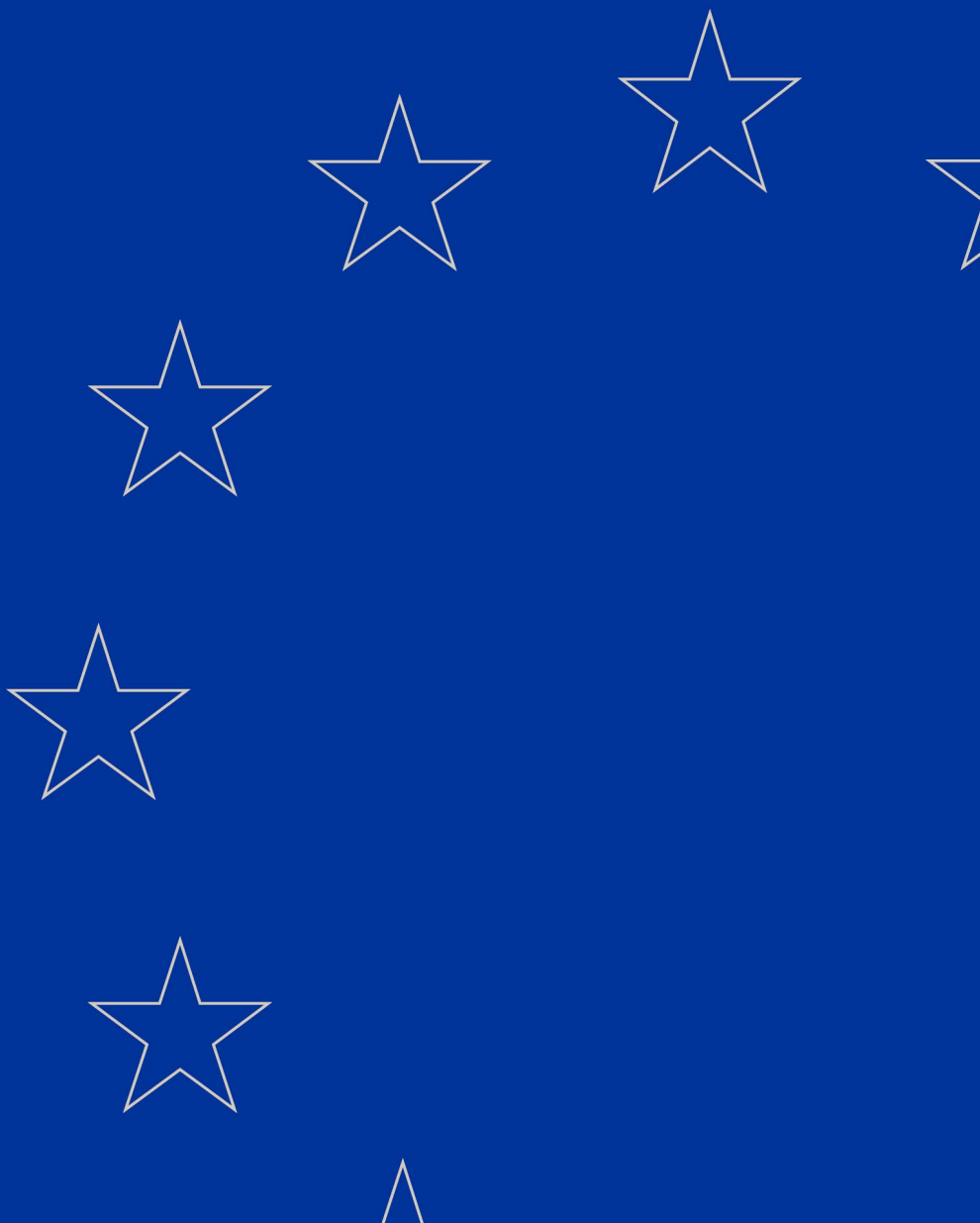
European Commission

Erasmus+

Erasmus Mundus Graduate Impact Survey 2024



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The Erasmus Mundus Graduate Impact Survey (GIS) 2024 was conducted online between 16 December 2024 and 26 January 2025. The survey targeted all Erasmus Mundus alumni who graduated in the years 2013/2014, 2018/2019, and 2023 (the cohorts). It addressed both Erasmus Mundus (EM) scholarship recipients and self-funded graduates. A total of 2 156 complete responses were collected and subsequently weighted to reflect the graduate population's distribution of gender, region of origin, cohort, and funding source (i.e. scholarship).

Graduates' background

The GIS 2024 data, together with the EM Masters graduate data ([1]), showed that the **share of non-European graduates has continued to rise** across subsequent cohorts, as could be expected because of the changing rules across the various programme generations ([2]). Similarly, the share of scholarship holders grew, especially among non-European graduates. **The proportion of scholarship holders has increased**, peaking at 79% for the 2023 cohort, particularly among non-European graduates. In Middle East and Central Asia as well as in Africa, the proportion of scholarship holders stands above 90%.

The alumni composition showed a good gender balance with slightly fewer male graduates (47%) than female (52%). However, similarly to the overall graduate population in Europe (European Commission, 2025), there was a **notable gender disparity by field of study**, with science, technology, engineering and mathematics (STEM) subjects predominantly attended by males and social sciences by females.

For the first time in the history of the EM GIS, the 2024 survey also examined graduates' parental background. It found that **most graduates had at least one parent with a higher education degree**.

([1]) Data extracted by EACEA from the Mobility Tool for Erasmus+. For more details about the tool, see: https://wikis.ec.europa.eu/spaces/NAITDOC/pages/36700484/Mobility+Tool+Guide+for+Beneficiaries Last accessed: 08/10/2025.

([2]) Erasmus Mundus have been structured into the following generations: 2004–2008, 2009–2013, 2014–2020, 2021–2023, and the ongoing generation until 2027 (European Commission, 2024).

Study motives and experiences with the programme

Gaining **international experience was the most common** overarching **motive** for pursuing an EM Masters degree across all regions. This was followed by the programme's overall appeal, including scholarship opportunities. Considerations related to career and skills came last, however, these are gaining importance across the subsequent cohorts. When looking at the specific reasons to undertake an EM degree, scholarships were identified as **the most frequently chosen reason**, followed by the desire to deepen knowledge and live in different countries.

In relation to aspects shaping alumni's experiences during their EM studies, the survey found that in-person instruction was the primary mode of teaching. 62% of the EM programmes were delivered entirely in person across all four semesters, particularly for the 2013/2014 and 2018/2019 cohorts. However, 38% of programmes combined in-person and online learning, and the **2023 cohort reported an increase in predominantly online teaching**.

Although less than a third of graduates **(32%) reported that environmental sustainability was covered in their study programme**, this proportion has steadily increased across successive cohorts, linking well with the broader sustainability objectives of both the Erasmus+ programme and the European Union. Universities have implemented specific green practices, such as providing digital study materials (72%) and organising sustainability awareness events (29%). Graduates also adopted environmentally friendly habits during their studies, such as using green transport for their daily commute (78%), opting for sustainable travel between semester locations (58%), and avoiding printing materials (50%).

Internships and practical experience are crucial and ever more important components of the EM programmes. Overall, 79% of graduates participated in internships, 80% engaged in exchanges with industries or potential employers, and 90% gained practical experience in other ways.

Consistent with the findings of the previous GIS edition (Jühlke et al., 2024), **degree recognition was unproblematic in most** cases (87%). Those reporting challenges most frequently cited difficulties in converting the EM diploma to a nationally recognised degree, lack of understanding or appreciation of its true value by employers, and delays in issuing the degree or not receiving it at all.

Personal impact and satisfaction with the programme

Findings related to personal impact show strong similarities with those of the previous GIS editions ([3]). Most of the graduates agreed that the programme had a positive impact on their intercultural competencies (74%), career prospects (67%), personality (64%), and attitudes towards the EU (62%). Improvements in subject-related expertise (55%) and private life (46%) were also noted, though to a lesser extent.

Career advancement was cited most frequently as the single **most significant impact**, (28%), **followed by intercultural competencies** (24%), personality, and subject-related expertise (16% each). Graduates from earlier cohorts reported a greater personal impact compared to 2023 graduates. EU graduates and those from North America and Oceania emphasised intercultural competencies. In contrast, non-EU graduates, particularly from Africa, Latin America, and the Southern and Eastern Mediterranean, highlighted career effects to higher extents.

Women more frequently reported improvements in intercultural competencies and private life, whereas men emphasised career benefits and positive EU-related attitudes. Scholarship holders more often cited career impacts (31%) compared to self-funded students (23%), who more often stressed intercultural competencies (29%).

Key experiences and changes in attitudes through the EM programme included better understanding of societal diversity (67%) and increased knowledge about Europe and its values (64%). There was also significant agreement on the commitment to address discrimination and enhance sustainability.

Results regarding **digital skills development**, which were examined more extensively in the GIS 2024 than in earlier editions, **showed varied impact and highlighted areas for improvement** in the programme in this important skills area. The share of graduates who reported at least some development ranged from just above 20% in the field of use of new technologies, specifically generative Artificial Intelligence (AI) and in protecting devices, content, personal data and privacy in digital environments, to up to 64% in judging the relevance and reliability of the information source and its content. The ratios were somewhat higher in the more recent cohort.

Considering the various specific aspects of the programme, **a very high level of satisfaction was observed in most dimensions**, including the academic aspects as well as practical components and the coordination across the universities. At the same time, criticism still occurred, especially when

([3]) GIS has been conducted since 2007 among Erasmus Mundus students and alumni to assess the long-term impact of participation, career development, and personal growth. Past reports are available at: https://www.em-a.eu/documents Last accessed: 08/10/2025.

evaluating the opportunities for interaction with industries and potential employers. Additionally, there were concerns related to pedagogical methodology, cross-university coordination in curricula design, course content and the integrated course catalogues.

In line with the opinions expressed about the specific aspects, the majority of graduates reported a high level of overall satisfaction with the EM programme. Key factors associated with particularly high levels of satisfaction included receiving a scholarship, not encountering difficulties with diploma recognition, and being initially attracted to the programme. Achieving successful graduate employment status, which is considered a consequence of attaining an EM Masters degree, was also cited.

Employment and career outcomes

Survey results showed that 67% of graduates entered the labour market after completing their studies. 40% started or continued work, 24% sought professional jobs, and 3% worked alongside their studies. 21% of graduates pursued further studies, mainly PhD programs, with an 83% acceptance rate.

Most **graduates who began their job search in the first six months after graduation were largely successful** (80%), though the 2023 cohort reported lower success rates (71%) due to the limited time since graduation. Most found jobs within six months (61%), while 18% took over a year. When choosing a country for work, graduates increasingly sought better career opportunities, living environments, and stability, most likely reflecting the growing share of non-EU students.

Job search methods leading to employment remained consistent with the findings of the previous GIS edition (Jühlke et al., 2024). 56% applied for vacancies directly while many others relied on networks and contacts. Unsuccessful job searches were often attributed to difficult labour markets, strong competition, and insufficient practical experience or skills.

At the time of the survey, 74% of graduates were employed or self-employed, 11% were studying or undertaking an internship, and 9% were both studying and working. Employment levels reached 80% within five to ten years post-graduation.

Most graduates (69%) worked in professional positions aligned with their masters (or higher) degree, 11% in managerial roles, and 16% in technician or associate professional roles. Only 3% worked in jobs not requiring post-secondary education.

Vertical alignment showed that **15% of graduates feel overqualified**, while 9% reported that ideally, their job would require higher degrees. **Horizontal**

alignment indicated that 12% work in jobs specific to their field, 73% in related fields, and 15% in unrelated fields. Overall, 68% had jobs matching their education level and field.

Job satisfaction was higher among older cohorts, with 39% very satisfied and 39% satisfied overall. Better alignment between education and occupation led to higher satisfaction, with 43% of graduates in matching jobs feeling very satisfied compared to 21% in mismatched roles. Despite the overall satisfaction, graduates were still experiencing 'unfulfilled expectations' gaps in the labour market, particularly regarding earnings, job security, career prospects, and work-life balance.

Awareness of Erasmus Mundus and its association

The GIS 2024 found consistent awareness of the programme, as 30% of respondents believed it is known among students in their home country. Perceived awareness was higher among non-EU citizens (36%) than EU citizens (16%), peaking in Africa (63%), with the lowest awareness in North America and Oceania (4%).

Online search remained the top information source (45%) to find out more about EM, though its use has declined among the 2023 cohort. **Alumni networks were increasingly important for discovering the programme**. Suggestions to boost awareness included improved sharing of information by universities, increased social media presence, and more alumni involvement.

About **72% of graduates surveyed were aware of the Erasmus Mundus Association** (EMA), with 33% being members. Only 14% found EMA membership beneficial, but active members (46%) saw more value than passive ones (8%).

Glossary and definitions

The term **cohort** refers to the calendar year(s) when the graduates included in the survey successfully completed their Erasmus Mundus joint masters. The term **survey year(s)** instead indicates the year(s) when the survey data was collected. The present report discusses the findings from the 2024 survey year and reflects the experiences of the three EM alumni cohorts who graduated either in 2013 or in 2014 (the 2013/2014 cohort); in 2018 or in 2019 (the 2018/2019 cohort) or in 2023 (the 2023 cohort). Note that unlike in the previous survey years, in 2024, two two-year cohorts and one one-year cohort were included in the study.

Alumni and **graduates** are terms used synonymously in this report, referring to ex-EM Masters students, that successfully graduated from the programme in one of the years included in the sample of the various survey years.

Region/country of origin is determined based on the self-reported first citizenship of graduates. Following the practices of the previous surveys, countries were categorized into 8 global regions based on geographic, socioeconomical and cultural closeness. The table below presents these regions and the corresponding countries, in alphabetical order. For 44 graduates who did not report their citizenship, the country of birth was used for categorisation instead. This approach assumes that the citizenship reflects best which region influences graduates' backgrounds.

Table 1 Overview of regions and corresponding countries

Region	Countries
European Union	EU-27 countries: Belgium, Bulgaria, Czechia, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden
Europe non-EU	Albania, Andorra, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Faroe Islands, Georgia, Iceland, Kosovo, Liechtenstein, Moldova, Monaco, Montenegro, North Macedonia, Norway, Russian Federation, San Marino, Serbia, Switzerland, territory of Ukraine, Türkiye, United Kingdom, Vatican City State
Africa	Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Eswatini, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe
Latin America	Antigua & Barbuda. Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Suriname, Trinidad & Tobago, Uruguay, Venezuela

Middle East and Central Asia	Afghanistan, Bahrain, Iran, Iraq, Kazakhstan, Kuwait, Kyrgyzstan, Oman, Qatar, Saudi Arabia, Tajikistan, Turkmenistan, United Arab Emirates, Uzbekistan, Yemen
North America and Oceania	Australia, Canada, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, United States of America, Vanuatu
Southern and Eastern Mediterranean	Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia
South, South-East and East Asia	Bangladesh, Bhutan, Brunei, Cambodia, China, DPR Korea, Hong Kong, India, Indonesia, Japan, Republic of Korea, Laos, Macao, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Singapore and Taiwan, Thailand, Vietnam

Fields of study refer to the eight official disciplinary fields to one of which every EM Masters programme is assigned and is based on the respondents' reports. Programmes that may apply to multiple fields are assigned to their main field.

1 Introduction

1.1 About the Erasmus Mundus Graduate Impact Survey

The Erasmus Mundus Graduate Impact Survey (GIS) has been conducted since 2007. The main objective of the survey and the resulting report is to assess the Erasmus Mundus joint masters (EM Master) ([4]) through the graduates' experiences and opinions. Historically, it was implemented on behalf of the European Commission's Directorate-General for Education, Youth, Sport and Culture ([5]). Starting in 2023, the management of the GIS has been taken over by the European Education and Culture Executive Agency (EACEA) ([6]).

1.2 Erasmus Mundus in a nutshell

The Erasmus Mundus is a unique international study programme that offers integrated Masters courses delivered by consortia of higher education institutions from different countries. Launched in 2004 and celebrating its 20th anniversary in the year of this latest GIS, the programme aims to enhance quality of higher education through cross-border collaboration, providing students with the opportunity to get involved in diverse academic environments and obtain a joint or multiple degree(s). Erasmus Mundus has been a catalyst

([4]) https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/students/erasmus-mundus-joint-masters Last accessed: 8/10/2025.

([5]) https://commission.europa.eu/about/departments-and-executive-agencies/education-youth-sport-and-culture_en Last accessed: 8/10/2025.

([6]) https://www.eacea.ec.europa.eu/index_en Last accessed: 8/10/2025.

for European cooperation in higher education, advancing both the European Higher Education Area and the European Education Area (European Commission, 2024).

In 2014, Erasmus Mundus became part of Erasmus+, the EU's programme to support education, training, youth and sport in Europe ([7]). Since then, the programme has evolved to address emerging educational needs and global challenges, consistently expanding its reach, study fields and geographical coverage. Simultaneously, it has undergone consolidation with an exclusive focus on the Masters level over the past two programming periods of Erasmus+ (2014-2020 and 2021-2027).

During its first 20 years (2004-2024), Erasmus Mundus has funded 585 Masters projects, accounting for 349 unique Masters programmes. It has supported more than 34 000 students from across 179 countries of origin and facilitated more than 111 000 mobility stays at higher education institutions across Europe and beyond. This is complemented by 13 000 non-scholarship holders participating in EM Masters during the same time period (European Commission, 2024).

1.3 Aims and novelties of the GIS 2024

The Erasmus Mundus Graduate Impact Survey is an important tool for assessing both the short- and long-term effects of the Erasmus Mundus joint masters on its graduates. Conducted at regular intervals, the survey gathers insights into alumni experiences, career trajectories, and the broader influence of their Erasmus Mundus education. The survey provides valuable data to enhance the programme's effectiveness, gathers direct feedback from graduates and helps to ensure the action keeps evolving in line with the needs of students, academic institutions, and employers.

The objective of this report is to present key findings from the GIS 2024 which addresses the students who graduated in 2013/2014, 2018/2019 and 2023 ([8]). Where relevant, the report offers comparative insights from previous editions ([9]) regarding motivations and experiences, mobility patterns, degree recognition, employability, and alumni engagement. Through the perceptions of the graduates, the report evaluates how the programme contributes to graduates' professional and personal development while identifying areas for improvement.

([7]) https://erasmus-plus.ec.europa.eu/ Last accessed: 8/10/2025.

([8]) Throughout the report, the cohorts are to be understood (such as 2013/2014 and 2018/2019) as distinct graduation years rather than academic years.

([9]) GIS has been conducted since 2007 among Erasmus Mundus students and alumni to assess the long-term impact of participation, career development, and personal growth. Past reports are available at: https://www.em-a.eu/documents Last accessed: 8/10/2025.

Past findings highlighted the action's strong perceived impact on global career opportunities, intercultural competencies, and international networking. However, they also drew attention to persistent challenges, such as lack of degree recognition in certain regions and a need for increased employer awareness of the programme's value.

The content and the design of the questionnaire used in the present survey maintains consistency and comparability with the previous survey round (Jühlke et al., 2024), but, at the same time, includes some improvements and novel elements as explained in Section 2.

1.4 Structure of the report

Section	Overview
Executive summary	This summary provides a brief overview of the key findings and insights from the GIS 2024. It highlights major trends, successes, and challenges, offering a snapshot of the programme's effects on graduates.
1 Introduction	This section introduces the purpose and scope of the report, explaining the importance of the survey in assessing the long-term effects of Erasmus Mundus on its alumni.
2 Methodology	This section details the research design, data collection process, and analytical approaches used in the survey. It explains the sample size, participant demographics, and any methodological limitations that may influence the interpretation of results.
3 Graduates' background	This section presents the respondents' composition, including region of origin, study fields, mode of financing the participation in Erasmus Mundus.
4 Study motives and experiences	This section explores the reasons why students chose Erasmus Mundus and their experiences throughout the programme. It examines mobility patterns, academic expectations, and challenges faced during their studies.
5 Personal impact and satisfaction with the programme	Assessing graduates' overall satisfaction, this section delves into the perceived personal and academic impact of Erasmus Mundus. It highlights perceptions of programme quality, intercultural experiences, and personal growth.
6 Employment and career outcomes	A key measure of the programme's success is its impact on graduates' career paths. This section analyses employment trends, job market readiness, and the extent to which graduates feel their degree has enhanced their professional opportunities.
7 Awareness of Erasmus Mundus and its association	The final section assesses the level of awareness about Erasmus Mundus. It also examines graduates' engagement with the Erasmus Mundus Association (EMA) and its role in fostering alumni connections.

2 Methodology

2.1 Target group

The GIS aims to assess the situation of the EM graduates at different stages of their careers after obtaining their Masters diploma. This is done by surveying three different cohorts of graduates simultaneously. In 2024, the survey targeted a very recent cohort (graduates in 2023) alongside two older cohorts

(2013/2014 and 2018/2019). The table below provides an overview of the graduate cohorts covered in previous EM GIS as well as the current one.

Table 2 GIS rounds and the cohorts covered

		Graduation year														
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Survey round	GIS 2018*	■	■	■	■	■	■	■	■	■						
	GIS 2019*	■	■				■	■			■	■				
	GIS 2020/2021*		■	■				■	■			■	■			
	GIS 2022/2023*				■	■				■	■			■	■	
	GIS 2024					■	■				■	■				■

Source: Authors' elaboration.
* GIS has been conducted since 2007 among Erasmus Mundus students and alumni to assess the long-term impact of participation, career development, and personal growth. Past reports are available at: https://www.em-a.eu/documents Last accessed: 08/10/2025.

The decision to survey only a single-year cohort of recent graduates was made to facilitate the transition to a new system, where EM GIS will be conducted annually rather than biennially.

As more recent graduates tend to be more responsive to surveys than older cohorts, this change has not affected the sample size of the latest cohort in a way that would compromise the validity of the findings.

However, by limiting the target group to a single-year cohort of recent graduates—rather than including two years, as in previous surveys—the comparability of results across successive surveys has been reduced. For this reason, only tentative, qualitative comparisons have been made between the findings of this survey and those of earlier ones.

As in the previous survey, GIS 2024 also includes graduates who participated in the EM programme without receiving an Erasmus Mundus scholarship.

2.2 Questionnaire content

Consistent with the previous survey round, an online questionnaire hosted on the EU Survey tool was used to gather responses. In the most part, its content remained similar to that of the previous survey (Jühlke et al., 2024), which, in turn, was based on a long-term questionnaire development process through

various earlier rounds. This approach aimed to ensure maximum continuity and comparability across different GIS rounds.

As the previous survey (Jühlke et al., 2024), GIS 2024 also covered the following main topics:

- Details of the EM programme (field of study, host countries, scholarship status, motives for participation, inclusion of practical elements in the programme);
- Perceptions of the programme (satisfaction with various aspects and overall programme);
- Perceived personal and academic impact of the programme, including its influence on specific values, opinions and skills;
- Transition from education to employment (further studies, job search and job entry);
- Current employment status and occupation (subjective and objective measures);
- Erasmus Mundus Association (EMA) membership and its benefits;
- Ongoing interaction with EM host countries;
- Demographic information (age, gender, residence, etc.).

While maintaining continuity in its core aspects, the questionnaire underwent some minor revisions which were agreed upon with EACEA and Directorate-General for Education, Youth, Sport and Culture. These revisions served the following main purposes:

- Specific questions related to the COVID-19 pandemic were removed.
- Certain questions were simplified and shortened to reduce the burden on participants and improve the validity of responses.
- New questions were introduced to reflect EU horizontal priorities, including:
    - Questions on green practices and environmental considerations as a part of the EM programme.
    - Questions related to a detailed set of digital competencies and their perceived improvement through the EM programme.
- Additional questions were added to enable future comparisons with selected Eurograduate survey ([10]) results, including:
    - Questions on the graduates' current occupation, allowing for ISCO categorisation.
    - A question on the education level of graduates' parents, enabling an assessment of the programme's inclusivity based on parental background.

([10])At the time of writing this report, the EU-level results of the Eurograduate survey had not yet been published. https://www.eurograduate.eu Last accessed: 08/10/2025.

2.3 Data collection and protection

All members of the EM graduate cohorts, for whom an email address was available in the EM database ([11]), were invited to complete the questionnaire. The survey was open from 16 December 2024 to 26 January 2025. During this period, the response rate was closely monitored, and four reminders were sent via email to encourage participation.

EACEA managed communication with graduates, while ICF handled the processing and analysis of responses. This ensured that survey responses and personal data were kept separate, maintaining full respondent anonymity. All respondents provided explicit consent for their responses to be processed anonymously for this report.

2.4 Sample and weighting

A total of 2 156 graduates fully completed the questionnaire. They graduated from the Erasmus Mundus joint masters in 2023, 2018/19, or 2013/14, representing 17% of all those invited to complete the survey.

Some subgroups of EM alumni were more likely to respond than others (i.e. 2023 graduates and those who received a scholarship), leading to their overrepresentation in the survey. To ensure the survey responses accurately reflected the entire population of targeted EM graduates, weighting was applied. This involved assigning each individual a weight reflecting the share of subgroups this individual belonged to in the whole population ([12]). Weighting took account of subgroups distinguished according to the following variables, which were considered to be the most important characteristics potentially affecting respondents' experiences and opinions. Key variables included:

- **Cohort and receiving scholarship**. These criteria were combined, because the share of scholarship holders significantly varied between cohorts. Both the year of graduation and the year of receiving a scholarship also influenced the likelihood of survey participation. The more recent the graduation, the more likely graduates were to complete the questionnaire. One plausible explanation for this is the larger share of outdated email addresses for older graduates. Additionally, scholarship holders were more likely to participate in the survey than other alumni, possibly due to their higher level of motivation and commitment to the

([11]) Data provided by EACEA from the Mobility Tool for Erasmus+. For more details about the tool, see: https://wikis.ec.europa.eu/spaces/NAITDOC/pages/36700484/Mobility+Tool+Guide+for+Beneficiaries Last accessed: 08/10/2025.

([12]) The collected data were weighted to the known population totals, using the sreweight Stata package developed by Pacifico (2014).

programme. The probability of obtaining a response varied from 10% in the case of the 2013/2014 cohort non-scholarship alumni to 30% in the case of the 2023 cohort scholarship holders.

- **Gender**. Women and men were equally likely to participate in the survey. Nevertheless, gender was accounted for in the weighting procedure as a basic and important characteristic in the context of representativeness ([13]).
- **Region of origin (citizenship)**. While graduates from most regions were characterised by a similar likelihood of survey participation (i.e. 19%), alumni from Latin America were more likely to fill in the questionnaire (25%) and alumni from Southern and Eastern Mediterranean countries were less likely to do so (12%).

The set of variables included in the weighting procedure was similar to the one used in the previous GIS (Jühlke et al., 2024), with two differences. Firstly, the current set did not include the field of study, as consistent population data on the field of study were not available. Additionally, the field of study was not found to considerably affect the response rate in the previous survey (Jühlke et al., 2024). Secondly, the current set included receiving scholarships, which turned out to be a variable that significantly and simultaneously affected both the response rate and the responses given.

The percentages and average values shown in this report were calculated using the weighted group of respondents. This group's composition, in terms of cohort, scholarship, gender, and region, accurately reflects the entire target population of EM alumni from the identified relevant cohorts. At the same time, the sample sizes have been reported unweighted, to provide information about the actual number of responses obtained.

3 Graduates' background

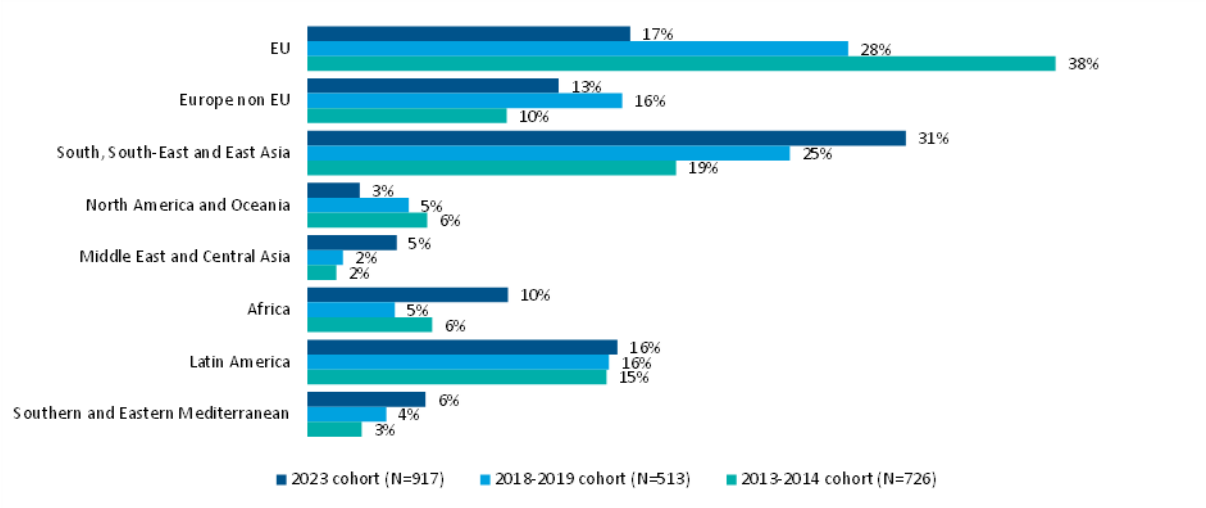
This section provides an overview of the most important socio-demographic characteristics of the graduates who responded to the survey.

([13]) In response to the survey question, 'With which gender are you officially registered at the university?', 12 respondents selected the option 'Inter/diverse/open'. The proportion of respondents in this category was significantly higher than in the overall population, where (based on the Mobility Tool for Erasmus+) no more than three individuals are recorded under this classification. To ensure the voices of non-binary respondents were appropriately reflected in the analysis, and not diminished through disproportionate weighting, these respondents were randomly assigned a binary gender (male or female) for the purpose of calculating survey weights. Their self-identified gender was preserved and is reflected in the crosstabulations, which are presented in the tables in the Annex.

Shift towards more non-EU participants in Erasmus Mundus

Similar to the findings of the previous GIS (Jühlke et al., 2024), most graduates are non-EU citizens. There is also a notable decrease in EU citizens across subsequent cohorts, as shown in Figure 1 below ([14]). The share of graduates from South, South-East and East Asia, Africa as well as from Southern and Eastern Mediterranean has risen most notably ([15]). As the sample's regional distribution was adjusted to match in the underlying population according to the EM data (the Mobility Tool for Erasmus+ ([16]), this change duly reflected existing trends in the EM graduate (and student) population).

Figure 1 Graduates' region of origin (citizenship) by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 156)

([14]) The term 'EU' refers to the EU-27, with students from the UK consistently included in the 'Europe non-EU' category across all cohorts.

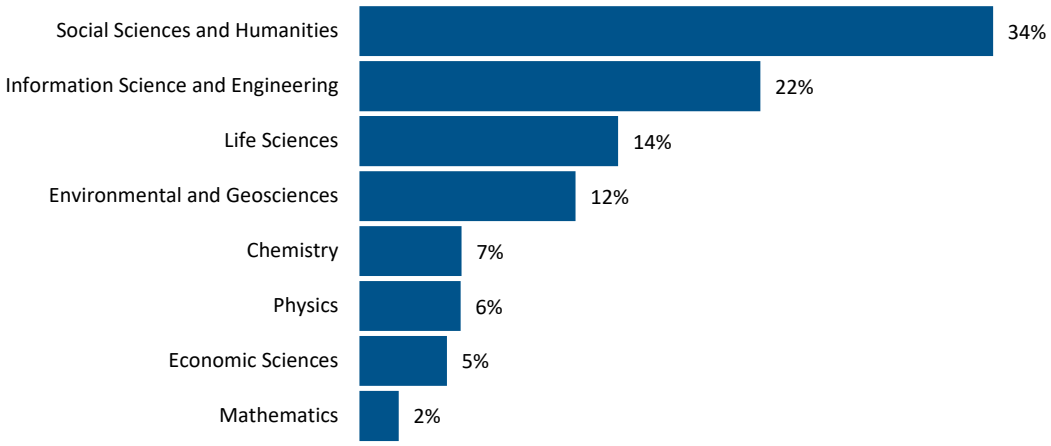
([15]) Table 1 presents an overview of the regions and classification of countries as used in the report.

([16]) For more details about the Mobility Tool for Erasmus+, see: https://wikis.ec.europa.eu/spaces/NAITDOC/pages/36700484/Mobility+Tool+Guide+for+Beneficiaries Last accessed: 08/10/2025.

Coverage of all study fields albeit with important differences

The EM programmes cover all eight main study fields ([17]), albeit to varying degrees. Most degrees are obtained in the field of social sciences and humanities (34%), followed by information science and engineering (22%), and life sciences (14%). As the distribution of graduates by field of study was not consistently available in the EM graduate population dataset ([18]), the data presented here was based on survey participants' responses. It may not accurately reflect the distribution of target groups by field of study.

Figure 2 Distribution of fields of study among surveyed graduates



Source: EM GIS 2024, all surveyed graduates (N=2 156)

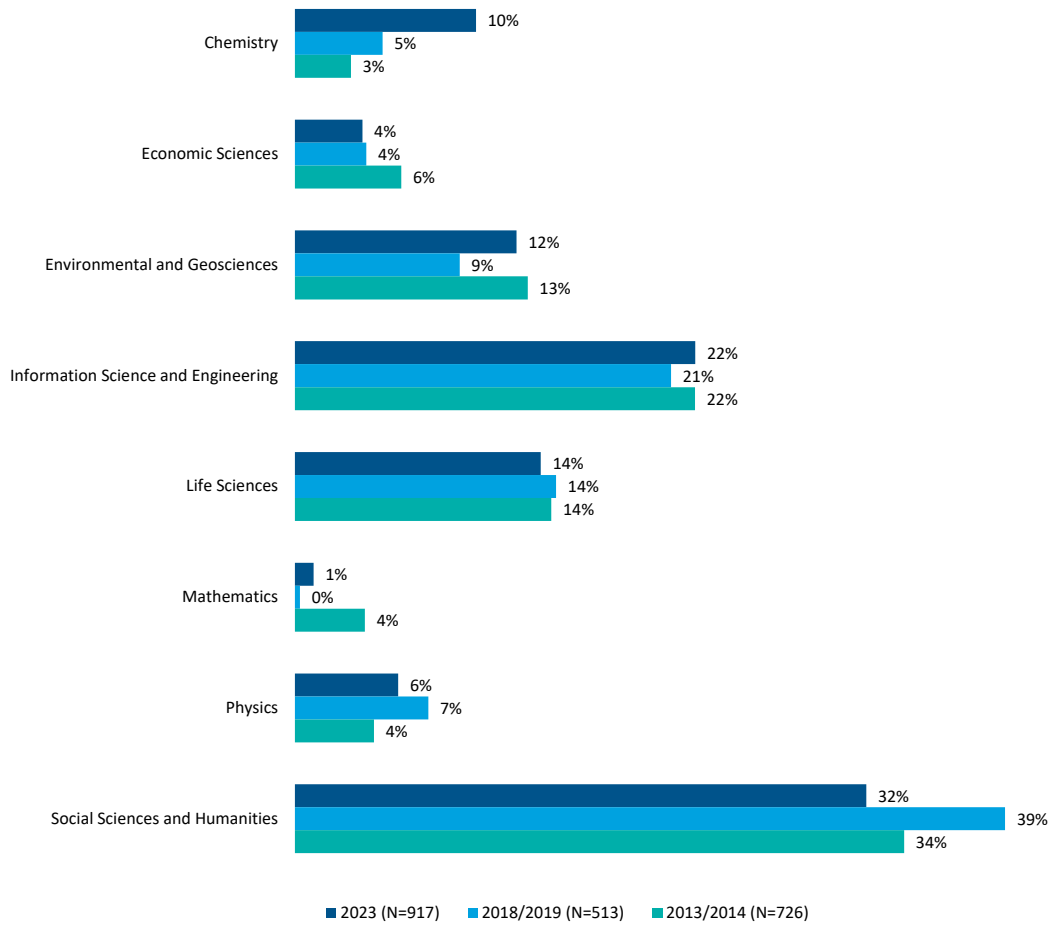
There were some notable regional trends in field of study preference. Graduates from North America and Oceania (48%), as well as those from the EU (42%) and Europe more broadly (41%) were more likely to pursue degrees in social sciences and humanities compared to other regions. In contrast, information science and engineering were particularly popular choices among graduates from the Southern and Eastern Mediterranean, with 41% choosing this field.

Across the cohorts, the distribution by field of study remained relatively stable, with two exceptions. Chemistry gained in popularity (3% in 2013/2014 cohort, 5% in 2018/2019 cohort and 10% in 2023 cohort), while the share of graduates in the field of mathematics decreased (4% in 2013/2014, 0% in 2018/2019 cohort and 1% in 2023 cohort).

([17]) These are: chemistry, economic sciences, environmental and geosciences, information science and engineering, life sciences, mathematics, physics, social sciences and humanities.

([18]) The Mobility Tool for Erasmus+. For more details about the tool, see: https://wikis.ec.europa.eu/spaces/NAITDOC/pages/36700484/Mobility+Tool+Guide+for+Beneficiaries Last accessed: 08/10/2025.

Figure 3 Distribution of fields of study among surveyed graduates by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 156)

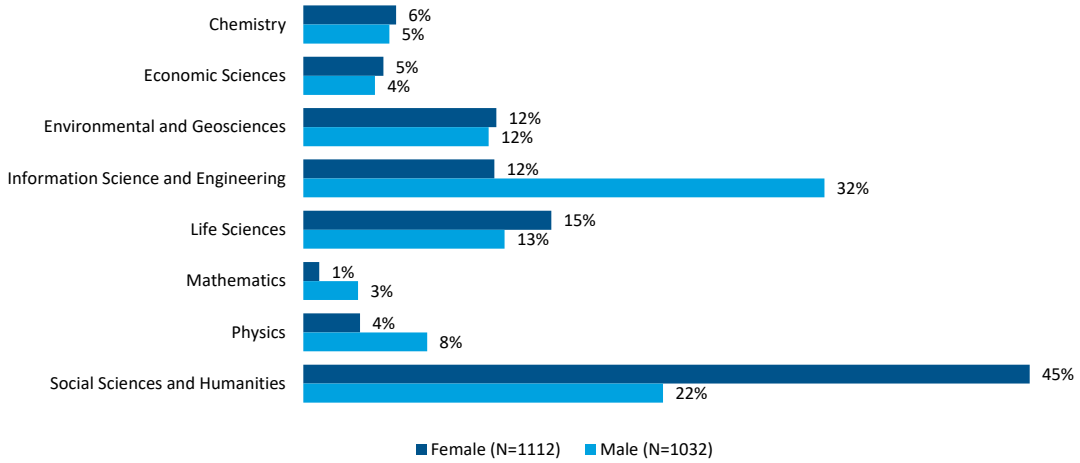
Overall gender balance but with strong differences across study fields

There were slightly fewer male graduates (47%) than female (52%). This overall gender balance varied by field of study. Specifically, 32% of male graduates studied information sciences and engineering, compared to 12% of female graduates. Conversely, 45% of female graduates studied social sciences and humanities, compared to 22% of male graduates. This trend aligned with previous GIS results (Jühlke et al., 2024), demonstrated a gender gap in STEM study fields.

In the survey, respondents were asked to report their formally registered sex at their higher education institution. Since only a limited number of institutions have recently begun offering official non-binary gender options, it is likely that some non-binary students were recorded as male or female in the programme database. However, the survey included a third option (‘inter/diverse/open‘). The number of respondents selecting this option was too small to include as a separate analysis for the group (N=12; 0.5%). This group’s experience and

opinions were included in all the analyses, though not reported as a distinct group.

Figure 4 Field of study by formally registered sex

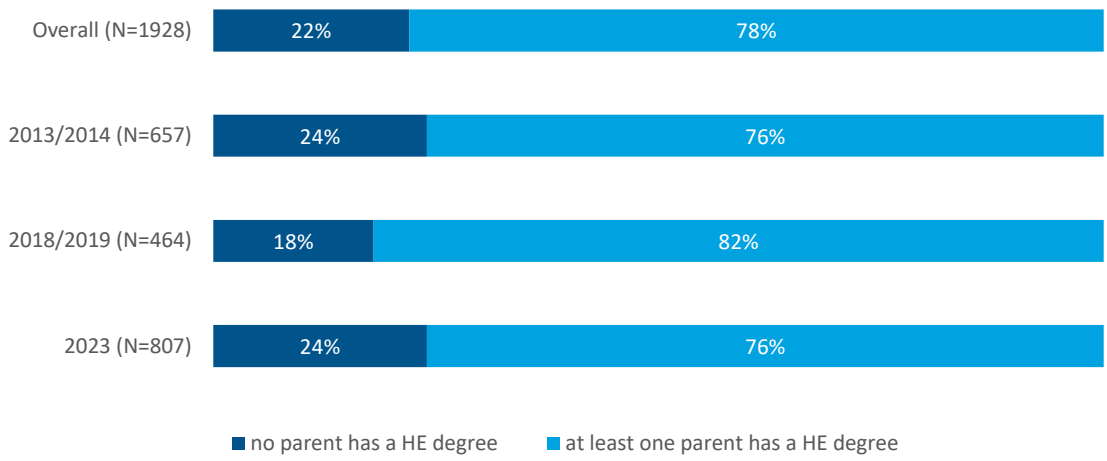


Source: EM GIS 2024, all surveyed graduates (N=2 144)

Most graduates have at least one parent with a higher education degree

An important indicator for EM's inclusivity and accessibility is the educational background of graduates' parents. Overall, 78% of respondents reported that at least one parent holds a higher education degree. This percentage was relatively stable across surveyed cohorts.

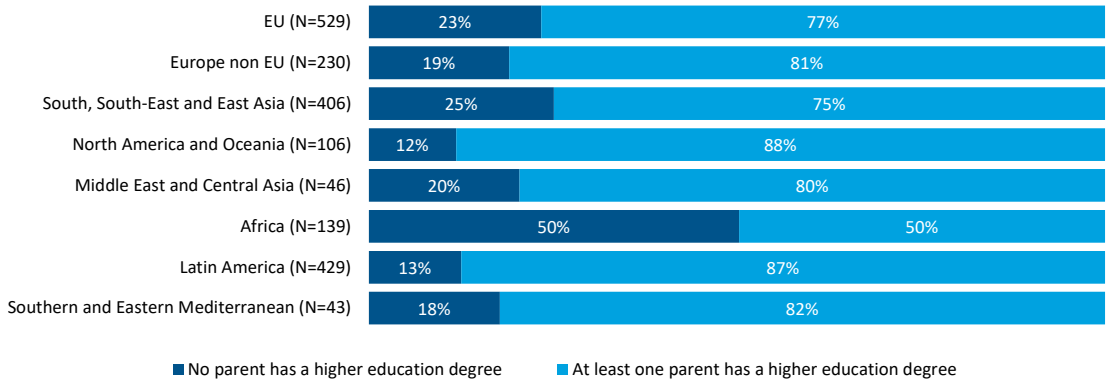
Figure 5 Overview of educational background of graduates' parents overall and by cohort



Source: EM GIS 2024, all surveyed graduates (N=1 928)

There were, however, notable regional differences. The share was highest in North America and Oceania (88%) and Latin America (87%), and lowest in Africa (50%).

Figure 6 Overview of educational background of graduates' parents by region of origin



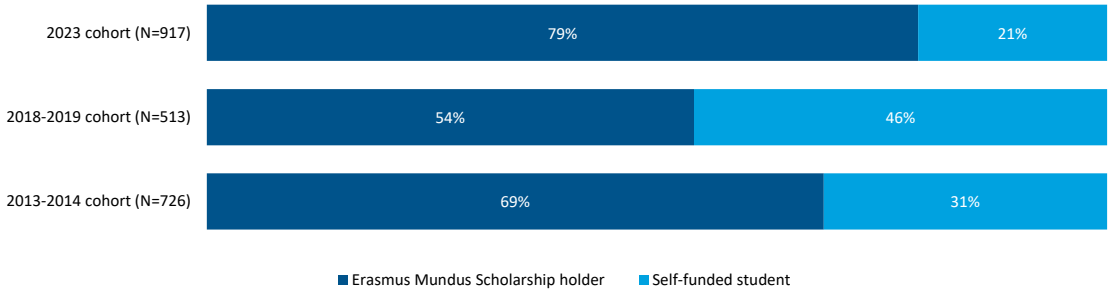
Source: EM GIS 2024, all surveyed graduates (N=1 928)

There was little variation between scholarship holders (77%) and self-funded students (80%). By field of study, economic science had the highest proportion of graduates whose parents do not have a higher education degree (33%), while this share was lowest in mathematics (16%).

Nearly all graduates from Africa, Middle East and Central Asia received Erasmus Mundus scholarships

68% of graduates received an EM scholarship (see Annex Table 2) while approximately one third self-funded their participation. The share of scholarship holders increased across cohorts, reaching 79% in the 2023 cohort.

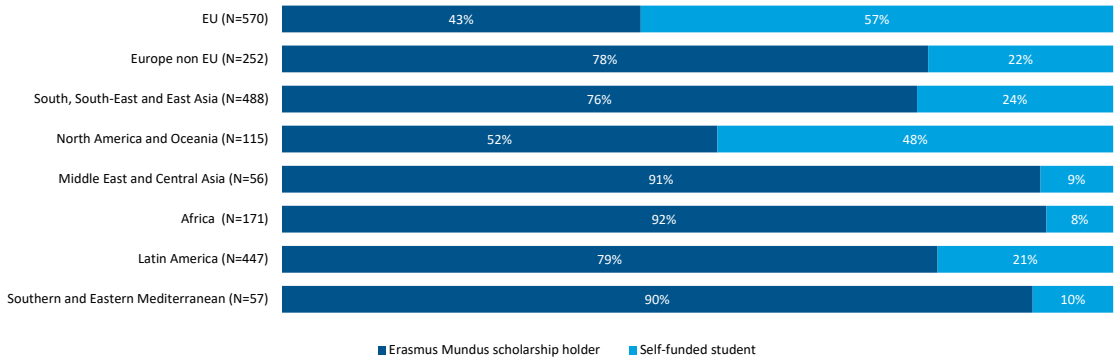
Figure 7 Financing source of the EM Masters programme by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 156)

The share of scholarship holders varied strongly by region of origin. The highest shares were among graduates from Africa (92%), the Middle East and Central Asia (91%), and the Southern and Eastern Mediterranean (90%). In contrast, the lowest scholarship rates were found among graduates from the EU (43%) and North America and Oceania (52%).

Figure 8 Financing source of the EM Masters programme by region of origin (citizenship)



Source: EM GIS 2024, all surveyed graduates (N=2 156)

Importantly, 73% of scholarship holders said they would not have been able to pursue a Masters degree without this financial support. This demonstrates the importance and impact of the scholarship scheme.

Most students start their Erasmus Mundus Masters programme over a year after their previous graduation

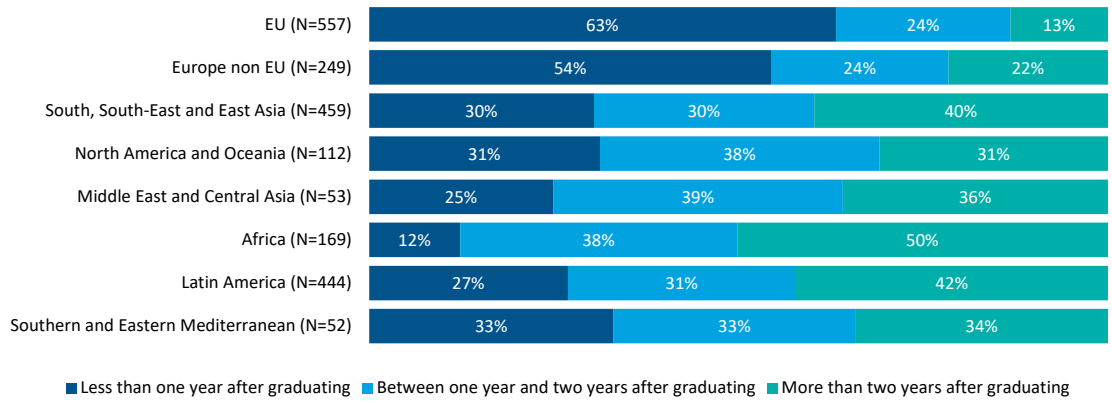
The survey asked graduates how soon they started their EM programme after completing their previous studies. Overall, 41% started within one year, 29% between one and two years, and 30% after more than two years.

The data shows a clear trend across cohorts. More recent graduates tend to delay the start of their studies more often. Specifically, the share of graduates who began their EM programme less than one year after completing their previous studies was lowest among the 2023 cohort. Instead, a growing proportion now starts the programme between one and two years after graduation, indicating a shift away from immediate continuation of studies.

There were also strong regional differences. The share of those beginning their EM degree within a year was highest in the EU (63%) and lowest in Africa (12%), where 50% of graduates reported starting more than two years after completing their prior studies.

Interestingly, self-funded students were more likely to begin their EM programme within the first year (52%) compared to scholarship holders (36%).

Figure 9 Transition time from previous graduation to start of the EM by region of origin (citizenship)



Source: EM GIS 2024, all surveyed graduates (N=2 095)

4 Erasmus Mundus Masters: study motives and experiences during the programme

When deciding to pursue an EM Masters degree, prospective students were influenced by a variety of factors. As in previous editions, the GIS 2024 invited alumni to select the most relevant motives from a provided list. These motives fall into three main categories:

1. international experience ([19]),
2. career and skills development ([20]), and
3. attractiveness of the EM programme.

An appropriate statistical method was used to analyse the responses ([21]). For each participant, a score ranging from 0 to 5 was calculated for each of these three dimensions, as shown in Figure 10.

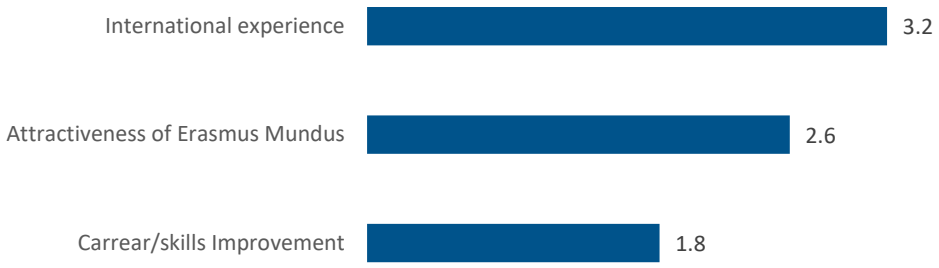
([19]) Most strongly associated with the following single motives: opportunity to receive a joint/ multiple degree(s), live in different countries, experience different educational systems, multicultural study and social environment, opportunity to internationalise my social and professional network.

([20]) Most strongly associated with the following single motives: deepen my knowledge in this particular field, opportunity to develop different soft skills, benefits for my career/employment opportunities in my home country, benefits for my career/employment opportunities outside my home country, upskill myself for the job held prior to EM, opportunity to improve my language skills, subject was not available in my country.

([21]) Similarly to the previous GIS (Jühlke et al., 2024), Principal Component Analysis (PCA) was applied. PCA is a statistical method that helps identify patterns in data by grouping related variables, making it easier to interpret complex information, https://knowledge4policy.ec.europa.eu/composite-indicators/10-step-guide/step-6-weighting_en#:~:text=Principal%20components%20analysis%2F%20Factor%20analysis,-Principal%20component%20analysis&text=Each%20factor%20reveals%20the%20set,smallest%20possible%20number%20of%20factors Last accessed: 08/10/2025.

Gaining international experience emerged as the most common reason for pursuing an EM Masters degree (3.2, see detailed results in Annex Table 3), followed by the programme's overall attractiveness (2.6).

Figure 10 Average score for reasons for choosing the EM (scale 0-5)*

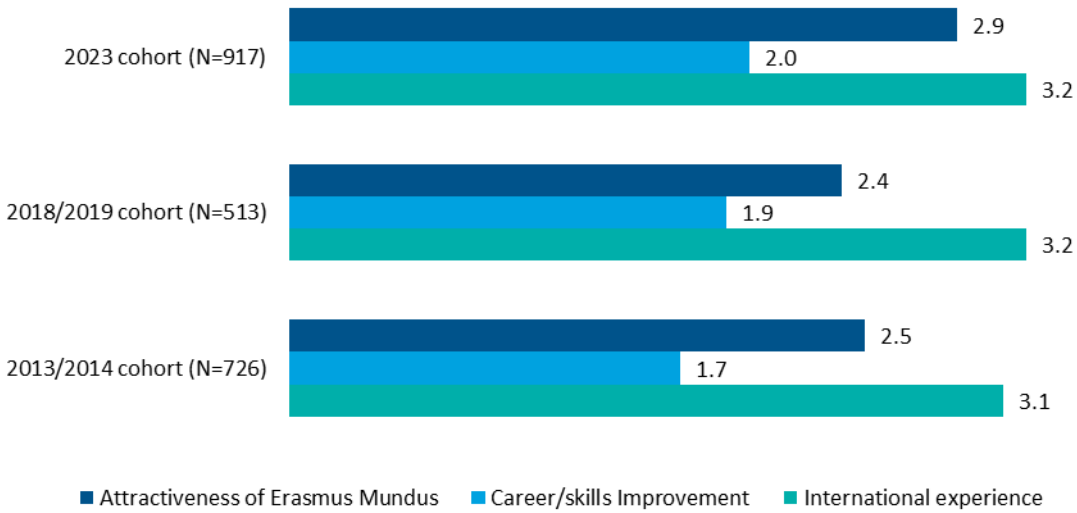


Source: EM GIS 2024, all surveyed graduates (N=2 156)

* The Scores of the Principal Component Analysis were normalised and transformed to a 0-5 scale; with a 5 indicating that a graduate selected every reason that represents the respective category.

When analysing motives across cohorts, a clear trend emerged. Considerations related to career and skills development, as well as the overall attractiveness of the EM programme, have become increasingly important. This shift suggests that the programme is increasingly associated with long-term professional benefits.

Figure 11 Average score for motives for choosing the EM by cohort (scale 0-5)*

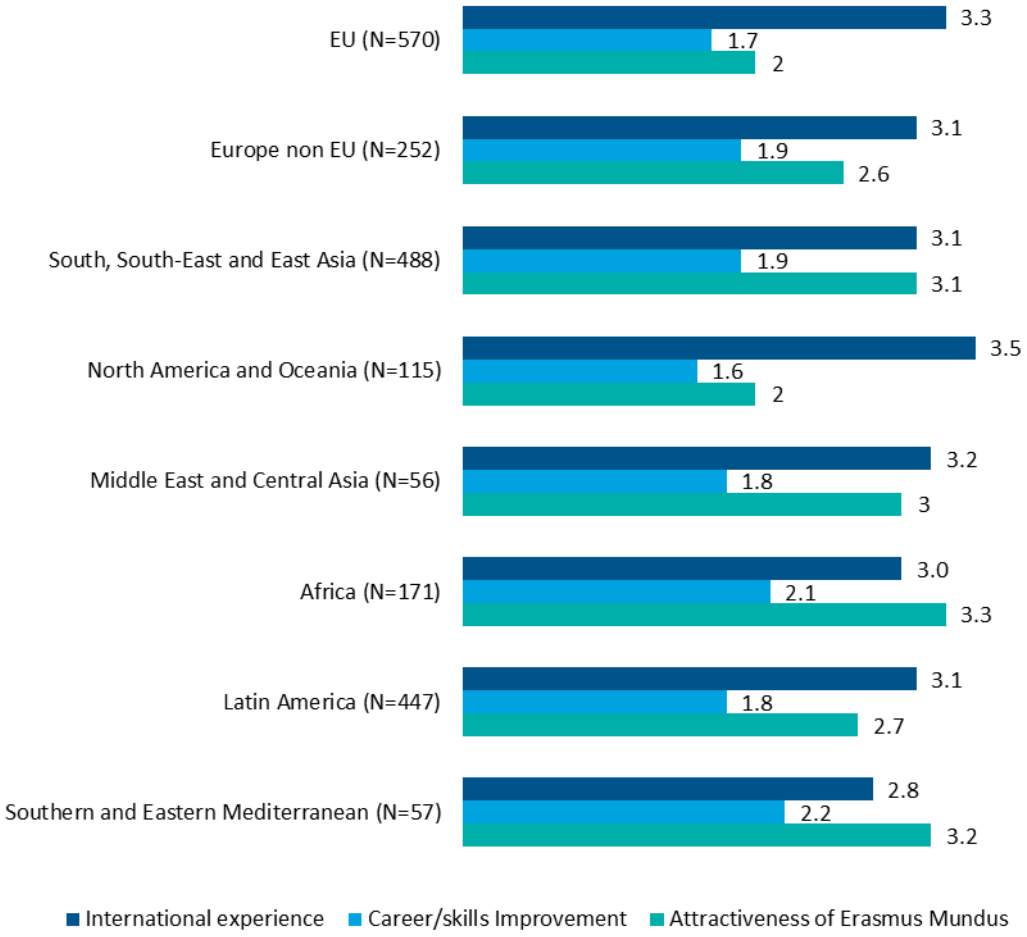


Source: EM GIS 2024, all surveyed graduates (N=2 156)
* The Scores of the Principal Component Analysis were normalised and transformed to a 0-5 scale; with a 5 indicating that a graduate selected every reason that represents the respective category.

Regional analysis confirmed that international experience was the dominant motive in most cases. However, significant regional differences appeared in the

other two dimensions. Career and skills improvement were considered least important in North America and Oceania (1.6) and the EU (1.7), while they held the highest importance in the Southern and Eastern Mediterranean (2.2) and Africa (2.1). A similar pattern was observed for the programme's attractiveness, with a sharper contrast across regions. This reflects the fact that Africa had the highest share of graduates who received an EM scholarship (92%), making the programme especially appealing in this region.

Figure 12 Average score for motives for choosing the EM by region of origin (citizenship) (scale 0-5)*



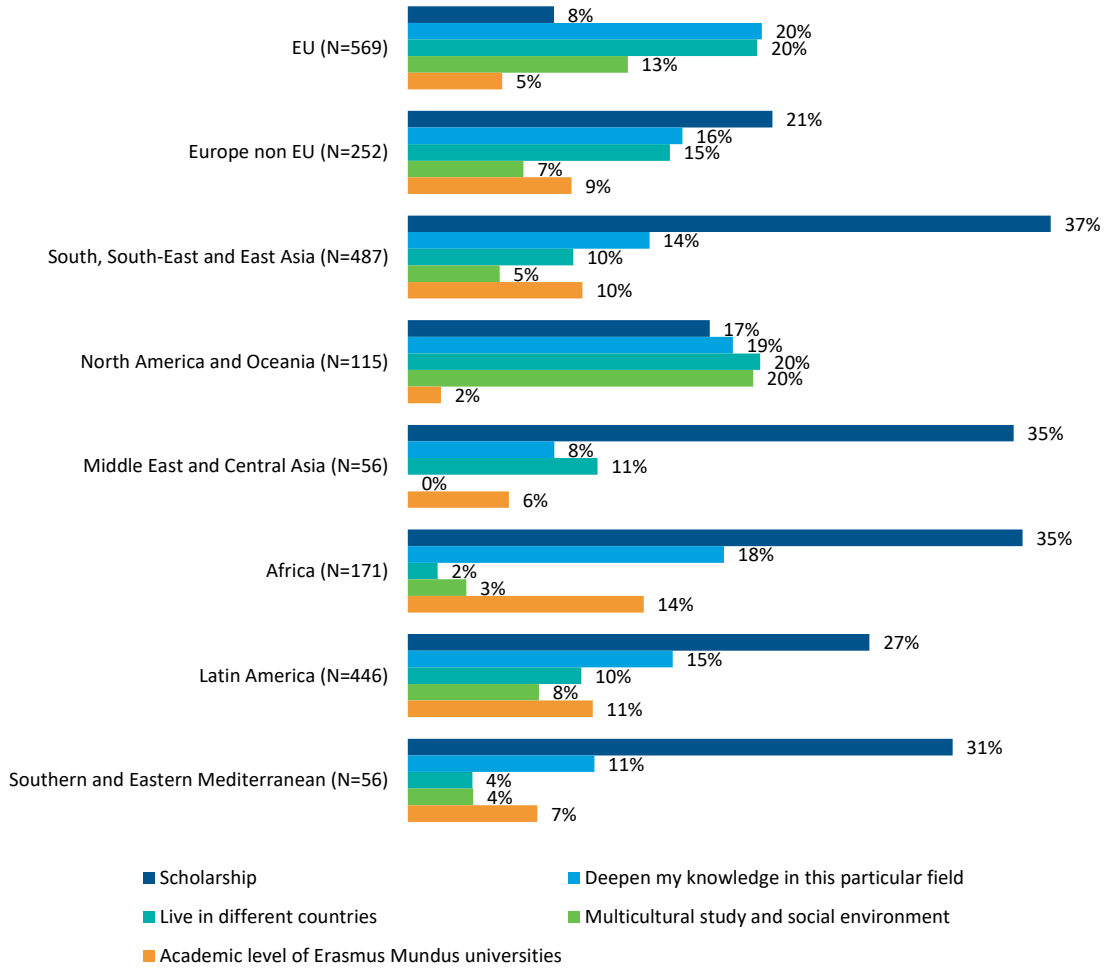
Source: EM GIS 2024, all surveyed graduates (N=2 156)
* The Scores of the Principal Component Analysis were normalised and transformed to a 0-5 scale; with a 5 indicating that a graduate selected every reason that represents the respective category.

Looking at the top five reasons for choosing the EM, the results remained comparable to those of the previous survey edition (Jühlke et al., 2024). The provision of scholarship was by far the most frequently chosen reason (22%), followed by the motivation to deepen knowledge in the programme's field (17%) and live in different countries (13%).

Motivations remained rather constant across most of the different background characteristics, with two notable exceptions by scholarship status and the

region of origin. Self-funded graduates tended to place more emphasis on academic and professional factors than those who received scholarships. As regards the region of origin, the scholarship played a significantly more important role for non-EU citizens, showing continuity with findings of the previous survey editions ([22]). Particularly, graduates from South, South-East and East Asia (37%), Middle East and Central Asia and Africa (35% for both) identified the scholarship as their primary motive for choosing the EM. In contrast, graduates from the EU and North America and Oceania most often selected the desire to deepen specialist knowledge and to live in different countries.

Figure 13 Five most frequent motives for choosing the EM by region of origin (citizenship)



Source: EM GIS 2024, all surveyed graduates (N=2 152)

([22]) GIS has been conducted since 2007 among Erasmus Mundus students and alumni to assess the long-term impact of participation, career development, and personal growth. Past reports are available at: https://www.em-a.eu/documents Last accessed: 08/10/2025.

4.2 Experiences with the Erasmus Mundus joint masters programme

This section discusses key aspects of alumni experiences during the EM studies, offering insights into both structural and personal dimensions of the programme. Four main areas were examined:

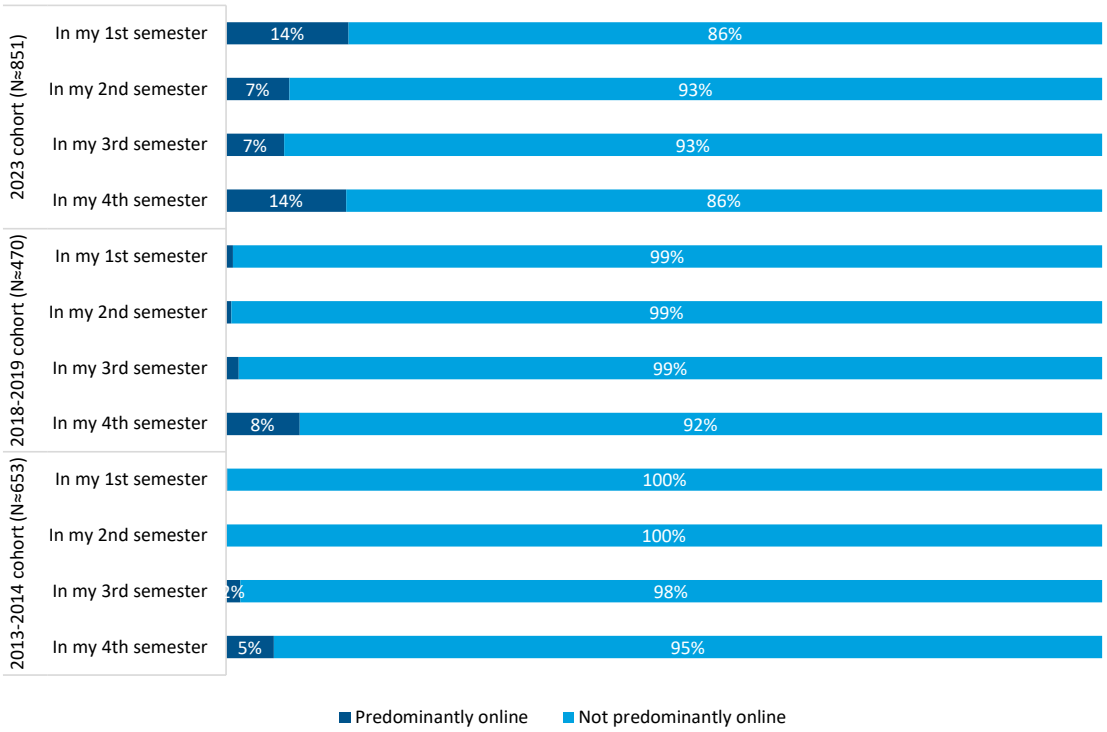
- The balance between in-person and online courses, showing how programme delivery has evolved over time.
- The programme's commitment to sustainability, including ecological considerations, concrete green practices implemented by host universities, and sustainable habits adopted by students.
- The integration of practical training components, such as internships and interactions with employers, and other hands-on learning experiences.
- The recognition of the EM degree and any challenges graduates may have faced in having their qualifications acknowledged by employers or public authorities.

These factors collectively shaped the overall experience of graduates who participated in the EM programme.

Predominantly in-person teaching but an increasing share of online courses

Survey respondents were asked to report the balance between in-person and online teaching throughout the four semesters of their EM programme. The findings show that in-person instruction was the primary mode of teaching. Across all four semesters, 62% of the EM programmes were delivered entirely in-person, especially in the case of the 2013/2014 and 2018/2019 cohorts, while 38% combined in-person and online learning. A shift towards digital delivery, likely accelerated by the COVID-19 pandemic, is evident in the 2023 cohort's increased reporting of predominantly online instruction.

Figure 14 Ratio between in-person vs. online teaching by semester and cohort

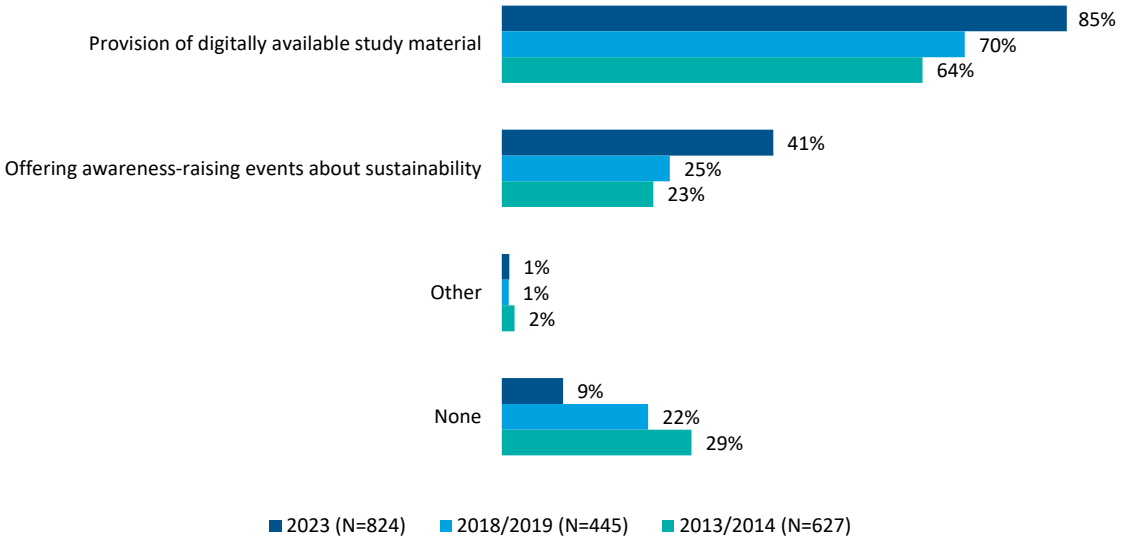


Source: EM GIS 2024, all surveyed graduates (varying sample sizes, N=between 1 903 and 2 003)

Increasing green practices and environmental awareness

Environmental sustainability and ecological considerations are integral to the EM programme, aligning with broader Erasmus+ and EU objectives. While less than a third of graduates (32%) reported that environmental sustainability was covered in their study programme, this proportion has steadily increased across successive cohorts. Host universities have also implemented specific green practices, such as providing digital study materials (72%) and organising sustainability awareness events (29%) which also showed a strong increase over time as presented in the figure below.

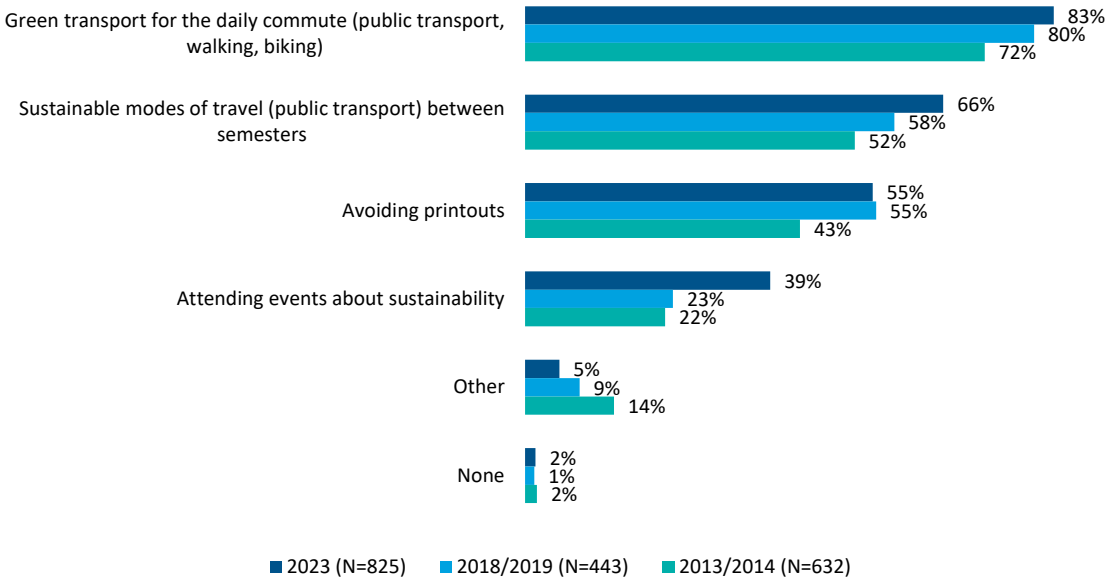
Figure 15 Green practices adopted by the universities by cohort



Source: EM GIS 2024, all surveyed graduates (N=1 896)

Additionally, graduates adopted environmentally friendly habits during their studies: 78% used green transport for their daily commute, 58% opted for sustainable travel between semester locations, and 50% avoided printing materials. Importantly, all three of these green practices have seen consistent representation across the successive cohorts as presented in the chart below.

Figure 16 Green practices implemented by students by cohort

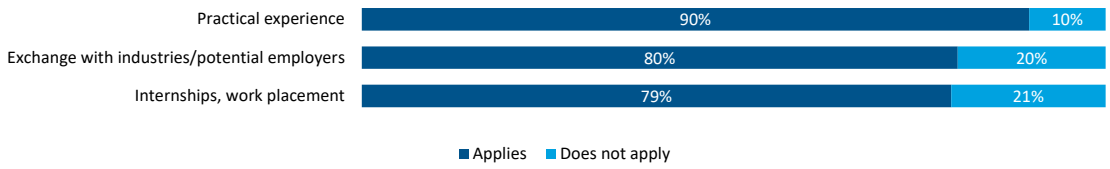


Source: EM GIS 2024, all surveyed graduates (N=1 900)

Growing emphasis on practical training in Erasmus Mundus

Internships and practical experience are an important part of the EM programme. Overall, 79% of graduates reported that practical training was included as a formal part of their studies.

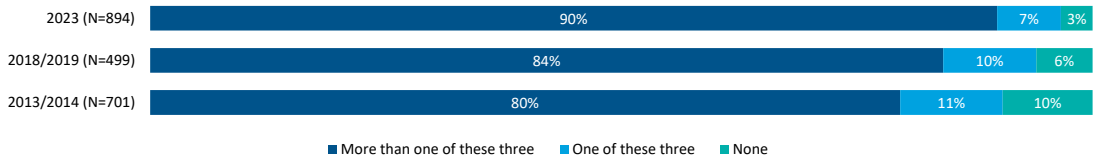
Figure 17 Share of graduates reporting that practical training was applied as a formal part of their programme



Source: EM GIS 2024, all surveyed graduates (N=2 087)

Consistent with previous GIS findings (Jühlke et al., 2024), EM programmes have increasingly integrated practical training over successive cohorts. As shown below, the share of graduates who participated in an internship or work placement as a formal part of their programme rose from 91% in 2013/2014 to 97% in 2023.

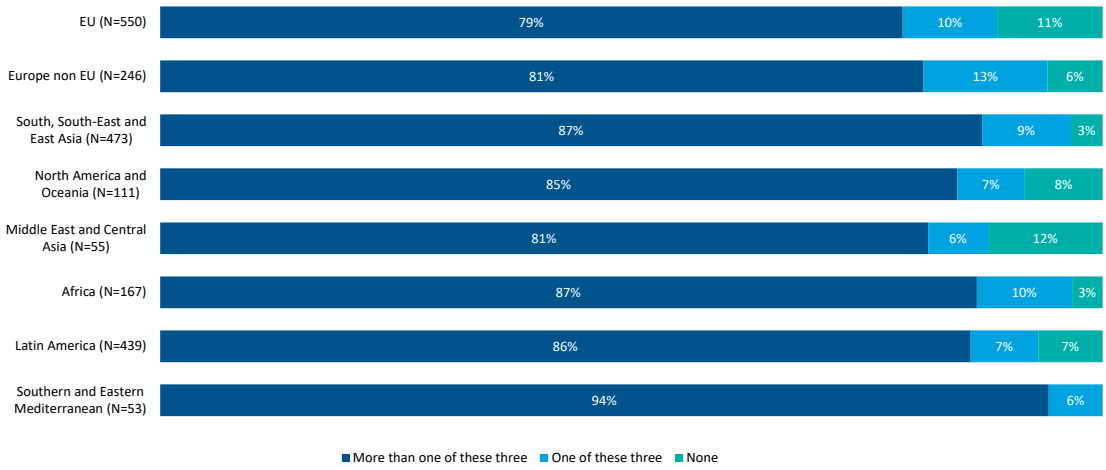
Figure 18 Share of graduates reporting taking part in internships, work placement or other practical training as formal part of their programme by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 094)

Only 7% of graduates did not participate in any of these activities, while 9% took part in one, and 84% engaged in more than one. Some regional differences emerge, with graduates from the Middle East and Central Asia (12%) and the EU (11%) most frequently reporting no participation in any of these three forms of practical training. In contrast, all graduates from the Southern and Eastern Mediterranean took part in at least one of the three activities, followed closely by those from Africa.

Figure 19 Share of graduates reporting taking part in internships, work placement or other practical training as a formal part of their programme by cohort



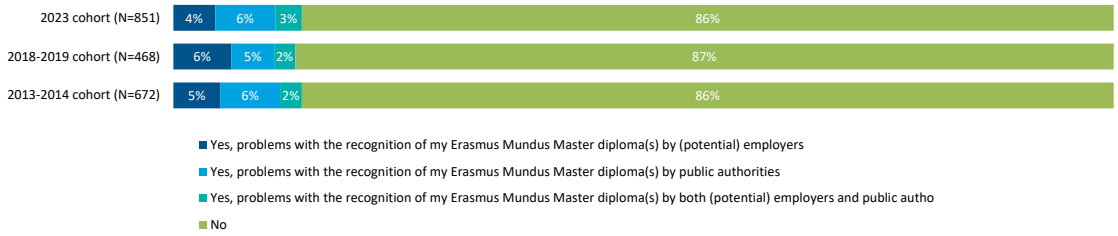
Source: EM GIS 2024, all surveyed graduates (N=2 094)

Importantly, scholarship holders participated in practical training more often than those funding their studies themselves. When looking at the study fields, practical training was most frequently part of chemistry (99% taking part in one or more of the three activities), life sciences (98% taking part in any of these activities), and physics (97% taking part in one or more of the three activities). Conversely, a practical component was least frequent in mathematics (29% not taking part in any of these activities) and economic sciences (15% not taking part in any of these activities).

Overall smooth recognition of the Erasmus Mundus degree, however, some challenges remain

The EM programme offers a unique study experience, allowing students to pursue a degree at a minimum of two host institutions. A key measure of its success is the extent to which alumni have their degrees recognised by employers and public authorities. The results were largely consistent with the previous survey edition, showing that in most cases (87%), degree recognition occurs without issue. Notably, there were no significant differences across cohorts or graduate backgrounds.

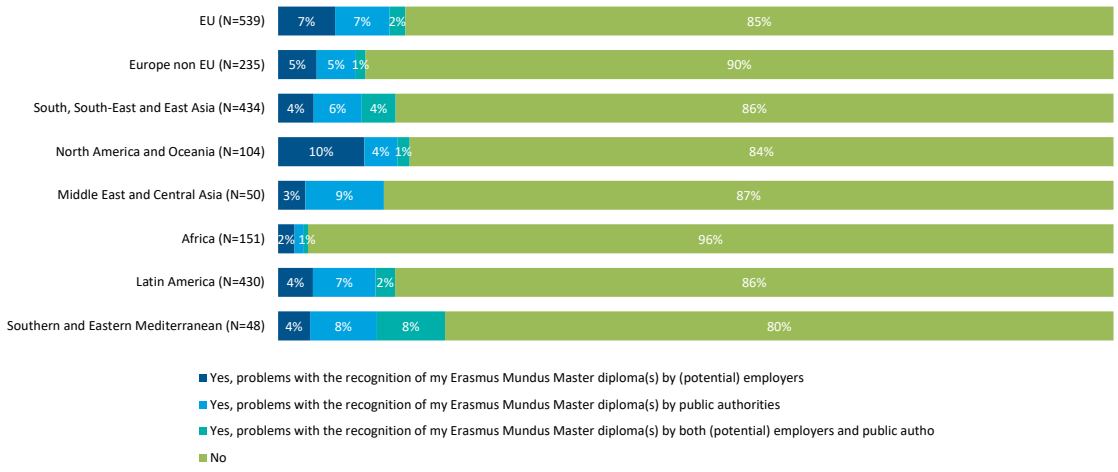
Figure 20 Problems with EM Masters diploma recognition by cohort



Source: EM GIS 2024, all surveyed graduates (N=1 991)

Recognition rates remained high across all regions of origins, with Africa standing out as a positive example, where degrees are recognised without issues in nearly all cases (96%), marking a notable 8 percentage points increase from the previous survey round. Conversely, 4% of graduates reported issues of recognition by potential employers, 8% by public authorities and 8% by both in the Southern and Eastern Mediterranean region.

Figure 21 Problems with EM Masters diploma recognition by region of origin (citizenship)



Source: EM GIS 2024, all surveyed graduates (N= 1 991)

Survey respondents indicating issues with degree recognition were asked to elaborate further on the challenges encountered. The analysis of their free-text responses highlights the following main issues:

- Challenges in converting the EM diploma to a nationally recognised degree: One of the most reported challenges among graduates was the recognition of their EM degree in their home country. This process was often described as lengthy, bureaucratic, and costly. Difficulties were most frequently reported in Latin America, the Middle East, Central Asia, and the Southern and Eastern Mediterranean. Notably, recognition

challenges were also prevalent within EU countries, highlighting the need for further attention to this issue.

'My diplomas are not accepted anywhere in the UAE without the attestation in Ministry of Foreign Affairs and UAE Embassy of the countries where I have received these diplomas. Now I do not have enough funds and do not have visa to come back to the countries I have studied before to attest my diplomas.'

(Graduate from the United Arab Emirates (UAE))

- Real value not understood/ appreciated: A common challenge faced by graduates was the lack of recognition of their degree's value by public authorities and employers, often linked to limited awareness of the EM programme and how it functions. This issue is particularly prevalent among graduates from North America, Oceania, and South, South-East and East Asia.

'Just general lack of recognition, which only gets worse once I start explaining the general setup. Also, online job applications are usually not set up to accommodate the structure of the programme.'

(Graduate from the United States of America)

- Delay in issuing the degree or not receiving it at all: Some graduates reported significant delays in receiving their diplomas, with some waiting one to two years after completing their EM studies. A small number of graduates indicated that they never received their diploma, often due to postal and delivery issues. These challenges highlight the need for alternative solutions, such as providing digital copies.

'It took a long time to receive my diploma and so for initial job interviews I only had a letter from one of the teachers explaining that I had completed the course.'

(Graduate from the United Kingdom)

Other, less frequently reported issues relate to the fact that a joint degree was not recognised, as well as to differences in grading systems and related consequences.

5 Perceived personal impact and satisfaction with the programme

This section presents EM graduates' subjective reflections on how participating in the programme impacted their personal and professional lives, as well as their values, skills and competencies. This is followed by a discussion of their

satisfaction with various aspects of the programme and with the programme as a whole. The section concludes by showing the results from a multivariate analysis, that simultaneously examines the various factors shaping graduates' satisfaction with the EM programme.

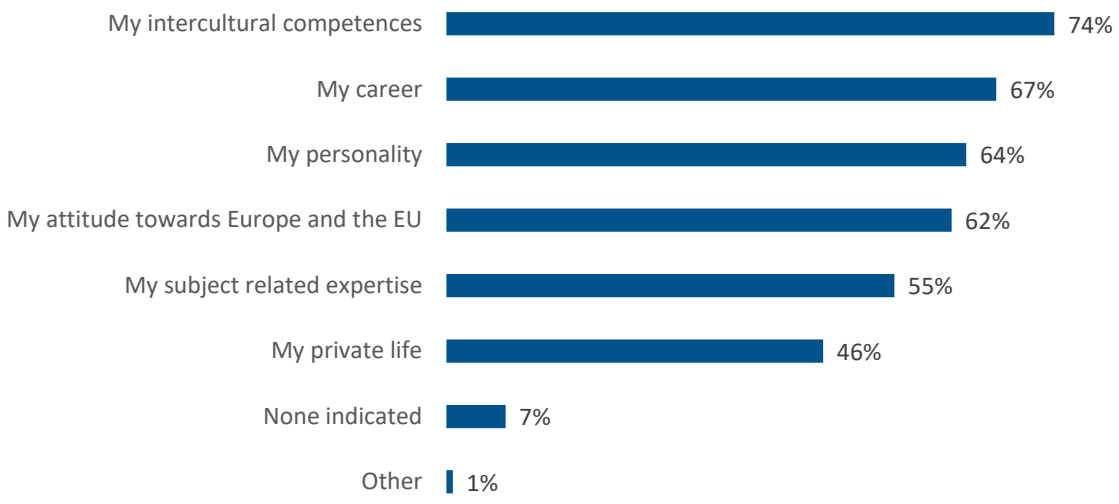
5.1 Perceived impacts of participating in the programme

Significant personal impacts of participating in the programme perceived by all graduate groups

Graduates were asked to identify aspects in their life where they perceived a significant impact of participating in the EM as well as selecting the aspect with the greatest perceived impact. Most graduates perceived significant personal impacts in at least one, but usually more areas, that they attributed to participating in the programme. Only 7% could not identify any areas of improvement, while 56% marked at least four areas out of the seven.

Overall, the assessment of individual impacts was very close to what was found in the previous GIS (Jühlke et al., 2024). Intercultural competencies were at the top of the list of the areas where a significant impact was perceived (mentioned by 74%). This was followed by improvements in career prospects (67%), personality (64%), and graduates' attitudes towards the EU (62%). Notably, subject-related expertise was mentioned by a somewhat lower share of 55%, while private life by 46%.

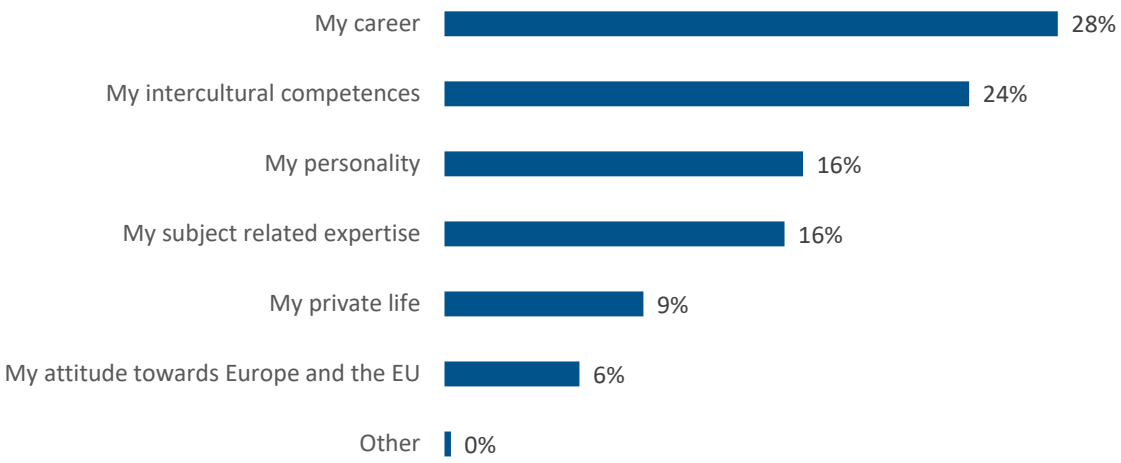
Figure 22.1 All areas of perceived personal impact of the EM



Source: EM GIS 2024, all surveyed graduates (N=2 156 and 2 007 for the two separate questions)

The ranking of the impacts changes somewhat when looking at the greatest perceived impact that graduates reported. When asked to identify the most significant aspect, career advancement scored highest (28%), followed by intercultural competences (24%), personality and subject-related expertise (each at 16%). At the same time, 9% reported that the greatest effects took place in their private life and 6% mentioned improved attitudes towards the EU.

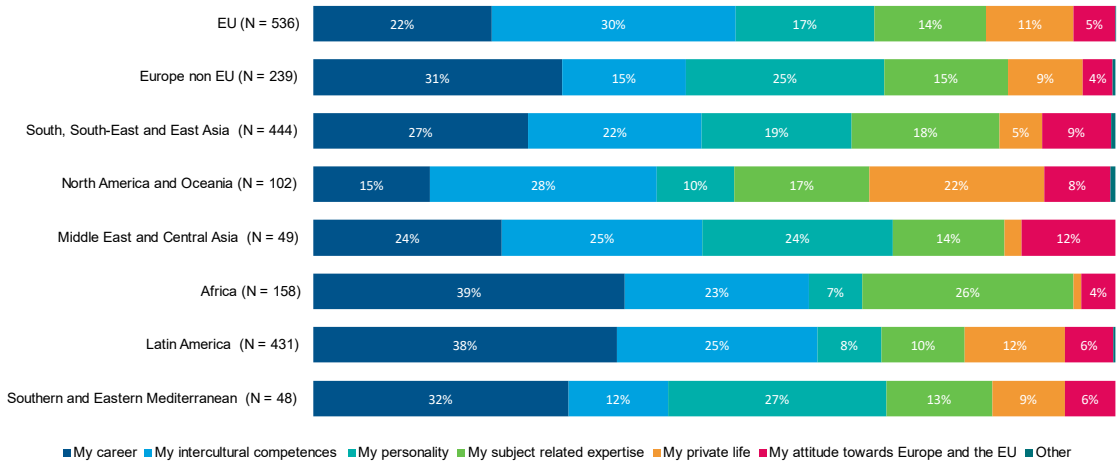
Figure 23.2 Area of greatest perceived personal impact of the EM



Source: EM GIS 2024, all surveyed graduates (N=2 156 and 2 007 for the two separate questions)

Across the surveyed cohorts, those who graduated earlier perceived a greater impact of the programme on their personal lives compared to 2023 graduates. Graduates who originated from an EU country as well as graduates from North America and Oceania were more likely to point out their intercultural competencies as the area of the greatest impact, while non-EU origin graduates, and especially those from Africa, Latin-America and the Southern and Eastern Mediterranean emphasised more the career-effects of their studies (see Figure 24 and Annex Table 5).

Figure 24 Area of greatest perceived personal impact (single choice) of the EM by region of origin (citizenship)



Source: EM GIS 2024, all surveyed graduates (N=2 007)

In general, women more frequently reported improvements in their intercultural competencies and private lives, while men more often mentioned benefits to their career and attitudes towards the EU. Differences also exist between scholarship holders and self-funded students. Scholarship holders more frequently indicated the programme's impact on their career (31%) compared to self-funded students (23%), who instead were more likely to mention impact on their intercultural competences (29%).

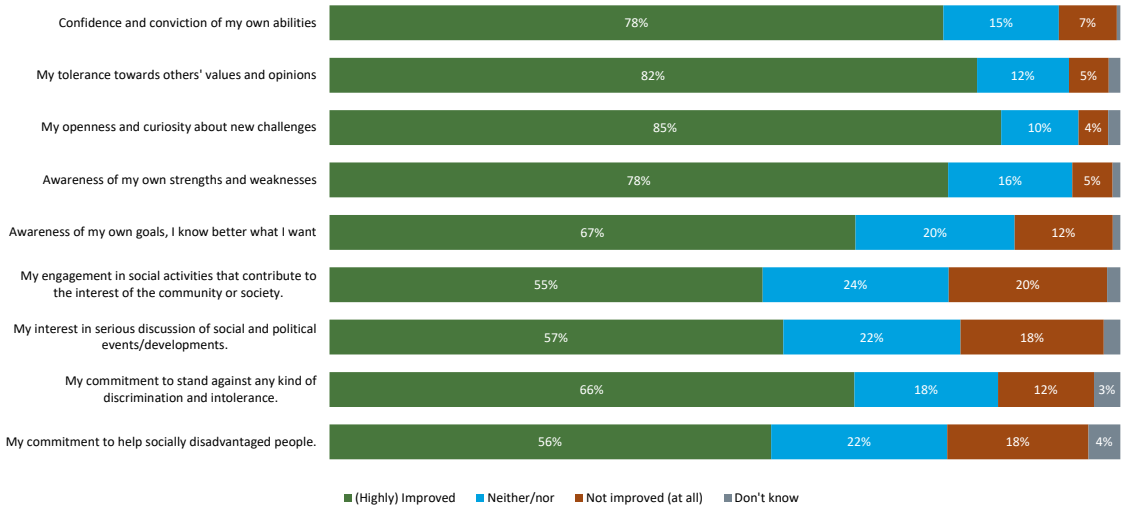
Many graduates report improvements in values and attitudes, and somewhat less in behaviours

Graduates felt that they developed personal and intercultural competencies thanks to the EM. In all nine areas of personal and intercultural development listed, the majority of the respondents reported improvements (see Figure 25). For openness and curiosity about new challenges and for tolerance towards others' values and opinions, this share exceeded 80%. Similarly, for confidence in own abilities and for awareness of own strength and weaknesses it was also close to 80%. Next in the ranking came awareness of own goals and knowing better what they want, together with commitment to stand against any kind of discrimination and intolerance.

Finally, somewhat fewer respondents (below 60%) reported growth in their interest in serious discussion of social and political events and developments; in engagement in social activities that contribute to the interest of the community or society as well as in commitment to helping socially disadvantaged people.

All in all, these perceptions on personal developments are very close to what was reported in the GIS 2023 round.

Figure 25 Graduates' assessment of personal and intercultural development due to the EM



Source: EM GIS 2024, all surveyed graduates (N=2 133)

The latest graduate cohort reported development in areas such as self-awareness and social commitment slightly more frequently than those who graduated earlier. However, this could be due to a recall bias, which means graduates from 5 to 11 years ago were less likely to link personal growth to experiences from a long time ago. Furthermore, scholarship holders more often reported positive developments than self-funded students. There was also a difference between EU and non-EU citizens, with the latter group perceiving personal developments in more areas.

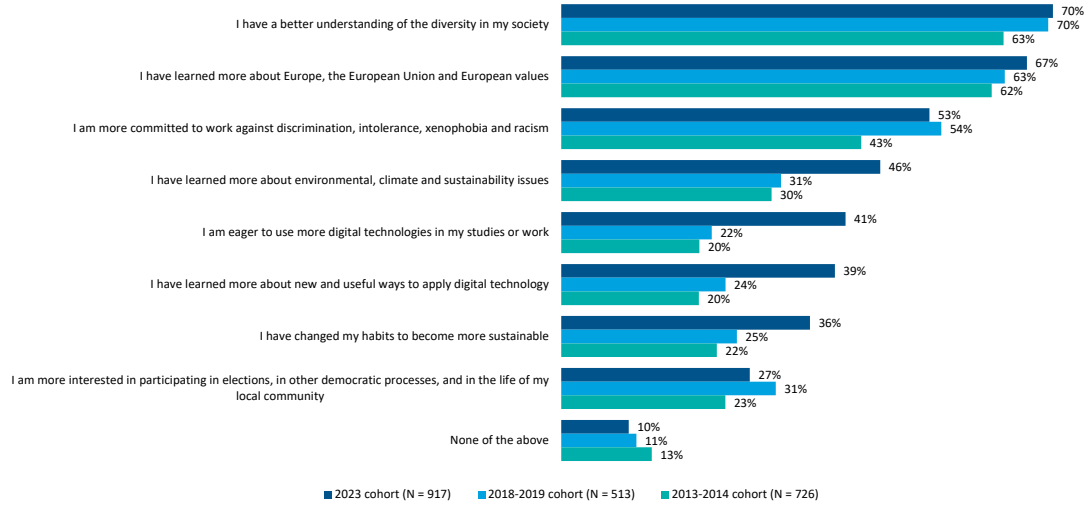
Graduates were also requested to reflect on changes in their behaviours and attitudes as a consequence of participating in the EM programme as well as on key values that they learned during their studies. From a list of eight statements, they were asked to identify all that they agree with.

Experiences in the list most often selected included: 'I have a better understanding of the diversity in my society' (67%) and 'I have learned more about Europe, the European Union and European values' (64%). Next on the list stands the important European value 'I am more committed to work against discrimination, intolerance, xenophobia and racism' with 49% of the graduates agreeing with it. Just over one third of the respondents said that they had learned more about environmental, climate and sustainability issues (34%), while with the rest of the statements the level of agreement was 26-27%.

Members of the most recent graduate cohort agreed with far more statements than earlier cohorts. This difference is most notable with regards to learning about environmental issues and changing their habits to become more sustainable. This was a positive improvement and not surprising given that 2023 graduates more often reported that environmental sustainability has been an important topic in their study programme (see Section 4). Similarly, an

above-average share of the 2023 graduate cohort reported positive effects related to their digital skills, agreeing that they learned more about new and useful ways to apply digital technology (39%) and that they were eager to use more digital technologies in their studies or work (41%). As the share of graduates who study information and communication technology (ICT) as their main subject remained largely constant over the cohorts, this improvement was most likely due to an increased attention to such skills across the various study areas in the EM programme.

Figure 26 Agreement with statements about key experiences and values as a consequence of participating in the EM by cohort (multiple choice)



Source: EM GIS 2024, all surveyed graduates (N=2 156)

Men were more likely to report impacts related to their technical and digital skills than women, most likely due to their overrepresentation in the related fields of studies. In contrast, women slightly more often referred to impacts on their understanding of, and attitudes towards, diversity and tolerance. Overall, scholarship holders agreed with more statements than self-funded students, and non-EU citizens also reported more impacts than students from the EU.

Significant improvement perceived in many, but not in all, skill areas

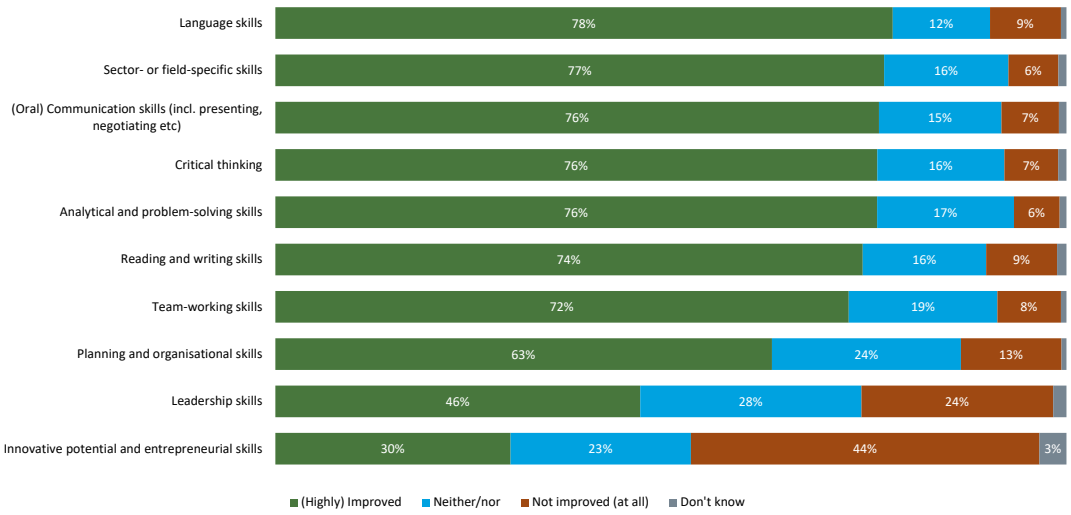
Figure 27 shows graduates' self-assessment with regards to a series of skills and competencies. The overall results were very similar to the findings from the GIS 2023, with overwhelmingly positive experiences shared by a large number of graduates. Almost 80% reported either improvement, or a high level of improvement, in their language skills, sector or field specific skills, communication skills, critical thinking and in analytical and problem-solving skills. The percentages were just slightly lower for reading and writing skills as well as for team working skills. Planning and organisational skills were

somewhat less often reported as an area of perceived development, as only 63% noted a positive change.

Finally, in areas such as leadership skills, innovative potential, and entrepreneurial skills—which are closely related to the labour market—development during the EM programme was reported less frequently, by 46% and 30% of respondents, respectively.

In both areas, 2023 graduates reported a positive change more often than members of the earlier cohorts. From this group, 57% noted improvement in their leadership skills and 35% in their innovative potential.

Figure 27 Graduates' assessment of generic skills-development through the EM



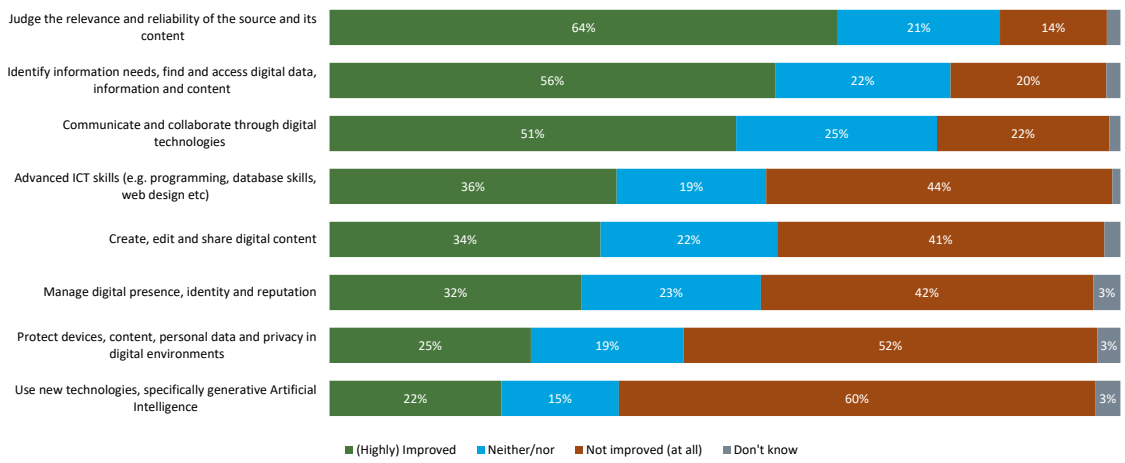
Source: EM GIS 2024, all surveyed graduates (N=2 133)

Digital skills development through the Erasmus Mundus leaves room for improvement

In the 2024 survey, special attention was given to the development of digital skills – a priority area of the Erasmus+ Programme in 2021-2027. To assess the EM effects in this important competency area, a new block of questions was introduced, fully devoted to the self-assessment of a series of skills and knowledge components of digital competence.

The results show great variations in the level to which participating in the EM contributes to the various skills and competencies under this domain. The share of graduates who report at least some development in the specific areas ranges from just above 20% in the field of use of new technologies (specifically generative AI and in protecting devices, content, personal data and privacy in digital environments) to 64% in judging the relevance and reliability of the source and its content.

Figure 28 Graduates' assessment of their digital skills-development through the EM

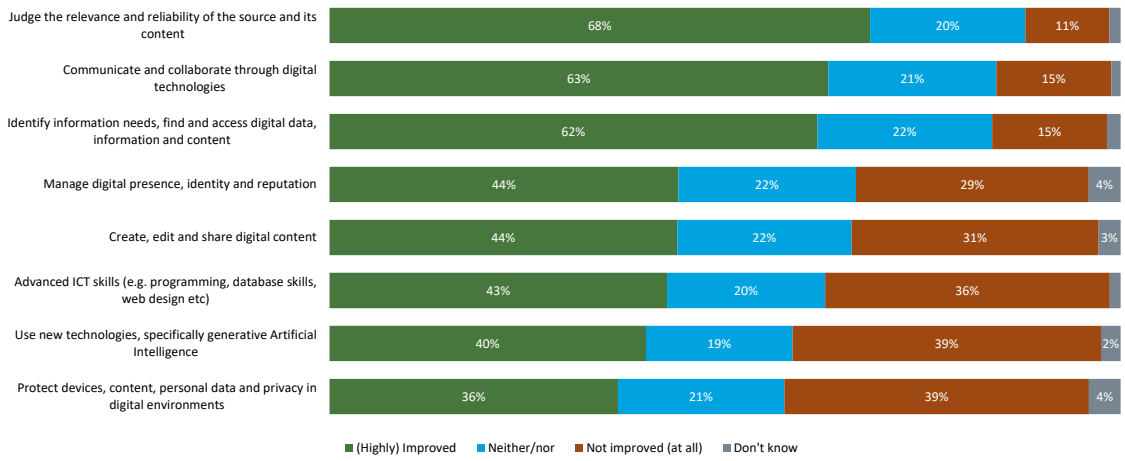


Source: EM GIS 2024, all surveyed graduates (N=2 038)

It is important to note that the latest cohort, i.e. the graduates from 2023, reported improvements in each of the skills more frequently than members of the earlier cohorts. Some of the skills studied here have gained particular importance during the past few years and are more likely to be included in the more recent study programmes. At the same time recall bias might again have a role in shaping the responses of the earlier cohorts, while replies from the recent graduates are likely to provide a reliable picture of how well the EM programme is currently doing in improving participants' digital skills.

Figure 29 therefore highlights the replies from the 2023 cohort only. Notably, 40% of graduates in this cohort reported an improvement in their ability to use new technologies, including generative AI, and 44% in creating, editing and sharing digital content. However, there is room for improvement in the programme's digital component, as over half of the graduates did not report any improvement in these areas, as well as in other areas, such as protecting devices, content and personal data in a digital environment.

Figure 29 Assessment by 2023 graduates of the development of their digital skills through the EM



Source: EM GIS 2024, 2023 graduate cohort (N=869)

Further important differences can be observed across study areas. Unsurprisingly, different study fields were linked to different levels of development in the various skills and competencies. Advanced digital skills were most often developed in the STEM related study areas, while some more generic skills, like identifying information needs, and finding digital content as well as judging the relevance and reliability of the source and its content, were more equally reported by graduates across the various study fields. Despite the survey's limited direct focus on IT and digital, it is still notable how little improvement was reported in the relevant skill-areas by graduates who studied social science and humanities.

5.2 Engagement with Europe

Similarly to the previous survey rounds, EM graduates' connections to- and attitudes towards Europe were assessed through a series of questions looking at their views and behaviours.

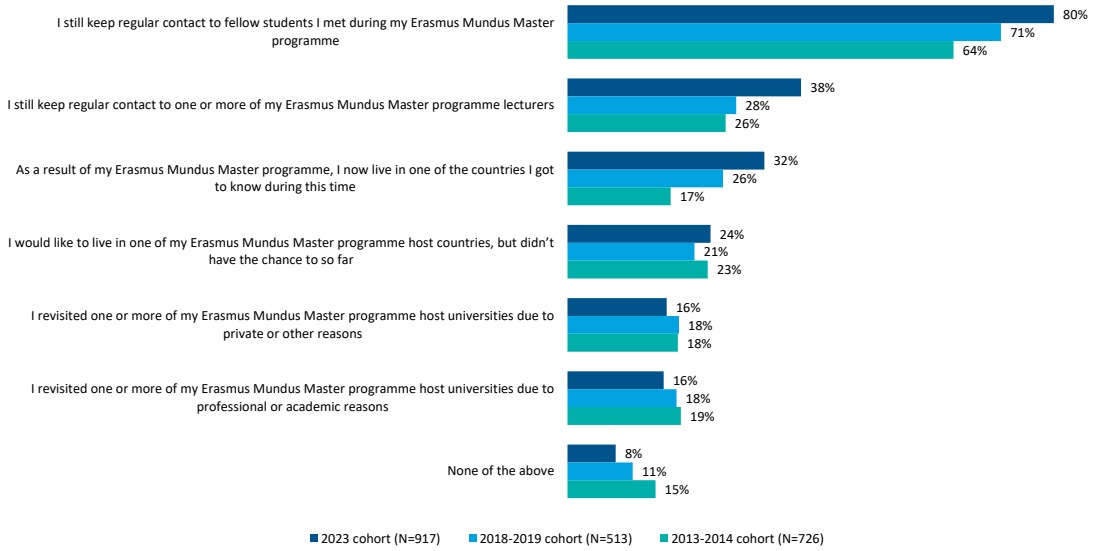
Maintained contact with fellow students remains an important benefit of participating in the Erasmus Mundus

A frequent and straightforward potential impact of studying in the EM programme is the intensified direct and personal contacts with host countries and with (former) fellow students. According to this survey, 70% of the former graduates kept regular contacts with former fellow students from the programme. The share was lower (64%) in the 2013/2014 cohort and higher among the more recent graduates: 71% for the 2018/2019 cohort and 80% among the 2023 graduates.

While the percentages for the 2023 cohort were similar to those of the 2021/2022 cohort, as reported in the previous GIS (Jühlke et al., 2024), the share of older graduates who reported regular contact with former fellow students seems to be declining somewhat, compared to the previous survey, when 80% and 76% were recorded. Future surveys will need to revisit this tendency to see if there is any systematic decline in this effect of the programme among members of the earlier cohorts.

Additional direct personal impacts of the programme included regular contact with former lecturers (38% in the latest cohort) and (re)visits to the countries where the programme had taken place for either personal or professional reasons. Such visits were mentioned equally across all the cohorts and importantly, with similar frequency by EU citizens and non-EU citizens. Students from outside Europe were not less likely to report returns to their host countries than EU citizens did. Finally, from the most recent graduate cohort, 32% reported that they currently were living in the country where they studied, while another 24% reported they would like to move to the country where they studied. Interestingly, while the share of those currently living in their host country was lower in the older cohorts, the desire to move there does not seem to have changed, but remained at similar levels across all the cohorts.

Figure 30 Post-graduation interaction with host countries among EM graduates, by cohort



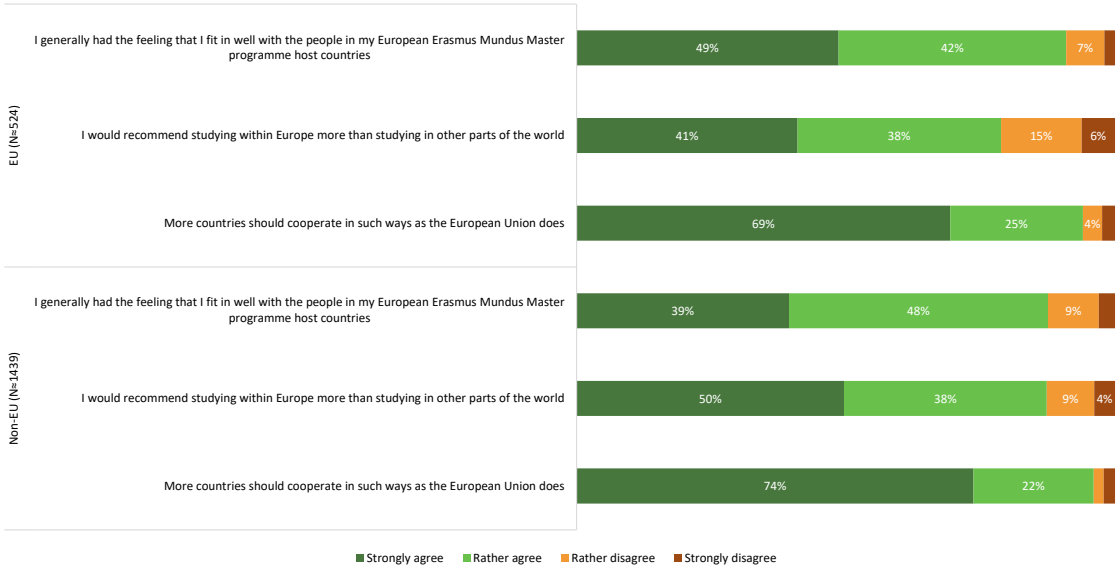
Source: EM GIS 2024, all surveyed graduates (N= 2 146)

Compared to graduates from the EU countries, non-EU graduates are more convinced about the superiority of studying in Europe

As in the previous survey, the questionnaire included three statements assessing graduates' attitudes towards Europe in general and a specific one

towards studying in the EU. Like in the previous years, the replies reflected overall positive attitudes, which were also significantly related to the graduates' citizenship. On the one hand, graduates with a European citizenship were more likely to strongly agree that they generally fitted in well with the people in their EM programme host countries. On the other hand, they were somewhat less likely to recommend studying in Europe over other parts of the world and less likely to agree that more countries should cooperate in such ways as the European Union does.

Figure 31 Assessment of Europe and the EU as a place to study, by citizenship



Source: EM GIS 2024, all surveyed graduates (N=1 953)

5.3 Satisfaction with the programme

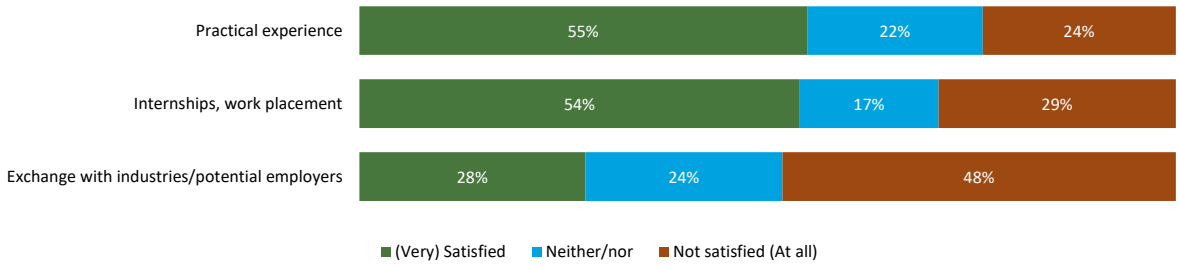
Respondents to the survey were requested to evaluate the programme and express their satisfaction both in relation to its specific aspects and to the programme as a whole. Among the specific aspects, practical, work experience-related activities as well as the more academic elements of the programme were evaluated.

Limited satisfaction with the opportunities for exchanges with potential employers during the programme

It is important to note that not all the EM graduates had the opportunity to participate in work-experience related activities: across all the cohorts studied, 80% had participated in an internship or work placement as part of the programme, 81% in exchanges with industries or potential employers and 90% had gained practical experiences (see also Section 4).

The level of satisfaction with such experiences was rather uneven. More than 50% were satisfied or very satisfied with internships and practical experiences, whereas only 28% were satisfied with exchanges with industries and potential employers while 48% were either not satisfied or not at all satisfied with this latter type of experience. These results were largely consistent with the findings from the previous GIS (Jühlke et al., 2024).

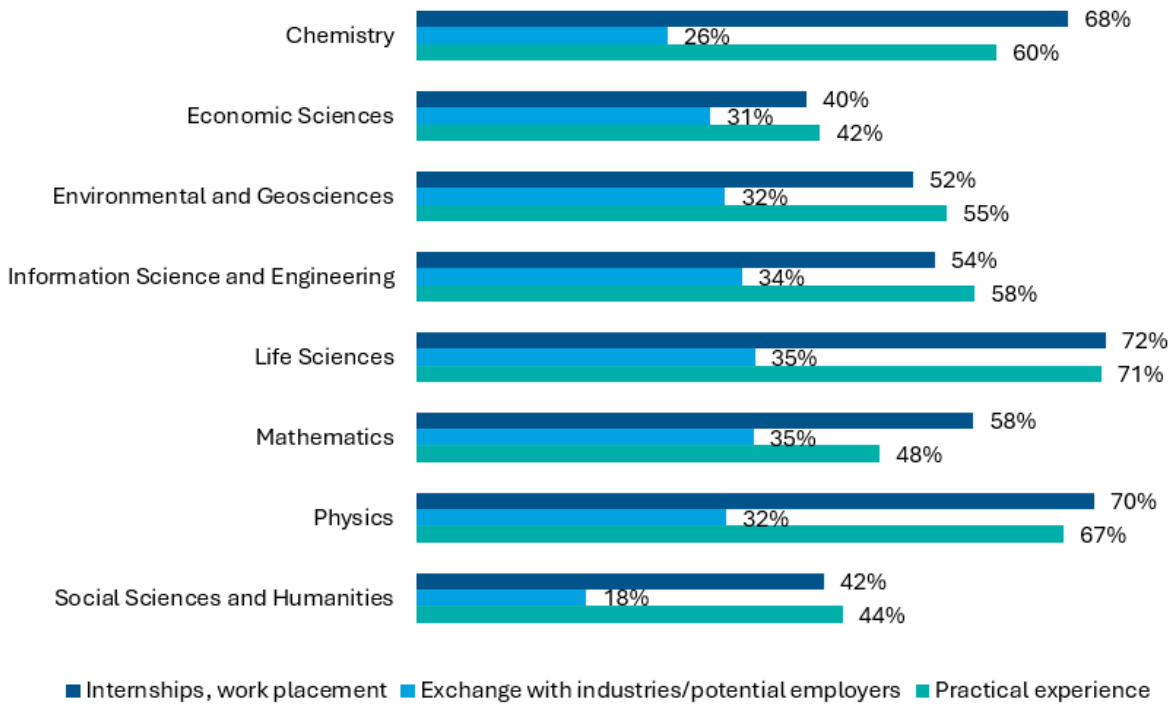
Figure 32 Satisfaction with work-experience related, practical aspects of the EM



Source: EM GIS 2024, only graduates who participated in a programme with such components (N varies between 1 689 and 1 890)

Scholarship holders were more frequently satisfied with each of the three programme elements, than self-funded students. At the same time, differences by field of study were also noticeable. Graduates who had studied economics or social sciences were generally less satisfied with these practical components of their programmes than other graduates.

Figure 33 Graduates who were satisfied or very satisfied with the various practical components of the Erasmus Mundus joint masters programme, by field of study

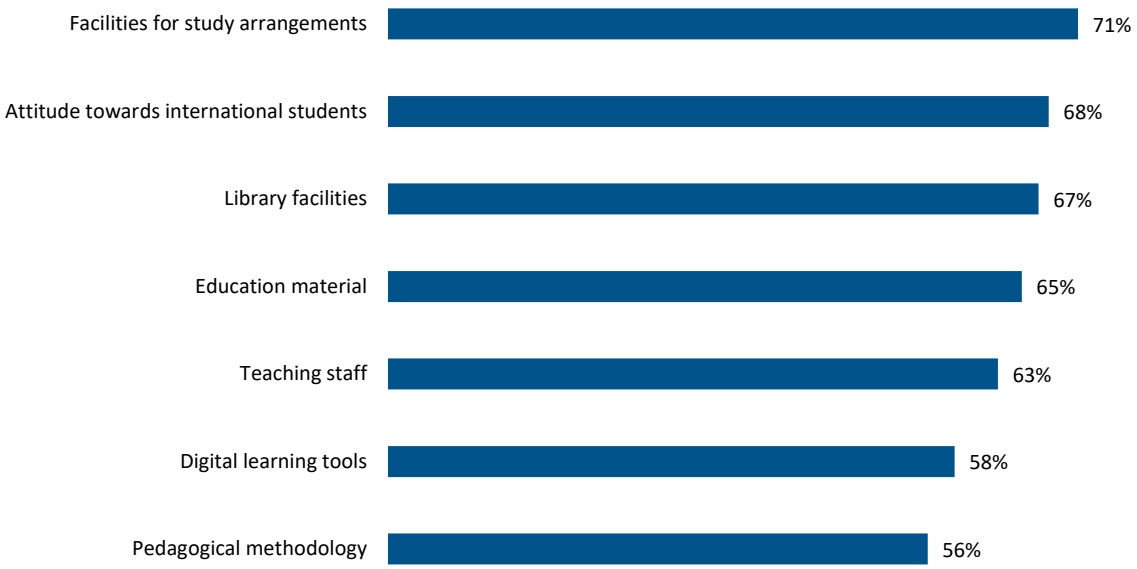


Source: EM GIS 2024, graduates who had the specific practical element included in the programme (N varies between 1 689 and 1 890)

Most graduates found the aspects of teaching across the four semesters consistently satisfactory. The satisfaction with specific aspects of teaching and the academic content was measured separately for each of the four semesters, acknowledging that students' experiences can be diverse across the different periods of their study ([23]). Overall, there were remarkably high levels of satisfaction with most of the studied areas. As many as 71% of the graduates were satisfied with the facilities for study arrangements during all semesters; 68% with the universities' attitudes towards international students; 67% with library facilities and 65% with the education material provided. Somewhat smaller shares, but still more than half of all the respondents expressed their satisfaction for each of the four semesters, regarding the teaching staff (63%), the digital learning tools (58%) and the pedagogical methodology applied (56%). The greatest disagreement appeared with respect to the digital learning tools, which – according to 16% – were not satisfactory in any of the semesters attended.

([23]) This question cannot be directly compared to the previous surveys as a methodological change was introduced to improve the validity of the responses. To this end, respondents were asked to choose between 'yes' and 'no' for each aspect and semester combination, rather than to indicate only if they agreed to the statement as they did in the GIS 2023.

Figure 34 Graduates who were satisfied or very satisfied with the various practical and academic components of the EM across all the four semesters



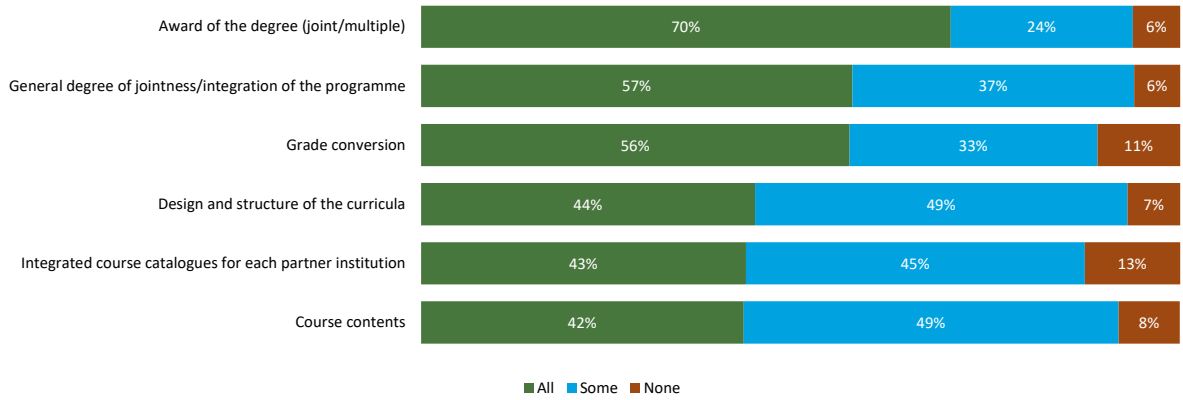
Source: EM GIS 2024, all surveyed graduates (N varies between 1 696 and 1 754)

As in the GIS 2023, a slight decline in satisfaction can be observed across the cohorts surveyed in 2024, with the most recent cohort the least likely to be fully and consistently satisfied with their specific experiences. Such a tendency occurred in all the areas studied, except for the library facilities and digital learning tools. It is important to note however that such a tendency does not necessarily suggest a declining level of satisfaction across EM graduate cohorts. Positivity bias (or nostalgic distortion) in retrospective satisfaction questions like the ones included in this survey can affect the responses of older graduates, especially, if they currently feel successful and happy with their life and career.

The coordination between participating universities was generally satisfying according to the Erasmus Mundus graduates

Effective and well-functioning coordination between the multiple universities involved in each joint Masters degree are key for ensuring programme quality. Overall, the responses of graduates presented a positive experience. Across the six surveyed dimensions, approximately 90% of the respondents found that the coordination was good between some or all universities. As Figure 35 shows, the award of the degree was rated the highest while the ‘integrated course catalogues for each partner institution’ the lowest.

Figure 35 Graduates satisfied with the coordination between all-, some- and none of the EM programme universities



Source: EM GIS 2024, all surveyed graduates (N varies between 1 980 and 2 001)

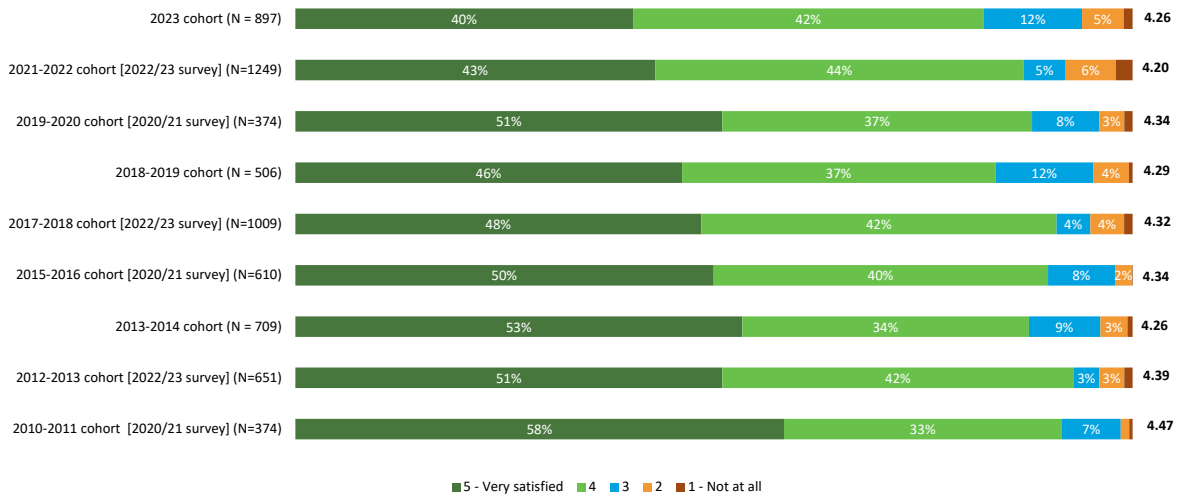
The perceptions of good coordination among universities declined across nearly all six surveyed dimensions in successive graduate cohorts. This can be both due to the above-mentioned positivity bias that affects earlier graduates as well as to some actual decline in graduates' satisfaction with these aspects. Graduates who received scholarships and those affiliated with EMA consistently rate university coordination more favourably than their counterparts across all areas. Similarly, non-EU graduates tend to express a more positive view compared to EU graduates, except in grade conversion.

Overall satisfaction with the programme varies by scholarship status, region of origin and field of study

The overall satisfaction as summarised in one single rating by the respondents indicates that graduates were reasonably satisfied with their EM experiences: 48% were very satisfied, 37% satisfied, 10% gave a neutral response. At the same time only 4% expressed dissatisfaction, and 1% a strong dissatisfaction.

Comparing the satisfaction levels across the cohorts participating in this survey as well as with the previous ones, the small decline observed in the previous survey seems to be ongoing. As shown in Figure 36, the share of graduates who were very satisfied in the 2021/2022 and 2023 cohorts were below the levels observed across the earlier cohorts. While the difference between these two latest cohorts is not statistically significant, a small decline in the satisfaction after the 2019/2020 cohort seems to be quite apparent from this data. This topic was further explored through a multivariate analysis that explored different possible explanations for these cross-cohort differences, which will be presented later in this section.

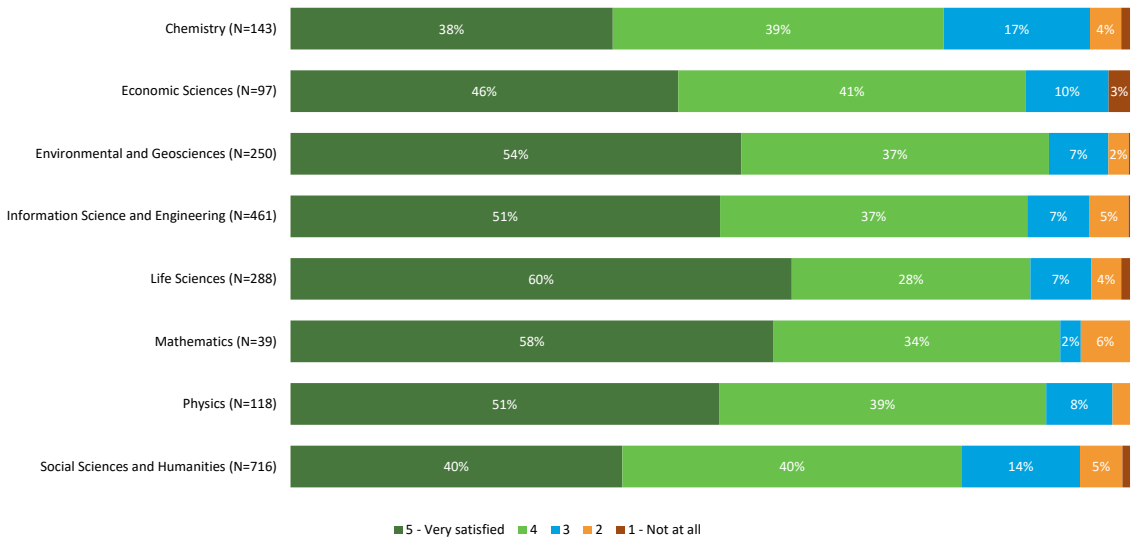
Figure 36 Overall satisfaction with the EM by cohort, across the latest three GIS



Source: EM Graduate Impact Surveys 2020/21, 2022/23 and 2024, all surveyed graduates (2021/22 survey N=1 358; 2022/23 survey N=2 909; 2024 survey N=2 112)

Looking at the different graduate groups in the latest (2024) survey only, several important factors that shape the overall levels of satisfaction can be identified. First, among the different fields of studies, graduates who studied life sciences; mathematics; environmental and geosciences or information science and engineering appeared to be particularly satisfied (60%, 58%, 54% and 51% being very satisfied respectively).

Figure 37 Overall satisfaction with the EM by field of study



Source: EM GIS 2024, all surveyed graduates (N=2 112)

Further tendencies include – as could be seen also in other satisfaction-related questions – that scholarship-holders reported significantly higher levels of

satisfaction than self-funded graduates did. In the former group 52% was very satisfied with the programme. Concerning the regional background of graduates, graduates who originally came from Africa (60%) or Middle East and Central Asia (54%) stood out for their high levels of satisfaction (see Annex Table 4).

Employment situation, diploma recognition, and original motivations for participation appear as the key factors contributing to graduates' retrospective satisfaction with the Erasmus Mundus programme

As in the previous GIS (Jühlke et al., 2024), multivariate regression analysis was applied to better understand the main factors that shape graduates' overall satisfaction with the EM programme. By analysing multiple factors simultaneously, it is possible to understand how much the recent decline in satisfaction levels is due to changes in graduates' perceptions of their experiences with the programme.

Alternative explanations include the possibility that some compositional effect can explain this change – for example the increasing share of self-funded students that generally tend to be more critical with their study experiences.

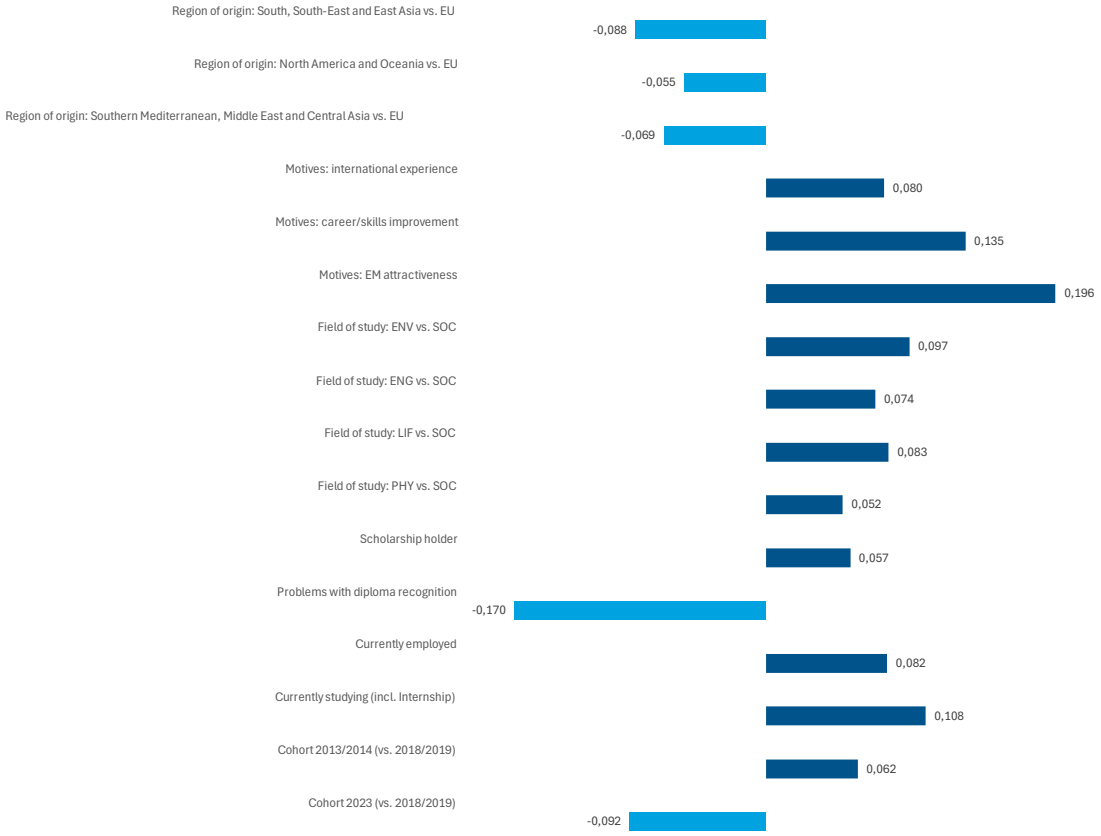
Two regression models were estimated. The first one examined the graduates' socio-demographic characteristics as well as the main aspects of their EM experience and helped to understand which characteristics of the graduates are associated with a higher (or lower) level of programme-satisfaction, while holding other variables constant. This analysis focuses on graduates':

- Socio-demographic background (including gender, region of origin, and cohort),
- Motives for participating in the EM programme (based on the three motive scores presented earlier), and
- Characteristics of their study experience (field of study, scholarship-status, and basic programme features, namely the inclusion of internships or practical experience, the proportion of online teaching and learning, and the experience of studying outside the EU).

Finally, two post-graduation factors were also included: whether the graduate experienced any difficulties with diploma recognition, and their employment status at the time of surveying

The second model controls for all above-mentioned respondent characteristics and adds a set of subjective elements. It addresses the question of which specific aspects of the programme, based on graduates' own assessments, had a stronger influence on overall satisfaction.

Error! Reference source not found. **below presents the statistically significant associations from the first model.**



Note: the reported effect sizes are standardised regression coefficients (comparable across factors). All the effects shown are significant at the p=0.05 level. Adjusted R2 = 0.140.
Source: EM GIS 2024, all surveyed graduates (N = 1 946)

Some of the factors tested in this model were found to have no statistically significant effect on how graduates evaluate the programme. Specifically, gender had no effect on overall satisfaction and neither did some programme features as measured in the survey. According to the results from this analysis, neither the inclusion of an internship or a practical experience in the programme nor the share of online teaching showed any significant association with graduates' satisfaction. Furthermore, there was no difference apparent between graduates who completed a programme partially delivered outside of the EU (for at least one semester) and the others.

At the same time, several factors continue to have a significant effect on overall satisfaction, even when other characteristics are held constant. The students' background, their experiences during their studies, region of origin, field of study, scholarship status, as well as the cohort to which the graduate belongs, all significantly influenced satisfaction levels.

First, after controlling for the other factors included, it was found that alumni from Asia, the Southern Mediterranean countries, North America and Oceania

tended to be less satisfied than citizens of European Union Member States. Second, the regression analysis also confirmed that graduates in some fields of study (environmental and geosciences, information science and engineering, life sciences and physics) were significantly more likely to be satisfied than graduates in social sciences and humanities. Third, receiving a scholarship also remains positively associated with satisfaction.

Importantly, cohort remains a significant predictor of satisfaction even after controlling for all the factors listed in this section. This means that the factors included do not explain all the decline in satisfaction which can be seen earlier in Figure 36. Hence, the reasons for this decline do not seem to be related only to compositional effects, but rather to varying experiences of alumni cohorts or to different perceptions of remote and recent experiences, with those recent being assessed less favourably.

As mentioned, the model further assessed the role of the three main motive scores as described in Section 4.1. The analysis revealed that all of them had a significant positive effect, which means that generally those who saw more reasons to participate in an EM programme were more satisfied afterwards. The motive category which had the strongest effect on satisfaction was ‘EM attractiveness’ (corresponding to the following motives: academic level of EM universities and scholarship and reputation of EM). As a matter of fact, this type of motivation was the strongest predictor of high overall satisfaction with EM among all the variables included in the regression model. Moreover, the magnitude of the effect associated with scholarship status decreased more than twofold after taking account of the motive scores. This suggests that a large part of the difference in satisfaction levels between scholarship holders and self-funded students may be related to differences in their motivation to participate in the EM (see Section 4.1).

Finally, the inclusion of a set of employment status-related factors in the model revealed the notable role that post-graduate labour market experiences have on the retrospective evaluation of the programme. It was found that problems with EM Masters diploma recognition had a relatively strong negative effect on how graduates rated their overall study experiences. Unsurprisingly, graduates who faced such problems tended to be less satisfied with the programme in general. Moreover, being in a stable employment situation at the time of the survey also increased retrospective programme-satisfaction: being employed and studying at the time of the survey administration both had a significant positive effect in the model.

Perceived career-impact and a high value attached to the diploma further improve satisfaction with the programme

The second multivariate regression analysis was applied to investigate how positive or negative assessments of various aspects of EM experience

contributed to the overall graduates' satisfaction. This was done by including in the regression analysis, on top of all the factors listed above, respondents' declarations about their satisfaction with specific elements of the EM programmes. These include their satisfaction with the coordination between the host universities, their satisfaction with the diploma, satisfaction with the various practical experiences as well as with the academic aspects of the programme. In addition, the model includes graduates' perceived impacts of participating in the EM programme. The statistically significant results as presented in Figure 38 give an insight into the importance of these elements in shaping graduates' overall satisfaction.

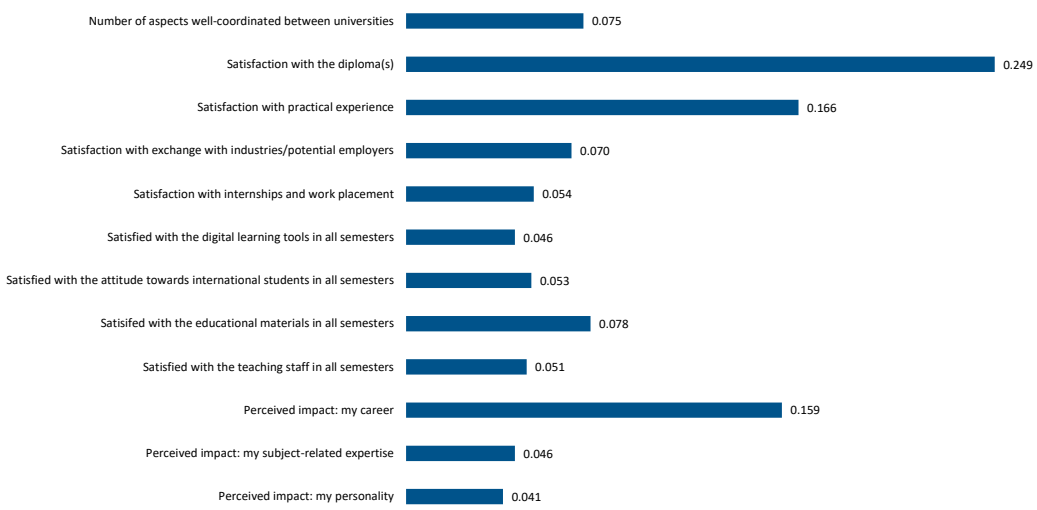
Overall, many of the measured subjective factors are significantly related to the graduates' overall perception of the programme and there is only a small number of subjective measures that proved to be unrelated to it. These include satisfaction with the pedagogical methodology, with the library facilities and with facilities for study arrangement.

At the same time, out of the various programme elements, satisfaction with the diploma is the factor that most strongly determines graduates' satisfaction with the programme. This highlights how important it is to EM alumni that they receive a diploma which is recognised and brings benefits to their professional or academic careers. The second highest estimated effect is related to satisfaction with the practical experience which was part of the EM programme. Also, graduates' satisfaction with internships, work placement and exchange with potential employers turned out to be significant predictors of overall satisfaction. These findings suggest that what matters is not the mere presence of internships or other labour market-oriented elements in the programme (which were all found to be insignificant in the first regression analysis), but rather their perceived quality. Moreover, the analysis confirmed the relevance of graduates' satisfaction with the coordination between host universities, educational materials, digital tools and attitude towards international students.

The respondents' satisfaction with the EM was also strongly related with the perceived impact of the programme on their careers, subject-related expertise and personalities. The strongest association was observed between graduates' perception that the EM programme helped them in their careers and the overall satisfaction level.

It is worth noting that the effect of respondents' current situations (whether employed or studying) becomes insignificant once the perceived impact variables are introduced in the regression analysis. This suggests that respondents' current situations are only relevant to their satisfaction with the EM experience if they believe the programme has influenced these situations.

Figure 38 Statistically significant subjective aspects contributing to the overall study satisfaction and their effect sizes (estimates from multivariate regression, second model)



Note: the reported effect sizes are standardised regression coefficients (comparable across aspects). All the effects shown are significant at the p=0.05 level. Adjusted R2 = 0.489.
Source: EM GIS 2024, all surveyed graduates (N = 1 595)

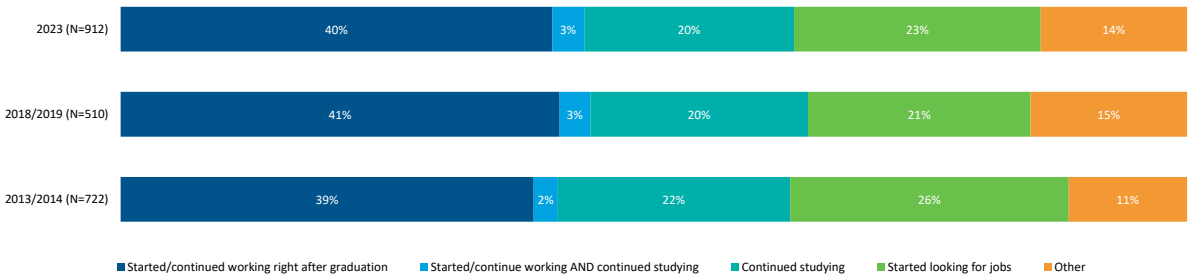
6 Employment and career outcomes

This section describes the career paths of graduates following the completion of the EM programme. The first part investigates the graduates' situation in the first six months after their graduation, discussing their choices immediately after receiving their diplomas. The second part looks more closely at the mode and process of finding their first professional job after graduation, focusing on those that started searching for their jobs in the first six months. The third part of the section provides details about the graduates' employment situation at the time of surveying (December 2024 – January 2025). Finally, the closing part discusses graduates' choice of location.

6.1 Career pathways directly after graduation

After completing their studies, the majority (67%) of the EM graduates integrated into the labour market in one way or another: 40% started (or continued) working right after graduation, 24% started (or continued) looking for a professional job and 3% worked while studying. Those who chose to pursue further studies as a main activity accounted for 21% of the graduates. The remaining 13% of the graduates chose various combinations of these main activities. These percentages are largely aligned with the findings from the previous GIS (Jühlke et al., 2024) and show no significant variations across the surveyed cohorts.

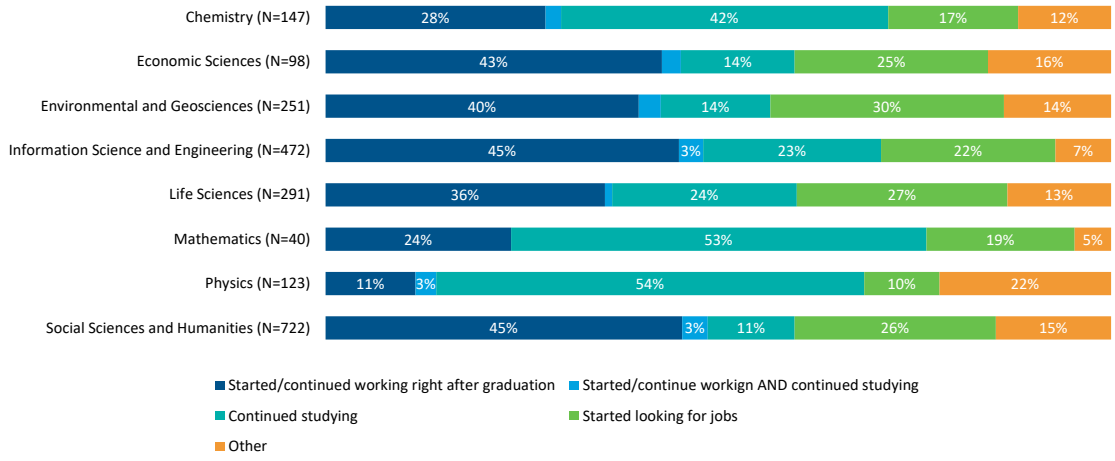
Figure 39 Graduates' activities in the first six months after graduation by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 144)

The differences between graduates across the various fields of studies are also notable and follow similar patterns as the GIS 2023. The EM graduates of physics, mathematics, and chemistry more frequently continued studying after obtaining their degree: among these groups, 54%, 53% and 42% respectively chose this path (see also Annex Table 7).

Figure 40 Graduates' activities in the first six months after graduation by field of study



Source: EM GIS 2024, all surveyed graduates (N=2 144)

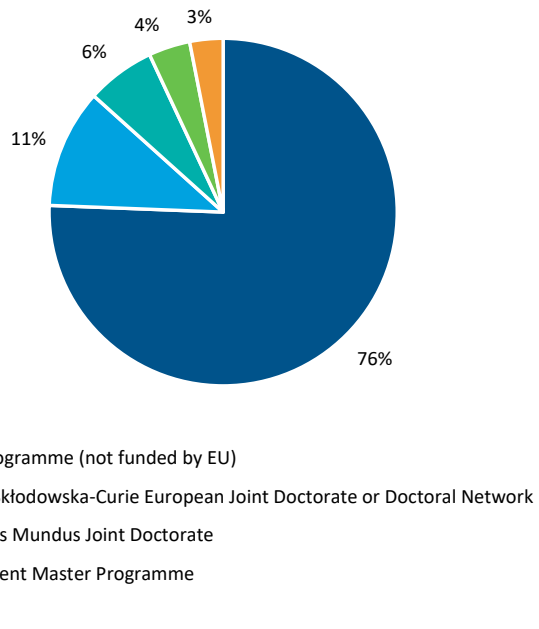
Apart from those transitioning between casual jobs ([24]), graduates who worked during the first six months after graduation took jobs related to their study field. This finding holds true regardless of whether they secured the job before graduating or within the first six months after graduation, or whether they worked in businesses they established themselves.

Those graduates who pursued further studies during this time, usually applied for a PhD programme, not funded by the EU (76%), while 11% applied for a

([24]) As per included in the survey questionnaire, 'casual job' refers to occupations that can be taken up without specific training or education.

Marie Skłodowska-Curie European Joint Doctorate, 6% for an EM Joint Doctorate, 4% for a different Masters programme, and 3% for some other kind of programme. Overall, most of those who applied were successful: 83% reported that their application was accepted.

Figure 41 Graduates' choice of study programmes in the first six months after completing the EM



Source: EM GIS 2024, graduates who applied for further studies in the first six months after graduation (N=310)

6.2 Prospects and success of first job search

This section looks at the graduates who started or continued looking for a professional job during the first six months after graduation. The geographical area, the length of the process and job search methods are discussed and reported ([25]).

More and more EM graduates search for jobs inside the EU, but they are getting more flexible in their choice of country

Graduates who did not pursue further studies or have a job at the time of their graduation typically entered the job market and began searching for employment with their newly earned EM degree.

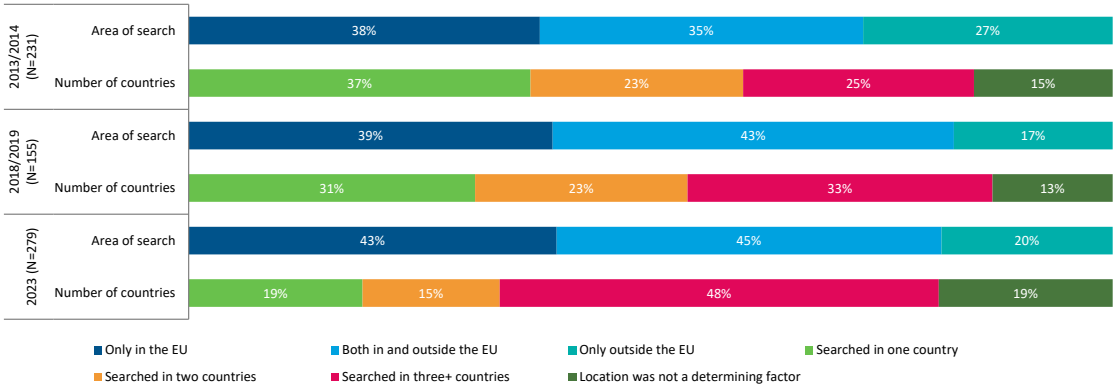
([25]) Please note, that in the GIS 2023 report these questions were related to a somewhat different group of graduates therefore the comparison of the results is not possible.

Geographically speaking, job searches covered a diverse set of countries: 40% focused on the EU, 40% searched both within and outside the EU and 19% searched exclusively outside the EU countries.

Naturally, graduates with an EU origin were more likely to concentrate their search on Europe (60%), while graduates from North America and Oceania (43%) and those from Africa (37%) were more likely to search for jobs outside the EU.

More recent cohorts had a somewhat greater preference for staying in the EU, than members of the earlier cohorts. At the same time, they also searched more internationally, considering options in more than one county at the same time. In the 2023 cohort 48% reported that they had searched in at least three countries, while this was only the case 33% and 25% in the older cohorts.

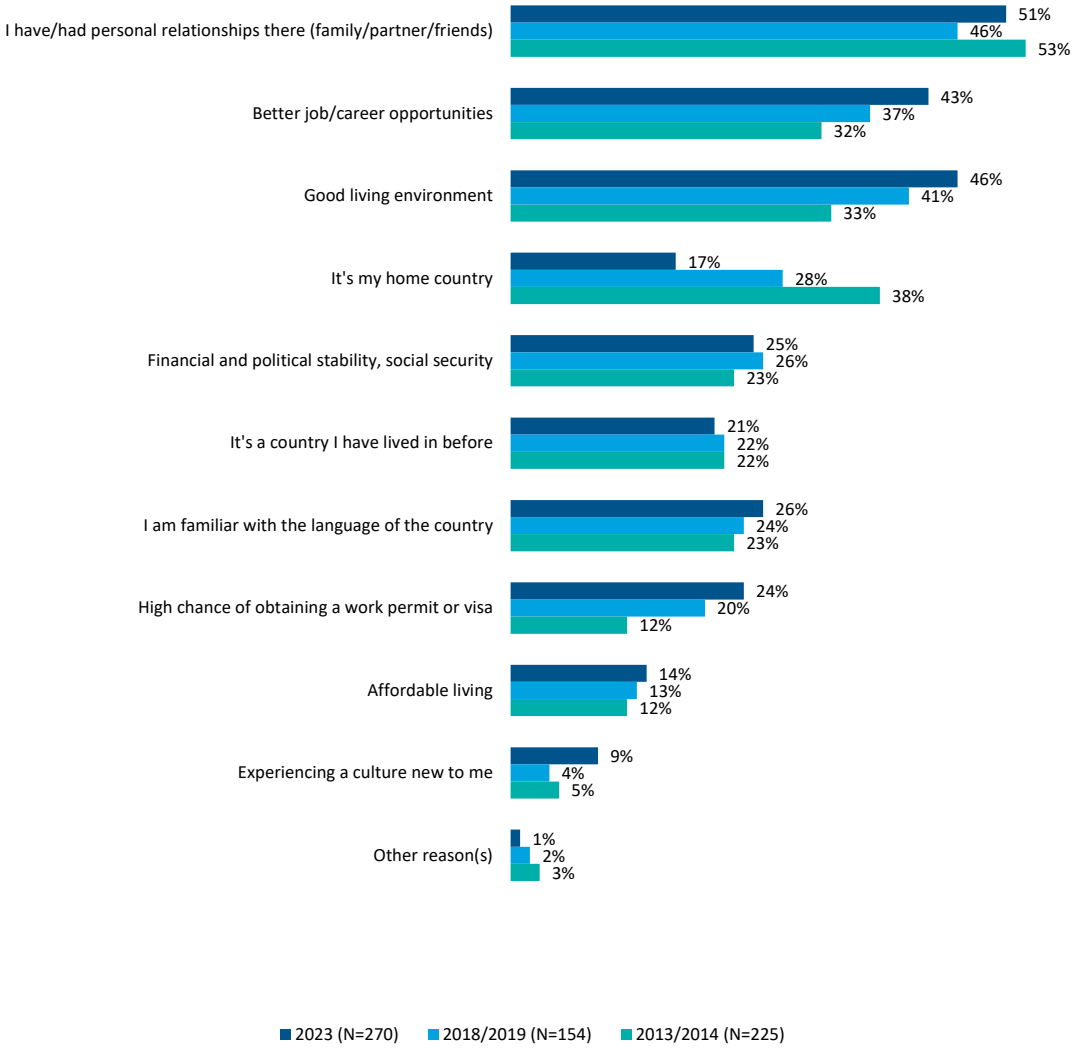
Figure 42 Geographical area of job search and number of countries considered when looking for a job in the first six months after graduation



Source: EM GIS 2024, graduates who searched for a job in the first six months after graduation (N=665)

Working in one's home country has become less important among more recent cohorts. At the same time, finding better career opportunities and a good living environment as well as working in a country with better financial and political stability has gained importance among the EM graduates. Similarly, graduates are placing growing importance on improved opportunities to acquire work permits or visas. These tendencies are likely to be interrelated with the increasing share of non-EU origin students joining the programme.

Figure 43 Factors considered by the graduates when searching for a job in the first six months after graduation by cohorts



Source: EM GIS 2024, graduates who searched for a job in the first six months after graduation (N= 649)

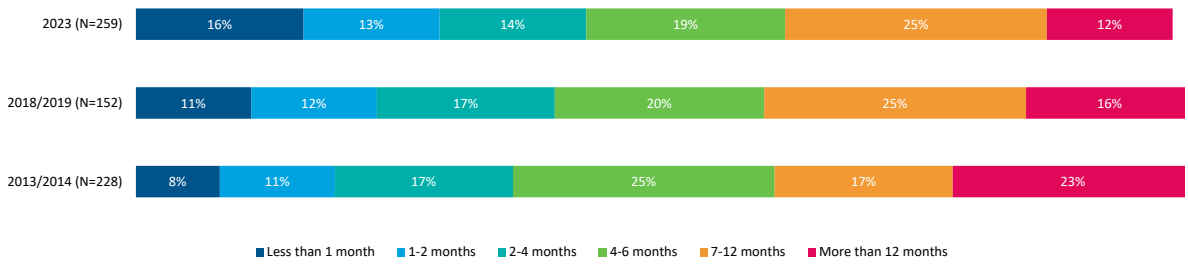
Overall, women were more driven by personal motives; whereas men more by practical considerations when searching for jobs. Working in their country of origin, or where they have family and friends was more often guiding the choices of EM graduates who come from an EU country, while among the non-EU alumni, other motives dominated.

Early job searches usually lead to success, but can require many months

In 80% of cases, job searching attempts led to success either within the first six months or later. Although the 2023 cohort reported less success (71%) than the earlier ones, this difference is most likely due to the relatively little time that passed between the graduation and the survey, leading to some of this young cohort either still searching or deciding not to take up a job in the end.

Those who were able to find a job during their initial search most often did so within six months (61%). In a smaller share of cases (18%), however, the post-graduation job search process took over a year. While more recent graduates were less likely to report a long search process, this may be partly because, in their case, the timespan between the graduation and the survey was not much longer than a year. Consequently, some of them were still searching at the time of the survey and were not yet in a position to report a success.

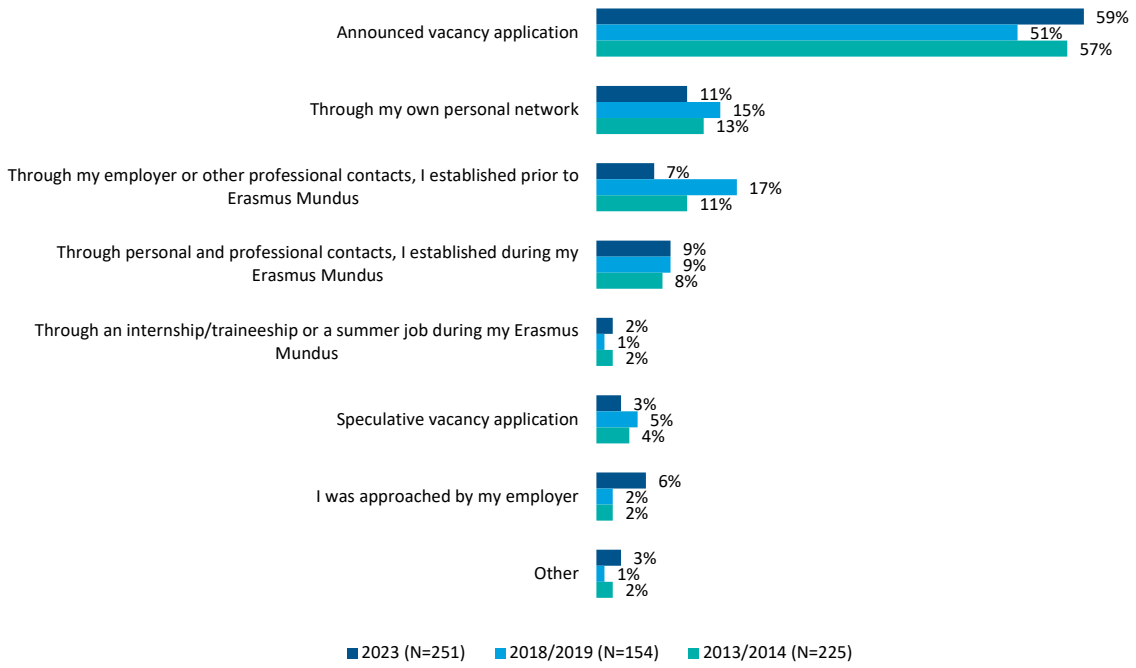
Figure 44 The time needed to find a job as a result of the job-searching process in the first six months after graduation by cohort



Source: EM GIS 2024, graduates who successfully searched for a job in the first six months after graduation (N=639)

Job search methods leading to placement have remained similar in the past ten years: applying for an advertised vacancy was the most frequently mentioned mode in all the cohorts (56% on average), while the rest of the graduates found their job by relying on various networks and contacts. Personal contacts aided 13% of EM graduates, pre-programme professional contacts helped 11%, and contacts made during the programme assisted another 8%. Figure below presents the different job search methods mentioned by graduates.

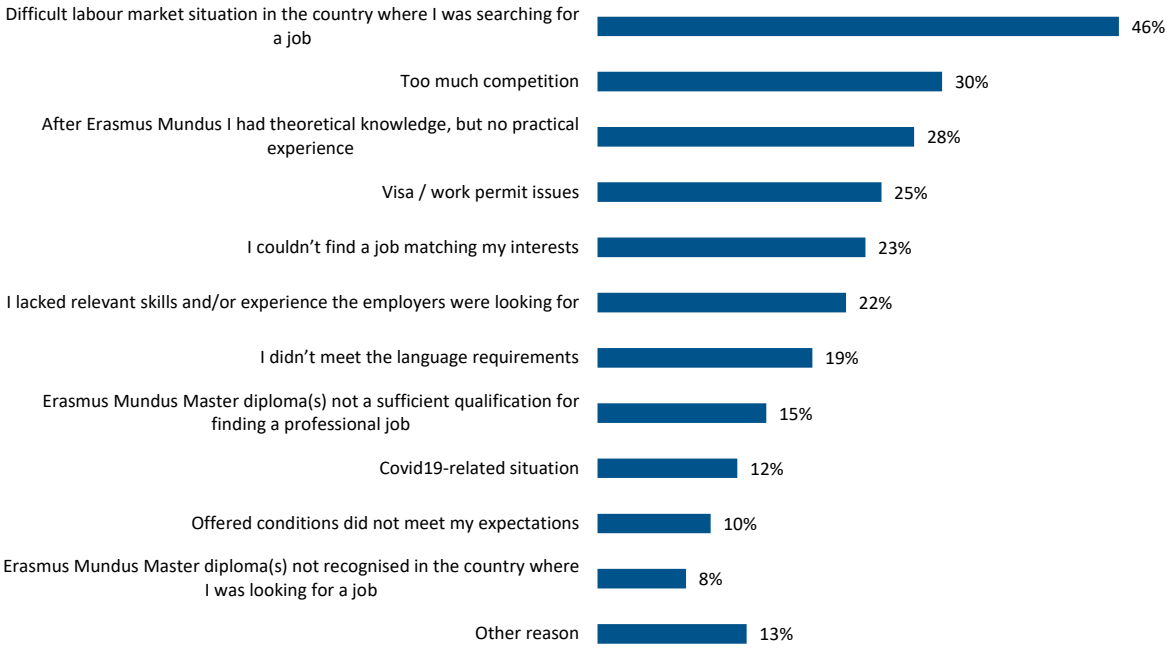
Figure 45 The method leading to finding a job as a result of the job-searching process in the first six months after graduation by cohort



Source: EM GIS 2024, graduates who successfully searched for a job in the first six months after graduation (N=630)

Graduates who were not successful in their job search were asked to identify the main reasons for not finding a job. While a relatively large share of these graduates cited ‘difficult labour market situation’ (46%) and ‘strong competition’ (30%) as main difficulties, many mentioned insufficient knowledge and skills acquired after completing the EM Masters degree as a difficulty. Overall, 28% of the respondents indicated having only theoretical knowledge but no practical experience after graduation, 22% lacked relevant skills and/or experience that employers were looking for and 15% felt that the EM diploma was not a sufficient qualification for finding a professional job. Finally, 8% reported that the EM Masters diploma was not recognised in the country where they were searching for jobs.

Figure 46 Reasons for not finding a job in the first six months after graduation



Source: EM GIS 2024, graduates were unable to find a job following their initial job search after graduation (N=397)

A difficult labour market situation was often cited by those who searched for jobs outside the EU. At the same time, this group was less likely than others to report too much competition or a lack of sufficient knowledge and experience. In contrast, those who searched only within the EU faced intense competition and 19% felt that an EM Masters diploma was not a sufficient qualification to find a professional job. It is interesting to note, that searching both within and outside the EU was often associated with a lack of success in finding a job that matches the graduate's interest – which, in fact, may be the very reason for conducting a wider search across regions.

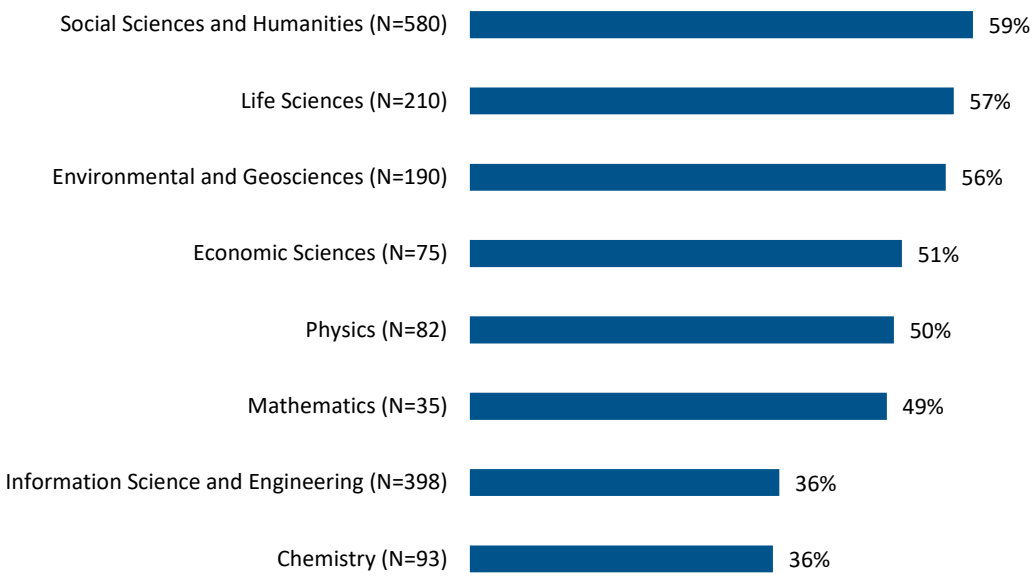
6.3 The evolution of Erasmus Mundus graduates' employment status

As shown in the previous section, most of the EM graduates either start looking for a job or move straight into employment upon graduation. Over time, a growing share of EM alumni enter employment, as they complete further studies and succeed in their job searches. This section examines the continuation of this early transitional period. It first explores any periods of unemployment that may occur after graduation, then provides a detailed account of EM graduates' employment status at the time of the survey.

Unemployment spells among the Erasmus Mundus graduates are not rare, but they remain short-term

In the survey, half of the EM graduates across the three cohorts that were employed at the time of survey reported having been unemployed for some time since graduation. Women, self-funded students, and graduates of life sciences, social sciences and humanities or environmental and geosciences were somewhat more likely to report a period of unemployment than other graduates.

Figure 47 The share of EM graduates who have experienced unemployment since their graduation by study field



Source: EM GIS 2024, all surveyed graduates (N=1 663)

The unemployment spell – or combined spells – experienced by EM graduates across the three cohorts usually lasted less than 3 months (48%) or, at most, 6 months (23%). However, 18% reported being unemployed for 6 to 12 months and 11% were without a job for longer than 12 months. Members of the 2023 graduate cohort reported shorter periods of unemployment than those who had been in the labour market for a longer time. Furthermore, women experienced longer periods of unemployment than men.

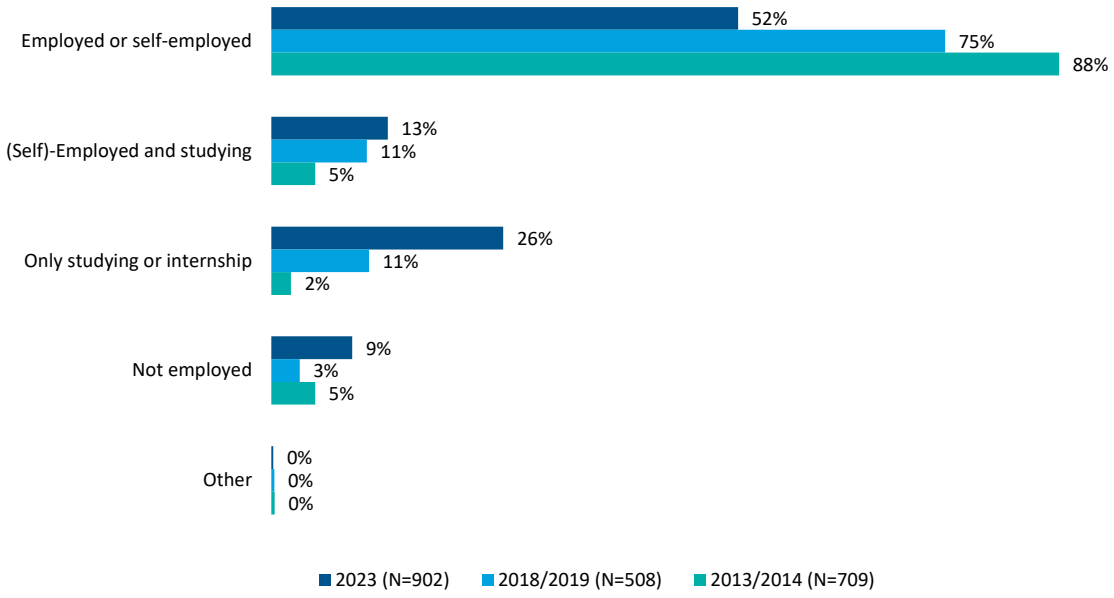
Employment becomes the main activity of each graduate group after a short transitory period

At the time of the survey, 74% of the former EM graduates described themselves as employed or self-employed (either full-time or part-time), 11% indicated ‘studying’ or ‘in internship’ as their main activity, while 9% were both studying and working – as shown in Annex Table 8. At the same time, 6% of the

EM graduates were not working. Studying was a particularly frequent answer among graduates who currently live in North America or Oceania.

These percentages vary notably across cohorts: the more time that had passed since graduation, the more likely the alumni were to report work as their main activity (see Figure 48). It is important to note – similarly to the previous survey – the share of working graduates reached 88% in the 2013/20214 cohort. This shows the alumni's gradual integration into the labour market. Notably, even in the 2013/2014 cohort, 5% of EM graduates were studying alongside their jobs, and another 2% were pursuing studies as their main activity – underlining the importance of lifelong learning.

Figure 48 Employment status of EM graduates at the time of the survey by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 119)

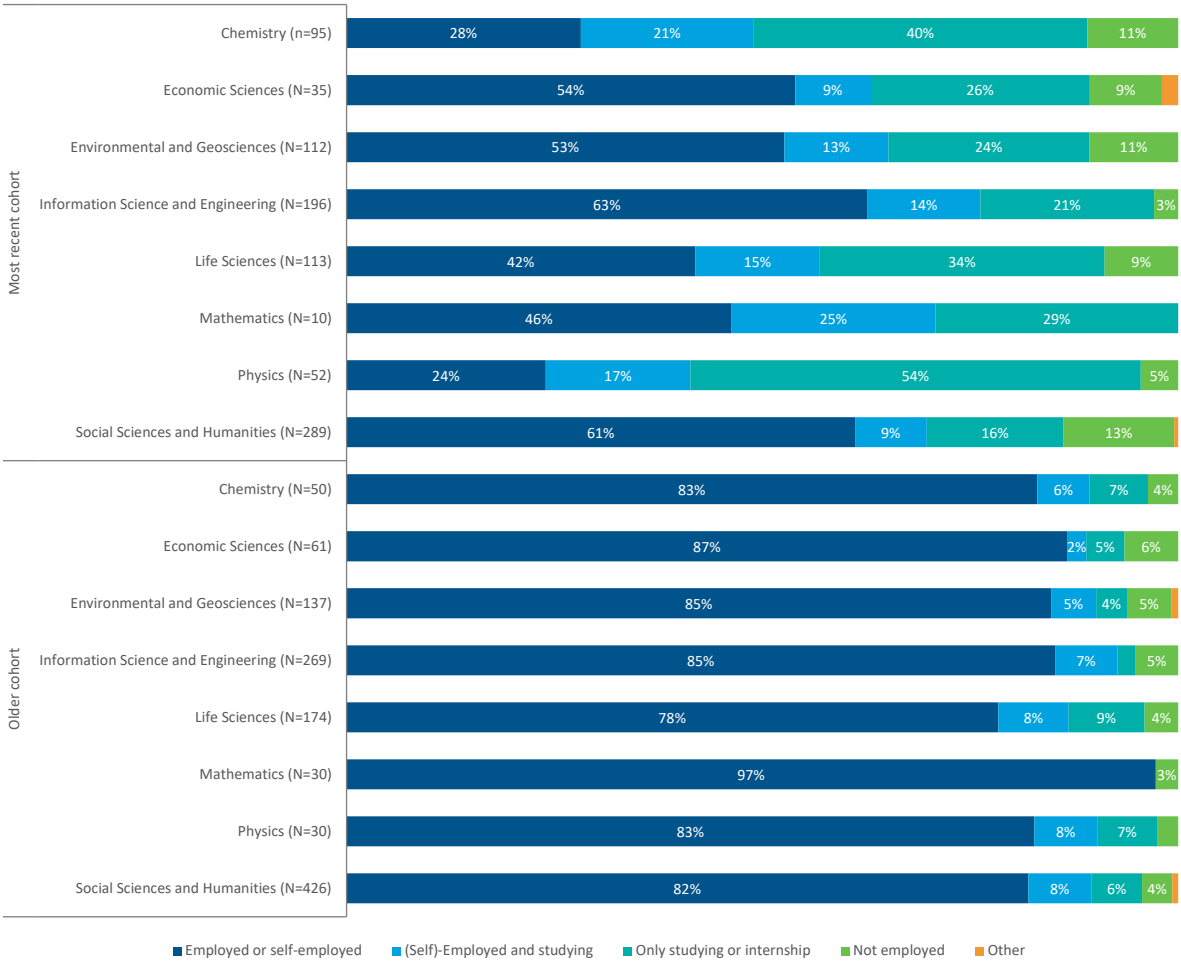
The transition from education to the labour market shows different patterns by field of study. Nevertheless, as Figure 49 indicates, employment levels reached 80% in each graduate group five to ten years after graduation ([26]).

Among the 2023 cohort, there is significant variation in the frequency of continuing further studies. Graduates most likely to be in employment without studying at the time of the survey included those from economics, environmental sciences, information science and engineering, and social sciences. Meanwhile, studying – either as a main activity or alongside a job – was the most prevalent among chemistry, life sciences and physics graduates. In contrast, when it came to the older cohorts, only those graduates of life

([26]) To enable more reliable comparisons with larger case numbers, the two older cohorts—2013/2014 and 2018/2019—were combined.

sciences were more likely to still be studying, compared to the other groups. Additional data on graduates' employment status at the time of the survey is shown in Annex Table 8.

Figure 49 Employment status of EM graduates at the time of the survey by cohort and by field of study



Source: EM GIS 2024, all surveyed graduates (N=2 119)

Compared to non-EU citizens, EU citizens were less likely to continue studying in general, either alongside working, or pursuing it as a main activity. At the same time, the gender differences are negligible, as men and women mentioned their various employment statuses in very similar numbers.

6.4 Employed graduates: their occupation and job characteristics

When assessing the programme's effectiveness, it is important to consider not only graduates' successful entry into the labour market but also the quality of

the jobs they obtained. Job quality can be evaluated using various dimensions and methods.

This section examines several indicators to assess how well the current occupations of EM graduates aligned with their studies, using both objective and subjective measures.

First, the analysis considers a new measure introduced in the GIS 2024: the graduates' current occupation as categorised by the International Classification of Occupations (ISCO). This widely used standard measure of occupational level identifies ten major groups of occupations, also distinguished by the skill levels required to fill in the positions ([27]).

Of the ten major groups identified in the ISCO system, two are generally considered to require at minimum, a medium-duration first degree of tertiary education: major group 1: Managers, and major group 2: Professionals ([28]). According to ISCO definitions, occupations in these two groups require the highest level of skills – level 4. Somewhat lower skill levels (level 3) are needed for occupations in major group 3: Technicians and Associate Professionals. In this group, a higher education degree is not always required; a short-duration first stage of tertiary education may be sufficient (see Box 1).

([27]) https://ilostat.ilo.org/methods/concepts-and-definitions/classification-occupation/ Last accessed: 08/10/2025.

([28]) https://isco-ilo.netlify.app/en/isco-08/ Last accessed: 08/10/2025.

Box 1 Definitions of the major groups of occupations used in the report as classified by ISCO ([29])

Major Group 1: Managers

'Managers plan, direct, coordinate and evaluate the overall activities of enterprises, governments and other organizations, or of organizational units within them, and formulate and review their policies, laws, rules and regulations. Competent performance in most occupations in this major group requires skills at the fourth ISCO skill level, except for Sub-major group 14: Hospitality, Retail and Other Services Managers, for which skills at the third ISCO skill level are generally required.'

Major Group 2: Professionals

'Professionals increase the existing stock of knowledge; apply scientific or artistic concepts and theories; teach about the foregoing in a systematic manner; or engage in any combination of these activities. Competent performance in most occupations in this major group requires skills at the fourth ISCO skill level.'

Major Group 3: Technicians and Associate Professionals

'Technicians and associate professionals perform technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations. Competent performance in most occupations in this major group requires skills at the third ISCO skill level'.

Based on the ISCO categorisation, occupations in the Managerial and Professional categories can be considered as occupations where a university degree is required, and where EM graduates are likely to be in a position matching their level of education. At the same time, working as a Technician or an Associate Professional suggests a certain vertical mismatch, as in these positions, often a Bachelor degree is not always necessary. Being in such a position can however still provide useful experiences in the transition phase, from where a career advancement is possible. This is particularly the case in some science related areas, where, for example, being a laboratory technician is often a required first stage of the career.

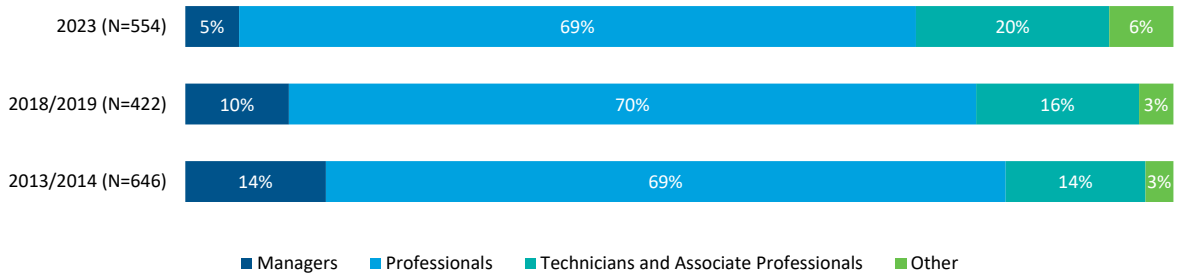
([29]) https://ilostat.ilo.org/methods/concepts-and-definitions/classification- occupation/#elementor-toc__heading-anchor-2 Last accessed: 08/10/2025.

The share of graduates in Professional occupations is consistent across cohorts, but the share of those in Managerial occupations is increasing and the share of those in Technician or Associate Professional occupations is decreasing when moving towards the older cohorts

The survey results show that the majority (69%) of the EM graduates were working in a professional position – which is usually very well aligned with a Masters degree, while another 11% were in a managerial occupations. At the same time, 16% were either in technician roles or were associate professionals, where a Master diploma is often not necessarily a requirement. When examining differences across cohorts, the share of graduates in this category shows a slight decrease, while the proportion in managerial positions increased modestly among older cohorts. Finally, in a very small number of cases (3%), EM graduates were employed in occupations that required no post-secondary education (category 'other').

Graduates with a diploma in economic sciences were the most likely to hold managerial positions. Considering differences according to place of work, graduates who lived either in Italy or in a European country outside the EU were the most likely to be employed in a job that does not require a post-secondary degree at all.

Figure 50 The type of occupation of EM graduates who were employed at the time of the survey – ISCO categories by cohort



Source: EM GIS 2024, employed graduates (N=1 622)

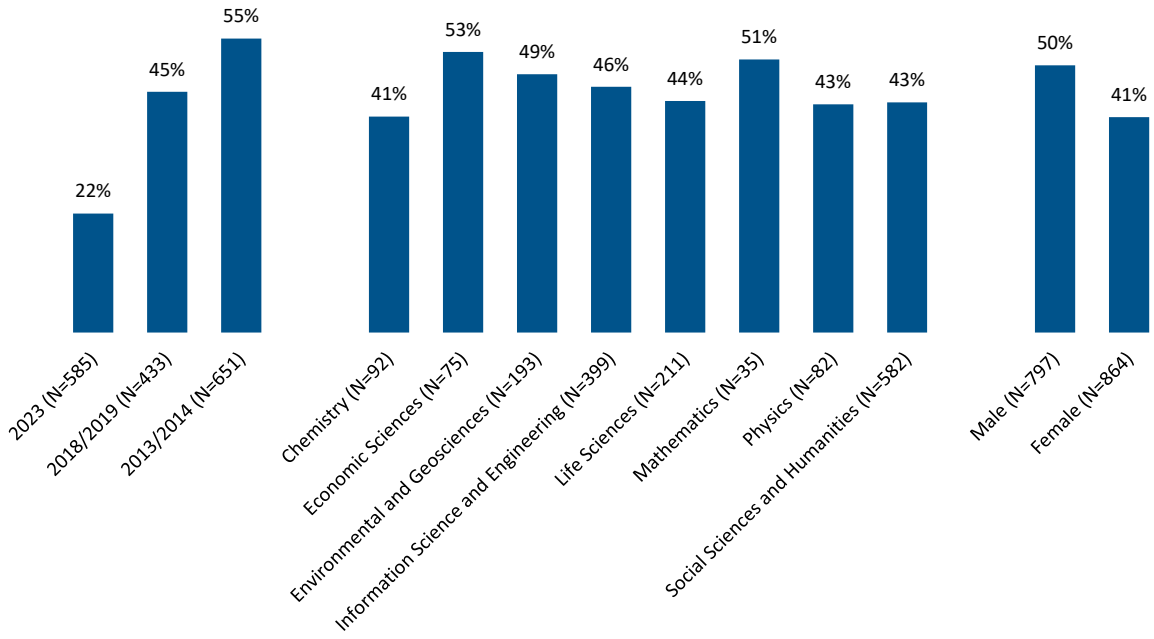
Supervisory responsibilities at work

Similar patterns emerged across cohorts when looking at another aspect of career advancement, namely whether the work involved any supervisory responsibility. As EM graduates advanced in their careers, the occurrence of such responsibilities typically increased and so did the number of staff members the EM graduates supervised. Among the most recent (2023) graduates, 22% reported about supervisory responsibilities, with the share growing to 55% in the 2013/2014 cohort. Men were more likely to be in such positions than women, while there was no notable difference between EU citizens and non-EU citizens,

with for example, as many as 54% of EM graduates from Africa being in a supervisory role.

The majority (65%) of the EM graduates with supervisory roles were supervising one to five individuals, while 15% were responsible for overseeing the work of more than ten people.

Figure 51 Employed EM graduates supervising other people's work by cohort, field of study and sex



Source: EM GIS 2024, employed graduates (N=1 669)

The majority of Erasmus Mundus graduates work in jobs that correspond to their level of education, but the share of over-educated graduates remains stable across the cohorts

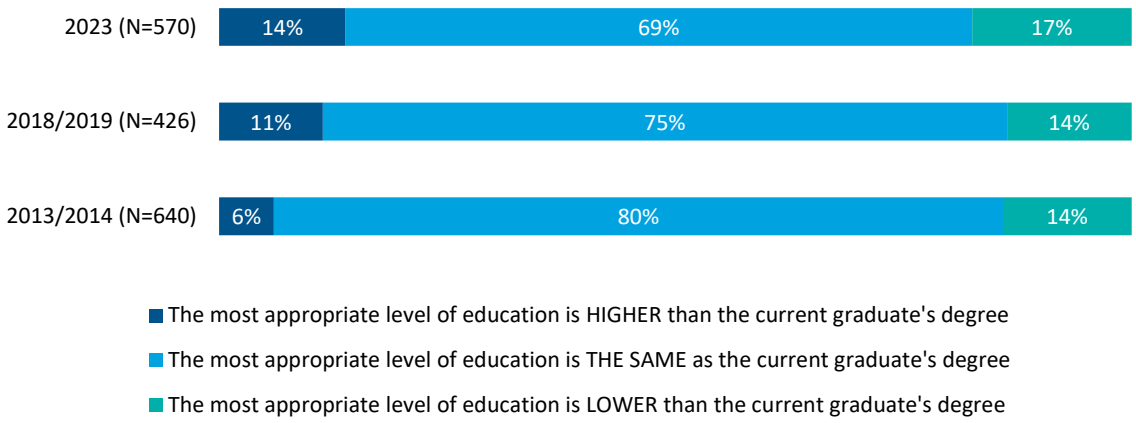
Similarly to the GIS 2023, the 2024 survey also looked at graduates' subjective assessment of the alignment between their education and employment. Both the vertical and the horizontal alignment was assessed. To measure vertical alignment, the educational level (Masters or PhD level in this case) was compared to the most suitable level of the current job, while to assess horizontal alignment the graduate's field of study was considered and compared to the field most suitable for the position. The assessments were based on the graduates' subjective perceptions.

Looking at the vertical dimension first, it can be observed, that this subjective assessment of the graduates largely-, but not fully corresponds with the standard categorisation of their occupations as presented above. When asked whether their level of education was appropriate to their current position, only

15% stated that a lower degree would be sufficient to carry out the work they do. Another 9% even perceived their job to require a higher degree than the one they held. It is important to note, that in this question, graduates did not only consider their EM Masters degree, but also higher degrees attained at any point in their career.

Not surprisingly, members of the older cohorts were somewhat less likely to feel under-educated and more likely to perceive a good match between their jobs and their degrees. This is most likely to be due to a natural process of career advancement over the years. However, the share of those EM Masters graduates who felt over-educated showed no significant variation across the cohorts, suggesting that not all groups advance equally in their careers.

Figure 52 Correspondence between the education level the EM graduates holds and the education level required in their current occupation by cohort



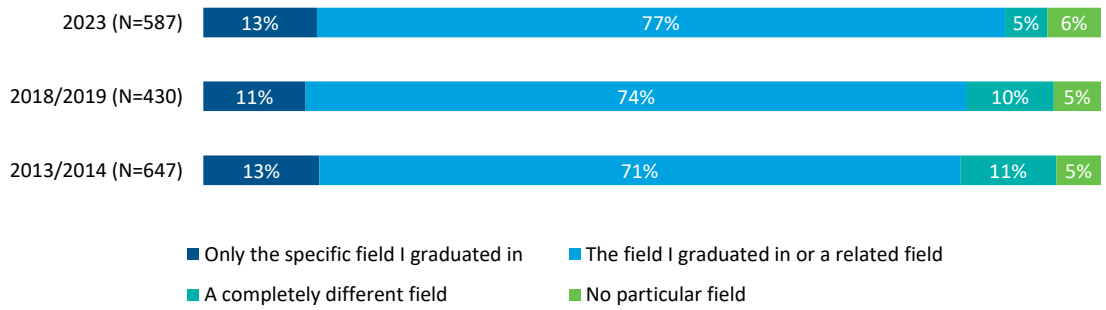
Source: EM GIS 2024, employed graduates (N=1 636)

Social science graduates, as well as graduates from Latin America, were more likely than others to work in positions that they considered to be at lower levels than their actual level of education.

Full specialisation is uncommon, but most Erasmus Mundus graduates work in an area closely related to their field of study

Unlike for the vertical dimension, for the horizontal match there was no sign of increasing adjustments between the cohorts. In fact, there was even a small decrease in the share of graduates who worked in a job where both their field-, or a related field could be relevant when moving towards the older cohorts. Overall, 12% worked in a position that was fully specific to their field of study, while the majority (73%) were doing a job not exclusively related to their field of study. At the same time, 9% were in a position where a completely different field would be more suitable and 5% where no particular field was necessary.

Figure 53 Correspondence between the field of study of the EM graduates and the field of study best suited to their current occupation by cohort



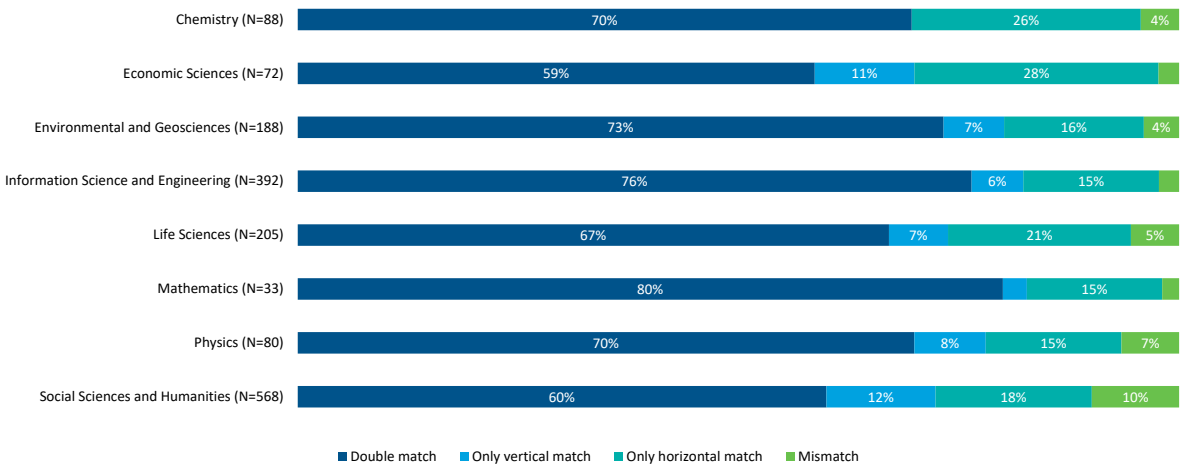
Source: EM GIS 2024, employed graduates (N=1 674)

A full match between education and work is most likely to occur in information sciences and engineering and in environmental and geosciences

Considering both vertical and horizontal alignment at the same time, 68% of the graduates could be found in jobs that fully match their education, i.e. both its level and the subject studied. Partial matches were observed in 26% of the cases and a full mismatch in 6%.

Different study fields can lead to different levels of alignment between education and employment. Graduates who studied mathematics, information science, engineering, environmental and geosciences were more likely to be in a position that fully match their education. In contrast, social science and humanities graduates experienced a mismatch more often than others (see also Annex Table 9).

Figure 54 Correspondence between education and occupation (considering both level and field) of EM graduates by field of study



Source: EM GIS 2024, employed graduates (N=1 626)

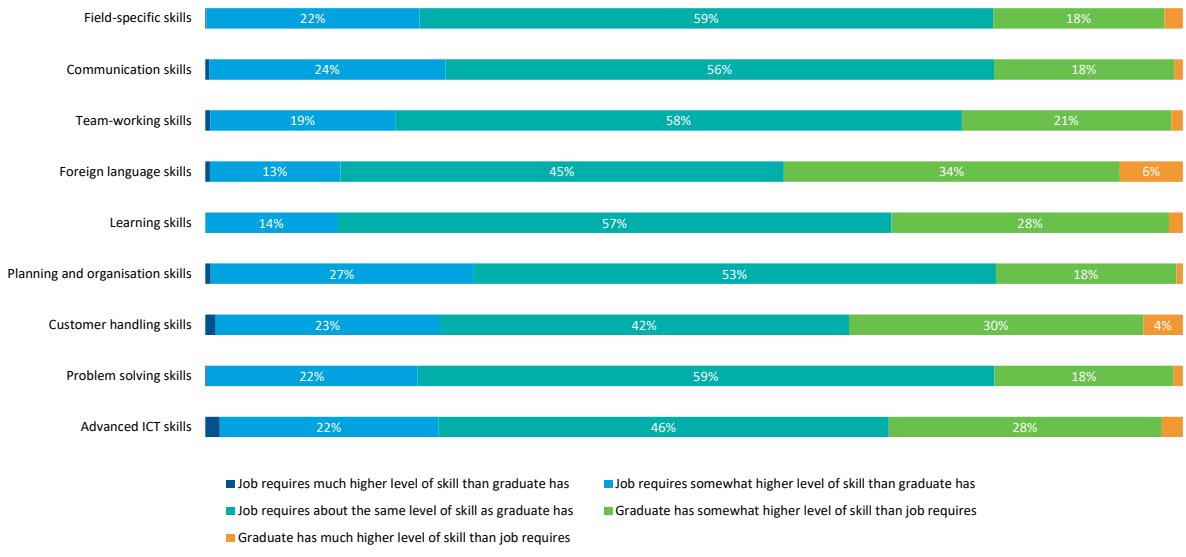
Recent graduates are more likely than others to report lower than necessary skill levels in communication, digital skills and in their specific fields of study

A more nuanced insight into the alignment between graduates' preparedness for the labour market can be gained by comparing the skills level required for the job and the skills level the graduates possess. When examining a list of nine transversal skills highly relevant in today's labour market, it is possible to compare the level at which graduates claim to possess these skills with the level they report as necessary for their current job.

Skills gaps – where graduates feel their skill level is insufficient compared to job requirements – were observed in 13% to 28% of cases. EM graduates were least likely to report deficiencies in foreign language and learning skills, while planning and organisation skills were most often lacking at the required level. At the same time, foreign language skills were also the most frequently under-utilised in the labour market, with 40% of graduates reporting that their language proficiency exceeds job requirements.

While in most areas there was no notable difference between the various graduate cohorts, the 2023 cohort of graduates were more likely than others to feel that they were missing the necessary level of field specific skills, communications skills and advanced digital skills. While some of these skills gaps can surely be filled through on-the-job training, host universities in the EM programme could also increase their efforts in providing better support to their students in these important skill areas.

Figure 55 Skills' levels required in the job compared to the levels possessed by the EM graduates



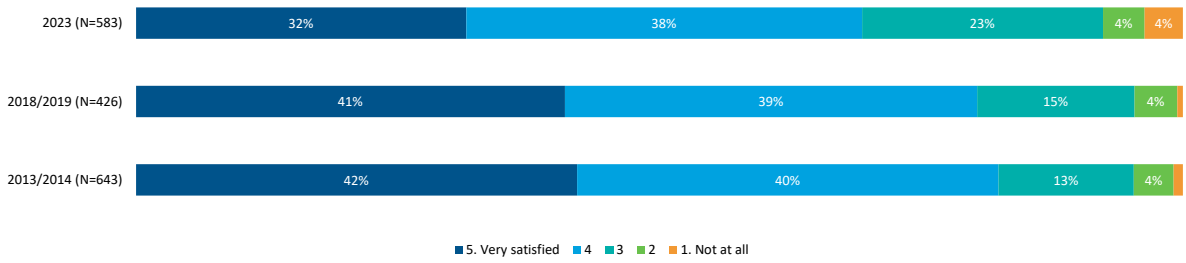
Source: EM GIS 2024, employed graduates (N varies between 2 047 and 2 080)

Better education-occupation match is linked to higher level of job-satisfaction

Job satisfaction was measured both holistically, by asking respondents to what extent they are generally satisfied with the work they are doing, and in a more nuanced way, by comparing the subjective importance of various job characteristics to the actual characteristics of the job as perceived by the graduate.

The overall level of job satisfaction was somewhat higher in the older graduate cohorts and lower in the 2023 cohort – a tendency that was also observed in the previous survey. Across the three cohorts, 39% were very satisfied and another 39% satisfied with their jobs.

Figure 56 Overall satisfaction with current employment by cohorts



Source: EM GIS 2024, employed graduates (N=1 652*)*

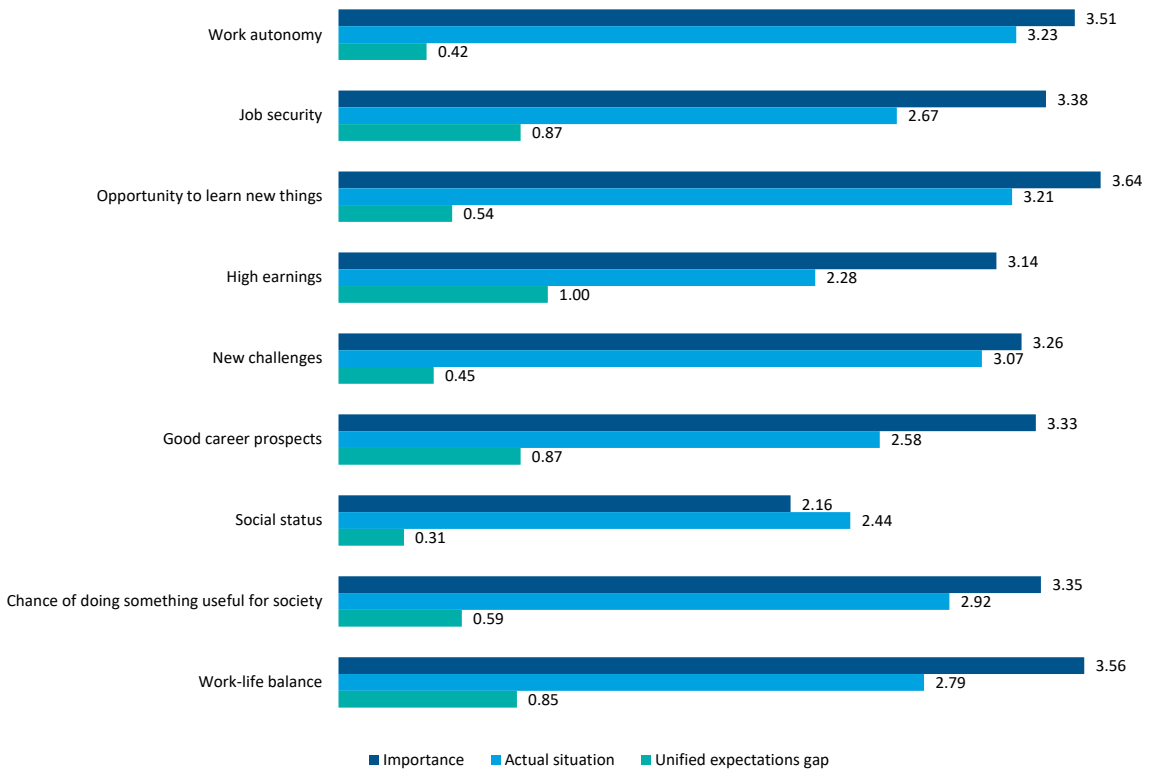
As the GIS 2023, this survey also showed that a better match between education and occupation leads to more satisfaction. This is shown by the fact that 43% of the graduates in jobs that perfectly matched their skills levels (i.e. both horizontally and vertically) felt very satisfied, while only 21% of those who experienced a full mismatch felt the same. Moreover, job-satisfaction varied by field of study, with STEM graduates being generally more satisfied than others (see also Annex Table 10).

Graduates' jobs do not fulfil all their expectations, with the greatest gaps observed in relation to earnings, work-life balance, career prospects and job security

Participants in the survey were presented with a series of job characteristics and asked to indicate on a scale of 1 to 5 to what extent these characteristics were important to them. They were then asked to evaluate their current job on a similar scale, indicating to what extent a characteristic duly described the work they were doing. By calculating the difference between these two ratings, it is possible to see the areas in which EM graduates' expectations were unfulfilled in relation to their work.

First, it is important to note that expectations tend to be higher than what is experienced in the labour market, i.e. on average, an 'unfulfilled expectations' gap could be observed in each dimension. Looking only at those that did experience a gap, the greatest gap (Figure 57) occurred with regards to earnings, where, on average, there is a full point difference between what was expected and what was experienced by the graduates in the labour market. A comparable discrepancy was observed around job security as well as in career prospects and work-life balance. The smallest gap was in the areas of social status and in work autonomy where on average, graduates' expectations did not particularly exceed what was offered in the labour market. The situation however is not the same in these two cases. Regarding social status, graduates did not report particularly high expectations, and this was well aligned with what they experienced. In the area of work autonomy however, the expectations were much higher and even so, they were eventually well fulfilled in the labour market.

Figure 57 The importance, the actual level and the gap between these two as considered by the EM graduates with regards to various job-characteristics - average ratings (on a scale of 1 to 5)



Source: EM GIS 2024, employed graduates (N varies between 1 604 and 1 638)
The unfulfilled expectations gap is calculated for each graduate for whom the expectations score exceeded the actual score as a difference between the expected and the experienced level of the various job characteristics.

Women were more likely than men to have unfulfilled expectations regarding work-life balance and job security, but also in the opportunity to learn new

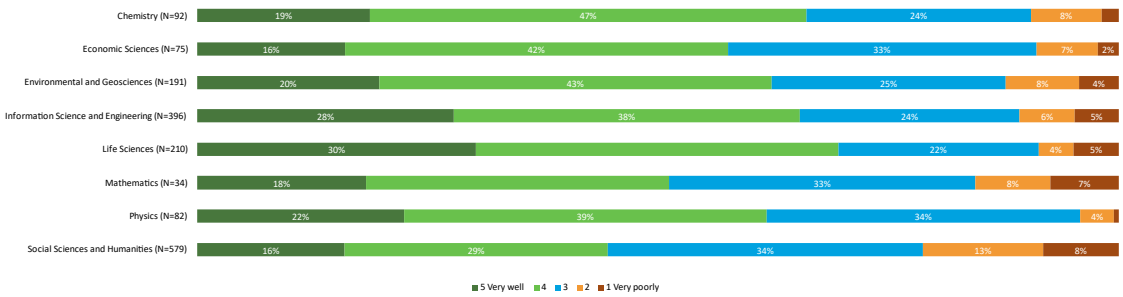
things and to contribute something important to society. Another notable difference can be observed by citizenship status as non-EU citizens hade notably higher gaps between their expected and actual incomes than EU-citizens.

Half of the working graduates believe they would not have their current job without the skills learned in the programme

Like in the previous surveys, the questionnaire included some questions to assess how graduates perceived the EM programme's contribution to preparing them for the labour market. Graduates working at the time of the survey were asked if they think they could have obtained their current job without the skills and competencies acquired through the EM programme. Similarly to the GIS 2023 round, 32% assumed that they would most probably not have had obtained their current job without the skills acquired in the EM programme and another 22% indicated that this would have been highly unlikely. Overall, half of the working graduates believed they would not have obtained their current job without the skills they acquired in the EM programme.

When considering how well the EM programme has prepared them for the labour market, all things taken into account, 22% of the graduates expressed full satisfaction with the programme, indicating that the programme prepared them very well, and another 36% also expressed a positive opinion (value 4 on a 5-point scale). Higher than average satisfaction with this important aspect of the programme was found among men, non-EU citizens (especially those coming from South, South-East and East Asia or Africa), and among graduates who studied information science and engineering or life sciences.

Figure 58 Graduates' assessment of how well the EM prepared them for the labour market



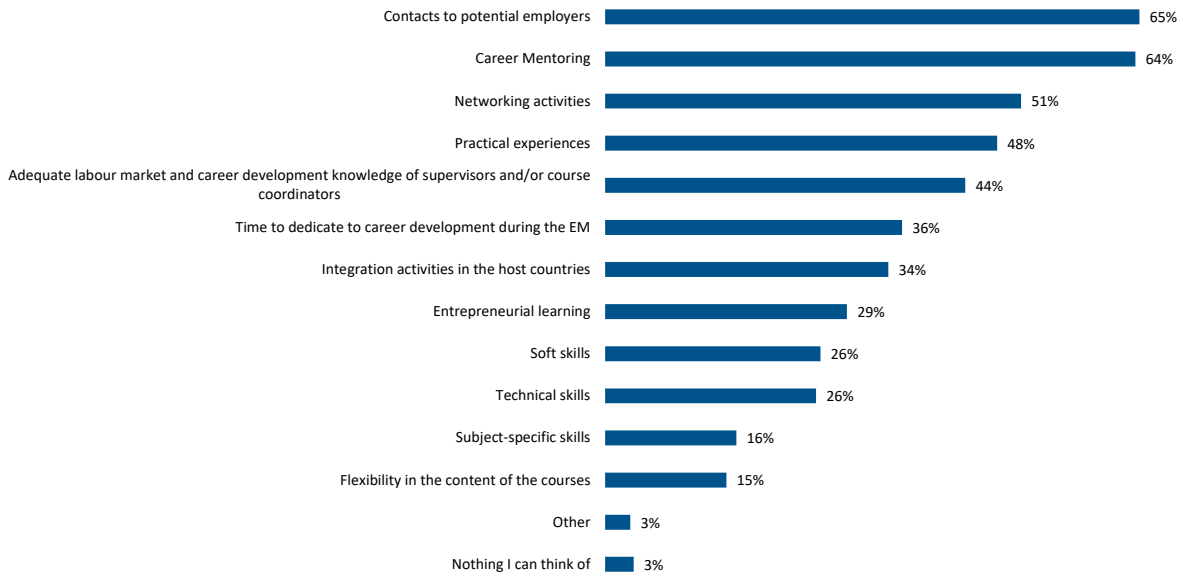
Source: EM GIS 2024, employed graduates (N=1 659)

According to graduates, better opportunities to connect to employers as well as more career guidance would better prepare Erasmus Mundus students for the labour market

Regardless of the current employment status, all survey participants were asked to identify areas of improvement to the EM programme for better preparing graduates for the labour market. Except for a small minority (3%), all participants recommended at least one such area, with most identifying several.

At the top of the list were activities and opportunities that give direct access to employers or provide direct career advice. Around two-thirds of the graduates who answered would like to see more opportunities to connect with potential employers, as well as improved career mentoring. Similarly, half of them would welcome additional networking activities and practical experiences. At the same time, many graduates (44%) suggested that EM programme supervisors and course coordinators should have a better understanding of the labour market and career development and 36% requested more time dedicated to career development during the EM studies. A similar share (34%) believed that more integration activities in the host countries would help students' professional career and an improved focus on skills with high relevance at the labour market (entrepreneurial skills, soft skills, technical and field related skills) was also identified as a potential area for improvement by 10% to 30% of the graduates

Figure 59 Areas for improvement for the EM programmes to better prepare students for the labour market as perceived by EM graduates. Multiple choice question



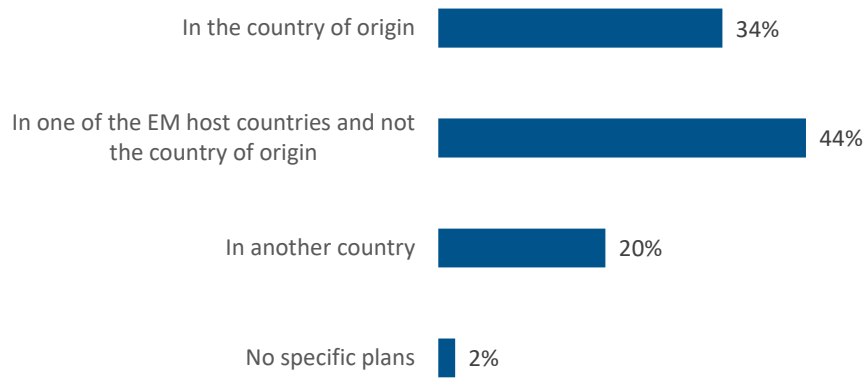
Source: EM GIS 2024, all graduates (N=2 086)

6.5 Choosing where to live with an Erasmus Mundus degree

Participation in the EM has a lasting impact on graduates' lives, influencing not only their career paths and personal development, but also even their choice of where to live after graduation. This section explores alumni’s future residence plans, their current post-graduation place of residence, and the key factors influencing their decisions.

When asked about their post-graduation plans, the largest share of alumni (44%) indicated a preference for living in one of their EM host countries rather than in their country of origin. Around a third (34%) planned to return to their home country, while 20% intended to move to another country. Only a small proportion (2%) had no specific plans.

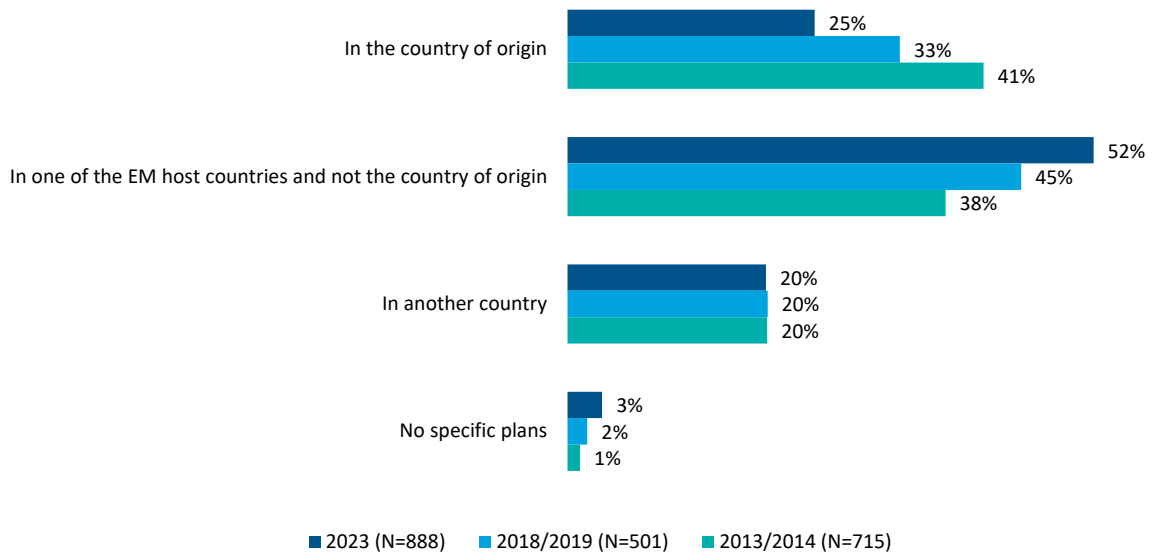
Figure 60 Residency plans at the time of graduation



Source: EM GIS 2024, all surveyed graduates (N=2 104)

The share of graduates planning to return to their country of origin increased over time whilst the proportion of graduates intending to stay in an EM programme host country dropped over the years.

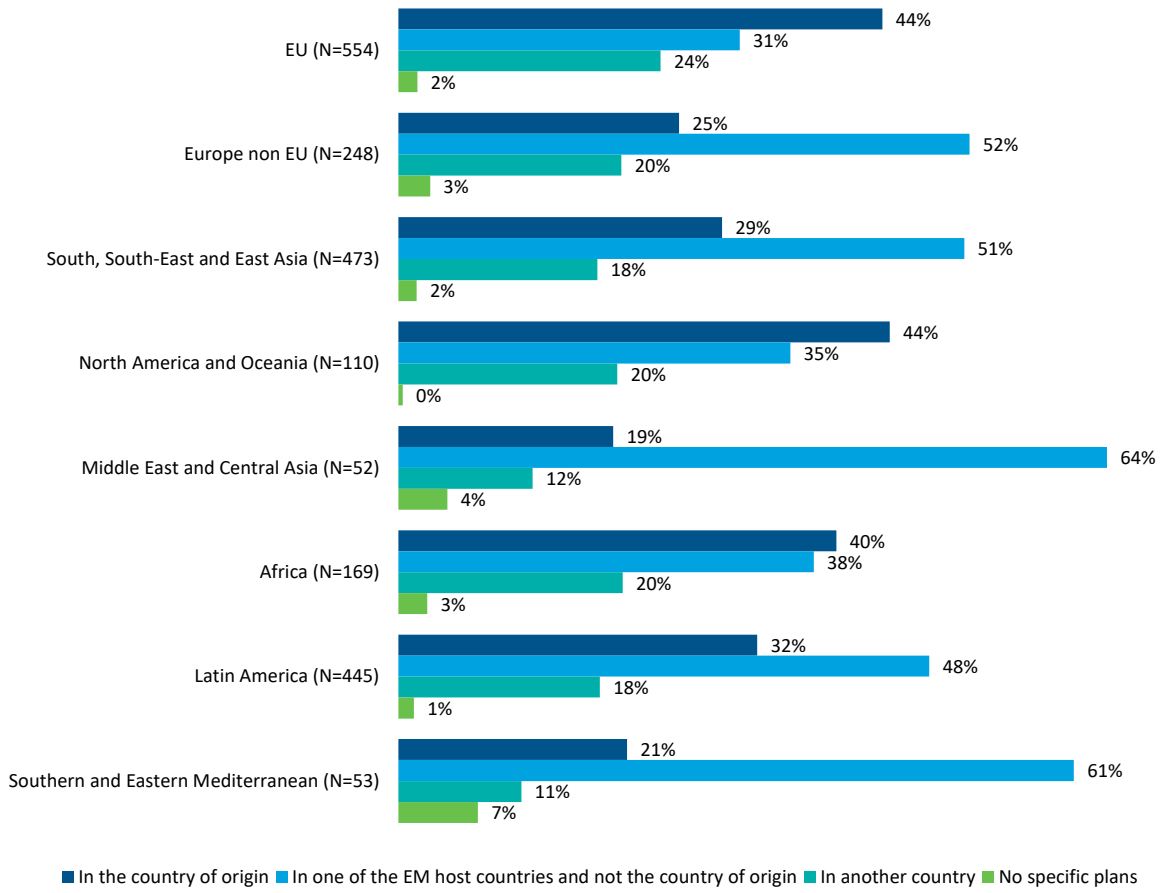
Figure 61 Residency plans at the time of graduation by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 104)

There are important regional differences regarding plans for post-graduation residency. Alumni from the EU and from North America and Oceania were the most likely (44% each) to indicate plans to return to their home country. In contrast, 64% of graduates from the Middle East and Central Asia, followed by 61% of graduates from the Southern and Eastern Mediterranean reported their intention to stay in one of the EM host countries.

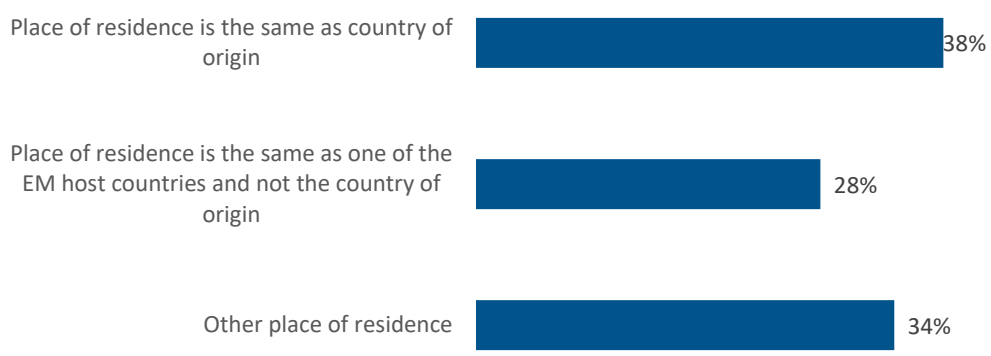
Figure 62 Residency plans at the time of graduation by region of origin



Source: EM GIS 2024, all surveyed graduates (N=2 104)

The survey also asked about graduates' current place of residence at the time of the survey. 38% of alumni were living in their country of origin, 28% in one of the EM host countries whilst 34% were living in another country.

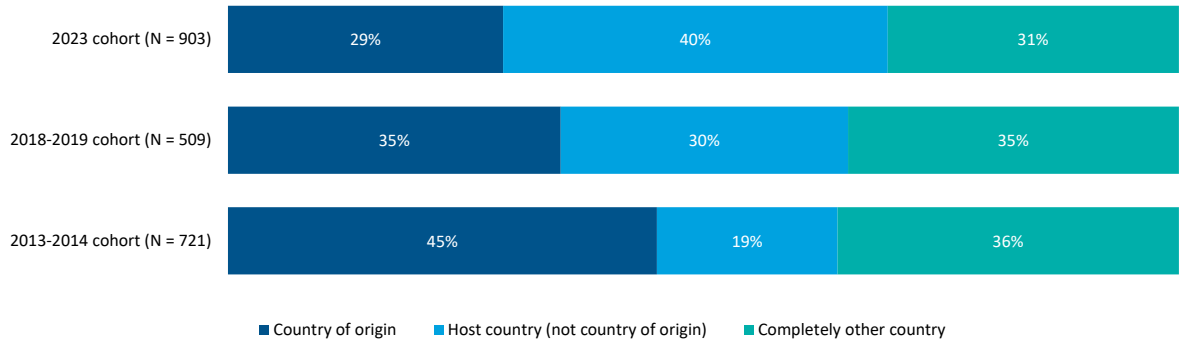
Figure 63 Place of residence at the time of the survey



Source: EM GIS 2024, all surveyed graduates (N=2 133)

In line with their planned place of residence, graduates tend to return to their home countries over time, showing significant differences across cohorts. The share of graduates living in their home country was 45% for the 2013/2014 cohort, 35% for the 2018/2019 cohort and 29% for the 2023 cohort.

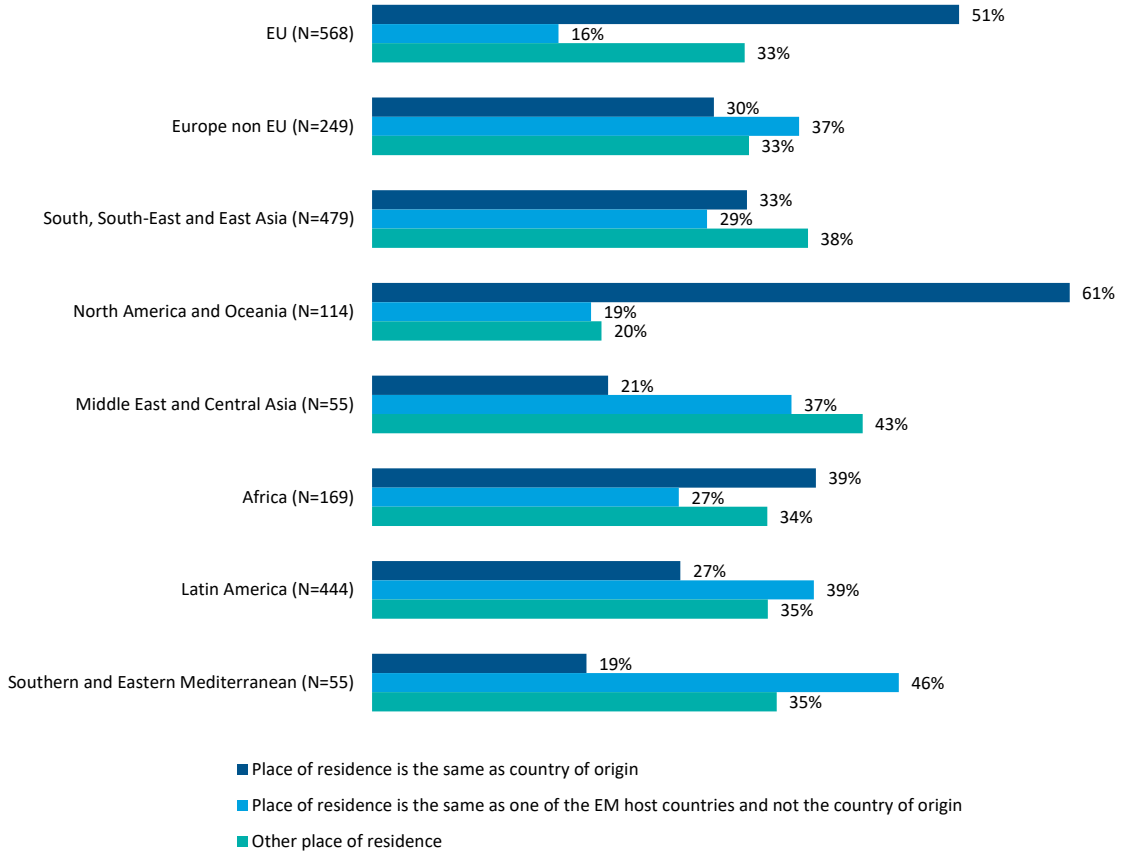
Figure 64 Place of residence at the time of the survey by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 133)

As in the case of planned residency, graduates from North America and Oceania (61%) and the EU (51%) returned to their home countries in the largest numbers.

Figure 65 Place of residence at the time of the survey by region of origin (citizenship)

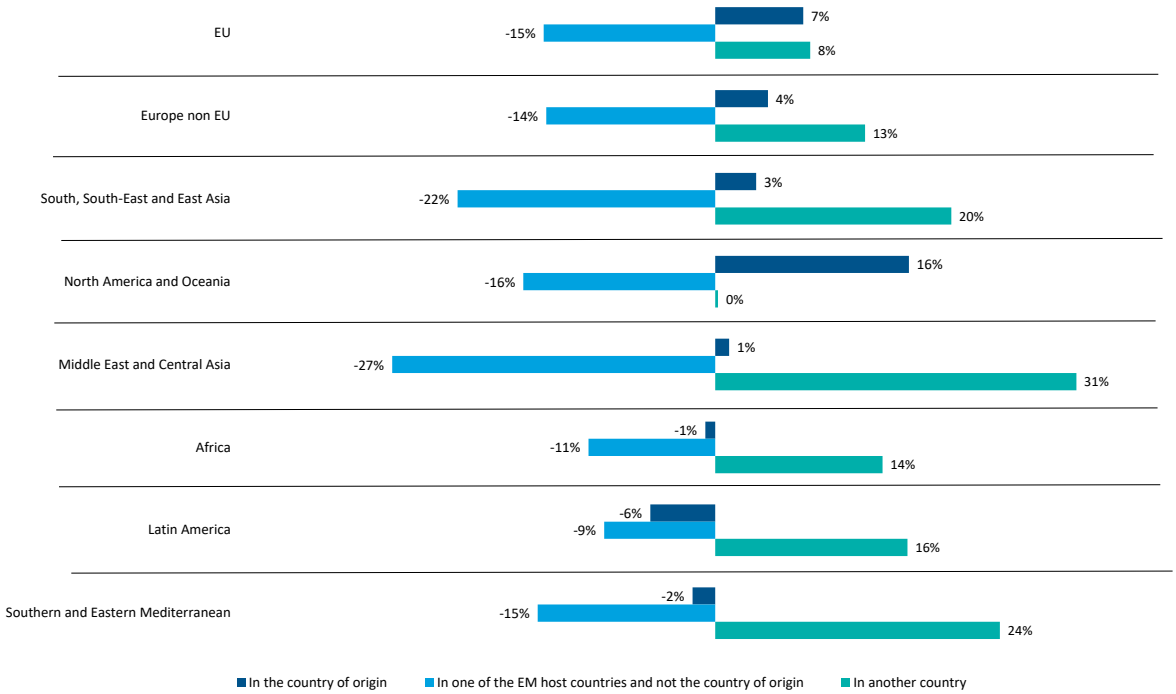


Source: EM GIS 2024, all surveyed graduates (N=2 133)

A comparison between graduates' planned country of residence at the time of graduation and their actual place of residence at the time of the survey presents key insights into the long-term impact of EM on mobility trends. While some alumni returned home at higher rates than initially planned, others remained abroad or relocated to different countries more frequently than expected.

The most notable discrepancy was observed among graduates from North America and Oceania, where the actual return rate was 16 percentage points (pp) higher than planned, indicating a stronger-than-expected tendency to move back home. In contrast, Latin American graduates returned at a lower rate than planned (6 pp below planned), suggesting a greater inclination to stay abroad. Across all regions, fewer graduates than anticipated end up residing in an EM host country that was not their home country, with the most significant differences seen in the Middle East and Central Asia (27 pp below planned) and South, South-East, and East Asia (22 pp below planned). Meanwhile, graduates from the Middle East and Central Asia (31 pp higher than planned) and the Southern and Eastern Mediterranean (24 pp higher than planned) were the most likely to settle in a country other than their home or EM host country, highlighting strong patterns of onward migration.

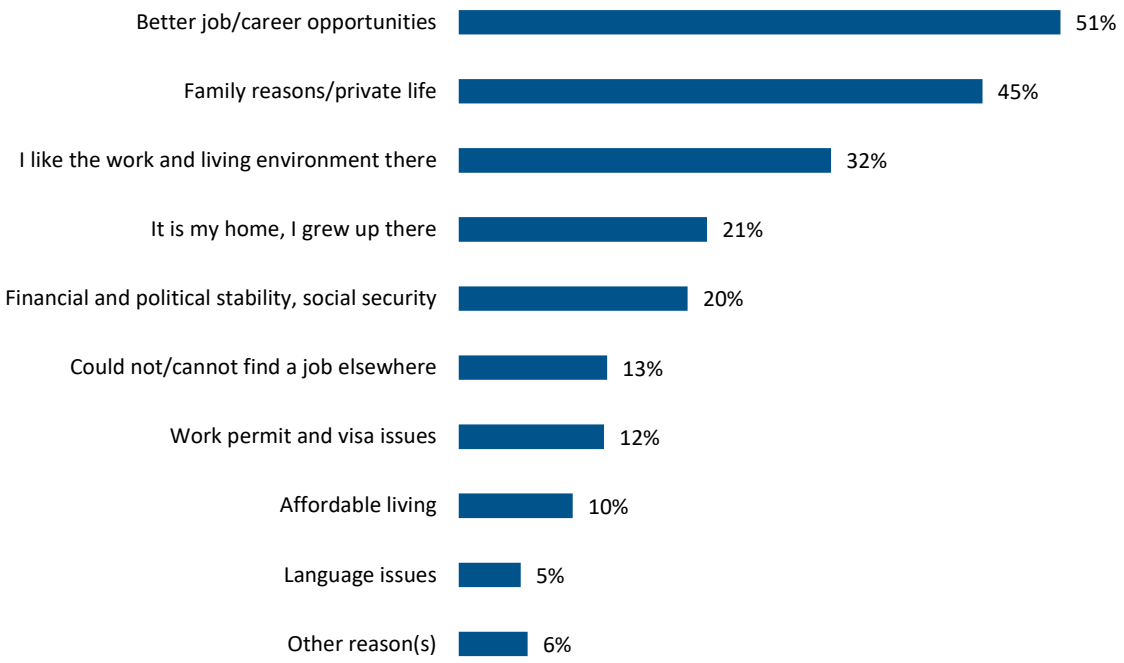
Figure 66 Comparison of planned and actual country of residence at graduation and at the time of survey. by country of origin (citizenship)*



Source: EM GIS 2024, all surveyed graduates (N (planned residence)=2 104, N (actual residence)=2 133).
*The figure displays the percentage point difference between graduates' planned country of residence at the time of graduation and their actual country of residence at the time of the survey, categorised into three groups: in the country of origin' in one of the EM host countries and not the country of origin, in another country.

Figure 65 provides an overview of the key reasons why graduates chose their current country of residence. Overall, better job and career opportunities were the most cited factors (51%), followed by family and personal reasons (45%) and a preference for the work and living environment (32%).

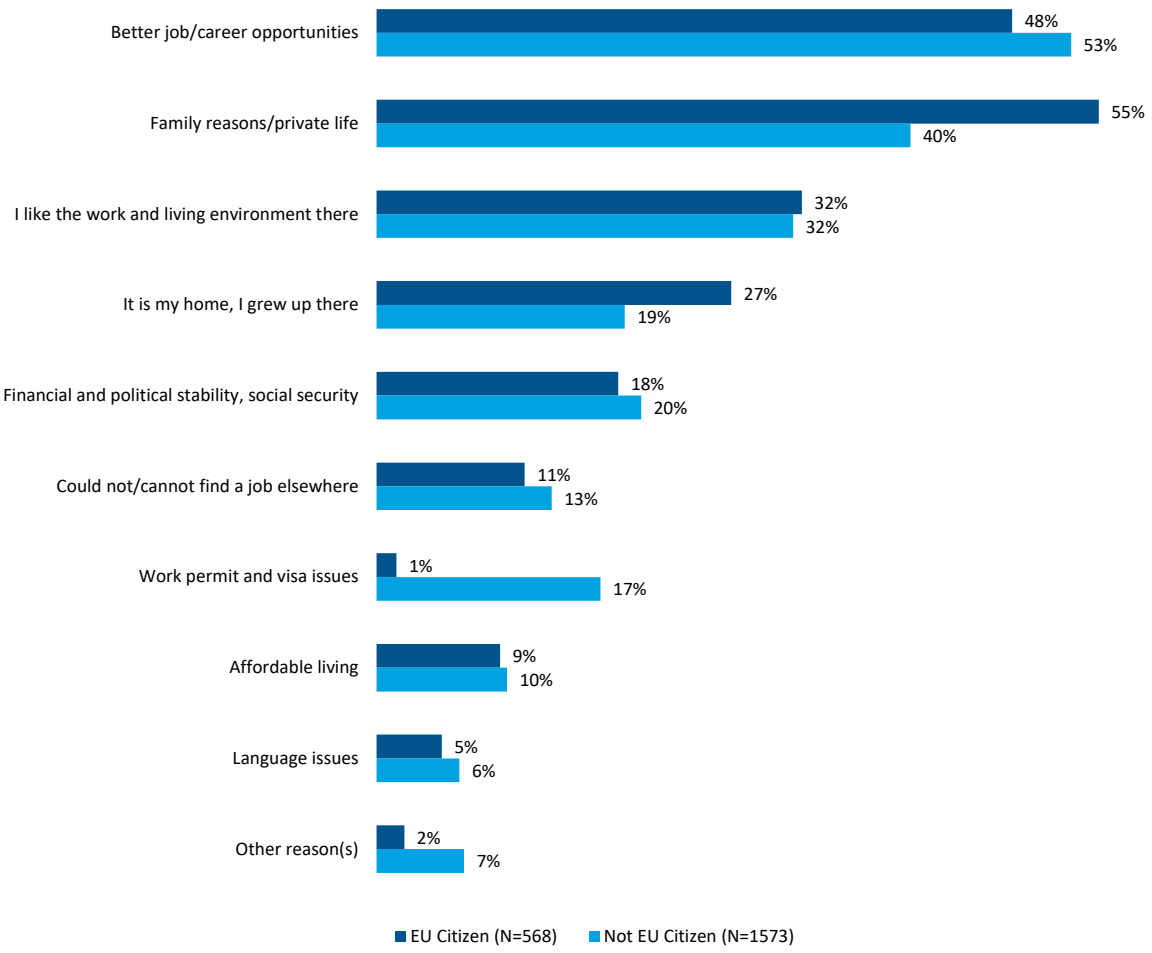
Figure 67 Graduates' reasons for the choice of current place of residence



Source: EM GIS 2024, all surveyed graduates (N=2 141)

Important regional differences emerged in these considerations. Overall, professional and administrative reasons held significantly greater importance for non-EU citizens than for their EU counterparts. Graduates from the Southern and Eastern Mediterranean (62%) and the Middle East and Central Asia (52%) placed a stronger emphasis on professional opportunities compared to other regions. In contrast, personal and family-related factors were the primary considerations for alumni from North America and Oceania (57%) and the EU (55%).

Figure 68 Graduates' reasons for the choice of current place of residence by EU/non-EU citizens



Source: EM GIS 2024, all surveyed graduates (N=2 141)

7 Awareness of Erasmus Mundus and the Erasmus Mundus Association

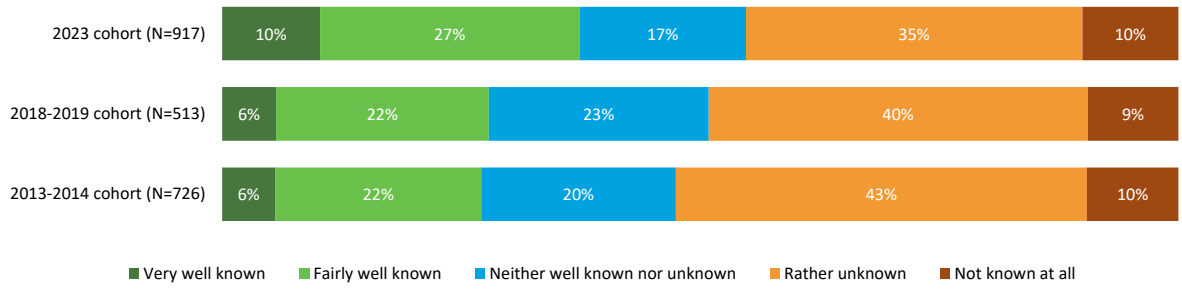
As in previous GIS (Jühlke et al., 2024), respondents were asked to assess awareness of the EM in their home country, report on their involvement in the Erasmus Mundus Association (EMA) as well as the perceived social and professional benefits of membership. This section presents the key findings on these aspects.

7.1 Public profile of Erasmus Mundus and access

Awareness of Erasmus Mundus remains unchanged and shows regional differences

Compared to the previous GIS (Jühlke et al., 2024), and based on the perception of the graduates, awareness of the EM shows no significant change over time. Overall, 30% of respondents believed that the EM is known among students in their home country, with the 2023 cohort reporting somewhat higher awareness than the two earlier cohorts.

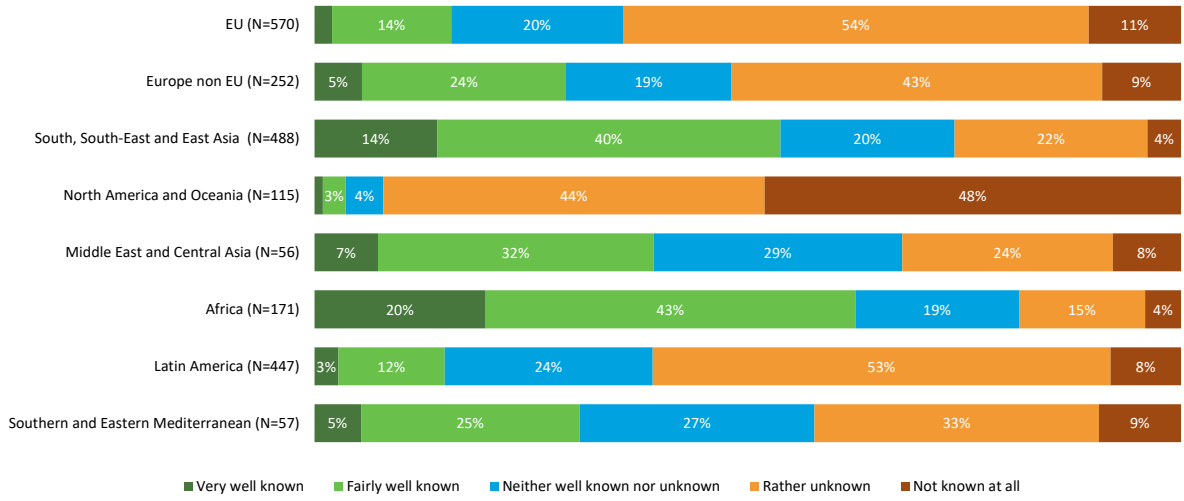
Figure 69 Graduates' assessment of the awareness of EM among students in their home country by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 156)

Perceived awareness was more than twice as high among non-EU citizens (36%) compared to EU citizens (16%) and varied considerably by region. It was highest in Africa (63%) and lowest in North America and Oceania (4%) mirroring participation patterns discussed earlier in the report.

Figure 70 Graduates' assessment of the awareness of the EM among students in their home country by region of origin



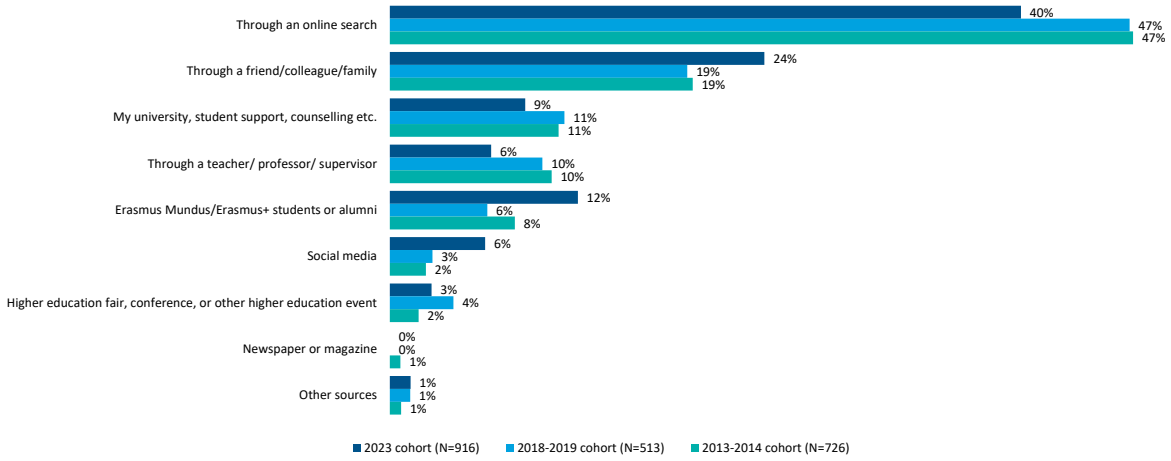
Source: EM GIS 2024, all surveyed graduates (N=2 156)

Male graduates reported a higher level of awareness (35%) than female graduates (27%). These disparities may suggest the need for more targeted communication efforts, particularly in regions and demographic groups with lower awareness of EM.

Online search remains the most common way for students to discover Erasmus Mundus

The survey also explored how graduates first learned about EM. Results aligned with previous editions, showing that online search remains the most common source of information (45%), though its prevalence has declined among the 2023 cohort. This was followed by alumni who heard about the EM through their network, specifically through a friend, colleague or family. The proportion of graduates who discovered the programme through students and alumni has increased over the years (12% in 2023, compared to 8% in 2013/2014 and 6% in 2018/2019), underscoring the growing importance of the EMA network.

Figure 71 Sources of information for finding out about the EM by cohort



Source: EM GIS 2024, all surveyed graduates (N=2 156)

When asked how EM could be better promoted in their home country, graduates provided an array of suggestions.

Nearly half of the responses to this question (N=2 064) highlighted the importance of sharing information at universities. They held the view that universities serve as critical hubs for disseminating information about the EM opportunities.

The stronger use of social media was mentioned by nearly a quarter of respondents. Many believed that social media platforms can effectively reach the target audience, especially younger groups who are active on these networks.

Involving alumni was suggested by nearly a quarter of respondents as a strategy to promote awareness. Alumni can share their personal experiences and success stories, serving as relatable figures for prospective applicants.

> *'Ask volunteers from alumni to serve as ambassadors promoting Erasmus Mundus in their home countries. It would also be a nice idea to schedule and coordinate visits with universities and colleges to introduce the various programs.'*
>
> *(Graduate from the Philippines)*

Additionally, nearly a quarter of respondents suggested specific types of channels to better promote the EM. This includes webinars, workshops, and tailored promotional materials that provide detailed information about the application process and program benefits.

'Through student fairs, webinars, events where EM alumni could participate and give their honest accounts about the programme, challenges they faced as well as positive impacts.'

(Graduate from Brazil)

Better highlighting the links between the EM and Erasmus+ was mentioned by 10% of respondents suggesting that leveraging the existing recognition and reputation of Erasmus+ could enhance the visibility of EM.

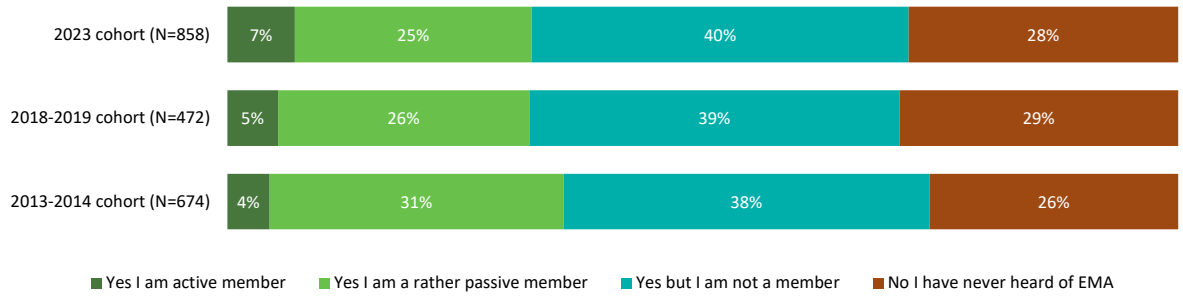
7.2 Membership in Erasmus Mundus Students and Alumni Association

Most graduates are aware of EMA but only approximately a third are members

The Erasmus Mundus Association (EMA) ([30]) is a global network for students and alumni of EM programmes. Established in 2006, it is one of the largest and most culturally diverse interdisciplinary student and alumni organisations worldwide, with over 12,000 members across 174 countries. EMA fosters engagement and connection among students and graduates globally.

The questionnaire included specific questions on EMA membership. Approximately three in four graduates (72%) were aware of EMA, and 33% were members (5% actively engaged and 28% rather passive). These findings remain largely consistent with the GIS 2023 and there were also no major differences in membership rates across cohorts.

Figure 72 EMA membership and awareness by cohort

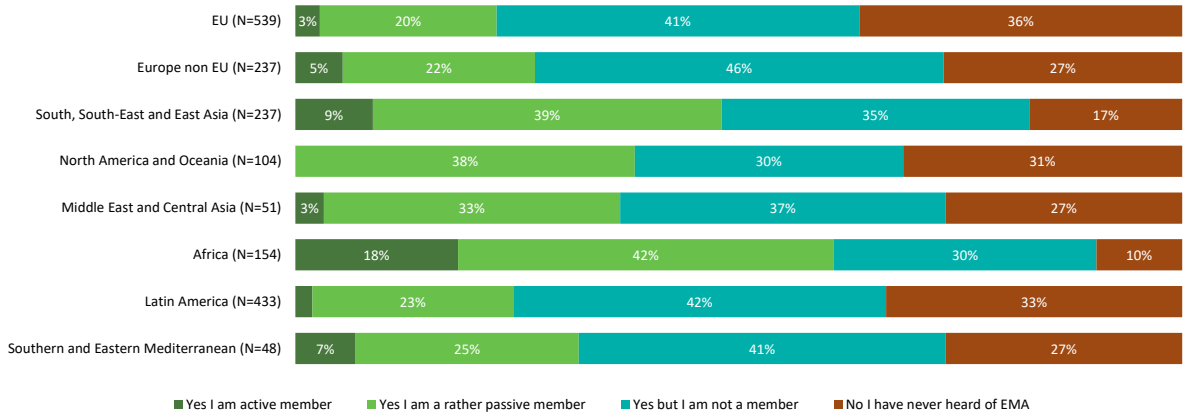


Source: EM GIS 2024, all surveyed graduates (N=2 004)

([30]) Official website of the Erasmus Mundus Association: https://www.em-a.eu/ Last accessed: 08/10/2025.

As in previous years, male graduates reported EMA membership more frequently (37%) than female graduates (30%). Similarly, scholarship holders were more likely to be members (39%) compared to self-funded students (22%). Notable regional differences also exist, with graduates from outside Europe being significantly more likely to join EMA. Membership rates were highest among graduates from Africa (60%) and South, South-East, and East Asia (48%). Additionally, awareness of EMA was widespread in these regions, with only a marginal share of graduates unaware of the association.

Figure 73 EMA membership and awareness by region of origin

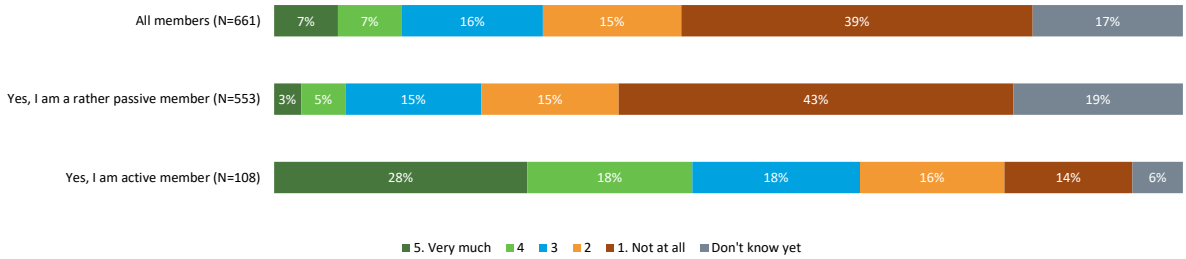


Source: EM GIS 2024, all surveyed graduates (N=2 004)

EMA membership is seen as particularly advantageous to social and professional networks by active members

When asked about the benefits of EMA membership for their social and professional networks, only a small proportion of graduates (14%) perceived it as advantageous. However, active members were significantly more likely to find value in their membership compared to passive members. This pattern aligns with findings from the previous GIS (Jühlke et al., 2024), indicating that the benefits of EMA largely depend on the level of engagement. Notably, 46% of active EMA members reported that their membership was beneficial, a stark contrast to the 8% of passive members who shared the same view.

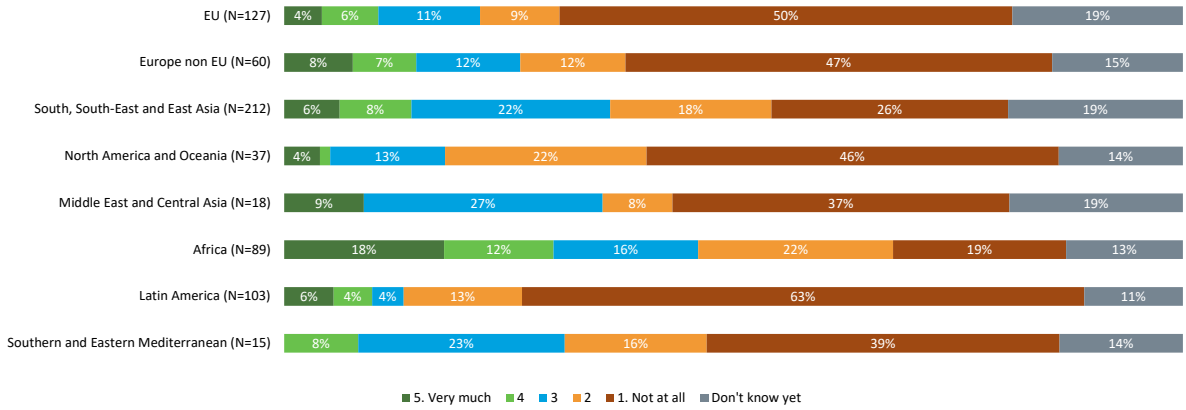
Figure 74 Assessment of EMA membership being advantageous to social and professional networks by membership activity



Source: EM GIS 2024, graduates with EMA membership who gave an assessment (N=661)

Notably, graduates from Africa report the highest perceived benefits, reflecting the region's strong awareness of and participation in both EM and EMA.

Figure 75 Assessment of EMA membership being advantageous in regard to social and professional networks by region of origin (citizenship)



Source: EM GIS 2024, graduates with EMA membership who gave an assessment (N=661)

The survey results present a connection between EMA membership and maintaining regular contact with fellow students from their EM programme, further discussed in Section 5.2. However, this relationship likely goes both ways, as those who stay in touch may also be more inclined to join and actively participate in EMA.

7.3 Suggestions for improvement from alumni

This section summarises key insights from two open-ended questions where graduates shared their recommendations for enhancing the attractiveness of

the courses offered and the programme overall. Responses to both questions ([31]) showed a strong overlap and hence are discussed together.

The 659 survey responses to the question of how to increase the attractiveness of EM revealed several key themes, each reflecting distinct areas for improvement. A quarter of the graduates providing a response highlighted the need to integrate more practical training into the programme, including internships and establishing stronger connections with the world of work. As discussed above, this finding aligns with the programme's evolution and its stronger focus on the practical training aspect.

'I suggest for the programme to have a more practical approach to the job market in its field.'

(Graduate from Colombia)

Nearly a fifth of responses called for better information about the programme. Many suggested that increased visibility such as through social media and promotional campaigns could improve awareness and attract more applicants.

The curriculum, teaching quality, and overall quality of universities and courses were also important, with nearly a third of respondents asking for improvements. Suggestions included updated curricula that align with current market demands, more practical coursework, and consistency in teaching quality, offering more interdisciplinary courses and ensuring academic rigor.

'Offering a curriculum that's flexible and aligns with current global job market needs—like sustainability, digital transformation, or artificial intelligence—could attract more students.'

(Graduate from Albania)

Scholarship and financial support were also prominent concerns, mentioned by nearly a fifth of respondents. Participants expressed the need for more scholarships and financial aid, especially for students from developing countries.

Better practical support and guidance for EM students were highlighted by a few respondents (approximately 15%). This theme included the need for assistance with visa processes, housing, and integration into the host countries.

([31]) 659 survey responses were received and analysed to question 'What suggestions do you have to increase the attractiveness of your Erasmus Mundus Master programme?' 513 survey responses were received and analysed to the question 'Do you have any further suggestions for improving your Erasmus Mundus Master programme?'.

'Facilitate visa process and dedicate staff for helping students go through all the visa and permits applications.'

(Graduate from Syrian Arab Republic)

Collaborations and coordination between universities were also mentioned by a few respondents (approximately 15%), who stressed the importance of seamless integration across partner institutions.

'Better coordination between host universities [...] better online systems for registration, enrolment.'

(Graduate from Germany)

Annex tables

Annex Table 1 The citizenship of the EM graduates

		Total N	EU	Europe non EU	South, South-East and East	North America and Oceania	Middle East and Central Asia	Africa	Latin America	Southern and Eastern Mediterranean
Cohort	2013/2014	726	38%	10%	19%	6%	2%	6%	15%	3%
	2018/2019	513	28%	16%	25%	5%	2%	5%	16%	4%
	2023	917	17%	13%	31%	3%	5%	10%	16%	6%
Sex	Male	1032	27%	11%	26%	3%	2%	10%	16%	5%
	Female	1112	32%	14%	22%	6%	3%	4%	15%	3%
	Inter/diverse/open	12	30%	7%	38%	0%	0%	0%	25%	0%
Scholarship status	Erasmus Mundus Scholarship holder	1707	19%	14%	27%	4%	3%	10%	18%	5%
	Self-funded student	449	52%	9%	18%	7%	1%	2%	10%	1%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	147	22%	14%	29%	2%	5%	4%	21%	1%
	Economic Sciences	98	38%	5%	18%	3%	3%	16%	13%	3%
	Environmental and Geosciences	255	23%	8%	28%	6%	3%	10%	17%	5%
	Information Science and Engineering	475	26%	12%	27%	3%	3%	4%	17%	8%
	Life Sciences	295	22%	14%	30%	6%	1%	11%	12%	5%
	Mathematics	40	51%	4%	19%	0%	5%	4%	16%	0%
	Physics	123	25%	15%	36%	0%	3%	3%	14%	4%
	Social Sciences and Humanities	723	36%	15%	17%	7%	2%	7%	15%	2%
	TOTAL	2156	29%	13%	24%	5%	3%	7%	16%	4%

Annex Table 2 Reliance on the EM scholarship

		Total N	Erasmus Mundus Scholarship Holder	Self-funded Student
Cohort	2013/2014	726	69%	31%
	2018/2019	513	54%	46%
	2023	917	79%	21%
EU citizenship	EU citizen	570	43%	57%
	non-EU citizen	1586	78%	22%
Region of origin (citizenship)	EU	147	76%	24%
	Europe non EU	98	67%	33%

		Total N	Erasmus Mundus Scholarship Holder	Self-funded Student
	South, South-East and East Asia	255	73%	27%
	North America and Oceania	475	76%	24%
	Middle East and Central Asia	295	72%	28%
	Africa	40	71%	29%
	Latin America	123	71%	29%
	Southern and Eastern Mediterranean	723	58%	42%
Sex	Male	1032	71%	29%
	Female	1112	65%	35%
	Inter/diverse/open	12	82%	18%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	147	76%	24%
	Economic Sciences	98	67%	33%
	Environmental and Geosciences	255	73%	27%
	Information Science and Engineering	475	76%	24%
	Life Sciences	295	72%	28%
	Mathematics	40	71%	29%
	Physics	123	71%	29%
	Social Sciences and Humanities	723	58%	42%
	TOTAL	2156	68%	32%

Annex Table 3 Reasons for choosing the EM

		Total N	International experience	Career/skills improvement	Attractiveness of EM
Cohort	2013/2014	726	3.1	1.7	2.5
	2018/2019	513	3.2	1.9	2.4
	2023	917	3.2	2.0	2.9
EU citizenship	EU citizen	570	3.3	1.7	2.0
	non-EU citizen	1586	3.1	1.9	2.9
Region of origin (citizenship)	EU	570	3.3	1.7	2.0
	Europe non EU	252	3.1	1.9	2.6
	South, South-East and East Asia	488	3.1	1.9	3.1
	North America and Oceania	115	3.5	1.6	2.0
	Middle East and Central Asia	56	3.2	1.8	3.0
	Africa	171	3.0	2.1	3.3
	Latin America	447	3.1	1.8	2.7
	Southern and Eastern Mediterranean	57	2.8	2.2	3.2
Sex	Male	1032	3.1	1.8	2.8
	Female	1112	3.2	1.8	2.5
	Inter/diverse/open	12	3.1	1.8	2.7
Scholarship status	Erasmus Mundus Scholarship holder	1707	3.1	1.9	3.0
	Self-funded student	449	3.3	1.8	1.8
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	147	3.1	2.0	2.7
	Economic Sciences	98	3.1	1.8	2.6
	Environmental and Geosciences	255	3.2	1.9	2.7
	Information Science and Engineering	475	3.1	1.9	2.7
	Life Sciences	295	3.2	1.9	2.8
	Mathematics	40	3.2	1.5	2.6
	Physics	123	3.2	1.7	2.8
	Social Sciences and Humanities	723	3.2	1.8	2.4
	TOTAL	2156	3.2	1.8	2.6

Annex Table 4 Overall satisfaction with the EM

		Total N	1 - Not at all	2	3	4	5 - Very satisfied
Cohort	2013/2014	709	1%	3%	9%	34%	53%
	2018/2019	506	0%	4%	12%	37%	46%
	2023	897	1%	5%	12%	42%	40%
EU citizenship	EU citizen	557	1%	3%	12%	39%	45%
	non-EU citizen	1555	1%	4%	10%	36%	49%
Region of origin (citizenship)	EU	557	1%	3%	12%	39%	45%
	Europe non EU	247	0%	4%	10%	38%	48%
	South, South-East and East Asia	475	2%	4%	10%	36%	49%
	North America and Oceania	113	0%	12%	12%	34%	42%
	Middle East and Central Asia	54	3%	8%	6%	30%	54%
	Africa	169	0%	0%	5%	34%	60%
	Latin America	442	0%	4%	9%	40%	47%
	Southern and Eastern Mediterranean	55	0%	8%	13%	33%	46%
Sex	Male	1003	0%	4%	9%	37%	49%
	Female	1098	1%	4%	11%	37%	46%
	Inter/diverse/open	11	0%	5%	5%	28%	62%
Scholarship status	Erasmus Mundus Scholarship holder	1671	0%	3%	8%	37%	52%
	Self-funded student	441	2%	6%	14%	39%	40%
Which (main) field did your Erasmus Mundus Master programme fall into?	Chemistry	143	1%	4%	17%	39%	38%
	Economic Sciences	97	3%	0%	10%	41%	46%
	Environmental and Geosciences	250	0%	2%	7%	37%	54%
	Information Science and Engineering	461	0%	5%	7%	37%	51%
	Life Sciences	288	1%	4%	7%	28%	60%
	Mathematics	39	0%	6%	2%	34%	58%
	Physics	118	0%	2%	8%	39%	51%
	Social Sciences and Humanities	716	1%	5%	14%	40%	40%
	TOTAL	2112	1%	4%	10%	37%	48%

Annex Table 5 Greatest personal impact of the EM

		Total N	My career	My intercultural competences	My personality	My subject related expertise	My private life	My attitude towards Europe and the EU	Other
Cohort	2013/2014	667	27%	24%	15%	16%	11%	7%	0%
	2018/2019	478	28%	24%	20%	12%	10%	5%	0%
	2023	862	30%	25%	15%	18%	6%	6%	0%
EU citizenship	EU citizen	536	22%	30%	17%	14%	11%	5%	0%
	non-EU citizen	1471	31%	21%	16%	16%	8%	7%	0%
Region of origin (citizenship)	EU	536	22%	30%	17%	14%	11%	5%	0%
	Europe non EU	239	31%	15%	25%	15%	9%	4%	0%
	South, South-East and East Asia	444	27%	22%	19%	18%	5%	9%	1%
	North America and Oceania	102	15%	28%	10%	17%	22%	8%	1%
	Middle East and Central Asia	49	24%	25%	24%	14%	2%	12%	0%
	Africa	158	39%	23%	7%	26%	1%	4%	0%
	Latin America	431	38%	25%	8%	10%	12%	6%	0%
	Southern and Eastern Mediterranean	48	32%	12%	27%	13%	9%	6%	0%
Sex	Male	961	33%	21%	15%	16%	7%	8%	0%
	Female	1034	24%	27%	18%	15%	11%	5%	0%
	Inter/ diverse/ open	12	20%	29%	18%	0%	25%	0%	7%
Scholarship status	Erasmus Mundus Scholarship holder	1593	31%	22%	17%	16%	8%	6%	0%
	Self-funded student	414	23%	29%	15%	14%	11%	7%	0%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	137	34%	16%	12%	20%	10%	7%	0%
	Economic Sciences	93	26%	29%	21%	13%	9%	3%	0%
	Environmental and Geosciences	237	29%	25%	18%	15%	9%	4%	0%
	Information Science and Engineering	431	36%	17%	18%	14%	7%	7%	0%
	Life Sciences	275	34%	19%	15%	20%	7%	4%	0%
	Mathematics	34	18%	41%	13%	14%	14%	0%	0%
	Physics	114	36%	21%	16%	15%	4%	5%	2%
	Social Sciences and Humanities	686	19%	30%	16%	15%	11%	8%	0%
	TOTAL	2007	28%	24%	16%	16%	9%	6%	0%

Annex Table 6 Residence after the EM

		Total N	Returned/moved to EM host country	Returned to country of origin	Moved to other country
Cohort	2013/2014	721	45%	19%	36%
	2018/2019	509	35%	30%	35%
	2023	903	29%	40%	31%
EU citizenship	EU citizen	568	51%	16%	33%
	non-EU citizen	1565	32%	33%	35%
Region of origin (citizenship)	EU	568	51%	16%	33%
	Europe non EU	249	30%	37%	33%
	South, South-East and East Asia	479	33%	29%	38%
	North America and Oceania	114	61%	19%	20%
	Middle East and Central Asia	55	21%	37%	43%
	Africa	169	39%	27%	34%
	Latin America	444	27%	39%	35%
	Southern and Eastern Mediterranean	55	19%	46%	35%
Sex	Male	1024	35%	29%	36%
	Female	1097	41%	27%	32%
	Inter/diverse/open	12	43%	39%	18%
Scholarship status	Erasmus Mundus Scholarship holder	1690	34%	30%	36%
	Self-funded student	443	46%	23%	30%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	146	24%	30%	45%
	Economic Sciences	98	45%	25%	30%
	Environmental and Geosciences	254	43%	28%	29%
	Information Science and Engineering	471	28%	33%	39%
	Life Sciences	289	36%	25%	40%
	Mathematics	40	31%	21%	48%
	Physics	120	22%	44%	33%
	Social Sciences and Humanities	715	47%	24%	29%
	TOTAL	2133	38%	28%	34%

Annex Table 7 Activities in the first 6 months after EM graduation

		Total N	Started/continued working	Started/continue working and studying	Continued studying (without working)	Started looking for jobs	Other
Cohort	2013/2014	722	39%	2%	22%	26%	11%
	2018/2019	510	41%	3%	20%	21%	15%
	2023	912	40%	3%	20%	23%	14%
EU citizenship	EU citizen	567	40%	2%	21%	22%	15%
	non-EU citizen	1577	40%	3%	21%	25%	12%
Region of origin (citizenship)	EU	567	40%	2%	21%	22%	15%
	Europe non EU	252	35%	2%	19%	27%	16%
	South, South-East and East Asia	483	41%	2%	23%	24%	10%
	North America and Oceania	114	42%	1%	11%	32%	14%
	Middle East and Central Asia	56	42%	4%	18%	21%	14%
	Africa	170	39%	5%	22%	21%	13%
	Latin America	445	44%	3%	21%	22%	10%
	Southern and Eastern Mediterranean	57	33%	8%	26%	26%	7%
Sex	Male	1027	38%	3%	26%	22%	11%
	Female	1105	41%	2%	17%	26%	15%
	Inter/diverse/open	12	73%	0%	16%	0%	11%
Scholarship status	Erasmus Mundus Scholarship holder	1698	40%	3%	22%	23%	13%
	Self-funded student	446	40%	3%	18%	27%	13%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	147	28%	2%	42%	17%	12%
	Economic Sciences	98	43%	2%	14%	25%	16%
	Environmental and Geosciences	251	40%	3%	14%	30%	14%
	Information Science and Engineering	472	45%	3%	23%	22%	7%
	Life Sciences	291	36%	1%	24%	27%	13%
	Mathematics	40	24%	0%	53%	19%	5%
	Physics	123	11%	3%	54%	10%	22%
	Social Sciences and Humanities	722	45%	3%	11%	26%	15%
	TOTAL	2144	40%	3%	21%	24%	13%

Annex Table 8 Employment status at the time of the survey

		Total N	employed or self-employed	(self)-employed and studying	only studying or internship	not employed	other
Cohort	2013/2014	709	88%	5%	2%	5%	0%
	2018/2019	508	75%	11%	11%	3%	0%
	2023	902	52%	13%	26%	9%	0%
EU citizenship	EU citizen	561	80%	6%	7%	7%	0%
	non-EU citizen	1558	71%	10%	13%	5%	0%
Region of origin (citizenship)	EU	561	80%	6%	7%	7%	0%
	Europe non EU	249	74%	9%	10%	6%	1%
	South, South-East and East Asia	475	69%	11%	15%	5%	1%
	North America and Oceania	113	81%	12%	4%	3%	0%
	Middle East and Central Asia	55	67%	5%	18%	11%	0%
	Africa	167	65%	5%	23%	6%	0%
	Latin America	444	74%	11%	11%	4%	0%
	Southern and Eastern Mediterranean	55	70%	11%	13%	5%	0%
Sex	Male	1013	74%	9%	12%	5%	0%
	Female	1095	74%	9%	10%	6%	0%
	Inter/diverse/open	11	64%	13%	23%	0%	0%
Scholarship status	Erasmus Mundus Scholarship holder	1677	73%	9%	12%	5%	0%
	Self-funded student	442	76%	8%	10%	6%	1%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	145	54%	14%	25%	8%	0%
	Economic Sciences	96	79%	4%	10%	7%	0%
	Environmental and Geosciences	249	75%	8%	10%	7%	1%
	Information Science and Engineering	465	78%	9%	8%	4%	0%
	Life Sciences	287	68%	10%	16%	5%	0%
	Mathematics	40	90%	3%	4%	2%	0%
	Physics	122	64%	11%	22%	3%	0%
	Social Sciences and Humanities	715	76%	8%	9%	6%	1%
	TOTAL	2119	74%	9%	11%	6%	0%

Annex Table 9 Education-employment match

		Total N	Double match	Only vertical match	Only horizontal match	Mismatch
Cohort	2013/2014	635	70%	10%	14%	6%
	2018/2019	423	65%	10%	20%	5%
	2023	568	65%	4%	25%	7%
EU citizenship	EU citizen	458	70%	12%	13%	5%
	non-EU citizen	1168	67%	7%	20%	6%
Region of origin (citizenship)	EU	458	70%	12%	13%	5%
	Europe non EU	198	67%	8%	19%	6%
	South, South-East and East Asia	339	70%	7%	19%	4%
	North America and Oceania	98	59%	13%	17%	11%
	Middle East and Central Asia	37	71%	8%	15%	6%
	Africa	101	64%	2%	26%	8%
	Latin America	357	64%	7%	22%	7%
	Southern and Eastern Mediterranean	38	68%	0%	24%	8%
Sex	Male	777	72%	6%	18%	4%
	Female	841	64%	10%	18%	7%
	Inter/diverse/open	8	34%	31%	20%	15%
Scholarship status	Erasmus Mundus Scholarship holder	1281	70%	7%	18%	5%
	Self-funded student	345	63%	12%	17%	7%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	88	70%	0%	26%	4%
	Economic Sciences	72	59%	11%	28%	2%
	Environmental and Geosciences	188	73%	7%	16%	4%
	Information Science and Engineering	392	76%	6%	15%	2%
	Life Sciences	205	67%	7%	21%	5%
	Mathematics	33	80%	3%	15%	2%
	Physics	80	70%	8%	15%	7%
	Social Sciences and Humanities	568	60%	12%	18%	10%
	TOTAL	1626	68%	8%	18%	6%

Annex Table 10 Overall job satisfaction

		Total N	1 - Not at all	2	3	4	5 - Very satisfied
Cohort	2013/2014	643	1%	4%	13%	40%	42%
	2018/2019	426	1%	4%	15%	39%	41%
	2023	583	4%	4%	23%	38%	32%
EU citizenship	EU citizen	466	1%	3%	14%	39%	43%
	non-EU citizen	1186	2%	4%	17%	40%	38%
Region of origin (citizenship)	EU	466	1%	3%	14%	39%	43%
	Europe non EU	199	2%	3%	18%	32%	45%
	South, South-East and East Asia	345	2%	6%	17%	43%	33%
	North America and Oceania	98	1%	3%	20%	36%	41%
	Middle East and Central Asia	38	2%	4%	15%	51%	27%
	Africa	105	3%	5%	12%	48%	32%
	Latin America	359	2%	3%	16%	37%	42%
	Southern and Eastern Mediterranean	42	0%	5%	19%	45%	32%
Sex	Male	788	1%	3%	16%	42%	38%
	Female	856	2%	4%	16%	38%	41%
	Inter/diverse/open	8	0%	0%	27%	0%	73%
Scholarship status	Erasmus Mundus Scholarship holder	1303	2%	4%	15%	40%	39%
	Self-funded student	349	1%	4%	17%	37%	40%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	92	3%	1%	16%	46%	35%
	Economic Sciences	74	2%	0%	19%	46%	33%
	Environmental and Geosciences	188	2%	7%	15%	44%	32%
	Information Science and Engineering	394	0%	3%	13%	39%	44%
	Life Sciences	211	1%	4%	17%	35%	43%
	Mathematics	34	5%	5%	12%	34%	45%
	Physics	82	0%	6%	10%	38%	47%
	Social Sciences and Humanities	577	2%	4%	18%	38%	38%
Current employment status	employed or self-employed	1442	1%	4%	16%	40%	38%
	(self)-employed and studying	210	1%	3%	14%	33%	49%
Occupation	Armed Forces Occupations	1	0%	0%	0%	0%	100%
	Managers	167	1%	2%	21%	35%	41%
	Professionals	1094	1%	4%	14%	42%	39%
	Technicians and Associate Professionals	263	2%	5%	16%	37%	41%
	Clerical Support Workers	13	17%	16%	22%	32%	13%

		Total N	1 - Not at all	2	3	4	5 - Very satisfied
	Service and Sales Workers	11	0%	29%	12%	16%	44%
	Skilled Agricultural, Forestry and Fishery Workers	1	0%	0%	0%	100%	0%
	Craft and Related Trades Workers	9	0%	9%	36%	37%	17%
	Elementary Occupations	33	7%	0%	27%	25%	41%
	TOTAL	1652	1%	4%	16%	39%	39%

Annex Table 11 Digital competencies improved during the EM

		Total N	Judge the relevance and reliability of the source and its content	Identify information needs, find and access digital data, information and content	Communicate and collaborate through digital technologies	Advanced digital skills	Create, edit and share digital content	Manage digital presence, identity and reputation	Protect devices, content, personal data and privacy in digital environments	Use new technologies, specifically generative Artificial Intelligence
Cohort	2013/2014	680	62%	54%	46%	33%	29%	25%	20%	13%
	2018/2019	489	65%	56%	48%	36%	32%	29%	22%	15%
	2023	869	69%	62%	63%	43%	44%	44%	36%	40%
EU citizenship	EU citizen	422	59%	50%	40%	27%	25%	20%	15%	11%
	non-EU citizen	536	57%	48%	38%	29%	22%	17%	12%	9%
Region of origin (citizenship)	EU	536	57%	48%	38%	29%	22%	17%	12%	9%
	Europe non EU	237	64%	56%	48%	34%	34%	34%	22%	19%
	South, South-East and East Asia	455	73%	65%	66%	46%	45%	46%	42%	33%
	North America and Oceania	103	44%	37%	29%	20%	21%	17%	8%	6%
	Middle East and Central Asia	53	60%	53%	56%	41%	47%	36%	30%	38%
	Africa	164	83%	78%	84%	54%	71%	66%	56%	53%
	Latin America	435	62%	54%	47%	33%	23%	23%	17%	15%
	Southern and Eastern Mediterranean	55	78%	75%	55%	39%	46%	39%	34%	32%
Sex	Male	971	68%	61%	55%	47%	37%	36%	29%	27%
	Female	1056	62%	52%	48%	27%	31%	28%	22%	17%
	Inter/diverse/open	11	85%	68%	85%	25%	38%	35%	43%	30%

		Total N	Judge the relevance and reliability of the source and its content	Identify information needs, find and access digital data, information and content	Communicate and collaborate through digital technologies	Advanced digital skills	Create, edit and share digital content	Manage digital presence, identity and reputation	Protect devices, content, personal data and privacy in digital environments	Use new technologies, specifically generative Artificial Intelligence
Scholarship status	Erasmus Mundus Scholarship holder	11	85%	68%	85%	25%	38%	35%	43%	30%
	Self-funded student	1616	67%	60%	57%	41%	38%	37%	30%	27%
Which (main) field did your Erasmus Mundus Masters programme fall into?	Chemistry	1502	68%	60%	57%	40%	39%	38%	31%	27%
	Economic Sciences	139	60%	51%	50%	34%	34%	31%	27%	22%
	Environmental and Geosciences	94	58%	51%	44%	33%	36%	37%	24%	22%
	Information Science and Engineering	236	67%	64%	54%	42%	39%	36%	29%	24%
	Life Sciences	445	67%	64%	58%	59%	37%	36%	32%	31%
	Mathematics	281	71%	65%	61%	40%	39%	35%	27%	22%
	Physics	38	57%	65%	47%	54%	31%	26%	30%	29%
	Social Sciences and Humanities	114	72%	66%	64%	59%	34%	31%	26%	27%
	TOTAL	2038	65%	57%	51%	37%	34%	32%	25%	22%

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