



Euro-Asian/Pacific Cooperation in Erasmus Mundus

State of play report



Funded by
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ABBREVIATIONS

AEP	Asia-Europe Meeting Education Process
ASEAN	Association of Southeast Asian Nations
ASEM	Asia-Europe Meeting
ASEMME	Asia-Europe Meeting of Ministers of Education
AUNP	ASEAN-EU University Network Programme
CHE	Chemistry
CLMV	Cambodia, Laos, Myanmar and Vietnam
DG EAC	Directorate-General Education, Youth, Sport and Culture of the European Commission
ECO	Economic Sciences
EACEA	European Education and Culture Executive Agency
EHEA	European Higher Education Area
EM	Erasmus Mundus
ENG	Information Science and Engineering
ENV	Environmental and Geosciences
EU	European Union
HEI	Higher Education Institution
IGIDR	Indira Gandhi Institute of Development Research
IUEP	Japan's Inter-University Exchange Project
LIF	Life Sciences
MA	Mathematics
MEXT	Japan's Ministry of Education, Culture, Sports, Science and Technology



PHY	Physics
SHARE	The EU Support to Higher Education in the ASEAN Region
SOC	Social Sciences and Humanities
USA	United States of America
UK	United Kingdom
UMAP	Association of Universities in Asia and the Pacific



GLOSSARY¹

Asia/Pacific Region: In line with the regional groups of third countries not associated to the Programme established in the Erasmus+ Programme Guide, the Asia/Pacific region includes the following countries and territories:

- *Region 5 Asia:* Bangladesh, Bhutan, Brunei, Cambodia, China, DPR Korea, Hong Kong, India, Indonesia, Japan, Laos, Macao, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Republic of Korea, Singapore, Sri Lanka, Taiwan, Thailand, Vietnam; and
- *Region 8 Pacific:* Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, and Vanuatu.

Associated Partner: These are partners from the public or private sector that contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project, but that for contractual management aspects are not considered to be beneficiaries, and do not receive any funding from the Programme as part of the project (they do not have the right to charge costs or claim contributions.).

Beneficiary: When an Erasmus Mundus application is approved for an Erasmus+ grant, the applicant and the partner organisations become beneficiaries by signing a contract with the Executive Agency.

Consortium: Three or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project.

Coordinator/Coordinating organisation: A participating organisation applying for an Erasmus+ grant on behalf of a consortium of partner organisations. The coordinator has special obligations foreseen in the grant agreement.

Third countries associated to the Programme: Non-EU countries that have established a National Agency which participates fully in the Erasmus+ Programme. These include North Macedonia, Serbia, Iceland, Liechtenstein, Norway and Turkey.

Third countries not associated to the Programme: Countries which do not participate fully in the Erasmus+ Programme, but which may take part as partners or applicants in Erasmus Mundus.

¹ Definitions taken from the Erasmus+ Glossary of common terms (December 2023). European Commission: <https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-common-terms>.



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EXECUTIVE SUMMARY

- (1) The present state-of-play report has been developed to guide the discussions of the upcoming regional seminar (working title **“Bridging Asia/Pacific and Europe through Higher Education Cooperation Projects”**), which will be hosted by Keio University in Tokyo (Japan) on 5th and 6th March 2024.
- (2) The study is based on (i) research on Euro-Asian/Pacific cooperation in the framework of higher education, for both international cooperation projects and, more specifically, Erasmus Mundus (EM) projects; (ii) in-depth interviews with three practitioners representing Asian/Pacific Higher Education Institutions (HEI) currently involved in the delivery of an EM Master, as well as with a key expert with a broader and more research-oriented perspective; and (iii) insights from a survey targeting Asian/Pacific universities who have been involved as full or associated partners in the delivery of an EM Master, as well as their European programme coordinators.
- (3) The report first describes the evolution of Euro-Asian/Pacific cooperation in higher education in the last few decades. It then offers an overview of the current implementation of EM Masters within Euro-Asian/Pacific consortia. Key takeaways include:
 - (a) Before the turn of the century, the EU focused most of its efforts on strengthening intra-regional cooperation in higher education and had no policy guiding inter-regional collaboration in the sector. The launch of the EM Action in 2004 became the first large-scale EU effort in third country cooperation in higher education. While not limited to Euro-Asian/Pacific cooperation, the scheme helped further expose Europe to the Asian/Pacific region, and vice-versa.
 - (b) Around **347 institutions from 32 different Asian/Pacific nations** have participated as beneficiaries in at least one EM-funded project since the launch of the Action in 2004. 46% of these HEIs came from India and China.
 - (c) Today, around **30 institutions from 9 different Asian/Pacific nations** cooperate as beneficiaries in the implementation of around **18 running Erasmus Mundus Masters and 1 Design Measure**. The main study areas of these programmes fall under **Social Sciences and Humanities (SOC)**.
 - (d) During the funding period of 2014-2020, the most significant student mobility flows coming from Asia/Pacific originated from India, Pakistan, Bangladesh, Philippines and China, in direction to France, the United Kingdom (UK), Spain, and Germany. Japan was the most popular destination in the Asian/Pacific region, hosting 7% of all mobility flows directed towards third countries not associated to the programme.
- (4) This overview is followed by the analysis of the **added value of Euro-Asian/Pacific cooperation in higher education**, with a specific focus on EM programmes. The three most important drivers motivating HEIs from both regions to participate in the delivery of joint programmes include (i) extending the institution’s reputation or visibility at international level; (ii) expanding and enriching the institution’s educational offer; and (iii) attracting more international students. In comparison, the three most observed positive outcomes arising from these collaborations include (i) students’ personal growth and enhancement of their career opportunities; (ii) networking and new collaboration opportunities with other individuals or institutions; and (iii) increased level of attractiveness, visibility, and reputation of the institution.
- (5) The main findings regarding challenges and opportunities of Euro-Asian/Pacific cooperation are then outlined. Specifically, good practices are presented in the form of **ten factsheets**, each

describing a good practice, delineating the challenges it addresses, as well as the benefits it reaps, and providing some tangible examples of implementation. These factsheets are divided into four key areas of joint programme implementation, namely (i) Mobility; (ii) Programme Quality Assurance; (iii) Governance & Communication; and (iv) Programme Sustainability. These are summarised below:

Table 1 Overview of the findings presented in the report

KEY AREA	GOOD PRACTICE	TYPE OF CHALLENGES			
		Cultural	Administrative	Market	Education system
Mobility	Ensuring contact points and open communication channels for students	•	•		
	Assigning local 'buddies' to welcome and integrate international students	•	•		•
	Offer courses in local languages in the curriculum	•			
	Organise short preparation programmes during summer/spring vacations	•		•	
	Promote staff mobility between European and Asian/Pacific countries			•	•
	Offer English reinforcement courses			•	•
Governance & Communication	Arrange study visits and other face-to-face networking activities when setting up consortium partnerships	•	•		
Programme Quality Assurance	Organise collaborative sessions with external stakeholders			•	•
Programme Sustainability	Improve the financial accessibility of programmes			•	
	Identify the programme's position in the market and develop a comprehensive marketing and dissemination plan	•		•	

- (6) Finally, the report provides a series of **measures that could be applied at EU level to encourage and strengthen Asian/Pacific participation in EM Actions**. The three most relevant ones appear to be (i) allocating additional EU funding to support the implementation of programme improvement measures; (ii) facilitating networking activities, conferences, workshops and forums to encourage knowledge sharing and collaboration; and (iii) providing targeted policy EU assistance to partner countries.

1. INTRODUCTION

Over the last decades, the European Union (EU) has invested considerable resources on strengthening intra-European cooperation in higher education to achieve regional integration across national systems. For some time, these efforts were largely focused on Europe and a policy on third country cooperation in higher education was largely missing. As a result, while some cooperation schemes with other regions such as Asia existed, these were usually small with a relatively short lifespan. In this context, the EU launched the Erasmus Mundus (EM) Action in 2004 to support innovative, forward-looking study programmes at Master level and promote worldwide internationalisation of higher education institutions (HEIs). The EM Action became the first large-scale EU effort in third country cooperation in higher education, opening the region to the international higher education scene and vice-versa (Wächter, 2006).

Against this background, Asia's growing role in the ever-changing global economic scene increasingly attracted HEIs' interest for cooperation and mobility between both regions, as pointed out during the first Asia-Europe Meeting of Ministers of Education (ASEMME) in Berlin in May 2008 (ASEMUNDUS, 2013). These collaborations have been facilitated by the various EM funding schemes offered by the European Commission throughout the past two decades. Today, around **30 Asian/Pacific HEIs cooperate as beneficiaries** in the implementation of around **19 running Erasmus Mundus Masters²**, while a much higher number are currently involved as associated partners. However, these new forms of international cooperation in higher education bring new challenges as universities must navigate cultural differences, multiple time zones, disparate economies, resource allocation, and institutional differences (Smith, 2008), among others.

This state-of-play report focuses on the added-value of partnerships between European and Asian/Pacific³ HEIs implementing a joint programme under the EM Action and consolidates potential solutions to common challenges that are currently hindering this cooperation. The aim is to provide context and support expert-level discussions among participants during the regional seminar "Bridging Asia/Pacific and Europe through Higher Education Cooperation Projects" hosted by Keio University in Tokyo (Japan) on 5th and 6th March 2024. During the event, participants will be encouraged to share good practices and identify solutions to overcome the recurrent challenges to delivering joint programmes within Euro-Asian/Pacific consortia.

This document is divided into six main sections. After the introduction, the second chapter provides an overview of the methodological approach followed for the elaboration of the present document. The third section offers an overview of the current context and implementation of Euro-Asian/Pacific cooperation in the framework of higher education, for both international cooperation projects and, more specifically, Erasmus Mundus projects. This chapter is followed by an analysis of the added value of these types of EM consortia, describing the drivers and outcomes of such international collaborations. Moreover, the fifth and main section outlines actions taken by HEIs within EM programmes to address recurring challenges arising from European and Asian/Pacific cooperation. Within this chapter a set of good practices is highlighted in the form of factsheets, delineating the challenges they address, as well as the benefits they reap, and providing tangible examples of implementation. The sixth section delves on measures that could be applied at EU level to encourage and strengthen Asian/Pacific participation in EM Action. Finally, the last chapter summarises the key takeaways of the report and provides some insights into the future of Euro-Asian collaboration in higher education.

² Refer to Annex I to view the list of currently running Erasmus Mundus Masters involving Asian/Pacific beneficiaries.

³ Refer to the Glossary attached to this report to view the list of Asian/Pacific countries considered in the present analysis.

2. METHODOLOGY

This section includes the overall methodological approach followed for the elaboration of the present document.

2.1. Approach

The first step in preparing this state-of-play report involved carrying out a **web-based search** for the identification of existing academic and grey literature, which included scientific articles and research papers, as well as studies and reports from European organisations. These were sourced from online research databases (i.e. Taylor & Francis and ScienceDirect), the Publications Office of the European Union and relevant EU-funded projects including ASEMUNDUS⁴ and SHARE⁵. This exercise aimed to collect background information on Euro-Asian/Pacific cooperation in the framework of higher education, for both international cooperation projects and, more specifically, EM projects. Existing information on drivers, challenges, and opportunities on the topic were also gathered.

As the number of publications focusing on Euro-Asian/Pacific cooperation in EM was limited and, in some cases, outdated, these findings were complemented by a series of **qualitative consultations**. More precisely, three semi-structured interviews were conducted with practitioners representing Asian/Pacific HEIs currently involved in the delivery of an EM Master. The latter were selected based on a series of criteria including taking part in an EM joint programme that has been running for a long time and that involves, if possible, several Asian/Pacific full partners. The selected HEIs were from different countries as to cover as many third countries as possible. A fourth semi-structured interview was conducted with a key expert on the topic to collect additional input from a broader and more research-oriented perspective. The interviewee was Dr Miguel Antonio Lim, Senior Lecturer in Education and International Development at the Manchester Institute of Education. The primary goals of these qualitative consultations were to (i) gain insights on the drivers and advantages of Euro-Asian/Pacific collaboration in higher education; (ii) better understand the current cooperation challenges within these types of consortia and the potential solutions to address them; and (iii) collect good practices to encourage participation of Asian/Pacific HEIs to EM projects.

The findings from desk research and the interviews were then consolidated in a **survey** targeting Asian/Pacific universities who have been involved as full or associated partners in the delivery of an Erasmus Mundus Master, as well as their European programme coordinators. The survey helped to (i) validate the most important drivers and advantages out of those previously collected; (ii) evaluate to what extent solutions that can be implemented to address the most recurrent challenges have been identified; and (iii) collect any additional challenge, good practice or solution related to Euro-Asian/Pacific cooperation. The survey was created and shared via the EU Survey tool and was open for two weeks in December 2023, during which **64 answers** were received. 50% of respondents represented European coordinators, 36% represented Asian/Pacific associated partners, and 8% Asian/Pacific beneficiaries. The rest of respondents were comprised of European beneficiaries (3%) and European associated partners (3%)⁶. The notable level of participation from Asian/Pacific associated partners in the survey can be explained by the fact that HEIs from Asian/Pacific countries are more frequently involved in EM projects as associated partners than as beneficiaries. Consequently, the survey was shared with a significantly larger number of associated partners from the region compared to beneficiaries. In addition, the extensive representation of European coordinators among respondents may be attributed to having more up-to-date contact information from European institutions than for Asian/Pacific HEIs.

⁴ The ASEMUNDUS Project (2009-2013): <https://aca-secretariat.be/newsletter/eu-asemundus-project-goes-networking-in-bangkok-and-seoul/>.

⁵ The Support to Higher Education in the ASEAN Region (SHARE) Programme (2015-2022): <https://asem-education.org/initiatives/31-eu-share-project-higher-education-in-asean-region/>.

⁶ Refer to the Glossary attached to this report for the definition of what constitutes a 'beneficiary' and an 'associated partner' in the Erasmus+ programme.

All information gathered through the different data collection activities was then triangulated and analysed to integrate it into the different topics under research.

2.2. Limitations of the study

As mentioned by Professor Ruven Umaly – former Secretary General of the Association of Universities in Asia and the Pacific (UMAP) – and as corroborated by Dr Miguel Antonio Lim during the interview, Asia/Pacific is a big region that is characterised by an immense degree of heterogeneity and diversity. The differences within the region impact the diagnosis of Euro-Asian/Pacific cooperation in higher education, as the challenges faced by HEIs and the possible solutions to address these may differ among countries and cultures. Although the European higher education area (EHEA) is more integrated, this limitation also applies to the European region (Wächter, 2006; Lim, 2023). In addition, given that disciplines and programmes also vary considerably, the challenges and good practices described in the present document may only be specific to a certain extent or may not fit every Erasmus Mundus Master.

3. CONTEXT

This chapter describes the evolution of Euro-Asian/Pacific cooperation in the framework of international higher education and, more specifically, Erasmus Mundus projects. Additionally, it provides an overview of the current implementation of EM Masters by Euro-Asian/Pacific consortia.

3.1. Internationalisation of higher education in Asia/Pacific

The internationalisation of higher education has been on the rise since the turn of the 21st century (Lim et al., 2022) as a result of social and technological developments (Hazelkorn, 2011). While often seen as a 'western-led' phenomenon reserved for developed nations, many other countries and HEIs beyond the West are partaking in this trend and playing an increasingly important role as both senders and receivers of students and staff (Tight, 2022).

The Asian/Pacific region is a great example of an important international player driving the globalisation of higher education. Over the last few decades, countries across the region have experienced a rapid growth in population, thereby resulting in an increase in the number of school-age children and school participation rates. In addition to this phenomenon, many Asian/Pacific economies have remarkably evolved, leading to the noticeable development of a middle class able to afford access to tertiary higher education. As a result, demand for higher education within the region has significantly increased, along with the number of existing universities and enrolments (ADB, 2011).

In this context, Asian/Pacific leaders and policymakers have understood the immense opportunity of internationalising the sector to accommodate this massive demand for tertiary education within the region and respond to the rising need for higher-level skills. Countries from the Association of Southeast Asian Nations (ASEAN)⁷, for instance, have formulated strategies on international higher education, engaged in bilateral agreements and memorandums of understanding with foreign education ministries, and worked on simplifying visa procedures to facilitate student mobility (Atherton, et al., 2020).

3.2. Evolution of Euro-Asian/Pacific cooperation in higher education

Globalisation of higher education has strongly driven the creation and cultivation of regional alliances to enhance economic competitiveness as well as social and cultural understanding (Lim et al., 2022). Before the launch of the EM Action in 2004, the EU focused most of its resources on promoting and supporting intra-European cooperation in higher education to achieve regional integration across national education systems. With no EU policy to guide international cooperation in higher education, the initiatives that supported collaborations between European and Asian/Pacific institutions were usually small with a relatively short lifespan. An example of one of the first collaborative projects was the 'Executive Training Programme' launched with Japan over fifty years ago and covering the costs of European graduates' stay in Japan (Wächter, 2006). Some efforts for a more structured inter-regional collaboration between both Europe and Asia/Pacific did, nevertheless, exist.

The first overall framework for Euro-Asian relations was outlined in 1994 in the 'Communication from the Commission to the Council towards a New Asia Strategy' (Particip, 2014). The document highlights the need, among others, to support higher education and training links with Asia through institutional cooperation schemes targeted into specific technological, policy and management studies. Priority was given to the implementation of joint or mutually recognised post-graduate programmes, joint-research projects and university-industry cooperation activities (Commission of the European Communities, 1994).

⁷ The Association of Southeast Asian Nations (ASEAN) is comprised of 10 nations, namely, Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. (Retrieved December 2023): <https://asean.org/member-states/>.

Following this Communication, the **Asia-Europe Meeting (ASEM)** was launched in 1996 as an informal forum for dialogue and cooperation for fostering political discussions, strengthening economic cooperation, and tackling together common challenges. Today, ASEM brings together a total of 51 partner countries from across Europe and Asia, including the 27 EU Member States, plus Norway, Switzerland, and the United Kingdom (UK); as well as the 10 ASEAN nations, plus Australia, Bangladesh, China, India, Japan, Kazakhstan, Republic of Korea, Mongolia, New Zealand, Pakistan, and Russia. In addition, both the European Union and the ASEAN Secretariat partake in the forum as institutional partners. ASEM works through meetings and activities organised at different levels and involving different actors such as ministers, senior officials, technical experts, and academics. Meetings include, among others, a Summit held every second year between the Heads of State or Government of the 53 partners, as well as (multi-sectorial) Ministerial and Senior Officials' Meetings organised in between these summits (ASEM, 2023; Lim et al., 2022; ASEMUNDUS, 2013). ASEM collaboration is guided by three areas of common interest, the third one being the **Social, Cultural and Educational Pillar**. Within this pillar, the ASEM Ministers of Education have met regularly since 2008 to develop the **ASEM Education Process (AEP)**, which provides a platform for transregional dialogue and collaboration through various initiatives and projects in the field of education. Topics related to higher education and lifelong learning have been at the centre of these discussions. The AEP is the only process within ASEM with its own coordinating Secretariat (ASEM Education, 2023).

Moreover, in 2001, the European Commission outlined its priorities for the development of Euro-Asian relations for the following decade in the communication 'Europe and Asia: A Strategic Framework for Enhanced Partnerships' (Particip, 2014; EC, AIDCO, 2005). One of the action points laid out in the document focused on strengthening educational, scientific and cultural exchanges with Asia. Support was to be given to (i) strengthen cooperation between HEIs; (ii) intensify academic, research and student exchanges between the two regions; and (iii) promote structural networks enabling mutually beneficial cooperation (European Commission, 2001).

A series of **Asia-wide programmes** were then launched, including the **Asia-Link initiative**, aimed at promoting sustainable partnerships and linkages between HEIs in Europe and Asia. With a budget amounting to approximately EUR 42.8 million, the funding scheme targeted developing Asian countries⁸ through several calls for proposals opened between 2002 and 2005 (DG RELEX, 2006). By the last year, the programme had selected 156 projects for funding to develop human resources, design new curricula, and improve administrative processes (AIDCO, 2005). The Indira Gandhi Institute of Development Research (IGIDR) – an Indian Economics research institute – was one of the 710 institutions who received funding from this scheme, with which innovative 'sandwich' doctoral programmes in the field of Law and Economics were implemented together with other European and Indian partners⁹. These programmes allowed selected Indian students to spend up to two years writing a major part of their thesis in Europe, after which they came back to their parent institutes in India and submitted their work (Interviews, 2023).

A second higher education initiative financed under the 'Asia-wide' scheme was the **ASEAN-EU University Network Programme for HEIs (AUNP)** launched in 2002. Initiated through the signing of a financing agreement of seven million euros, this five-year programme aimed at strengthening capacity of HEIs in eligible ASEAN countries¹⁰ through the transfer of European expertise and knowledge. By way of grant support for partnership projects and network initiatives, the programme reinforced coordinated and sustainable relations between institutions in both regions (DG RELEX, 2006; European Communities, 2002).

The **Erasmus Mundus Action** was then launched in 2004, becoming the first large-scale EU effort in international collaboration in higher education (Wächter, 2006). The programme aimed, among other

⁸ Specifically, Afghanistan, Bangladesh, Bhutan, Cambodia, China, East Timor, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, North Korea, Pakistan, Philippines, Sri Lanka, Thailand, and Vietnam.

⁹ Namely, the University of Hamburg (DE), the University of Ghent (BE), the National Law School Bengaluru (IN), and the Central University of Hyderabad (IN).

¹⁰ Specifically, Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam.

objectives, at ‘extending intercultural understanding through cooperation with third countries’ and ‘developing third countries in the field of higher education’. Although not limited to Euro-Asian/Pacific cooperation, the funding scheme further exposed the EHEA to the Asian/Pacific region, and vice-versa (ASEMUNDUS, 2013).

Since then, the European Commission has continued considering the Asian/Pacific region in its policies and plans, as well as investing in Euro-Asian collaboration in the field of higher education. **ASEMUNDUS (2009-2013)** is an example of an EU-funded project, which aimed to increase EHEA’s visibility within the Asian/Pacific region, intensify participation of Asian/Pacific HEIs within new and/or existing consortia, and facilitate institutional cooperation between HEIs from the two regions (ASEM Education Secretariat, 2012). The **EU Support to Higher Education in the ASEAN Region (SHARE)** programme implemented between the years 2015 and 2022 is another instance of an EU-funded project. The purpose of this initiative was to strengthen cooperation between the EU and the ASEAN nations, while harmonising higher education systems across ASEAN. The approach consisted of a mutual-learning process whereby the EU and other European organisations assisted the ASEAN in matters of qualifications reference frameworks and quality assurance, as well as credit transfer systems (ASEM Education, 2023). Finally, the most recent example of structured collaboration between both regions concerns EU’s mobilisation of a EUR 10 billion package as part of the **Global Gateway strategy** to accelerate infrastructure investments in ASEAN countries. More specifically, investments under the **Connectivity Initiative** will target – among other areas – higher education and people-to-people connectivity with the aim of strengthening student and academic mobility, as well as EU-ASEAN University Networks (European Commission, 2022). In fact, new funding under this scheme will target higher education projects that will build on the success of the previously mentioned SHARE project (Sharma, 2022).

3.3. Euro-Asian/Pacific consortia within Erasmus Mundus

3.3.1. Asian/Pacific beneficiaries

As shown in *Figure 1* below, around **347 institutions from 32 different Asian/Pacific nations** have participated as beneficiaries¹¹ in at least one EM-funded project¹² since 2004.

¹¹ Refer to the Glossary attached to this report for the definition of what constitutes a ‘beneficiary’ in Erasmus+.

¹² ‘EM-funded project’ refers here to any project financed under any Erasmus Mundus Action launched since 2004, including Masters, Doctorates, Partnerships, Design Measures, etc.

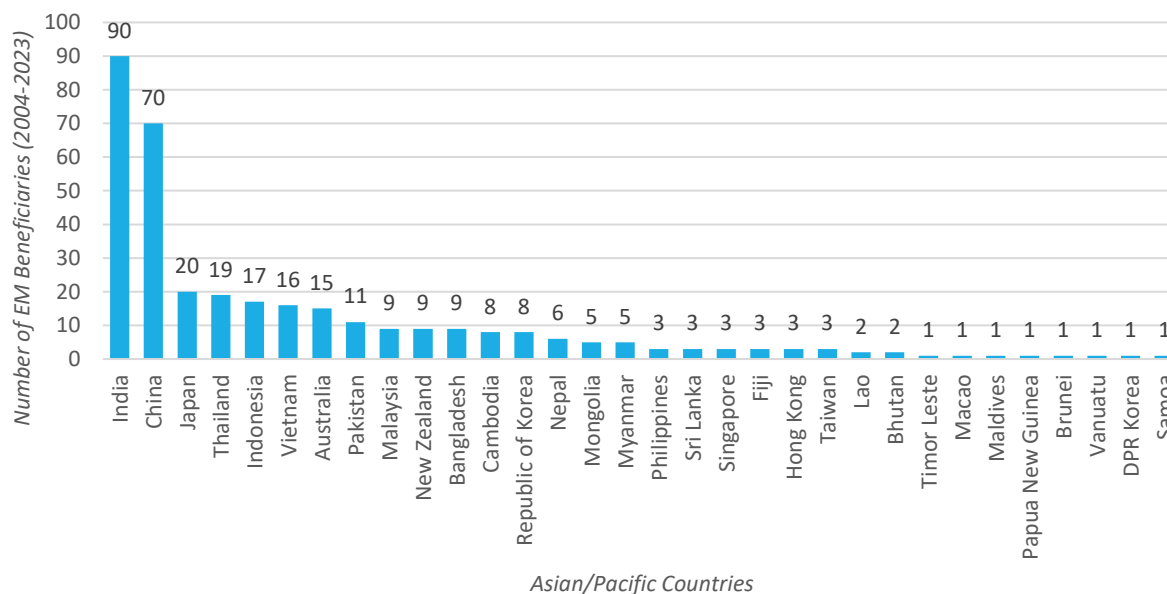


Figure 1 Number of EM Beneficiaries per Asian/Pacific Country between 2004-2023
Source: EACEA, Database (Extracted October 2023)

India and China stand out as the most represented countries in the region, with Indian and Chinese institutions comprising, respectively, 26% and 20% of the total number of Asian/Pacific beneficiaries. This finding aligns logically with their status as two of the largest and most populated countries in the region, both having actively engaged in the internationalisation of higher education. Following behind are Japan (5.8%), Thailand (5.5%), Indonesia (4.9%), Vietnam (4.6%) and Australia (4.3%) with a comparatively smaller presence.

Today, around **30 institutions from 9 different Asian/Pacific nations** cooperate as beneficiaries in the implementation of around **18 running Erasmus Mundus Masters and 1 Design Measure**¹³, while a much higher number are currently involved as associated partners.

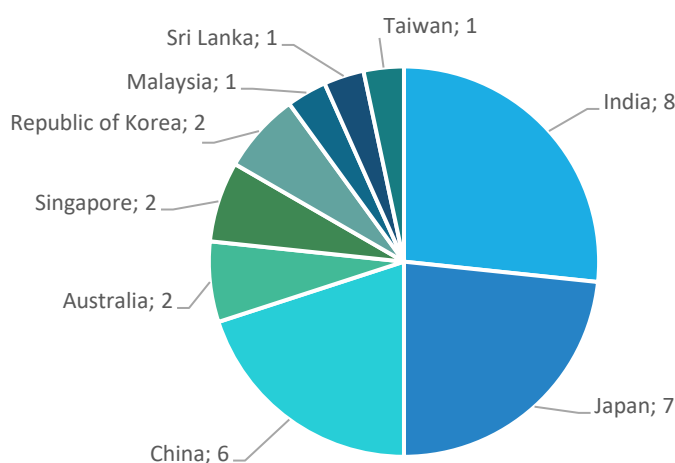


Figure 2 Number of Beneficiaries currently involved in an EM Project per Asian/Pacific Country
Source: EACEA, Database (Extracted October 2023)

¹³ Refer to Annex I to view the list of currently running Erasmus Mundus Masters involving Asian/Pacific beneficiaries.

As illustrated in *Figure 2*, India and China continue to feature in the top positions in representation within the region, their institutions accounting for 26% and 20% of the total number of participating Asian/Pacific HEIs, respectively.

Notably, Japan takes the second spot, with Japanese institutions comprising 23% of the total. This trend might be a reflection of the Inter-University Exchange Project (IUEP)¹⁴ EU-Japan. Initiated in 2011 by Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT), IUEP is a financial framework supporting international educational partnerships with Japanese institutions. In 2019, MEXT and the EU joined forces to jointly support higher education partnerships under IUEP and Erasmus+. Consequently, three ongoing EM projects, each involving collaboration between European and Japanese HEIs, operate within both financial programmes (Interviews, 2023).

Following behind these top three are Australia, Singapore, and the Republic of Korea, each with a relatively smaller presence of HEIs (7%). Finally, Malaysia, Sri Lanka, and Taiwan are also represented, with each country having one HEI currently engaged in an EM project (3%).

3.3.2. Study Areas

As revealed in *Figure 3*, half of the ongoing EM projects involving at least one Asian/Pacific HEI as beneficiary fall under the main study area of **Social Sciences and Humanities (SOC)**. Following closely is Information Science and Engineering (ENG), encompassing 25% of these active programmes. Life Sciences (LIF) and Economic Sciences (ECO) emerge as the third most common study areas, each representing respectively 10% of the ongoing EM projects involving Asian/Pacific HEIs. The least recurrent theme within these types of consortia seems to be Environmental and Geosciences (ENV), with only 5% of ongoing programmes falling under this category.

Currently, no running EM programme engaging at least one Asian/Pacific HEI focuses on Chemistry (CHE), Mathematics (MA), nor Physics (PHY) as the main area of study.

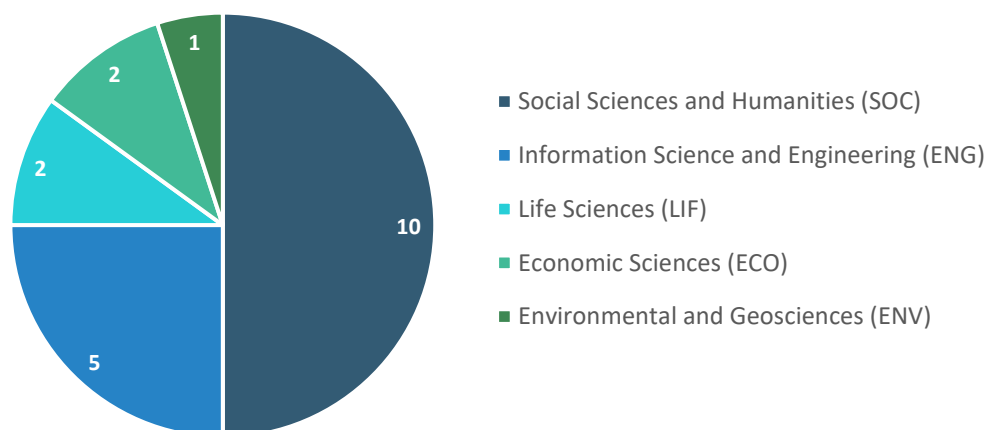


Figure 3 Main study areas of the ongoing EM projects involving Asian/Pacific beneficiaries
Source: EACEA, Database (Extracted October 2023)

3.3.3. Scholarship holders and mobility flows

The European Education and Culture Executive Agency (EACEA) conducted a study on the implementation of Erasmus Mundus Joint Master Degrees funded between 2014 and 2020 (EACEA, 2021). According to the analysis, a total of 7,718 students benefitted from an Erasmus Mundus

¹⁴ Inter-University Exchange Project (IUEP). Japan Society for the Promotion of Science: <https://www.jsps.go.jp/english/e-tenkairyoku/index.html>.

scholarship during that period, **37% of which came from Asian/Pacific countries**. More specifically, 22% originated from what the study refers to as ‘other Asian countries’, which include Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Mongolia, Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan, and Uzbekistan. In addition, 10% of these scholarship holders came from ASEAN nations; 4 % from East Asia; and 1% from Oceania¹⁵.

As per the same study, the most popular **mobility flows** originated from ‘Other Asian countries’ in direction to France, the UK, Spain, and Germany (see *Table 2* below). A mobility flow refers here to the number of mobility periods carried out by EM scholarship holders (i.e. students), in this case between the years 2014 and 2020. Many scholarship holders from the ASEAN region also headed towards these four countries, particularly towards France. In contrast, mobility flows from East Asia and Oceania towards Europe were considerably lower (EACEA, 2021).

Table 2 Main mobility flows from Asia/Pacific to host European countries (2014-2020)

Host Country	Origin of scholarship holders			
	Other Asian countries	ASEAN	East Asia	Oceania
France	450	210	112	18
Spain	302	133	52	16
Germany	251	122	72	10
United Kingdom	339	114	37	14
Belgium	188	117	46	8
Portugal	139	72	36	5
Italy	182	86	39	14
Netherlands	101	45	23	11
Sweden	74	61	17	5
Norway	65	35	22	5
Hungary	65	17	12	3
Austria	71	30	27	4
Other	485	250	108	22
Total	2,712	1,292	603	135

Source: (EACEA, 2021)

At country level, **five of the top ten mobility countries included India, Pakistan, Bangladesh, Philippines, and China**. The most significant mobility flows came from these countries – particularly from India and Pakistan – in direction to France, followed by the UK, Spain, and Germany (EACEA, 2021).

Lastly, **Japan emerged as the most popular destination in the Asian/Pacific region**, hosting 7% of all mobility flows directed towards third countries not associated to the programme¹⁶. This country was followed by Malaysia (5%), Australia (4.5%), Sri Lanka (4.4%), Hong Kong (4.2%), China (2.6%), Vietnam (1.8%), Thailand (1.3%), India (0.7%), and, lastly, Indonesia (0.2%) (EACEA, 2021).

¹⁵ Results of the study were extracted in August 2020. However, most of the EM projects selected in the 2014-2020 programming phase are still selecting students until 2024, which is not reflected in the figures above.

¹⁶ Refer to the Glossary attached to this report for the definition of what constitutes a ‘third country not associated to the programme’ in Erasmus+.

4. ADDED VALUE OF EURO-ASIAN/PACIFIC COOPERATION

This chapter explores the added value of Euro-Asian/Pacific cooperation in higher education, with a specific focus on Erasmus Mundus programmes. It firstly describes the different drivers motivating HEIs from both regions to collaborate in the delivery of joint programmes. The observed positive outcomes resulting from these collaborations are then outlined.

4.1. Drivers of Euro-Asian/Pacific cooperation

To understand the added value of Euro-Asian/Pacific cooperation in higher education, it can be instructive to first determine the reasons why existing European and Asian/Pacific institutions have partnered up with each other in the past to deliver joint programmes. Before delving into the main drivers motivating these HEIs to collaborate together, we want to acknowledge two **key enablers** that facilitate and support the creation of such partnerships.

Firstly, it seems that the **existence of established institutional or personal contacts** is a critical factor that has enabled the creation of most Euro-Asian/Pacific partnerships in Erasmus Mundus. Sanders & Wong (2021) identified a series of technical and managerial capabilities, alongside intangible resources, that render potential partners attractive to other HEIs seeking international collaborations. While these attributes played a significant role in the selection of international partners, the decisive factor to pursue a collaborative programme with a specific partner was, more often than not, the existence of an established relationship. These findings are in line with the results of a study prepared within the Asian Cluster project, which revealed that most EM programmes implemented with Asian partners may have happened as a result of existing ‘loose’ partnerships (ASEMUNDUS, 2013). All three interviewed HEIs confirmed this idea, declaring that they have worked together with the same European partners for several decades, with EM joint programmes being just one among many other collaborative initiatives they engage in together. In fact, one of the universities explained during the interview that they prioritise long-lasting partnerships over new ones. This rationale appears to be closely tied to the concept of **trust**. As one of the interviewees notes: ‘Expanding one’s network in the international higher education community and venturing in unfamiliar territories requires trustworthy partnering’ (Interviews, 2023).

In addition, having **supportive and encouraging national policies and regulations** is also a relevant factor enabling the creation of Euro-Asian/Pacific consortia under the EM Action. There are, indeed, certain Asian/Pacific nations who have actively encouraged the creation of transnational partnerships through a supportive policy environment. Singapore, for instance, stands out as a country where the sector has had a high level of government support and where state-orchestrated higher education partnerships are common. In fact, the country’s policy favours Singaporean HEIs partnering up with prestigious North American and European institutions rather than universities in and around Asia (Sanders & Wong, 2021). The Inter-University Exchange Project (IUEP)¹⁷ EU-Japan is a relevant example of supportive and encouraging national policy. As explained in *Chapter 3, Section 3.1. ‘Asian/Pacific beneficiaries’*, the IUEP is a Japanese financial framework supporting international educational partnerships with Japanese institutions. Since 2019, the programme has, along with Erasmus+, supported the development of three ongoing EM programmes between European and Japanese HEIs (Interviews, 2023). Another instance of enabling national policy is the Korea-EU Education Cooperation Programme¹⁸ aimed at providing additional funds to South Korean HEIs that may be selected under the EM Action. The objective of this programme is to enhance collaborative networks between Korea and the EU, address imbalances in student exchanges, and strengthen Korea’s position within the

¹⁷ Inter-University Exchange Project (IUEP). Japan Society for the Promotion of Science: <https://www.jsps.go.jp/english/e-tenkairyoku/index.html>.

¹⁸ Korea-EU Education Cooperation Programme. National Research Foundation of Korea: <https://www.nrf.re.kr/eng/page/31752ceb-b028-4721-a493-1d46d43b2285?pg=abaa0020-7c3b-497e-ab57-4c89aa344677>.

international higher education landscape. Within this framework, Korean HEIs are thereby supported to cover expenses associated to student and faculty exchanges, as well as to research activities aimed at developing educational courses, and other relevant operational costs.

With that in mind, we surveyed universities that have been involved in a Euro-Asian/Pacific consortium under Erasmus Mundus and asked them to select up to five most relevant drivers from a list of eight suggestions. We then grouped these in the following categories, using Knight & de Wit's (1999) framework to rationalise internationalisation in higher education: (i) academic, (ii) economic, and (iii) political drivers.

Figure 4 below shows the list of drivers suggested in the survey ranked from most selected to least. Same colour bars indicate drivers belonging to the same category.

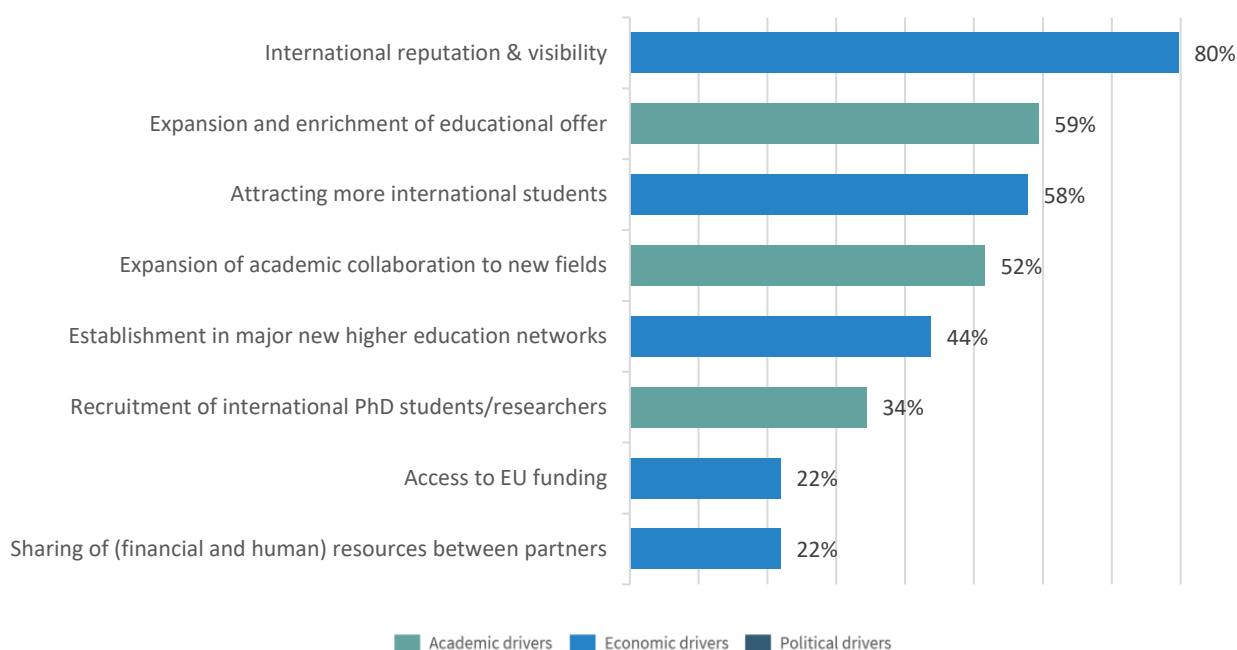


Figure 4 Drivers to participate in a Euro-Asian/Pacific consortium to deliver an EM Master
Source: NTT DATA, Survey "Erasmus Mundus Euro-Asian Cooperation", December 2023

Please note that, unless specified below, there were no significant differences in responses across the various types of participants, namely European coordinators, Asian/Pacific beneficiaries, and (mostly Asian/Pacific) associated partners.

4.1.1. Economic drivers

Economic drivers motivating Euro-Asian/Pacific collaboration in Erasmus Mundus include (i) extending the institution's reputation or visibility at international level; (ii) attracting more international students; (iii) establishing the institution in major new higher education networks; (iv) accessing EU funding; and (v) sharing financial and/or human resources between partners.

Extension of the institution's reputation or visibility at international level.

The '**extension of the institution's reputation or visibility at international level**' was the first most selected driver in the survey, with 80% of respondents considering it as one of the top five reasons for participating in a Euro-Asian cooperation under the EM Action (see Figure 4). All Asian/Pacific beneficiaries who participated in the survey selected this motivator. The percentage was similarly high for both European coordinators and Asian/Pacific associated partners, indicating a certain level of agreement between the three types of respondents regarding the importance of this particular driver.

According to Smith (2008), one of the primary goals driving transnational partnerships in higher education is to elevate the international standing and ranking of institutions in comparison to their competitors. This idea is also echoed in Sander & Wong's study (2021), which claims that reputation and ranking significantly influence the initial selection of institutional partners. This is because these factors not only attract international students, but also enhance the confidence of local students in the joint programme offered by the partnering institutions.

Consequently, European and Asian HEIs partner up and associate themselves with peers (Lim, 2023). The European Master in Law & Economics (EMLE), for instance, was the result of a partnership that was created based on a 'natural attraction' between the different HEIs, each of which had a well-established reputation in the field of study. The University of Hamburg is indeed one of the oldest and pioneering faculties in Law and Economics; the University of Bologna has the oldest Law department in the modern world; the Erasmus University of Rotterdam had Jan Tinbergen – winner of a Nobel Prize in Economics – as a professor; and the Indira Gandhi Institute of Development Research had been established by the Reserve Bank of India (Interviews, 2023). However, these partnerships are not always 'balanced' in reputation, as certain HEIs actively pursue collaborations with higher-ranked universities. Their objective is to produce a halo effect, wherein a portion of that perceived reputation and quality might be passed on to the 'lower-ranked' HEI (Lim, 2023), consequently increasing its visibility in the global educational scene.

Attracting more international students.

As can be seen in *Figure 4*, 58% of surveyed universities selected '**attracting more international students**' as one of the five most important reasons that have led them to cooperate with their European or Asian/Pacific partners in the delivery of an EM joint programme. Once again, all respondent Asian/Pacific beneficiaries selected this driver in the survey. While a significant percentage of European coordinators also considered attracting international students an important motivator, answers differed for associated partners. This may be linked to the fact that associated partners do not necessarily host students when participating in these joint programmes.

A university which is part of an EM consortium is able to offer international opportunities for students, therefore attracting the latter and increasing their numbers of international students. This in turn, might influence the institution's reputation and visibility in the global educational landscape, as the number of international students is a parameter present in many rankings (Lim, 2023). The introduction of new metrics in university rankings, including factors such as student exchange programmes, international research networks, the number of international students and staff, etc. is indeed actively encouraging numerous universities to establish partnerships with foreign HEIs (Komotar, 2019). In addition, beyond mere reputation, the quality and appeal of the academic programmes offered by an Asian/Pacific HEI significantly influences its attractiveness to international students. That might partly explain why, a university's technical capabilities, including its curriculum, pedagogy, and faculty expertise, play an important role in the initial selection of a partner (Sanders & Wong, 2021).

Establishment of the institution in major new higher education networks.

44% of surveyed universities indicated the '**establishment of the institution in major new higher education networks**' as one of the top five factors influencing their participation in a Euro-Asian EM consortia (see *Figure 4*). According to Smith (2008), HEIs need to expand their international presence in new markets if they are to retain relevance in today's ever-changing and increasingly competitive higher education scene. However, the entry or access of foreign universities to new markets or geographical locations can sometimes be hindered by cultural and/or political barriers. For example, for a long time and up to 2024, Indian policymakers had been reluctant about the *physical* entry of international providers in the Indian education sector, making it difficult for these to establish a campus in the country (Chakraborty, 2021). In these cases, collaborating with local HEIs can considerably ease the access of universities into new educational and operational contexts (Smith, 2008). Delivering joint

programmes together with these local institutions can be a simpler way to expand one's presence in new networks or geographical regions.

Access to EU funding.

'**Access to EU funding**' was selected by only 22% of respondents as one of the top five reasons for participating in a Euro-Asian cooperation under the EM Action (see *Figure 4*). This low percentage could be attributed to the fact that approximately 39% of the survey participants were associated partners, which, in principle, do not receive any funding from the Programme. In fact, most respondents who selected this factor were European coordinators, whereas none of the Asian/Pacific beneficiaries deemed it a relevant reason. Karvounaraki, et al. (2018), however, identified 'increasing access to EU/international funding' as one of the ten most important drivers for initiating and sustaining a successful transnational partnership. This is because funding schemes such as the EM Action enable participating HEIs to tap into additional funding and funding sources, which is essential for the creation, maintenance, and expansion of such partnerships.

Sharing of (financial and human) resources between partners.

Just like for the previous driver, '**sharing of (financial and human) resources between partners**' was chosen by only 22% of respondents (see *Figure 4*). There are, however, instances where universities lack the human and financial resources to expand their international presence on their own. Joint ventures such as student exchange programmes or joint study programmes, allow for the sharing of resources between partners, thereby limiting these challenges (Smith, 2008).

4.1.2. Academic drivers

Academic drivers motivating European and Asian/Pacific HEIs to work together on the design and implementation of EM joint programmes include (i) expanding and enriching the institutions' educational offer for students; (ii) expanding the institution's academic collaboration to new fields; and (iii) recruiting future international PhD students and researchers.

Expanding and enriching the institution's educational offer for students.

'**Expanding and enriching the institution's educational offer for students**' was the third most selected driver in the survey, with 59% of respondents considering it to be one of the top five reasons for participating in a Euro-Asian cooperation under the EM Action (see *Figure 4*).

Firstly, HEIs engage in 'joint ventures' with transnational partners to **broaden the range of educational programmes available to students**, as this form of collaboration allows institutions to introduce new programmes they did not previously offer (Smith, 2008). In addition, joint programmes allow universities to provide students with **more opportunities of studying abroad**. In their study, Karvounaraki, et al. (2018) identified 'mobility of students' to be one of the ten most important drivers for the set up of a transnational collaborative partnership. This was confirmed by one of the interviewees, who claimed that the main objective of setting Euro-Asian partnerships was to offer more possibilities of studying abroad to local students, with the faculty having over forty overseas partners to exchange students with (Interviews, 2023).

Secondly, universities who collaborate with international partners do so to **improve the relevance of their educational offer**. Including an international dimension to the field of study serves, indeed, as an important motivator for these joint programmes. For example, a participant in the survey, explained that the content of their EM master requires, by nature, cooperating with different regions, including Asia/Pacific (Survey, 2023). The Erasmus Mundus Joint Master Degree in Tropical Biodiversity and Ecosystems (TROPIMUNDO) perfectly illustrates this argument. The consortium delivering this programme is comprised of seventeen partners, twelve of which are located in the Americas, Africa, and Asia/Pacific. The nature of the field of study – tropical biodiversity – required European universities to

partner up with HEIs located in tropical areas, where students could have access to the relevant terrestrial, coastal and marine ecosystems to explore and gain practical knowledge. In Europe, these students can mostly listen to the theoretical parts of such tropical flora/fauna courses (Interviews, 2023).

Lastly, institutions participate in transnational partnerships to **improve the quality of their educational offer**, as this form of collaboration allows for the exchange of knowledge and/or technology with other HEIs that contribute with skilled faculty or well-developed content and pedagogy (Sanders & Wong, 2021). This driver can be observed, for instance, in the defined objectives set for the project 'Linking Organisation through University Synergy' (LOTUS) – a partnership programme funded under the EM Action 2 and comprised of European and Asian HEIs. Indeed, two of LOTUS' targets included 'boosting the exchange of know-how for curriculum development, new teaching methods, international relations and university management', and 'enhancing the skills of staff that can, in turn, contribute to the improvement of the education system in their home country' (ASEMUNDUS, 2013).

Expansion of the institution's academic collaboration to new fields.

As shown in *Figure 4*, 52% of surveyed participants indicated that the '**expansion of the institution's academic collaboration to new fields**' was among the top five factors influencing their collaboration with European or Asian/Pacific partners to implement a joint EM program. As previously explained, collaborative initiatives are often built upon pre-established relationships. Given this perspective, it seems logical for HEIs engaged in an EM consortium to leverage newly created contacts and extend collaboration initiatives to new educational or research endeavours.

Recruitment of future international PhD students or researchers.

While not as popular as the previously described drivers, the '**recruitment of future international PhD students or researchers**' was selected by 34% of respondents as one of the top five reasons for participating in a Euro-Asian cooperation under the EM Action (see *Figure 4*). Interestingly, this factor was mostly selected by European coordinators.

4.1.3. Political drivers

While not included in the original list of drivers suggested in the survey, the **promotion of regional cooperation and improvement of mutual understanding** is also a relevant factor motivating cooperation among Euro-Asian HEIs. The LOTUS partnership programme, for instance, established a set of objectives before the start of the project. One of these included enhancing the political, cultural, educational and economic links between the EU and the Asian countries involved in the project, as well as contributing to the improvement of mutual understanding between both regions through personal contacts (ASEMUNDUS, 2013). A survey respondent validated this idea. When asked to share any additional driver, they commented: 'people-to-people diplomacy to build trust and thus maintain world peace' (Survey, 2023). Supporting international diplomacy, peace, and mutual understanding through higher education is indeed an inherent motivation for fostering these inter-regional cooperations (Karvounarakis, et al., 2018).

4.2. Positive outcomes of Euro-Asian/Pacific cooperation

Once we have understood the factors driving Euro-Asian/Pacific cooperation in higher education, and particularly Erasmus Mundus, we can explore the observed outcomes arising from such collaborations. As for the drivers, we surveyed European and Asian/Pacific institutions who have partnered up with each other in the past to deliver EM joint programmes.

We firstly asked them whether participating in the development and delivery of an Erasmus Mundus Master has had any positive impact for the respondents and/or the institution they represent. As can be

seen in *Figure 5* below, 80% of respondents confirmed the positive impact, while 14% indicated that it was too early for them to discern any tangible advantage. A minority of 6% responded negatively.

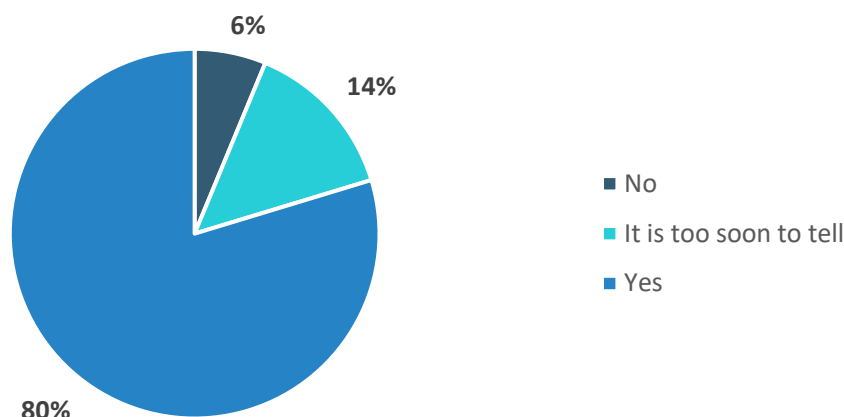


Figure 5 Survey answers to whether participating in an EM Master has had any positive impact on the respondent or institution
Source: NTT DATA, Survey "Erasmus Mundus Euro-Asian Cooperation" (December 2023)

We then presented a list of observed outcomes that had been previously identified through desk research and qualitative consultations. Participants who had previously answered 'yes' or 'it is too soon to tell' were then asked to indicate their level of agreement with each statement on a scale from 1) Strongly agree to 5) Strongly disagree. *Figure 6* outlines the list of identified advantages and the corresponding percentages of agreement for each suggestion.

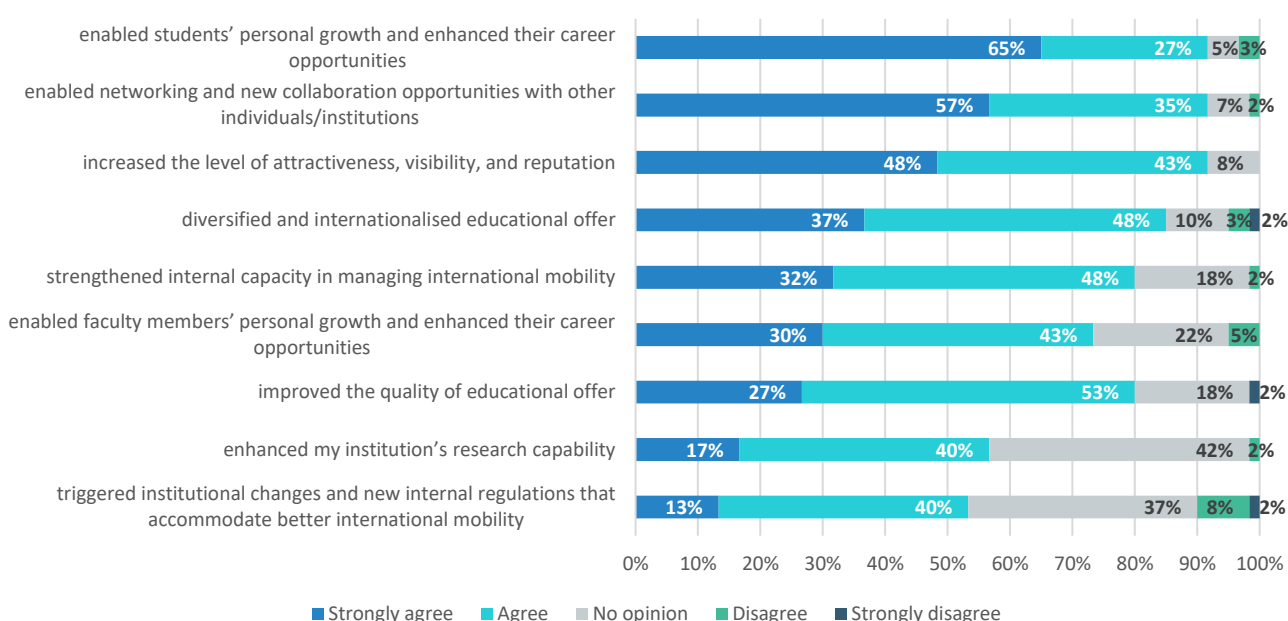


Figure 6 Level of agreement about the advantages of participating in the development and delivery of an EM Master
Source: NTT DATA, Survey "Erasmus Mundus Euro-Asian Cooperation" (December 2023)

We then grouped these advantages following the same structure as for the previous section.

4.2.1. Economic outcomes

Economic outcomes arising from Euro-Asian/Pacific cooperation in Erasmus Mundus include (i) increased level of attractiveness, visibility, and reputation of the institution; (ii) strengthened institution's internal capacity in managing international mobility (in terms of operations and human resources); and (iii) triggered institutional changes and new internal regulations that better accommodate international mobility.

Increased level of attractiveness, visibility, and reputation of the institution.

As indicated in *Figure 6* above, 91% of respondents either strongly agreed or agreed that being involved in the development and delivery of an EM Master has **positively impacted their institutions' level of attractiveness, visibility, and reputation**. Participating in a joint programme seems to elevate European and Asian/Pacific universities in their respective countries or regions as they become more visible at the international level. The case of the Lankaran State University (Azerbaijan) perfectly illustrates this. According to data from the Azerbaijani Ministry of Education, in four years, the institution managed to go up from rank 11 to rank 4 among the 51 HEIs of the country. The university partly credits this phenomenon to their participation in an EM partnership (EACEA, 2017a). This positive outcome and its high level of agreement aligns with the findings from the previous section, which indicated that extending the institution's reputation or visibility at international level was one of the most important factors motivating these Euro-Asian/Pacific collaborations under Erasmus Mundus.

Strengthened institution's internal capacity in managing international mobility (in terms of operations and human resources).

32% and 48% of surveyed universities 'strongly agreed' or 'agreed' respectively that their institution's **internal capacity in managing international mobility (in terms of operations and human resources) was strengthened** due to their involvement in the EM programme (see *Figure 6*). This was confirmed by one of the interviewed universities, who revealed that taking part in Erasmus Mundus helped them to acquire new knowledge in terms of programme administration, course development and standardisation, quality control and monitoring across the consortium, etc. The interviewee added that the 'horizontal' integration of the courses delivered by partners is indeed quite unique to the EM programme (Interviews, 2023). While this outcome was not mentioned as a driver in the previous section, it does come out as an important benefit for HEIs.

Triggered institutional changes and new internal regulations that better accommodate international mobility.

'Triggered institutional changes and new internal regulations that better accommodate international mobility' was not considered a particularly relevant outcome of engaging in an EM programme, as only 53% of participants strongly agreed or agreed with this statement. A large 37% chose to not provide an opinion on this claim, while 10% disagreed or strongly disagreed with it (see *Figure 6*). EACEA (2017a) however revealed that engaging in international academic mobility triggered a larger reflection within the participating EM universities on how to address internationalisation as part of the institutional policy. Their study found that around 25% of surveyed universities confirmed having created an international relations office as a direct result of their participation in the action.

4.2.2. Academic outcomes

Academic outcomes arising from Euro-Asian/Pacific cooperation in Erasmus Mundus include (i) enabled students' growth and enhancement of their career opportunities; (ii) enabled networking and new collaboration opportunities with other individuals or institutions; (iii) diversified, internationalised, and improved institutions' educational offer; (iv) enabled faculty members' personal

growth and enhancement of their career opportunities; and (v) enhanced institutions' research capability.

Enabled students' growth and enhanced career opportunities.

The survey results highlight that the most valued advantage, according to over 90% of respondents, relates to students' growth (see *Figure 6*). Specifically, the participation of institutions in an EM programme is perceived to significantly contribute to **students' personal development and enhance their career prospects**. The diversity introduced into the classroom through EM mobility is enriched when HEIs from regions outside Europe participate. This exposure provides students with insights into diverse higher education structures and exposes them to new or alternative learning methods and teaching approaches in Europe and vice versa. As a result, students can develop intercultural competencies and new ways of thinking. In terms of skills development, a study by the British Council found that exchange programmes and foreign partnerships enhance students' analytical thinking, international outlook, professional skills, and adaptability to change (British Council, 2014).

Beyond skill enhancement, transnational mobility has proven beneficial in improving professional careers and employability perspectives. This is particularly true for those seeking opportunities in the international labour market. Asian/Pacific students, for instance, can establish and broaden their professional networks and friendships across Europe, facilitating career advancement in the region. This was confirmed by the testimony provided by an Thai student participating in an EM program, whose career opportunities had allegedly expanded "from being a civil servant based in Thailand to becoming a competent consultant at international level, thanks to the knowledge gained and the excellent networking activities during my study and research in Europe" (ASEMUNDUS, 2013).

While this outcome was not directly mentioned as a driver in the previous section, it can be linked to HEIs' wish to expand and enrich their institution's educational offer for students by providing them with more opportunities of studying abroad.

Enabled networking and new collaboration opportunities with other individuals or institutions.

The statement '**enabled networks and new collaboration opportunities with other individuals or institutions**' received the second-highest level of agreement, with a little over 90% of respondents acknowledging it as an important outcome arising from their participation in an EM programme (see *Figure 6*). As we have seen in the previous section, research shows that establishing personal contacts between academic and research staff of participating HEIs can pave the way for different collaboration opportunities. A good example for this was provided by one of the interviewed HEIs, who revealed that participating in their EM programme led to a bilateral collaboration with another partner university from the consortium. Each partner was interested in exploring the unique context of the other within their field of study (Interviews, 2023). This positive outcome and its high level of agreement aligns with the findings from the previous section, which indicated that expanding the institution's academic collaboration to new fields was one of the most important factors motivating these Euro-Asian/Pacific collaborations under Erasmus Mundus.

Diversified, internationalised, and improved the educational offer.

Figure 6 indicates that 85% of surveyed universities strongly agreed or agreed with '**diversified and internationalised educational offer**' being a positive outcome arising from participating in the delivery and implementation of a joint programme. In addition, 80% claimed that their involvement in Erasmus Mundus **improved the quality of their educational offer**. These findings align with HEIs' wish to expand and enrich their universities' educational offer for students by broadening the range of available educational programmes and improving the relevance and quality of these programmes through the integration of different cultural perspectives in the curriculum and the exchange of knowledge and teaching methods between faculty members.

Enabled faculty members' personal growth and enhanced their career opportunities.

As shown in *Figure 6*, 30% and 43% of respondents have 'strongly agreed' and 'agreed' respectively that participating in an EM programme has enabled their **faculty members' personal growth and enhanced their career opportunities**. While not many participants disagreed with this statement (5%), 22% did, however, not provide an opinion on the matter. As explained in the previous section, these types of collaborations allow for the exchange of know-how and new teaching methods between universities' staff members. It therefore seems logical to assume that these exchanges contribute to the development of their skills and knowledge. In particular, mobility opportunities for faculty members contribute to the empowerment of human capital worldwide by enhancing their abilities, boosting their profile on the labour market and increasing their adaptability to multicultural environments (EACEA, 2017a). This outcome is strongly linked with the previously explained benefit related to diversifying, internationalising, and improving institutions' educational offer.

Enhanced the institution's research capability.

'**Enhanced the institution's research capability**' was considered a relevant positive outcome by 57% of surveyed universities (see *Figure 6*). Once again, while not many respondents disagreed with this claim (2%), a considerable 42% chose to not provide an opinion on the matter.

5. CHALLENGES & OPPORTUNITIES FOR HEIs IN EURO-ASIAN/PACIFIC COOPERATION

This chapter provides a more in-depth analysis of key areas within European and Asian/Pacific cooperation that have been identified to pose particular challenges. For each key area, a series of good practices are presented in the form of factsheets delineating the challenges they address, as well as the benefits they reap, and providing tangible examples of implementation. These examples have been drawn from actions undertaken by European and Asian/Pacific HEIs to tackle recurrent challenges they face when collaborating under EM programmes. These good practices and the nature of the challenges they address are summarised below:

Table 3 Overview of the identified good practices and the challenges they address

KEY AREA	GOOD PRACTICE	TYPE OF CHALLENGES			
		Cultural	Administrative	Market	Education system
Mobility	Ensuring contact points and open communication channels for students	•	•		
	Assigning local 'buddies' to welcome and integrate international students	•	•		•
	Offer courses in local languages in the curriculum	•			
	Organise short preparation programmes during summer/spring vacations	•		•	
	Promote staff mobility between European and Asian/Pacific countries			•	•
	Offer English reinforcement courses			•	•
Governance & Communication	Arrange study visits and other face-to-face networking activities when setting up consortium partnerships	•	•		
Programme Quality Assurance	Organise collaborative sessions with external stakeholders			•	•
Programme Sustainability	Improve the financial accessibility of programmes			•	
	Identify the programme's position in the market and develop a comprehensive marketing and dissemination plan	•		•	

5.1. Mobility

The core of the Erasmus Mundus Action lies in fostering mobility of students and staff across countries and HEIs in diverse regions. In this context, the data collected for this report revealed some issues faced

by European and Asian/Pacific HEIs associated with (i) ensuring the provision of adequate support services to international students, thereby enhancing their overall mobility experience; and (ii) achieving a well-balanced flow of students moving to and from countries across Europe and Asia/Pacific.

5.1.1. International student support services

Mobility across countries and regions can present both opportunities and challenges for students. When European graduates venture into Asian/Pacific countries, and vice versa, adapting to a new environment and embracing such a different culture can pose a unique personal challenge. For some, this may be their first experience abroad and, while this may be exciting, numerous factors such as a new education system, language, culture, and religion, may hinder their overall experience. Student support services therefore play an essential role when hosting these international students. It is deemed a university's responsibility to offer a certain level of care, ensuring that these students are prepared to live in a completely different culture alone and have a positive and enriching experience throughout their academic journey in a foreign country (Interviews, 2023; Lim, 2023).

The concept of '**student experience**' in each HEI can play a role on the successful integration and adaptation of international students in joint master's degrees. This definition varies significantly across countries, emphasising the importance of standardising this experience or ensuring consistent student support. The participation of HEIs in an EM Master reinforces this idea in a way, and many institutions are already aware of how important it is to provide support. However, some HEIs are still unfamiliar with hosting international students and even consider them a burden, hence primarily directing their support toward domestic students (Lim, 2023)

This concept is in line with a recommendation provided by an EACEA report (2017a) to all HEIs to make all the necessary arrangements to provide valuable support and information throughout the international 'student journey' (meaning, upon their arrival, during their stay and after their departure). Some good practices in providing the necessary services at the start of this student journey are explained in the factsheets below.

GP1 Ensuring contact points and open communication channels for students

Before the student's arrival, the **website** plays a pivotal role, serving as the primary source of information. It must be clear, easily navigable, and provide comprehensive guidelines, especially regarding the curriculum, application requirements, processes, selection criteria, and contact person (ASEMUNDUS, 2013).

Upon approval of the application and arrival of the student, establishing a **dedicated helpdesk for international students** can facilitate support in administrative processes such as enrolment and visa procedures.

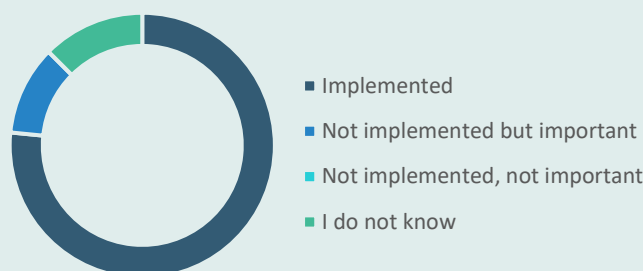


Figure 7 Level of implementation and importance of GP1
Source: NTT DATA, Survey "EM Euro-Asian Cooperation" (December 2023)

As shown in *Figure 7*, survey results indicate a high implementation rate of this last measure among respondents, with 76% having implemented it, while only 11% considering it important even without having applied it.

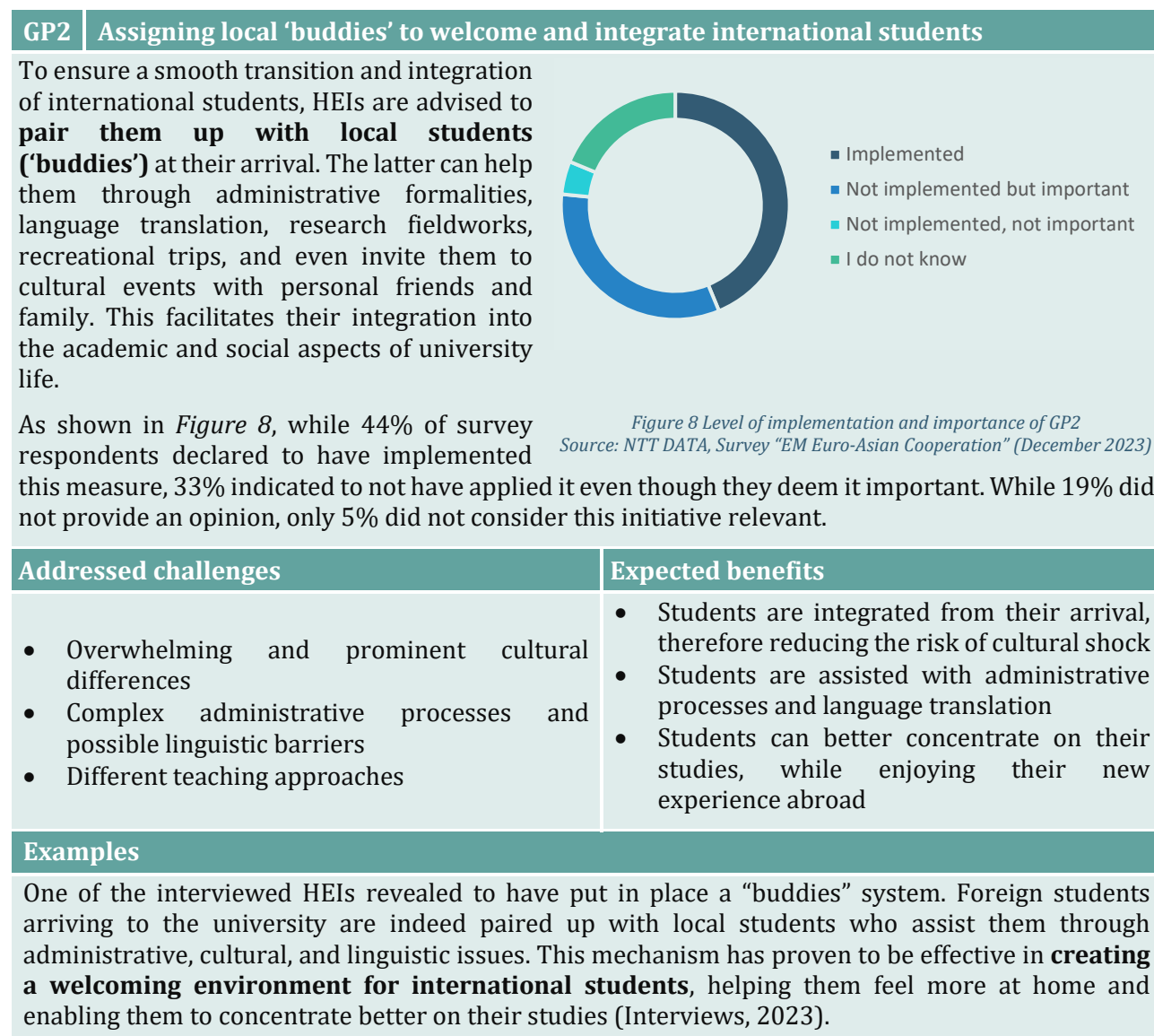
It is relevant to note the importance of maintaining these services even during vacation breaks. As one of the interviewed practitioners noted, students often experience difficulties to get their visas in European countries, as these consist of

different processes for each country. Compounding this issue is the fact that most European academic programmes commence in September, right after summer vacations in Europe, which is when Asian/Pacific students are in the process of obtaining their visas. Consequently, European administrations find themselves unable to provide assistance to international students during this critical period, resulting in a less than seamless process. Visa processes can be indeed the first 'cultural shock' students experience in their host country (Interviews, 2023).

Addressed challenges	Expected benefits
<ul style="list-style-type: none"> Overwhelming and prominent cultural differences Complex administrative processes, particularly when applying for visas 	<ul style="list-style-type: none"> Students are assisted all throughout their journey, therefore reducing the risk of cultural shock

Examples

One of the interviewed institutions claimed to have a very open communication channel with its students, allowing the latter to provide continuous feedback to the university on all aspects of the programme (including course improvement). This feedback goes both ways, as the HEI conducts orientation programmes to advise students on their academic tasks, as well as on issues related to daily life, health, safety, security, and culture (e.g., appropriate dressing in an Islamic country). During these sessions, students are also provided with health emergency contacts (Interviews, 2023).



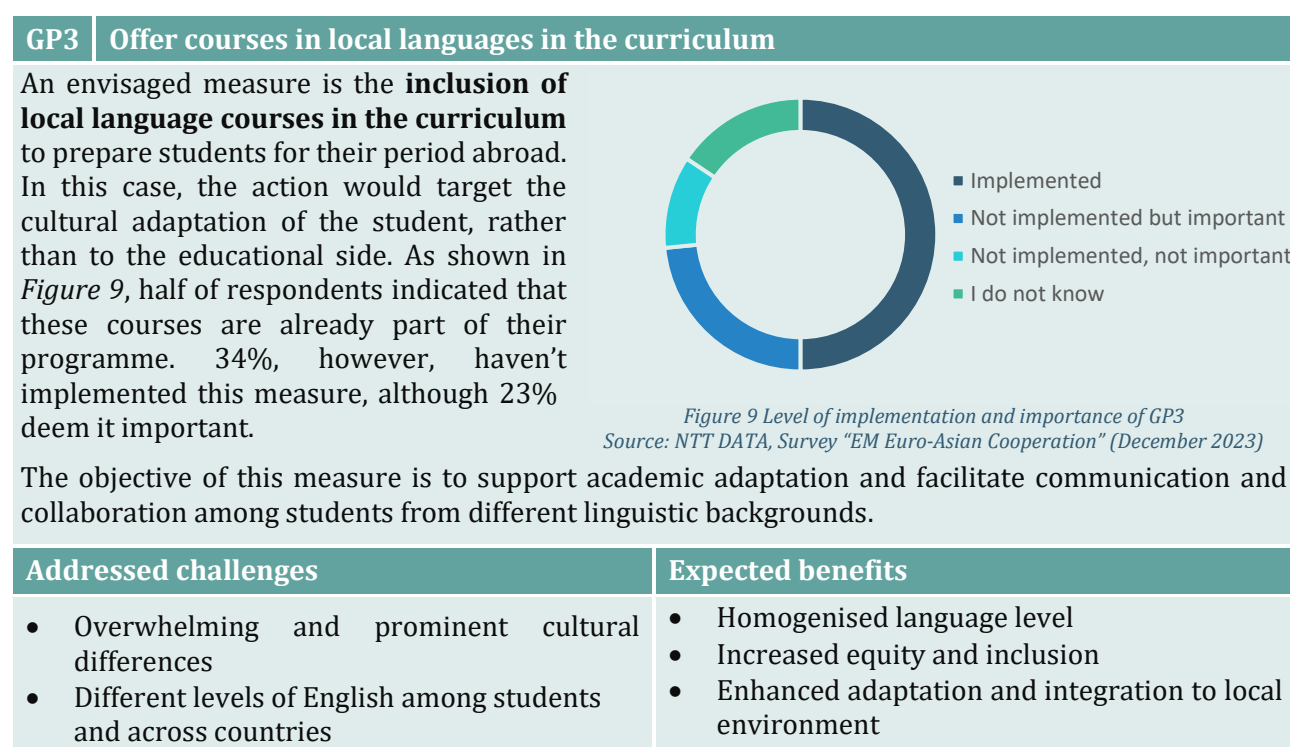
During the students’ stay, other challenging aspects may be the academic and linguistic shock. At the academic level, the classroom diversity experienced in the sorts of programmes enhances student learning and faculty’s professional growth by fostering communication, argumentation, critical thinking, and problem-solving skills through the exchange of new ideas (refer to *Chapter 4, section 2.1 ‘Economic Outcomes’*). Conversely, this diversity may make students feel invisible and alienated, particularly when teaching approaches and learning materials overlook their backgrounds and needs (Sanger, 2020). This is why, teaching staff involved in the programmes should be **trained to be sensitive and respond to linguistic, cultural, religious, and political diversity**, encouraging the use of local narratives and forms of knowledge production in higher education spaces (Lim et. al, 2022).

The Asian/Pacific HEIs interviewed highlighted, indeed, **differences in academic approaches** compared to the students’ home universities. For example, in Japan, Master programmes tend to be very research oriented. As a result, Japanese and European students have different expectations regarding the balance between lectures and research activities in their programme. Indeed, in Europe, universities tend to provide lots of course work for the Master level, while research projects happen only at the end of the Master. On the other hand, in Japan, a Master course in Engineering, for instance, is mostly dedicated to research, while students attend some lectures in the meantime. Japanese students studying

in Europe seem to expect more research, while European students are not always prepared to do so much research when studying in Japan (Interviews, 2023).

The interview with an Indian HEI also revealed academic challenges linked to distinct approaches to thesis writing. It seems that, in India, thesis supervisors typically expect weekly meetings with their students, fostering frequent interaction. In contrast, European students often refrain from contacting their supervisors unless they have substantial progress or specific matters to discuss. Recognising this disparity, efforts are underway to bridge the gap by instituting a minimum requirement for mandatory meetings between students and thesis supervisors (Interviews, 2023). This proactive measure is a perfect example of HEIs addressing and reconciling the academic cultural differences across countries and regions.

As per the **linguistic challenge**, it must be noted that there are countries in Europe and in Asia/Pacific where English is not that widely used or integrated in the education system. Therefore, students arriving to these countries may find difficulties to adapt to their new environment and manage daily life in those countries where English is not that widespread.



5.1.2. Mobility flows

In addition to data presented in *Chapter 3, Section 3.3.3. 'Scholarship holders and mobility flows'* on mobility flows between Asia/Pacific and Europe, information gathered through interviews reveal that there are some mobility imbalances, with higher number of Asian/Pacific graduates studying in Europe compared to Europeans studying in Asia/Pacific. These imbalances are not only apparent between these regions, but also within them, reflecting disparities in the countries acting as "senders" and "receivers" of students.

Countries of destination

According to the analysis of EACEA on the implementation of Erasmus Mundus Joint Master Degrees funded between 2014 and 2020, the most popular European countries for students coming from the analysed regions of Asia/Pacific are France, the UK, Spain, and Germany. On the other side, within Asia/Pacific, **Japan emerged as the most popular destination in the region**. The rest of countries

that received students were Malaysia, Australia, Sri Lanka, Hong Kong, China, Vietnam, Thailand, India, and, lastly, Indonesia (EACEA, 2021).

Differences in country receivers within Europe and Asia/Pacific can be rooted in various factors. On the one hand, these imbalances could be mainly explained by the unequal number of HEIs participating in EM projects in both regions, and the study areas covered by these programmes, as some of them are more popular among international students. On the other hand, there are contributing factors related to the educational systems, economic and cultural environment of countries:

- **Reputation and visibility of educational systems in the region.** Difficulties in attracting enough EU applicants have been reported by HEIs in Asia/Pacific region (Survey, 2023), as there seems to be less awareness of the quality education provided by institutions in the region. Certain HEIs in the ASEAN region face challenges related to infrastructure and resources, hindering their ability to establish collaborations and attract potential students. A lack of capacity in international offices of universities in CLMV countries (Cambodia, Laos, Myanmar and Vietnam) is also noted as a contributing factor (Lim, Anabo, Phan, Elepaño, & Kuntamarat, 2022).
- **Recognition of the chosen university in the home labour market.** In some countries (particularly, lower-income ones), the main driver of international student mobility is access to a certain labour market enabled via visa and post-study work policies, which vary among European countries. Degree recognition varies between countries in terms of (i) how the international degree is validated by the country, but also (ii) how it is understood by its labour market (in other words, the “reputational understanding” of the degree). For instance, degrees earned in North-West Europe, in countries that are more English-based, or in countries with colonial or historical ties, might be perceived as more valuable than degrees from less well-known or historically tied European countries (Lim, 2023).
- **Formation of "mobility corridors" between certain countries in both regions.** These corridors are shaped by factors such as geographical proximity, historical ties, the language of instruction, and marketing efforts. Also streamlined study visa processes, often influenced by political and historic contexts or bilateral agreements, contribute to directing mobility between specific countries (Interviews, 2023).

Even though these imbalances are not unique to Euro-Asian/Pacific university cooperation, HEIs with lower student intake could significantly benefit from enhanced student mobility to their respective countries. Recognising this, several good practices have been identified to stimulate such mobility.

GP4 Organise short preparation programmes during summer/spring vacations

The main objective of this measure is to encourage Asian/Pacific students to study in Europe and vice versa. The initiative consists of the organisation of **short preparation programmes in summer/spring vacation**. The students from both regions are sent in groups to partner European or Asian/Pacific countries for a short period of time to immerse themselves in the local lifestyle. As shown in *Figure 10*, this practice has been implemented by 30% of respondents, while 52% reported not having applied it, with 39% considering it an important practice.

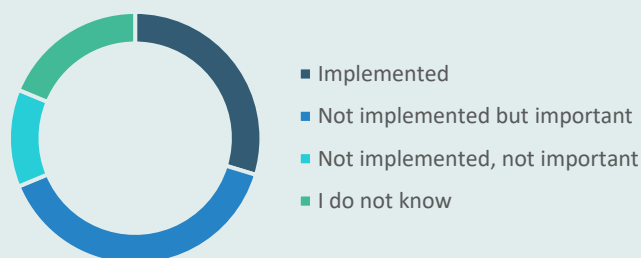


Figure 10 Level of implementation and importance of GP4
Source: NTT DATA, Survey "EM Euro-Asian Cooperation" (December 2023)

This initiative can help reduce the risk of cultural shocks caused by the different factors mentioned above. Supporting joint summer programmes through the Erasmus+ initiative and recognising them as equivalent to 3 or 4 ECTS would be a practical approach. Acknowledging the value of such programmes within the Erasmus+ framework can encourage their development and participation, contributing to the overall objectives of the programme (Interviews, 2023).

Addressed challenges	Expected benefits
<ul style="list-style-type: none"> Difficulties to attract European or Asian/Pacific students for some HEIs Imbalances in reputation and visibility of HEIs 	<ul style="list-style-type: none"> Contribute to developing students' interest to study in Europe and Asia/Pacific for a longer period Diversification of mobility schemes Help manage expectations so as to avoid any serious cultural shock

Examples

One of the interviewed practitioners revealed that, in the beginning, when starting their collaboration in EM programmes, the institution experienced difficulties motivating local students to study their Masters in Europe, as the USA was usually their favoured destination. Short preparation programmes in summer/spring vacation were then organised in order to encourage these local students to study in Europe. The latter were sent in groups to partner European countries for two or three weeks, in some cases up to six weeks, during which they visited university facilities, experienced the European life with host families and met with local students. This initiative gradually developed local students' interest to study in Europe for a longer period (Interviews, 2023).



Figure 11 Level of implementation and importance of GP5
Source: NTT DATA, Survey "EM Euro-Asian Cooperation" (December 2023)

Countries of origin

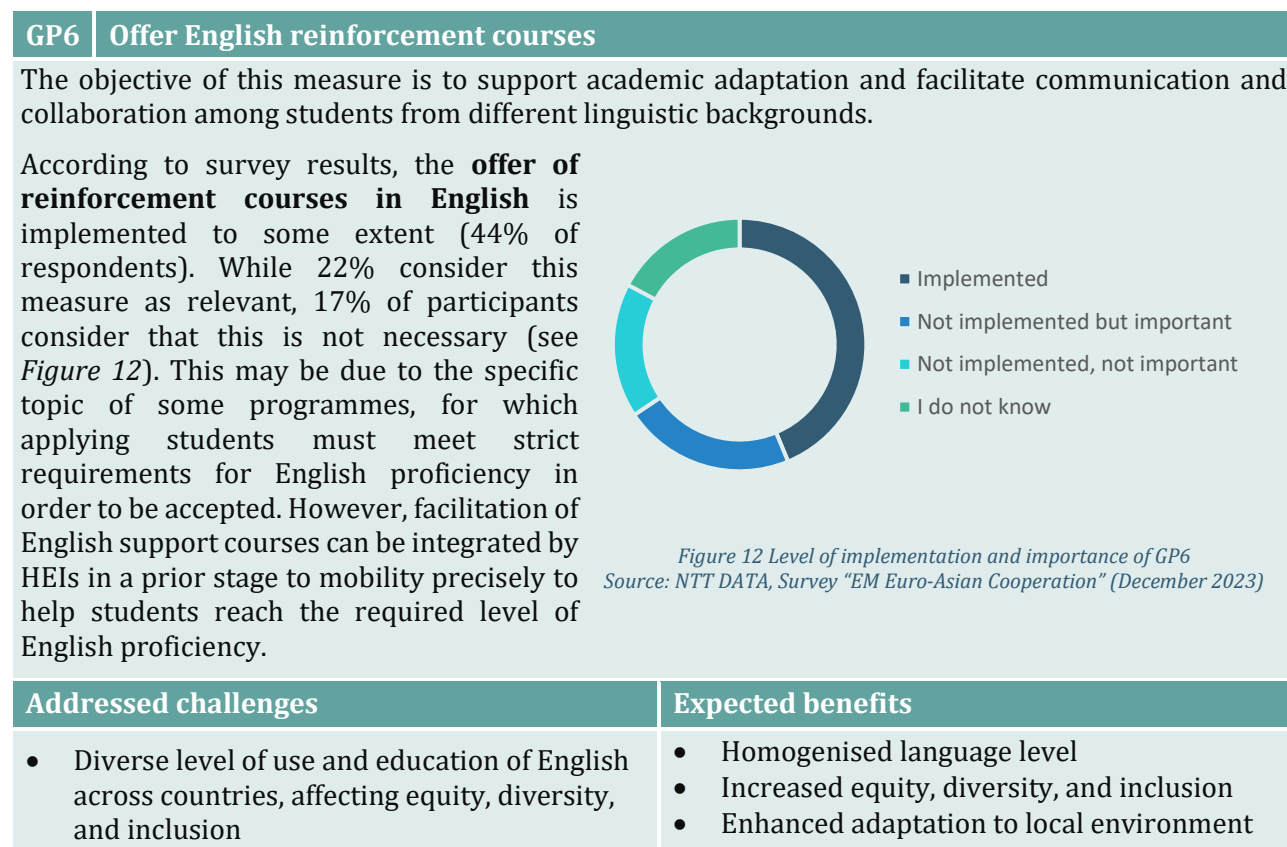
Within Asia/Pacific, **five of the top ten 'sending' countries included India, Pakistan, Bangladesh, the Philippines, and China**. The most significant mobility flows came from these countries – particularly from India and Pakistan – towards Europe (EACEA, 2021). In contrast, certain countries that host a significant number of international students seem that are not reciprocating at the same level, namely Japan, Malaysia, Australia, and Sri Lanka. There are several factors contributing to this asymmetry, with some identified ones being:

- **Students' economic backgrounds.** Economic differences also influence student participation in international mobility. Students from countries such as Cambodia, Laos, Myanmar, and Vietnam (the 'CMLV' countries) may face limitations due to economic backgrounds, with limited financial resources, impacting participation in mobility schemes. Other countries of the ASEAN

region also face this challenge. For example, one of the Asian/Pacific HEIs that were interviewed reported that the programme predominantly receives foreign students (inbound mobility), while local students may be influenced by financial constraints to participate less in outbound mobility schemes (Interviews, 2023).

- **Concerns about brain drain** can influence the national policies of certain countries with more ageing population (i.e. Japan, some countries in South-East Asia) (Lim, 2023; Tight, 2022), with hesitancy to promote mobility. However, the EM Masters' structure has proven to be effective in limiting brain drain, by focusing on short-term mobility and fostering commitments to home institutions (EACEA, 2017a).
- **Study programmes in Asia/Pacific are frequently not available in English language.** This limitation may restrict the opportunities for local students to engage with educational offerings that are commonly conducted in English, posing barriers to local students seeking access to international education systems.

Further participation in EM from local students of the lower-income countries, whose students might not always be adequately prepared to conduct or attend classes in English (Interviews, 2023), could be encouraged by providing training in English acquisition. Also, once started the mobility period, students from the latter background may find further difficulties to get on track with the programme curricula as well as establish relationships with other students and teachers.



It should be noted that Governments and policymakers play a crucial role in recognising English as the prevailing *lingua franca* in today's global higher education landscape. Countries seeking to internationalise their tertiary education are responsible for designing and implementing language policies to ensure local students attain the necessary proficiency to partake in English-taught programmes (Wächter, 2006). Singapore stands out as a country that has long promoted the use of English as a matter of public policy. The Singaporean Ministry of Education has long enforced the 'Bilingual Policy', requiring students to study both English and their mother tongue throughout their primary and secondary education. With this, the Government aims to equip its population with the

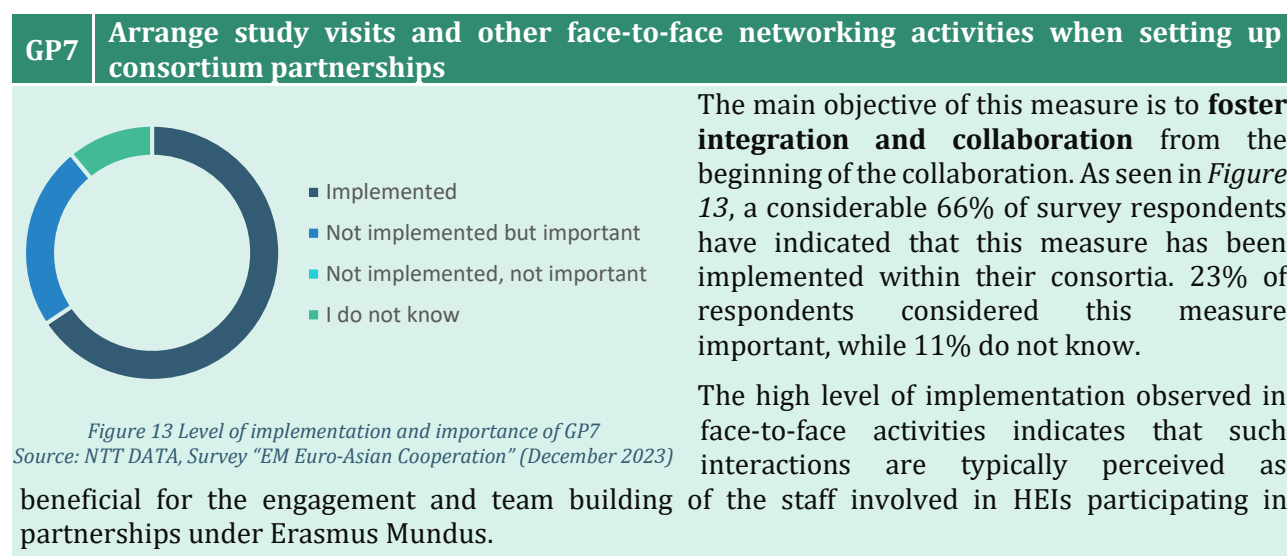
language and cultural competencies necessary to thrive in a diverse and globalised world (MOE, 2020). While this specific approach might not be feasible or interesting for some countries, encouraging the use of English and/or other widely accepted lingua franca among younger generations is undoubtedly relevant in the context of internationalisation.

5.2. Governance & communication

As observed earlier in this report, most Erasmus Mundus partnerships between HEIs from Europe and Asia/Pacific region are formed based on longstanding and robust personal or institutional connections (refer to *Chapter 4, Section 1 'Drivers of Euro-Asian/Pacific cooperation'*). This tendency may explain the positive outlook reflected in the data collected regarding the seamless cooperation and establishment of governance mechanisms within these types of consortia. The strength of pre-existing relationships plays a pivotal role in fostering a collaborative environment and ensuring the successful implementation of joint initiatives between institutions from both regions. In general, consulted HEIs do not find particular challenges in this regard, reporting a collaborative environment and streamlined implementation of joint programmes based on **common trust and commitment** (Interviews, 2023).

However, during the initial stages of collaboration, differences in educational, cultural, linguistic, socio-economic, and political systems are likely to become apparent, requiring partners to learn and adapt (ASEMUNDUS, 2013). Foreign collaborations in higher education often face the challenge to open meaningful, reciprocal communication channels within a partnership (Chakraborty, 2021). For example, Japanese HEIs reported challenges in collaborating on educational programmes due to language barriers (Sanders & Wong, 2021). However, nowadays technology plays a crucial role by offering several tools (e.g. advanced translators or videocall systems) that can serve as a bridge to overcome cultural diversity and differences in such collaborations. There are also some **cross-cultural differences that may affect communication and understanding of partners** from different cultures, especially when it comes to negotiations, e.g. Asian negotiation is often generalised as consensual, while in some western countries it is characterised as more confrontational (Smith, 2008).

The data collected reveals that the **commitment of academics** from all partners, coupled with sufficient time dedicated to learning and developing the partnership, is crucial to reaching agreements on common goals. To foster this mutual understanding, **face-to-face events are proven to be a useful method of establishing, streamlining, and building trusting relationships**. This might explain why networking has been identified as both an important driver and positive outcome of participating in EM collaborations (refer to *Chapter 4 'Added value of Euro-Asian/Pacific cooperation'*).



Addressed challenges	Expected benefits
<ul style="list-style-type: none"> • Cultural differences hampering communication and causing incomprehensible contributor behaviour and recipient disorientation • Lack of initial trust and integration among new partners • Lack of commitment among partners 	<ul style="list-style-type: none"> • Improved intra-consortium work relationships, as trust and commitment are strengthened • Improved communication and cultural understanding
Examples	
<p>The School of Hotel Administration of Cornell University (USA) and the Nanyang Business School of Nanyang Technological University (Singapore) collaborated to create a joint programme. The partnership started with the organisation of study visits between the two partners. Faculty members from both universities spent time at each other's schools to foster better educational integration (Smith, 2008).</p>	

In terms of logistics, **differences in time zones and academic calendars** are acknowledged as a noteworthy barrier, but one that is considered manageable. For example, the Japanese academic year commences in April, while European academic calendars typically begin in October. To address this misalignment, one of the interviewed HEIs synchronised its international graduate courses to commence in October, aligning with European partners' calendars. However, this synchronisation can lead to internal conflicts when assigning professors to their international courses, as it depends on the availability of professors and necessitates meticulous planning for staff allocation (Interviews, 2023).

5.3. Programme quality assurance

In an increasingly competitive educational landscape, HEIs are compelled to firmly uphold high quality standards in their educational offerings. Consequently, the integration of quality assurance frameworks into international mobility initiatives also emerges as a key concern, not only in terms of ensuring a programme's sustainability but also for fostering a contemporary and innovative academic environment, complemented by efficient administrative and support services (EACEA, 2017a).

5.3.1. Regional perspectives on Quality assurance in Higher Education

Firstly, it is important to acknowledge that the levels of development and harmonisation of QA standards and frameworks differ at the regional level.

In the EU, quality education in higher institutions has been gradually developed. Following the Bologna Declaration, the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)" were adopted by the Ministers responsible for higher education in 2005, based on a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA). This set of rules and recommendations aim at providing a comprehensive framework for internal and external quality assurance in the EU. Since then, significant progress has been made, particularly in the development of qualifications frameworks, recognition, and the encouragement of learning outcomes utilisation (ESG, 2015). In 2015, the ESG was revised and adopted by the EHEA Ministerial Conference. The ESG 2015 report highlights that European higher education systems, by actively participating in QA processes, showcase quality, enhance transparency, and consequently foster mutual trust. This, in turn, facilitates better recognition of their qualifications, programmes, and other provisions (ESG, 2015).

Concerning the ASEAN Region, an EU SHARE report analysing the state of play of Higher Education Quality Assurance in the ASEAN Region in 2016 asserted the compelling need to delineate the roles of QA organisations and explicitly articulate the objectives of harmonisation within a regional framework

(Niedermeier, 2016). Over the past decades, there have been multiple collaborative initiatives among QA agencies and HEIs for regional QA. An example of this harmonisation effort is the development of the 'ASEAN University Network quality assurance guidelines', aiming to establish an internal QA system for member universities based on eleven criteria across six categories. Another example is the ASEAN Quality Assurance Network (AQAN), comprising agencies and ministries overseeing external QA processes in the ASEAN region (Lim, Anabo, Phan, Elepaño, & Kuntamarat, 2022). The absence of standardised accreditation norms emerges as a hurdle identified for Asian HEIs. Addressing these accreditation challenges is seen as a crucial step towards streamlining cross-border collaborations (Karvounaraki, et al., 2018). In response, HEIs in the region have demonstrated a solid commitment to implementing QA paradigms. For example, many Southeast Asian HEIs have established centralised QA units to govern and oversee the quality of their academic programmes. Proactively engaging in internal quality audits through self-evaluation, these institutions also enlist external QA agencies to assess the calibre of their programmes (Lim et al., 2022).

Quality assurance in higher education has also gained significant importance in other countries within the Asian/Pacific region. Particularly in China, the Education Modernization 2035 sets out the strategic tasks for the modernization of education in the country, emphasizing the policy goal of achieving high-quality education in China (Zhu, 2019). In Australia, the evolution of QA in higher education has been shaped by substantial shifts in government policy and societal demands. In 2008, the Australian government instigated a comprehensive review of higher education, resulting in the establishment of a national regulatory body, the Tertiary Education Quality and Standards Agency (TEQSA). This agency is responsible for the registration of all higher education providers, accreditation of courses for non-self-accrediting providers, ensuring quality adherence to externally defined standards, and mitigating risk by monitoring institutional performance across various benchmarks (Galafa, 2021).

5.3.2. Quality assurance under Erasmus Mundus

In the realm of QA, joint programmes under the Erasmus Mundus umbrella facilitate the evolution of jointly devised internal quality procedures. For instance, annual board meetings between partners are systematically organised to discuss challenges of and improvements to programmes.

To coordinate these joint efforts, some HEIs have designated a **dedicated role responsible for ensuring and maintaining the quality of the joint master's programme**. Results from the survey conducted as part of this study indicate that the majority of respondent HEIs (67%) have implemented this measure, while 19% considered it important even if not applied. The role of the quality director appears relevant for designing a quality control strategy for the EM Programme and coordinating its comprehensive implementation.

In addition to formal mechanisms, informal **internal QA processes are fostered through academic staff and student engagement and feedback**. Students, by comparing courses across consortium universities, play a role in evaluating the quality of education. Thus, a dedicated emphasis is placed on the significance of student feedback under, with meticulous evaluations and analyses of course features and the quality of research guidance occurring on a semester-by-semester basis. This commitment ensures a dynamic and responsive educational environment.

Simultaneously, academics teaching at partner universities contribute to this evaluative process, ensuring a multifaceted approach to QA. An example of this measure has been reported to be implemented within the programme from one of the interviewed universities. Teachers from the same field are brought together to discuss challenges in the delivery of their courses. These meetings are organised at least twice a year in addition to a summer meeting for teachers of specific courses and local coordinators, where they discuss the results of the feedback, among other things (Interviews, 2023). As a result of this commitment to continuous quality improvement, feedback should be translated into actionable initiatives, such as training and process reviews.

Additionally, some consortia have implemented **external quality control mechanisms** by involving alumni and associate members, including legal or economic organisations. These individuals are invited to join and actively participate in mid-term meetings as part of the QA processes (Interviews, 2023; ASEMUNDUS, 2013; Smith, 2008).

GP8 Organise collaborative sessions with external stakeholders

The primary objective of these gatherings is to **facilitate a collective brainstorming process**, channelling the wealth of experience and diverse perspectives of alumni and industry experts. This collaborative effort aims to generate innovative ideas for potential thesis topics, ensuring that the **academic content remains relevant and attuned** to the latest advancements in the field.

Moreover, the collaborative sessions seem to play a pivotal role in **establishing robust connections with industry organisations**. By actively involving these entities, the goal is to create pathways for internships and work placement opportunities for students.

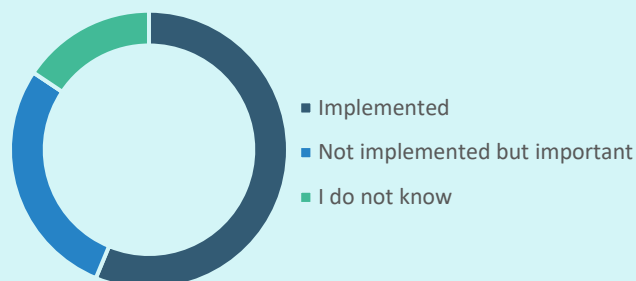


Figure 14 Level of implementation and importance of GP8
Source: NTT DATA, Survey "EM Euro-Asian Cooperation" (December 2023)

Addressed challenges	Expected benefits
<ul style="list-style-type: none"> Competitive and fast pacing landscape, and increased need to comply with high quality standards Few consortia opt for external QA measures Maintaining the programme relevant and up-to-date with industry developments and needs 	<ul style="list-style-type: none"> Strengthened industry links lead to improved and market-oriented educational offer Strengthened cooperation between the academic world and the labour market, increasing students' employability

Examples

One notable instance is the Erasmus Mundus Master's Programme in Industrial Ecology (MIND), a former partnership composed of four European universities, two Asian institutions and one North American. The MIND project implemented an external QA procedure through an **international evaluation group**, which reported directly to the MIND Programme Board. This approach allowed for a comprehensive evaluation of quality from both European and Asian perspectives, facilitating the identification of areas for improvement and ensuring a well-rounded assessment (ASEMUNDUS, 2013).

Similarly, the European Master in Law & Economics (EMLE) demonstrated a commitment to involving stakeholders in the mid-term meetings. **Alumni and associate members, including legal and economic organisations**, were invited to participate. Associate members were specifically engaged in **separate sessions** to gather their input on various aspects related to curriculum development, thesis topics, internships, market innovations, accreditation procedures, and internal evaluations by partner institutions. This inclusive approach fostered a collaborative environment and contributed to the programme's ongoing development (Interviews, 2023).

In the case of the formerly mentioned joint programme between the School of Hotel Administration of Cornell University (USA) and the Nanyang Business School of Nanyang Technological University (Singapore), the **establishment of a Joint Advisory Board** played a crucial role in guiding development and operations. Comprising senior leaders from the Asian industry and representatives from both universities, this board provided valuable external perspectives. The inclusion of an

external chairperson further ensured a neutral and objective leadership, enhancing the board's effectiveness in linking the partnership with industry needs and trends (Smith, 2008).

5.4. Programme Sustainability

One of the EU's aspirations for EM programmes is for consortia to be capable of sustaining their activities and undergoing continual development even after funding from the EU has ceased. Sustainability is, in fact, increasingly considered by the Commission in the selection and evaluation of EM project applications. It is, however, one of the main challenges for these courses, with many failing to survive once EU financing concludes. This is partly due to the fact that the management costs of these joint programmes are estimated to be up to three times higher than programmes delivered by a single institution. It is therefore crucial for EM consortia to invest time and effort in including sustainability measures in the design and delivery of their programmes in order to achieve long-term success and viability (EACEA, 2017b).

While sustainability is a challenge that affects all programmes regardless of the geographical location of the institutions delivering them, some Euro-Asian/Pacific consortia are particularly concerned by it when it comes to making the programme financially accessible to all students once EU funding stops and issuing (as many) scholarships to students is no longer viable. This is particularly true for students originating from lower-income countries from Asia/Pacific who depend on these scholarships to access EM programmes. As one of the universities interviewed pointed out, attracting local students to participate in mobility schemes is sometimes difficult due to their limited financial resources (Interviews, 2023).

GP9 | Improve the financial accessibility of programmes

Drawing on insights from a 2017 report by EACEA, which examined best practices for improving the sustainability of EM Masters, several measures have been identified to help consortia remain financially sustainable, without necessarily relying on fees paid by students, which is usually the most common strategy used once EU funding ceases. These include promoting various funding models, such as co-funding, matched funding, or full scholarships from industries, the public sector, or institutional resources. More specifically, it is important for HEIs to:

- **Secure public funding** by garnering the interest and support of national authorities and local institutions. This backing may encompass not only financial contributions but also communication, political support and, notably, accreditation. These require HEIs to identify public actors who can ensure this support to the project, to actively advocate for securing the necessary resources by highlighting the value of the programme for the public institutions, and to involve these stakeholders in the project's implementation.
- **Secure funding from the private sector** by involving and encouraging the active participation of private companies in the course management and content definition. This engagement will open opportunities for students to engage in fieldwork, internships, attend industry events, and benefit from grants covering their fees or mobility costs.

In the case where consortia do choose to rely on fees paid by students, and provide no or fewer scholarships, it is crucial for HEIs to still support their graduates – especially those coming from lower-income countries – by keeping them **well-informed about alternative funding opportunities and assisting them** in the application processes. This strategy also entails making sure that the course meets the specific needs of the graduates who are making a financial investment to study it. The programme needs to be **continuously agile and responsive to developments in the field** (EACEA, 2017b).

Addressed challenges	Expected benefits
<ul style="list-style-type: none"> Attracting students once EU funding stops and less or no scholarships are available Equity, diversity, and inclusion 	<ul style="list-style-type: none"> Remain financially viable once EU funding ceases Foster inclusivity and ensure financial constraints do not hinder students' educational pursuits
Examples	
<p>One of the interviewed universities reported that not all students are supported by EM scholarships in the programme. Such students are however financially and administratively assisted by the programme coordinators and the local partner universities to complete their thesis research works (e.g., payment to research permits, lab consumables, etc.) (Interviews, 2023).</p>	

However, contrary to what is often assumed, the **sustainability of EM programmes goes beyond mere financial considerations**. Several key areas indeed merit attention, including institutional commitment, consortium collaboration, marketing, industry partnerships, and diversification of funding sources (EACEA, 2017b). In fact, all good practices presented above, which are aimed at improving mobility, programme quality and consortia governance, could be considered measures targeting programme sustainability. The success and longevity of these programmes are intricately tied to integration, which also hinges on trust, strong leadership, and institutional commitment. Achieving this requires joint collaboration across various aspects within consortia, encompassing selection procedures, curriculum design and implementation, exams and assessments, student services, administrative and financial management, quality assurance, performance assessment, as well as promotion and dissemination strategies (EACEA, 2017b).

Particularly, **marketing and communication strategies** play pivotal roles in establishing a programme's reputation, international recognition, and visibility. Achieving this might take time but is essential for attracting students and financial resources even after EU funding ceases (EACEA, 2017b). However, the challenge of implementing these strategies in the context of such transnational cooperations lies in reaching out to targeted students across many culturally and linguistically diverse countries (Smith, 2008). That is why Euro-Asian/Pacific EM consortia need to account for **marketing strategies that understand and respond to the diverse local factors influencing student enrolment**, including job availability, family background, personal interest and, as mentioned earlier, study expenses. One of the interviewed HEIs revealed that in the case of local students, traditional communication methods such as emails and social media posts were not always effective, necessitating more tailored approaches to address specific local challenges and encourage enrolment from a broad spectrum of backgrounds and economic statuses (Interviews, 2023).

GP10 Identify the programme's position in the market and develop a comprehensive marketing and dissemination plan

EM programmes are advised to identify their position in the market and develop a comprehensive marketing plan. Conducting market research through surveys and focus groups allows HEIs to gather essential insights into sustainability aspects, such as determining the acceptable tuition fees for prospective students (EACEA, 2017b).

To facilitate this, it can be beneficial to assign a dedicated **Marketing and Business Development Officer** in charge of implementing and monitoring the Consortium's communication plan and assessing the programme's position in the market. Survey results revealed that only 27% of participants implemented such measure, while 45% considered it relevant even without having applied it. Only 6% did not see the value of assigning a dedicated profile responsible for the marketing of the programme (see Figure 15).

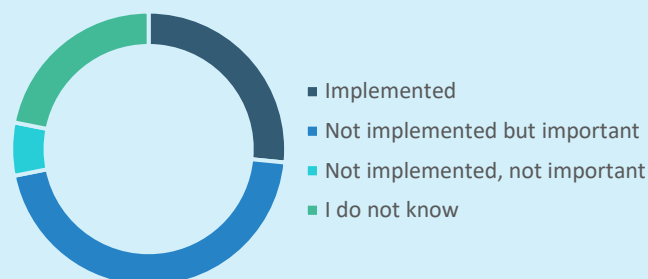


Figure 15 Level of implementation and importance of GP10
Source: NTT DATA, Survey "EM Euro-Asian Cooperation" (December 2023)

A well-thought-out **communication plan** is indispensable for grabbing the attention of students and employers. Consistency across all partner institutions throughout all stages of the programme implementation is important. The disseminated message could highlight the programme's outputs and showcase the high employability of its graduates. The latter could not only be targeted to the student community, but also to HEIs, academic staff, research institutes, university associations, and the workforce. Diverse information channels and promotional tools, such as specific websites, special events (including fairs, information days, conferences, etc.), social media, alumni networks, consortium partners, educational portals, and contacts from private companies, could be used to reach out to the target audience (EACEA, 2017b). Maintaining an active relation with Alumni networks, in particular, is essential as they are the best advocates of their programme and are able to mobilise industry support throughout the regions (Smith, 2008). Finally, visiting scholars are reported to be instrumental in establishing robust networks, contributing to the programme's visibility and reputation. It is therefore essential that, even though expensive, money continuous to be allocated to visiting scholars and lecturers after EU funding ceases (EACEA, 2017b).

Addressed challenges	Expected benefits
<ul style="list-style-type: none"> Attracting students from different cultural backgrounds Marketing strategies targeting different local realities 	<ul style="list-style-type: none"> Tailored marketing strategies that understand and respond to the diverse local factors influencing student enrolment Attracting students from different backgrounds and nationalities, thereby increasing student diversity in the programme

Examples

A respondent from a survey conducted by EACEA in 2017 revealed to have hired a Marketing and Business Development Officer to help improve internationalisation, communicate with new partners, and study new market areas. The latter has been assessing the popularity of the programme and how it should be presented to the market, which includes the way that the course and the department in general present themselves on the web. Another respondent from the same study also assigned a dedicated person – specifically an internationalisation officer from the faculty – to lead a market analysis of the programme. The latter worked with a focus group composed of current students and

alumni. Findings from the research allowed them to understand, for example, the amount of tuition fees that prospective students would be willing to pay to study in the programme (EACEA, 2017b).

Moreover, the EM Master 'TROPIMUNDO' has been featured in university newsletters and magazines. For example, the recent issue of UMT's Voyages of Discovery (Vol 11, 2023) dedicated four pages to the EM programme to promote the programme and attract more local and international students to it. Additionally, every year the programme distributes calendars and postcards to the partners for branding and promotion. Both European and non-European partners actively engage in disseminating information through various channels, including social media platforms, which has garnered positive responses globally (Interviews, 2023).

In addition to securing funding and implementing external marketing strategies, institutional buy-in remains relevant to ensure the sustainability of the Programme. Collaborations under Erasmus Mundus are typically managed at the department or faculty level (Karvounaraki, et al., 2018), and may depend heavily on committed academics. Consequently, strong institutional leadership plays an important role in maintaining these collaborations, especially when key individuals depart. To support this, internal marketing and promotion contribute to enhancing the Programme's visibility within the HEI, thereby incentivising staff participation and commitment.

6. ENCOURAGING ASIAN/PACIFIC PARTICIPATION IN ERASMUS MUNDUS

Having delved into the primary drivers, outcomes, challenges, and opportunities inherent in Euro-Asian/Pacific partnerships within the EM Action, this section shifts its focus to delineate ways in which the **EU can stimulate participation from the Asian/Pacific region in the EM Action**. Drawing insights from desk research, interviews with practitioners, and expert opinions, a suite of measures designed to strengthen the involvement of Asian/Pacific HEIs was discerned. The survey subsequently sought input from respondents to evaluate the measures deemed to have the most significant impact on the quality of their collaboration. *Figure 16* below shows the results of this ranking:

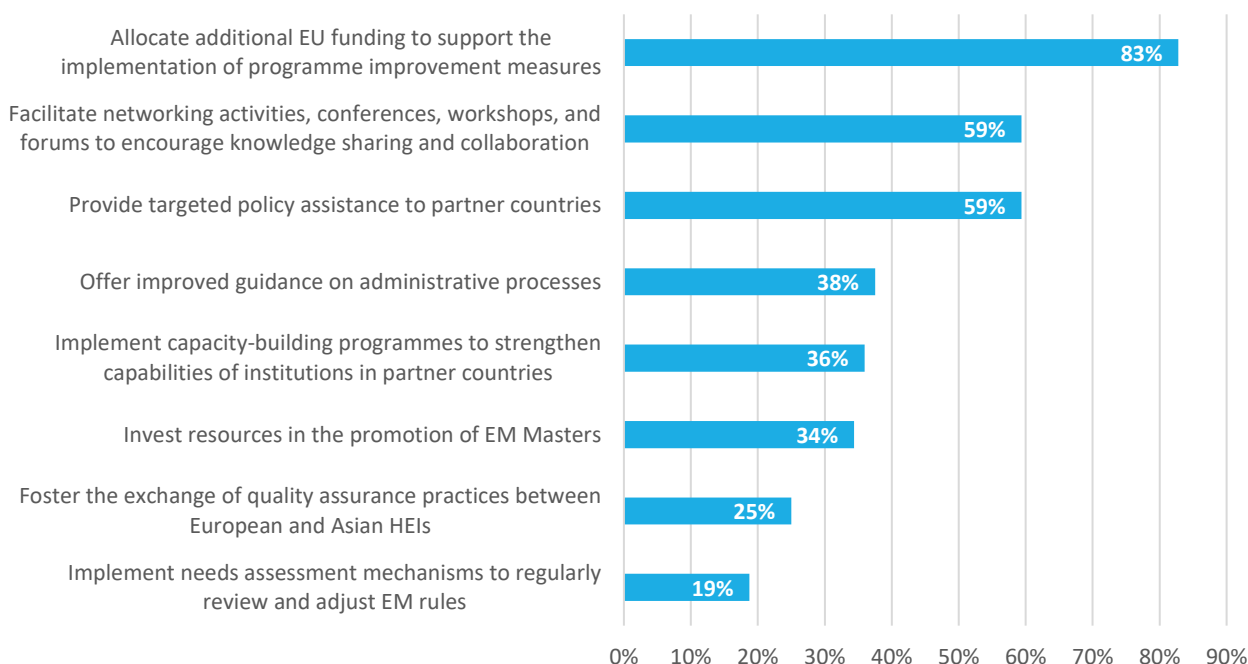


Figure 16 Potential EU Measures to encourage participation of Asian/Pacific HEIs in EM
Source: NTT DATA, Survey "Erasmus Mundus Euro-Asian Cooperation", December 2023

As expected, the most relevant measure for respondents is the **allocation of additional funding**. This funding could be directed to support the implementation of programme improvement measures. Some of these are highlighted above as good practices, such as the development of joint summer programmes, visiting scholars' programmes, and research-oriented initiatives to enhance collaboration between European and Asian/Pacific HEIs. In line with the findings collected, trends show that the higher the allocated budget to a region, the higher the participation of HEIs from that region (EACEA, 2021).

Following are other measures reported as quite relevant, with a 59% response rate. One is the **provision of targeted assistance to partner countries in the development and government policies** that promote cooperation between European and Asian/Pacific HEIs. As study visas, joint degrees, recognition of credits, etc. were important challenges, these can mostly be solved through the improvement of legislation. Additionally, supportive and encouraging national policies and regulations are an important driver for ASEAN institutions.

Another action considered relevant is the **facilitation of networking activities, conferences, workshops, and forums to encourage knowledge sharing and collaboration** between European and Asian/Pacific HEIs. This is supported by data collected on drivers: one of the most important enablers of Euro-Asian/Pacific collaboration is triggered by personal contacts and relationships. Hence, there is a need to facilitate networking activities between European and Asian/Pacific institutions. It is worth noting the crucial role of the Erasmus+ National Focal Points (ENFPs) and EU-Missions in Asia-

Pacific. These entities can act as vital connectors in this sense, leveraging their expertise and facilitating communication between European and Asian/Pacific HEIs.

GOOD PRACTICE

A good example of this was the project ASEMUNDUS, which organised promotional and networking activities in Indonesia, South Korea, and Thailand, with an additional focus on Japan and China. The feedback shows how HEIs value these sorts of events. In this spirit, the regional seminar '**Bridging Asia/Pacific and Europe through Higher Education Cooperation Projects**' that follows this report, organised by the Commission and held in Tokyo, aims precisely to share practitioners' views and good practices within partnerships (ASEMUNDUS, 2013).

Closely related to sustainability issues are other valued measures. The EU could offer improved **guidance on administrative processes**, including funding application procedures and the recognition of diplomas and credits. Some survey respondents have indicated that there is a generalised lack of knowledge of the EU system on the Asian/Pacific side. Also, the implementation of capacity-building programmes to strengthen the administrative and academic capabilities of institutions in partner countries could be beneficial, since improving the quality of educational offerings is an important outcome for HEIs, as well as strengthening internal capacity in managing international mobility.

While less valued, with a 34% response rate, more **resources are prospected to be invested in the promotion of Erasmus Mundus Masters** among European and international students and labour markets by being present on social media, print media, forums, career fairs, etc. This makes sense as most programmes struggle with the marketing aspect of the project. Higher promotion of EM means higher interest from students and therefore, higher interest from Asian/Pacific HEIs to participate in EM.

GOOD PRACTICE

An example of how to do this is the project ASEMUNDUS, which selected 'EM promoters' to promote the idea of Erasmus Mundus. These were representatives from HEIs, university associations, ministries, EU centres, or other relevant organisations. Another example is the yearly SKIMA conference (International Conference on Software Knowledge Information Management and Applications), which has been used as a meeting place for several partnerships in the region (SmartLink, FUSION, gLink and cLink) not only to promote the projects but also to exchange ideas and lessons learnt. This also a good instance of a spin-off generated by EU funding that guarantees the sustainability of the partners' cooperation.

Lastly, less important measures according to survey results have been proposed, such as **fostering the exchange of quality assurance practices** between European and Asian/Pacific HEIs or **the implementation of needs assessment mechanisms to regularly review and adjust EM rules** based on the outcomes and feedback received from partner institutions. Indeed, interviewed practitioners highlighted the effective response of the EC to change the EM rules to improve the implementation of EM programmes. For example, initially, partners from third countries not associated to the programme were not allowed to source visiting scholars from other institutions outside of the Consortium, whereas European partners were free to source them from anywhere in the world. This was brought to the attention of the EU, which immediately responded and resolved the issue (Interviews, 2023).

7. CONCLUSIONS

The Asian/Pacific region emerges as a major international player driving the globalisation of higher education. Rapid population growth, increased school participation rates, economic evolution, and the development of a middle class have contributed to a surge in demand for tertiary education within the region. In this context, since the creation of the Erasmus Mundus Action in 2004, with objectives including 'extending intercultural understanding through cooperation with third countries' and 'developing third countries in the field of higher education,' the European Commission has consistently considered the Asian/Pacific region in its policies and plans.

Asian/Pacific leaders and policymakers also recognise a significant opportunity to internationalise the higher education sector to meet the growing demand for tertiary education and address the need for higher-level skills. Having supportive and encouraging national policies and regulations is also a relevant factor enabling the creation of Euro-Asian consortia under the EM Action.

Beyond the policy environment, at the institutional level, it seems that the existence of established institutional or personal contacts is a critical factor that has enabled the creation of most Euro-Asian/Pacific partnerships in Erasmus Mundus. Interviewed HEIs confirmed that EM collaboration is usually one among many other collaborative initiatives they engage in together with longstanding and trusted European partners.

The main drivers of this step forward in collaborations are of an economic nature, such as the extension of the institution's reputation or visibility at the international level, or at an academic level, such as the enhancement of the institution's educational offerings for students. This aligns with the most valued outcomes of collaboration. According to data gathered, participation in EM Masters has positively impacted institutions' levels of attractiveness, visibility, and reputation. It has also contributed to students' personal development and enhanced their career prospects, and enabled networks and new collaboration opportunities with other individuals or institutions. In general, collaboration is perceived as generating positive outcomes.

In terms of challenges and opportunities related to Euro-Asian/Pacific cooperation, research reveals that, aside some issues increased by more prominent cultural differences, Euro-Asian/Pacific cooperation under EM does not face particular challenges beyond those typical of EM collaborations. However, an area that merits attention is the provision of support services. For some international students moving between both regions, it may be their first experience abroad, and factors such as a new education system, language, culture, and religion may provoke a higher cultural shock, affecting the "student experience." Therefore, support services that focus on addressing student adaptation and providing support to administrative processes play an essential role when hosting these international students.

Regarding mobility flows, there are imbalances between regions and within these regions, reflecting disparities in the countries acting as "senders" and "receivers" of students. These imbalances are rooted in several factors, including differences in the reputation of education systems, the popularity of cultures, recognition of degrees in the home labour market, and differences in the economic background of local students. Even though these imbalances are not unique to Euro-Asian/Pacific university cooperation (they are seen, for instance, in intra-EU mobility), difficulties in attracting enough EU applicants have been reported by HEIs in the ASEAN region. Some good practices have been identified to enhance student attraction and regional visibility of those universities with lower student intake.

In terms of governance and communication, data collected reflects seamless cooperation and the establishment of governance mechanisms within these consortia, partly explained due to the fact that partnerships between HEIs from Europe and the Asian/Pacific region are formed based on longstanding and robust personal or institutional connections. In this respect, differences in time zones and academic calendars are acknowledged as noteworthy barriers but are considered manageable.

Another aspect that should be considered is quality assurance. In this sense, it is important to acknowledge that the levels of development and harmonisation of quality assurance standards and frameworks differ at the regional level. However, participation of HEIs in EM facilitates the evolution of jointly devised and harmonized internal and external quality assurance procedures. Elements such as mandatory feedback collection and monitoring mechanisms, and systematically organised annual board meetings between partners, are envisaged to strengthen HEI's commitment to ensuring a dynamic and responsive educational environment within the programmes.

Lastly, while sustainability remains a challenge that affects all programmes regardless of the geographical location of the institutions delivering them, some Euro-Asian/Pacific HEIs are particularly concerned when it comes to making the programme financially accessible to all students once EU funding stops. This is especially true for students originating from lower-income countries in Asia/Pacific who depend on these scholarships to access EM programmes. Thus, considerations related to equity, diversity, and inclusion need to be present when designing and developing the financial plan of the Master course. In the same vein, marketing and communication strategies, crucial in achieving programme sustainability, should also be designed to reach out to targeted students across many culturally and linguistically diverse countries.

Based on these insights, some measures designed to strengthen the involvement of Asian/Pacific HEIs were discerned and valued by respondents to the survey conducted as part of this study. As it is understandable, the most relevant measure for respondents is the allocation of additional funding, which could be directed to support the implementation of programme improvement measures. Other measures to encourage collaboration between European and Asian/Pacific HEIs have been highlighted, with special attention to the provision of targeted assistance to partner countries in the development and government policies and the facilitation of networking activities, conferences, workshops, and forums to encourage knowledge sharing.

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ANNEX

Annex I – Running Erasmus Mundus Masters involving Asian/Pacific beneficiaries

The following table lists all currently running Erasmus Mundus projects involving at least one Asian/Pacific HEI as a beneficiary. Note that, for each project, only the respective coordinator and Asian/Pacific participant(s) are mapped.

Table 4 List of running Erasmus Mundus Masters involving Asian/Pacific beneficiaries

EM ACTION	PROJECT TITLE	PROJECT ACRONYM	PARTICIPANT ROLE	ORGANISATION NAME	COUNTRY	START	END
JMD-MOB	Cultures Littéraires Européennes	CLE	Coordinator	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	Italy	01-sep-2018	31-jul-2024
			Beneficiary	UNIVERSITY OF MUMBAI	India		
JMD-MOB-JP	Erasmus Mundus Japan - Master of Science in Imaging and Light in Extended Reality	IMLEX	Coordinator	ITA-SUOMEN YLIOPISTO	Finland	01-sep-2018	31-ago-2024
			Beneficiary	NATIONAL UNIVERSITY CORPORATION TOYOHASHI UNIVERSITY OF TECHNOLOGY	Japan		
JMD-MOB	Research and Innovation in Higher Education	MARIHE	Coordinator	UNIVERSITAT FUR WEITERBILDUNG KREMS	Austria	01-sep-2018	31-ago-2025
			Beneficiary	BEIJING NORMAL UNIVERSITY	China		
			Beneficiary	THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY PATIALA	India		
JMD-MOB	Media Arts Cultures	MediaAC	Coordinator	UNIVERSITAT FUR WEITERBILDUNG KREMS	Austria	01-sep-2018	31-ago-2025
			Beneficiary	LASALLE COLLEGE OF THE ARTS LIMITED	Singapore		
JMD-MOB	EuroAqua+	EA+	Coordinator	UNIVERSITE COTE D'AZUR	France	01-sep-2019	31-ago-2024
			Beneficiary	CHINA INSTITUTE OF WATER RESOURCES AND HYDROPOWER RESEARCH	China		
			Beneficiary	HOHAI UNIVERSITY	China		
			Beneficiary	INCHEON NATIONAL UNIVERSITY	South Korea		
			Beneficiary	INDIAN INSTITUTE OF TECHNOLOGY MADRAS (IITM)	India		
			Beneficiary	NATIONAL UNIVERSITY OF SINGAPORE PUBLIC COMPANY LIMITED BY GUARANTEE	Singapore		
			Beneficiary	NORTH CHINA UNIVERSITY OF WATER RESOURCES AND ELECTRIC POWER	China		
JMD-MOB	Erasmus Mundus Joint Master Degree in Economics of Globalisation and European Integration	EGEI	Coordinator	UNIVERSITA DEGLI STUDI DI BARI ALDO MORO	Italy	15-oct-2020	14-oct-2026
			Beneficiary	XIAMEN UNIVERSITY	China		
JMD-MOB	Euroculture: Society, Politics and Culture in a Global Context	EURCULT	Coordinator	RIJKSUNIVERSITEIT GRONINGEN	Netherlands	01-oct-2020	31-ago-2026
			Beneficiary	OSAKA UNIVERSITY	Japan		

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			Beneficiary	THE SAVITRIBAI PHULE PUNE UNIVERSITY	India		
JMD-MOB	Erasmus Mundus Masters Journalism, Media and Globalisation (Mundus Journalism)	EMMA	Coordinator	AARHUS UNIVERSITET	Denmark	01-sep-2019	31-ago-2025
			Beneficiary	FUDAN UNIVERSITY	China		
			Beneficiary	UNIVERSITY OF TECHNOLOGY SYDNEY	Australia		
JMD-MOB	Global Markets, Local Creativities	GLOCAL	Coordinator	UNIVERSITY OF GLASGOW	United Kingdom	01-sep-2019	31-ago-2025
			Beneficiary	KOKURITSU DAIGAKU HOJIN KYOTO DAIGAKU	Japan		
JMD-MOB-JP	Japan-Europe Master on Advanced Robotics	JEMARO	Coordinator	ECOLE CENTRALE DE NANTES	France	01-sep-2019	31-ago-2025
			Beneficiary	KEIO UNIVERSITY	Japan		
JMD-MOB	Erasmus Mundus Joint Master Degree in Tropical Biodiversity and Ecosystems	TROPMUN	Coordinator	UNIVERSITE LIBRE DE BRUXELLES	Belgium	01-sep-2019	31-ago-2025
			Beneficiary	UNIVERSITI MALAYSIA TERENGGANU	Malaysia		
			Beneficiary	UNIVERSITY OF RUHUNA	Sri Lanka		
JMD-MOB	Erasmus Mundus Master in Global Studies - A European Perspective	EMGS	Coordinator	UNIVERSITAET LEIPZIG	Germany	01-oct-2019	30-sep-2024
			Beneficiary	MACQUARIE UNIVERSITY	Australia		
			Beneficiary	FUDAN UNIVERSITY	China		
			Beneficiary	JAWAHARLAL NEHRU UNIVERSITY	India		
JMD-MOB	World Textile Engineering Advanced Master	WE-TEAM	Coordinator	UNIVERSITEIT GENT	Belgium	01-sep-2020	31-ago-2026
			Beneficiary	NATIONAL UNIVERSITY CORPORATION KYOTO INSTITUTE OF TECHNOLOGY	Japan		
JMD-MOB-JP	History in the Public Sphere	HIPS	Coordinator	KOZEP-EUROPAI EGYETEM	Hungary	15-oct-2019	14-oct-2025
			Beneficiary	TOKYO UNIVERSITY OF FOREIGN STUDIES	Japan		
JMD-MOB	Photonic Integrated Circuits, Sensors, and NETWORKS	PIXNET	Coordinator	SCUOLA SUPERIORE DI STUDI UNIVERSITARI E DI PERFEZIONAMENTO S ANNA	Italy	N/A	N/A
			Beneficiary	OSAKA UNIVERSITY	Japan		
EMJM	European Master in Law and Economics	EMLE	Coordinator	ERASMUS UNIVERSITEIT ROTTERDAM	Netherlands	01-sep-2022	31-oct-2028
			Beneficiary	INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH	India		
EMJM	Euro-Asian Joint Master Programme in Medical Technology and Healthcare Business	EMMaH	Coordinator	UNIVERSITE DE LILLE	France	01-nov-2022	31-dic-2028
			Beneficiary	TAIPEI MEDICAL UNIVERSITY FOUNDATION*TMU	Taiwan		
EMJM	European Master in Migration and Intercultural Relations	EMMIR	Coordinator	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	Germany	01-ene-2022	31-dic-2027
			Beneficiary	RABINDRA BHARATI UNIVERSITY	India		
			Beneficiary	MAHANIRBAN CALCUTTA RESEARCH GROUP	India		

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EMJM	Techniques, Patrimoine, Territoires de l'Industrie: Histoire, Valorisation, Didactique	TPTI	Coordinator	UNIVERSITE PARIS I PANTHEON-SORBONNE	France	01-sep-2021	31-ago-2027
			Beneficiary	NATIONAL UNIVERSITY CORPORATION KAGOSHIMA UNIVERSITY	Japan		
EMDM	Sustainable Lipid Technologies for Global Health and Agriculture	LIPIDTECH	Coordinator	SUNGKYUNKWAN UNIVERSITY RESEARCH AND BUSINESS FOUNDATION	South Korea	01-nov-2023	31-jan-2025

Source: EACEA, Databases (November 2023)