

DELIVERABLE 1.7

QUESTIONNAIRES RESULTS

WP1 - CONSULTATION PROCESS

WP Leader: Cardiff MET

Target group: students

Dissemination level: institution

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1. INTRODUCTION

During the first weeks of the consultation process, following the initial desk research of the state of the art, a set of questionnaires was developed and addressed to different target groups in Algeria, Morocco, Tunisia.

As far as students are concerned, a general on line questionnaire was launched mainly by the African partners among their students, moreover UNIMED spread the on line questionnaire among the students of its network in the target countries.

Local students received and filled in the questionnaires through Google Forms, where they evaluated their experience with the International Credit Mobility, in particular the application procedure, the selection mechanisms, the procedures for the recognition of the activities, and the services provided by their home University before, during and after the period abroad.

The process was concluded with a detailed analysis, both statistical and qualitative, of the questionnaire answers that is the base to define the local needs related to the students mobility and to outline specific training outcomes in the later Training Programme.

2. SAMPLE DESCRIPTION

The questionnaire sample was composed by 87 people, and as can be seen in the Figure 1 it was well distributed among the three target countries, where most respondents were women (60,9%).

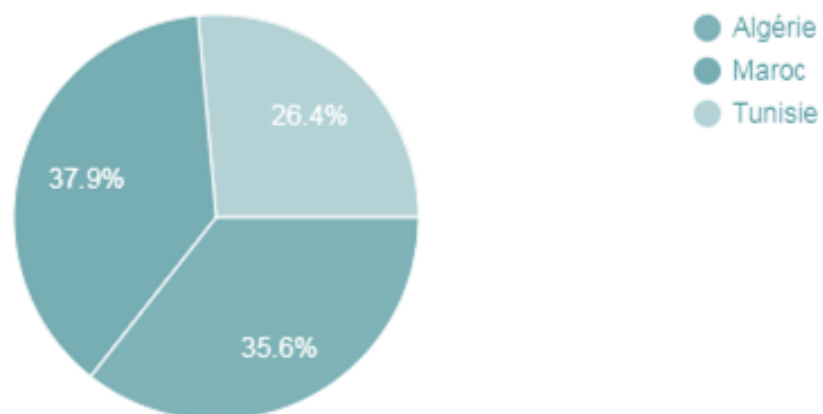


Figure 1. Country of Home University

The students are asked to indicate their field of study (Figure 2). The major part of the sample (34%) is enrolled in a course of Engineering, manufacturing and construction, followed by Natural sciences, mathematics and statistics (13%), Business, administration and law (10%), Education and Arts and humanities (9%), Information and Communication Technologies (6%), Agriculture, forestry, fisheries and veterinary (5%), Health and welfare and Social sciences, journalism and information

(4%), and Services (1%). Regarding to the level of study (Figure 3) half of the sample has a PhD (49,4%), while the 36,8% has a Master Degree and the 13,8% is undergraduate.

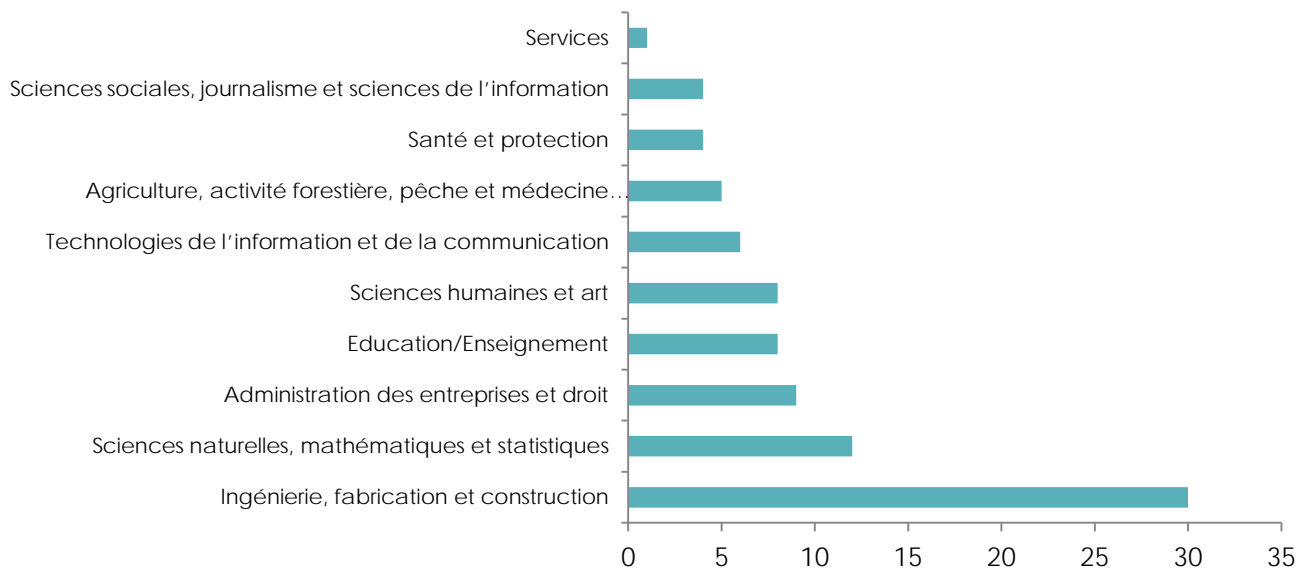


Figure 2. Field of study (ISCED)

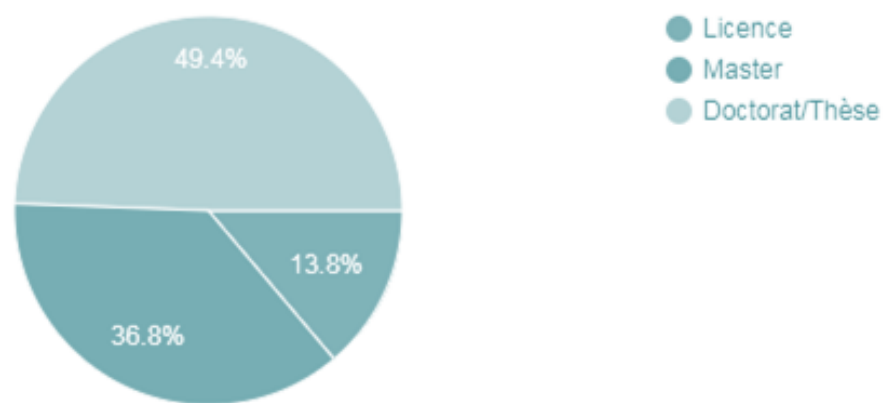


Figure 3. Level of study

It's interesting to observe in the Figure 4 that even though the majority of the respondents has a PhD, the main activities carried out during the Erasmus + mobility concerned the field of Study: 58,6% attended lectures or took exams, comparing to 37,9% who did research and 26,4% a traineeship.

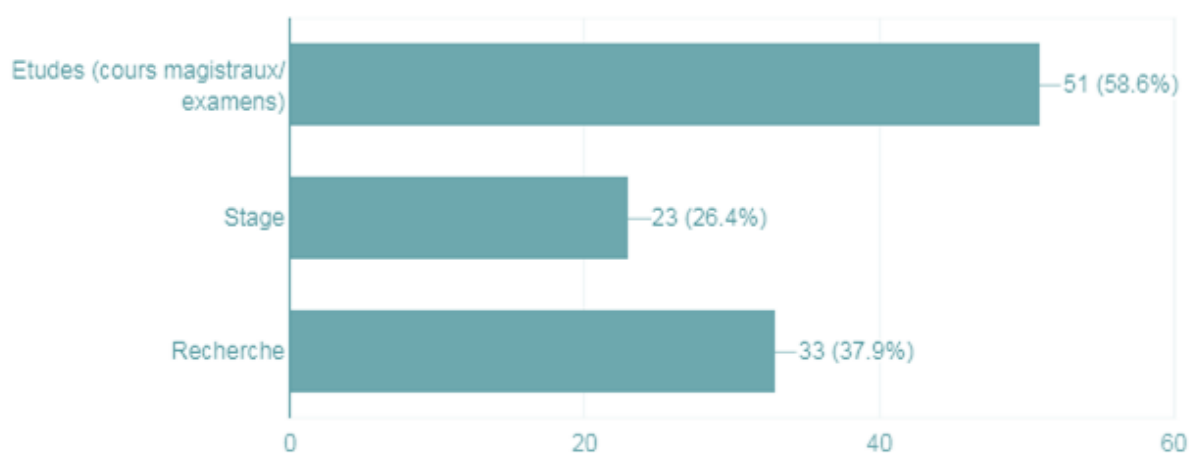


Figure 4. Which activities did you carry out during your Erasmus+ mobility?

Erasmus+ is confirmed to be the main program for the students international mobility in the African partner countries, in fact just few students (11,5%) had other mobility experiences: AIESEC, Erasmus Mundus, Erasmus Mundus Al Idrisi, Fond Prioritaire de Solidarité (FPS), Intercambio universidad de Granada, Nesa UGRAD program du département de l'état Américain, Stage courte durée.

3. ANALYSIS OF THE ANSWERS

3.1. INFORMATION AND PROMOTION

The major part of students was informed of mobility possibilities by Home University during info-days and through institutional website and newsletter, or directly by their professors.

According to the students (Figure 5), the most efficient sources of information about Erasmus + programme are all services provided by their Home University, such as Info Days, newsletter, institutional website (77%), followed by Internet (40%), professors (34%), information services provided by the Host University like newsletter, institutional website, social media (24%).

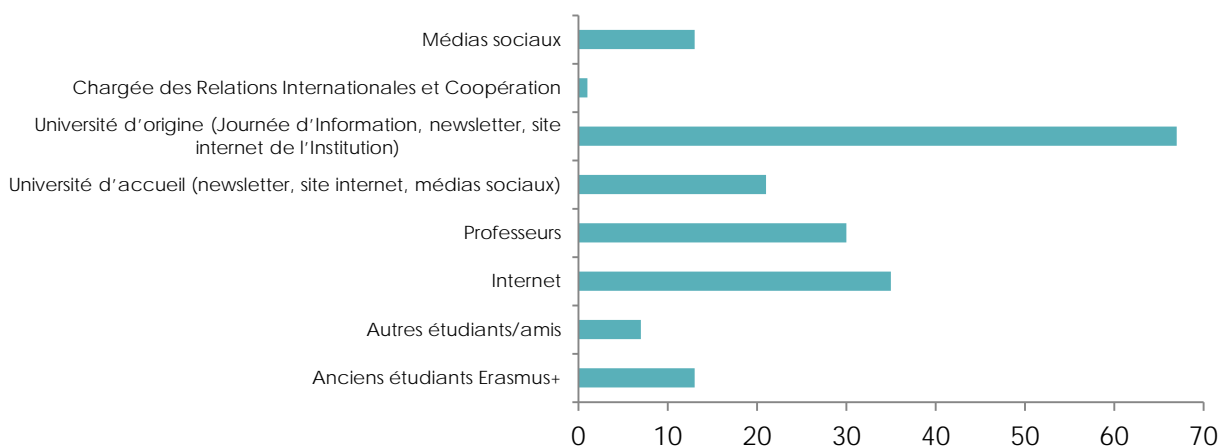


Figure 5. Which of the above sources of information did you find most useful?

As can be seen in the Figure 6, for students sharing experiences with former Erasmus participants is the best way to improve the promotion of the Erasmus + programme (24%), suggesting to plan more Info Days at the University (12%), and to use more social media tools (5%).

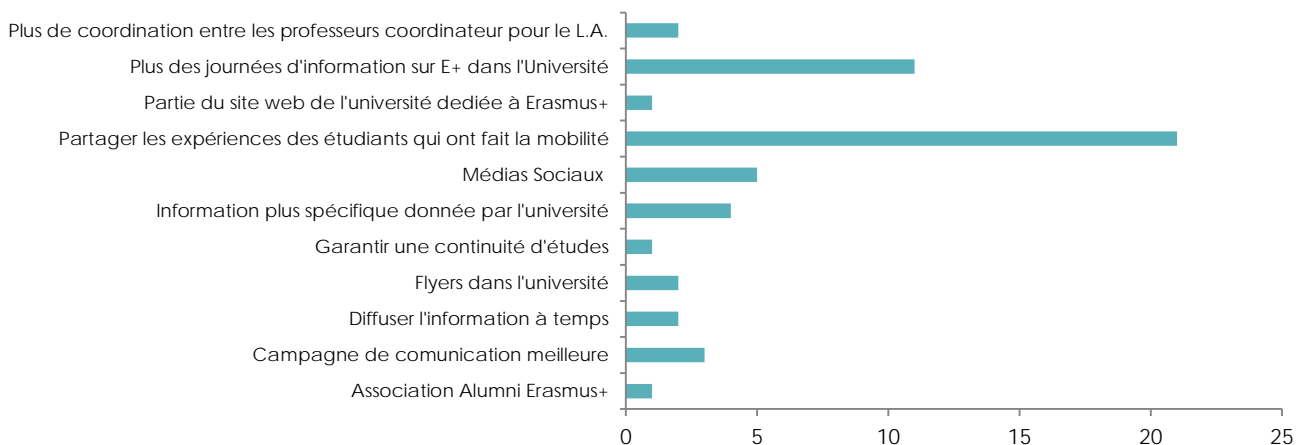


Figure 6. What would you do to improve the promotion of the Erasmus+ programme among students?

3.2 BEFORE THE MOBILITY

In this phase the students were asked to evaluate the preparation to the mobility on a scale of 1 (poor) to 4 (excellent). About 50% of the students judge the application procedures carried out by their Home University, the application required documents and the information and guidelines received as “good”. They also pointed out that the support offered by the International office staff is an excellent service (41%); however the support of professors varied considerably.

Concerning the evaluation and selection procedures, the interviewed are generally satisfied (about 46% evaluates as “good” and about 24% as “excellent”) with the information on applications evaluation criteria and on selection procedures (including selection committee), as about fairness and transparency of selection process (Figure 7). Further comments stressed a lack of transparency of selection process.

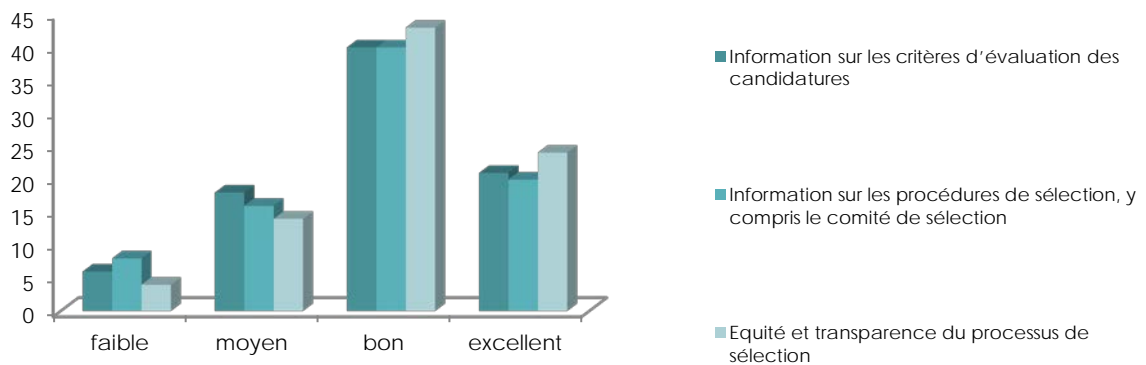


Figure 7. Rating of the evaluation and selection procedures carried out by your Home University

The students' views on the support and services provided by their Home University (Figure 8) resemble, to a great extent, those about the evaluation and selection procedures, but support for insurance and visa application are still remaining poor from the students' point of view (about 20%

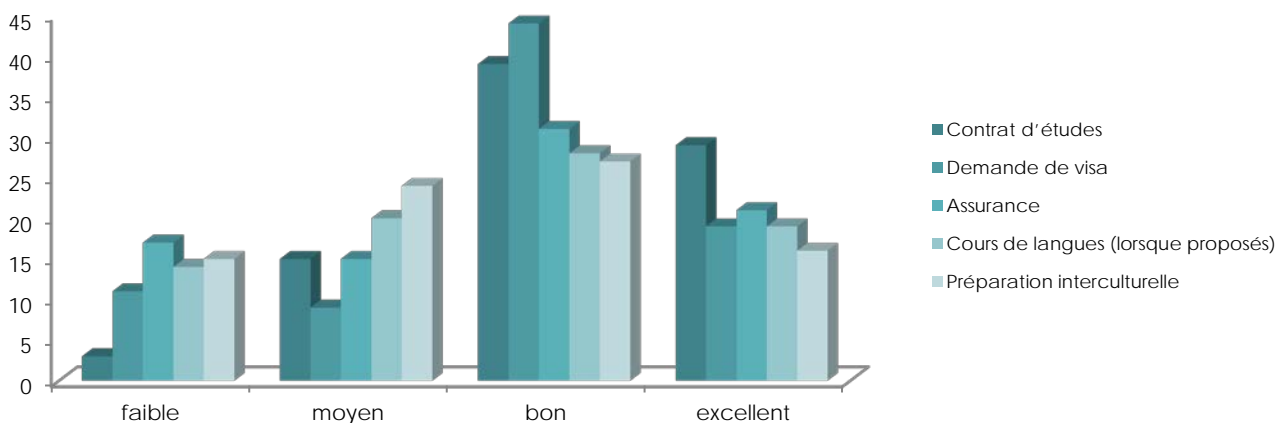


Figure 8. Rating of the support & services provided by your Home University

of students evaluates as “poor” the assistance for requesting the insurance and the visa).

With regard to Learning Agreement, which is the subject of the last question of this part of the questionnaire, students highlight that understanding the equivalence between ECTS and the local credit/hour system is the hardest point (66%), followed by understanding use and aim of the L.A. (30%). Approximately 15% of the students added other comments showing that among the most common points of criticism there were difficulties to create a bank account, to find an accommodation and to find and contact their Host University tutor.

3.3 DURING THE MOBILITY

Students show overall satisfaction regarding the support provided by their home university during the mobility, indeed about 40% of the interviewed evaluate Change of Learning Agreement, Research follow-up, Extension of the mobility duration and Ongoing support as “good”; on the other hand 21% consider “poor” the support from the Home university for the extension of the mobility period. Further comments underline the students’ will to extend the mobility period abroad and the difficulties linked to this procedure and the will to maintain scientific cooperation between

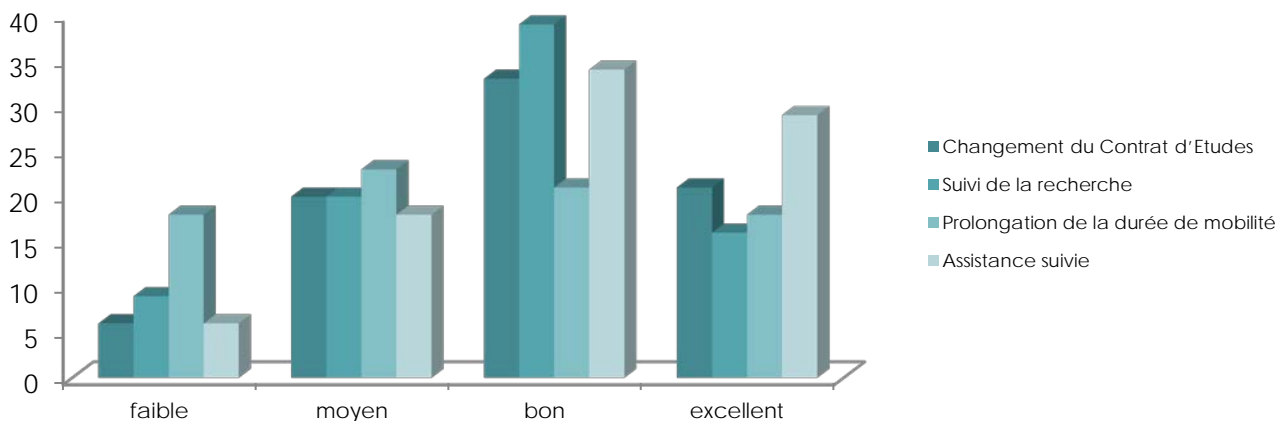


Figure 9. Rating of the support provided by your Home University during your mobility abroad

the Host research laboratory and the research laboratory of origin.

3.4 AFTER THE MOBILITY

The last part of the questionnaire was dedicated to the recognition of studies and/or research activities carried out abroad by the home University. As can be seen (Figure 10) 93% of respondents declared that credits gained during the period of study abroad has been fully or partially recognized by their home University, and only 7% stated that any activity has been recognized. When asked about *How would you rate the recognition procedure*, the majority of respondents seems to be satisfied of length, clarity and transparency of procedure and less than 10% evaluate this aspect “poor”. Suggestions include extending the mobility period, especially in the case of research or preparation of thesis or experimentation.

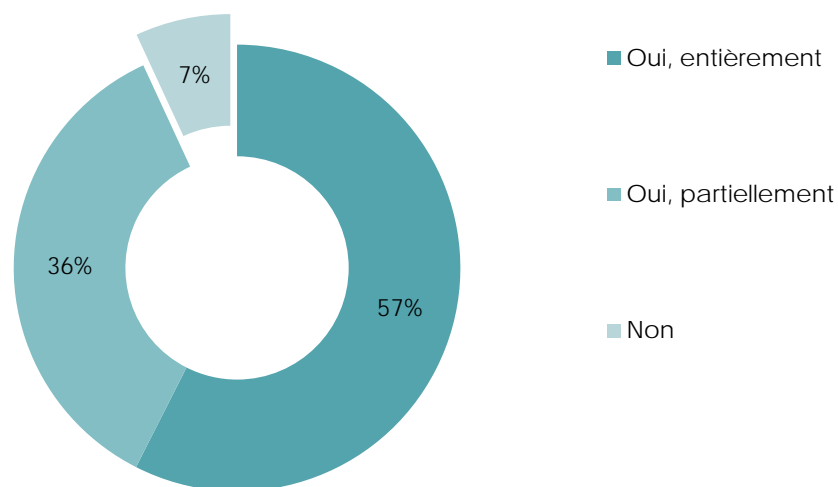


Figure 10. Have the activities carried out abroad been recognized by your home university?