

 A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide.

# IMPACT OF EMMA E14 ON INDIVIDUAL LEVEL

Some success stories for EMMA  
Asian students and analysis of some  
failures

Target group: Undergraduate and  
Master

- The effects of EMMA East 2014 are not beneficial only for the individual beneficiary alone. As well as promoting student and staff mobility, the program has proved a catalyst for encouraging higher education institutions to modernize and become more international in outlook. By taking part in EMMA projects universities have become more open and accessible to the outside world, rethinking their courses, teaching methods and student support structures, in order to attract foreign students and establish new partnerships with institutions abroad

- **Individual success stories of beneficiaries are yet the pillars of the successful results of the project.**
- Information available in EMD, students' individual reports were the source of this presentation and input sent by host institutions (mostly from beneficiaries hosted by LBUS, UNS as there were few students reports available in EMD).
- Impact on individual level was measured also by relating to beneficiaries motivational letters submitted for their application file with achieved results.
- Histories and situations may be different but the strength of their commitment and international engagement is the same.

The impact of EMMA E14 project on individual level was measured through the competences the undergraduate and master students achieved at the end of their mobility, such as:

- **Capacity to plan and carry out learning independently**
- *There are some beneficiaries who are examples of good practice through their eagerness of learning. This is reflected by a big number of ECTS obtained, between 60-80 ECTS /1 year or 45 ECTS/1 semester (see EMD) and their future plans for pursuing studies abroad.*
- “I am leaving Romania with my heavy heart. If I have chance for my Ph.D I will chose Romania for it”... ....she achieved 64 ECTS
  - *Douem Sonika, M11, Royal University of Phnom Penh*
- *There are also unfortunate cases of beneficiaries not being able to comply with the European education system, obtaining 5 ECTS for example, according to data available in EMD, so this can be considered a difficulty.*

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**Being more able to think and analyze information critically;  
Think logically and draw conclusions (analytical skills);  
Use the internet, social media and PCs , e.g. for their studies,  
work and personal activities**

- *“I have learnt a lot of things from my professors and Romanian friends. Some technique was exchange between me and students in here as well. I’m aware that my critical thinking is increased after I’ve learnt some courses in here. It’s really amazing if I can come and study my master degree here again”*
  - Heng Soma, U6, Svay Rieng University, Cambodia
- *“I frankly did learn a considerable amount, as I can now code decently, as the professors actually gave us much room to think”*
  - Pocholo Espina, U6, Ateneo de Manilla University, Phillipines

# Plan and organize tasks and activities

- *“Everything here built me to be more independent. I needed to be responsible for my daily activities independently because my parents were not here to help me directly as they used to do at home. I learnt to do housework, I learnt to manage my budget, I learnt to balance my time for study, leisure and relax”*
- *Heng HuyHuang, U6, Royal University of Phnom Penh, Cambodia*

## Being more able to adapt to and act in new situations

- *“The first time I need to adapt with food, weather and also language but after that I can do it”*
  - VONGSAVANG Khankham, M6, National University Of Laos
- **Find solutions in difficult or challenging contexts (problem-solving skills)**
- *“Every friend saw my photos on Facebook, they thought my life here was totally happy, but they forgot to think that everyone smile in front of the camera. There were countless problems I faced. Proudly, those problems taught me to be a solution-oriented persons”*
  - Heng HuyHuang, U6, Royal University of Phnom Penh, Cambodia

**Being more confident and convinced of their abilities therefore being more able to reach decisions**

- *“I can improve my personal skills when living an independent life”*
  - *Karnchana Nuanchun, U10, Prince of Songkla University, Thailand*
- ***This allow students to:***
  - **Be more open-minded and curious about new challenges**
    - **Develop an idea and put it into practice**
      - **Express themselves creatively**



## Being able to cooperate in teams and discover new skills

- *“My friends in class are very friendly. When I have some problems about my homework or project they always help me to find it and suggest the best solution.”*
  - Phonethep Douangnoulak, U6, National University of Laos
  
- *“While I was studying biology I also enrolled in Volleyball course that enchanted me so much. I went to volleyball course 2-3 times a week and sometimes 5 times. At I have been practicing my volleyball skills until I was a great player, then I got the opportunity to be a part of team for competing at International Game-National Competition”*
  - Samoesak Prasawang, U6, Prince of Songkla University

## See the value of different cultures

- *“The European city is totally different from the place I have been living for all my life. It impressed me the kind and nice people and very beautiful buildings”*
  - Amiyah Nima, U10, Prince of Songkla University
- **Being more able to cooperate with people from other backgrounds and cultures**
- *“Although we come from many countries, different cultures, we shared the lives of students living far from home”*
  - Karnchana Nuanchun, U10, Prince of Songkla University
- *“Trying to understand the way of living in different societies is a huge step to a more peaceful and understanding world.”*
  - Suhimee Buya, M11, Prince of Songkla University
- **Javier Alexandra Marie, M11 – Strong will, curiosity and independence**
- She has succeeded in her mobility at UNS. She also informed the EMMA team of her will to continue one more year in France. She has improved her skills in French, and her capacity of interaction with the local people. Alexandra Marie is really involved in her neighbourhood and has find a way to achieve her goals

**Being more interested in European topics being more aware of social and political concepts like democracy, justice, equality, citizenship, civil rights**

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- *“I also had an opportunity to learn much about their European countries and languages. I was very impressed by the beauty of the of the countryside and by the kindness of people. I very much enjoyed being in an international group, that gave us the chance not only to know lots of different opinions and background knowledge but also to learn about countries about we usually do not know much about. It is also a gift to know people from other countries, to sometimes hear about their opinions on international subjects or to learn how the media in their country treat a certain subject.”*
  - *Suhimee Buya, M11, Prince of Songkla University*

## Being more interested in knowing what happens in the world daily/ Being more tolerant towards other persons' values and behavior

- *“But of course, life is not only about academics, moreover, academic exchange life. It consists, of culture, travel and people. So let’s start with culture and eventually the people who encompass these. I really appreciate how courses were offered in the culture which really gave us in depth understanding of other cultures in Erasmus. I believe it is things like these that enhance the world view, and actually allow people to be more empowered to create and think not just of their own country or themselves, but actually of other people”*
  - *Pocholo Espina, U6, Ateneo de Manilla University, Phillipines*

- **Some of the beneficiaries will probably participate more actively in social and political life of their community**
- *“I will share my experience openly, so the next generation will be ready to fight for their future.”*
  - *Heng HuyHuang, U6, Royal University of Phnom Penh, Cambodia*

## Beneficiaries have increased their sector- or field-specific skills

- *“I have learnt a lot of things and this experience will not only support my study but also create for me a very good background knowledge for my job in future”*
  - Phonethep Douangnoulak, U6, National University of Laos
- *“I was very impressed by the new modern teaching methods of my Professors. They were very enthusiastic and impatient to explain what I didn’t know or misunderstood. That helped me to have the best results for all the subjects. I was allowed also to join in some conferences about academic and training career which were very useful for me to find suitable job in the future”*
  - Tran Thi Thu Hoa, U6, Qui Nhon University, Vietnam
- *“I also went to Continental company to learn about production line”*
  - Khine Zin Theint, U10, University of technology Yatanarpon Cyber City, Myanmar
- *Zulbayar ULZIIBAYAR Zulbayar ULZIIBAYAR, M11, CITI, Mongolia did not manage to find an internship during his mobility at UNS. As this is mandatory in the education programme of the Master of the Graduate School of Management of the University of Nice, he went back home to do it. He then came back to Nice after his internship in Mongolia, and got his Master degree in Management at the University of Nice. His will to succeed and the assimilation of the environment both at the professional and private level, helped him achieve his goal.*

## Transferability of gained experience at home institution, ensuring internationalization for non-mobile students as well

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- *“I will use my knowledge and experience that I get from there to do my work and to teach my student in my university”*
  - *Doungsavanh Bouasy, M6, National University of Laos*

## Knowing better their strengths and weaknesses

- This applies both in the case of successful mobilities as well as in case of drop-outs (example of 1 case of drop-out after 1 month of mobility due to family pressure for returning back home)



## The main challenges European host institution faced were related to:

- The lack of English for some beneficiaries. It led to difficult situation as they did not always understand what they had to do regarding visa issues or how they had to prepare they study abroad (Learning Agreement, choice of a supervisor, signature... ).
- *Little by little the cases have been unblocked and solutions have been found (for example some institutions counted on local contact and/or staff doing mobility in Mongolia).*
- One big challenge was the organization of mobility for a disable beneficiaries.
- *In Nice for example, it was quite complicated as this was an opportunity to discovered that the service dedicated for disable student is not really efficient for local student and worst for foreign students (only one person speaks English...). It took more time than planned to find different solutions and it has been decided to support the cost of a flight ticket and insurance for her mother so that she could come during the first months and help her daughter in her daily life. **It came out that the beneficiary was really dynamic, volunteer and hard worker and the mobility was a big success.***

## FAILURES AND DIFFICULTIES DURING MOBILITIES

- Drop-outs
- *Mobility cancelled or Renunciation when students were not able to comply with the academic requirements of host institutions, lack of foreign language skills or individual personality (shy persons, not easy to adapt to a new cultural environment)*

Video produced by EMMA E14 students, 2nd cohort, sharing their experience of study mobility in Lucian Blaga University of Sibiu

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- <https://video.search.yahoo.com/yhs/search?fr=yhs-Lkry-SF01&hsimp=yhs-SF01&hspart=Lkry&p=youtube+experience+sharing+from+Asian+students#id=2&vid=471c34b54f014467cfc5430380d70446&action=click>

• Thank you!