Practical Guidelines

Clustering Joint Programmes and Attractiveness Projects:
Lot 1 – Thematic Cluster on Sustainability

June 2012
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### List of Abbreviations:

<table>
<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADDE-SALEM</td>
<td>Double Degree in Europe, South American Leadership and Employability</td>
</tr>
<tr>
<td>AECID</td>
<td>Spanish International Cooperation Agency for Development</td>
</tr>
<tr>
<td>AMASE</td>
<td>Joint European Master Programme in Advanced Materials Science and Engineering</td>
</tr>
<tr>
<td>BRIDGES-LAC</td>
<td>Building Relationships &amp; Improving Dialogues Geared towards Erasmus Mundus goals – Latin American &amp; Caribbean (LAC)</td>
</tr>
<tr>
<td>CLE</td>
<td>European Literary Cultures</td>
</tr>
<tr>
<td>CONACYT</td>
<td>National Council of Science and Technology</td>
</tr>
<tr>
<td>DILL</td>
<td>Digital Library Learning</td>
</tr>
<tr>
<td>DOCMASE</td>
<td>Joint European Doctoral Programme in Advanced Materials Science &amp; Engineer</td>
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<tr>
<td>EACEA</td>
<td>Education, Audiovisual and Culture Executive Agency</td>
</tr>
<tr>
<td>EAIE</td>
<td>European Association for International Education</td>
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<tr>
<td>EC</td>
<td>European Commission</td>
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<tr>
<td>ECTS</td>
<td>European Credit Transfer System</td>
</tr>
<tr>
<td>EEA</td>
<td>European Economic Area</td>
</tr>
<tr>
<td>EHEA</td>
<td>European Higher Education Area</td>
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<tr>
<td>EM</td>
<td>Erasmus Mundus</td>
</tr>
<tr>
<td>EM-A</td>
<td>Erasmus Mundus Student and Alumni Association</td>
</tr>
<tr>
<td>EM-ABG</td>
<td>European Master in Animal Breeding and Genetics</td>
</tr>
<tr>
<td>EMBN</td>
<td>Erasmus Mundus Brand Name (Master Course)</td>
</tr>
<tr>
<td>EMJD</td>
<td>Erasmus Mundus Joint Doctorate</td>
</tr>
<tr>
<td>EMJP</td>
<td>Erasmus Mundus Joint Programme</td>
</tr>
<tr>
<td>EMMC</td>
<td>Erasmus Mundus Master Course</td>
</tr>
<tr>
<td>EMSP</td>
<td>Erasmus Mundus Master of Science in Photonics</td>
</tr>
<tr>
<td>ENQA</td>
<td>European Network for Quality Assurance</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
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<tr>
<td>EUA</td>
<td>European Union Association</td>
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<tr>
<td>EU-STEP</td>
<td>European Higher Education Study Tours</td>
</tr>
<tr>
<td>FUSION-DC</td>
<td>Master in Nuclear Fusion Science and Engineering Physics</td>
</tr>
<tr>
<td>FUSION-EP</td>
<td>Doctorate in Nuclear Fusion Science and Engineering Physics</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
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</tbody>
</table>
HEI  Higher Education Institution
IMESS  International Masters in Economy, State & Society
IMMIT  International Master in Management of IT
INTER-HED  Internationalisation of Higher Education
IT  Information Technology
ITER  International Thermonuclear Experimental Reactor
IRSES  International Research Staff Exchange Scheme
LAC  Latin America and the Caribbean
MEDFOR  Mediterranean Forestry and Natural Resources Management
MONESIA  Mobility Network Europe-South America: an Institutional Approach
MSCM  Master of Science in Computational Mechanics
NARIC  National Academic Recognition Information Centre
NOHA  Network on Humanitarian Assistance
OBREAL  Observatory of the Relationships European Union – Latin America
OMC  Open Method of Coordination
PROMHEDEU  Promotion of Higher Education Europe-Latin America and the Caribbean
PWC  PricewaterhouseCoopers
US(A)  United States (of America)
URL  Uniform Resource Locator
USP  Unique Selling Point/Proposition
1 Introduction

Since 2003 the Erasmus Mundus Programme has been a significant instrument for the European Commission in using Master (and since 2009 Doctoral) programmes to stimulate innovation and reform across what is now known as the European Higher Education Area (EHEA). During this decade national higher education (HE) activities have focused strongly on the internationalisation of their higher education institutions (HEIs) in response to the challenges of globalisation.

Erasmus Mundus Joint Programmes (EMJP s) present complex challenges for HEIs, because they encourage the HEIs to work beyond what could be termed their traditional ‘comfort zones’ where activities exist in identifiable silos such as disciplines (for example economics, sociology, chemistry or medicine), faculties (for example social science, physical sciences), and the institutions themselves which often focus on income streams which are dominantly at the national level (for example student fees, or research funding through national research councils).

Erasmus Mundus requires innovation that breaks across silos in a way that accelerates internationalisation. First, in response to the demands of globalisation, innovation, and complex economies, EM requires the construction of an interdisciplinary Programme that clearly meets international ‘market’ needs for its multi-skilled graduates. Second, it requires mobility across the Programme, where students will move between institutions in different countries thus becoming multicultural and multilingual. Third, it requires institutional reform and cooperation in the sense that the students who participate in the programmes need to have joined-up experiences across the institutions. IT and library resources need to be transparently available to students, particularly through learning and collaborative e-learning platforms.

The innovations that characterise Erasmus Mundus were not clearly in evidence on a widespread basis at the time the Programme was conceived and launched in 2003, but at that time it was clear that Europe needed to position itself strategically in the increasingly competitive global HE landscape, and to attract the best international students to ‘Study in Europe’. The Programme therefore provided important underpinning finance to networks of academics and institutions who could innovate at the level of Master Courses, and since 2009 with Doctoral Programmes. The finance has been focused in two direct areas. First, there was co-funding to help a consortium of HEIs build an EM Programme of international quality. The term ‘co-funding’ is significant because ‘a priori’ the European Commission contributes towards the cost of establishing a Programme, as in all the other EU programmes. Second, EM provided scholarships to attract the best international students (initially for third country students, but since 2009 also European students).

The HEIs and the European Commission, having worked together to build innovative HE Programmes, have a direct interest in not losing the sunk-investment once the period of Commission funding ceases. But, how can EM Programmes be sustained when so many HE actors are involved, and are involved across national borders? Indeed, what is meant by ‘sustainability’ of a Programme? What is clear from the evidence built through this project is that sustainability is not just a matter of keeping the existing activity going beyond Commission funding, although that is the ultimate goal for any Programme.
This document introduced Practical Guidelines built on approaches taken to sustainability. It does this through the lens of three perspectives:

- Firstly, it considers what has happened to the previous Action 1 projects that have exited Commission funding. This is direct evidence of how sustainability has ‘happened’;

- Secondly it considers what is happening to Programmes which are in an ‘intermediate’ phase of activity. These are what are termed ‘Brand Name’ programmes where a Programme applied for a second phase of funding, passed the threshold to qualify for funding, but was not high enough on the ranked list to actually receive funding. In such cases the Programme can operate for a further year with the ability to state that it remains an Erasmus Mundus Joint Programme;

- Thirdly it brings together what current EMJPs are doing to plan for sustainability.

The three sets of materials are then brought together into a set of overall recommendations for all the current EMJPs to consider when they are looking to the period beyond EM funding.
2 Context

The context for the sustainability of degrees within the Erasmus Mundus Programmes is provided by the core Programme Objectives (b) and (d) of the 2008 Decision (No 1298/2008/EC) to:

- (a) Contribute to the mutual enrichment of societies by developing the qualifications of men and women so that they possess appropriate skills, particularly as regards the labour market, and are open-minded and internationally experienced, through promoting mobility both for the most talented students and academics from third countries to obtain qualifications and/or experience in the European Union and for the most talented European students and academics towards third countries;

- (b) Improve accessibility and enhance the profile and visibility of European higher education in the world as well as its attractiveness for third-country and European nationals.

The first of the objectives identifies the importance of qualifications (in this case the degrees awarded to graduates) in the international labour market, and the need to recruit the highest quality European and third country students to participate in Erasmus Mundus. Within the context of the global competition for such human capital, particularly for example from the United States (US) Fulbright Programme1, where the degrees awarded are all from US HEIs, and where recognition is very much a US to the World challenge. Europe, by contrast is a 27 countries to the World challenge for the European Union, and 49 countries to the World for the EHEA.

The Education, Audiovisual and Culture Executive Agency (EACEA) Terms of Reference for the Cluster clearly set out the European challenges, “Sustainability is an increasingly important issue in Erasmus Mundus. Under the Erasmus Mundus 2009-2013 programme applicants for Erasmus Mundus Masters Courses and Joint Doctoral Programmes have to present their sustainability strategies with a view to ensuring the continuation of their cooperation activities beyond the period of European Community funding……As from the fifth edition of the course onwards, the number of available scholarships offered to Erasmus Mundus Masters Courses will be progressively reduced”. Indeed, identifying robust measures for ensuring sustainability is a condition for receiving Erasmus Mundus funding.

The European Commission operates through the Open Method of Coordination (OMC) where relevant actors can be coordinated within activities that promote the EHEA globally. As well as the funding of “Joint Programmes at Masters (Action 1A) and Doctorate (Action 1B) levels and award of individual scholarships/fellowships to participate in these programmes” two further Erasmus Mundus Actions have supported the wider networking of HE actors (Action 2) and the promotion of European HE (Action 3).

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1 [http://exchanges.state.gov/academicexchanges/index/fulbright-program.html](http://exchanges.state.gov/academicexchanges/index/fulbright-program.html)
**Action 1** creates innovative HE Master and Doctoral Programmes and delivers high-quality graduates.

**Action 2** allows the institutions themselves (for example not just academic staff but also administrative and support staff) for “Partnerships with third country higher education institutions and scholarships for mobility”. It is in this context that HEIs can work more effectively together internationally, and to find innovative solutions in the institutional support for international joint programmes.

**Action 3** addresses the global “promotion of European higher education”, with activity lines concerning Erasmus Mundus National Structures information projects and projects to promote European Higher Education. Action 3 therefore complements the Action 2 activities of HEIs by bringing together National Structures and other national and European-level actors (such as NARIC - National Academic Recognition Information Centres) to work together.

Lastly, at the European level, are the students and graduates of Erasmus Mundus Programmes, who through EM-A (Student and Alumni Association) can contribute to raising the reputational capital of EM. All of these actors, across all three Actions, were consulted in this project.

The term ‘reputational capital’ is important in the context of sustainability. The Erasmus Mundus Programme, in the context of the global HE market, has been modest in the absolute number of EMJPs created and their resulting graduates. To help establish its reputation as a high quality global brand the European Commission has been active at communicating the Erasmus Mundus ‘brand’ politically, globally (through such resources as the ‘Study in Europe’ portal for example), across countries (through European Union (EU) Delegations), and more directly through the Action 2 and 3 projects.

The logic for such activities is powerful. The more that employers and organisations recognise ‘Erasmus Mundus’ as being a quality brand of relevance to their needs, the more likely they will be to invest in the brand, whether that is through HEIs funding the institutional costs for underpinning the Programmes, or whether there are sources of funding for student scholarships.

In the end, sustainability should not be just about finance. It is also about sustaining the impact of Erasmus Mundus beyond periods of Commission funding. Sustainable impact can take different forms and can be for instance strongly linked to maintaining the different 'quality' aspects of a project – which is the case for EMBN courses- or continued cooperation with partners in order to continue or undertake new activities. What sustainability means and entails for EM programme is further discussed in the Good Practices section.

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2 [http://ec.europa.eu/education/study-in-europe/]
3 Survey methodology

The primary objective of the Survey was to gather information on initiatives and experience of Erasmus Mundus Joint Programmes, students, National Structures and Action 2 and 3 projects regarding sustainability. This would lead to a Workshop, and then to this set of Recommendations to improve further the sustainability by the Erasmus Mundus Joint Programmes (EMJP).

A major data collection activity was undertaken through online Survey for the following five target groups:

- Erasmus Mundus Master Course (EMMC) coordinators and partners;
- Erasmus Mundus Master Course Brand Names (EMBN) coordinators and partners;
- Erasmus Mundus Joint Doctorate (EMJD) coordinators and partners;
- Students and graduates of Erasmus Mundus Joint Programmes (EMJP) (via the Erasmus Mundus Students and Alumni Association EM-A); and
- National Structures.

Survey tool

A single online Survey was developed, with a distinctive set of questions designed for each of the five target groups, ensuring a targeted approach for each group whilst allowing effective cross-referencing across the target groups for common questions. A mixture of open and close questions allowed respondents to choose the questions they considered to be most relevant to them.

Distribution

The Survey was launched on 25th October 2011 and was open for six weeks. The invitation was sent to all 162 EM Joint Programmes (EMMC, EMJD and EMBN) and 1,354 partners and associate members. All 30 National Structures were also invited to take part in the Survey. For the students and graduates, EM-A communication channels were used including the EM-A website, newsletter, Facebook page and Twitter account, assuming 7,000 EM-A members were reached through these mediums.

Response rates

In total 1169 individual respondents participated in the Survey. Although the survey tool allowed respondents to skip the questions which they did not consider to be relevant, 933 respondents completed all the questions asked in their respective target group, representing a relatively high 79.8% of the total respondents. Table 3.1 shows the breakdown of the response rates according to the target groups.
Table 3.1: Target Groups and Response Rates

<table>
<thead>
<tr>
<th>Target Groups</th>
<th>Contacted</th>
<th>Responded</th>
<th>% Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Course (EMMC) coordinators</td>
<td>123</td>
<td>87</td>
<td>71%</td>
</tr>
<tr>
<td>Master Course (EMMC) partners</td>
<td>535</td>
<td>125</td>
<td>23%</td>
</tr>
<tr>
<td>Master Course (EMMC) associate members</td>
<td>393</td>
<td>36</td>
<td>9%</td>
</tr>
<tr>
<td>Brand Names (EMBN) coordinators</td>
<td>15</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Brand Names (EMBN) partners</td>
<td>69</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Brand Names (EMBN) associate members</td>
<td>60</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Joint Doctorate (EMJD) coordinators</td>
<td>24</td>
<td>19</td>
<td>79%</td>
</tr>
<tr>
<td>Joint Doctorate (EMJD) partners</td>
<td>111</td>
<td>30</td>
<td>27%</td>
</tr>
<tr>
<td>Joint Doctorate (EMJD) associate members</td>
<td>186</td>
<td>26</td>
<td>14%</td>
</tr>
<tr>
<td>Erasmus Mundus Students and Graduates</td>
<td>7000</td>
<td>808</td>
<td>12%</td>
</tr>
<tr>
<td>National Structures</td>
<td>30</td>
<td>24</td>
<td>82%</td>
</tr>
<tr>
<td>Totals</td>
<td>8546</td>
<td>1169</td>
<td>14%</td>
</tr>
</tbody>
</table>

Source: Clustering Erasmus Mundus Joint Programmes Survey (2011) Ecorys (n=8546).

109 coordinators across EMMC, EMBN and EMJD contributed to the Survey and 69 answered all the questions. A significant number of the coordinators of EMMC and EMJD took part, representing 71% and 79% respectively. A strong contrast was made with the EMBN from which only 20% responded.

228 partners and associate members across EMMC, EMBN and EMJD responded to the Survey, of which 143 completed the Survey. Their response rate was significantly lower than that of the coordinators, especially only 7% of the EMBN partners contacted responding to the Survey.

808 students and graduates took part in the Survey and there was a very positive bias of responses from Graduates of EMMCs (526) with 262 current students responding. 702 students and graduates completed the Survey, representing 86.9% of the total respondents.

24 National Structures took part in the Survey, representing 80% of the National Structures.

In parallel to the online Survey, targeted open questionnaires were sent to Action 2 and Action 3 projects. Action 2 projects which offer degrees were contacted and Action 3 projects whose subjects appeared relevant to the recognition were contacted. Table 3.2 identifies the response rates from Action 2 and Action 3 projects.

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3 262 EM students and 526 EM graduates contributed to the survey. This is lower than the number of students and graduates who entered the survey (808) because some of them already stopped completing the survey when they were asked which target group they represented.
Table 3.2: Action 2 and 3 Projects and Responses Rates

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Contacted</th>
<th>Responded</th>
<th>% Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 2 Projects</td>
<td>74</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Action 3 Projects</td>
<td>42</td>
<td>12</td>
<td>29%</td>
</tr>
<tr>
<td>Totals</td>
<td>116</td>
<td>24</td>
<td>21%</td>
</tr>
</tbody>
</table>

Source: Clustering Erasmus Mundus Joint Programmes Survey (2011), Ecorys. (n=116)

Analysis of results and identification of themes

After the closure of the Survey on 6th December 2011, the analysis of the quantitative and qualitative data was undertaken, with the aim to identify trends, good practice examples and key challenges. Follow-up phone interviews were also undertaken to further complement the qualitative data in the online Survey.

As a result, three cross-cutting sub-themes emerged:

- **Achieving Financial Sustainability of EMJPs.** This is the core ‘money’ challenge – not matter how successful a course is in producing world-class graduates, without money from some source the course cannot continue in its EMJP form. This theme explores the challenges identified by courses;

- **Strategic Reform and Simplifications of the EHEA.** The EHEA is crucially the area of activity where organisational reform, best practice, integrated teaching and learning approaches (European Credit Transfer System (ECTS), diploma supplement etc.) should make it easier for HEIs to work together across borders. The development and enhancement of the EHEA helps to reduce the recognition problems encountered at the Programme level, which also contributes to the sustainability of their programmes;

- **Developing integrated and coherent sustainability strategies.** Here respondents were asked to communicate positive experiences and good practice, as well as being specific about the critical barriers that they have encountered.

These three sub-themes were discussed further at the Workshop, which acted as a forum for exchanging views across the Erasmus Mundus community including active contributors of the online Survey (i.e. Action 1 coordinators and partners, students and graduates as well as National Structures), Action 2 and Action 3 coordinators with relevant expertise, industry experts and other key organisations such as National Academic Recognition Information Centres and National Qualification Authorities.

This Practical Guideline therefore reflects the Survey results and the discussions and conclusions at the Workshop, with a particular focus on the case studies and recommendations which are aimed at all the key stakeholders in the Erasmus Mundus community.
4 Good practices

This section highlights good practice examples from Action 1, 2 and 3 projects as well as wider EM stakeholders to help HEIs achieve sustainability of EMJPs.

The following section aims more specifically to help Action 1 projects and the Erasmus Mundus Wider Community enhance sustainability of the EM programme by providing them with concrete and simple recommendations when developing and implementing sustainability plans.

The good practices presented below have mainly been selected through the Survey and Workshop activities mentioned in the previous section. The Practical Guidelines rest essentially upon the most relevant good practice examples presented at the Workshop which were first identified through the survey outcomes. In addition, additional desk research has been undertaken to complement these good practice examples.

The methodology to select these good practice examples is briefly presented in table 4.1:

Table 4.1: Good Practice Selection Methodology

<table>
<thead>
<tr>
<th>Selection Stage</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting good practice examples to be presented at the Workshop</td>
<td>Analysing the survey outcomes: identifying key trends – (challenges, opportunities and good practices); and categorising them into themes and sub-themes for discussion at the Workshop.</td>
</tr>
<tr>
<td></td>
<td>Selecting concrete and tangible good practices examples from the most relevant survey responses reflecting the main themes identified in the survey. Practices should be concrete and easy to share with delegates at the Workshop and drawn from all the target groups involved in the Survey (core beneficiaries and wider community).</td>
</tr>
<tr>
<td></td>
<td>Conducting follow-up interviews to gather additional information about the good practice examples selected and further assessing their relevance to the Workshop and Practical Guidelines.</td>
</tr>
<tr>
<td></td>
<td>Conducting additional research and interviews to identify good practice examples when not enough good practice examples could be identified for specific target groups through the survey.</td>
</tr>
<tr>
<td></td>
<td>Prioritising good practices examples from projects that are not already or less known within the EM community.</td>
</tr>
<tr>
<td>Selecting good practice examples to be included in the Practical Guidelines</td>
<td>Selecting the most relevant good practice examples presented at the Workshop which provide concrete recommendations that are useful and can be largely disseminated to the EM community.</td>
</tr>
</tbody>
</table>
Reseaching additional good practice examples from the survey and desk research (including an analysis of Programme websites) but not presented at the Workshop to provide complementary information to practices selected for the practical guidelines.

The practices are structured in three sections. The first section looks at what have happened to some Programmes that exited (either permanently or temporarily) Erasmus Mundus funding. Their experiences show ‘what is possible’ and also indicate where they have focused their energies.

The second section looks briefly at the ‘Brand Name’ Programmes, to understand what they have been doing in a period without funding. In all of these cases the Brand phase is an intermediate stage as most of them will reapply again for a second phase of funding. However, if another application is not successful they will have the same challenges as many of the Programmes in the first section. Brand Name Programmes therefore need to plan both for funding continuity, and for funding cessation.

The third section looks at what the current Programmes are doing in the area of sustainability. These Programmes are well aware that a second cycle of funding is not assured, and most of them (unlike the first cycle of Programmes 2003-2008) have been required to present a sustainability strategy as part of their application for funding.

4.1 Sustaining previous Erasmus Mundus Master Courses

Not all Programmes will be sustainable in the precise form that they had when receiving Erasmus Mundus funding. The results from the Survey made it clear that there are significant overhead costs building an EMJP across a consortium of HEIs and other partners in many countries. In many cases it was EM funding that provided the motivation for consortia to build an innovative Programme, whereas some consortia had pre-existing collaborative Programmes that could be enriched and expanded (for example more partners, more diverse mobility, and more international links with industry etc.) through EM funding.

Being ‘Erasmus Mundus’ added a particularly valuable quality label. Being part of an elite set of Programmes should motivate the participants to focus as energetically as possible on sustaining a presence. Although they cannot use the brand ‘Erasmus Mundus’ in their publicity once their Commission funding ends or when they do not quality for Brand Status, many of the former EMJPs still show significant activity. That a range of Programmes still are active is indicative of the fact that:

- **EMJPs clearly have the capability of being sustainable**, but two critical areas of financing need to be addressed: underwriting to costs of maintaining the consortium, and financing the costs of delivering the Programme to students.
The responses from the Survey indicated that in many cases:

- The costs of facilitating the consortium (administrative overheads etc.) can be underwritten ‘in kind’ by partner institutions. This takes place often for a finite period while a Programme ‘tests the market’ for other sources of finance, such as course fees. In some cases direct course fees underwrite all the Programme costs.

Where for national legislative reasons a Programme is not able to charge direct fees, financial flexibility may be very limited. However, this constraint can be turned into a significant advantage because the income generation targets can be lower than those in consortia where high direct course fees are charged.

The following good practice examples provide a set of information on how to attract self-funding students.

**GOOD PRACTICE:** Digital Library Learning (DILL)
**URL:** [http://dill.hioa.no/](http://dill.hioa.no/)

**Three Partners:** Norway (coordinator), Estonia and Italy.

The project took an advantage of the national legislations and promoted low course fees which enabled the consortium to secure finance to offer scholarships. Alongside the consortium scholarships, this programme also identified other scholarship opportunities to help students self-finance their studies. This low course fee strategy, combined with potential consortium and external scholarships, is a strong approach to encourage self-funding students to apply:

“To enable all students to study on Dill, the participation fee for the course 2012-14 has been set very low: The tuition fee is €1,750 per year for EU-EEA students and €2,500 for third country students. Scholarship possibilities: the top ten applicants will be offered a scholarship of €10,000 sponsored by the Dill consortium. There will be no Erasmus Mundus scholarships available for the course in 2012-14. Students from Estonia and Norway will be able to apply for a scholarship from a network of Nordic and Baltic schools of Library and Information science. American students may be eligible to apply for a Fulbright scholarship. The Tallinn University offers a range of different scholarship opportunities.”

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4 European Economic Area (EEA).

5 [http://dill.hioa.no/](http://dill.hioa.no/)
Recommendable elements:

- Explore the potential for the consortium HEIs to finance some scholarships where it is clear that the Programme is of common strategic interest;
- Where national legislation does not permit direct charging of course fees explore how this can be a strategic opportunity to set low overall costs for students, encouraging more self-funding.

Another sustainability strategy of former EMMCs is to make students fully aware of the potential sources of funding that they could apply for. The two following good practices provide examples of courses which informed students about potential scholarship opportunities to finance their degrees. The second good example also provides information about internships and internship allowances which in the meantime clearly demonstrate to prospective students the value of their students and graduates for employers.

GOOD PRACTICE: International Masters in Economy, State & Society (IMESS)
URL: http://www.imess.eu/

Eight Partners: Czech Republic, Estonia, Finland, Hungary, Poland, Russia, Serbia and the United Kingdom (coordinator).

The programme clearly informs the students about consortium scholarship and other potential sources of funding to help them self-finance their degrees. The conditions for the consortium scholarships as well as a detailed overview of the potential funding opportunities with links to applications processes for students are provided on the ‘scholarships and fees section’ of their website.

“In 2012/13 we anticipate offering no fewer than eight IMESS scholarships to support both Category A and Category B students. .. The scholarship therefore covers the fees, associated with attendance at two of Europe’s leading universities, but does NOT cover all of the costs associated with attending the Programme. Rather, participants will need some additional source of funding to cover the full costs associated with accommodation, food, travel and books”.

OTHER SCHOLARSHIP OPPORTUNITIES

- Socrates-Erasmus Mobility Awards
- Finn-Guild Scholarships
- Visegrad Scholarships
- CONACYT Scholarship for Studies Abroad
- Becas Talentia
- Fundación Rafael del Pino

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6 This is possible easier with small compact consortia such as DILL (three partners only – the minimum for Erasmus Mundus) than for larger and more diverse consortia.
7 http://www.imess.eu/scholarships.php
6 Consejo Nacional de Ciencia y Tecnología (National Council of Science and Technology).
GOOD PRACTICE: International Master in Management of IT (IMMIT)
URL: http://www.immit.eu/

Three Partners: Finland, France and the Netherlands (Coordinator).

The Programme communicates a diverse set of funding opportunities for potential students. The Programme website not only includes information on scholarships but also potential internship allowances with examples of what current and former students had received and where they undertook their internships. This clearly aims to inform students about additional sources of funding as well as publicise the enhanced career prospects of their graduates.

“The IMMIT consortium has 14 scholarships available for excellent students who are admitted to the IMMIT programme. The IMMIT Scholarship includes: A partial tuition fee waiver … Other financial support: Admitted IMMIT students are encouraged to look for other scholarship opportunities. In addition, previous IMMIT cohorts have received generous internship allowances (up to € 1000 per month) during the fourth semester of the IMMIT program, which were provided by companies like Shell, Philips, Deloitte, PWC10 etc. In addition, EU-students may be eligible for an Erasmus Grant, which applies to the second (Turku) and third semester (Tilburg) of the IMMIT programme11.

4.2 Brand Name Sustainability

The Erasmus Mundus Brand Name (EMBN)12 courses result from:

“The highly competitive nature of the selection and the limited budget available, these courses were not re-selected under the 2011 Call for proposals. As a consequence no Erasmus Mundus scholarships will be available for the 2012 intake of these Masters courses. Each of these courses has demonstrated high quality throughout, and has therefore been awarded by the European Commission/EACEA an Erasmus Mundus Brand Name (EMBN) by which it commits itself to maintain the requirements and level of excellence expected from an Erasmus Mundus Masters Course13.

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9 http://www.imess.eu/scholarships.php
Agencia Española de Cooperación Internacional y Desarrollo (Spanish International Cooperation Agency for Development (AECID)),

10 PricewaterhouseCoopers (PWC).

11 http://www.immit.eu/

12 http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_no_scholarships_en.php

13 Ibid.
EMBNs are EMJPs in name, but have to resource their own activities. Brand Name courses have two possible exit routes from Brand status. They can reapply for funding in the following Call for Proposals, and if successful they will receive a second cycle of funding before they exit from EM funding. If not successful they will need to consider the viability of their sustainability strategy.

Whether or not they secure further EM funding, the key is how they are proactively preparing the ground for a future beyond Erasmus Mundus, especially during a year where they still can benefit from the global reputational capital of Erasmus Mundus. The Erasmus Mundus label is a quality label for the EMBNs, and to support Brand Names in the future, it could be considered to “allow keeping the Erasmus Mundus label for a longer period once the scholarships are over to improve the promotion of Erasmus Mundus within European Countries”\(^4\).

The following two good practice examples clearly communicate how EMBN have developed relationships with employers and industries and gained their active support through grants, studentships and placements enabling them to sustain their programmes. The first good practice is an example of a course which gained employer support through different financial measures to help students finance their degrees. The second good practice shows more specifically the results of the relationship they built with employers and industry through industrial placement and its impact on student employability.

**GOOD PRACTICE:** Erasmus Mundus Master of Science in Photonics (EMSP)

**URL:** [http://www.master-photonics.org/](http://www.master-photonics.org/)

**Seven Partners:** Belgium (Two partners including the coordinating institution), Denmark, Spain, Switzerland and the United Kingdom.

The project communicates clear industrial and employer relevance and is supported by a range of Photonics Societies and key industry and institutional organisations\(^15\). The consortium offer EMSP Excellence Grants: for European students: 8000 Euro per year, for non-European students: 12000 Euro per year. In addition the ‘supporters’ can offer studentships, for example:

> “Chimei Excellence Grant: Chimei Innolux Corp. offers: 6000 Euro per year. Conditions: the Chimei Excellence Grants will be awarded to best ranked European and non-European applicants. Students with Chimei Excellence Grant will do their master thesis project (semester 4) at NTU (R.O.C. Taiwan) in collaboration with Chimei Innolux Corp.”\(^16\).

The Programme provides extensive links to external sources of funding which prospective students can consider.

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\(^4\) Quote from the Clustering Erasmus Mundus Joint Programmes Online Survey undertaken by Ecorys UK 2011, Anonymous.


GOOD PRACTICE: Master of Science in Computational Mechanics (MSCM)

URL: [http://www.cimne.com/cm-master/](http://www.cimne.com/cm-master/)

Four Partners: France, Germany, Spain (coordinator) and the United Kingdom.

The Programme communicates clearly the outcomes of its relationship with industry and employers by providing two tables which show first the destinations of graduates, and second the impact of the internships with industry. On their website they produce a table (Table 4.2) which provides summary statistics of the graduate destinations and the industry experiences undertaken during their studies:

**Table 4.1: Destinations of MSCM graduates and impact of internships with industry**

<table>
<thead>
<tr>
<th>Students and graduates</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>19</td>
<td>23</td>
<td>20</td>
<td>18</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Number of females</td>
<td>16%</td>
<td>13%</td>
<td>5%</td>
<td>17%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Scholarships offered</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>(excluding EM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates following a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD programme</td>
<td>37%</td>
<td>39%</td>
<td>45%</td>
<td></td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Graduates following a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD programme (CM related)</td>
<td>37%</td>
<td>35%</td>
<td>40%</td>
<td></td>
<td></td>
<td>37%</td>
</tr>
<tr>
<td>Graduates working at</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>companies</td>
<td>58%</td>
<td>61%</td>
<td>50%</td>
<td></td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>Graduates working at</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>companies (CM related)</td>
<td>42%</td>
<td>43%</td>
<td>35%</td>
<td></td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

Source: [http://www.cimne.com/cm-master/](http://www.cimne.com/cm-master/)

The course has developed a strong relationship with employers and other organisations, with 33 companies and 11 Research Centres offering 59 industrial placements to MSCM students (for a total of 62 students between 2007 and 2009). By undertaking placements, students can find an additional source of funding to finance their degrees but also gain relevant practical experience which result in almost one fifth of the cases in a long-term job. The tables presented on their website clearly show to prospective students that the course is supported by employers through industrial placements and that graduates are highly employable and valued in the labour-market as a result of the course and their placement. The activities of the Brand Name courses confirm much of the recommendable practice identified among the ‘former’ Programmes.

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17 [http://www.cimne.com/cm-master/Description.asp](http://www.cimne.com/cm-master/Description.asp)
**Recommendable elements:**

- Develop a robust sustainability strategy from the planning phase, whilst EMJPs can exploit the value of Erasmus Mundus as a quality label;
- Develop a strong relationship with employers and industries and gain their support through grants, studentships and placements to help students self-finance their course; Clearly Communicate this support, notably through the course website;
- Communicate clear industrial and employer relevance of the ‘hard and soft’ skills of EM graduates; Communicate for instance impact of internships and destination of graduates;
- Provide comprehensive links to external sources of funding which prospective students can consider, and motivate the students effectively to search for funding.

### 4.3 Current Erasmus Mundus Programmes

Many of the currently operational Erasmus Mundus Joint Programmes (EMJPs) will have needed to produce a specific sustainability strategy when applying for funding. However, matching what is often an aspirational strategy to financial reality is often a difficult journey.

What EMJPs discussed above show clearly that sustainability can be achieved while still retaining the unique characteristics of Erasmus Mundus. This is an important observation because many of the responses to the Survey questions showed a widespread lack of optimism about full sustainability, with many of the worries being about how to persuade self-funding students to invest the often significant amount of money to cover course fees and living costs that involve residence in multiple locations across European HEIs.

Nevertheless, four key activities have been identified through good practice to support sustainability in Erasmus Mundus Programmes:

- Clearly Understand What Sustainability Means To Your Programme;
- Develop a Unique and Innovative Product Linked to ‘Market’ Needs;
- Enable Integrated Consortium Management and Marketing Strategy;
- Identify Alternative Financial Sources.

#### 4.3.1 Clearly Understand What Sustainability Means To Your Programme

Sustainability is a complex concept that can be direct or indirect and involve financial and non-financial aspects. Non-financial sustainability can encompass for example the notions of integration, continued cooperation, added value, innovation, quality, visibility, employability or transparency. Sustainability here
is not only about keeping existing projects alive but can also be about ‘maximising impact’ and ‘continuity’. The Survey and Workshop highlighted that Action 1, 2 and 3 projects approach sustainability in different and complementary ways. This section discusses what sustainability means for Action 1, 2 and 3 projects as well as the main conditions to achieve it.

**GOOD PRACTICE:** Euroculture Erasmus Mundus Master Course, Action 1  
URL: [http://www.euroculturemaster.org/](http://www.euroculturemaster.org/)

12 Partners: from eight EU Countries (Czech Republic, France, Germany, Italy, the Netherlands (coordinator), Poland, Spain and Sweden) and four non-European countries (India, Japan, Mexico and USA).

The Programme is coordinated by the University of Groningen in its second cycle of funding having had one year between funding as a Brand Name Programme. Euroculture has itemised what are considered to be the main conditions for sustainability. Euroculture considers that EMJPs should stand out from comparable ones and focus on their **Unique Selling Point (USP)**, for example:

- Identify a niche market;
- Focus on selection of excellent students as an indication of high quality;
- Academic quality and interdisciplinary approach;
- Highlight special features: work placements, mobility, joint degree, teaching and learning excellence; development of competences and soft skills and clearly defined learning outcomes; and
- Focus on employability by identifying social and economic needs for graduates and employers, backed up with clear evidence of success in the past.

Other sustainability issues highlighted by Euroculture include:

- EM joint programmes should focus on **close cooperation and full commitment** of each consortium member and Reputation building. EMJPs should develop a communication strategy to promote the USP and create awareness and visibility to attract the best students worldwide and the best company support. EM joint programmes should also develop **multiple courses of finance including**:
  - Financial commitment from institutions: School / Faculty / University (e.g. set up a Consortium Grant Scheme that can cover fees and / or costs of living. Even a limited number can attract attention of prospective students);
  - External organisations and industry;
  - Competitive student fees; and
  - Local, national funding.
Recommendable elements:

- Identify and widely publicise the USP for your EMJP;
- Constantly enhance cooperation and innovation across the consortium;
- Maximize the diversity of funding sources;
- Build strategic linkages with employers of the graduates;
- Communicate the world-class learning outcomes of your EMJP;
- Communicate potential employability benefits to students participating to the EMJP.

In the context of the transversal activities, the EM Action 2 and 3 Projects have helped to establish EM globally as an innovative and creative HE initiative. While it is easier to understand that sustainability is 'mission critical' for Action 1, sustainability of Action 2 projects are very much linked to the helping to sustain the structure of the programme.

Mobility-focused Action 2 projects often have a complicated structure which makes it difficult to develop a long-term strategy mainly:

"Due to the size of the consortia (up to 20 universities), their multi-disciplinarity and the fact that not all countries or regions are eligible on a yearly basis for the call for proposals"\(^{18}\). In addition to this, the structure of the programme and its strict rules regarding the scholarships, the distribution among the different levels (undergraduate, master, doctorate, post-doctorate, staff), and in some cases among the different academic fields, often discourages the partners to provide own funding or to look for external sponsors\(^{19}\).

However, Action 2 can achieve **sustainable institutional cooperation**, for example if partners maintain part of the project activities or develop joint projects with new funding, or if they further cooperate in some specific areas or **continue mobility exchange of students and staff**.

Sustainability of Action 2 projects can be also found in the outcomes of the individual mobility flows with **sustainable academic networks**: "Once mobile students and staff have established links, trust and respect for the expertise of each other, there will be the potential to work together for their mutual benefit looking for alternative funding opportunities and cooperation channels"\(^{20}\).

**Elements of sustainability for Action 2 projects:**

- Long-lasting networks;

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\(^{18}\)Lotus and Basileus Action 2 projects, [www.lotus.ugent.be](http://www.lotus.ugent.be); [www.basileus.ugent.be](http://www.basileus.ugent.be)

\(^{19}\)Mobility Network Europe-South America: an Institutional Approach (MONESIA), [http://www.monesia.eu/](http://www.monesia.eu/)

\(^{20}\)Ibid.
• Bilateral and multilateral cooperation agreements between HEIs;

• Continuation of academic activities, research programmes, mobility initiated by a project;

• Development of new cooperation activities between partners (e.g. conferences, new research or mobility programmes etc.);

• Increased level of internationalisation in the HEIs involved;

• Support from new funding;

• Enhanced attractiveness of EHEA and EM programme for partner countries; and

• Capacity building.

Sustainability for Action 2 projects is therefore more about building up **sustainable trust, and long-lasting links to achieve continued collaboration.**

**GOOD PRACTICE:** Mobility Network Europe-South America (MONESIA), Action 2

**URL:** [http://www.monesia.eu/](http://www.monesia.eu/)

**20 Partners:** From 9 countries: Austria, Belgium, Brazil, Italy, the Netherlands, Paraguay, Portugal, Spain (coordinator) and Uruguay.

The project, coordinated by the University of Granada which also have Action 1 and 3 projects, identifies what are the sustainability elements for mobility projects and highlights the following areas to achieve or enhance sustainability:

• **Planning:** “Medium and long term planning: Sustainable academic cooperation is a continuous process that requires time and an underlying strategy”\(^{21}\)

• **Partnership:** “Partners should fully participate to all stages of the project in order to feel full ownership (dissemination, selection, implementation, evaluation...).” “ Strengthening the international dimension of all partners: creates the will to continue the project activities and to maintain or increase its impact at all levels”\(^{22}\)

• **Mobility:** “Seek long term & degree mobility for capacity building and building of durable relationships. An adequately design project needs to be based on mutual trust between partners to allow mobility for students. Long-term mobility should be further sought but requires more trust between institutions. The project needs to adequately **distribute mobility flows in order to build-up mutual trust.** Projects also need to put an emphasis on academic and administrative staff

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\(^{21}\) Ibid.

\(^{22}\) Ibid.
mobility which will guarantee quality, pertinence and sustainability. To achieve staff mobility, institutional support is essential;23

- **Mutual trust for further activities**: “Building up of mutual trust & confidence is the basis for further activities such as consolidation and growth of existing student & staff exchange schemes, simplified recognition of study periods & degrees, joint & multiple degree programmes, stable networks working on joint projects. Fostering links on an individual and institutional basis: requires time but last once they are established”.24

**Recommendable elements:**

- Design and implement a project with the aim to ensure a continued cooperation between partners beyond the project duration;
- Explore sustainable cooperation at individual as well as academic and institutional levels;
- Involve partners at all project stages to ensure partners’ ownership and commitment to project continuity and impact; Seek institutional support from all partners;
- Encourage long-term mobility of students, academics and administrative staff to build mutual trust and long-lasting links;
- Disseminate information to partners (e.g. through a newsletter) not only on project activities and results but also on ways to potentially continue and finance the cooperation beyond the project duration.

Action 3 projects are instrumental in increasing the visibility of Erasmus Mundus Programmes outside Europe as their primary goal is to enhance the attractiveness of EHEA and Europe as an educational destination. By fostering exchange, networking activities and dialogue, their cooperation activities with third countries have an indirect impact on the sustainability of EMJPs. However Action 3 projects not only help increase the visibility of EMJPs but also help enhance the recognition of their degrees. Similarly to Action 2, sustainability for Action 3 is about building trust, dialogue and continued cooperation with third country partners. The main challenge for action 3 project is therefore to guarantee cooperation outside the project funding. Consequently, the main underlying challenges to achieve sustainability lie both in the “quality of the partnership” and "the strategy of the projects to produce in a short period of time valuable outcomes to be useful in a long-term".25

**Elements of sustainability for Action 3 projects:**

- Enabling enhanced cooperation between HEIs and other stakeholders and help in building-up long-lasting networks;

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23 Ibid.
24 Ibid.
Enabling mutual dialogue between the EU and third country partners at different levels (e.g. expert, national and regional levels) to bring together a wide range of key players and relevant stakeholders including policy-makers; and

Influencing policy makers and HEIs by widely disseminating information, project results and recommendations in EU and third countries (e.g. dissemination conferences; through publications, websites).

**GOOD PRACTICE:** Building Relationships & Improving Dialogues Geared towards Erasmus Mundus goals – Latin American & Caribbean (BRIDGES-LAC) and Promotion of Higher Education Europe – Latin America and the Caribbean (PROMHEDEU-LAC), Action 3

URL: [www.obreal.org](http://www.obreal.org)

26 **Partners:** in Argentina, Belgium, Brazil, Chile, France, Germany, Italy, Mexico, Peru, Poland, Portugal, Spain (coordinator) and the United Kingdom.

BRIDGES-Lac and PROMHEDEU-Lac were two Erasmus Mundus cooperation projects, coordinated by the University of Barcelona that resulted in the creation of a permanent bi-regional platform to promote dialogue and synergies between governments, academic institutions and social sectors in Europe and Latin American and the Caribbean Countries (LAC). This platform aims to strengthen cooperation between institutions in the two regions. 26

BRIDGES-Lac and PROMHEDEU-LAC respectively aimed to ‘identify the priority’ and ‘set up the basis for permanent cooperation between EUA – EAIE – ENQA 27 – National Rectors and University Associations in Latin America and University Networks’. In other works, the project aimed to strengthen cooperation between university associations at regional level. The project had multiplier effects. Following this, similar EM projects were implemented in Asian, African and Mediterranean countries. To achieve sustainability through enhanced cooperation, OBREAL 28 recommends:

- **Promote ‘synergies among key actors of the EU and third regions’ to boost convergence processes – and develop building blocks for wider regional convergence;**

- **Help enhance the capacity of and involve intermediate actors (between governments and individual universities) such as regional university associations;**

- **Enhance understanding between partners by providing ‘better Information on EU HE as well as analysis of strategies implemented by EU’s competing world partners’; and**

- **Aim to develop common perspective to respond to global challenges.**

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26 Observatory of the Relationships European Union – Latin America (OBREAL), [www.obreal.org](http://www.obreal.org)

27 European Union Association (EUA), European Association for International Education (EAIE), European Network for Quality Assurance (ENQA).

28 Observatory of the Relationships European Union – Latin America (OBREAL).
Recommendable elements:

- Develop a strategy to maximise the impact and operational value of the project activities to produce long-term valuable outcomes;
- Design a partnership to include members that will be willing and able to continue cooperation;
- Enhance, when necessary, partners capacity-building to ensure continued cooperation;
- Seek dialogue and mutual trust at different levels and with a wide range of actors to maximise impact;
- Identify a range of influential and key players in the partner regions to work and cooperate with partners beyond the project duration;
- Widely disseminate project results in regions of cooperation.

4.3.2 Develop a Unique and Innovative Product Linked to ‘Market’ Needs

As discussed in the previous section, EMJPs need to stand out from comparable higher education programmes by developing a USP - a key element to sustainability. To ensure its USP, an EMJP should constantly be innovative and actively develop to maximise relevance for its ‘market’. This means that to be competitive, an EMJP should be developed and constantly adapted to answer to the needs of employers and offer cutting-edge product. Employability here is an indicator that demonstrates if a course is well-designed for market needs as well as an important enabling factor to achieve sustainability. Employability is part of a virtuous circle where high employability prospects attract excellent students and additional funding to finance the programme.

This section discusses the need to develop a unique and innovative product relevant to market needs. The first good practice provides an example of a course which developed a programme in a niche market which was not previously covered by any other course. This course is also an all-round good practice including many recommendable practices such as the involvement of employers and stakeholders in the programme. The following two sub-sections focus on two main aspects to develop a Unique and Innovative Product: involving employers and other stakeholders and attracting students. Good practices in these sections discuss:

- The benefits, as well as how to involve employers and relevant stakeholders when designing or adapting a programme;
- How to take into account employers’ needs from an employer’s point of view. Employability here is considered as a central element to develop and implement an innovative course adapted to the market as well as achieve sustainability;
• An example of a Humanities Programme which successfully engaged with employers and other stakeholders to better target its programme to employers’ needs as well as obtain additional funding sources;

• The motivations of self-funding students to enrol in an EM course.

**GOOD PRACTICE:** Network on Humanitarian Assistance Master (NOHA), Action 1
**URL:** [http://www.nohanet.org/noha-mundus-scholarships.html](http://www.nohanet.org/noha-mundus-scholarships.html)

**14 Partners:** From Australia, Belgium, Colombia, France, Ireland, India, Indonesia, Germany, Lebanon, the Netherlands, South Africa, Spain (coordinator), Sweden and the US.

Coordinated by University of Deusto, the Programme developed a course in a niche market which was not previously covered by any other course. For the past 20 years, the course has aimed and constantly adapted to offer cutting edge and relevant training that could have the biggest impact on society. The course is based on strategic alliances where employers are partners on their own right which participate to the Advisory Board and provide teaching staff and internships. NOHA did not only develop a master and doctorate but also built a ‘brand’ for its courses and develop a Network that contributes to their recognition and sustainability.

Developing high calibre students, more than 2,500 professionals have graduated from the NOHA course and work in the field of humanitarian relief and international cooperation. Many of them hold high-level positions of responsibility in a wide range of public, private and non-for profit organisations.

**Recommendable elements:**

- Develop a Programme in a niche market based on innovative pedagogical content;
- Build strategic alliances with employers and other stakeholders in order to develop a unique and innovative Programme;
- Maximise their involvement when running the Programme;
- Assess and monitor the relevance of your programme on the market; constantly adapt to the needs of the market with the help of your strategic alliances and end-users.

**Involving stakeholders and employers**

Engaging with the main course stakeholders should not only be to promote the course or secure additional funding. They can also help to improve the non-financial sustainability of the course. It is therefore recommended to involve them from the conception of the course. Their involvement would help provide tailor-made courses to end users and further improve recognition, employability and therefore sustainability. Employers and other key stakeholders for instance could help designing the course, provide teachers and internships.
GOOD PRACTICE: A Double Degree in Europe, South American Leadership and Employability (ADDE-SALEM), Action 3

16 Partners: From 10 countries - Argentina, Brazil, Chile, Colombia, France, Hungary, Italy (coordinator), Portugal, Spain and Sweden.

The ADDE-SALEM project aims to enhance the attractiveness of joint and double degrees between European and South American Universities while enhancing the employability of Latin American students in their home countries. To attract the best Latin American students, the project decided to develop new joint degree programmes that would answer to the needs of Latin American employers. To do so, the project developed research as well as strategic alliances between the European and Latin American Higher Institutions (both faculties and administrators) students, alumni as well as public structures and employers to discuss research findings and employers’ needs. As the results of this cooperation, the project has developed and proposed curricula innovation to new joint degree programmes in the field of engineering. The approach taken by the ADDE-Salem project therefore creates a ‘virtuous loop’ which ‘guarantees a continuous feedback from the job market’. In addition to this, the project is also committed to disseminate its results through conferences.

**Recommendable elements:**

- Develop wide strategic alliances that not only include employers but also other stakeholders including public institutions and students/alumni to improve employability;
- Research employability needs and provide platforms to discuss with the relevant stakeholders employers’ needs and curricula innovation as well as obtain continuous feedback from the labour-market;
- Disseminate information and project results through networking activities such as conferences.

The involvement of the industry is particularly important as employability is one of the main factors for the sustainability of Higher Education course. Conversely, if employers are involved in a course, the chance to obtain their financial support increase as they can fully see the added-value to recruit the EM graduates (see also good practice from the MSCM course noted earlier in this document). Employer involvement and relevance in turn provides a feed-back loop into the Programme’s reputation that then encourages student to consider self-funding and to seek alternative sources for scholarships: “Joint programmes should be based more strongly on needs analysis and future prospects for the employment of graduates”29.

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29 Quote from the Clustering Erasmus Mundus Joint Programmes Online Survey undertaken by Ecorys UK 2011, anonymous.
GOOD PRACTICES: BMW GROUP Careers

URL:

The BMW group is a major employer looking to recruit thousands of graduates each year. The BMW Group Career Branch was invited to the Workshop to express its views as an example of a global and potential employer of EMJPs’ graduates. While they have not been directly involved in the EMJPs, the BMW group is looking for employees with profiles similar to Erasmus Mundus Programmes’ graduates. They are looking more specifically, for high calibre graduates with excellent academic and practical knowledge, able to work in an international environment: “because in an internationally competitive labour-market, international skills are a prerequisite for an entire career”. Higher education Programmes such as EMJPs are therefore of high interest for the group.

The BMW group provided recommendation on how to involve and take into account employers’ needs as well as highlighted the strong links between employability and sustainability. For the BMW group, employability is one of the key factors to enhance sustainability of a programme and should therefore be one of the programme's objectives when developing and implementing a programme.

To answer to market needs BMW recommends to:

**Recommendable elements:**

- Consider employability as one of the overall goals of the programme;
- Make sure that a programme aims and answers to market needs (e.g. skills and qualification required by employers) in their specific professional fields of expertise when developing and delivering it (e.g. curriculum, teaching methods, student assessment procedure and criteria etc.);
- Involve employer representatives from the onset of the development of the programme;
- Include employability as a criteria for internal quality assurance and involve employer in the internal quality assurance process;
- Survey and consult employers and alumni to assess whether or not the programme leads to enhanced employability and obtain constructive feedback;
- Clearly communicate the learning outcomes, competences gained and employment trajectory of students to employers.
GOOD PRACTICE: Master CLE Cultures littéraires européennes (European Literary Cultures)
Action 1
URL: http://www.cle.unibo.it/site/fr/home/

Four Partners: From France, Italy (coordinator) and Greece.

To ensure sustainability, an objective of the CLE course was to raise the profile of humanities master in the labour-market as well as obtain financial and non-financial support. CLE actively look for partnerships, funding and work opportunities. It organised a winter school to allow students to meet enterprise, get some advice about research work and internships. This event also aimed to define what the needs of employers are: what are the new kinds of specialisations that employers require? What are the fields of competences needed for them? CLE also developed clusters where the programme cooperates with different stakeholders to facilitate recognition and employability (embassies, international organisations, companies, and universities). CLE obtained fellowships or publicity from private companies and foundations (De Cecco, Omas, Fullbright USA). CLE also gained supports from associations and institutions to help with mobility and publicity (French-Italian University Association).

**Recommendable elements:**

- Organise events and create clusters to develop relationships with employers and other relevant stakeholders and raise the profile of a programme;
- Allow students to meet employers;
- Research employers’ needs, (internships, research work skills and qualification needs); Obtain employers’ feedback and advice on employability;
- Identify and develop cooperation opportunities with them (partnership, funding, publicity etc.); Build dialogue on topics that are of special interest to employers and other relevant stakeholders and develop research benefits for employers.

**Attracting students**

It is important for HEIs to look at how they can attract self-funding students to their Programmes. To do so, HEIs must have a clear understanding of what the real costs of the programme are for these students, what attracts the students to the course and what they would be willing to pay. Overall costs of participating in the EMJPs can differ greatly between EU and third countries’ students. For third country students for example, fees and cost of living in Europe can be much higher compared to their country of origin.

**GOOD PRACTICE: what are motivations for self-funding students?**

The Survey asked self-students students and graduates what were their main reasons for participating in the EM course. Each respondent could select up to three responses.
Table 4.3: What were the main reasons for students and graduates to participate in the course? (Each respondent could choose up to 3 responses.)

<table>
<thead>
<tr>
<th>Main reasons for participating</th>
<th>No. of responses</th>
<th>% of responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject area of the course</td>
<td>42</td>
<td>64.5%</td>
<td></td>
</tr>
<tr>
<td>Type of degree awarded</td>
<td>32</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Possibility to study in Europe</td>
<td>31</td>
<td>47.5%</td>
<td></td>
</tr>
<tr>
<td>Career opportunities after the course</td>
<td>28</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Networking opportunities</td>
<td>20</td>
<td>30.5%</td>
<td></td>
</tr>
<tr>
<td>Reputation of Higher Education Institutions</td>
<td>16</td>
<td>24.5%</td>
<td></td>
</tr>
<tr>
<td>Reputation of Erasmus Mundus</td>
<td>11</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Other, please specify</td>
<td>2</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>Total respondents: 65</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Clustering Erasmus Mundus Joint Programmes Survey (2011), Ecorys. (n=65)

According to the survey results, self-funding students and graduates main reasons to participate to an EM course were:

- The subject area of the course which relates to the **innovative, multi-disciplinary and multi-national aspect** of the EMJPs;
- The type of degree to be awarded, showing that **Joint or multiple degrees** offered by EMJDs are a strong selling point;
- The value of studying in Europe. This shows that the **opportunity to study in a range of European countries and gain multi-cultural and multi-lingual experience** is also a strong motivation; and
- The **career opportunities** after graduation showing that the enhanced employability of EM graduates is also an important motivation factor.

The testimony of an EM self-funding graduate who shared her EM experience at the Workshop echoes the survey’s findings. Nadia Ptashchenko\(^\text{30}\), an Erasmus Mundus Alumni from Russia, decided to participate to an Erasmus Mundus joint programme because it allowed her to **‘stand out from the crowd’**. She highlighted similar elements to the ones discussed above as the main reasons for her to undertake an EMJP: high quality and interdisciplinary education; international exposure, international networks and multiple degree diplomas, practical and research experience as well as enhanced job opportunities and personal development.

\(^{30}\) Nadia Ptashchenko, Erasmus Mundus Alumni Graduate (EMMC Euroculture Alumna, Rijksuniversiteit Groningen, Uppsala University, 2007-2009) and Active Member of EM-A Eurasian Chapter.
There is also the need to understand clearly what self-financing students need beyond the actual curriculum. Students coming to Europe on intensive mobility programmes need to be convinced that their mobility will be easily facilitated. Self-funding students would need strong reassurance that they will not be distracted by visas and work permits to invest in an Erasmus Mundus course. Students communicated in the Survey that information given by authorities is often insufficient, the visa application and work permit procedures are long and time consuming. This process can hinder the students’ learning experience. For example, while waiting for their visa, students could not apply for internships. A Programme needs to focus clearly on making mobility as easy as possible:

**GOOD PRACTICE: Mediterranean Forestry and Natural Resources Management (MEDfOR)**

URL: [http://www.medfor.eu/](http://www.medfor.eu/)

Seven Partners: From Italy, Portugal (coordinator), Spain and Turkey.

All of the seven partner institutions have their own MEDfOR local management teams. They work with the International Offices to support international students in the areas such as visas, residential permits and accommodation in order for them to focus on their studies. This support also extends to their families so that the integrated support is provided for each student.

<table>
<thead>
<tr>
<th>Recommendable elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Clearly understand real costs for self-funding students beyond the course fee;</td>
</tr>
<tr>
<td>✓ Understand that self-paying students need stronger reassurance that they will not be distracted by legal conditions such as visas and work permits;</td>
</tr>
<tr>
<td>✓ Make mobility as easy and accessible as possible with solid support for self-paying students.</td>
</tr>
</tbody>
</table>

4.3.3 Enable Integrated Consortium Management and Marketing Strategy

**Enable an Excellent Integrated Consortium**

At the consortium level the presence of an integrated management team has proven to be successful. By managing all the different parts of a project, a management team can implement and manage more effectively long-term sustainability plan (including communication, marketing, search for funding, sustainable partnerships etc.).

Programmes should not only be fully integrated academically but also administratively within HEIs. In each partner institution, administrative and academic teams need to dialogue to enhance mutual understanding which will in turn help develop closer cooperation. Synergies and further cooperation between administrative team is also recommended across consortium, for example in delivering a clear and integrated degree to graduates:
In order to fully ensure that the degree holder is automatically officially recognized as such within each respective partner country, a procedure is being installed within all full partner institutions, whereby all degree holders are registered in all partner universities signing the joint degree, regardless of the degree holder’s individual mobility track.”

To raise the capacity of Administrators, and ultimately enhance sustainability, it is not only necessary to inform them but also provide them with training and professional guidance.

**GOOD PRACTICE: The Internationalisation of Higher Education: an on-line training course for Erasmus Mundus Administrators (INTER-HED), Action 3**

**URL:** [http://www.erasmusmundus.it](http://www.erasmusmundus.it)

**Six Partners:** From Belgium, Ireland, Italy (coordinator), Lithuania, Malta and Portugal.

INTER-HEAD is a project targeted to administrative staff that manages international EM joint programmes and projects (Action 1, 2 and 3 projects and National Structures). It developed an online training course which focuses on internationalisation of higher education systems and aims to develop the competences and skills of administrators in charge of managing joint and mobility programmes. The project based its course on practical studies that take into account the different models of HE systems (e.g. different features, legislation) and management methods of joint programmes.

The course contents will be published online as an open education resources to be used as a self-learning tool by HEI administrative departments. The project also plans to encourage networking amongst the different stakeholders participating to the training to share good practice and build relationships. It also plans to assess the efficacy and effectiveness of the online training course to improve its content and structure in order to maximise impact and sustainability.

**Recommendable elements**

- Use existing practices and training courses to enhance the competences of administrative staff in charge of managing EMJP and EM project;
- Share practice amongst administrative staff within a consortium;
- Evaluate efficacy and effectiveness of the management methods applied.

**Produce an Integrated Marketing Strategy**

Widely publicising the value of EM joint programmes to students and other relevant stakeholders is an effective way to enhance sustainability. Consortia can develop an integrated communication strategy to target relevant stakeholders, implement tailored-made activities and ensure their effectiveness.

When communicating to potential students for example, courses should make sure that relevant information on the programme are available through their website and other communication channels. To

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make sure the right information is well communicated, different tools such as ‘mystery shopper’ techniques can be used to test and help refine the website and other channels. EM courses could for instance consider having this strategy or activities designed by communication experts rather than academics. This communication strategy should also answer to the specific objectives of a programme (recruit self-paying students, increase recognition amongst potential employers etc.).

The following section present three good practice examples from Action 1,2 and 3 projects focusing on marketing, communication and dissemination strategy. The good practice presented in this end of this section is an example from an Action 1 project which provides recommendations on how to enable an integrated marketing strategy and consortium management.

**GOOD PRACTICE: Lotus and Basileus, Action 2**

**URL:** www.lotus.ugent.be; www.basileus.ugent.be

**Lotus:** 20 partners – 8 partners from the following EU countries: Belgium (coordinator), France, Germany, the Netherlands, Portugal, Slovenia, Sweden, United Kingdom and 11 partners from the South-East Asian Region: Cambodia, China, Indonesia, Myanmar, Thailand, Vietnam.

**Basileus:** 20 partners - 8 EU partners (Belgium (coordinator), Bulgaria, France, Germany, Greece, Italy, Slovenia and Sweden) and 12 partners from the Western Balkans (Albania, Bosnia-Herzegovina, Croatia, Kosovo Macedonia, Montenegro and Serbia).

The Lotus and Basileus projects have undertaken various activities to increase the visibility of a project. Promotion is considered by the projects as an important ‘indirect contributor’ to sustainability. Here are all channels and tools used by their communication strategy:

- Email campaigns, newsletters, promotion of project websites (flyers, posters, links on university websites etc.), Social media, local media, student radios or magazines;
- Use of networks: Strategic Associated Members in the third countries (HEIs, industry, NGOs...) with large networks in the region (SPARK, Support Fund Myanmar,...), networks of professors in third countries, local representatives, alumni mouth-to-mouth-campaigns, use of student organisations, info sessions at universities in the region (student ambassadors);
- Direct engagement with key and wider stakeholders - organise or participate at events in the region: promotion tour at universities in the region, combined with visits to stakeholders: European Commission (EC) delegations, ministries, embassies, enterprises, conference on academic recognition, participation in Higher Education Fairs; and
- Additional funding available to enhance promotion activities (e.g. hiring staff members).

**GOOD PRACTICE: EU-STEP European Higher Education Study Tours, Action 3**

**URL:** http://www.esmu.be/studytours.html

**Six Partners:** From Belgium, Ireland, Italy (coordinator), Lithuania, Malta, and Portugal.
The EU-STEP project aimed to promote EHEA and foster cooperation between Europe and third country HEIs through the organisation of European study tours targeted at university leaders and policy-makers. These study tours aimed more specifically to discuss key policy issues for international HE cooperation such as internationalisation, innovation, quality assurance and qualification frameworks. To promote the project results, the project organised dissemination conferences as part of their ‘marketing strategy’ and successful raise awareness of these issues amongst policy-makers at national and regional levels. Further, the dissemination conferences also allowed high-level mutual dialogue between the EU and third countries on these issues.

“As we have experienced in other contexts, European projects are highly innovative and represent a whole journey to collaborative work from the initial discussion of ideas to the full shaping of activities into mature partnerships which have a significant impact on individual institutions and national systems. We have had this experience in the EU-step initiative for example with our dissemination conferences at national level (Australia and in the United States’ and at the level of the whole of Latin America, where we have brought a dialogue between the EU and in these regions on issues [...]”

EMJPs could also take part in networks to efficiently publicise their course activities and research amongst their target audience: HE, employers, research fields etc. It is also particularly recommended to engage with all possible marketing ‘agents’, for example EU delegations or alumni networks. For instance, alumni networks can help EMJPs reach potential students, employers and other relevant stakeholders by promoting the quality of their learning experience.

“In the past few years one of our consortium partners had a permanent contact person in the Middle east and South East. This way we were able to attract students i.e. several Thai students from the contacted universities”

**Recommendable elements:**

- Identify existing strategic networks with extensive links, representing a wide range of key stakeholders (HEIs, industry, NGOs, alumni etc.);
- Engage with them to ensure visibility and maximise dissemination and potential multiplier effects;
- Participate in key events and activities such as dissemination conferences to reach decision-makers and influencers;
- Undertake consortium media campaign using a wide range of communication channels (e-newsletters, social media, flyers, radios magazines etc).

32 http://www.esmu.be/studytours.html
33 Quote from the Clustering Erasmus Mundus Joint Programmes Online Survey undertaken by Ecorys UK 2011, Anonymous.
GOOD PRACTICE: Master in Nuclear Fusion Science and Engineering Physics (FUSION EP) and Doctorate in Nuclear Fusion Science and Engineering Physics (FUSION DC)


FUSION EP – seven partners from Belgium (coordinator), France, Germany, Spain and Sweden.

FUSION DC – nine partners from Belgium (coordinator), France, Germany, Italy, Portugal and Spain.

The FUSION EP and DC and Ghent University in general is a good example for both integrated consortium management and marketing strategy.

They have adopted the following approach to administrative and management efficiency:

- Ghent University has established a committee to develop a strategic plan for the long-term sustainability of Erasmus Mundus courses. Objectives have been set notably in terms of diversification of funding;

- Ghent University incorporates a centrally managed post to support all its Erasmus Mundus activities including a cluster of eight Erasmus Mundus master courses across a variety of actions, as a well as an in-house-produced electronic management system for the university's Erasmus Mundus activities as a whole;

- Ghent University employs a full-time technical manager for FUSION-DC and supports a technical manager for FUSION-EP; and

- All activities undertaken within the Doctoral College are meant to have a lasting impact, and/or become sustainable at the end of the EMJD contract.

FUSION EP and DC also involve networks to widely publicise the Programmes, search for funding and enhance employability of its students. It also uses an international industry project (ITER)\(^{34}\) to further publicise its programme. Through this collaboration the project has achieved:

- Sustainable partnerships: 30 partners from different organisations (universities, research institutes, enterprises, international organisations), and from different sectors;

- Mutually beneficial relationship with other partners: most EU partner countries have a national ITER coordination unit to optimally inform industrial companies about the ITER project including the FUSION master and doctorate as well as involve them in its realisation, promoting the strong involvement of industry (funding, employability); and

- Close cooperation with an industry association to strongly contribute to the establishment of a sustainable EU fusion doctoral education network.

\(^{34}\) International Thermonuclear Experimental Reactor (ITER).
Recommendable elements:

- Obtain coordinating and partner institutions’ commitment to aim to a more integrated administrative and management system. Consider the benefits of recruiting dedicated staff to help managing EM joint programmes;

- Understand the challenges of consortium complexity to achieve sustainability, and agree on a consortium-wide long term strategy, understanding that some partners may not remain in the ‘sustainable’ plan;

- Develop an integrated communication strategy tailored to the different audiences of the programme;

- Involve networks to publicise the Programme to different target groups and use marketing agents, EU delegations and alumni where possible.

4.3.4 Identify Alternative Financial Sources

In the earlier sections examining former EMJPs’ focus on multiple sources of finance was noted. Current EMJPs also focus on this practice as a means of ‘future-proofing’ the income stream and also avoiding developing an over-dependency on a single source of EM finance.

GOOD PRACTICE: Joint European Master Programme in Advanced Materials Science and Engineering, (AMASE)
URL: [http://www.unisaarland.de/einrichtung/eusmat/international-study-programmes/master-amase.html](http://www.unisaarland.de/einrichtung/eusmat/international-study-programmes/master-amase.html)

Four Partners: from France, Germany (coordinator), Spain and Sweden.

The Programme has developed through a consistent focus on multiple sources of student funding and through flexible course fees during the two years (2010-2011 – see table below) of operation as a Brand Name Programme. The programme has involved research centres and industries to obtain financial support for students such as assistantships and scholarships. Students also received scholarships from National funding and Erasmus Mundus Lifelong Learning Programme.
Table 4.2: Sources of Funding for AMASE Students and Course Fees (2005-2012)

<table>
<thead>
<tr>
<th>Edition</th>
<th>Programme Status</th>
<th>Number of students</th>
<th>Fees € (semester)</th>
<th>EU/non-EU students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>With EM scholarship</td>
<td>Without EM scholarship</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>EM</td>
<td>25</td>
<td>4</td>
<td>0 /1500</td>
</tr>
<tr>
<td>2006</td>
<td>EM</td>
<td>30</td>
<td>4</td>
<td>500/2000</td>
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<tr>
<td>2007</td>
<td>EM</td>
<td>27</td>
<td>3</td>
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<td>2008</td>
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<td>2009</td>
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<td>2010</td>
<td>EMBN</td>
<td>-</td>
<td>12</td>
<td>1000/2000</td>
</tr>
<tr>
<td>2011</td>
<td>EMBN</td>
<td>-</td>
<td>7</td>
<td>1000/4000</td>
</tr>
<tr>
<td>2012</td>
<td>EM</td>
<td>11</td>
<td>?</td>
<td>1500/4000</td>
</tr>
</tbody>
</table>

The Genealogy of AMASE also shows how it grew by taking opportunities presented through multiple funding sources. Starting as EEIGM in 1991 it became ADEMAT (Alfa funding) between 2003 and 2006, as AMASE from 2005 with Erasmus Mundus Funding, adding an Atlantis Bachelor stream in 2008 and NanoCom (EU IRSES\textsuperscript{35} funding) between 2010 – 2013, and Erasmus Mundus DOCMASE\textsuperscript{36} from 2011. This demonstrates that an innovative, creative, and flexible portfolio can secure funding from multiple sources while still delivering clear value to each of them.

\textsuperscript{35} International Research Staff Exchange Scheme (IRSES)

\textsuperscript{36} Joint European Doctoral Programme in Advanced Materials Science and Engineer (DOCMASE).
Recommendable elements:

- Seek opportunities of multiple funding sources (industry and employers, research centres, national and EU funding);
- Develop a ‘portfolio strategy’ for the course which builds in sufficient flexibility so that the course viability can withstand the ‘shock’ of a funding stream being removed;
- ‘Look ahead’ to identify new and potentially relevant funding sources;
- Develop a flexible course fee structure which encourages self-funding students to apply.
5 General recommendations and conclusions

Reflecting on the good practice examples demonstrated in the Practical Guidelines, from Action 1, Action 2 and Action 3, there are diverse pathways to sustainability for Erasmus Mundus Programmes. The following points summarize how the sustainability of the Erasmus Mundus ‘community’ can be achieved.

Achieving the sustainability with alternative finances

Two critical areas of direct financing need to be addressed: the costs of sustaining the consortium and the costs of delivering the Programme to students. Some former Courses and Brand Name Courses have been provided with resources in-kind by their Institutions, but it also is clear that without a strongly integrated consortium with committed Institutions, resourcing in-kind could be difficult for all partners. Delivering the Programme to students requires each student to be accompanied by the necessary funding, whether it is paying fees directly, or securing scholarships and sponsorship. The overall financial recommendations coming from the EMJPs have been:

- **Develop a robust sustainability strategy from the outset** of planning to run an EMJP. Focus on not becoming over-dependent on Commission funding, instead regarding it as a ‘launch-pad’ on which to build future success;

- **Consortium sustainability through institutional embedding.** Work with your partner institutions in the consortium to secure commitment for ‘in kind’ resources that underpin the consortium beyond core funding and which enable it to continue developing an excellent and innovative EMJP;

- **Build funding capacity through a ‘portfolio’ approach to sources of finance.** Actively research all potential funding opportunities that can replace (totally or partially) the student scholarships that come with a funded EMJP and make it as easy as possible for potential students to apply for funding; and

- **Motivate excellent students that your Programme justifies them in paying fees or seeking finance.** To encourage students to fully, or partially, self-fund make it clear to them what are the employability benefits of participating on the Programme, and convince them that you will work with students to minimise the associated costs and overheads incurred through visas and mobility.

Achieving non-financial sustainability

Sustainability is a complex concept that can involve not only financial but also non-financial aspects with direct and indirect impact. Different elements such as ‘quality’ or ‘continued cooperation’ are important factors for non-financial sustainability. The Sustainability of an EMJP for example is strongly linked to the different ‘quality’ aspects of programmes (e.g. quality of teaching and learning outcomes, quality of students). Brand Name is a good example of these excellent programmes with adequate quality which are given instruments (the use of Erasmus Mundus as a quality label) to continue their activities beyond the funding period. Sustainability is also about sustaining the impact of Erasmus Mundus beyond the
period of Commission funding. Sustainability could, for example, be found in a network of academics sustaining their collaboration through on-going research, rather than through teaching. A particular HEI within a Programme consortium could have obtained sufficient knowledge and expertise to now be confident in driving forward an internationalisation strategy. Sustainability is also carried by the graduates, who can help their employers – for example internationalising a business. However, those forms of sustainability would require a more longitudinal research that was not within the remit of this Project, but which may emerge more clearly through the formal Evaluations of Erasmus Mundus.

The next sections summarise recommendations to enhance non-financial sustainability:

**Achieving sustainability through targeted dissemination of the value of excellent and innovative Programmes**

The sustainability can be achieved if the Programme delivers an excellent quality which is directly relevant to the students and industries. Bringing students, employers, sponsors and alumni close to the Programme builds relationships, encourages them to appreciate the value of the Programme, and through strong relationships students can be attracted to study, employers can employ the graduates, and businesses and organisations can appreciate the value that they can gain through research relationships (dissertations, PhD research) or internships and placements. The following steps can be taken:

- **Identify and Promote the USP of your Programme.** Maximise the involvement of end-users from the outset of planning the Programme. Research employability needs and ensure that students will be provided with relevant soft skills to enhance their employability;

- **Constantly review the Programme and adapt it to the needs of the market.** Maintain its focus on core/niche markets through innovative pedagogical content;

- **Develop strategic alliances** that not only include employers but also other stakeholders including public institutions and students/alumni to improve employability; provide platforms to explore stakeholder and employer needs and feed them back into curriculum innovation; and

- **Market the Programme strategically.** Communicate why it is ‘world class’ and identify who are the main beneficiaries (students) and end-users (employers) developing convincing messages for all of them;
  - Develop an integrated communication strategy tailored to the different audiences of the programme;
  - **Involve networks to publicise the Programme** to different target groups and use marketing agents, EU delegations and alumni where possible;
  - **Produce targeted publicity material** that is clearly designed with the ‘market’ in mind. Ensure that Programme websites are designed with the end-user in mind, not the administrators. Ensure that your alumni are promoting and praising your Programme;
- Carry out ‘mystery shopping’ activities – use external agents to ‘test’ what a potential student or employer would experience when searching for your Programme.

Achieving sustainability of Action 2 and Action 3 projects

While by their nature Action 2 and Action 3 approach to sustainability differ from Action 1, their transversal activities positively complement and impact on Action 1, and can therefore clearly help them achieve better sustainability. The summary recommendations below are aimed to help Action 2 and Action 3 coordinators achieve better sustainability which will lead to maximising the impact of the Erasmus Mundus Programme as a whole. While Action 1 and 2 projects have different purposes, their sustainability mainly rests upon continued cooperation beyond funding.

Action 2

Mobility-focused projects, Action 2 should take the following steps to maximise sustainability:

- Design a project aiming to develop sustainable cooperation through networks that can continue beyond the project duration. The project should explore cooperation at different levels (individual, academic, administrative and institutional);
- Encourage long-term mobility of students, academic and administrative staff, to help build strong links and mutual-trust amongst partners, essential to long-lasting cooperation;
- Seek out institutional support of all partners and involve them in all aspects of the project to ensure shared ownership and commitment to project continuity and impact beyond EC funding;
- Disseminate information on the mechanisms available to continue cooperation beyond the project duration; and
- Disseminate project results among partners and other relevant stakeholders through targeted communication activities and relevant channels.

Action 3

Action 3 projects which aim at increasing the visibility of EM programme and the EHEA as whole should develop a sustainability strategy to ensure continued cooperation with their partners and key stakeholders beyond the project funding. In addition to this, Action 3 projects could design a comprehensive communication strategy to maximise impact of their activities (networks, dialogue and dissemination), as well as to enhance the visibility of the EM programme within and outside Europe. The projects can consider the following steps:

- Developing strong partnerships between HEIs and other relevant stakeholders at different levels between Europe and third Countries with the aim to ensure cooperation beyond the project life;
- Identifying and engaging with strategic actors and networks from a wide range of stakeholders to foster exchange and networking activities;
- Building capacities of HEIs through training academic and support staff in key topics which are linked to sustainability; and

- Undertaking targeted communication activities through different platforms and communication channels as well as implementing and participating in key events and activities which can produce multiplier effects.

In addition to this, Action 2 and Action 3 projects can make sure they disseminate project results (training course, existing practices etc.) related to sustainability amongst the EMJPs and the wider community to help them achieve better sustainability.

**National Structures**

National Structures could help sustainability of EMJPs by enhancing the visibility of EM programmes through the following actions:

- Through their strong European networks, continue a dialogue amongst National Structures, exchange and disseminate good practices across the EM community;

- Supporting National Structures and HEIs in the European countries where EMJPs are underrepresented, both as coordinators and as partners; and

- Maximising the benefits as Action 3 projects further in terms of contributing to the sustainability of the EM programme as a whole, through active promotion of good practices of common elements across Action 1, 2, and 3 (e.g. consortium management, alternative funding, etc).

**Achieving sustainability with all the Erasmus Mundus Stakeholders**

EMJPs are part of the global brand developed by the European Commission – they are members of the Erasmus Mundus ‘community’. Academics, students, HEIs, National Structures, international organisations can work to promote the global benefits of Erasmus Mundus. At the highest level, the European Commission itself is active in communicating the USP of Erasmus Mundus globally. The following are recommended to support the continuing development of vital collaborative activities:

- Work with the Commission to continue building the global reputation of Erasmus Mundus, for example through EM-A, through coordinated action by Programmes, and through the transversal activities of Actions 2 and 3;

- Develop Action 2 opportunities to build sustainable institutional cooperation and academic networks through mobility exchanges, thus putting in place a robust consortium for joint programme development;

- Develop, or engage with, Action 3 projects to work together with the wider community of actors in areas such as recognition, employability, global and regional HEI innovation and reform, to ensure that your Programme is strategically positioned in the global HE marketplace;
➢ **Disseminate good practices** from Action 1, 2 and 3 (training course, existing practices etc.) related to sustainability across the EM Community to help them achieve enhanced sustainability; and

➢ **Work with National Structures** to help achieve sustainability by ensuring EMJPs quality, fostering dialogue and exchange of good practices amongst the EM community, as well as enhancing the visibility of the EM programme in Europe and beyond.

**Achieving sustainability by keeping Erasmus Mundus brand globally recognised as ‘quality’**

Many respondents to the Survey and Workshop argued that the on-going commitment of the European Commission to help support the sustainability of the Erasmus Mundus Programmes is essential. Course coordinators emphasised that part of the EM Programme potential for sustainability is based on its global reputation as a European Programme, and the European Commission has been very influential in embedding the Erasmus Mundus Brand name globally. There was concern that the considerable investment the past 10 years in establishing the reputation should be built on in any new Programme under the next Commission funding cycle.

It is not in the remit of these Programme recommendations to make any political recommendations about the future naming of activities within Erasmus for All. However, it is important to acknowledge that EMJPs clearly value the extent to which the Commission’s transversal and high-level activities have worked with the EMJPs themselves to establish the global USP of Erasmus Mundus.

The overall driver of sustainability is **quality**. But it should be noted that it is not input quality that determines the success of an EMJP in the market. ‘Input quality’ is a combination of the **reputational capital** that a consortium brings to a Programme, along with the **adherence to quality standards** and conformance to process and procedure. What the market is interested in is more the **output quality** of the Programmes – the value that the graduates and the wider learning and research relationships can bring to them. It is therefore essential to involve students, graduates as well as employers and industries as part of the sustainability strategy of EMJP.