

# **FROM BANGLADESH TO EUROPE: EVALUATING THE IMPACT OF ERASMUS MUNDUS JOINT MASTER'S DEGREE (EMJM) ON EDUCATION AND CAREER DEVELOPMENT**

By

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This Report Presented in Partial Fulfillment of the Requirements for the Degree  
of MS in Management Information System

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## APPROVAL

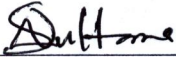
This project, titled “**From Bangladesh To Europe: Evaluating The Impact of The Erasmus Mundus Joint Master’s Degree (EMJM) on Education and Career Development**” submitted by Shouvik Roy Snigdha and Abdus Sattar to the department of Computer Science and Engineering, Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of MS in Management Information Systems (MIS) and approved with regard to its style and content. The presentation was held on **11 January 2025**.



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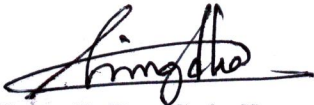
I hereby declare that this project has been completed by me under the supervision of **Mr. Abdus Sattar**, Assistant Professor, Department of CSE, Daffodil International University. I also confirm that neither this project nor any part of it has been submitted elsewhere for the award of any degree or diploma.

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## **ABSTRACT**

The objective of this analysis is to comprehensively evaluate the impact of the Erasmus Mundus Joint Master's Degree (EMJM) program on the educational and professional outcomes of Bangladeshi participants. This study aims to determine the annual number of scholarships awarded to Bangladeshi students, identifying trends and assessing the accessibility of the program for applicants from the region. Additionally, it seeks to examine the job placement ratio of EMJM graduates, focusing on their integration into various industries and sectors, both in Bangladesh and abroad, and highlighting the program's contribution to enhancing their employability and career progression. A critical aspect of the analysis involves exploring the broader impact of the program, including the development of academic skills, intercultural competencies, and global networks, while also considering its influence on personal growth. Furthermore, the study aims to assess the retention and return ratio, analyzing the proportion of Bangladeshi graduates who choose to stay in Europe versus those who return home, and exploring the motivations and challenges underlying these decisions. By addressing these dimensions, the analysis intends to provide actionable insights for stakeholders, including policymakers and academic institutions, to optimize the program's benefits for Bangladeshi students, foster international collaboration, and align the outcomes with national development priorities.

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# CHAPTER ONE

## Introduction

### 1.1 Introduction

The Erasmus Mundus Joint Master's Degree (EMJM) program is a prestigious, globally recognized initiative funded by the European Union to promote excellence in higher education and foster international collaboration. It offers fully funded scholarships to outstanding students worldwide, enabling them to pursue advanced master's degrees through joint, integrated programs delivered by consortia of universities across multiple European countries. Participants benefit from a uniquely diverse academic experience, studying in at least two different European institutions, often with opportunities for research, internships, and exposure to cutting-edge industry practices.

The EMJM program emphasizes academic innovation, interdisciplinary learning, and cultural exchange, equipping graduates with advanced knowledge, skills, and a global perspective to address contemporary challenges. Beyond academics, it facilitates extensive networking opportunities, connecting students with peers, academics, and professionals across the globe. The program not only enhances career prospects but also encourages the development of intercultural competence and adaptability, making graduates well-suited for leadership roles in a globalized world. With its commitment to inclusivity and excellence, the EMJM program continues to empower students, enrich academic institutions, and strengthen international cooperation in higher education.

### 1.2 Background of the Study

In today's rapidly globalizing world, higher education plays a critical role in shaping the academic, professional, and personal futures of individuals. As economies become more interconnected, the need for highly skilled professionals with global perspectives has never been more pressing. The Erasmus Mundus Joint Master's Degree (EMJM) program, a prestigious initiative funded by the European Union, is designed to meet these demands by offering fully funded scholarships for students to pursue advanced, interdisciplinary master's degrees across multiple European

universities. The program aims to foster academic excellence, cultural exchange, and international collaboration by providing opportunities for students from diverse countries to study at renowned institutions, conduct research, and engage in internships.

For students from Bangladesh, the Erasmus Mundus program represents a unique opportunity to access world-class education and gain exposure to different cultures, languages, and academic environments. Bangladesh, with its rapidly developing economy and growing demand for skilled professionals, stands to benefit significantly from the knowledge and expertise of its graduates who participate in the program. Over the years, a significant number of Bangladeshi students have secured scholarships through EMJM, using this opportunity to enhance their academic qualifications and improve their career prospects. However, despite the increasing participation of Bangladeshi students in the program, questions remain regarding the long-term impact of the EMJM program on their career trajectories, their integration into the global job market, and the decision to stay in Europe or return to Bangladesh after graduation.

The growing number of Bangladeshi students participating in the Erasmus Mundus program necessitates a closer look at the outcomes of their experiences, both in terms of educational development and professional success. While the program has undoubtedly opened doors for many, understanding the challenges faced by students, including job placement, gender disparities, and retention rates, is essential for optimizing the program's impact. Additionally, it is important to assess the broader impact of the program on the students' personal and professional growth, particularly in terms of intercultural competence, global networks, and leadership skills.

This study aims to explore these dimensions by examining key metrics, such as the annual number of scholarships awarded to Bangladeshi students, gender representation, job placement ratios, and the decision to stay in Europe or return to Bangladesh. By analyzing these factors, the study will provide valuable insights into the long-term impact of the Erasmus Mundus Joint Master's Degree program on Bangladeshi students, both in terms of their academic development and their professional integration. Furthermore, it will contribute to a deeper understanding of how the program can be further optimized to benefit both the participants and the broader development goals of Bangladesh.

### **1.3 Objective of the Study**

The primary objective of this study is to evaluate the impact of the Erasmus Mundus Joint Master's Degree (EMJM) program on the educational and career development of Bangladeshi students. This analysis aims to provide a comprehensive understanding of the program's outcomes, focusing on key aspects such as scholarship acquisition, job placement, professional integration, and the decision to stay in Europe or return to Bangladesh after graduation. Specifically, the study seeks to achieve the following objectives:

1. **Scholarship Trends and Accessibility:**  
To examine scholarship trends and accessibility for Bangladeshi students under Erasmus Mundus.
2. **Gender Ratio and Participation:**  
To analyze the gender ratio and opportunities for increasing female participation in the EMJM program.
3. **Career Outcomes and Job Placement:**  
To assess job placement outcomes and employability for Bangladeshi EMJM graduates.
4. **Impact on Personal and Professional Growth:**  
To evaluate the impact of the EMJM program on students' personal and professional growth.
5. **Retention vs. Return:**  
To analyze the retention of Bangladeshi EMJM graduates in Europe versus returnees.
6. **Program Competitiveness and Effectiveness:**  
To compare the competitiveness and effectiveness of the EMJM program with other international scholarships.

By addressing these objectives, the study will provide actionable insights into how the Erasmus Mundus Joint Master's Degree program influences the educational experiences, career outcomes, and life decisions of Bangladeshi students, and how it can be further optimized to meet both individual aspirations and national development goals.

## 1.4 About Erasmus+ and Erasmus Mundus

Erasmus+ and Erasmus Mundus are flagship programs of the European Union (EU) that aim to promote education, training, youth development, and international collaboration. While they share common goals of fostering mobility, academic excellence, and intercultural understanding, they have distinct features and scopes.

### 1. Erasmus+

Erasmus+ is the broader framework under which various initiatives, including Erasmus Mundus, operate. Launched in 2014, it consolidates and expands previous EU education programs, covering the period from 2014 to 2027. Erasmus+ addresses diverse areas such as higher education, vocational training, school education, adult learning, youth activities, and sport.

#### Key Features of Erasmus+

##### I. Mobility Opportunities:

- Supports students, staff, and youth in pursuing study, training, internships, or teaching opportunities abroad.
- Encourages cross-cultural learning and skill development.

##### II. Collaboration and Partnerships:

- Promotes strategic partnerships between educational institutions, organizations, and businesses to enhance innovation and employability.
- Builds capacity in institutions from EU and partner countries.

##### III. Youth Engagement:

- Focuses on non-formal learning, leadership training, volunteering, and cultural exchange for young people.

##### IV. Inclusion and Sustainability:

- Ensures participation of individuals from disadvantaged backgrounds.
- Aligns projects with digital transformation and environmental sustainability goals.

## **V. Sport Initiatives:**

- Encourages grassroots sports and collaboration to combat discrimination and promote participation.

## **2. Erasmus Mundus**

Erasmus Mundus is a specialized component within the Erasmus+ framework, specifically focusing on higher education. It supports Erasmus Mundus Joint Masters Degrees (EMJM), which are prestigious, integrated master's programs delivered by consortia of universities from at least two European countries and, in many cases, additional partner institutions worldwide.

### **Key Features of Erasmus Mundus**

#### **I. Integrated Master's Programs:**

- Offers interdisciplinary and joint degrees requiring students to study at multiple universities across Europe and sometimes beyond.

#### **II. Fully Funded Scholarships:**

- Provides comprehensive financial support to exceptional students, covering tuition fees, travel, insurance, and living costs.

#### **III. Academic Excellence:**

- Focuses on innovation and cutting-edge research in diverse fields.

#### **IV. Global Mobility and Diversity:**

- Welcomes participants from all over the world, fostering multicultural and interdisciplinary learning environments.

#### **V. Career Opportunities:**

- Equips graduates with global perspectives, advanced skills, and professional networks to enhance employability in a competitive global market.

### 3. Comparison

Table 1: Comparison between Erasmus+ and Erasmus Mundus

<b>Aspect</b>	<b>Erasmus+</b>	<b>Erasmus Mundus</b>
<b>Scope</b>	Broad, covering education, training, youth, and sport.	Focused on joint master's degree programs.
<b>Participants</b>	Students, educators, youth, and institutions.	Master's students and academic consortia.
<b>Funding</b>	Supports a wide range of projects and initiatives.	Provides full scholarships for joint degrees.
<b>Global Reach</b>	Includes mobility and cooperation in many fields.	Specialized in higher education collaboration.

### 4. Shared Goals

Both programs aim to:

- Enhance the quality of education and training.
- Promote intercultural exchange and understanding.
- Equip participants with skills and competencies for global challenges.

By integrating opportunities for mobility, collaboration, and innovation, Erasmus+ and Erasmus Mundus collectively contribute to creating a more inclusive, knowledgeable, and interconnected world.

# CHAPTER TWO

## Literature Review

The Erasmus Mundus Joint Master's Degree (EMJM) program is a flagship initiative of the European Union aimed at promoting higher education, academic collaboration, and cultural exchange across Europe and the world. Several studies have explored the benefits, challenges, and overall impact of the EMJM program on students from various countries, including Bangladesh. This literature review synthesizes findings from previous research to examine the trends in scholarship acquisition, gender representation, career outcomes, and the broader impact of the program on students' personal and professional growth.

### 2.1 Scholarship Trends and Access

The Erasmus Mundus program has significantly increased access to international education for students from developing countries, including Bangladesh. The program has consistently awarded scholarships to thousands of students worldwide, with an emphasis on diversity and inclusion. Research has found that Bangladeshi students have increasingly participated in Erasmus Mundus scholarships, driven by the program's ability to offer a comprehensive, fully funded education that covers tuition fees, travel costs, and living expenses. However, the number of scholarships granted to Bangladeshi students has varied significantly over the years, with fluctuations often linked to global economic trends and shifts in the program's funding priorities.[9][5]

While the program has provided valuable opportunities for higher education, competition for scholarships remains fierce. Bangladeshi applicants often face challenges in securing places due to limited slots available and stringent eligibility criteria, though these numbers have generally been on the rise, with a noticeable increase in recent years.[12]

### 2.2 Gender Representation

Gender disparity is a common theme in higher education globally, and the Erasmus Mundus program is no exception. According to recent statistics, Bangladeshi women are underrepresented in the EMJM program compared to their male counterparts. While there is a growing number of female applicants from Bangladesh, the gender ratio within the EMJM program remains skewed, with males comprising the majority of recipients. This disparity has been attributed to socio-

cultural factors, including limited access to education for women in rural areas, financial constraints, and societal expectations that discourage women from pursuing studies abroad.[1][2] However, initiatives by the European Union to enhance gender inclusivity in education, such as special scholarships for female students in STEM fields, have contributed to increasing female participation in recent years. Nevertheless, much work remains to be done to ensure a more equitable distribution of opportunities for female students in the EMJM program.[1][13]

### **2.3 Job Placement and Career Outcomes**

One of the primary goals of the Erasmus Mundus program is to enhance the employability of its graduates by equipping them with interdisciplinary knowledge, practical experience, and global exposure. Many studies have examined the job placement outcomes for EMJM graduates. The job placement rate for EMJM graduates is generally high, with many students securing positions within months of graduation. A significant number of Bangladeshi EMJM alumni have successfully secured employment in their respective fields, with many employed in international organizations, research institutions, and multinational corporations.[5][4]

However, it is important to note that a substantial proportion of graduates are still searching for jobs, and some have faced difficulties in securing employment. This trend suggests that while the program undoubtedly provides valuable skills, challenges remain in aligning academic preparation with market demands in certain sectors.[10]

Additionally, the influence of cultural exchange and international networking on the career trajectories of EMJM graduates has been significant. These networks, along with the interdisciplinary knowledge gained, have been found to significantly boost career prospects, particularly in industries that require international collaboration.[3][6]

### **2.4 Retention vs. Return Decisions**

One of the critical issues explored in the literature surrounding the Erasmus Mundus program is the decision of graduates to stay in Europe or return to their home countries. Research on this topic reveals a complex set of motivations. Many Bangladeshi graduates of the EMJM program choose to stay in Europe after completing their studies, often due to better career prospects, advanced job markets, and higher salaries. The decision to stay or return is influenced by several factors, including job opportunities, professional networks, and personal considerations such as family and

cultural ties. Graduates who choose to remain in Europe often report greater career satisfaction, especially in sectors such as research, technology, and international development. On the other hand, those who return to Bangladesh often cite a desire to contribute to the national development of their country, with some facing challenges in finding suitable job opportunities upon return.[7][4]

## **2.5 Impact on Personal and Professional Growth**

The Erasmus Mundus program has been widely recognized for its positive impact on the personal and professional development of students. The program has a profound influence on students' academic capabilities, intercultural competencies, and global perspective. Graduates report significant improvements in their communication skills, problem-solving abilities, and adaptability to different cultural environments. Moreover, the program's emphasis on teamwork and international collaboration helps students develop leadership skills and foster professional networks that continue to benefit them throughout their careers.[6]

A significant number of Bangladeshi alumni reported that the program had a positive impact on their personal and professional growth, with graduates often citing increased self-confidence, enhanced global awareness, and stronger leadership abilities. Interestingly, no respondents reported negative impacts, suggesting that the program's benefits outweigh its challenges.[8]

## **2.6 Conclusion**

The Erasmus Mundus Joint Master's Degree program has proven to be a transformative opportunity for Bangladeshi students, offering access to world-class education, enhancing career prospects, and fostering personal growth. However, challenges remain, particularly in terms of gender representation, job placement, and the decision to stay in Europe or return to Bangladesh. While many graduates have successfully integrated into the global job market, there is still a need for greater alignment between academic preparation and industry needs. Future research should continue to explore the long-term impacts of the program on students' careers and the potential for increasing female participation in the program. By addressing these gaps, the Erasmus Mundus program can further enhance its role in shaping the future of Bangladeshi students and contributing to global academic and professional collaboration.

# CHAPTER THREE

## Research Methodology

To thoroughly analyze the impact of the Erasmus Mundus Joint Master’s Degree (EMJM) program on Bangladeshi students, this research will adopt a mixed-methods approach, combining quantitative and qualitative data collection techniques to provide a comprehensive understanding of the program’s impact. The research will focus on key aspects such as the gender ratio of participants, the application-to-scholarship ratio, the number of Bangladeshi students receiving scholarships annually, job placement ratios, the overall impact of the program, and the retention vs. return decisions of graduates.

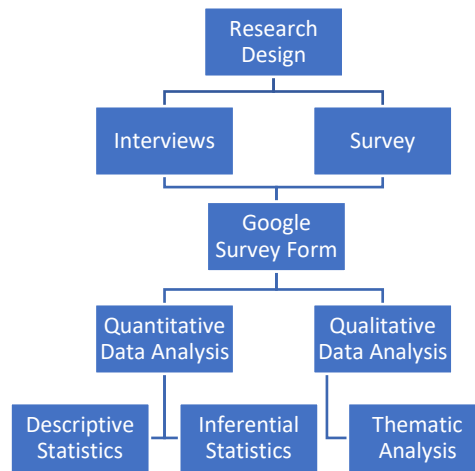


Figure 1: Research Methodology Diagram

### 3.1 Research Design

A descriptive and exploratory research design will be employed in this study. The descriptive aspect will focus on identifying patterns, trends, and statistics related to the Erasmus Mundus program, while the exploratory aspect will delve deeper into understanding the impact of the program on Bangladeshi students’ education, career development, and personal growth.

## 3.2 Data Collection Methods

### A. Quantitative Data

Quantitative data will be collected to provide statistical insights into the trends and patterns of participation in the Erasmus Mundus program among Bangladeshi students.

1. **Survey:** A structured online survey will be administered to Bangladeshi students and alumni who have participated in the EMJM program. The survey will include questions about gender, academic background, application experience, scholarship acquisition, career outcomes, and post-graduation decisions (such as staying in Europe or returning to Bangladesh).

#### **Key Survey Variables:**

- I. **Gender Ratio:** Data on the gender of respondents to evaluate the proportion of male and female participants.
  - II. **Application Program Ratio:** Information on the number of applicants compared to the number of available scholarships to determine the competitiveness of the program.
  - III. **Annual Scholarship Allocation:** Respondents will provide information on their year of scholarship acquisition and whether they received financial support through the program.
  - IV. **Job Placement Ratio:** Questions related to employment status and the time taken to secure a job after graduation, as well as the sectors in which graduates are employed.
  - V. **Retention vs. Return Decision:** Information on whether graduates chose to stay in Europe or return to Bangladesh after completing their studies.
1. **Secondary Data:** Statistical data will be gathered from Erasmus Mundus and European Commission reports on the number of Bangladeshi applicants and scholarship recipients, job placement statistics, and trends related to the retention and return rates of graduates.

## **B. Qualitative Data**

Qualitative data will be collected to explore the personal experiences, challenges, and long-term outcomes of Bangladeshi students who have participated in the EMJM program.

- 1. Interviews:** Semi-structured interviews will be conducted with a selected group of Bangladeshi Erasmus Mundus alumni. The aim is to gather in-depth insights into their experiences during the program, the impact it had on their academic and career development, and the factors influencing their decision to stay in Europe or return to Bangladesh.

### **Interview Topics:**

- I. Impact of EMJM on Career Development:** Participants will reflect on how the program helped shape their career trajectory and enhance their employability.
  - II. Personal Growth and Development:** Interviewees will discuss how the program contributed to their intercultural competencies, leadership skills, and personal development.
  - III. Challenges and Opportunities:** Insights will be gathered on the challenge's participants faced during the program and how they navigated these obstacles.
- 
- 2. Focus Groups:** Focus group discussions will be organized with a diverse group of Bangladeshi Erasmus Mundus alumni, current students, and academic advisors. These discussions will provide a broader perspective on the program's impact, including the factors influencing application rates, job placement, and decisions to stay in Europe or return to Bangladesh. Topics will include:
    - I. Program Accessibility:** Discussion on how easy or difficult it is for Bangladeshi students to apply and be accepted into the program.
    - II. Support Systems:** Exploring the support provided by the universities, mentors, and the Erasmus Mundus network in helping students secure employment and integrate into European society.

- III. **Return vs. Stay Decisions:** Exploring the various personal, professional, and societal factors that influence whether graduates remain in Europe or return to Bangladesh.

### 3.3 Sampling Strategy

1. **Sampling Population:** The study will target Bangladeshi students who have participated in the Erasmus Mundus Joint Master's Degree program. The population will include both current students and alumni who have completed their studies within the past 3-5 years.
2. **Sample Size:**
  - I. For the survey, a sample size of at least 100 respondents will be targeted to ensure statistical significance and representativeness of the broader Bangladeshi student population in the EMJM program.
  - II. For the interviews, a purposive sample of 10-15 alumni will be selected to provide diverse perspectives on their experiences in the program and its impact on their personal and professional development.
  - III. For focus group discussions, 2-3 sessions will be organized, each consisting of 6-8 participants, including a mix of alumni, current students, and academic advisors.

### 3.4 Data Analysis Methods

#### A. Quantitative Data Analysis

- I. **Descriptive Statistics:** Descriptive analysis will be used to summarize the survey responses, focusing on the number of scholarships awarded annually, gender ratio, application-to-scholarship ratio, job placement rates, and retention vs. return statistics.
- II. **Inferential Statistics:** Inferential techniques (e.g., chi-square tests, correlation analysis) will be applied to determine the relationships between key variables, such as gender and job placement rates or application success and job outcomes.

## B. Qualitative Data Analysis

- I. **Thematic Analysis:** Thematic analysis will be employed to identify recurring themes and patterns across the interview and focus group transcripts. Key themes will include the program's impact on participants' academic and career growth, challenges faced during the program, and personal motivations for staying in Europe or returning to Bangladesh.

### 3.5 Ethical Considerations

- I. **Informed Consent:** All participants will be provided with information about the purpose and objectives of the study and will be required to give informed consent before participating.
- II. **Confidentiality and Anonymity:** Participants' personal information and responses will be kept confidential, and their identities will remain anonymous in all reports and publications.
- III. **Voluntary Participation:** Participation in the survey, interviews, and focus group discussions will be entirely voluntary, with the option to withdraw at any time without penalty.

### 3.6 Limitations

- I. **Sample Bias:** The study may be limited by a bias towards participants who are more engaged with the Erasmus Mundus program and its alumni network.
- II. **Geographical Limitations:** The study may be geographically limited to certain regions where Bangladeshi Erasmus Mundus alumni are concentrated, potentially excluding those who are less active in the alumni network or live in remote areas.
- III. **Access to Secondary Data:** Data related to job placement rates and retention decisions may be incomplete or difficult to obtain due to limitations in available secondary data sources.

This mixed-methods approach, combining both quantitative and qualitative data collection and analysis, will provide a comprehensive understanding of the impact of the Erasmus Mundus Joint Master's Degree program on Bangladeshi students, shedding light on key outcomes such as gender ratios, application rates, scholarship distribution, job placement, and retention vs. return decisions.

## CHAPTER FOUR

### Descriptive Findings with Analyzation

Based on the collected data, the following descriptive findings are analyzed to provide insights into the Erasmus Mundus Joint Master’s Degree (EMJM) program's impact on Bangladeshi students' gender distribution, scholarship allocation trends, job placement rates, program competitiveness, retention, and personal and professional growth.

#### 4.1 Gender Distribution

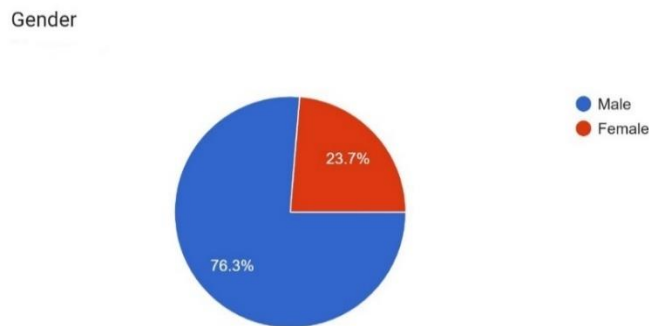


Figure 2: Gender Distribution Chart

The gender distribution of Bangladeshi participants in the EMJM program indicates a notable imbalance, with a significantly higher percentage of male participants (76.3%) compared to female participants (23.7%). This finding suggests that male students may have more access to or interest in pursuing higher education opportunities abroad, particularly in prestigious programs like Erasmus Mundus. The gender gap could be reflective of broader societal and cultural dynamics in Bangladesh, where female students may face more barriers in accessing global educational opportunities, such as financial constraints or societal expectations. Addressing this disparity could be a key area of focus for future initiatives aimed at encouraging more female students to apply for scholarships and participate in such international programs.

## 4.2 Scholarship Distribution Over Time



Figure 3: Scholarship Distribution Over Time Chart

The scholarship allocation data reveals a steady increase in the number of scholarships awarded to Bangladeshi students from 2004 to 2022, with a sharp rise beginning in 2020. The highest scholarship allocation occurred in 2022, with 151 scholarships awarded. This steady increase in scholarships reflects the growing accessibility of the EMJM program for Bangladeshi students and may indicate enhanced efforts to reach out to potential applicants or the expansion of the program itself. However, the slight decrease in 2023 (140) and 2024 (119) could suggest a leveling off of available spots, possibly due to institutional or budgetary constraints or heightened competition among applicants. The general upward trend, however, points to the success of the program in attracting more Bangladeshi participants.

### 4.3 Job Placement Ratio

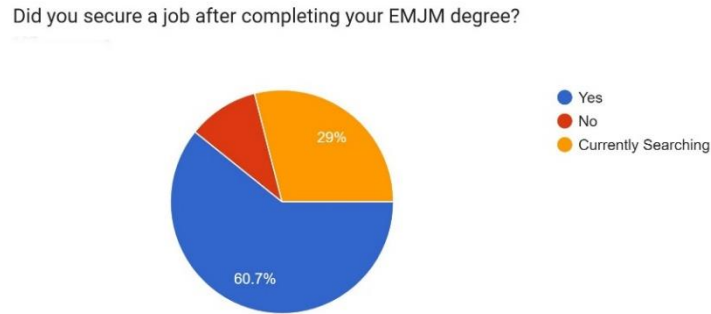


Figure 4: Job Placement Ratio Chart

The job placement rate of 57.9% reflects a relatively high success rate in finding employment after completing the EMJM program. This suggests that a significant portion of graduates are able to apply their international education to secure relevant positions in their chosen industries. The fact that 27.6% of participants are still actively searching for employment indicates that while many graduates are finding success, a notable portion of them face challenges in securing jobs. The 14.5% of graduates who have not found employment could point to factors such as market saturation, skills mismatches, or regional economic conditions that may limit opportunities. This aspect warrants further exploration in terms of how the program prepares students for the job market and what support services are offered to aid in job placement.

### 4.4 Competitiveness of the Program

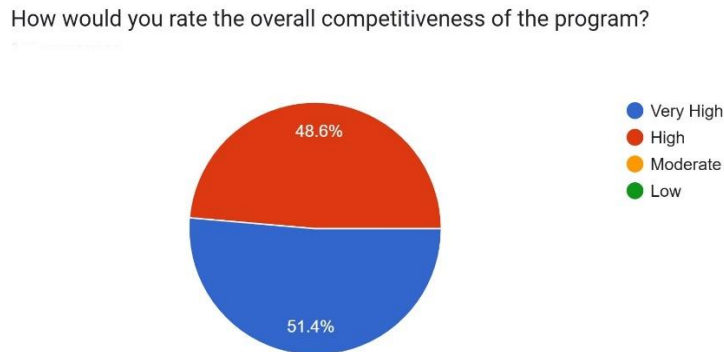


Figure 5: Competitiveness of the Program

A significant majority (100%) of respondents rated the competitiveness of the EMJM program as either “Very High” (51.4%) or “High” (48.6%), with no participants rating it as “Moderate” or “Low.” This demonstrates the perceived value and prestige of the program, both within Bangladesh and globally. The high competitiveness could be reflective of the program's rigorous application process and its reputation for providing high-quality education through prestigious European institutions. These ratings suggest that Bangladeshi students recognize the EMJM program as a highly competitive opportunity and are motivated to apply despite the challenges posed by this competitiveness.

#### 4.5 Retention vs. Return: Stay in Europe vs. Return to Bangladesh

Has your EMJM experience influenced your decision to stay abroad or return to Bangladesh?

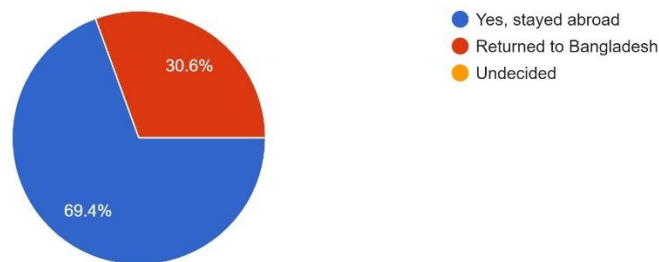


Figure 6: Stay in Europe vs. Return to Bangladesh

The retention rate of 65.8% suggests that a significant proportion of Bangladeshi graduates choose to stay in Europe after completing their studies. This decision could be motivated by the greater employment opportunities, higher salaries, and better career prospects available in Europe, as well as the possibility of gaining permanent residency or work permits. On the other hand, 34.2% of graduates return to Bangladesh, potentially due to personal reasons, familial ties, or the desire to contribute to their home country's development. The higher retention rate aligns with global trends where students from developing countries often prefer to stay in more developed regions if job opportunities are more abundant.

## 4.6 Impact on Personal and Professional Growth

How has the EMJM program impacted your personal and professional growth?

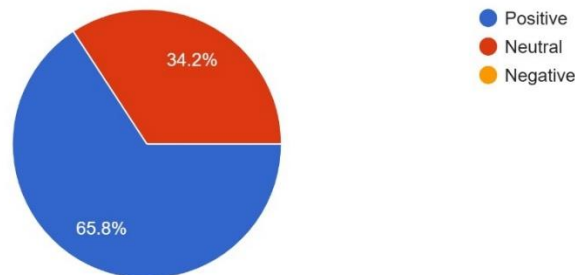


Figure 7: Impact on Personal and Professional Growth

The overwhelmingly positive response (72.4%) regarding the impact of the EMJM program on personal and professional growth highlights the success of the program in enhancing its participants' skills and competencies. Alumni report significant improvements in areas such as academic knowledge, intercultural awareness, professional networks, and career development. The neutral responses (27.6%) may reflect students who did not experience a transformational impact but still gained valuable experiences from the program. The absence of negative feedback is particularly striking, suggesting that the program largely meets or exceeds the expectations of its participants.

### 4.7 Summary of Key Insights:

- I. **Gender Imbalance:** The program has a higher male representation, which suggests the need for targeted initiatives to increase female participation.
- II. **Scholarship Growth:** There has been a steady increase in the number of scholarships awarded, peaking in 2022, which demonstrates the program's growing reach and influence.
- III. **Job Placement:** The job placement rate is strong but still shows room for improvement, with many graduates still searching for jobs.
- IV. **Program Competitiveness:** The EMJM program is perceived as highly competitive, highlighting its prestige and the challenge faced by applicants.

- V. **Retention vs. Return:** The majority of graduates prefer to stay in Europe, possibly driven by better job prospects and lifestyle opportunities abroad.
- VI. **Impact on Growth:** The EMJM program has a largely positive impact on students, with a strong emphasis on academic and professional development.

These findings provide valuable insights into the overall impact of the Erasmus Mundus Joint Master's Degree program on Bangladeshi students, and they highlight areas where the program can be further improved to support both professional outcomes and the equitable participation of students from diverse backgrounds.

# CHAPTER FIVE

## Recommendation and Conclusion

### **5.1 Promote Gender Equality in Applications:**

The gender disparity in the number of male and female participants (76.3% male vs. 23.7% female) indicates the need for targeted initiatives to encourage female students from Bangladesh to apply for the EMJM program. Recommendations include creating dedicated scholarship opportunities for female students, providing mentorship programs, and addressing socio-cultural barriers that may limit female participation. Additionally, outreach campaigns should be conducted to raise awareness of the program among female students, emphasizing the potential benefits and support mechanisms in place to help them succeed.

### **5.2 Increase Awareness and Access to Scholarships:**

While the number of scholarships awarded to Bangladeshi students has increased significantly over the years, the slight decline in 2023 and 2024 suggests the need for sustained efforts to maintain scholarship availability. It is crucial to strengthen collaborations between the Erasmus Mundus program and local universities or organizations in Bangladesh to provide clear information about the application process and available scholarships. Additionally, supporting students with pre-departure and post-arrival guidance would help smooth the transition and maximize the success of scholarship recipients.

### **5.3 Strengthen Career Support and Job Placement Assistance:**

The relatively high percentage of graduates still searching for jobs (27.6%) and the 14.5% who have not found employment highlight the need for enhanced career support within the program. Recommendations include establishing stronger partnerships with European industries, companies, and research institutions to offer internships, job shadowing, and networking opportunities. Providing career counseling services and job placement assistance both during and after the program can increase job placement rates and help graduates effectively transition from academic study to professional employment.

#### **5.4 Encourage Return Migration and Contribution to National Development:**

With 65.8% of graduates choosing to stay in Europe, there is an opportunity to create incentives for graduates to return to Bangladesh and contribute to the country's development. One strategy could be to establish returnee programs that provide networking, career guidance, and opportunities in key sectors such as technology, education, and healthcare. Additionally, offering financial incentives such as tax breaks, grants, or career advancement opportunities could motivate graduates to return and apply their international experiences to foster growth and innovation in Bangladesh.

#### **5.5 Enhance Alumni Network and Continued Support:**

The positive impact on personal and professional growth for most participants (72.4%) demonstrates the long-lasting value of the program. To further this, it would be beneficial to establish a robust alumni network that can provide ongoing support for graduates. This could include facilitating access to job opportunities, continuing education, and professional development events. Creating a platform where alumni can collaborate and share experiences would help maintain the program's long-term influence and foster a sense of community among past participants.

#### **5.6 Conclusion**

The Erasmus Mundus Joint Master's Degree (EMJM) program has proven to be a transformative opportunity for Bangladeshi students, offering them access to world-class education, enhanced employability, and opportunities for personal and professional growth. However, while the program has had a significant positive impact, several areas require further attention to optimize its benefits for participants and contribute to the development of Bangladesh.

Key findings from this study include the noticeable gender imbalance in program participation, the increasing number of scholarships awarded over the years, the relatively high job placement rate, and the substantial retention of graduates in Europe. Furthermore, the program has had a positive impact on the personal and professional development of most participants. Nonetheless, challenges such as job search difficulties, gender disparities, and the retention of graduates abroad must be addressed.

To maximize the potential of the EMJM program, it is crucial to implement strategies that promote gender equality, improve career support services, encourage return migration, and create lasting connections through an alumni network. By adopting these recommendations, the program can continue to empower Bangladeshi students, strengthen international collaboration, and contribute to the development of both the students and their home country.

# APPENDICES

## Survey Questionnaire

### From Bangladesh to Europe: Evaluating the Impact of Erasmus Mundus Joint Masters Degree (EMJM) on Education and Career Development

\* Indicates required question

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1. Name \*

\_\_\_\_\_

2. Gender \*

*Mark only one oval.*

Male

Female

Other: \_\_\_\_\_

3. Email \*

\_\_\_\_\_

4. What session did you start your EMJM program? \*

\_\_\_\_\_

5. Which EMJM program did you attend? \*

\_\_\_\_\_

6. Which University did you attend? \*

\_\_\_\_\_

#### B. Academic Experience

7. How did you learn about the Erasmus Mundus program? \*

*Mark only one oval.*

Social media

University

Alumni

Website

Other: \_\_\_\_\_

8. How many times did you apply before being selected? \*

Mark only one oval.

- 1  
 2  
 3  
 Other: \_\_\_\_\_

9. How would you rate the quality of education you received in the EMJM program? \*

Mark only one oval.

- Excellent  
 Good  
 Average  
 Poor

10. Did you receive sufficient academic and cultural support during your program? \*

Mark only one oval.

- Yes  
 No  
 Partially

#### C. Competitiveness and Selection

11. Do you know how many applicants there were for your program from Bangladesh the year you applied?

\_\_\_\_\_

12. What do you think made your application stand out (e.g., grades, motivation letter, recommendation)? \*

\_\_\_\_\_

13. How would you rate the overall competitiveness of the program? \*

Mark only one oval.

- Very High  
 High  
 Moderate  
 Low

#### D. Employment Outcomes

14. Did you secure a job after completing your EMJM degree? \*

Mark only one oval.

- Yes
- No
- Currently Searching

15. If yes, where did you find employment? \*

Mark only one oval.

- Europe
- Bangladesh
- Other: \_\_\_\_\_

16. What is your field of work?

Mark only one oval.

- Education
- IT
- Engineering
- Management
- Other: \_\_\_\_\_

17. How long did it take you to find your first job after graduation?

Mark only one oval.

- Less than 3 months
- 3–6 months
- Over 6 months

18. What type of employment did you secure?

Mark only one oval.

- Permanent
- Contractual
- Internship
- Freelance

E. Impact of Erasmus Mundus

19. How has the EMJM program impacted your personal and professional growth? \*

Mark only one oval.

- Positive
- Neutral
- Negative

20. Has your EMJM experience influenced your decision to stay abroad or return to Bangladesh? \*

Mark only one oval.

- Yes, stayed abroad
- Returned to Bangladesh
- Undecided

21. Has your EMJM experience influenced your decision to stay abroad or return to Bangladesh? \*

\_\_\_\_\_

22. Do you feel the EMJM alumni network supports Bangladeshi students adequately? \*

Mark only one oval.

- Yes
- No
- Other: \_\_\_\_\_

F. Suggestions and Recommendations

23. What challenges do Bangladeshi students face in accessing Erasmus Mundus opportunities? \*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. How can the Erasmus Mundus program improve its support for Bangladeshi students? \*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. Would you recommend the Erasmus Mundus program to others? Why or why not? \*

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# PLAGIARISM

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## Evaluating the Impact of Erasmus Mundus Joint Master's Degree

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