



Erasmus

რეგიონების კვლევა

Region Survey

2014-2015



WWW.ESN.GE
WWW.ERASMUSPLUS.OGR.GE



This brochure presents a report of Erasmus Survey in Regions, which was prepared on the basis of students' opinions from 5 regions. Research carried out by non-governmental students' organization Erasmus Student Network Tbilisi ISU, with the support of Erasmus + national office.

It is forbidden to use full or parts of the research without mentioning the source

Online version of the report is published on our website www.esn.ge

2015



Table of Contents

<i>Introduction</i>	4
<i>Researches Goals</i>	6
<i>Methodology of the Survey</i>	6
<i>Selective Combination</i>	7
<i>Subject of the Survey</i>	7
<i>Object of the Survey</i>	7
<i>Analyze</i>	7
<i>Figure N3 - respondents Age</i>	9
A.1. Do you have any information about Erasmus +?	9
A.2. do you have any information about Erasmus Mundus Exchange Programs?	10
A.3. from where do you receive information about Erasmus Mundus-olb exchange Program? ...	11
A.4. How do you think what documentations are required for the participation in the exchanged programs?	12
A.5. Do you ever attempt to participate in Erasmus Mundus exchange program?	14
A.6 Indicate those two important sources, from which is possible to receive complete information about Erasmus Mundus exchange program	14
A.8. Do you have relevant language knowledge for Erasmus Mundus exchange program and corresponding Language Certificate?	15
A.9. Have you ever drawn up curriculum (CV) within the European Format?	16
A.10. Do you have relevant experience in writing cover letter relevant to these programs?	17
A.11.	18
A.12. In your opinion from the listed which factor may hinder Georgian students to study in Europe and gain Education?	20
<i>Conclusion</i>	22



Recommendations..... 24

Introduction

Nowadays there are many International exchange programs, among them the Erasmus Mundus programs are quite popular, these program are nearly finished and in Georgia started new, relatively large-scaled project of Erasmus +. As we have mentioned the most part of the Erasmus



Mundus program finished enrolment in 2014-2015 academic year. The interest to this program by students was quite high, but due to the some problems, such as lack of information and inexperience, very often the motivated students couldn't satisfy the exchange program standards of Erasmus Mundus. In order to facilitate students to participate in an international exchange program, he/she must first know what is required for the participation and how to submit an application.

Recently, a number of structure involved in this activities tries to provide information interested persons, but the result clearly shows that the numbers of informed and winner students of Tbilisi Universities is much higher than regional universities. Except this, the interested students in the region have not complete information about the programs. They do not have enough experience to write a good cover letter and resume tailored to the draft European standards (CV). The active operation in this field has shown that also problematic issue is foreign language skills and its relevant knowledge to international standards certificate, which is required by many European institutions.

For studying all abovementioned problematic issues the group of Erasmus Student Network (ESN) Tbilisi ISU has conducted a small study, based on which was revealed the attitude of each surveyed youth to the exchanged programs at the same time was outlined the environmental factors which were hindering for their mobility. Through the research, it was clear what kind of information hold students in the regions, and is it enough to take part in exchange programs.

Since the Erasmus Program was announced, a one of the most successful project of the Euro Commission, and was decided to increase projects scales within the Erasmus +, which started in Georgia in 2015 year. The research was conducted in 5 universities of Georgian regions. These universities are Shota Rustaveli Batumi State University, Shota Meskhia Zugdidi State Teaching University, Gori State Teaching University, Akhaltsikhe State Teaching University, Iakob Gigebashvili Telavi State University. Each of the mentioned universities is a partner of one or more exchange programs. In accordance with this principle were selected these universities.

Except the mentioned research the Project Steering Group in Shota Rustaveli Batumi State University and Iakob Gogebashvili Telavi State University hold trainings on the current exchange programs of Erasmus Mundus, how to write cover letter and Resume in the European draft. (CV Europass).

Consequent from the fact that the support of the exchanged programs and to supply of information to the Georgian students is one of the most important direction for Erasmus Student Network (ESN) Tbilisi ISU. We are glad that we have opportunity to implement mentioned project by supporting Erasmus+ office.

Researches

Goals:

Based on the 4 years experience of Erasmus Student Network (ESN) Tbilisi ISU and accumulated knowledge, there were assumptions what kind of trouble should be emerged in the regional universities for that part of students who are motivated to study abroad. The existence of these problems has led to the need for research and at the same time to determine the research objectives, which are as follows:

- To determine informational level about Erasmus Mundus exchanged programs in the 5 universities of Georgian regions;
- To orapare required documentation for Erasmus Mundus exchange programs, to determine experience of students of regional high educational institutions.
- To determine preventive factors for participation in Erasmus Mundus exchange programs

Hypotheses:

The research hypotheses are the following provisions:

- Law rate of awareness of the students of Georgian regional high educational institutions regarding Erasmus Mundus exchange programs.
- Existence of hindering factors for students of Georgian regional high institutions to participate in the exchange programs of Erasmus Mundus.
- Inconsistency of the prepared and required documentations of the mentioned universities with the Erasmus Mundusexchange programs.

Methodology of the Survey

While preparing Erasmus Survey in Regions we have used mass survey type of the quantitative method. The survey respondents opinion was carried out via self-administered questionnaires, which includes filling out a questionnaire independently, without interviewer. The survey was performs as via electronic form also by on-site survey. Within survey we were guided by the questionnaire which was drawn up by the Steering Group, which was semi-structured, with open and closed questions. The study was conducted with students of the above mentioned high educational institutions.

Selective Combination

The direct target group of the survey is the students of Bachelor and Master educational programs of the mentioned universities. Was used the random selection principle. In accordance with the regions there, total amount was determined as 118 students.

Subject of the Survey

The subject of the survey is to determine the information level and preventive factors related to the Erasmus Mundus exchanged programs for the students of mentioned Georgian high educational institutions.

Object of the Survey

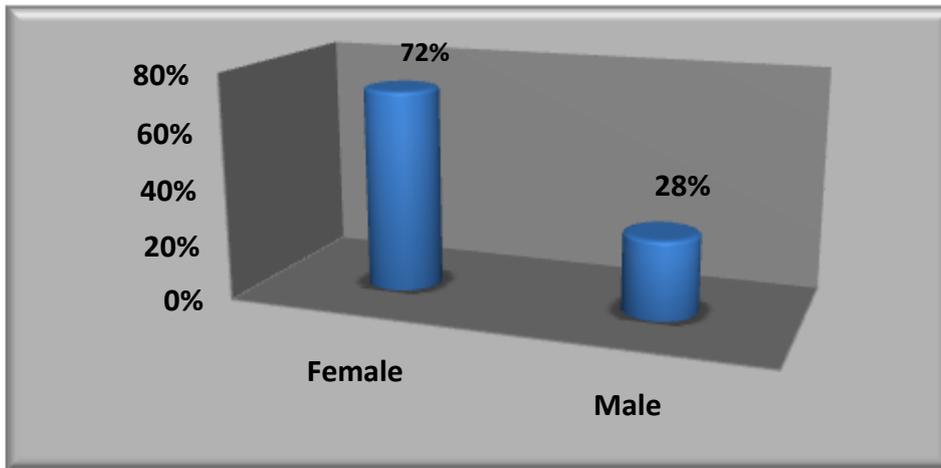
The object of the survey is the students of Bachelor and Master educational program of Georgian regional high education institutions.

Analyze

Within the mentioned survey in total were interviewed 118 students, among them 72% were females and 28% males

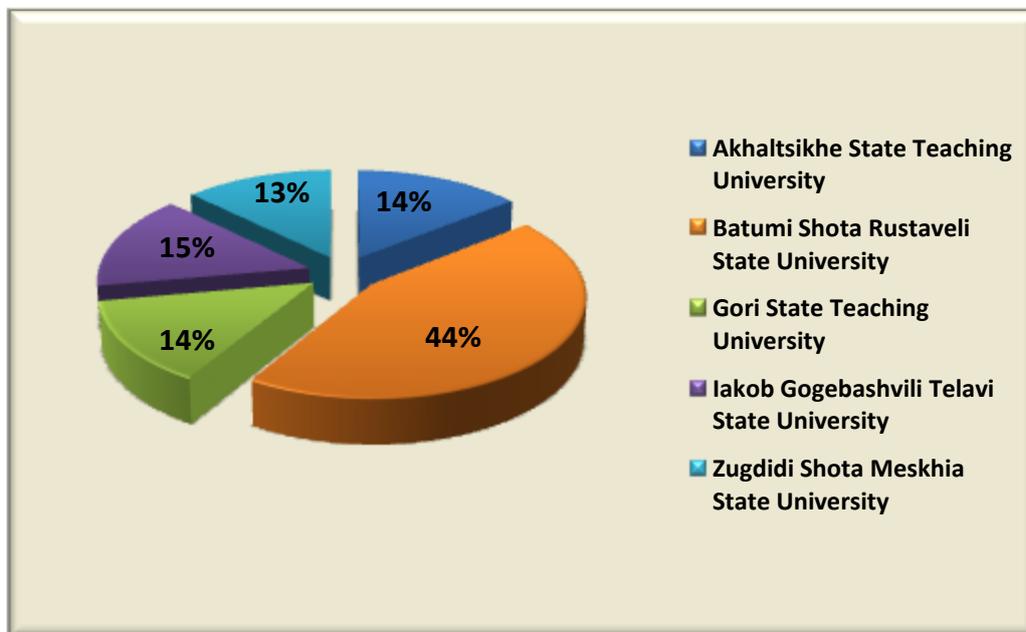
Figure N1 - respondents Gender





The proportional share of the respondents according to the universities is as follows: Akhaltsikhe University was interviewed 14% of students; Shota Rustaveli Batumi State University – 44% Gori State Teaching University -14%; Iakob Gogebashvili State Teaching University - 15%; But in Shota Meskhia Zugdidi State University - 13% ;

Figure N2 - The Distribution of Respondents in Accordance with the University

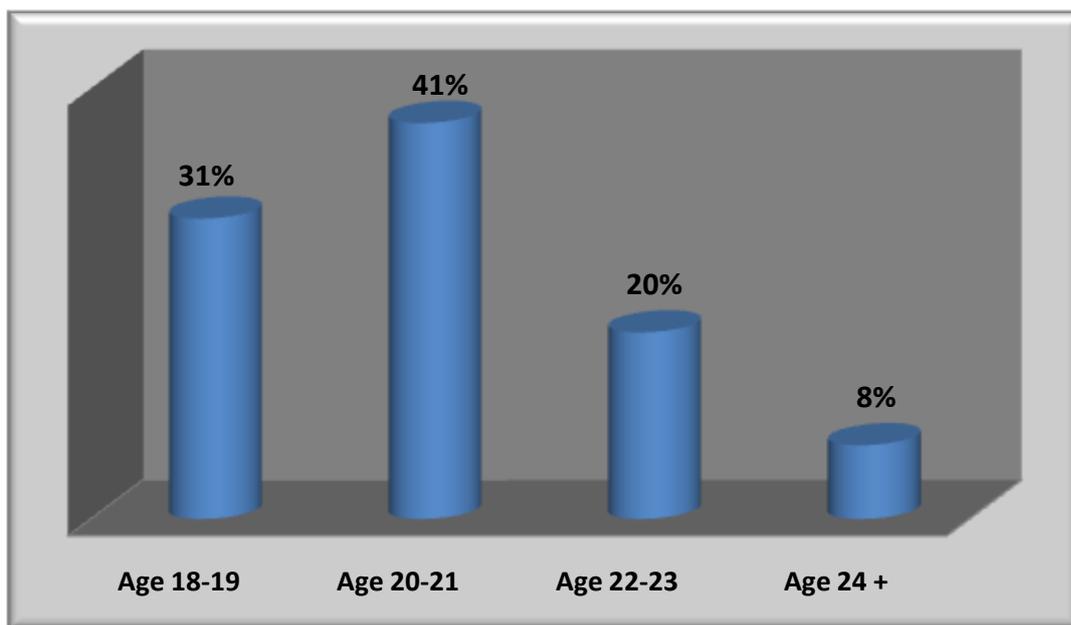


The most important factor is the age of the students surveyed in the research process, because in the research process we faced to the various hindering factors for students to participate in the exchange programs. A large number of students cites that one of the most hindering factor is family position.

Therefore, we were interest exact age of the students, which the most often have the similar barriers.

Based on a survey was found that 78% of respondents were from 19 to 22 years old students.

Figure N3 - respondents Age

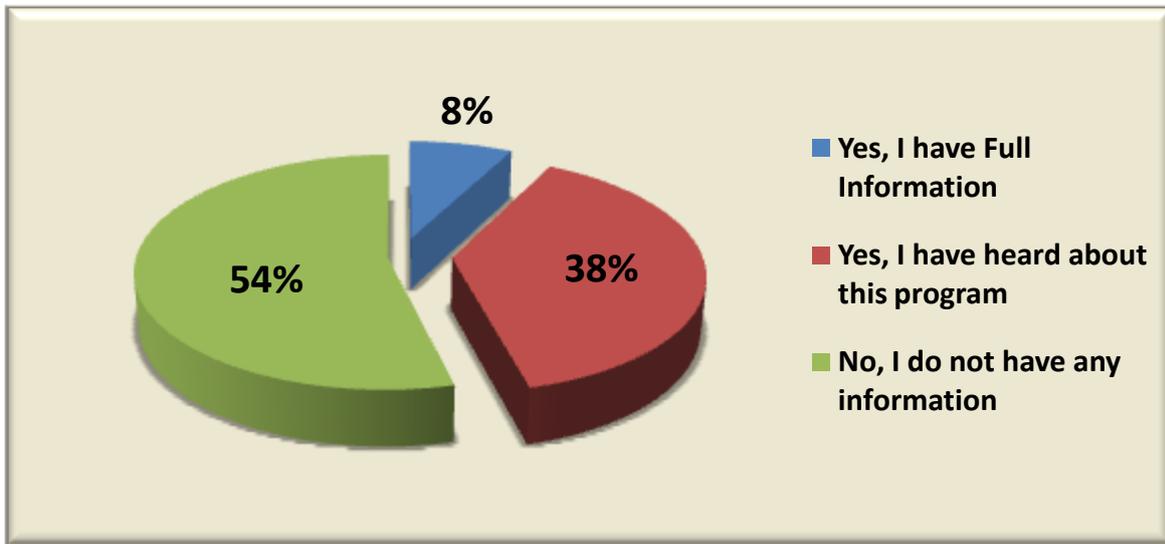


A.1. Do you have any information about Erasmus +?

On the given question, the percentage rates were distributed as follows: 54% has not information about Erasmus +project; 38% have only heard, but only 8% thinks that has extreme information on the mentioned program.

Figure N4





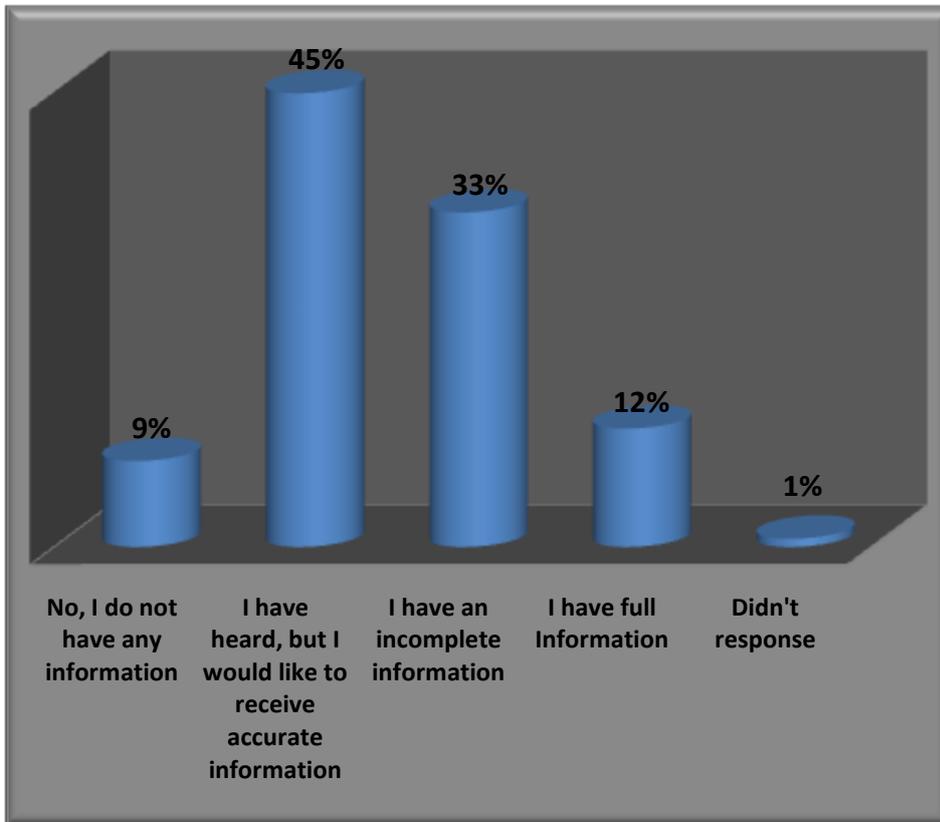
The results of the mentioned question were quite expected because Erasmus + is completely new program, which was commenced in the Georgian in this year.

[A.2. do you have any information about Erasmus Mundus Exchange Programs?](#)

On this question the 45% of the students answer that they have heard about this program, but they are willing to receive much more information about it, but 9% of respondents answer that they have not any information about it.

Figure N5





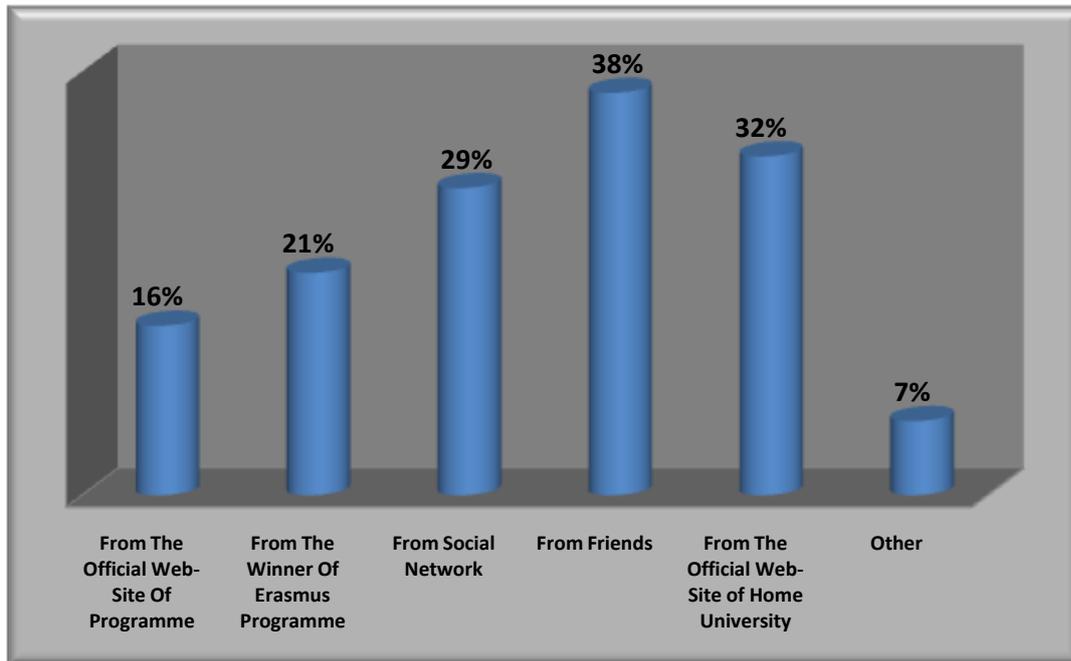
Based on the mentioned data is revealed, that most of the students don't have qualitative information about Erasmus Mundus exchange program. But 33% of students declares that they have incomplete information. As it is shown in Figure only 13% of interviewed students consider that have complete information on the program. Based on this data it is interesting from where know these students about the program and is their information source real or not.

[A.3. from where do you receive information about Erasmus Mundus-ob exchange Program?](#)

The percentage rate of the answer on the mentioned question exceeds to the 100%, because the respondents were allowed to mark more than one answer.

Figure N6





As a result we can see that for the 38% of students the source of the information are friends, but only 32% declares that he/she received information from the official web-sites. Except this in the question also was allowed to cite other sources.

However, for example most of students of the Gori State University receives information from social networks, the majority of respondents from the mentioned university 50% declares, that receives information exactly from the social networks.

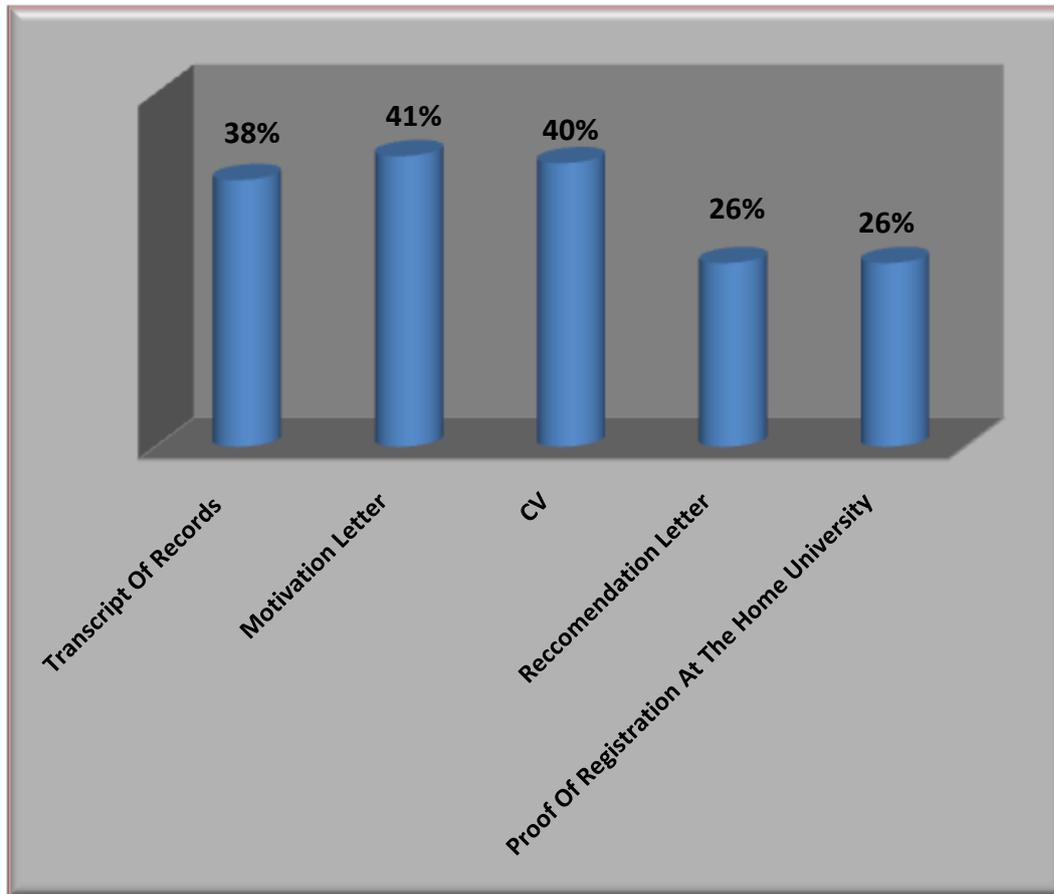
Only 7% have cited other sources. Among them 4% received information from university notification, for the other students the source of the information was the Department of Foreign Affairs of the University, also Rectors and Lectors.

[A.4. How do you think what documentations are required for the participation in the exchanged programs?](#)

The proportional rate of this question exceeds to 100%, because the mentioned issue was open and students were allowed to write more than one answer.

Figure N7





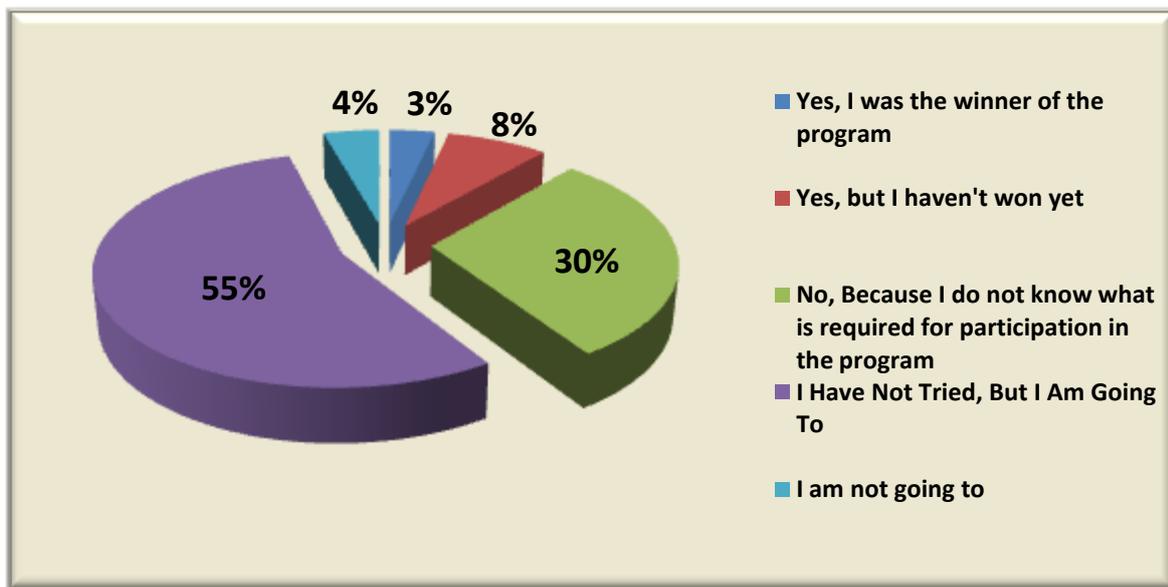
76 applicants answered this question. As you see on the Figure most of the questioned is clear that the cover letter and Resume (CV) along with the abovementioned documents are required for the exchange program. However a small amount of the respondents specifies the following list of the documents: Passport, ID Card, Testimonial, Diploma, Health Certificate, Letter of Invitation from the Host University, special conditions, study plan, parents permission on exchange program and traveling in foreign countries, Certificate on work experience, Visa, International Passport, Certificate confirming the education, Birth certificate, participation in the similar projects, certificate, knowledge and activeness, knowledge in foreign language in accordance with the country where are you going, application. We didn't change this list deliberately and didn't correct grammatical mistakes. Because such kind of information more clearly reflect the real picture. Beside this on the mentioned question, only 4 applicants answered that have not any information about required documentation.



A.5. Do you ever attempt to participate in Erasmus Mundus exchange program?

On this question 85% of students answer that he/she never attempted to participated in the mentioned program. However should be emphasized the fact that 30% cant participate in the mentioned program due to the lack of information. Also should be noticed that only 4 % form the respondents don't intend to participate in these programs, what I think is a pretty good figure.

Figure N8



Also should be outlined the fact, that only 3% from the respondents were beneficiary of Erasmus Mundus, this is the result of a low common parameters.

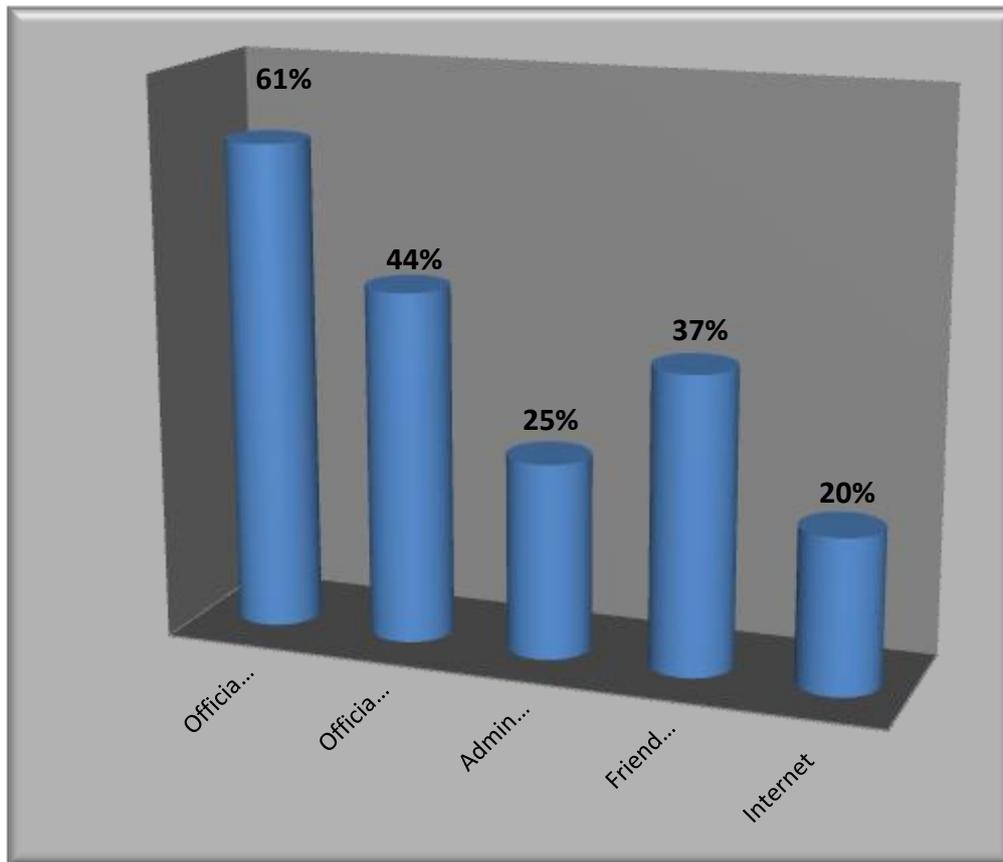
The students declare those sources of the information which is considered mostly competent, and they think that the complete information may be received from these sources. It is reflected in the next question.

A.6 Indicate those two important sources, from which is possible to receive complete information about Erasmus Mundus exchange program

The percentage indicator of this question exceeds to 100%, because students had to mark only two answers from the list. The highest indicator (61%) students consider that the most reliable sources of the information are directly the coordinators of the program. After this comes 44% who considers that the most competent source of the program is web-site of the program, but for 37% - the friend winner in the program, 25% - University Administration, what about the internet space only 20% thinks that this latter source is most reliable.



Figure N9



The tendency shows that students interested in this or that website and official coordinator of the exchange program are much more reliable than the specific information provided by the university.

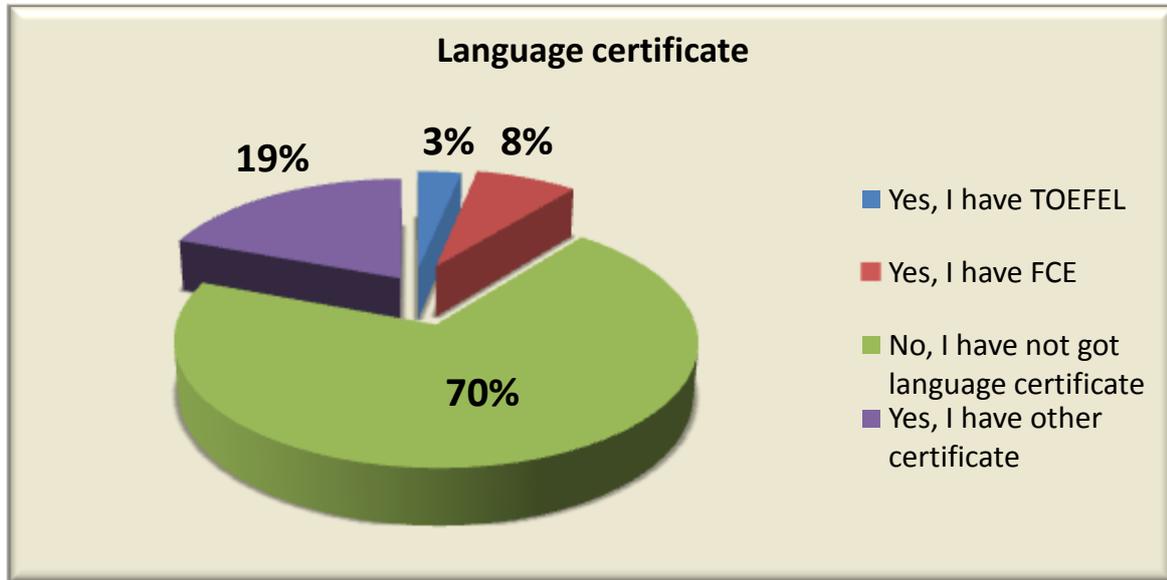
It is also interesting how the question of the individual universities is distributed in percentage. Most of all noticeable was answer of students of Gori Teaching University because most of them, i.e. 63% declared that the most reliable source of information were friends who won in the mentioned programs.

A.8. Do you have relevant language knowledge for Erasmus Mundus exchange program and corresponding Language Certificate?

Based on the mentioned data the total picture is quite clear, by which 70% don't have any international certificate of foreign language, which is critically high figure, because the absence of this certificate decreases the chance and competitiveness of the applicant.



Figure N10



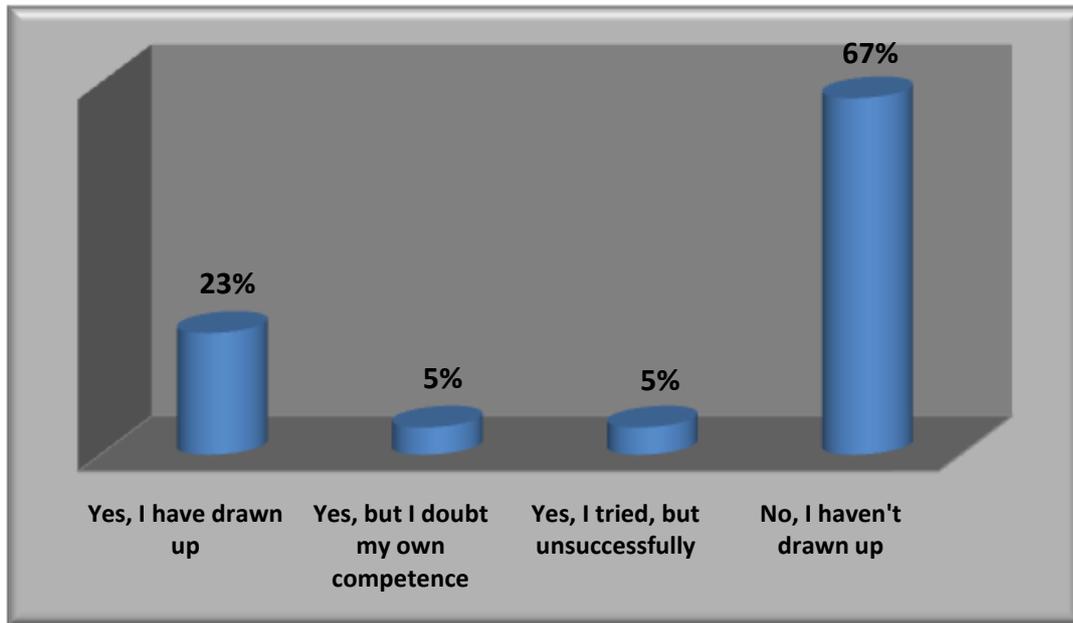
In accordance with the statistic only 19% of the respondents holds the certificate required by the exchange programs, however it should be noticed that we don't have information what level and what score has the international certificate named by these students. Also the interesting fact is that IELTS certificate has not any questioned student.

In the mentioned questioners, the students were allowed to write other type of language certificate, which was not implied in the listed answers. 19% of students indicated name of the other certificate from this 2% indicated that she/he had B1 Level Certificate and university certificate confirming language knowledge, which is not relevant for the exchange programs. 3% had B2 Level certificate however it is not specified what kind of certificate they had, also are indicated the following types of certificates: B2.2, DALFC 1, ELE school certificate

[A.9. Have you ever drawn up curriculum \(CV\) within the European Format?](#)

Figure N11





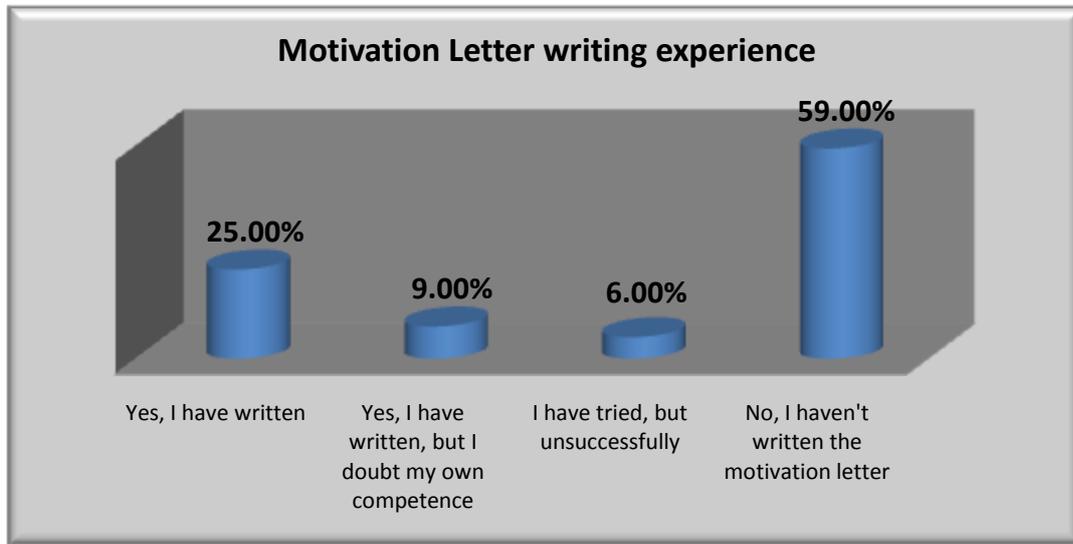
23% of the respondents cite that they have drawn up CV EUROPASS format, only 66% have never tried to draw up it, other 10% attempted to fill it, but they couldn't do it.

Since the majority of respondents did not have the experience to participate in the exchange program, it is logical that they would not have drawn a large number of incomplete or European format CV, as well as all documents required by the Exchange.

A.10. Do you have relevant experience in writing cover letter relevant to these programs?

Figure N12





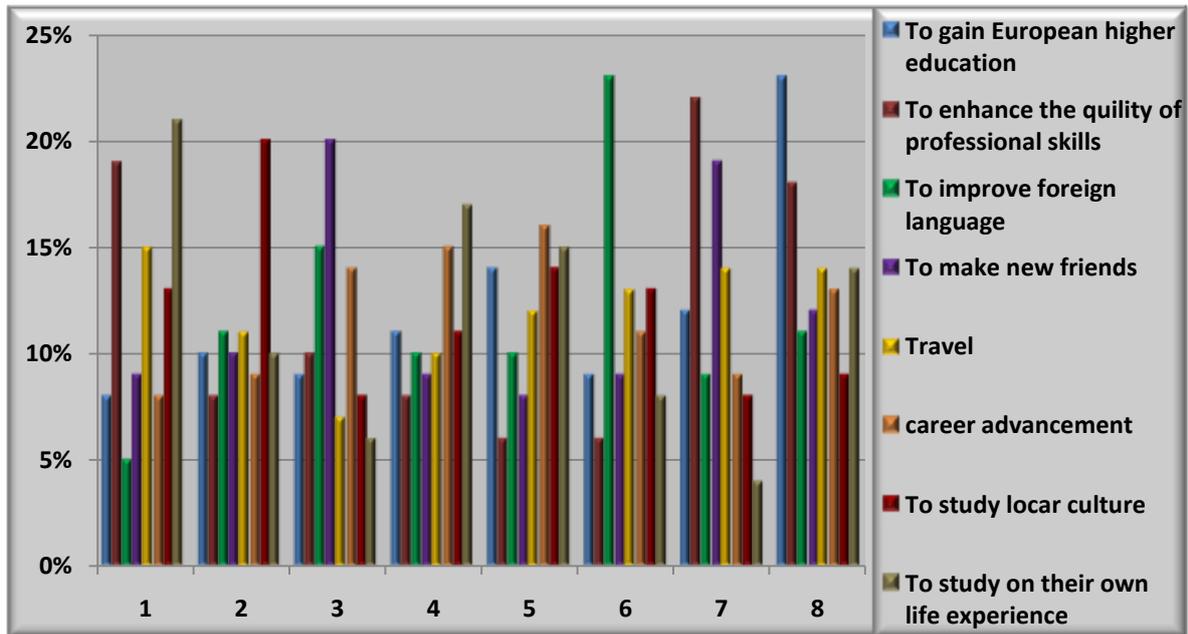
based on the mentioned data was revealed that most of the respondents, 59% have never written the motivation letter, but 14% has experience in the dawn up the motivation letter. But in accordance with their opinion this motivation letter wasn't completed.

A.11. Please sort the provisions in accordance with the priorities, indicate the reasons why you want to participate in the Erasmus Mundus exchange program?

(In which 8 is most priority, but 1 is less priority)

Figure N13





Let us consider the percentage of separate provisions:

The European education is the most priority for 44%, but the minor for 27%.

Professional knowledge increase is most important for 46%, while it is the minor for 37%.

The advance of foreign language knowledge for continues study in the foreign countries is most important for 43 % of respondents and most insignificant for 37%.

The most important reason for study in foreign countries for 43% is to acquire new friends, but for 31% this is the most insignificant.

Traveling has the highest indicator 41%, but applicants 32% consider it as minor important.

Students study abroad for career advancement is a top priority for only 33%. 31% of it does not consider a priority.

To study local culture of European Countries student 26% considers as an important and 41% doesn't grant any importance to it.

While 26% of students would like to study on their own life experience to get here from other countries, 37% consider this issue and other provisions slightly higher index values.



The index is seen as desirable because the large part of the surveyed students consider that the most important fact in the mention is not to get European education, or to advance professional knowledge but they think the most important is to acquire new friends and to travel abroad, which means that regions of high schools students in large part aware of no reason why Europe is important in learning to accept and in particular Erasmus Mundus exchange programs.

The major motive of the surveyed students of Shota Rustaveli State University surveyed why they want to participate in exchange programs, is to gain European education and travel, which has the similar percentage figure, after this the most important for them is to meet new friends, the culture, the independent life and career advance, also to improve foreign language. But at the last place is professional knowledge advance.

All above listed provision by its content is very important factor, why is so important to study in Europe for the further professional growth. Such distribution of the priorities shows that applicants have not yet realize the positive features of the exchange programs, as you see the less importance has exactly professional knowledge advance.

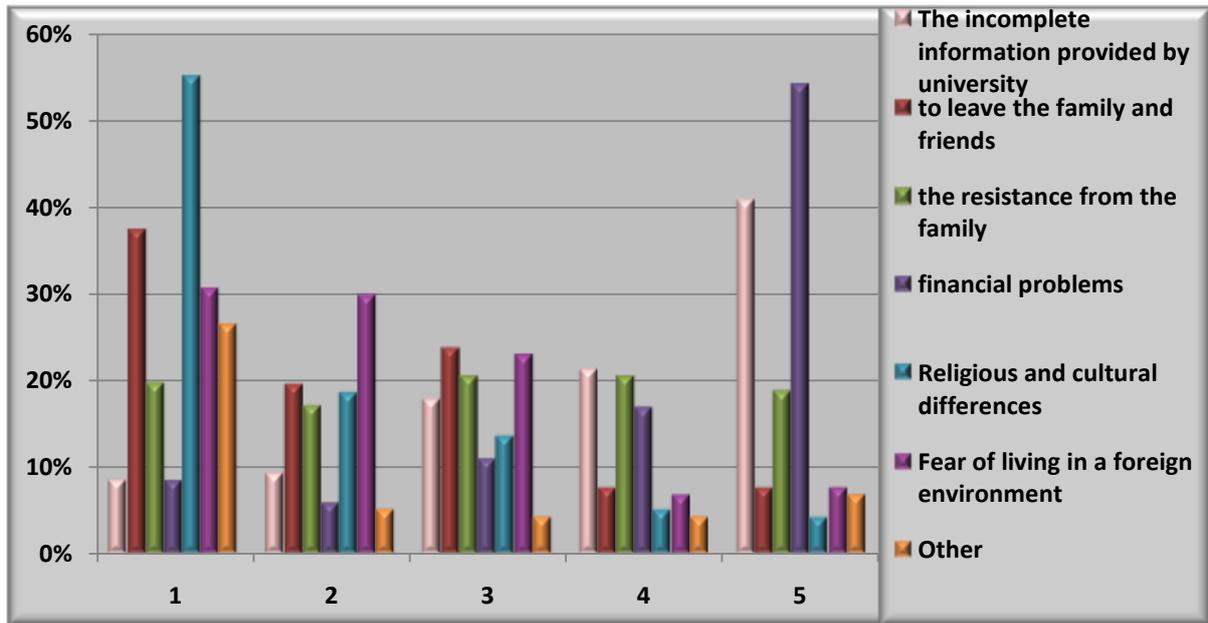
But, 54 % of respondents of Akhaltsikhe State Teaching University and 75% of Shota Meskhia Zugdidi State University the most important factor is to improve foreign language knowledge. This figure proves our assumption, that most of students who studies in regional high educational institutions don't know foreign language on the relevant level and therefore they haven't relevant certificates in language, which is one of the required documentation in the mentioned program.

[A.12. In your opinion from the listed which factor may hinder Georgian students to study in Europe and gain Education?](#)

(Evaluate with 5-point score where 5 means the most important factor, but 1 means the most minor factor)

Figure N 14





On the separate provisions, the percentages are distributed as follows:

The incomplete information provided by university is the most hindering factor for continue study in the foreign countries for the 62% of respondents. This issue has the minor importance for 18% of respondents.

For 16% of respondents the most hindering factor to study in foreign countries is to leave his/her family and friends, and these factors are minor for 57% of respondents.

Hereinafter should be noticed that the resistance from the family members is one of the hindering factor for continue the study abroad. It has the highest degree between the 39% of applicants, which is quite high figure. But 37% of the respondent considers this factor the most unimportant. 39% has barriers from the family members and this is one of the most important factors why they are unable to participate in the program. However, the conditions in the different universities significantly differ from each other. For example, the highest percentage is outlined in Gori, where 75% of questioned students cannot go in Europe and gain education due to the resistant of family members, and in Zugdidi where the 67% of questioned students has the similar preventive factors.



As for the financial problems, 71% of applicants is the most significant barrier, while for 15% this are insignificant. Therefore, students need to obtain more information about the exchange programs, in which financial issue is not controversial barrier.

As for the religious and cultural differences between Europe and Georgia, there is revealed quite a good figure, because 74% of the applicants this circumstance is not deterrent factor to go for study in foreign universities. Only 9% of respondents find the mentioned as a hindering factor.

Also, 61% of surveyed students has not the fright for life in a foreign environment the mentioned is obstacle factor for only for 15% of students.

On the mentioned questions applicants were allowed to write other contradictory factors (in case of their existence), hereinafter should be noticed that the preventing factor indicated in this Figure was low level of language knowledge, which is considered as a hindering factor by students. 8% of the respondents consider it as a barrier.

Conclusion

All hypothesis outlined by me revealed as true. As we assumed the students of high educational institutions of Georgia regions have not enough information on the Erasmus Mundus exchange program, where I confirm the following data:

54 % of students have not any information about Erasmus +, but from the 38% of respondents haven't heard about the program anything, but they didn't have any information but on the question do you have any information of Erasmus Mundus exchange program the 45% of respondents declare that they have not complete information and wanted to learn more. But 33% notice that has incomplete information. 30% of the respondents didn't take part in these programs, because they didn't know what was needed for the mentioned program. Based on the mentioned data 78% students hasn't complete information about Erasmus Mundus exchange program. Except this those students who have information Erasmus Mundus exchange program cite information receiving sources. The most amount for the applicants nearly 38% of the source of information are friends.

What about hypothesis, for the students of Georgian regional high education institutions the hinder factor for the Erasmus Mundus exchange program is confirmed based on the following data:

From the data is clearly seen that most of the respondents (68%) declares that the most hindering factor is incomplete information supplied by university. Except this, have been revealed other types of barriers. The resistant by the family members is hindering factor for 39% of students to study in the foreign university. From the five regions the most important factor as a barrier are these issues in Gori and Zugdidi regions. 75% of questioned students of GoriState Teaching University indicate on this type of resistant factors. But in Shota Meskhia Zugdidi University this figure was made up 67 %. The most of the applicants 71% indicates that it was the financial problem. Hereinafter should be noticed the fact, that Erasmus Mundus exchange program is completely free and the winner student receives monthly foundation. Health insurance and travel expenses, which means that the surveyed students do not have any information about it, and that's why, the financial problems for most of students are impending barrier.

The incompliance of the documentation of mentioned high educational education institution with Erasmus Mundus exchange program, in fact, represents the problem and the hypothesis was confirmed by the following data:

70% of the respondents have not any confirmation international certificate of language knowledge, but 11 % have TOEFEL and FCE certificate and none of the questioned students have IELTS. But 19 % notes that have other type of language certificate, they also were able to concrete the type of certificate. However it show that most of students indicated the B1-B2 Level, they confirm their knowledge validity via the facultative English language course they have passed in the university. For the exchange programs, the important document is also resume and cover letter corresponding to the European standards. Although more than half of the respondents would like to participate in exchange programs, the study found that 66% of respondents do not have drawn up the resume in compliance to the European format, and 5% have tried to compile, but with limited success.

It should also be noted that the cover letter writing experience has not 59% of respondents, and tried, but failed to 6%. Also one of the most important part of the research is information on the documentation of exchange programs and students were able to express their own opinion, but it show critically low result. The responds note the answers such as: Passport, ID Card, Testimonial, Diploma, Health Certificate, Letter of Invitation from the Host University, special conditions, study plan, parents permission on exchange program and traveling in foreign countries, Certificate on work experience, Visa, International Passport, Certificate confirming the education, Birth certificate, participation in the similar projects, certificate, knowledge and activeness, knowledge in foreign language in accordance with the country where are you going, application.

Recommendations

Problem: Lack or incomplete information

That part of the student who is interested in study European Universities, mostly are not informed in several programs and the access to the information is difficult for them. Therefore most of the interview students consider the source of the mentioned information are friends and social networks, which in the most cases are reason that the students from region high education institutions don't have complete information. Given the fact that students often receive information from incompetent persons, their information about exchange programs is incomplete, and often inaccurate.

Recommendation: In our opinion for the elimination of the mentioned problems is needed more activation of all those official sources, which are accountable and has a relationship with the students, and to supply them timely and full information about exchange programs. To give students opportunity to participate in such programs, which is offered by Erasmus Mundus? In order to develop the level of information in the regional high education institutions is required more intensity to be held the informational meetings, trainings and it is important timely place useful information on the University web-site on the Erasmus exchange programs.

The Problem: Preparation of documents – filling application

Even in the condition of full information, it is very difficult to be properly completed application and at the same time to prepare all the documents, which is required by Erasmus Mundus exchange programs. The biggest problem is a lack in preparing the similar documentation, and that is why in some cases, the students did not know how to fill in the blanks and send the correct documents. There are three important components to provide the required documents the international language proficiency certificate, resume and cover letter in the European format. Students often do not know how to compile a resume and write a cover letter in the European format.

Recommendation: The absence of the international certificate confirming the language skills is caused by two reasons: The low degree of language proficiency and the lack of issuing Language Centers. In order to eliminate the problem at least partially in the regions should be increased regional Language Training Centers which will issue certificates on international level and the universities shall issue such types of certificate, which will be relevant for exchange programs. As for the rest of the documentation preparation, we believe that for this it is important to be held such type of trainings where students receive accurate advice on how to write an effective cover letter and the relevant European standards resume that will be tailored to the exchange programs.