than in most Asian countries; the high cost of travel, and inadequate hosting and support facilities ;
- The programme has also suffered from inadequate oversight and a lack of visibility.

unquote

Comment by the Secretariat :

- *The barriers mentioned above exist for every fellowship program*
- *The flexibility in the amount of support is provided under ASEM-DUO, as long as the total amount of support is 2,000 euors per month in the case of student exchange*
- *French government did not secure enough budget*

Regarding DUO-Denmark : conclusions and recommendations

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Conclusions and Recommendations

Conclusions

The Terms of Reference call for following four main sets of conclusions:

1. Assessment of administration of DUO-Denmark
2. Assessment of DUO-Denmark's effectiveness and sustainability
3. Assessment of DUO-Denmark's relevance to Danish development objectives
4. Assessment of DUO-Denmark's relevance to internationalization of Danish universities

Assessment of Administration of DUO-Denmark

The administrative set-up is generally highly appreciated by the users and the services of the DUO-Secretariat in Seoul and the Rectors' Conference efficiently provided. The Core

Principle of exchanges in pairs ensures reciprocity of exchanges and while the selection criterion stating that exchanged persons have to come from the partner universities included in the project application is in some cases found to affect possibilities for carrying out exchanges it is otherwise found to be appropriate. The present deadline for applications (May 15) occurs too late for approved projects to easily ensure that all exchanges will be completed in the subsequent academic year – also considering the time needed for securing visa from Danish authorities and the differences in academic years. While the level of financial support is found slightly inadequate primarily for students going to Denmark it is also found that the DUO principle on funding level will be difficult to re-negotiate with other countries sponsoring national DUO programs.

The administration is found to adequately facilitate efficient mobility of individuals, while the monitoring of achievement of qualitative dimensions could be strengthened together with social aspects of DUO-Denmark fellows' stay in Denmark. Furthermore, it is found that the present set-up involving two ministries is manageable from an administrative point of view and that the decision on whether the two ministries should be jointly involved in the future primarily is of political and strategic nature.

Assessment of DUO-Denmark Effectiveness and Sustainability

The DUO-Denmark aim of developing the strongest possible links between Asian and Danish universities can be perceived as including two main aspects, namely actual exchanges of persons promoting *mobility*, and projects aiming at achieving academically *qualitative dimensions*. The assessment of effectiveness of the program understood as achievement of program objectives therefore has to include both aspects.

The funding absorption and disbursement are found to be appropriate and presumably reflecting a real demand, and DUO-Denmark has to a large extent met its objectives with regard to fostering enhanced *mobility*. With regard to the *qualitative dimension* evidence pointing at academic impact at individual level in new projects aiming at network creation has been found, and in projects based on prior cooperation many cases of more multi-faceted, institutionally anchored academic impact have been recorded.

With regard to sustainability, projects funded during the first year of DUO-Denmark operation have just been or are still in the process of being completed. It is therefore too early to conclusively assess sustainability of the program. However, the cases of university funding of add-on and continued activities indicate that DUO-Denmark given its rather

limited volume of funding has been used as seed funding and in light of this may achieve satisfactory level of sustainability-

Assessment of DUO-Denmark Relevance to Overall Danish Development Objectives

Generally, DUO-Denmark projects have led to capacity building of individuals in terms of credit giving courses or research at Master, Ph.D. and professor levels and to creation of networks, while organisational capacity building in a Danida sense has primarily taken place in countries with preceding university cooperation.

DUO-Denmark has only partial coherence with objectives related to Danida's general poverty orientation and very limited consistency with strategies for the education sector and objectives for general funding of fellowships. When it comes to geo-political objectives a higher degree of relevance is found as DUO-Denmark has indeed supported mobilisation at university level through full allocation of the initial funding of DKK 2 million. With regard to more qualitative aspects of the exchanges, DUO-Denmark has primarily met Danida objectives of capacity building at personal and network levels and only in some cases also at organisational level.

Assessment of DUO-Denmark Relevance to MSTI Objectives

Although projects funded by MSTI primarily have been of a pilot nature leading to creation of networks and impact at individual level, there are also examples of continuation of activities beyond DUO-Denmark funding albeit often with limited institutional impact.

DUO-Denmark is on the one hand not found to be coherent with the new University Act, but has on the other hand been instrumental in fostering cooperation between Danish and Asian universities where only very limited alternative funding modalities were available for initiating cooperation. Several Danish professors have indicated that they find DUO-Denmark crucial as a funding modality needed for establishing contacts to Asian universities considered of increasing importance geo-politically and academically. DUO-Denmark has indeed supported mobility although not absorbing the total allocation made available by MSTI and qualitatively some achievements have been recorded primarily in terms of increased networks in MSTI countries.

Recommendations

The above conclusions constitute the basis for the following recommendations presented as three scenarios for consideration by MSTI and MFA decision makers.

Reduction/Closure of DUO-Denmark

Given the present rather modest volume of funding it is found that a reduction in support to DUO-Denmark would lead to loss of any economies of scale when comparing benefits to administrative costs. Consequently, the only option to be meaningfully considered along this line would be closure of the program.

Maintaining Present Scope of DUO-Denmark with Administrative Adjustments

If the present scope of DUO Denmark as primarily supporting new projects of pilot nature is maintained, the following administrative adjustments are proposed:

1. In order to *strengthen mobility* under the program it is proposed to allow for more timely planning of exchanges by moving forward the approval of incoming applications to late March or early April. University collaboration often being based on networks, a need for higher degree of flexibility in selection of paired exchanges has been expressed by Danish universities and it could accordingly be considered to allow for exchanges of students not necessarily coming from the partner universities initially included in the application but rather from a third institution;
2. In order to strengthen *monitoring of the qualitative dimension* it is proposed that the ASEM-DUO Secretariat forward mission reports to the Rectors' Conference in a more systematic manner, and that the Conference on an annual basis report to MFA and MSTI on academic outcome of the DUO-Denmark Program. Presently mission reports are submitted by exchanged persons and cover individual exchanges only, while there is no reporting at project level. It could therefore be considered by the Rectors' Conference to develop a simplified format (reflecting the modest scope of DUO-Denmark) to be used by Project Heads to report on project outcome;
3. In order to enhance *social and cultural aspects* of DUO-Denmark fellows' stay in Denmark, it is furthermore proposed that DFC be engaged to provide access for DUO-Denmark fellows to attend introductory weekends and other existing activities organized by the Centre.

Enhanced DUO-Denmark Focus on Qualitative Dimensions

If it would be decided to further strengthen the qualitative dimensions of DUO-Denmark, it may be necessary to accept that support is not only given to new projects of pilot nature and to place increased emphasis on the nature of the project as presented in the application.

1. This would include exercising a higher degree of flexibility by allowing for more *complex projects* covering up to two academic years of implementation (as in DUO-France);
2. The project applications should furthermore be based on a Memorandum of Understanding between the cooperating universities covering the project to be undertaken or aiming at leading to such an agreement (as in DUO-Korea);
3. It is furthermore suggested to allow for more flexible guidelines regarding the *duration* of individual exchanges (than present 4-6 months for students and 3-4 weeks for professors) as to allow for e.g. student and professor exchanges to reflect the activities and actual requirements of the particular project;
4. This would also imply that *multiple exchanges* of the same persons (professors primarily) under a project could be allowed where justified by the characteristics of the project in question.

unquote

Comment by the Secretariat :

- All 4 recommendations are allowed under ASEM-DUO Core Principles

Attachment 2:

What Should a Member Government Do upon Joining the ASEM-DUO

ASEM-DUO Secretariat

Basically, nothing much needs to be done by the **Member** government. ASEM-DUO Secretariat already has a well established system; documentation, process, and other arrangements. Previously, Denmark, Thailand, Sweden and Belgium/Flemish could start the program without much difficulty.

- 1) From **Member** side, she declares that the DUO-**Member** would start, say, from 2011.
- 2) The announcement will be made on Secretariat's homepage, and of course on the homepage of your ministry. Based on previous experience, the best practice was the **Member** ministry notifies **Member** universities of DUO-**Member** through official channels; homepage, post mail or fax. In fact, many **Member** universities are already aware of ASEM-DUO. Regarding other ASEM members including the Asian side, the Secretariat will send information to all members, through contact points in each member.
- 3) Regarding eligibility, **Member** government has the sole discretion including the following: support to graduates and/or undergraduates, any field of exchange, students and/or professors, one semester or longer, number of installment (how often you pay them), any other qualifications, etc. On the Asian side, the Secretariat will send information to all Asian members.
- 4) The Secretariat may receive all the applications (if she wants, the ministry can also receive applications, but this could be cumbersome). The Secretariat will organize and briefly review the applications for completeness. The Secretariat does not screen for selection, but just makes sure that all the applications are properly documented or that no information is missing.
- 5) **Member** ministry can set up a selection committee. That committee or the **Member** ministry makes the decision which applications would be supported. It is up to the **Member** ministry whether the selection criteria be made public or not. **Member** ministry then notifies the Secretariat which applications have been selected.

- 6) The Secretariat has all standard forms for notification and contracts between **Member** ministry and awardees. The Secretariat will notify them. Awardees will sign the contract(the Secretariat calls it "Implementation Guideline").
- 7) After awardees send to the Secretariat copies of air-ticket and other minimal documents, then scholarship will be transferred. Who will transfer the money? This depends on how **Member** government decides. For the Secretariat and also for the efficiency of implementation, it is most convenient if **Member** ministry transfers the fund to the Secretariat's Korean account in advance and lump sum. Then the Secretariat will handle all the transfers, and also will provide **Member** government detailed on-time reports. If **Member** ministry cannot transfer the fund to the Secretariat's account, then someone in **Member** ministry should do the job. It is rather time-consuming. If there are 20 pairs of students, then there are 40 students, and most ASEM-DUO programs provide the scholarship in two installments, so there would be 80 occasions for bank transfer. If there are 40 pairs, then 160 transactions. But it all depends on **Member** government's decision and internal regulations.
- 8) After the transfer of the first installment (if the **Member** decides more than one installments), awardees will send the Secretariat copies of their registration for the courses, or projects. The Secretariat makes sure that the exchanges are carried out as proposed through receiving confirmation documents signed by the international exchange officers in the universities. Then the Secretariat provides the 2nd installment (if there are more than one installments). All contributors find it reasonable to pay them in installments.
- 9) After their return, awardees have to submit mission report, transcript and proof of return. Then the whole process ends. As can be seen, there are not many things a **Member** needs to do, if the fund can be transferred to the Secretariat. But this is not a must. If the **Member** ministry can do the job, it is fine. For information, the fund was actually transferred to the Secretariat in cases of DUO-France and DUO-Denmark. Sweden and Belgium/Flanders also transferred the fund to the Secretariat.

Simply put, only the following needs to be done by the **Member** ministry, if the fund is transferred to the Secretariat. The following would not require much man-hours.

1. decision on the eligibility criteria (the Secretariat can provide the menu to choose from)
2. announcement of the program (homepage, post-mail or others)
3. setting up a selection committee, and the selection of the awardees
4. receiving all the documents and proofs in between after the program is done, for evaluation.

END.







Performance Evaluation and Study on the Improvement of the ASEM-DUO Fellowship Programme

February 2013



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Comparative Analysis of Similar Programmes

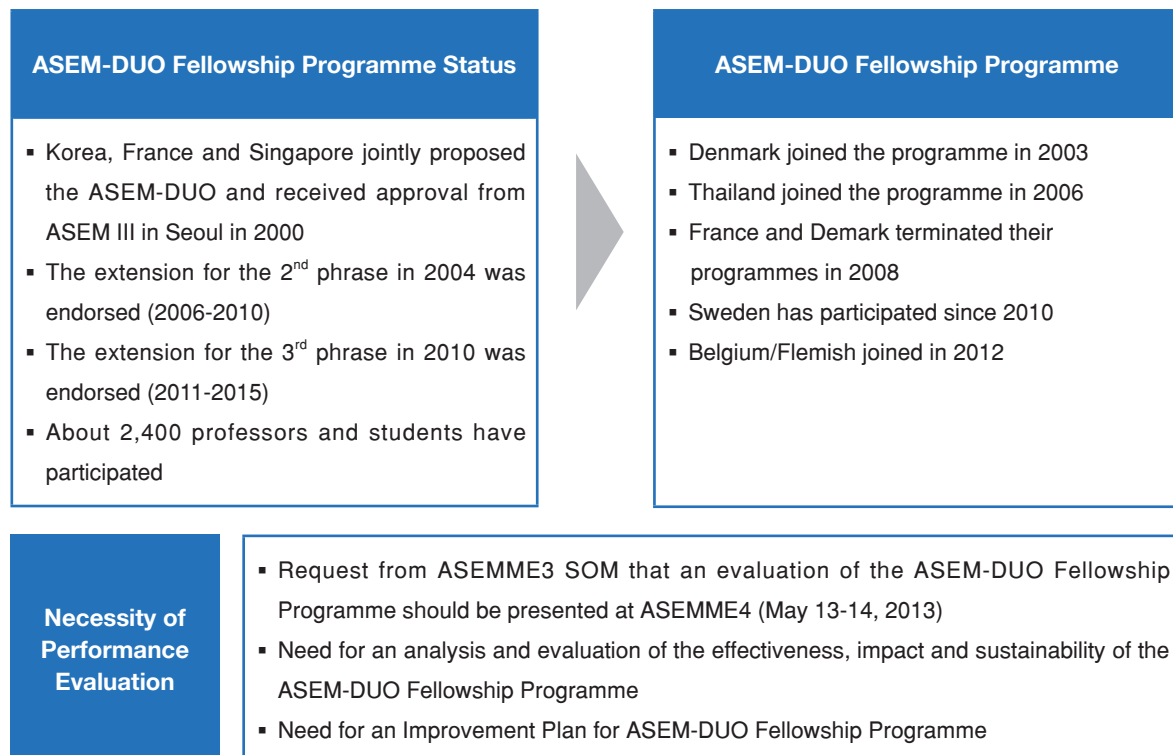
VII

Conclusion and Plan for Improvement

I. Objective and Method

1. Objective and Necessity of Evaluation

- The ASEM-DUO aims to contribute to the enhancement of reciprocal academic exchanges and balanced mobility between the students and the teachers of the European Union and Asian ASEM member countries. The first plan was designed for 2001-2005 and endorsed for the 2nd phase of 2006-2010 of ASEM V in Hanoi, Vietnam in 2004, and the 3rd phase of 2011-2015 of ASEM VIII in Brussels, Belgium in 2010.
- Despite the termination of DUO-France and DUO-Denmark programmes, the ASEM-DUO Fellowship Programme has reactivated its operation under the desired purpose of balanced mobility with the participation of Thailand, Sweden and Belgium/Flemish as contributing countries.
- Because interest and participation in the exchange programme has been increasing due to the twin rising needs for strengthened international exchanges at institutions and the continued desire to study abroad of students, a performance evaluation, analysis of sustainability of the programme and targeted plan for improvement are now required.



2. Method

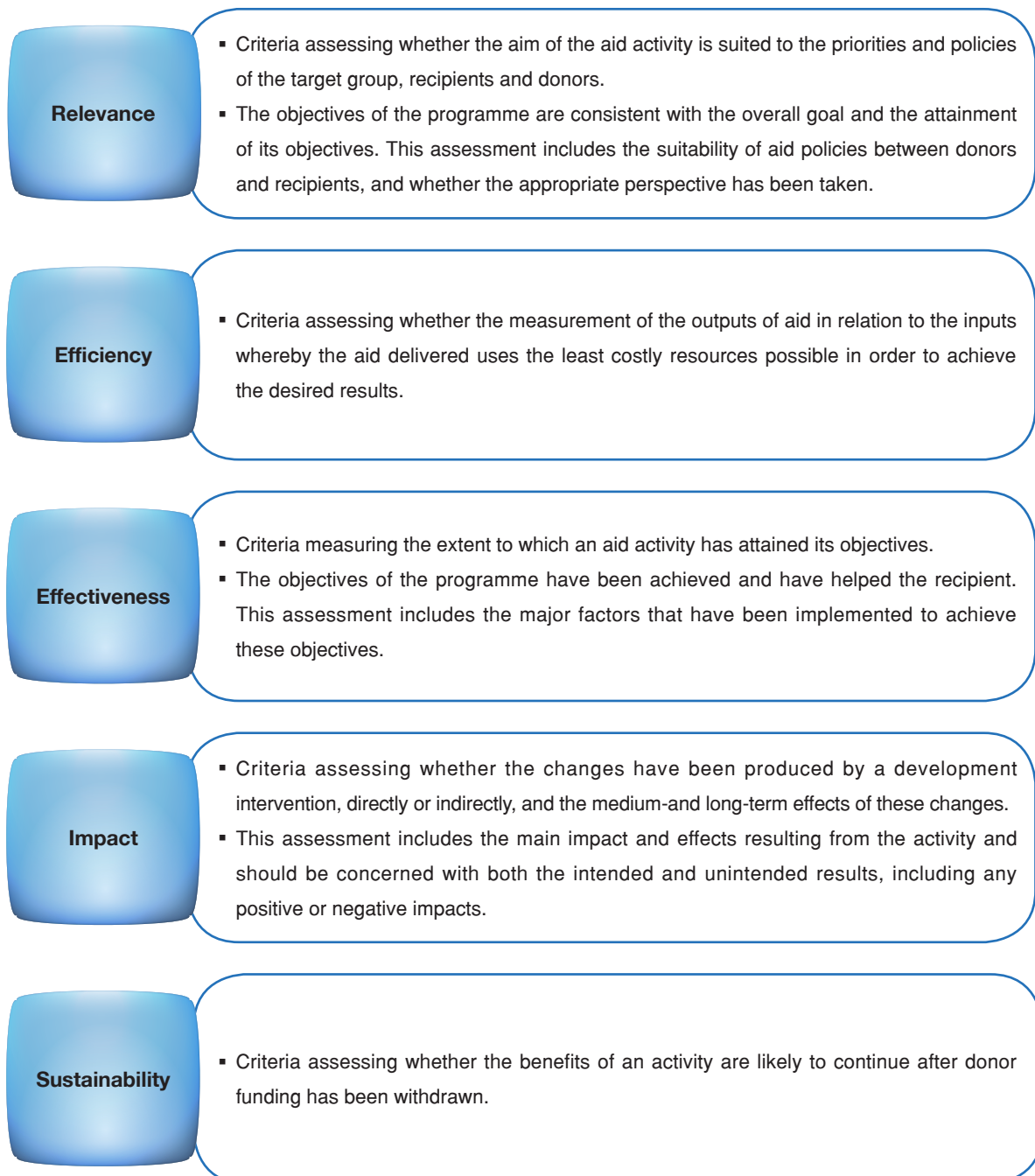
- The performance indicators of the performance evaluation of the ASEM-DUO Fellowship Programme were determined, and the satisfaction, programme effectiveness and analysis of the sustainability of the performance were evaluated by means of a survey and interviews.



3. Establishment of the Criteria for Evaluation

- Suitable criteria for the evaluation of the ASEM-DUO Fellowship Programme have been established based on the OECD/DAC Criteria for Evaluating Development Assistance: Relevance, Efficiency, Effectiveness, Impact and Sustainability.

OECD/DAC Criteria for Evaluating Development Assistance



4. Major Factors and Issues of the Evaluation

- The performance evaluation of the ASEM-DUO Fellowship Programme has been analysed in depth according to the criteria of relevance, efficiency, effectiveness, impact and sustainability.

Major Factors	Major Issues	Analysed Data
Relevance	<ul style="list-style-type: none"> ▪ Do the objectives of the ASEM-DUO Fellowship Programme coincide with the approval of ASEM? ▪ Is there a sustainable demand for the ASEM-DUO Fellowship Programme? 	Performance (Awardees and Contribution Status) Number of Applicants
Efficiency	<ul style="list-style-type: none"> ▪ Is the operation of the Secretariat for the ASEM-DUO Fellowship Programme cost-efficient? ▪ Is the process of operation cost-efficient? 	Status of the Operating Expenses Analysis of the Operation Process
Effectiveness	<ul style="list-style-type: none"> ▪ Is the satisfaction of awardees and institutions high? 	Survey and Interview
Impact	<ul style="list-style-type: none"> ▪ Have the exchange countries and institutions in Asia and Europe been extended? ▪ Have the participating countries in the ASEM-DUO Fellowship Programme been extended? 	Status of the Exchange Countries and Institutions Status of the Participating Countries
Sustainability	<ul style="list-style-type: none"> ▪ Have the institutions listed in the cooperation agreement for exchange continued their exchanges? ▪ Has the imbalanced mobility of contribution between the Asian and European countries been addressed? 	Analysis of the Continuous Exchange Status of the Institutions

5. Survey and Interview Method

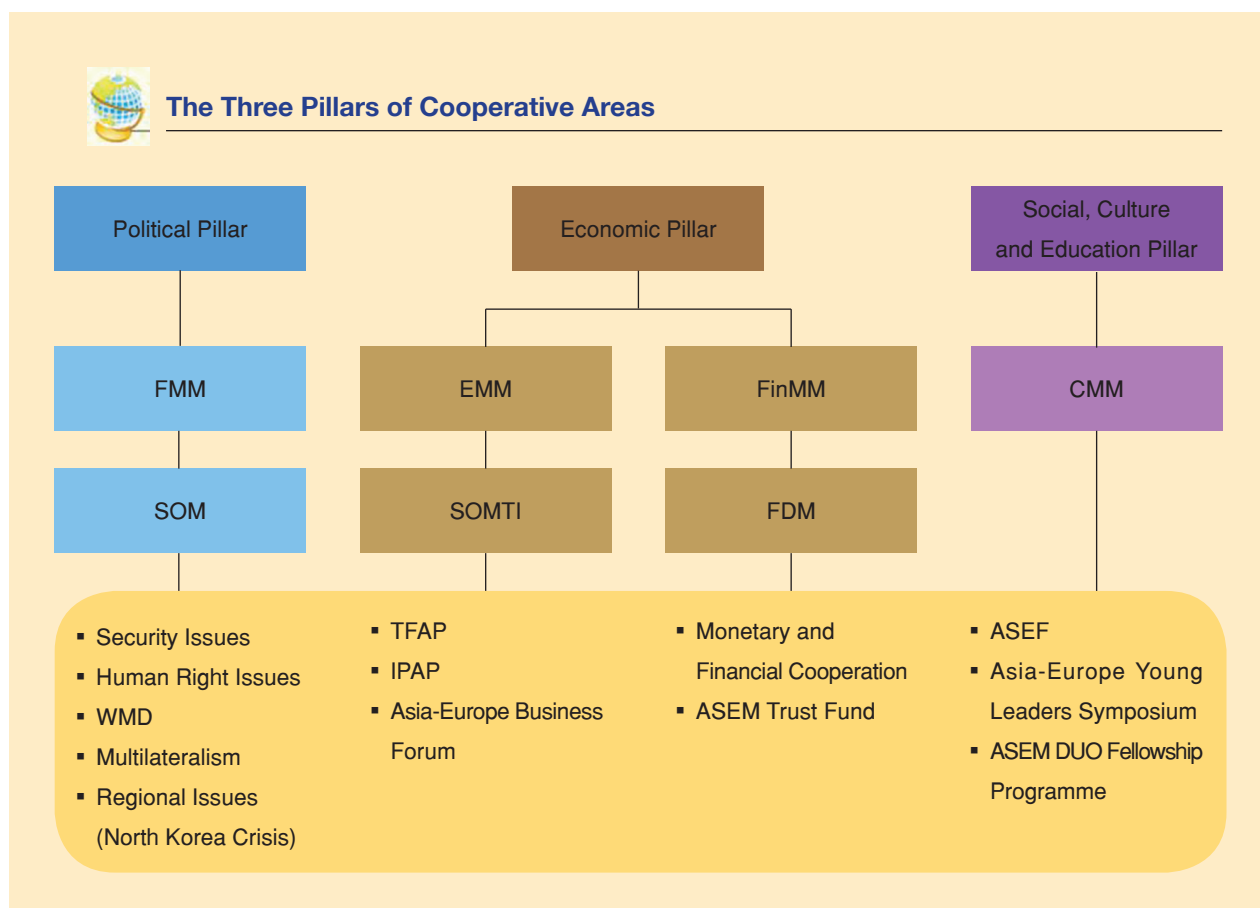
- The following surveys and interviews were conducted: a survey on the satisfaction of the awardees, a survey on the awareness of the persons responsible for the programme at the respective institutions, and an interview of interested parties.

	Survey Subjects	Selection of Subjects	Survey Method
Survey of Awardee Satisfaction	Fellowship Awardees (students only) – Asia and Europe	Information on the Awardees Provided by the Secretariat – Sample Size – Asia: 60 – Europe: 50	FGI (Focus Group Interviews) and Face-to-Face Interviews – 11/16 Alumni Email/Online Questionnaire (In the case of Korea, a telephone survey was also conducted as necessary)
Survey of the Persons Responsible for the Programme at the Institutions	Persons Responsible for the Programme at the International Offices of the Respective Institutions – Asia and Europe	Information on Responsible Persons Provided by the Secretariat – Sample Size Persons at Institutions: 30	In the case of Korea, a telephone survey was also conducted as necessary
Interview of Interested Parties	Persons Responsible for the Programme at the International Offices of the Respective Institutions Persons Responsible for the Programme at the Secretariat for the ASEM-DUO Fellowship Programme	Information on Responsible Persons Provided by the Secretariat	Face-to-Face Interviews

II. Understanding the ASEM-DUO Fellowship Programme

1. Background of the ASEM-DUO Fellowship Programme

- The main components of the ASEM process are the following so-called three pillars: the Political Pillar, the Economic Pillar and the Social, Cultural and Educational Pillar. Of these three pillars, the Social, Cultural and Educational Pillar was the impetus for the ASEM-DUO Fellowship Programme as one of various cooperation projects created in order to establish cultural ties and deeper understanding between the two regions by extending the number of personal exchanges between Asia and Europe.
- The recommendation for the establishment of a fellowship programme within the ASEM framework was first made by the Asia-Europe Vision Group in 1999 and the heads of Korea, France and Singapore jointly proposed the "ASEM-DUO Fellowship Programme (ASEM-DUO)" at ASEM 3 held in Seoul, and this initiative was endorsed by the summit.



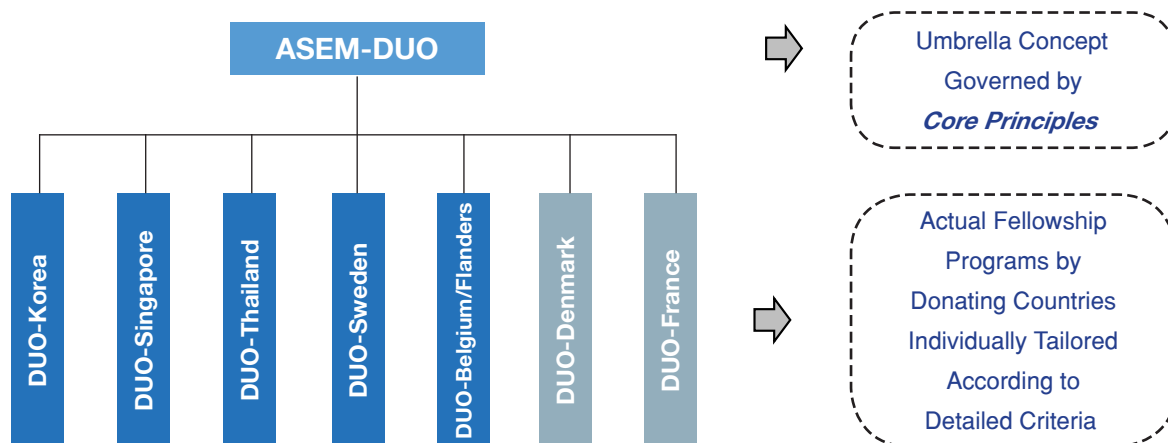
2. The Purpose of the ASEM-DUO Fellowship Programme

- The ASEM-DUO Fellowship Programme aims to promote a balanced increase of student, teacher and professor contact and exchanges between Europe and Asia, to contribute to the establishment of exchange programs to take place on a regular basis between European and Asian tertiary institutions, and to forge a deeper understanding between the two regions.

Purpose	<ul style="list-style-type: none"> ▪ The promotion of a balanced and permanent increase in contact and exchange among students, professors, and teachers between Europe and Asia
Objective	<ul style="list-style-type: none"> ▪ Balance: The achievement of balanced mobility through the “pairing” principle ▪ Permanency: The guarantee of sustainability through the support of institutions under a cooperative agreement

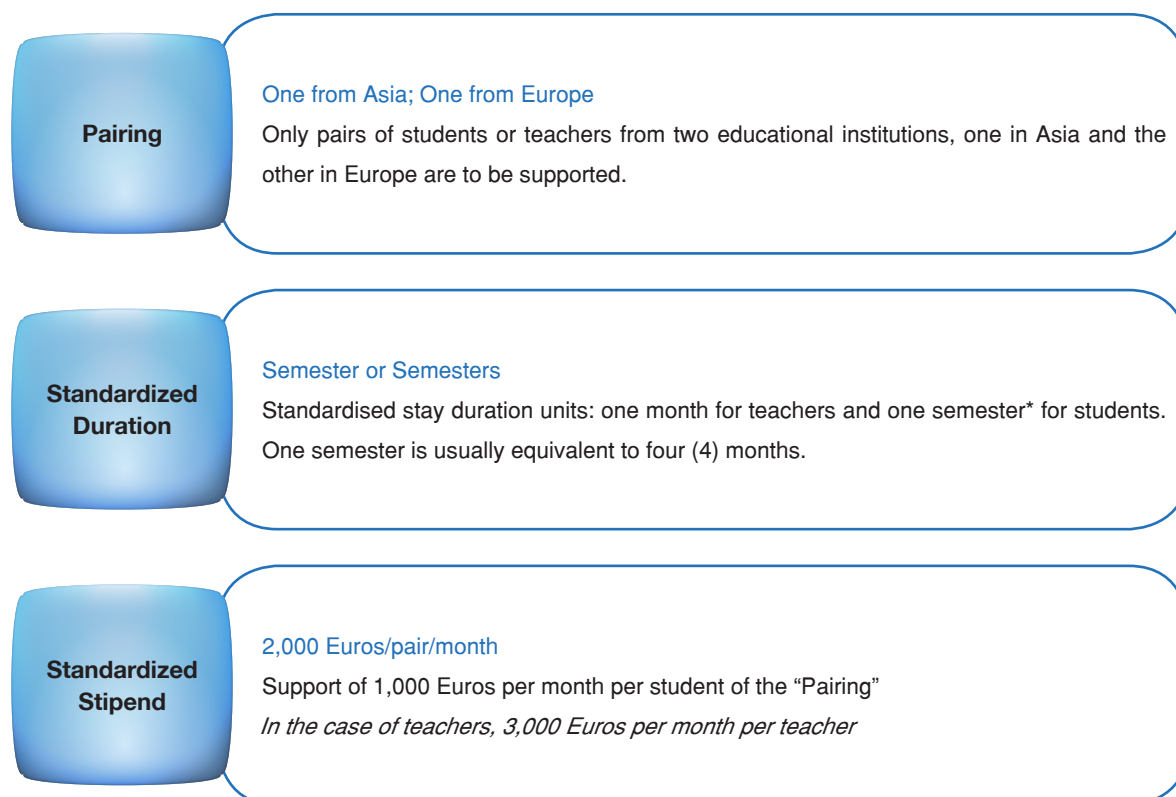
3. The Structure of the ASEM-DUO Fellowship Programme

- The ASEM-DUO Fellowship Programme is an umbrella programme with the actual fellowships provided by the individual programmes.
- The ASEM-DUO Fellowship Programme was instituted in 2003 when DUO-Denmark was established following the launch of the DUO-Korea Fellowship Programme in 2001, and both DUO-France and DUO-Singapore in 2002.
- Despite the termination of DUO-France and DUO-Denmark programmes, the ASEM-DUO Fellowship Programme has revitalized its operation with the participation of Thailand, Sweden and Belgium/Flemish under the common desired purpose of balanced mobility.



4. The Core Principles of the ASEM-DUO Fellowship Programme

- “Core Principles” are applied to the ASEM-DUO Fellowship Programme, but the donating countries can specify detailed individual criteria beyond that of these core principles.



5. The Mission of the Secretariat of the ASEM-DUO Fellowship Programme

- The Secretariat of the ASEM-DUO Fellowship Programme was established in Seoul, Korea, in 2001, on the condition that the Korean government would bear the expenses for the staff and office. The Secretariat is in charge of the management, mediation and administration of the ASEM-DUO Fellowship Programme.

Focal Point of the Programme

- A focal contact point and depository for relevant Information of the ASEM-DUO Fellowship Programme

Minimum coordination among individual DUO programs is indeed indispensable in order to maintain consistency and avoid duplicating support as well as to maximize the effectiveness of the programmes and minimize the cost of implementation.

Efficient Administration

- Receipt of applications and management of awardees
- Fellowship fund transfer
- Other operational work

The Secretariat also serves, depending on each country's needs, as a centre for the receipt and processing of applications for the ASEM-DUO programmes.

Close Follow-up

- Programme evaluation
- Management of the contact points of awardees
- Host of the ASEM-DUO Expert Meeting

Follow-up management such as performance evaluations and status reports.

6. Organization of the Secretariat of the ASEM-DUO Fellowship Programme

- The Secretariat of the ASEM-DUO Fellowship Programme consists of a head director, board of directors and advisory committee; the directors, as a board or through board committees, set policies relating to spending, management and general governance. The advisory committee is composed of experts on educational exchange and the representatives of institutions related to the ASEM-DUO Fellowship Programme such as universities, government officials from relevant ministries and representatives from the embassies of ASEM-DUO contributing members, which have an advisory role in the management of the Secretariat.

Director General	1	<p>Responsible for the operation of the Secretariat of the ASEM-DUO Fellowship Programme.</p>
<ul style="list-style-type: none"> ▪ Director General 		
Board of Directors	7	<p>Set policies relating to spending, management and general governance; oversee the internal and external auditors; and review performance.</p>
<ul style="list-style-type: none"> ▪ Head Director ▪ Directors (experts on educational exchange and representatives of institutions): 4 ▪ Auditors (experts on educational exchange and representatives of institutions): 2 		
Advisory Committee	8	<p>Advisory role in management of the Secretariat and programme operation.</p>
<ul style="list-style-type: none"> ▪ Experts on Educational Exchange and Representatives of Institutions <ul style="list-style-type: none"> - Designated persons of the Ministry of Education, Ministry of Foreign Affairs or other scholarship foundations ▪ Representatives from the Embassies of the ASEM-DUO Contributing Members <ul style="list-style-type: none"> - Delegation of the European Commission, the Embassy of Singapore, the Embassy of Royal Thailand and others. 		

7. The Application Process of the ASEM-DUO Fellowship Programme

- Applications are accepted via an online system accessed on the ASEM-DUO website, and then a selection committee designated by each contributing country determines the selection upon the application deadline. The fellowship for the selected exchange projects will be paid to those participating in the particular exchange projects after selection.
- The programme is differentiated from other scholarship foundations as both a higher educational institution in Europe and a higher educational institution in Asia must establish an academic cooperative agreement or have the intention to set up a new cooperation agreement in order to apply for the ASEM-DUO Fellowship Programme.



8. The Status of Operations of the ASEM-DUO Fellowship Programme by Contributing Country

- At present, there have been five such individual programs, and they are respectively called the DUO-Denmark, DUO-France, DUO-Korea, DUO-Singapore, DUO-Thailand and DUO-Sweden reflecting the contributing member countries. The following table summarises their status.

(As of December 2012)

Classification	DUO-Korea	DUO-Singapore	DUO-Thailand	DUO-Sweden	DUO-Belgium/ Flanders
Beneficiary	Undergraduate /Graduate	Undergraduate /Graduate	Undergraduate /Graduate	Undergraduate /Graduate	Undergraduate /Graduate (Master Only)
Related Division	MOE, Korea	MFA, Singapore	OHEC, Thailand	UHR, Sweden	Ministry of Education and Training, Belgium/ Flemish
Duration	1 Semester	1 Semester	1 Semester	1 Semester	1 Semester
Amount (Euros)	4,000 Each	4,000 Each	1,200 for Thais; 800 for Europeans (per month)	4,800 for Asians; 3,200 for Swedish (In the case of Japanese and Singaporeans, 4,000 Each)	4,800 for Asians; 3,200 for Belgians/ Flemish
Priority in the New Project	No	No	No	No	Yes

9. Efforts to Extend the Contributing Countries of the ASEM-DUO Fellowship Programme

- The Secretariat of the ASEM-DUO Fellowship Programme has visited 7 Asian and 11 European countries. The 27 total visits have been undertaken since 2002 in order to expand the programme and number of contributing countries through direct promotion.

Asia (7countries)	Europe (11 countries)	Year	Date	Country
China (3) Indonesia (2) Japan (1) Myanmar (1) Philippines (1) Singapore (1) Thailand (2)	Belgium (1) Denmark (2) EU (1) Finland (3) France (1) Germany (2) Lithuania (1) Netherlands (1) Poland (1) Slovakia (1) Sweden (2)	2002	Jan. 17	Denmark
			Jan. 21	EU
			Jan. 22	France
			Jan. 28	Singapore
		2003	Jan. 14	Japan
			Jan. 15	China
			Jan. 25	Indonesia
			Jan. 28	Thailand
			Jan. 29	Philippines
			Jun. 26	Denmark
		2004	Jun. 17	China
			Sep. 21	Netherlands
			Sep. 22	Sweden
		2005	Sep. 27	Finland
			Sep. 28	Germany
			Sep. 29	China
			Nov. 22	Thailand
		2008	May. 04	Germany
		2009	Sep. 08	Belgium
			Sep. 09	Finland
			Sep. 10	Sweden
		2012	Jan. 26	Lithuania
			Jan. 27	Finland
			Jan. 30	Slovakia
			Jan. 31	Poland
			Apr. 30	Indonesia
			Jul. 09	Myanmar

* () means number of visits

10. The Achievement of the ASEM-DUO Fellowship Programme

1) Status of Awardees

- Starting from 2001 when the DUO-Korea Fellowship Programme selected 32 (16 pairs) awardees, the ASEM-DUO Fellowship Programme had selected 2,404 awardees (1,202 pairs) as of 2012.
- At the early stage of the programme, it included support for both professors and students, but gradually, student-centred exchanges have increased. Since 2007 when France and Denmark terminated their programmes, the number of awardees has decreased only for Asian contributing countries.
- However, the programme has reactivated its operation with the participation of Thailand, Sweden and Belgium/Flemish.

Year	Number of Nominated Beneficiaries							TOTAL
	Denmark	France	Korea	Singapore	Thailand	Sweden	Belgium	
2001			30					30
			P14 S16					P14 S16
2002		92	68	36				196
		P44 S48	P30 S38	S36				P74 S122
2003	48	102	94	54				298
	P22 S26	P52 S50	P28 S66	S54				P102 S196
2004	42	82	102	36				262
	P20 S22	P38 S44	P24 S78	S36				P82 S180
2005		50	112	36				198
		P26 S24	P24 S88	S36				P50 S148
2006		96	120	36	46			298
		P48 S48	P18 102	S36	P34 S12			P100 S198
2007		58	140	36	72			306
		P12 S46	P14 126	S36	P60 S12			P86 S220
2008			88	36	64			188
			P8 S80	S36	P38 S26			P46 S142
2009			76	24	56			156
			S76	S24	P28 S28			P28 S128
2010			90	18	24	24		156
			S90	S18	P18 S6	S24		P18 S138
2011			96	18	6	26		146
			S96	S18	S6	S26		S146
2012			98		12	28	32	170
			S98		S12	S28	S32	S170
TOTAL	90	480	1,114	330	280	78	32	2,404
	P42 S48	P220 S260	P160 S954	S330	P178 S102	S78	S32	P600 S1,804

2) Contribution Status by Country

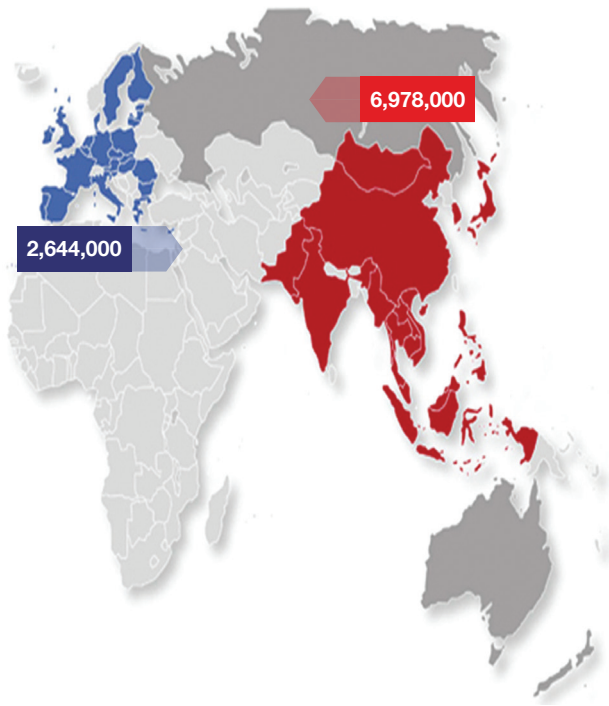
- From 2001 to 2012, 7 contributing countries have contributed 9,622,000 Euros, but an imbalance in the financial burden has been experienced as 72.5% of the total contribution has been from Asian countries, especially South Korea, the highest contributor, who contributed about 46% of the whole.
- Due to the termination of DUO-France and DUO-Denmark programmes, the ASEM-DUO Fellowship Programme was operating solely with the contribution of Asian countries during the years of 2008 and 2009. Despite the participation of DUO-Sweden and DUO-Belgium/Flanders in 2010 and 2012, the situation calls for greater participation of European countries in order to balance the financial burden.

Year	Fellowship (Unit: Euros)							TOTAL
	Denmark	France	Korea	Singapore	Thailand	Sweden	Belgium	
FY2001			138,000					138,000
FY2002		420,000	342,000	216,000				978,000
FY2003	204,000	448,000	348,000	216,000				1,216,000
FY2004	178,000	322,000	384,000	144,000				1,028,000
FY2005		165,000	424,000	144,000				733,000
FY2006		238,000	462,000	144,000	150,000			994,000
FY2007		229,000	546,000	144,000	228,000			1,147,000
FY2008			344,000	144,000	218,000			706,000
FY2009			304,000	96,000	196,000			596,000
FY2010			360,000	72,000	78,000	96,000		606,000
FY2011			384,000	72,000	24,000	104,000		584,000
FY2012			392,000		48,000	112,000	128,000	680,000
TOTAL	382,000	1,822,000	4,428,000	1,392,000	942,000	312,000	128,000	9,406,000
Rate	4.1%	19.4%	47.1%	14.8%	10.0%	3.3%	1.3%	

3) Imbalance of Contribution between Asia and Europe

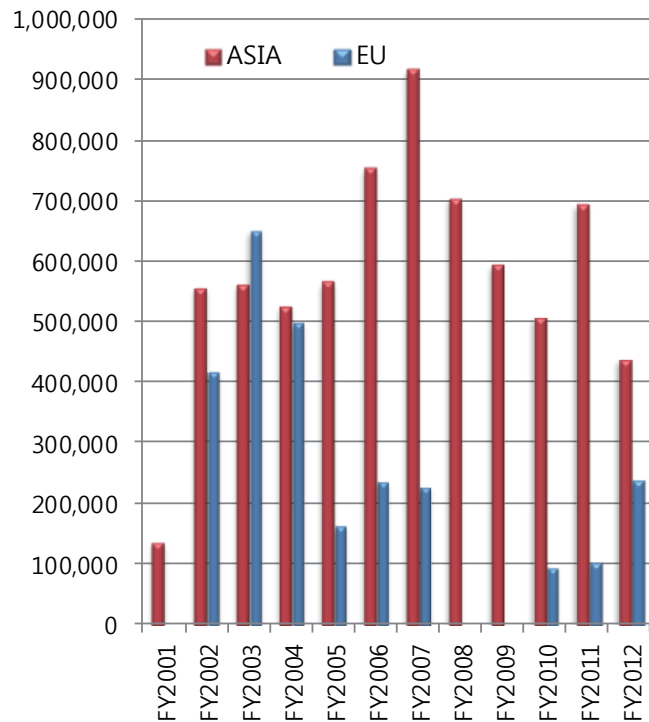
- The contribution gap between Asia and Europe at the early stage of the programme from 2001 to 2004 was not wide, but due to the termination of the DUO-Denmark and DUO-France programmes and the participation of DUO-Thailand programme, the contribution rate of Asia has been higher than 70% since 2005, which has deepened this imbalance in contribution.
- Asia contributed 100% in both 2008 and 2009, but the contributed amount decreased to 65% in 2012 when DUO-Sweden and DUO-Belgium/Flanders entered the programme.

Contribution Status from 2001 to 2012



ASIA
EU

Contribution Status from 2001 to 2012 by Region



4) Status of the Transfer of Credits

- In some cases, the credits which students had gained during their exchanges were not transferred to their home institutions under the ASEM-DUO Fellowship Programme, and in such circumstances, students seemed satisfied solely with their cultural experiences.
- Among the awardees, only five students were unable to transfer their exchange credits from 2009 to 2011 under the DUO-Korea Fellowship Programme, and in the case of the DUO-Sweden Fellowship Programme, only one student was unable to transfer his credits

Status of Transfer of Credits under the DUO-Korea Fellowship Programme

Year	Number of Awardees	Credits Transferred by Subject	Credits Transferred (in General with Subject Unspecified)	Credits Not Transferred	Not yet Submitted
FY2009	80	77	-	3	-
FY2010	90	84	5	1	-
FY2011	96	75	2	1	18

Status of Transfer of Credits under the DUO-Sweden Fellowship Programme

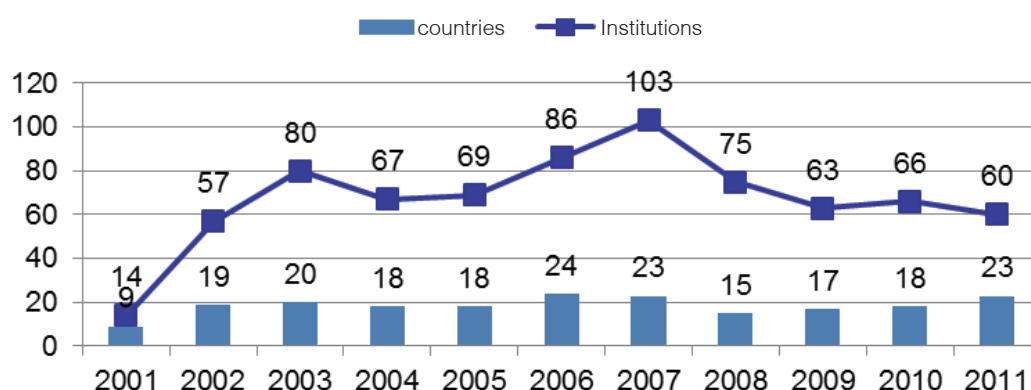
Year	Number of Awardees	Credits Transferred by Subject	Credits Transferred (in General with Subject Unspecified)	Credits Not Transferred	Not yet Submitted
FY2011	26	20	3	1	2

III. Performance Evaluation of the ASEM-DUO Fellowship Programme

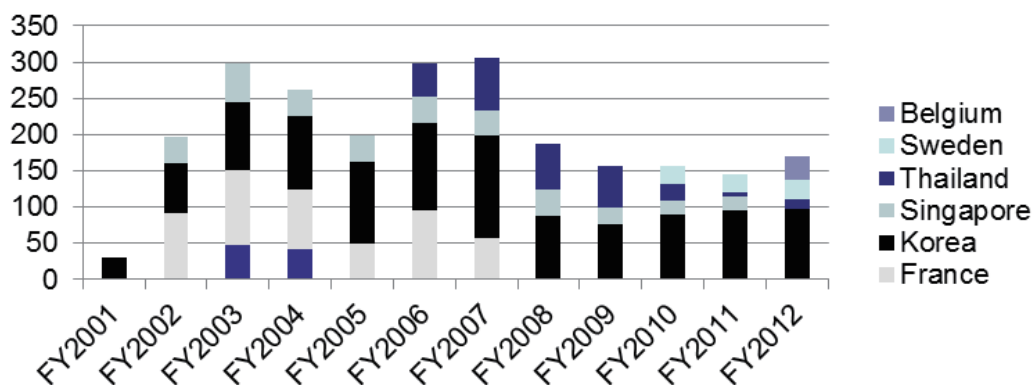
1. Relevance

- The ASEM-DUO Fellowship Programme succeeded in expanding the number of personal exchanges between Asia and Europe, which was its initial goal by starting with 9 European countries under the DUO-Korea Programme in 2001. As of 2011, at least 57 institutions in 15 countries have been continuously operating yearly exchanges under the ASEM-DUO Fellowship Programme.
- The number of awardees decreased temporarily because of the termination of DUO-France and DUO-Denmark programmes, but the ASEM-DUO Fellowship Programme has been revitalized with the participation of Sweden and Belgium/ Flemish.

Participating Countries and Institutions under the ASEM-DUO Fellowship Programme



Number of Awardees under the ASEM-DUO Fellowship Programme by Country



2. Efficiency

1) Funds and Operational Expenses

- The funds for the ASEM-DUO Fellowship Programme have amounted to 9,622,000 Euros since 2001, and both the Korean government and the countries of Europe have contributed to the operational expenses.
- The number of awardees is 2,404, which means that 4,002 Euros have been distributed per awardee. This number includes support for professors and staff at the early stage of the programme, but the effectiveness of this support received a low evaluation, so the programme has been operated mainly with the participation of students since 2011.
- Considering the high competition rate of the ASEM-DUO Fellowship Programme and the global economic slowdown, it was suggested during the 7th ASEM-DUO Expert Meeting in 2012 that the amount of fellowship per person be reduced so that a greater number of students could benefit.

Fellowship and Number of Awardees of the ASEM-DUO Fellowship Programme

Year	Fellowship (Unit: Euros)	Number of Awardees
FY2001	138,000	30
FY2002	978,000	196
FY2003	1,216,000	298
FY2004	1,028,000	262
FY2005	733,000	198
FY2006	994,000	298
FY2007	1,147,000	306
FY2008	706,000	188
FY2009	596,000	156
FY2010	606,000	156
FY2011	800,000	146
FY2012	680,000	174
TOTAL	9,622,000	2,404
Comment	4,002 Euros/per awardee	

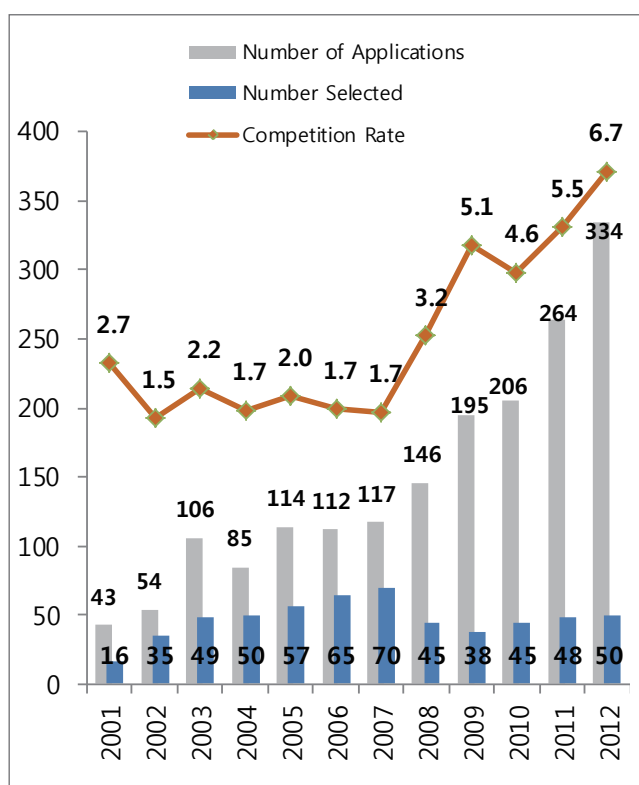
Operational Expenses

Year	Operational Expenses (Unit: Euros)	Income (Unit: Euros)	
		Korean Government	Contributing Countries (Denmark, France, Sweden)
FY2001	58,000	57,551	-
FY2002	89,726	95,474	12,795
FY2003	115,234	102,929	29,027
FY2004	110,544	105,000	16,943
FY2005	103,256	114,286	14,777
FY2006	106,612	114,286	8,797
FY2007	108,788	114,286	10,479
FY2008	121,890	114,286	13,780
FY2009	173,115	114,286	-
FY2010	128,753	114,286	8,981
FY2011	118,117	114,286	-
FY2012	160,568	114,286	28
TOTAL	1,394,602	1,275,239	115,606
Comment	14% of the whole contribution was used for operational expenses		

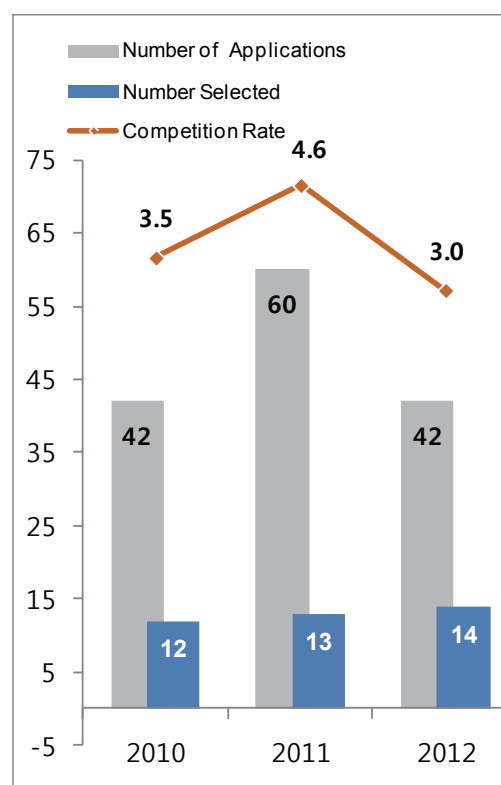
2) Competition Rate

- After analysing the number of applicants under the DUO-Korea, DUO-Sweden and DUO-Belgium/Flanders fellowship programmes, which have delegated their operation to the Secretariat, it was found that the annual average competition rate under the DUO-Korea Fellowship Programme had increased by more than 20% finally reaching 6.7:1 in 2012.
- In the case of the DUO-Sweden Fellowship Programme which was established in 2010, the competition rate was 3:1 in 2010, 4.6:1 in 2011 and 3:1 in 2012.
- In the case of the DUO-Belgium/Flanders Fellowship Programme which was established in 2012, the competition rate was 1.2:1.

**Status of the Applicants and Awardees
under the DUO-Korea Fellowship Programme**



**Status of Applicants and Awardees
under the DUO-Sweden Fellowship Programme**

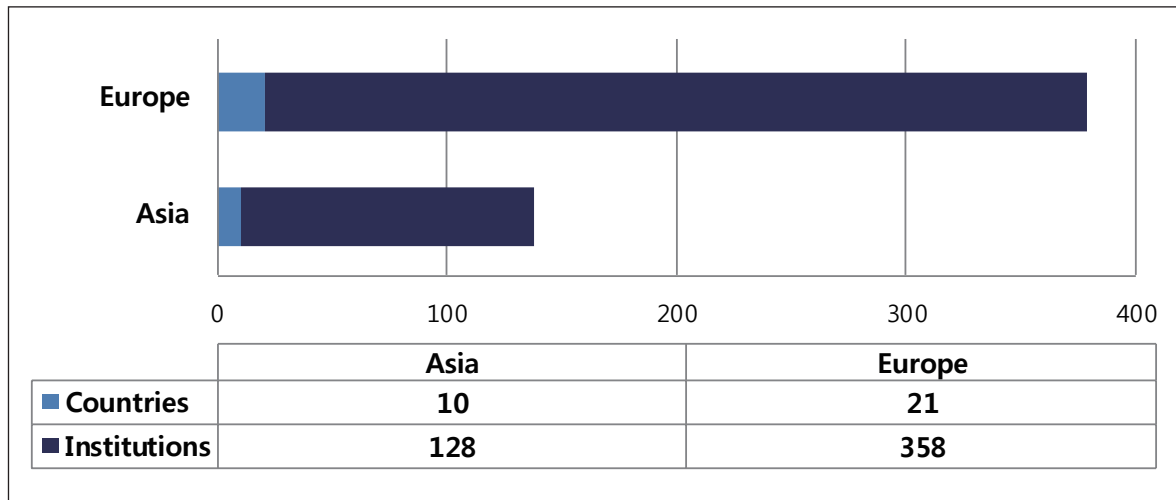


3. Effectiveness

1) The Extension of Cooperation between Asian and European Institutions

- Although there are only 7 contributing countries to the ASEM-DUO Fellowship Programme (including France and Denmark), the “Pairing” principle of the programme has enabled the extension of balanced mobility to 486 institutions in 31 countries in both Asia and Europe.
- This is different from the Erasmus Mundus Scholarship or other scholarships based in the UK, Germany or the United States which aim to secure competent personnel and support students of third world countries in their study at advanced institutions in Europe or the United States. This difference reveals that this programme is very effective at fostering cooperation and expanding the number of exchanges between Asian and European institutions.

Status of Participating Countries and Institutions from 2001 to 2011 under the ASEM-DUO Fellowship Programme

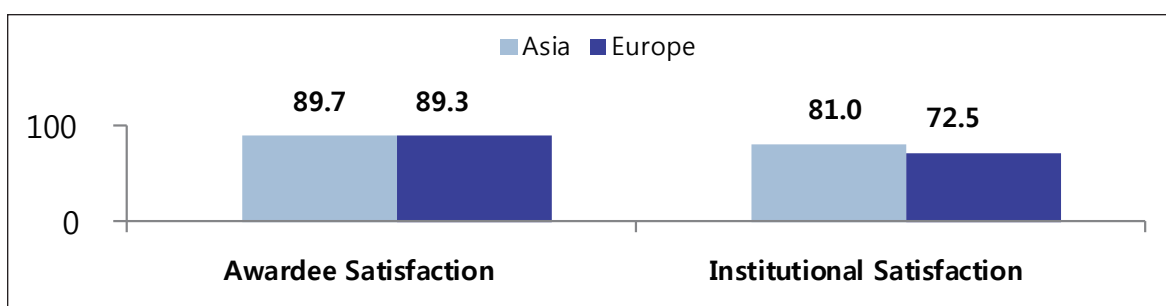


2) Programme Satisfaction

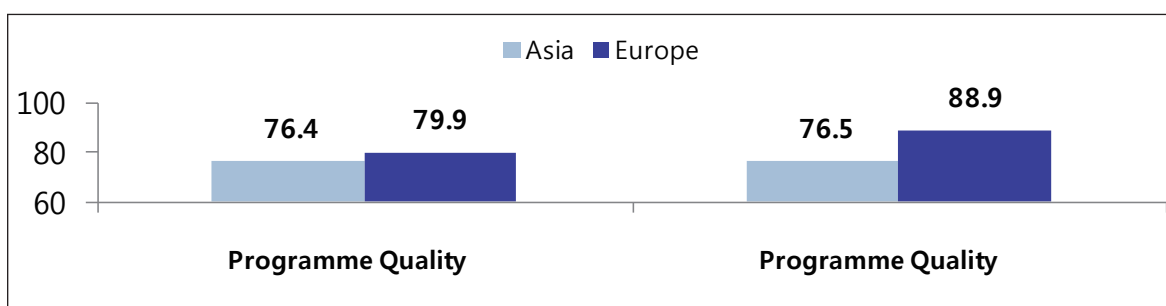
- Concerning the overall satisfaction with the ASEM-DUO Fellowship Programme, awardees and Asian countries record a higher satisfaction than the persons responsible in the respective institutions and European countries.
- The satisfaction with the ASEM-DUO Fellowship Programme is high; however, the satisfaction with programme quality in the host institution is low, which means that improvement in quality within the host institutions is required.

- The persons responsible for the programme in the respective institutions are highly satisfied with the sustainability of the ASEM-DUO Fellowship Programme, but their level of satisfaction in the fairness of the selection process and application procedure is low. Therefore, improvement in the selection process and application procedure is needed.

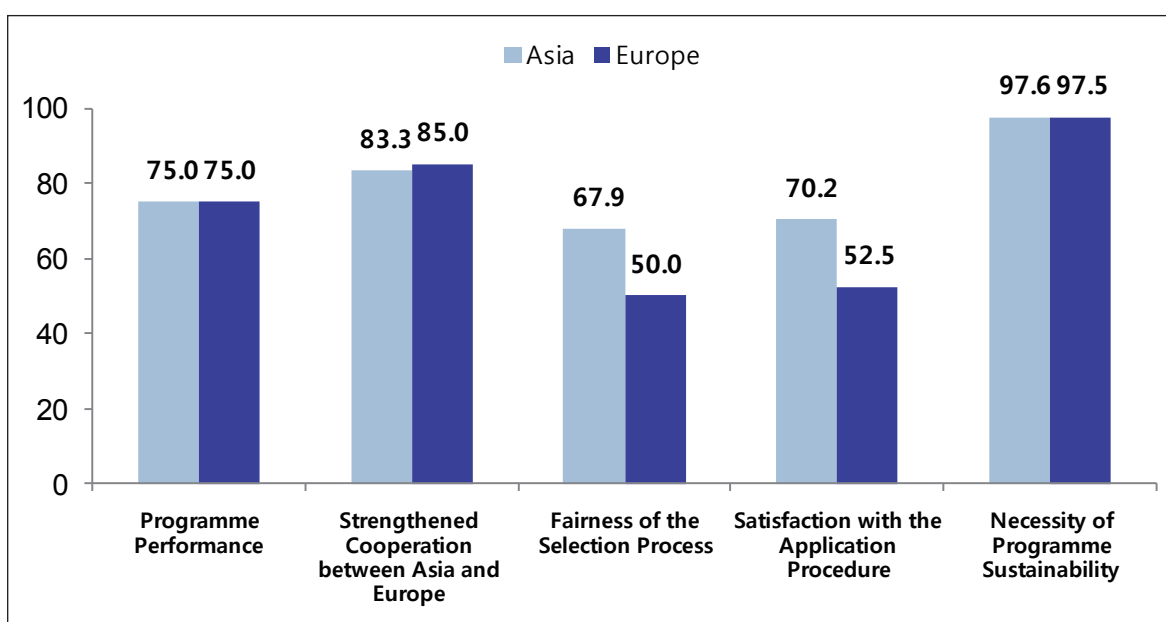
Programme Satisfaction with the ASEM-DUO Fellowship Programme



Summary of Awardee Satisfaction with the Host Institution



Summary of the Satisfaction of Persons Responsible for the Programme in the Respective Institutions

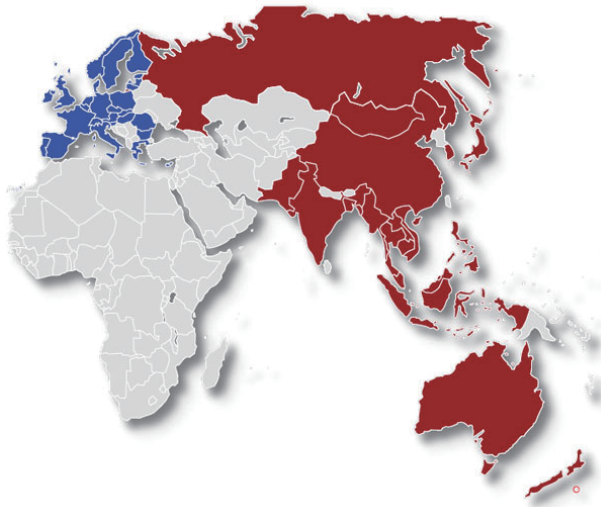


4. Impact

- The ASEM-DUO Fellowship Programme started with 9 European countries under the DUO-Korea Fellowship Programme in 2012, and currently, institutional exchanges have been implemented between 21 European countries and 10 Asian countries. This result could be evaluated as revealing that the programme has contributed to the extension of these types of exchanges.
- Among the ASEM member countries, 21 countries, which represent more than 72% of the EU member countries, and 10 countries, which are more than 50% of the Asian member countries, have begun exchanges under the ASEM-DUO Fellowship Programme. In addition, Sweden and Belgium/Flanders have recognized its effectiveness and have begun participating in 2010 and 2011, which proves that the ASEM-DUO Fellowship Programme has a continued potential for progressive expansion.

29 EU Member States

Austria, Belgium,
Bulgaria, Cyprus,
Czech Republic, Denmark,
Estonia, Finland,
France, Germany,
Greece, Hungary,
Ireland, Italy,
Latvia, Lithuania,
Luxembourg, Malta,
The Netherlands, Norway,
Poland, Portugal,
Romania, **Slovenia,**
Slovak Republic, **Spain,**
Sweden, Switzerland,
United Kingdom



21 Countries
72% of EU Members

20 Asian Countries

Australia, Bangladesh,
Brunei Darussalam,
Cambodia, **China,**
India, Indonesia,
Japan, Korea,
Laos, **Malaysia,**
Mongolia, Myanmar,
New Zealand,
Pakistan, Russia,
Singapore,
Thailand,
The Philippines,
Vietnam

10 Countries
50% of Asian Countries

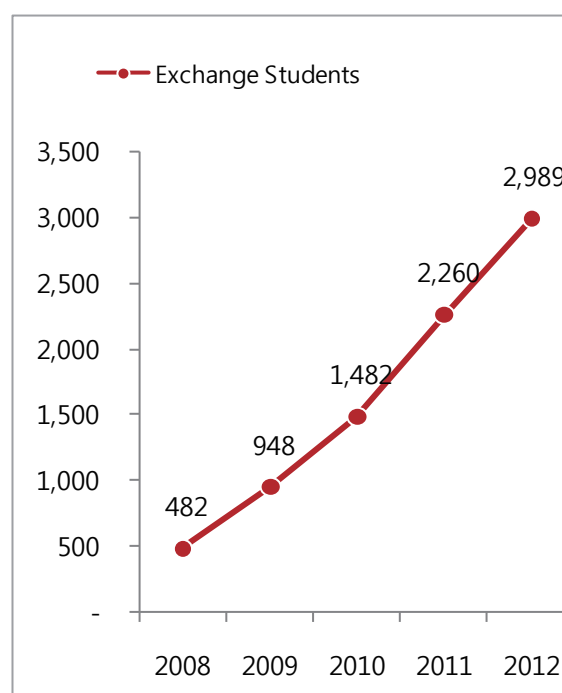
5. Sustainability

- The ASEM-DUO Fellowship Programme aims to extend sustainable exchanges between Asian and European institutions, and to date, 311 exchange agreements have been accomplished under the DUO-Korea, DUO-Singapore and DUO-Sweden programmes since 2007. Since the beginning of the programme, 95% of those participating in the 311 exchange agreements (294 exchange agreements) have continued their exchanges since benefiting from the ASEM-DUO Fellowship Programme.
- The number of exchange students under certain agreements established for the ASEM-DUO Fellowship Programme has also significantly increased at an annual average of 44% from 482 in 2008 to 2,989 in 2012.

**Number of New Agreements
between Institutions and
Continuing Exchange Status since 2007**

Classification	New Agreements	Continuing Exchanges	Rate
Total	311	294	95%
2007	76	75	99%
2008	54	50	93%
2009	49	43	88%
2010	64	61	95%
2011	68	65	96%

**Number of Exchange Students
between Institutions after the ASEM-DUO
Fellowship Programme Award**



IV. Questionnaire Results: ASEM-DUO Awardees

1. Status of Awardees Surveyed

Status of Awardees Surveyed			
	Classification	Number of Respondents	Rate
Year of articpation	2009 (includes previous years)	18	(16.1%)
	2010	17	(15.2%)
	2011	28	(25.0%)
	2012	45	(40.2%)
	No Response	4	(3.5%)
Region	Asia	68	(60.7%)
	Europe	43	(38.4%)
	No Response	1	(0.9%)
Countries	Korea	59	(52.6%)
	Sweden	8	(7.1%)
	China	6	(5.4%)
	France	5	(4.5%)
	Spain	5	(4.5%)
	Belgium	4	(3.6%)
	Finland	3	(2.7%)
	Germany	3	(2.7%)
	Czech Republic	3	(2.7%)
	Italy	2	(1.8%)
	Japan	2	(1.8%)
	etc.	12	(10.6%)
Total		112	(100%)

2. Recognition Route of the ASEM-DUO Fellowship Programme

- In most cases, students learn about the ASEM-DUO from its affiliated universities. In other cases, they obtain information about the ASEM-DUO from professors, friends and/or the home page of the ASEM-DUO.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(110)	(68)	(42)	(71)	(39)
Home University	85%	90%	74%	90%	76%
Friends	3%	3%	3%	1%	5%
Professors	7%	6%	10%	8%	7%
ASEM-DUO Website	1%	1%	0%	1%	0%
Host Institution	2%	-	5%	-	3%
Students from the Host Institution	2%	-	8%	-	9%

3. Purpose for Participating in the ASEM-DUO Fellowship Programme

- The highest ranking reasons for pursuit of the programme were the following:
(1) transfer of credits, (2) language training, and (3) joint degree.
- Multicultural experiences and personal networking were also noted.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(110)	(68)	(42)	(71)	(39)
Joint Degree	13%	14%	12%	13%	14%
Double Degree	3%	1%	5%	3%	2%
Transfer of Credits	58%	60%	54%	60%	55%
Joint Research	3%	1%	5%	4%	0%
Language Training	16%	19%	10%	14%	18%
International Cultural Experience	6%	5%	11%	6%	10%
Networking	1%	-	3%	-	1%

4. Achievement Ratio of Participants in the ASEM-DUO Fellowship Programme

- Seventy-three percent (73%) of survey respondents marked 80~100%, and 93% of respondents marked more than 60% in terms of achieving their goals. European students from the participating nations (84%), in particular, recorded that they achieved about 80% of their goals.
- The barriers to achieving these goals were identified as the short length of the period of the programme (primarily European students from contributing nations) and the lack of language proficiency (primarily Asian students from participating nations).

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	109	68	41	71	38
80% ~ 100%	73%	67%	84%	65%	86%
60% ~ 80%	20%	25%	11%	28%	7%
40% ~ 60%	7%	8%	5%	7%	7%

Reasons for Not Achieving Goals	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	62	49	13	45	17
Lack of Language Proficiency	35%	42%	18%	41%	15%
Inadequate Administrative/ Technical Support from the Host Institution	6%	4%	12%	4%	15%
Short Fellowship Period	44%	36%	64%	37%	68%
Insufficient Fellowship Amount	10%	11%	6%	12%	2%
Other	5%	7%	0%	6%	0%

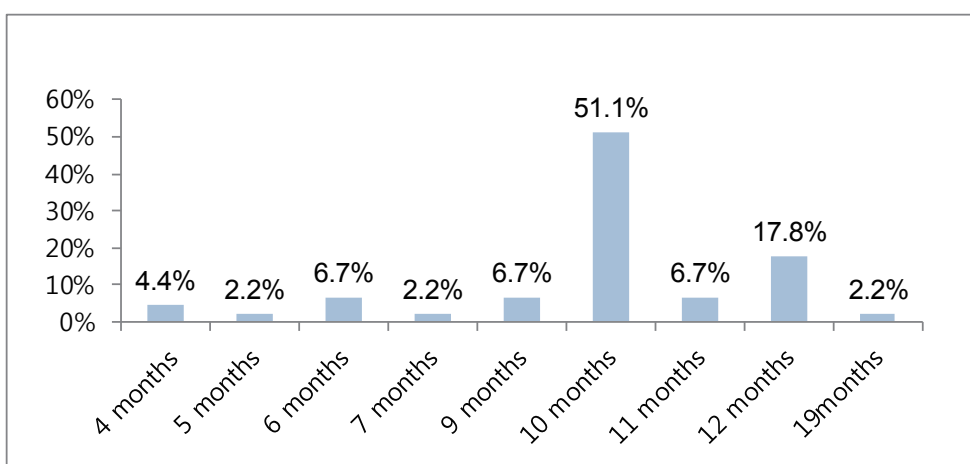
Comments	Could not enrol in the desired classes.
	Lack of the information before coming to the host institution.
	Focused on the experience rather than study.

5. Period of the ASEM-DUO Fellowship Programme

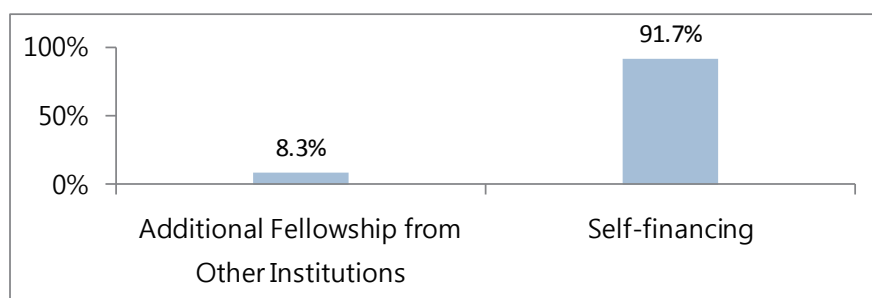
- The majority of students (65%) participated for one semester. More Asian students (39%) stayed beyond one semester than European students.
- Students who studied for more than one semester stayed for about 10 months. Their cost of living expenses were independently supported (by the students) beyond one semester.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	105	65	40	69	36
Number of Cases	65%	61%	72%	63%	68%
One (1) semester	35%	39%	28%	37%	32%

Stay beyond One Semester Distribution Chart



Method of Financial Support beyond One Semester



6. Research on the Satisfaction with the Programme of the Host Institution

- The majority (81%) of students were content with the quality of programme run by their respective host institutions. European students were more satisfied with the programme than Asian students. Students from participating nations were also happier than ones from contributing nations regarding the programme.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	105	65	40	69	36
Completely Satisfied	30%	29%	33%	29%	33%
Very Satisfied	51%	54%	47%	54%	48%
Undecided	16%	14%	20%	14%	19%
Somewhat Dissatisfied	3%	3%	0%	3%	0%
Very Dissatisfied	0%	0%	0%	0%	0%
Score	77.6	76.4	79.9	77.3	78.1

6. Research on the Satisfaction with the Programme of the Host Institution: Reasons for Dissatisfaction

- The biggest dissatisfaction regarding the programme was the different academic culture experienced in comparison with the originating universities. In addition, the quality of education was also raised as a cause of the dissatisfaction.
- In addition, the shortage of classes specifically related to the major subjects of the students was also mentioned.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	36	22	14	24	12
Lack of Prior Knowledge of the Academic Culture of the Host Institution	6%	8%	0%	5%	7%
Differences between the Teaching Methods and/or Contents of the Home and Host Institutions	31%	25%	42%	18%	50%
Quality of Teaching	28%	25%	33%	32%	21%
Quality of Educational Facilities and Equipment	11%	13%	8%	14%	7%
Other	24%	29%	17%	31%	15%

Comments	Contents	Nationality of the Respondent	Host Nation
	Few courses in my major were conducted in English.	Sweden	Korea
	Lack of knowledge of my major.	China	Belgium
	General perception of exchange programs (fun over studying).	Korea	Finland
	Lack of courses in the curriculum in my major.	Korea	Denmark
	The exchange university closed courses due to lack of student enrolment.	Korea	Austria
	Insufficient class days.	Korea	Sweden

7. Research on the Satisfaction with the International Administration of the Host Institution: Reasons for Dissatisfaction

- The biggest dissatisfaction with the administration was that the host institution did not offer sufficient support.
- Both Asian students and students from contributing nations raised the quality of the housing environment.

Reasons for Dissatisfaction	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	104	64	40	68	36
Completely Satisfied	47%	38%	64%	41%	58%
Very Satisfied	34%	37%	28%	33%	35%
Undecided	15%	19%	8%	20%	7%
Somewhat Dissatisfied	3%	4%	0%	5%	0%
Very Dissatisfied	1%	2%	0%	1%	0%
Score	80.8	76.5	88.9	76.6	87.5

7. Research on the Satisfaction with the International Administration of the Host Institution: Reasons for Dissatisfaction

- The biggest dissatisfaction with the administration was that the host institution did not offer sufficient support.
- Both Asian students and students from contributing nations raised the quality of the housing environment.

Reasons for Dissatisfaction	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	27	20	7	17	10
Quality of Accommodation	22%	24%	20%	20%	29%
Inadequate Support from the International Office of the Host Institution	26%	24%	30%	25%	29%
Language Barrier	15%	12%	20%	20%	0%
Lack of Information and Orientation on Arrival	22%	29%	10%	25%	14%
Other	15%	11%	20%	10%	28%

Comments	Contents	Nationality of the Respondent	Host Nation
	Inability to solve unexpected problems.	Czech	Korea
	Curfew from 1 am to 5 am.	Italian	Korea
	Administration procedures too slow.	Korean	Sweden

8. Research on the Overall Satisfaction with the ASEM-DUO Programme

- The vast majority (98%) of students generally were content with the programme; in particular, the students from Asia and participating nations were very satisfied with the programme.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	103	63	40	68	35
Completely Satisfied	60%	59%	63%	56%	68%
Very Satisfied	38%	41%	31%	43%	30%
Undecided	2%	0%	6%	1%	2%
Somewhat Dissatisfied	0%	0%	0%	0%	0%
Very Dissatisfied	0%	0%	0%	0%	0%
Score	89.6	89.7	89.3	88.5	91.3

8. Research on the Overall Satisfaction with the ASEM-DUO Programme: Reasons for Dissatisfaction

- Due to the lack of advance information about the host nations and schools, both European students and students from contributing nations were dissatisfied.

Reasons for Dissatisfaction	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	15	11	4	10	5
Inadequate Availability of Information (i.e. Regarding the ASEM-DUO Programme, Host Institution Courses and Curriculum, Accommodation, etc...)	40%	36.5%	50%	60%	0%
Comprehensive Application Procedures and Documents	7%	9%	0%	0%	20%
Delays in Notification, Application, Selection and Transfer of the Fellowship Stipend	7%	9%	0%	10%	0%
Fellowship Stipend Was Insufficient to Cover Basic Needs (i.e. Food, Hygiene, Accommodation, etc...) during the Stay in the Host Country	7%	9%	0%	0%	20%
Other	39%	36.5%	50%	30%	60%

Comments	Contents	Nationality of the Respondent	Host Nation
	Occasional rudeness from the contact person.	Italian	Korea
	Pressure to get the lowest score.	Korean	Finland
	I expected more activities/meetings to be offered.	German	Korea
	The host institution was inadequate to meet my goals, not the ASEM-DUO.	Korean	Austria

V. Survey of Persons Responsible for the Programme at the Respective Institutions

1. Status the Persons Responsible Surveyed at the Respective Institutions

Status the Persons Responsible Surveyed at the Respective Institutions			
	Classification	Number of Respondents	Rate
Regional Groups	Asia	21	(67.7%)
	Europe	10	(32.3%)
Contributing/Participating Countries	Contributing Countries	20	(64.5%)
	Participating Countries	11	(35.5%)
Countries	Korea	19	(61.2%)
	France	2	(6.5%)
	Finland	2	(6.5%)
	Spain	2	(6.5%)
	China	2	(6.5%)
	Denmark	1	(3.2%)
	Sweden	1	(3.2%)
	UK	1	(3.2%)
	Lithuania	1	(3.2%)
Total		31	(100%)

2. Awareness of the ASEM-DUO Fellowship Programme

- In general, 68% (above average) of the respondents were aware of the ASEM-DUO. More than 81% of the Asian respondents and about 40% of the European respondents were aware, which shows that the awareness of the programme in Asia countries is higher than that in European countries.
- More than 75% of the respondents from contributing countries and 54% of the respondents from participating countries were aware of the ASEM-DUO Fellowship Programme.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Very Well	26%	38%	0%	35%	9%
Fairly Well	42%	43%	40%	40%	45%
Average	29%	19%	50%	25%	36%
Not Fairly Well	3%	0%	10%	0%	10%
Not Very Well	0%	0%	0%	0%	0%
Score	72.6	79.8	57.5	77.5	63.6

3. Performance of the ASEM-DUO Fellowship Programme

- About 84% of the respondents judged the performance of the ASEM-DUO Fellowship Programme to be successful.
- Concerning the performance of the ASEM-DUO Fellowship Programme, the persons responsible at the respective Asian and European institutions both scored similarly, but those in the participating countries scored slightly higher than those in the contributing countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Very successful	16%	14%	20%	10%	27%
Successful	68%	71%	60%	70%	64%
Average	16%	15%	20%	20%	9%
Unsuccessful	0%	0%	0%	0%	0%
Very Unsuccessful	0%	0%	0%	0%	0%
Score	75.0	75.0	75.0	72.5	79.5

4. Achievability of the Desired Purpose of the ASEM-DUO Fellowship Programme

- About 93% of the respondents assessed that the achievability of the desired purpose of the ASEM-DUO Fellowship Programme had been accomplished.
- Concerning the achievability of the desired purpose of the ASEM-DUO Fellowship Programme, the persons responsible at the European institutions and participating countries scored higher than those in Asian institutions and contributing countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Strongly Agree	19%	19%	20%	15%	27%
Inclined to Agree	74%	71%	80%	75%	73%
Undecided	7%	10%	0%	10%	0%
Inclined to Disagree	0%	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%
Score	78.2	77.4	80.0	76.3	81.8

5. Cooperation Intensification Rate between Asia and Europe of the ASEM-DUO Fellowship Programme

- About 90% of the respondents were of the opinion that the ASEM-DUO Fellowship Programme was helpful intensifying the cooperation between Asia and Europe.
- Concerning the cooperation intensification between Asia and Europe under the ASEM-DUO Fellowship Programme, the persons responsible at European institutions and participating countries scored slightly higher than those at Asian institutions and contributing countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Strongly Agree	48%	43%	60%	40%	64%
Inclined to Agree	42%	48%	30%	50%	27%
Undecided	7%	9%	0%	10%	0%
Inclined to Disagree	3%	0%	10%	0%	9%
Strongly Disagree	0%	0%	0%	0%	0%
Score	83.9	83.3	85.0	82.5	86.4

6. Degree of Propriety of the Pairing of Exchanges with the Objective of the ASEM-DUO Fellowship Programme

- About 77% of respondents positively rated the pairing of the exchanges, which is one of core principles of the ASEM-DUO Fellowship Programme.
- Concerning this pairing of exchanges, those responsible at European institutions and participating countries believed more strongly that the programme was appropriate than those in Asian institutions and contributing countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Response Number	(31)	(21)	(10)	(20)	(11)
Strongly Agree	29%	24%	40%	25%	36%
Inclined to Agree	48%	48%	50%	40%	64%
Undecided	13%	18%	0%	20%	0%
Inclined to Disagree	10%	10%	10%	15%	0%
Strongly Disagree	0%	0%	0%	0%	0%
Score	74.2	71.4	80.0	68.8	84.1

7. Degree of Propriety of the Period Fellowship Amount of the ASEM-DUO Fellowship Programme

- About 87% of the respondents were of the opinion that 2,000 Euros per month for each pair of students is appropriate.
- Concerning propriety of the stipend of the ASEM-DUO Fellowship Programme, those responsible in European institutions and contributing countries believed more strongly that the stipend was appropriate than those in Asian institutions and contributing countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Strongly Agree	45%	43%	50%	40%	55%
Inclined to Agree	42%	43%	40%	50%	27%
Undecided	10%	14%	0%	10%	9%
Inclined to Disagree	3%	0%	10%	0%	9%
Strongly Disagree	0%	0%	0%	0%	0%
Score	82.3	82.1	82.5	82.5	81.8

Comments	One (1) year of two (2) semesters seems a more appropriate period for the fellowship.	3 Cases
	2,500~3,000 Euros seems a more appropriate fellowship amount.	2 Cases

8. Fairness of the Selection Process for Awardees of the ASEM-DUO Fellowship Programme

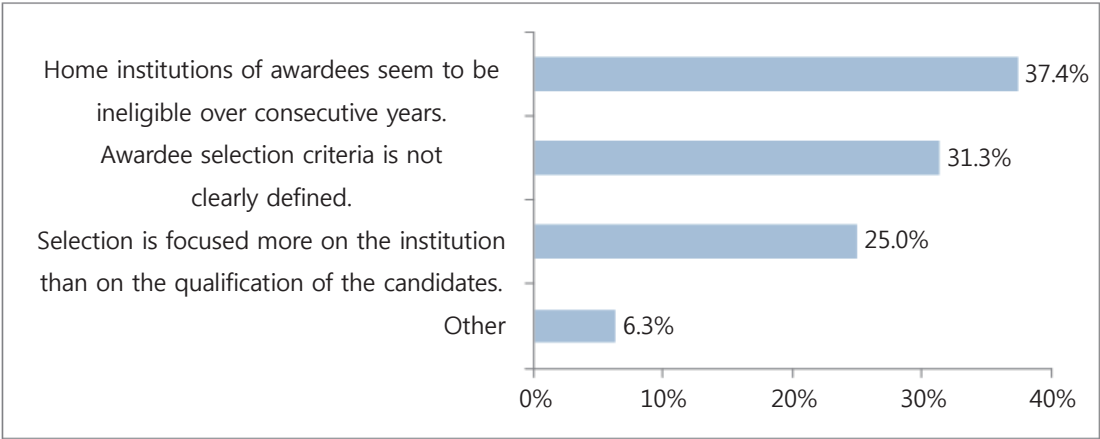
- About 46% of the respondents thought that the selection process was fair while 19% thought it was unfair.
- Concerning the fairness of the selection process for awardees, the persons responsible at the Asian institutions and contributing countries believed more strongly in the fairness of the process than those at the European institutions and participating countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Strongly Agree	23%	29%	10%	25%	18%
Inclined to Agree	23%	29%	10%	25%	19%
Undecided	35%	29%	50%	35%	36%
Inclined to Disagree	19%	13%	30%	15%	27%
Strongly Disagree	0%	0%	0%	0%	0%
Score	62.1	67.9	50.0	65.0	56.8

8. Fairness of the Selection Process for Awardees of the ASEM-DUO Fellowship Programme: Reasons for the Perceived Unfairness

- The most common reason for the perception of unfairness in the selection process of awardees is that the home institutions of the awardees appeared to be ineligible over consecutive years, and some respondents considered the selection criteria to be not clearly defined.

Reasons for the Perception of Unfairness in the Selection of Awardees



Comments	It seems that awardees have been concentrated in some institutions.	1 Case
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9. Satisfaction with the Application Process of the ASEM-DUO Fellowship Programme

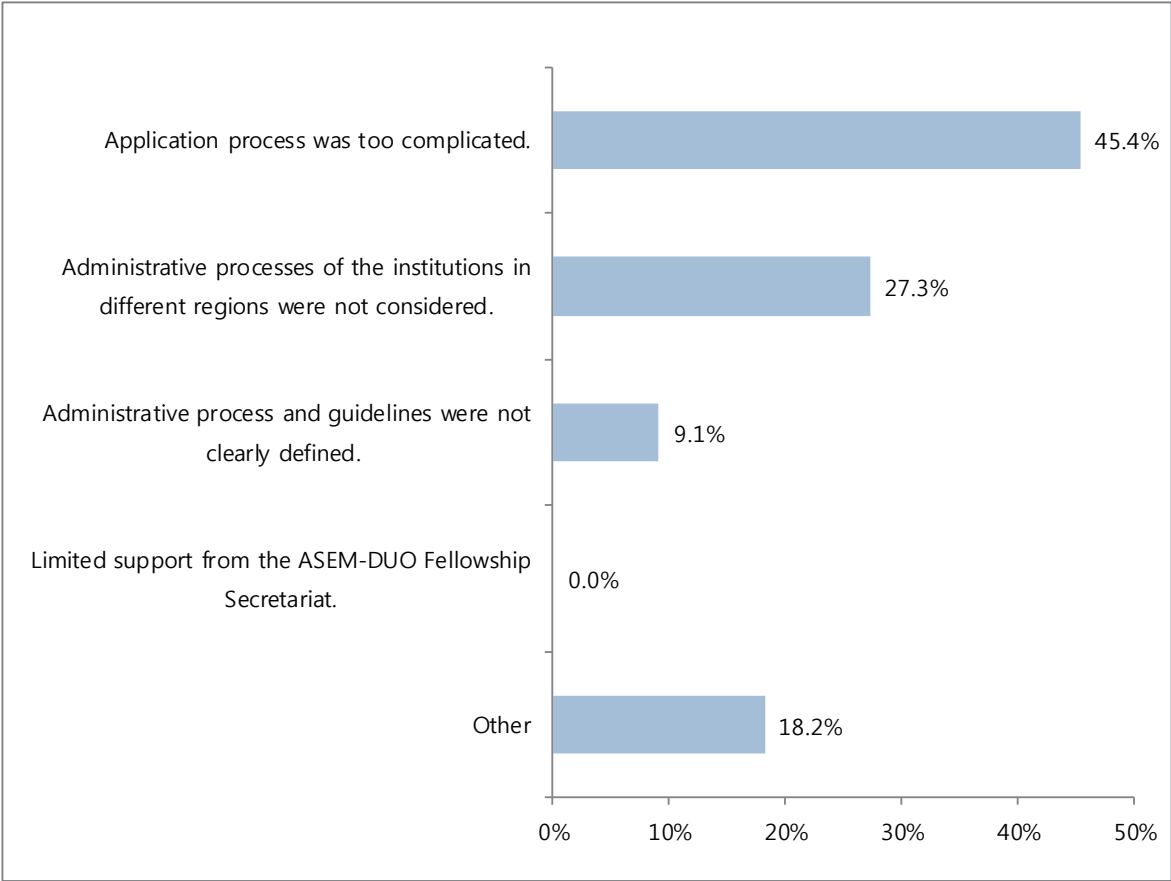
- About 58% of the respondents were satisfied with the ASEM-DUO application process.
- Concerning the application process, the persons responsible at Asian institutions were more satisfied than those at European institutions.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Completely Satisfied	19%	24%	10%	25%	9%
Very Satisfied	39%	38%	40%	30%	55%
Undecided	26%	33%	10%	35%	9%
Somewhat Dissatisfied	13%	5%	30%	5%	27%
Very Dissatisfied	3%	0%	10%	5%	0%
Score	64.5	70.2	52.5	66.3	61.4

9. Satisfaction with the Application Process of the ASEM-DUO Fellowship Programme: Reasons for Dissatisfaction

- The most common reason for dissatisfaction was that the application process is complicated, and the secondary reason was that it does not take into consideration the administrative processes of institutions in different regions.

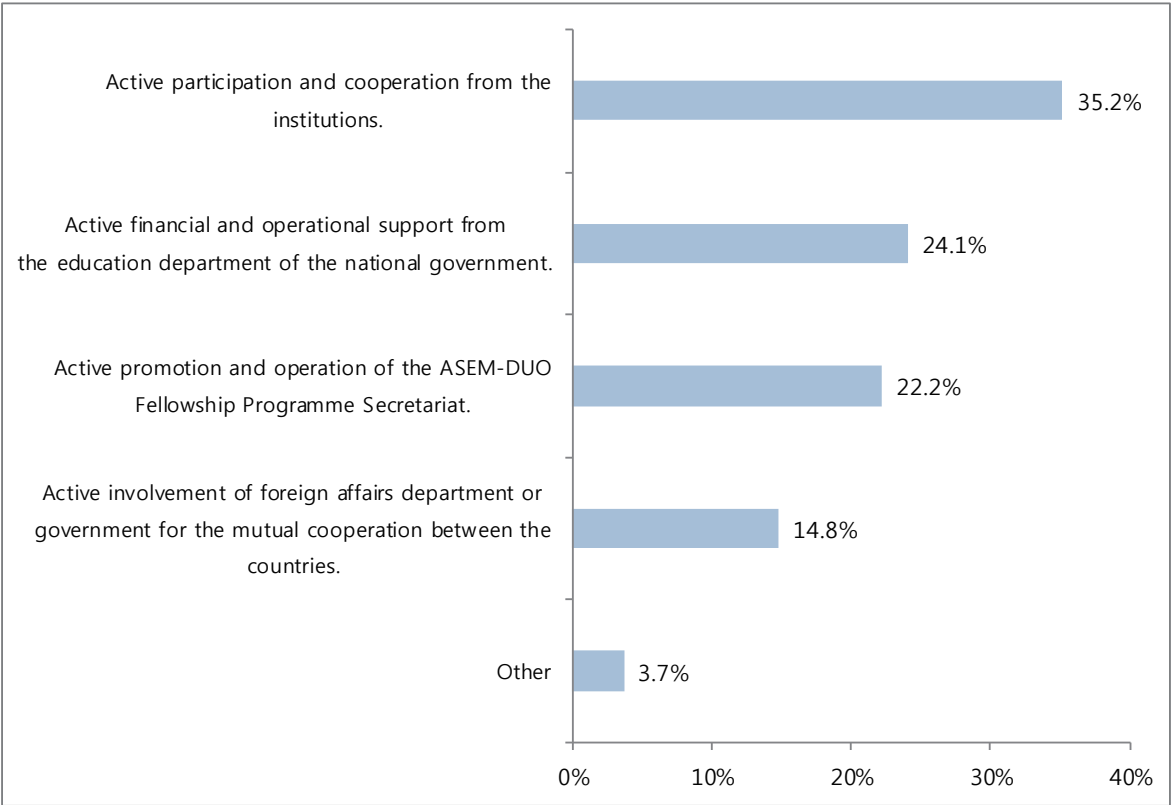
Reasons for Dissatisfaction with the Application Process



Comments	Sometimes the process differs greatly in different Asian institutions: it is not very transparent.	1 Case
	The programme requires a lot of support from the universities	1 Case

10. Primary Requirement for Effective Operation in the ASEM-DUO Fellowship Programme

- The active participation and cooperation of the institutions were considered as the primary needs. This was followed by the active financial and operation support from the respective education departments of national government, active promotion, and the operation of the ASEM-DUO Fellowship Programme Secretariat.



Comments	The period of the fellowship and method application should be evaluated periodically.	1 Case
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11. Necessity for the Sustainability of the ASEM-DUO Fellowship Programme

- All (100%) of the respondents thought that the ASEM-DUO Fellowship Programme needed to be sustained.
- Concerning the necessity of sustainability, the persons responsible at both the Asian and European institutions in both the contributing and participating countries all agreed with this idea.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Strongly Agree	90%	90%	90%	90%	91%
Inclined to Agree	10%	10%	10%	10%	9%
Undecided	0%	0%	0%	0%	0%
Inclined to Disagree	0%	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%
Score	97.6	97.6	97.5	97.5	97.7

12. Overall Satisfaction with the ASEM-DUO Fellowship Programme

- About 91% of the respondents were generally satisfied with the ASEM-DUO Fellowship Programme.
- Concerning ASEM-DUO Fellowship Programme, the persons responsible at the Asian institutions and participating countries were more satisfied than at the European institutions and contributing countries.

Classification	Total	Country		Contributing/Participating Countries	
		Asia	Europe	Contributing Countries	Participating Countries
Number of Respondents	(31)	(21)	(10)	(20)	(11)
Completely Satisfied	23%	28%	10%	30%	9%
Very Satisfied	68%	67%	70%	60%	82%
Neither	9%	5%	20%	10%	9%
Somewhat Dissatisfied	0%	0%	0%	0%	0%
Very Dissatisfied	0%	0%	0%	0%	0%
Score	78.2	81.0	72.5	80.0	75.0

13. Comments

Operation and Process

The procedure of the paper form of the application should be simplified.
Students could be better informed if the stages in the selection process were more clearly evident.
The selection should be repeated twice (in April and October). In the case of Korea, exchange students are selected every semester, so students who had been selected in autumn semester were not able to apply.
We appreciate that both domestic and international students should have the opportunity for active exchanges, but it would be better if the administrative process was simplified. It would be helpful when recommending the programme to students if a clear selection process were to be provided.
Information about the programme should be announced periodically to each university.
Please compensate for the situation where sometimes the required official documents (for the call for the application from the Ministry of Education) could not be issued/received.
I think the scholarships are very positive, but there is a lack of information about them, and the students need a lot of support from the universities.
It would be great to have a newsletter which included data and statistics, and professor and student interviews about the programme.

Period and Amount of the Fellowship

Please transfer funds for Korean students to the university. The amount of the fellowship for a student seems too large a sum. It would be better to adjust the amount so that more students could benefit.
The monetary support to students is excellent—maybe even too high compared to other mobility programmes. Maybe the grant level could be slightly lower, thus enabling more students to benefit from the programme. Furthermore, the rules regarding the length of the exchange period should take into consideration the length of the term in the receiving institution. There is no point in staying at the destination for the sole purpose of waiting for the time to run out in order to be entitled to the maximum support.
Full academic economic support should be provided for full-year students, and full-year interchanges should definitely foster knowledge of the host university's language and culture among students of both institutions.

Other

This is great programme, and it provides more opportunities for European students to study in abroad, especially so far from Europe.
It is good that the host institutions provide most of documents. We can see a growing interest in students in studies at non-European universities, and this scholarship gives more opportunities in this regard.

VI. Comparison of International Exchange Student Scholarships

1. International Exchange Student Scholarships

- Germany, the UK, the US and the EU provide international scholarships to students around the world and provide around 1,000 Euros as a living allowance.

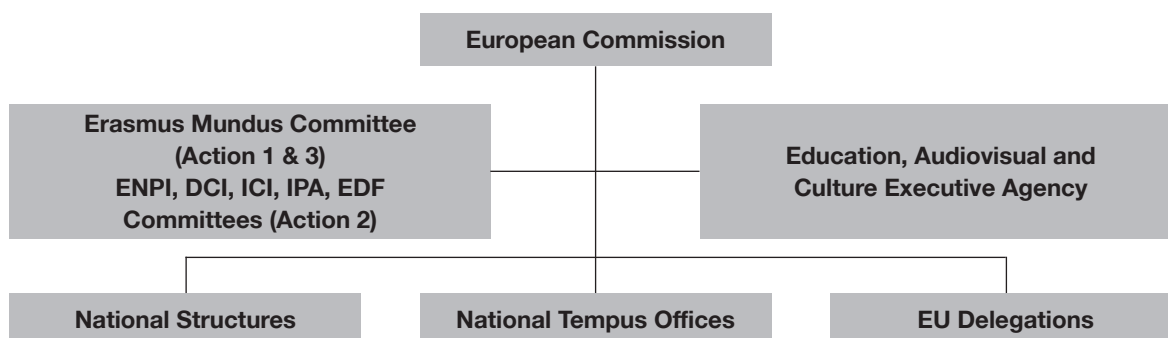
Programme		Organization	Grantees	Period	Grant	Comments
DAAD Scholarship		Germany DAAD Foundation	International students who want to obtain a Master's or PhD degree in Germany	10 months	<ul style="list-style-type: none"> Grants from 8,350 to 8,800 Euros Includes the living and travel allowances 	<ul style="list-style-type: none"> Established in 1925 More than 1,500,000 awardees
Chevening Scholarship		UK Government	International students who want to obtain a Master's/PhD degree in the UK	1 year	<ul style="list-style-type: none"> Tuition fees up to GBP 10,000/year (approx. 11,500 Euros) Additional support for the living and travel allowances 	<ul style="list-style-type: none"> Established in 1983 More than 41,000 awardees Supported more 700 students in 2013
Fulbright Scholarship		US Government	International students who want to obtain a Master's/PhD degree in the US	1 year	<ul style="list-style-type: none"> Grants up to 23,000 Euros 	<ul style="list-style-type: none"> Established in 1946 More than 310,000 awardees Awards approx. 8,000 grants annually
Erasmus Mundus	Category A	EU Erasmus Mundus Committee (Action 1 & 3) ENPI, DCI, ICI, IPA, EDF Committees (Action 2)	International students who want to obtain a Master's/ PhD degree in Europe.	10-24 months	<ul style="list-style-type: none"> 10,000-48,000 Euros 	<ul style="list-style-type: none"> Established in 2004
	Category B				<ul style="list-style-type: none"> 5,000-23,000 Euros 	

Main Characteristics	The ASEM-DUO programme is a reciprocal international student exchange between ASEM member countries whereas international scholarship programs provided by Germany, the UK, the US and the EU are to support the study international students in their counties.
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2. Erasmus Mundus: Overview

- Erasmus Mundus is a cooperation and mobility programme in the field of higher education for the enhancement of quality in European higher educational institutions. The promotion of intercultural understanding through academic cooperation between Europe and developing countries is the core purpose of Erasmus Mundus.
- Erasmus Mundus was introduced in July 2001 and implemented in the first phase from 2004 to 2008. In 2008, the European Parliament and Council decided to continue the programme from 2009 to 2013. The appropriation of the programme was 950M Euros.

The Erasmus Mundus Management Structure



ENPI: European Neighbourhood and Partnership Instrument

EDF: European Development Fund

DCI: Development Co-operation Instrument

IPA: Instrument for Pre-Accession Assistance

ICI: Financing Instrument for Industrialised Countries

Erasmus Mundus Programmes

	Major Content	Budget (M Euros)
Action 1	Support for high-quality joint master's degrees (Action 1 A) and doctoral programmes (Action 1 B)	493 (Action 1 & 3)
Action 2	Institutional cooperation and mobility activities between Europe and third country higher educational institutions Strand 1: Partnerships with countries covered by the ENPI, DCI, EDF and IPA instruments Strand 2: Partnerships with countries and territories covered by the Industrialized Countries Instrument (ICI)	460
Action 3	Support of activities related to the international dimension of all aspects of higher education	–

2. Erasmus Mundus: Scholarship Operation Criteria

- The Erasmus Mundus Action 1 Joint Programme and Action 2 Partnership have their own guidelines. There are different operation guidelines based on each individual scholarship provider and program supervisor.
- This scholarship programme funds round-trip flight tickets, a monthly subsistence allowance, insurance and tuition fees (note that the tuition fee differs according to the nationality of students).

Erasmus Mundus Europe Asia Scholarship

- Provides a full scholarship for undergraduates, masters, doctoral and post-doctoral students from Bangladesh, China, Malaysia, Nepal, Pakistan and Thailand.
 - Round trip flight ticket
 - Monthly subsistence allowance
 - Full insurance coverage including health, travel and accident
 - Tuition fees

Status	Rates	Duration
Undergraduate	1,000 Euros/month	1~2 Semesters (max. 9months)
Master's	1,000 Euros/month	1~4 Semesters (max. 24months)
PhD	1,500 Euros/month	1~6 Semesters (max. 36months)
Post-Doc	1,800 Euros/month	1~2 Semesters (max. 9months)
Staff	2,500 Euros/month	1 month

Erasmus Mundus Master's Degree Scholarship

- Category A: Scholarships for students from third countries.
- Category B: Scholarships for students from EU member countries.

[Unit: Euros]

Type	Category A (3 rd Country Students)	Category B (EU Country Students)
Living cost	24,000 (1,000/month)	12,000 (500/month)
Travel and Installation Cost	R8,000 (4,000/year)	3,000
Euro Culture Participation Costs (Insurance, etc...)	R16,000	8,000
Total	48,000	R23,000

3. Education-related Programmes in ASEM

- AES, ASEF and ASEM-DUO are major educational establishments in ASEM.

ASEM Education Secretariat (AES)

- Contributes to the further intensification of Asian-European dialogue in education; organizes and coordinates ASEM educational activities; summarizes and disseminates their outcomes.
- At the 2nd ASEM Conference of Ministers in 2009, the ministers agreed to establish a rotating ASEM Education Secretariat. (currently Germany hosts the Secretariat)



ASEMUNDUS



EU-Asia
Education
Platform
(EAHEP)



ACCESS –
Academic
Cooperation
Europe South-
East-Asia
Support

Asia-Europe Foundation (ASEF)

- Promotes mutual understanding through intellectual exchange, cultural exchange and people-to-people exchanges.
- Attempts to avoid overlapping with other international exchange programmes and focuses on related projects with ASEM.



ASEF University
Alumni Network



European
Studies in Asia
(ESIA)



ASEM Education
and Research
Hub for Lifelong
Learning

ASEM-DUO

- Promotes a balanced increase in student, teacher and professor contact and exchanges between Europe and Asia.
- Contributes to establishing exchange programmes between European and Asian tertiary institutions on a regular basis; establishes a deeper understanding between the two regions.



Secretariat for ASEM-DUO
Fellowship Programme

ASEM-DUO
Fellowship
Programme

4. Asia-Europe Foundation: ASEF

- In March 1996, the leaders of 25 European and East Asian countries, together with the European Commission, convened in Bangkok, Thailand, for the inaugural Asia-Europe Meeting (ASEM). This historic summit paved the way for the establishment of the Asia-Europe Foundation (ASEF) one year later in 1997.
- Purpose of the ASEF
 - Strengthen Asia-Europe ties; create shared experiences for learning and dialogue; enhance mutual understanding; and explore opportunities for cooperation.
- Activities of the ASEF
 - Provides a unique meeting point for intellectual, cultural, and personal interactions between Asia and Europe; develops networks that help strengthen Asia-Europe relations; and sets up platforms for shared learning experiences and the exchange of ideas including conferences, lecture tours, workshops, seminars, and web-based networks.

- ASEM Education Hub
 - In 1998, the ASEM Education Hub (AEH) was established at the 2nd ASEM Summit held in London to support multi-lateral higher education cooperation initiatives and facilitate higher education dialogue among ASEM countries.
 - Programmes are the following:
 - The AEH Advisory Committee
 - ASEM Reactor's Conference
 - Asia-Europe Education Workshops
 - Database on Education Exchange Programs
 - ASEM Education and Research Hub for Lifelong Learning

5. ASEMUNDUS Program

- ASEMUNDUS is a joint initiative, coordinated by the German Academic Exchange Service (DAAD) and is implemented in cooperation with the National Structures for Erasmus Mundus from the Netherlands, Belgium, Austria, Hungary, Poland, Latvia, Estonia and Cyprus. ASEMUNDUS is co-financed by the European Commission in the framework of Erasmus Mundus Action 3 - Promotion of European Higher Education.



Background

- Asia-Europe Meeting of Ministers of Education in Berlin on May 5-6, 2008
 - Demand for increased higher education cooperation and mobility between Europe and Asia
- Asia-Europe Meeting of Ministers of Education in Hanoi 2009
 - Explicitly recognized Erasmus Mundus as an example of good practice
 - Meeting highly welcomed proposals and initiatives on promoting joint programmes and mobility between ASEM

Key Data

- Project Life Span: 2009-2012
- Budget: 340,000 Euros
- Coordination : DAAD/National EM

Objectives

- Promote the attractiveness of the EHEA and enhance the visibility of Erasmus Mundus in Asian ASEM countries
- Increase the participation of Asian HEIs in new and/or existing joint programmes
- Facilitate and strengthen institutional cooperation between HEIs from the EU and Asia

Program Structures

- Partners: 8 National EM Structures
- (NL, BE, AT, HU, PL, LV, EE, CY)

Main Activities

- Enhance the visibility and general awareness of Erasmus Mundus in targeted Asian ASEM countries
- Strengthen cooperation and increase the number of partnerships between European and Asian higher education institutions

6. ICI-ECP

- The ICI-ECP Education Cooperation Programme refers to EU cooperation with Australia, New Zealand, Japan, and the Republic of Korea in the field of higher education, and vocational education and training.
- From 2002, these projects have so far involved around 180 institutions and have supported the mobility of approximately 1000 students and 500 faculty staff members.

ICI-ECP Programme

- General Objectives
 - To enhance mutual understanding between the EU and the partner countries including broader knowledge of their languages, cultures and institutions; to enhance the quality of higher education and training by stimulating balanced partnerships between higher education and training institutions in Europe and in the partner Countries
- Countries
 - 27 Member States of the EU, Australia, New Zealand, Japan, and Korea
- Actions of the Programme
 - ICI-ECP Joint Mobility Projects (JMP)
 - ICI-ECP Joint Degree Projects (JDP)



Organisation for Cooperation, Exchange and Networking among Students

The EU has established an alumni association—the OCEANS Network—to maintain links between former and future participants in the bilateral co-operation programmes.

This network offers a platform for establishing new friendships and cooperation among all people involved in the exchanges in the higher education cooperation projects funded in the context of the Bilateral Cooperation with Industrialized Countries Programme.

VII. Conclusions and Recommendations

1. Major Performance

Relevance

- From 2001 to 2011, the ASEM-DUO Programme annually supported an average of 67 universities and 19 countries in order to realize the initial objective of the programme and promote cooperation between Asian and European higher educational institutions.

Efficiency

- The competition rate for DUO-Korea was 6.7 to 1 and for DUO-Sweden 3 to 1. This performance shows that the ASEM-DUO Programme has now become one of the major exchange student programmes within the institutions.

Effectiveness

- The core principle of the ASEM-DUO programme is creating a pair to promote effective cooperation between Asian and European universities. A total number of 486 universities in 31 Asian and European countries have been participating in the programme.
- Research on the satisfaction of ASEM-DUO programme shows that students marked 89 points out of 100, and staff indicated 78 points out of 100.

Impacts

- The ASEM-DUO programme has accelerated cooperation between ASEM members in Asia and Europe. Fifty percent of Asian and 72% of European ASEM member countries have participated in the ASEM-DUO programme.

Sustainability

- The ASEM-DUO programme initiated a cooperation agreement with 311 universities in both Asia and Europe from 2007 to 2011. The majority, 294 universities (95%), out of 311 are still maintaining cooperation from when the agreement was concluded.

2. Difference and Added Value of the ASEM-DUO Programme

- The ASEM-DUO Programme has a unique value and differs from international scholarships from Germany, the UK, the US government and the EU as well as ASEF.

Program	Characteristics	Added Value of ASEM-DUO
International Scholarship Programs from the Governments of Germany, the UK and US (DAAD, Chevening, Fulbright)	<ul style="list-style-type: none"> ▪ Promote mutual understanding through education and cultural exchange ▪ Attract and select people from around the world with the greatest potential to be future leaders, influencers and decision makers in a range of fields ▪ Support the internationalization of higher education 	<ul style="list-style-type: none"> ▪ Reciprocal student exchange between Asia and Europe countries with the “Pairing” principle
Erasmus Mundus	<ul style="list-style-type: none"> ▪ A cooperation and mobility program in the field of higher education for the enhancement of quality in European higher education and the promotion of the intercultural understanding through academic cooperation between Europe and the rest of the world 	<ul style="list-style-type: none"> ▪ Expanded the student exchange program activities for universities in Asia and Europe
Asia-Europe Foundation	<ul style="list-style-type: none"> ▪ A cooperation and mobility program in the field of higher education for the enhancement of quality in European higher education and the promotion of the intercultural understanding through academic cooperation between Europe and the rest of the world 	<ul style="list-style-type: none"> ▪ Promote the cooperation agreement between Asia and Europe universities

3. Recommendations

- The ASEM-DUO Fellowship Programme has played a vital role and greatly accomplished the promotion of a balanced and permanent increase in exchanges among students, professors and teachers between Europe and Asia.
- To enhance the programme and strengthen its sustainability, we recommend the followings as the next steps:

1. Encourage ASEM member countries to participate and contribute to the ASEM-DUO Fellowship Programme

- Emphasize the distinct value of the ASEM-DUO Fellowship Programme and the differentiating factors as compared to the Erasmus Mundus Programme to encourage the active participation of ASEM member countries.
- Expand the number of annual grantees by having more contributing member countries.

2. Organize and operate a structured ASEM-DUO alumni association

- Establish an alumni association to maintain links between former and future participants within the ASEM-DUO programmes. This will offer a chance for networking to share the information among staff at different institutions.

3. Implement an ongoing monitoring and evaluation process

- Implement an annual monitoring process to evaluate and enhance the ASEM-DUO programme.
- Gather to share student and staff feedback regarding the programme.







Comparative Analysis of the ASEM-DUO Fellowship Programme and Erasmus Mundus

February 2013



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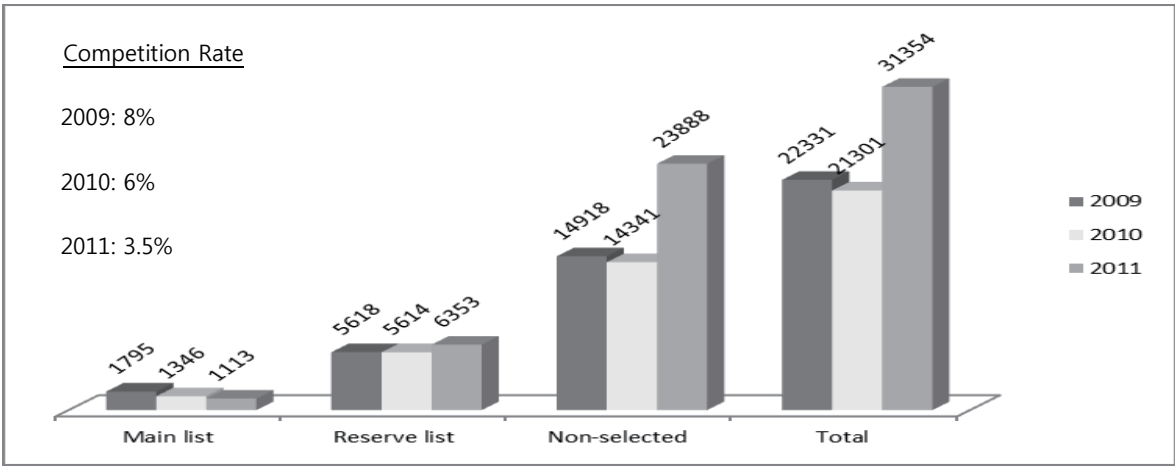
Comparative Analysis of the Survey of the Persons
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I. Status of the Operation of the Erasmus Mundus Scholarship

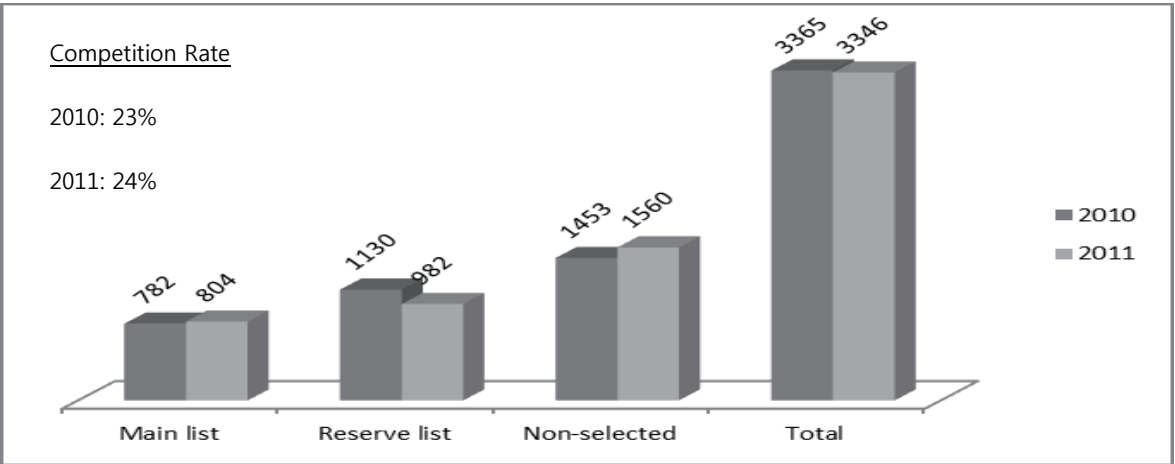
1. Erasmus Mundus Payment Status: Scholarships

- The number of applicants had increased while the number of awardees had decreased from 2009 to 2011, and there was a greater imbalance between supply and demand in Category A than in Category B.

Number of Applicants and Awardees of Category A Scholarships 2009-2011



Number of Applicants and Awardees of Category B Scholarships 2010-2011

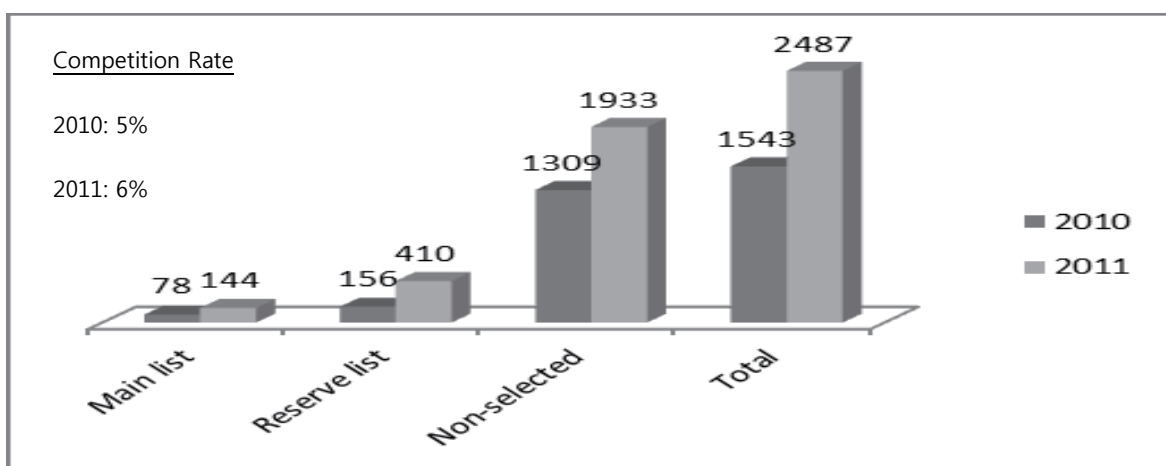


(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

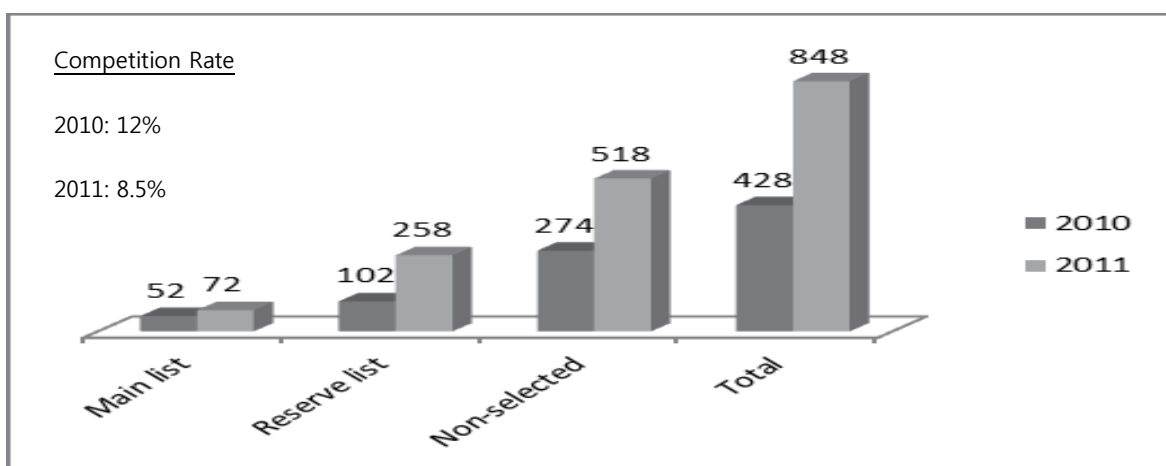
1. Status of the Erasmus Mundus Payment: Fellowships

- In the case of fellowships for PhDs, the competition rate for Category A was 5-6% between 2010 and 2011, which was lower than the rate for Category B. The competition rate for Category B had also decreased from 12% in 2010 to 8.5% in 2011.

Number of Applicants and Awardees of Category A Fellowships 2010-2011



Number of Applicants and Awardees of Category B Fellowships 2010-2011

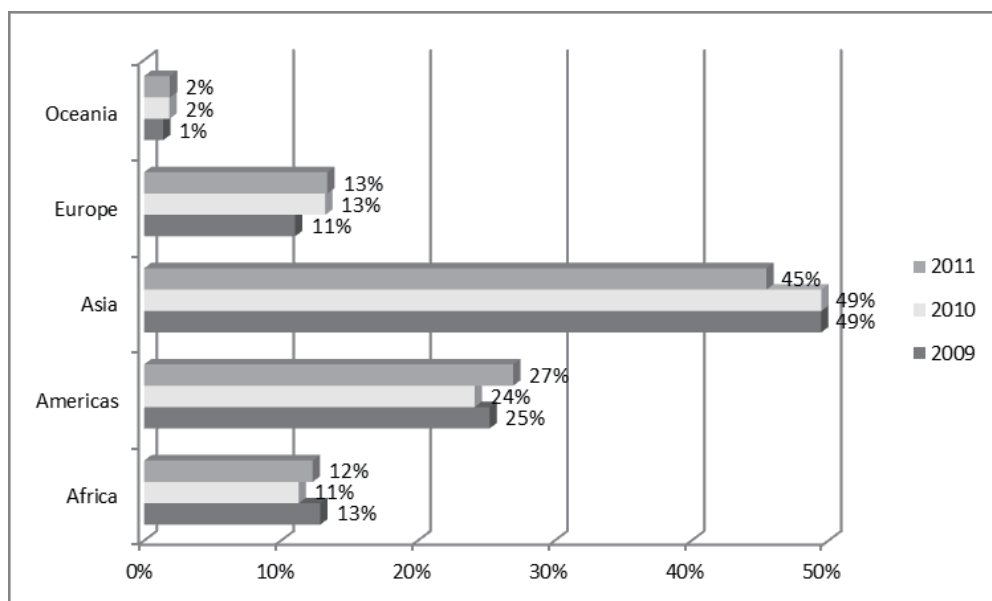


(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

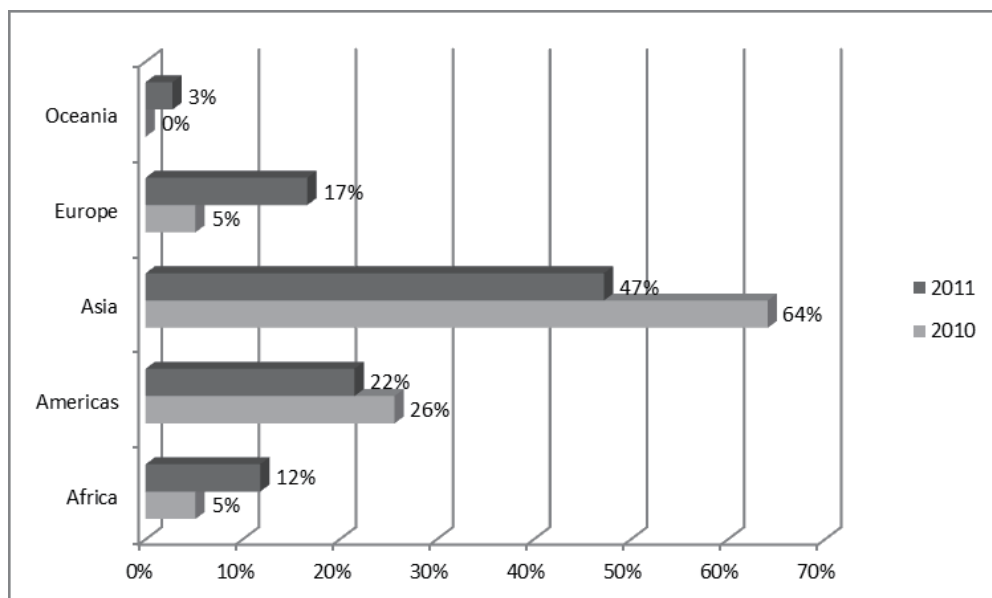
1. Status of the Erasmus Mundus Payment: Regional Groups

- Almost half of both Category A scholarships and fellowships were awarded to students from Asia followed by North America from 2009 to 2001.
- The main beneficiaries of scholarships in the Asian region in 2011 were China (93), India (62), Russia (60) and Indonesia (43).

Regional Group Status for Action 1 Category A Scholarships



Regional Group Status for Action 1 Category A Fellowships

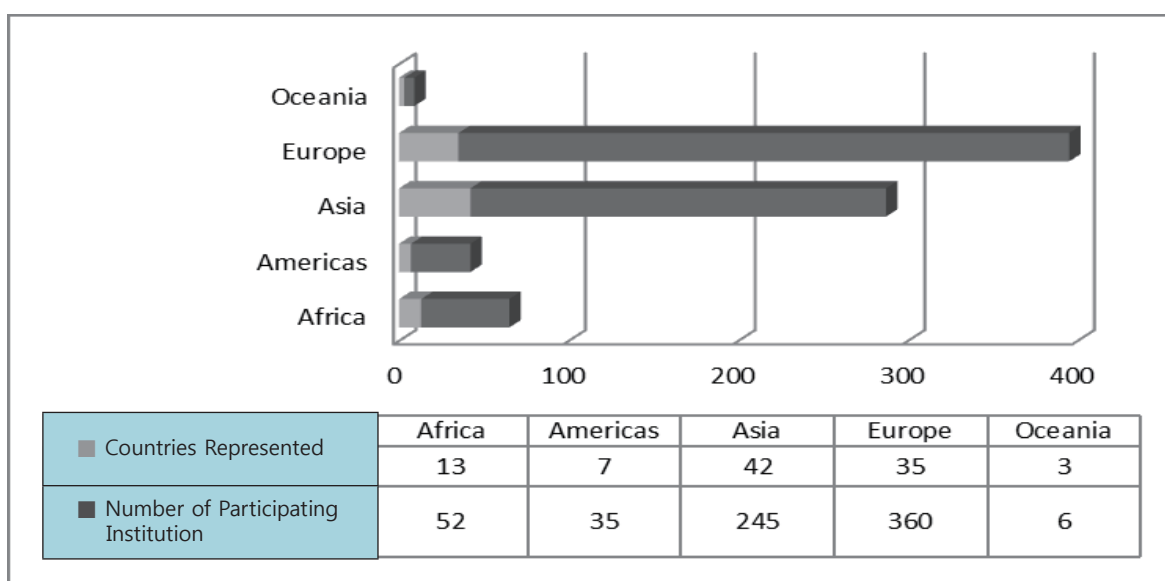


(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

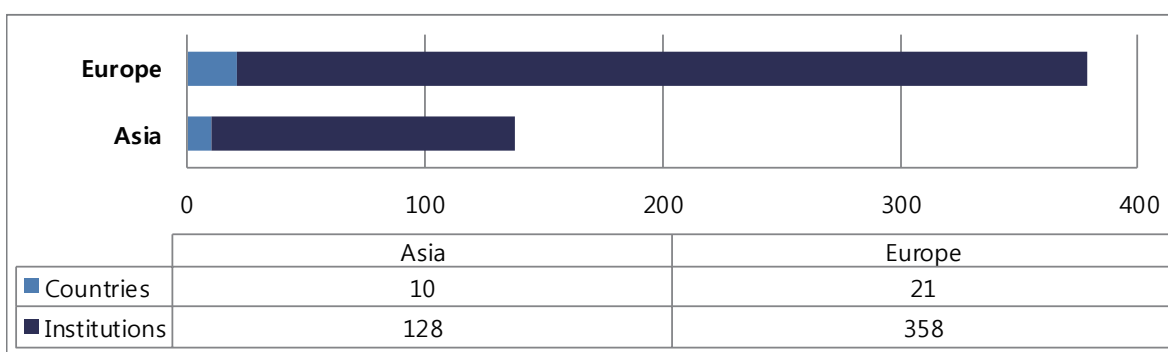
2. Status of the Erasmus Mundus Partnerships

- In the Erasmus Mundus Action 2010, the number of participating countries was 100, and participating institutions in partnerships from Europe and the third world were 698—mostly concentrated in Europe and Asia.
- The ASEM-DUO Fellowship Programme supported 486 institutions in 31 countries.

Erasmus Mundus Action 2 Partnerships Status



Status of the ASEM-DUO Fellowship Programme Participating Countries and Institutions



(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

II. Comparative Analysis of the Survey of Awardees

Interim Evaluation of Erasmus Mundus II (2009-2013)

1. Status of the Survey: Awardees

- The characteristic of Erasmus Mundus is that this programme includes both Europe and Asia, and not only students but also lecturers, researchers and staff.

ASEM-DUO			
Classification		Number of Respondents	Rate
Region	Asia	68	(60.7%)
	Europe	43	(38.4%)
	No Response	1	(0.9%)
Country	Korea	59	(52.7%)
	Sweden	8	(7.1%)
	China	6	(5.4%)
	France	5	(4.5%)
	Spain	5	(4.5%)
	Belgium	4	(3.6%)
	Finland	3	(2.7%)
	German	3	(2.7%)
	Czech Republic	3	(2.7%)
	Italy	2	(1.8%)
	Japan	2	(1.8%)
	Others	12	(10.7%)
Total		112	(100%)

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

Erasmus Mundus Action 2			
Classification		Number of Respondents	Rate
Status	Students	261	68.3%
	Lecturers/Researchers	90	23.6%
	Other Staff Members	19	5.0%
	Others	12	3.1%
Home Country	EU Members	43	11.3%
	Other Europeans	63	16.5%
	Third Country Participants	265	69.6%
	Others	10	2.6%
Destination Country	EU Members	310	80.9%
	Other Europeans	29	7.6%
	Third Country Participants	37	9.7%
	Others	7	1.8%
Total		384	100%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

2. Overall Satisfaction with the Programmes

- Concerning the overall satisfaction of those participating in the programmes, 60% were completely satisfied with the ASEM-DUO Fellowship Programme and 71% were completely satisfied with the Erasmus Mundus Programme. However, the total number of participants who expressed some degree of satisfaction was 97-98% for both programmes.
- The dissatisfaction rate was 3% for the Erasmus Mundus Programme.

ASEM-DUO

Q. To what degree were you satisfied with the overall process and programme of the ASEM-DUO? (n=110)

Classification	Rate
Completely Satisfied	60%
Very Satisfied	38%
Undecided	2%
Somewhat Dissatisfied	0%
Very Dissatisfied	0%

Erasmus Mundus

Q. How would you assess your overall satisfaction with participation in the Erasmus Mundus Programme? (n=384)

Classification	Rate
Very Satisfied	71%
Rather Satisfied	26%
Do Not Know / Cannot Answer	0%
Rather Unsatisfied	2%
Very Unsatisfied	1%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

3. Purpose of Participation: Erasmus Mundus

- Most awardees under the ASEM-DUO Fellowship Programme responded that their purpose of participation was the transfer of credits and language training.
- In the case of the Erasmus Mundus Programme, the main purposes of participation were the opportunity to develop personal skills (84%) followed by the opportunity to come into contact with another culture (76.3%), and the desire to study/work in Europe or desire to experience studying/working in a third country (75.9%). The possibility to improve language skills was relatively lower than other purposes.

ASEM-DUO

Q. What was your goal for participation in the ASEM-DUO Fellowship Programme?

(n=110)

Classification	Rate
Joint Degree	13%
Dual Degree	3%
Transfer of Credits	58%
Joint Research	3%
Language Training	16%
International Cultural Experience	6%
Networking	1%

Erasmus Mundus

Q. Did the following factors influence your decision to participate in the Erasmus Mundus Programme?

(n=384)

Classification	Yes	No
1. Quality of Erasmus Mundus Mobility	61.9%	6.8%
2. Wish to Study/Work in Europe or Wish to Experience Study/Work in a Third Country	75.9%	3.1%
3. Level of Funding	45.8%	8.4%
4. Academic Reputation of the Universities Involved	57.3%	9.7%
5. Possibility to Improve Language Skills	67.3%	11.5%
6. Opportunity to Come into Contact with Another Culture	76.3%	3.2%
7. Opportunity to Develop Personal Skills	84.3%	1.3%

* Students, lecturers/researchers and other staff members are included.
(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

4. Obstacles to Achievement of the Purpose of Participation

- Linguistic barriers were considered as one of the obstacles by awardees of both the ASEM-DUO Fellowship Programme and the Erasmus Mundus Programme.
- Concerning the length of the mobility period, some awardees of the ASEM-DUO Fellowship Programme were dissatisfied due to the nature of the programme, but a substantial number of awardees of the Erasmus Mundus Programme, who had been supported for a relatively longer period of time than the awardees of the ASEM-DUO Fellowship Programme, also expressed that the period was not long enough.

ASEM-DUO

Q. If you were not able to achieve the aim you expected to achieve at the outset of the programme, what was the primary reason?

Reasons for Not Achieving Aims	Rate
Lack of Language Proficiency	35%
Inadequate Administrative/Technical Support from Host Institution	6%
Short Fellowship Period	44%
Insufficient Fellowship Amount	10%
Could Not Enrol in Planned Classes	2%
Lack of Information before Coming to the Host Institution	2%
Focused on Experience rather than Study	2%

Erasmus Mundus

Q. Did you face any of the following obstacles during your participation in the Erasmus Mundus Programme?

(n=384)

Classification	Yes	No
Linguistic Barriers	38.5%	61%
Cultural Barriers	28.2%	71.5%

(n=261, students)

Classification	Strongly Agree	Somewhat Agree
The Length of the Mobility Period Was Optimal	31%	46%

(n=384, All)

Classification	Wholly Sufficient	Somewhat Sufficient
To What Extent Was the Funding Sufficient to Cover Your Living Expenses	66%	27%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2011] Report)

5. Satisfaction with the International Administration at the Host Institution

- Concerning the international administration of the host institution, 81% of awardees under the ASEM-DUO Fellowship Programme were satisfied while awardees under the Erasmus Mundus Programme responded that they had not faced any insufficient support by the local coordinators of the host institutions during their participation.
- The awardees of the ASEM-DUO Fellowship Programme were dissatisfied with the quality of the accommodation, the language barrier, and the lack of information and orientation on arrival. Some awardees of the Erasmus Mundus Programme were also unsupported in various areas.

ASEM-DUO

Q. To what degree were you satisfied with the services at the international office at the host institution?

Classification	Rate
Completely Satisfied	47%
Very Satisfied	34%
Undecided	15%
Somewhat Dissatisfied	3%
Very Dissatisfied	1% (n=27)

Causes of Dissatisfaction	Rate
Quality of Accommodation	22%
Inadequate Support from the International Office of the Host Institution	26%
Language Barriers	15%
Lack of Information and Orientation on Arrival	22%
Other	15%

Erasmus Mundus

Q. Did you face any of the following obstacles during your participation in the Erasmus Mundus Programme?

Classification	Yes	No
Insufficient Support by the Local Coordinator of the Host Institution	17.0%	81%

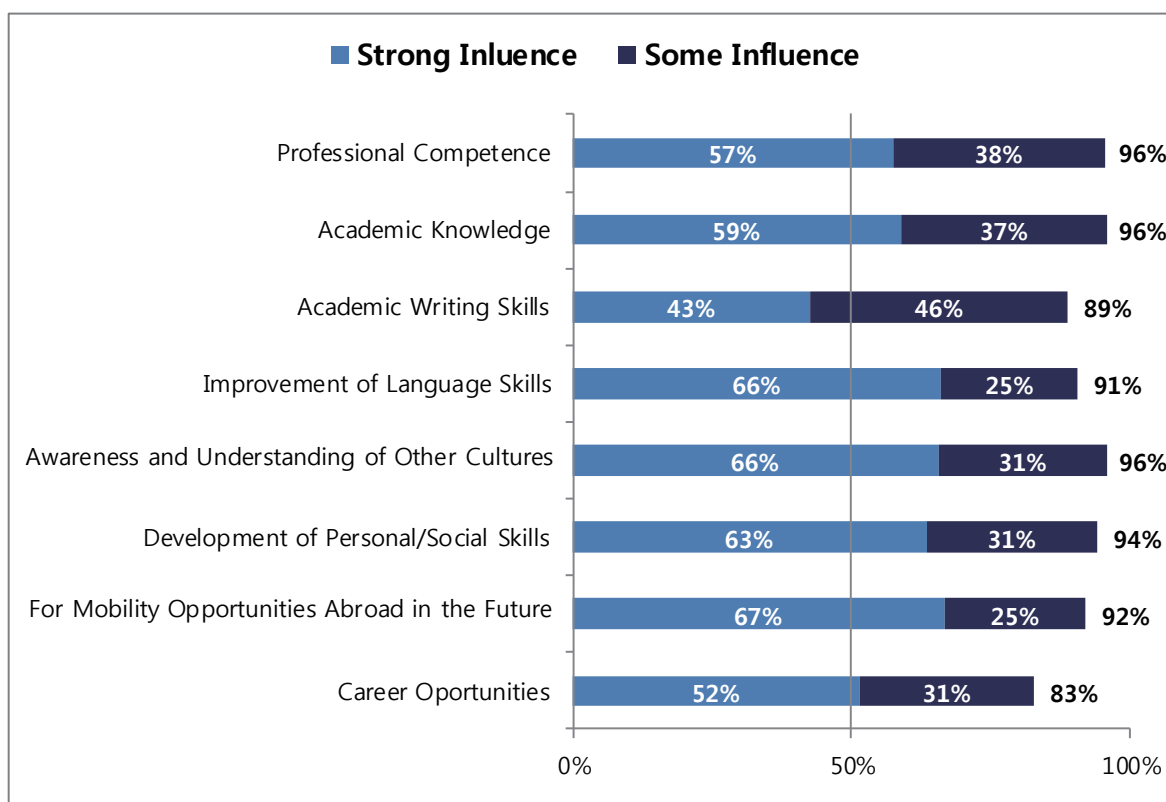
Q. Did you receive support in the following areas during your preparation and participation in the Erasmus Mundus Programme?

Classification	Yes	No
1. Help with Visas	80.4%	15.2%
2. Help with Accommodation	79.0%	18.9%
3. Help with Travel	82.9%	16.3%
4. Help with Residence Permits	77.6%	15.5%
5. Help with Facilities for Study/Research	82.0%	14.7%
6. Language Support	64.0%	29.2%
7. Orientation/Cultural Learning Support	71.7%	25.7%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

6. Benefits of Participation in the Erasmus Mundus Programme

- The survey results show that their improvement in language skills, understanding of other cultures and development of personal/social skills have a strong influence on the awardees of the Erasmus Mundus Programme



(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

III. Comparative Analysis of the Survey of Persons Responsible at the Institutions

Interim Evaluation of Erasmus Mundus II (2009-2013)

1. Status of Survey: Persons Responsible at the Institutions

- The response rate of the Asian institutions was higher than that of the European institutions for ASEM-DUO.
- The response rate of the European institutions was higher than that of the Asian institutions for Erasmus Mundus.

ASEM-DUO			
Classification		Number of Respondents	Rate
Region	Asia	21	(67.7%)
	Europe	10	(32.3%)
Contributing / Participating Countries	Contributing Countries	20	(64.5%)
	Participating Countries	11	(35.5%)
Countries	Korea	19	(61.3%)
	France	2	(6.5%)
	Finland	2	(6.5%)
	Spain	2	(6.5%)
	China	2	(6.5%)
	Denmark	1	(3.2%)
	Sweden	1	(3.2%)
	UK	1	(3.2%)
	Lithuania	1	(3.2%)
Total		31	(100%)

Erasmus Mundus			
Classification		Number of Respondents	Rate
Actions	Action 1	186	(49.7%)
	Action 2	183	(48.9%)
	Action 3	5	(1.3%)
Nations	European Nations	242	(64.7%)
	Third Nations	132	(35.3%)
Institutions	Higher Institutions	352	(97.5%)
	Research Centres	3	(0.8%)
	Other	6	(1.7%)
Project Period	2009	118	(31.6%)
	2010	256	(68.4%)
Total		31	(100%)

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

2. Overall Satisfaction with the Programme

- The level of satisfaction with the Erasmus Mundus was higher (95%) than that with the ASEM-DUO (91%). In particular, the majority of participants in the Erasmus Mundus responded as very satisfied (60%) while the participants in the ASEM-DUO only responded as completely satisfied (23%). As a result, the overall satisfaction with the Erasmus Mundus is higher than that of the ASEM-DUO.

ASEM-DUO

Q. To what degree were you satisfied with overall operation and process of the ASEM-DUO Fellowship Programme?

Classification	Total
Completely Satisfied	23%
Very Satisfied	68%
Neither	10%
Somewhat Dissatisfied	0%
Very Dissatisfied	0%

Erasmus Mundus

Q. How would you assess your overall satisfaction with participation in the Erasmus Mundus Programme?

Classification	Total
Very Satisfied	60%
Rather Satisfied	35%
Do Not Know / Cannot Answer	1%
Rather Unsatisfied	3%
Very Unsatisfied	1%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

3. Support for Building Partnerships with Regional Cooperation between Asia and Europe

- The vast majority (90%) of the ASEM-DUO participants responded that the programme helped to initiate and enhance cooperation between Asian and European higher institutions. Nearly all (97%) of Erasmus Mundus participants believed in its influence in contributing to the relationship between partners, and 91% of Erasmus Mundus participants responded that the programme was helpful in building new partnerships regionally.

ASEM-DUO

Q. Do you think the ASEM-DUO Fellowship Programme has helped to initiate and strengthen the cooperation between the institutions in Asia and Europe?

Classification	Total
Strongly Agree	48%
Inclined to Agree	42%
Undecided	6%
Inclined to Disagree	3%
Strongly Disagree	0%

Erasmus Mundus

Q. How much has your participation in the Erasmus Mundus Programme contributed to the following changes in your institution?

- Enhanced networking with partner institutions

Classification	Total
Strong Influence	70%
Some Influence	27%
No Influence	2%
Do Not Know/Not Applicable	1%

- New regional dimensions in international cooperation (partnerships with countries with which there had been no joint activities in the past)

Classification	Total
Strong Influence	52%
Some Influence	39%
No Influence	8%
Do Not Know / Not Applicable	1%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

4. Equity of the Selection Process

- Regarding the question on the equity of the selection process, 46% of university officials responded with “strongly agree”; however, 88% of university officials agreed that the selection process was equitable.

ASEM-DUO

Q. Do you think the selection process of the ASEM-DUO Fellowship Programme awardees is clearly defined and fair?

Classification	Total
Strongly Agree	23%
Inclined to Agree	23%
Undecided	35%
Inclined to Disagree	19%
Strongly Disagree	0%

Erasmus Mundus

Q. The rules and criteria of application were clear and transparent?

Classification	Total
Strongly Agree	46%
Rather Agree	42%
Do Not Know / Cannot Answer	3%
Rather Disagree	7%
Strongly Disagree	2%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

5. Satisfaction with the Application Process

- Regarding the application process, 58% of respondents were satisfied with the application process of the ASEM-DUO while 85% of Erasmus Mundus were content with the application process of Erasmus Mundus.
- As to the question on the relevance of the application period and timing within the academic year, 74% of respondents agreed with the timing of the application process.

ASEM-DUO

Q. Were you satisfied with the overall application process of the ASEM-DUO Fellowship Programme?

Classification	Total
Completely Satisfied	19%
Very Satisfied	39%
Undecided	26%
Somewhat Dissatisfied	13%
Very Dissatisfied	3%

Erasmus Mundus

Q. The selection and award of funding for successful applications was timely?

Classification	Total
Strongly Agree	39%
Rather Agree	46%
Do Not Know / Cannot Answer	3%
Rather Disagree	11%
Strongly Disagree	1%

Q. Application timing was well coordinated with the relevant educational processes (start dates of academic years, realistic time frames for employment of academic and non-academic staff, etc...)

Classification	Total
Strongly Agree	30%
Rather Agree	44%
Do Not Know / Cannot Answer	5%
Rather Disagree	16%
Strongly Disagree	5%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

6. Opinions on Cooperation between Europe and Third World Nations

- Cooperation between Europe and third world nations through the Erasmus Mundus programme contributed to enhancing the higher education of third world nations and the spread of knowledge of the European educational system and exchange students' programme.
- The partnership between Europe and third world nations through the Erasmus Mundus is expected to continue.

Classification	Strongly Agree	Rather Agree	Rather Disagree	Strongly Disagree	Do not Know
Promoting the excellence of European higher education (HE) involves attracting the brightest students/scholars from third countries, which undermines the development potential of third countries.	30.4%	26.2%	20.6%	18.4%	4.5%
The Erasmus Mundus Programme should ensure more balanced and reciprocal relationships between European and third country HE institutions.	42.5%	36.9%	12.2%	3.6%	4.7%
Cooperation with European institutions helps third-country institutions build their capacities.	54.6%	36.5%	3.9%	1.1%	3.9%
Erasmus Mundus partnerships promote European approaches and methods in higher education in third countries.	43.3%	46.1%	5.3%	1.1%	4.2%
Erasmus Mundus has helped to structure, enhance and formalise research and mobility networks between European and third-country institutions that have informally existed in the past.	44.0%	41.8%	5.6%	1.1%	7.5%
Cooperation between European and third-country institutions in our project will be sustainable.	41.5%	43.4%	5.9%	1.4%	7.8%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)

7. Continuous Cooperation after the Close of the Programme

- The majority (80%) of respondents expressed that they would be willing to maintain the programme after the close of Erasmus Mundus.
- Some respondents indicated that they would apply for other programmes in the EU (48%) in order to maintain the continuous operation of projects begun under Erasmus Mundus even after the EU had discontinued its financial support. Additionally, requests to other nations and schools for financial support was also thought to be an alternative method.

Q. Are your project activities likely to continue after the end of your Erasmus Mundus project?

Classification	Total
Most Likely Yes, with Similar Intensity	33%
Most Likely Yes, with Reduced Intensity	47%
Likely Not	9%
Do Not Know / Cannot Answer	11%

Q. What measures has your consortium taken to ensure the sustainability of your activities after the EU funding finishes (you may choose more than one option)?

Classification	Total
Sustaining the Partnership Entirely with Own Funds at the Same Intensity	9%
Sustaining the Partnership with Own Funds but at a Lower Intensity	28%
Participating in Other EU Partnerships or Mobility Instruments	48%
Applying for Funding from National/Regional Schemes	35%
Turning to Businesses for Funding	16%
Sustaining a Part of the Partnership (Bilateral, with Only Some of the Partners)	36%
No Measures Have Been Taken So Far	14%

(Refer to the Interim Evaluation of Erasmus Mundus II [2009-2013] Report)



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