

# REPORT ON CLE'S STATISTICS



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## FOREWORD: CRITERIA OF CLASSIFICATION USED FOR THIS STUDY

To better reflect the program's global scope and facilitate clear demographic analysis, CLE uses a classification system for categorizing candidates, enrolled students and scholars by nationality, following the guidelines of the European Education and Culture Executive Agency (EACEA). This system organizes participants into two main groups:

1. **The 27 member states of the European Union (EU) and the 6 third countries associated to the Programme** (North Macedonia, Serbia, Iceland, Liechtenstein, Norway, and Turkey).
2. **Third countries not associated to the Programme:** this category covers the rest of the world, with countries organized into broader, more tailored regions than the Erasmus+ Programme Guide's ones, to better suit CLE's data representation needs.

*NOTE: The United Kingdom is included in this category up to and including the 2022-2024 intake and Serbia since the 2020-2021 intake.*

CLE's report categorizes participants into four primary groups, each providing valuable insights into the program's global reach and impact:

1. **Candidates:** prospect students who have applied for the program.
2. **Enrolled Students:** participants actively pursuing or completing their studies.
3. **Alumni:** graduates of the program.
4. **Scholars:** academics contributing to the program's teaching and research dimensions.

This structured approach allows CLE to adapt its offerings to an increasingly diverse audience, continuously enhancing the educational experience and contributing to a broader understanding of European cultural and literary studies worldwide.

## CHAPTER 1: CANDIDATES

This chapter delves into a thorough analysis of the candidate and enrolment data for the CLE Master's program during the last 4 intakes: **2019-21**, **2020-22**, **2021-23**, **2022-24** and year **2023** of intake 2023-25.

This review assesses candidate numbers, selection ratios, scholarship distributions, regional representation, country-specific patterns and gender trends. By examining these aspects, we gain a nuanced view of the program's demographic diversity, its accessibility through scholarships, and the factors influencing enrolment rates. Data for this analysis was sourced from the European Education and Culture Executive Agency (EACEA) Mobility tool and from the CLE database, updated as of July 2024.

For the purposes of this analysis, “candidates” refers to all individuals who applied to join the CLE Master's program, regardless of whether they were ultimately selected. Analysing candidate data provides insight into the program's international reach and, by comparing candidate data to enrolled student data, allows us to gather further valuable information.

### 1.1 Candidate Numbers, Selection Rates, and Enrolment Ratios

Between 2019 and 2024, the CLE Master's program attracted **912 candidates** across five intakes. Notably, candidate distribution is relatively balanced across intakes, except for a 20% drop in the 2020-2022 intake, most probably due to the COVID pandemic.

**Table 1** here below shows candidate numbers, the percentage of selected candidates, and the percentage of selected candidates who ultimately enrolled. Key observations include:

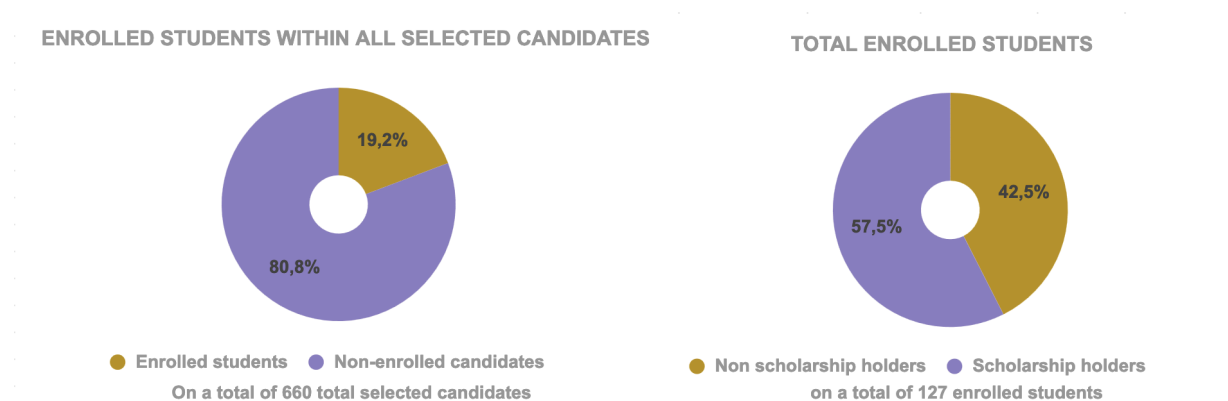
- **Eligibility and Selection:** On average, 72.4% of candidates were deemed eligible, with a high of 82.6% in the 2021-2023 intake. This suggests a consistent pool of qualified applicants.
- **Enrolment Rates:** Out of the selected candidates, 19.2% eventually enrolled. This ratio varied by intake, with a deflection in 2023-2025, likely due to the lack of EM scholarships, which are critical for attracting non-european students.

Intake	Candidates	Selected	% Selected on Candidates	Enrolled	% enrolled on selected
2019-21	186	141	75,81%	26	18,44%
2020-22	140	102	72,86%	26	25,49%
2021-23	196	162	82,65%	31	19,14%
2022-24	198	132	66,67%	28	21,21%
2023-25	192	123	64,06%	16	13,01%
total	912	660	72,37%	127	19,24%

*Table 1. Number of candidates, selected candidates and enrolled students per project intake*

This data indicates a steady interest in the program, tempered by financial constraints in certain years, notably 2023. Despite this, the intake still attracted quality candidates, underscoring the program's appeal.

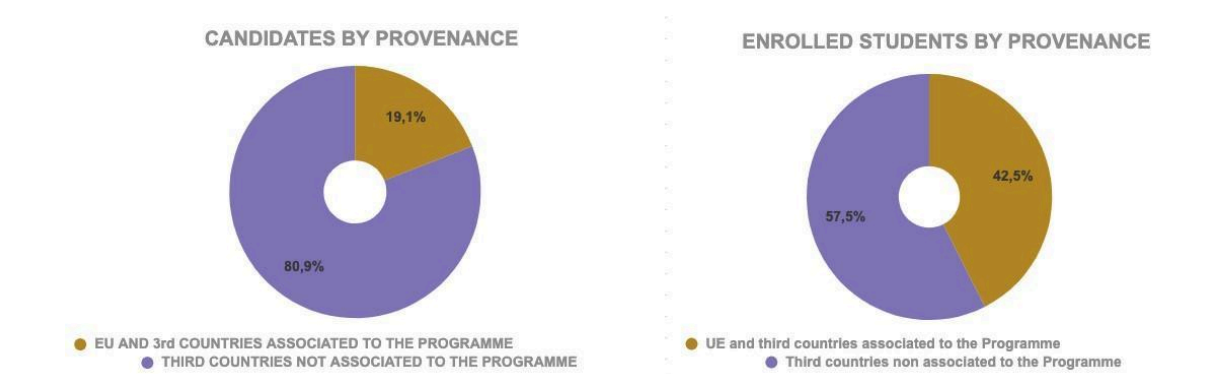
On **Graph 1** here below, on the left it is possible to visualize the percentage of enrolled students versus non-enrolled, within all 660 selected candidates. The chart on the right, instead, shows the percentage of scholarship holders and non-scholarship holders among the 127 enrolled students.



*Graph 1. Percentage of enrolled students on selected candidates and scholarship holders vs non-scholarship holders within the enrolled students*

## 1.2 Candidate Numbers, Selection Rates, and Enrolment Ratios

Candidate data reveals that 80.9% of applicants came from third countries not associated to the Programme, while 19.1% were from EU and third countries associated to the Programme. **Graph 2** displays these proportions, showing a significant difference in the representation of candidates from third country not associated to the Programme among applicants, compared to their representation among enrolled students:

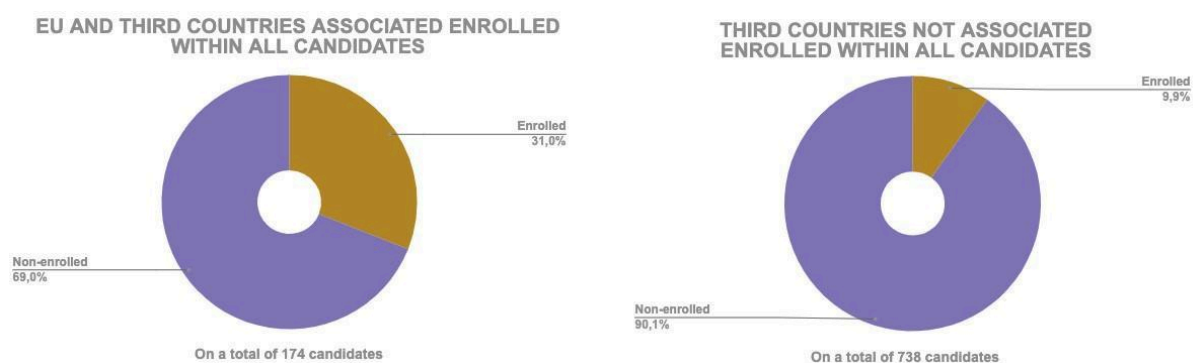


*Graph 2. Number of candidates per country profile and number of enrolled students per country profile*

Analysing enrolment rates by nationality (in **Graph 3**) provides further insight:

- **Member states of the European Union (EU) and third countries associated to the Programme:** 31% of selected candidates from these countries enrolled.
- **Third Countries not associated to the Programme:** only 9.9% of selected candidates from these countries enrolled.

This distribution underscores the influence of scholarships on enrolment, particularly for candidates from less represented or economically constrained regions.



*Graph 3. Percentage of enrolled students within candidates per country profile*

### 1.3 Candidates from EU and third countries associated to the Programme

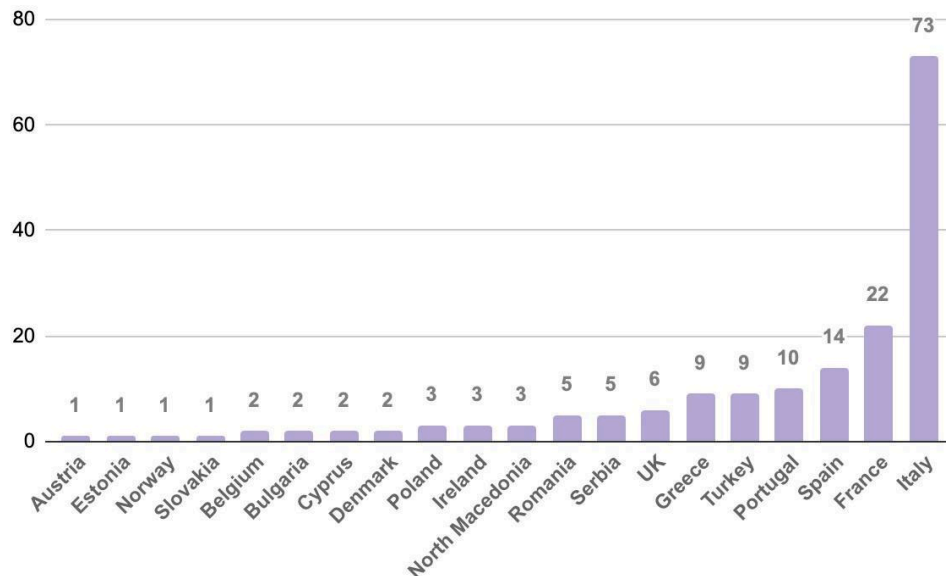
Candidates from EU member states and third countries associated to the Programme make up **19.1% of the total** candidate pool, representing **20 of the 27 EU countries plus 6** associated countries. **Italy, France, Spain, Portugal, Turkey, and Greece** are the most represented, with Italian candidates alone comprising 42% of the total.

However, this doesn't prevent highly qualified students, coming from poorly represented countries, from being selected to enrol in the Master course. For instance, Norway and Bulgaria only had 1 or 2 highly qualified candidates, who then became enrolled students. This is a good **sign of diversity** in terms of representation of students from a **wide spectrum of countries**, and not solely those with a high volume of applicants.

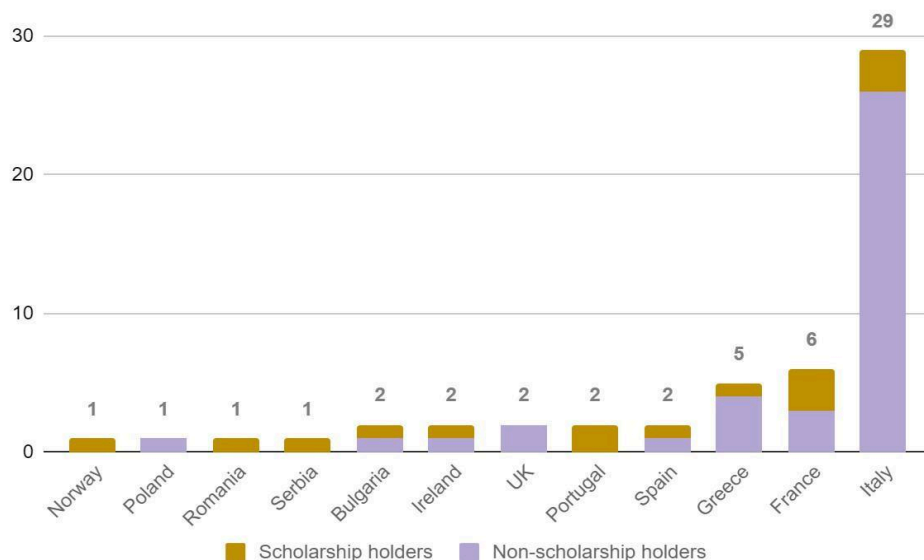
By comparing data on candidates (**Graph 4**) with data on enrolled students (**Graph 5**) from EU member states and third countries associated to the Programme, we observe some key patterns:

- **Country Representation:** candidates come from **20 countries out of the 27 EU countries** and 6 associated countries, whereas enrolled students represent **12 of these 20 countries**.

- Consistency in Selection:** there is a notable alignment between the countries most represented among candidates and those most represented among enrolled students. For example, **Italy, France, Spain, Portugal, and Greece** - five of the six countries with the highest number of candidates - are also among the countries with the highest number of enrolled students. This reflects a level of consistency in the selection process.



Graph 4. Number of candidates



Graph 5. Number of enrolled students

NOTE: As previously stated, the United Kingdom have been included in the EU and third countries associated to the Programme until intake 2022-24 included. Serbia is included within the EU and third countries associated to the Programme section from intake 2020-21 onwards.

**Table 2** shows the percentage ratio of enrolled students versus candidates by country.

COUNTRY	ENROLLED	CANDIDATES	% RATIO
Norway	1	1	100%
Poland	1	3	33,33%
Romania	1	5	20,00%
Serbia	1	5	20,00%
Bulgaria	2	2	100,00%
Ireland	2	3	66,67%
UK	2	6	33,33%
Portugal	2	10	20,00%
Spain	2	14	14,29%
Greece	5	9	55,56%
France	6	22	27,27%
Italy	29	73	39,73%

*Table 2. Ratio between enrolled students and candidates EU member states and third countries associated to the Programme*

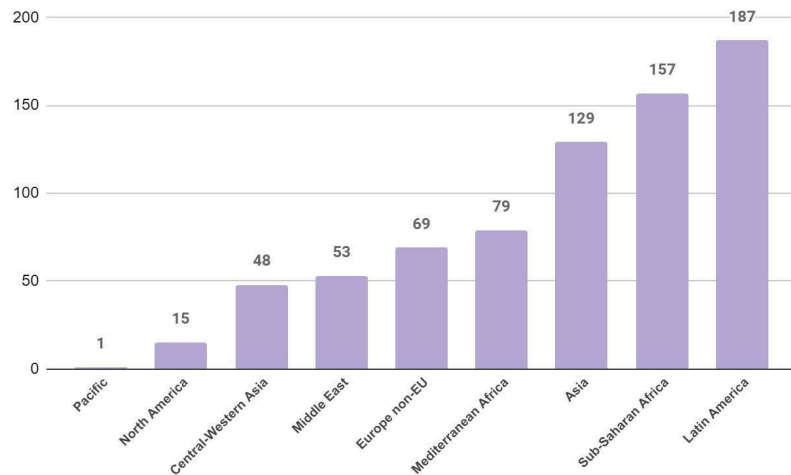
## 1.4 Candidates from third countries not associated to the Programme

### 1.4.1 Candidates from third countries not associated to the Programme by Region

As seen before, candidates from third countries not associated to the Programme are **738**, meaning 80,9% of the 912 total candidates (intakes 2019-21, 2020-22, 2021-23, 2022-24 plus year 2023 of the intake 2023-25).

In the following **Graph 6** we can see their provenance based on regions: all 9 regions of the world are represented. Of all candidates from third countries not associated to the Programme, the three regions with the highest provenance are: **Latin America** with 25,3% of candidates, **Sub-Saharan Africa** with 21,3% and **Asia** with 17,5%.





Graph 6. Number of candidates



Graph 7. Number of enrolled students

When comparing this statistics with the one of enrolled students from **third countries not associated to the Programme (Graph 7)**, a few regional trends emerge:

- **Latin America** is the region with the highest numbers in both categories - candidates and enrolled students - indicating a strong correlation between interest and enrolment.
- **High Enrolment-to-Candidate Ratio:** in regions such as **Asia**, **non-EU Europe**, and **North America**, there is a high selection rate relative to the number of applicants, suggesting that candidates from these regions have a strong likelihood of acceptance.

- **High Candidate-to-Enrolment Disparity:**
  - **Sub-Saharan Africa:** there were 157 candidates, but only 9 were enrolled, showing a considerable disparity.
  - **Middle East:** out of 53 candidates, only 4 were enrolled.
  - **Central-Western Asia:** here, the gap widens, with only 2 students enrolling from 48 candidates.
  - **Mediterranean Africa:** this region had 79 candidates but no enrolled students, highlighting the largest disparity.

These differences illustrate the diversity in the selection results, as well as the varying enrolment outcomes across regions. While some regions have a strong alignment between interest and enrolment, others see lower conversion rates, potentially reflecting factors such as candidate profiles and applications not exactly corresponding to the requirements.

**Table 3** outlines enrolment ratios by region.

REGION	ENROLLED	CANDIDATES	% RATIO
Pacific	0	1	0%
North America	5	15	33,33%
Central-Western Asia	2	48	4,17%
Middle East	4	53	7,55%
Europe non-EU	11	69	15,94%
Mediterranean Africa	0	79	0,00%
Asia	14	129	10,85%
Sub-Saharan Africa	9	157	5,73%
Latin America	28	187	14,97%
Total	73	738	9,89%

*Table 3. Ratio between enrolled students and candidates, third countries not associated to the Programme*

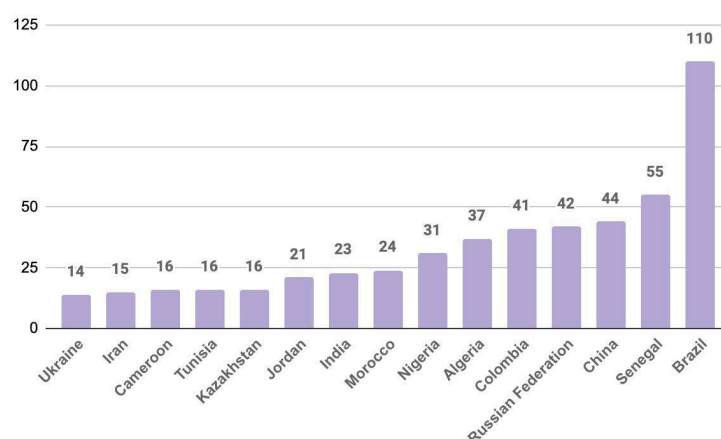
#### 1.4.2 Candidates from third countries not associated to the Programme by Country

Among candidates from third countries not associated to the Programme, the top 15 most represented nationalities account for significant portions of applications and enrolment.

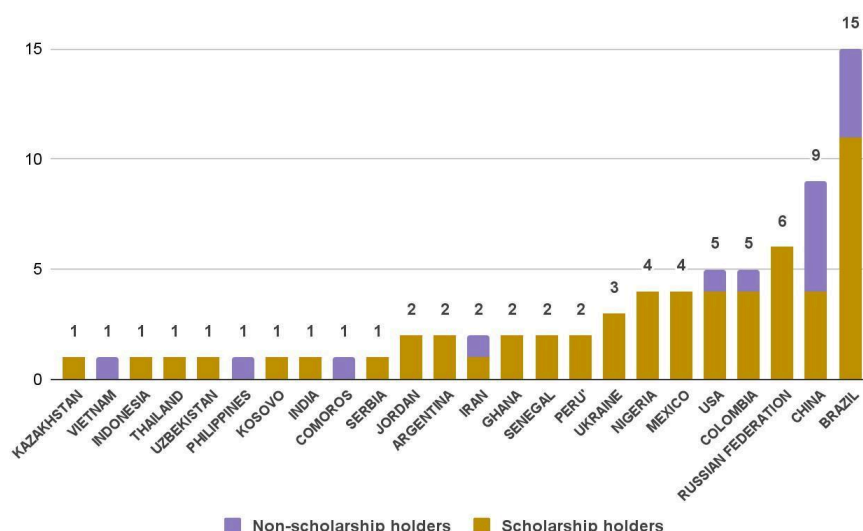
**Graph 8** lists candidate numbers by nationality, while **Graph 9** shows enrolment numbers for the same group. A degree of consistency exists between candidate and enrolled student distributions, with 11 out of the top 15 candidate countries also represented among enrolled students: Brazil, China, Russian Federation, Colombia, Nigeria, Ukraine, Senegal, India, Jordan, Iran, Kazakhstan.

However, certain highly represented candidate countries, such as Algeria, Morocco, Tunisia, and Cameroon, do not have any enrolled students. This discrepancy aligns with the lower enrolment ratios already seen in **Table 3** in the previous page. Conversely, enrolled students from less-represented countries like the USA, Mexico, and Argentina were admitted, highlighting the program's openness to diverse, qualified candidates from a wide range of national backgrounds.

This analysis confirms that the CLE Master's program successfully attracts a diverse applicant pool, but also underscores the importance of financial support, particularly for non-associated third-country applicants.



*Graph 8. Number of candidates (top 15 out of 84 countries) based on nationality*

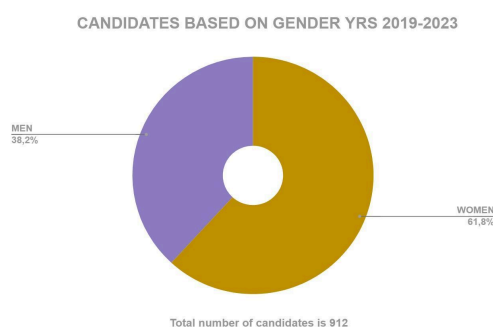


*Graph 9. Number of enrolled students based on nationality*

## 1.5. Gender Distribution and Enrolment Patterns by Region

The gender distribution of candidates shows a predominance of female applicants (61.8%) versus male applicants (38.2%), as highlighted in **Graph 10**. This aligns closely with the gender distribution we will see among enrolled students, where females represent 67.7%.

Also, our results are in accordance with statistics on gender balance in Cultural Studies (and within those, Humanities and Languages) in tertiary education published in a [2023 article from the official website of the European Union \(Eurostats\)](#).



Graph 10. Gender distribution

**Table 4** breaks down gender data by region: **Table 4a) on the left** regards candidates, **Table 4b) on the right** shows data on enrolled students. Full analysis on gender distribution for enrolled students is available at chapter 2, paragraph 5, page 19.

4a) CANDIDATES M/F

Region	F	M	TOT	
EU and associated countries	129	45	174	n. of candidates
	74,14%	25,86%		%
Central-Western Asia	32	16	48	n. of candidates
	66,67%	33,33%		%
Asia	82	47	129	n. of candidates
	63,57%	36,43%		%
Middle East	33	20	53	n. of candidates
	62,26%	37,74%		%
Mediterranean Africa	31	48	79	n. of candidates
	39,24%	60,76%		%
Sub-Saharan Africa	104	53	157	n. of candidates
	66,24%	33,76%		%
Latin America	67	120	187	n. of candidates
	35,83%	64,17%		%
North America	9	6	15	n. of candidates
	60,00%	40,00%		%
Pacific	0	1	1	n. of candidates
		100%		%
Europe non-EU	58	11	69	n. of candidates
	84,06%	15,94%		%

4b) ENROLLED STUDENTS M/F

Region	Female	Male	TOT	
EU and associated countries	39	15	54	n. of students
	72,22%	27,78%		%
Central-Western Asia	1	1	2	n. of students
	50%	50%		%
Asia	11	3	14	n. of students
	78,57%	21,43%		%
Middle East	2	2	4	n. of students
	50%	50%		%
Mediterranean Africa	0	0	0	n. of students
				%
Sub-Saharan Africa	1	8	9	n. of students
	11,11%	88,89%		%
Latin America	18	10	28	n. of students
	64,29%	35,71%		%
North America	4	1	5	n. of students
	80,00%	20,00%		%
Pacific	0	0	0	n. of students
				%
Europe non-EU	9	2	11	n. of students
	81,82%	18,18%		%

Table 4. Candidates vs enrolled students gender distribution per region of nationality

**Table 4a)** on gender distribution of candidates per region of nationality shows that:

- **Europe:** female candidates are overrepresented, compared to the general global statistics, comprising 74.1% and 84.1% in EU and non-EU European regions, respectively.
- **Central-Western Asia, Asia, Sub-Saharan Africa, Middle East and North America:** gender disparity is more or less in line with the general global gender statistics.
- **Mediterranean Africa and Latin America:** male candidates are around 60-64% of candidates, a stark contrast to the general global gender statistics.

By looking at **Table 4b)** on enrolled students, and by comparing it with **Table 4a)** the most interesting data is that:

- **European countries (both EU + associated countries and non-EU):** the gender distribution is the same both for candidates and for enrolled students.
- **Central-Western Asia and the Middle East:** gender balance is perfectly even (50%-50%) for enrolled students.
- **Latin America:** statistics on enrolled students are in line with the general global statistics (64,2% females), quite differently from what we have seen on the candidates, of whom 61,1% are males.
- **Sub-Saharan Africa:** enrolled students are predominantly male (88,9%), a stark contrast to the general gender statistics for candidates in the region.

These patterns indicate that while female representation is strong overall, certain regions show exceptions, likely still due to sociocultural or economic factors influencing candidate demographics.

## CHAPTER 2: ENROLLED STUDENTS AND GRADUATES

This chapter provides a comprehensive analysis of the enrolment and graduation data for students in the CLE Master's program, covering 4 intakes: **2019-21**, **2020-22**, **2021-23**, **2022-24** and **year 2023** of intake 2023-25.

This review explores various facets of the student body, including intake numbers, country of origin, scholarship allocation, gender distribution, and graduation outcomes. By examining these areas in detail, we aim to understand both the demographic composition and the trends within the CLE program, drawing insights into how scholarship funding, geographical diversity, and gender representation shape the profile of enrolled and graduated students. This analysis is based on data from the European Education and Culture Executive Agency (EACEA) Mobility tool and the CLE program's own database, as of July 2024.

### 2.1 Number of enrolled students per project intake, students per country profile and status (scholarship holders and non-scholarship holders)

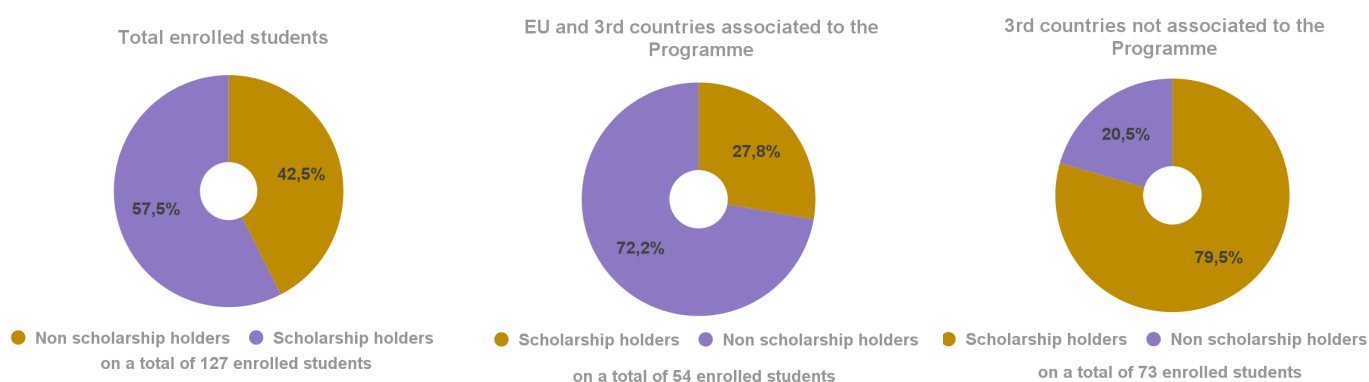
The total number of students enrolled between 2019 and 2024 is 127 (see Table 1 below). These students are divided between scholarship holders (73 students, or 57.5% of total enrollment) and non-scholarship holders (54 students, or 42.5%). Notably, the 2023 intake did not receive EACEA funding, resulting in all 16 students enrolled that year being non-scholarship holders.

Intake	Scholarship holders	Non-scholarship holders	Total enrolled students
2019-2021	18	8	26
2020-2022	16	10	26
2021-2023	20	11	31
2022-2024	19	9	28
2023-2025	0	16	16
Total	73	54	127

Table 1. Number of enrolled students per project intake

A deeper analysis thanks to **Graph 1** and **Table 2** below reveals that scholarship allocation varies significantly depending on students' regions:

- **Member states of the European Union (EU) and third countries associated to the Programme:** students from these areas are predominantly non-scholarship holders, with 72.2% falling into this category. This is due to the fact that the majority of the scholarships are available for students coming from third countries not associated to the Programme.
- **Third countries not associated to the Programme:** students from these regions primarily enrol as scholarship holders (79.5%), reflecting a targeted approach to supporting students from countries with fewer resources or less access to international funding.



*Graph 1. Students nationality as scholarship holders and non-scholarship holders*

In terms of **students' nationality**, **Table 2** shows that **54 students are from the EU** and third countries associated to the Programme, while **73 are from the third countries not associated** to the Programme: it means that, out of the 127 total CLE students, 42,5% are from the EU and third countries associated to the Programme, while 57,5% are from third countries not associated to the Programme.

COUNTRY PROFILE	SCHOLARSHIP HOLDERS	NON SCHOLARSHIP HOLDERS	TOTAL
EU and third countries associated to the Programme	15	39	54
Third countries not associated to the Programme	58	15	73
Total enrolled students	73	54	127

*Table 2. Number of students per country profile and status*

## 2.2 Students from EU member states and third countries associated to the Programme

Out of the 127 enrolled students, **54** come **from EU member states** and third countries associated to the Programme. Among these, 72.2% are non-scholarship holders, while 27.8% are scholarship holders. These students represent **42.5% of all enrolled students** across intakes 2019-21, 2020-22, 2021-23, 2022-24, and the year 2023 for the intake 2023-25.

Out of the 27 EU countries and 6 third countries associated to the Programme, 12 countries are represented among the students.

Italy, France and Greece are the top three countries, with Italy accounting for 29 out of the 54 enrolled students (53,7% of the total students from EU and third countries associated to the Programme).

*As already stated, note that the United Kingdom is included in the EU and third countries associated to the Programme up to and including the 2022-24 intake. Serbia has been part of this category starting from the 2020-21 intake.*

**Graph 2** illustrates the distribution of these students by nationality, indicating the proportion of scholarship holders versus non-scholarship holders.



*Graph 2. Number of enrolled students from EU member states and third countries associated to the Programme*



In terms of **scholarship trends**, full data can be seen in **Table 3** below:

- There is no clear pattern among the 12 countries of provenance of the students from the EU and third countries not associated to the Programme.
- However, taking into consideration at first the three countries with the most substantial number of students, it can be said that: non-scholarship holders are the vast majority within the Italian students (only 10,3% of Italian students had a scholarship); non-scholarship holders are quite high also in Greece (only 20% of Greek students had a scholarship); they are perfectly balanced in France (50% of French students as scholarship holders, 50% of French students not scholarship holders).
- The UK and Polish students - two students and one student from each country respectively - are 100% non-scholarship holders.
- In contrast, students from Norway, Romania, Serbia and Portugal are 100% scholarship holders.
- In Spain, Bulgaria and Ireland the students' balance is 50-50% as in France.

Country	Scholarship holders		Non-scholarship holders		total
	%	number	%	number	
Norway	100%	1	-	0	1
Poland	-	0	100%	1	1
Romania	100%	1	-	0	1
Serbia	100%	1			1
Bulgaria	50%	1	50%	1	2
Ireland	50%	1	50%	1	2
UK	-	0	100%	2	2
Portugal	100%	2	-	0	2
Spain	50%	1	50%	1	2
Greece	20%	1	80%	4	5
France	50%	3	50%	3	6
Italy	10,30%	3	89,70%	26	29
tot	27,80%	15	72,20%	39	54

*Table 3. Scholarship holders and non-scholarship holders from EU member states and third countries associated to the Programme*

## 2.3 Students from third countries not associated to the Programme

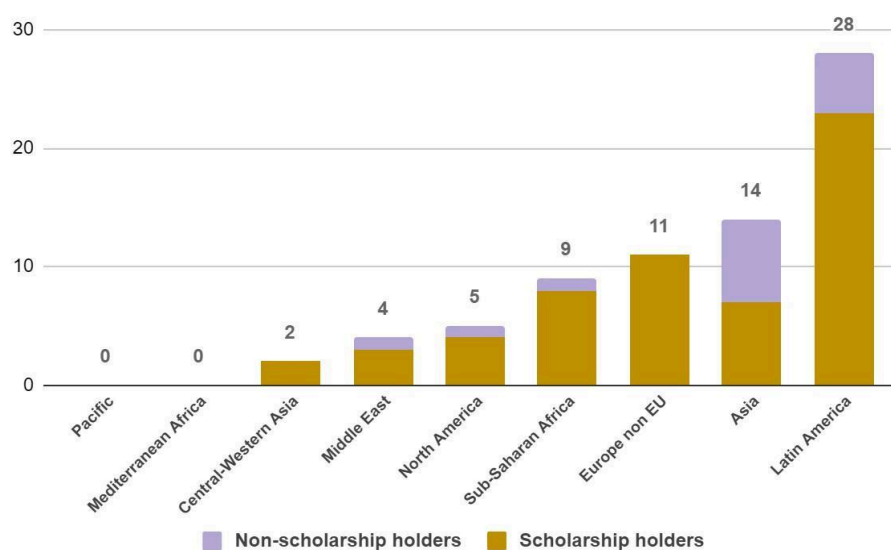
### 2.3.1 Students from third countries not associated to the Programme by Region

A total of **73 students** enrolled in the CLE Master's program come from third countries not associated to the Programme, representing **57.5% of all enrolled students** across intakes 2019-21, 2020-22, 2021-23, 2022-24, and the year 2023 for the intake 2023-25. Of these students, **79.5% are scholarship holders** and **20.5% are non-scholarship holders**.

The three regions with the most students, as suggested by **Graph 3**, are:

- **Latin America:** 38.4%
- **Asia:** 19.1%
- **Europe (non-EU):** 15.1%

Among the 9 global regions, only **Pacific** and **Mediterranean Africa** have no representation in any intake, indicating the CLE Master's program has a broad, international student base.



*Graph 3. Number of students from third countries not associated to the Programme per region*

It is interesting to note (also thanks to **Table 4** in the next page) that in all regions the number of scholarship holders is strikingly higher than the number of non-scholarship holders, except from Asia, where scholarship holders and non-scholarship holders are perfectly even. The peak of scholarship holders are students coming from Central-western Asia and European countries not belonging to the EU, with a 100% of scholarships.

Region	Scholarship holders		Non-scholarship holders		total
	%	number	%	number	
Pacific	-	0	-	0	0
Mediterranean Africa	-	0	-	0	0
Central-Western Asia	100%	2	-	0	2
Middle East	75%	3	25%	1	4
North America	80%	4	20%	1	5
Sub-Saharan Africa	89%	8	11%	1	9
Europe non-EU	100%	11	-	0	11
Asia	50%	7	50%	7	14
Latin America	82,10%	23	17,90%	5	28
tot	79,45%	58	20,50%	15	73

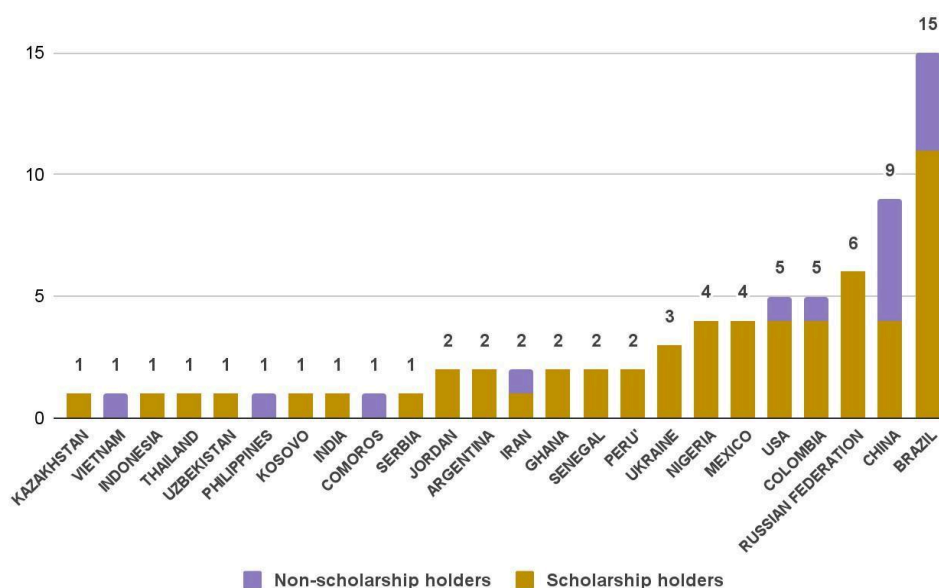
Table 4. Number of students from third countries not associated to the Programme

### 2.3.2 Students from third countries not associated to the Programme by Country

**Graph 4** highlights the countries of origin for the **73 enrolled students** from third countries not associated to the Programme. The most represented countries are:

- **Brazil:** 15 students
- **China:** 9 students
- **Russian Federation:** 6 students
- **Colombia and USA:** 5 students each

All 24 represented countries are shown in the graph.



Graph 4. Number of students based on nationality, third countries not associated to the Programme

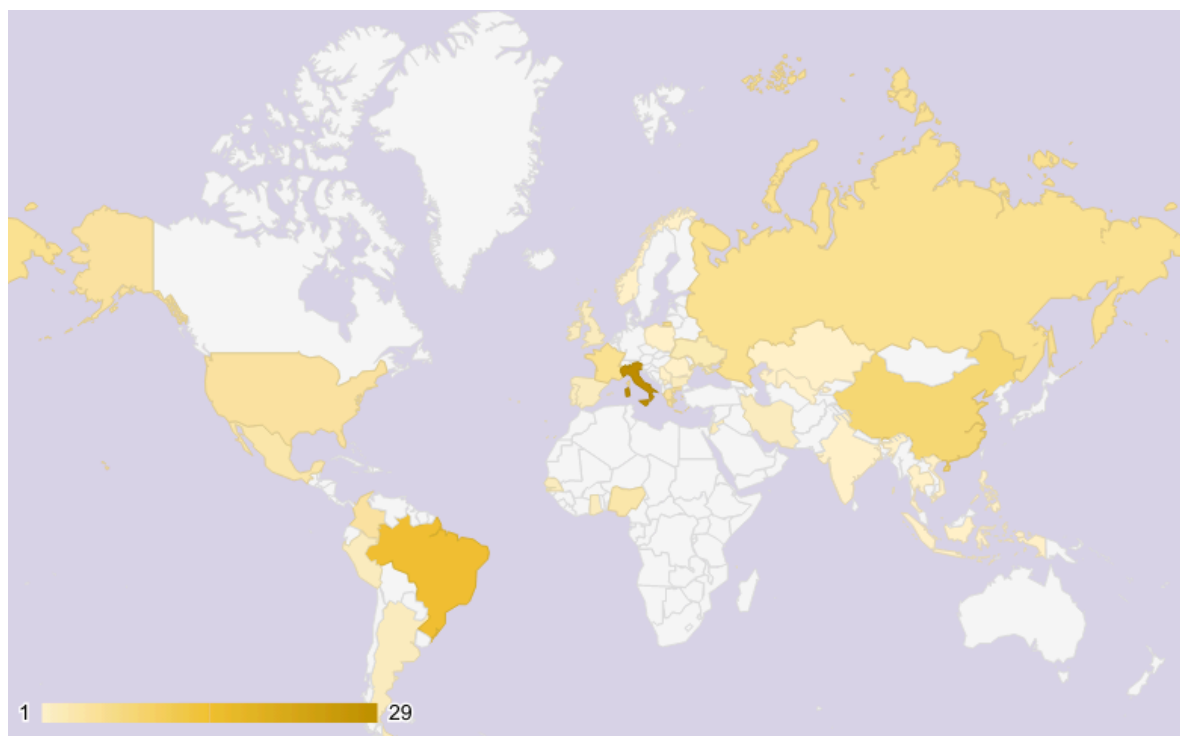
In terms of **Scholarship Trends by Country**, full data can be seen in **Table 5** below:

- Among the most represented countries, **China** stands out as the only one where non-scholarship holders (55.6%) are higher than scholarship holders (44.4%).
- **Iran** has two students with a balanced 50-50 split between scholarship and non-scholarship holders.
- In all other cases, however, the majority of students from these countries are scholarship holders, consistent with the overall regional trends.
- Exceptions include **Vietnam**, **Philippines**, and **Comoros**, each with one student enrolled without a scholarship.

COUNTRY	SCHOLARSHIP HOLDERS		NON-SCHOLARSHIP HOLDERS		TOTAL
	%	N. of students	%	N. of students	
BRAZIL	73,33%	11	26,67%	4	15
CHINA	44,44%	4	55,56%	5	9
RUSSIAN FEDERATION	100%	6	-	0	6
COLOMBIA	80,00%	4	20,00%	1	5
USA	80,00%	4	20,00%	1	5
MEXICO	100%	4	-	0	4
NIGERIA	100%	4	-	0	4
UKRAINE	100%	3	-	0	3
PERU'	100%	2	-	0	2
SENEGAL	100%	2	-	0	2
GHANA	100%	2	-	0	2
IRAN	50%	1	50%	1	2
ARGENTINA	100%	2	-	0	2
JORDAN	100%	2	-	0	2
SERBIA	100%	1	-	0	1
COMOROS	-	0	100%	1	1
INDIA	100%	1	-	0	1
KOSOVO	100%	1	-	0	1
PHILIPPINES	-	0	100%	1	1
UZBEKISTAN	100%	1	-	0	1
THAILAND	100%	1	-	0	1
INDONESIA	100%	1	-	0	1
VIETNAM	-	0	100%	1	1
KAZAKHSTAN	100%	1	-	0	1
tot	79,45%	58	20,55%	15	73

*Table 5. Number of students from third countries not associated to the Programme by Country*

## MAP OF CLE'S STUDENTS PER COUNTRY OF ORIGIN (2019-2023)



### 2.4 Graduates

In previous sections, we analysed “enrolled students,” which includes all candidates who successfully applied and enrolled in the CLE Master’s program after meeting the selection criteria. Here, we shift focus to “graduate students,” defined as those enrolled students who successfully completed the two-year CLE Master’s program. This analysis covers four intakes: 2019-21, 2020-22, 2021-23, and 2022-24.

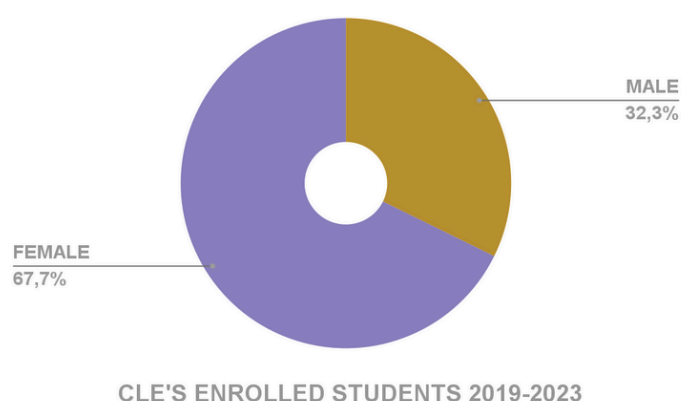
In the **Table 6** below, we compare the number of enrolled students for each intake with the number of students who graduated. The results show an impressive completion rate: **99.1% of the 111 enrolled students** successfully completed the program, demonstrating a remarkably high rate of program completion.

Intake	Scholarship holders	Non-scholarship holders	Total enrolled students	Graduates	%
2019-2021	18	8	26	26	100%
2020-2022	16	10	26	26	100%
2021-2023	20	11	31	30	96,77%
2022-2024	19	9	28	28	100%
Total	73	38	111	110	99.1%

Table 6. Number of enrolled students and of graduates per project intake and in total

## 2.5 Gender distribution

Gender distribution within the CLE program reflects broader trends in the humanities and language disciplines, with female students representing a significant majority of enrolments (67.7%). The total enrolment of 127 students includes 86 females and 41 males, highlighting a strong female representation. Our results are in accordance with statistics on gender balance in Cultural Studies (and within those, Humanities and Languages) in tertiary education published in a [2023 article from the official website of the European Union \(Eurostats\)](#).



*Graph 5. Gender distribution*

If we examine the **gender distribution in relation to scholarships (Table 7)**, the results are as follows:

	SCHOLARSHIP HOLDERS	NON SCHOLARSHIP HOLDERS	TOTAL
FEMALE	44	42	86
MALE	29	12	41

*Table 7. Students gender distribution in relation to scholarships*

- Among female students, scholarship and non-scholarship statuses are nearly balanced, with 44 scholarship holders and 42 non-scholarship holders.
- Among males, where the number of scholarship holders is more than double that of non-scholarship holders (29 male scholarship holders vs 12 male non-scholarship holders).
- Also, out of the total 73 scholarship holders, 60,3% are females; out of the total 54 non-scholarship holders, 77,8% are females: we can then say that there is a gender disparity in both cases.



Analysing the **gender distribution in relation to scholarships per region**, thanks to **Table 8** below, we noticed the following trends:

- in most regions, female scholarship holders constitute the majority, with percentages similar to or even greater than the overall trend of gender disparity:
  - **71.4%** in Asia
  - **66.7%** in the EU and in the Middle East
  - **90.1%** in European countries outside the EU
  - **60,9%** in Latin America
- only North America and Central-Western Asia show a **perfect 50%-50% gender balance** in scholarship holders.
- Also looking at non-scholarship holders, the gender imbalance remains pronounced across regions, with a significant majority of non-scholarship holders being female.

Region	Scholarship holders		Non-scholarship holders		
	Female	Male	Female	Male	
EU and associated countries	10	5	29 (8*)	10 (1*)	n. of students
	66,67%	33,33%	74,36%	25,64%	%
Central-Western Asia	1	1	0	0	n. of students
	50%	50%			%
Asia	5	2	6 (1*)	1*	n. of students
	71,43%	28,57%	85,71%	14,29%	%
Middle East	2	1	1	0	n. of students
	66,67%	33,33%	100%		%
Mediterranean Africa	0	0	0	0	n. of students
					%
Sub-Saharan Africa	0	8	1	0	n. of students
		100%	100%		%
Latin America	14	9	4*	1*	n. of students
	60,87%	39,13%	80,00%	20,00%	%
North America	2	2	1	0	n. of students
	50%	50%	100%		%
Pacific	0	0	0	0	n. of students
					%
Europe non-EU	10	1	0	0	n. of students
	90,91%	9,09%			%
Total	tot 44	tot 29	tot 42	tot 12	n. of students
	60,27%	39,73%	77,78%	22,22%	%

Table 8. Students gender distribution per region: in the non-scholarship columns, (n\*) or n\* refer to students of intake 23-25, which wasn't founded, therefore all students were non-scholarship holders.

This chapter has highlighted the demographic and financial diversity within the CLE Master's program, analysing enrolment trends by intake, nationality, scholarship status, gender, and regional representation. Through careful allocation of scholarships, the program promotes broad international participation, particularly among students from countries with fewer opportunities for self-funding. Furthermore, gender analysis reflects alignment with broader trends in the humanities, with female students representing a significant majority.

The CLE program's high graduation rate indicates its effectiveness in supporting diverse students through completion, underscoring its success in creating a nurturing academic environment. In future chapters, we will further explore the CLE program's outcomes, examining post-graduation trajectories and the professional impact of the program on its alumni. This comprehensive analysis not only offers a clear view of the current student body but also provides valuable insights for shaping future enrollment strategies and enhancing the program's global impact.



## **CHAPTER 3:**

### **CLE'S ALUMNI IN THE JOB MARKET AND THE H.E.A.D. PROJECT**

This chapter provides an in-depth analysis of CLE alumni employment trends and examines the impact of the **H.E.A.D. (Humanities and Enterprises Annual Dialogue)** project on bridging the gap between humanities education and the professional world. With alumni successfully transitioning into a range of fields, the CLE Master's program demonstrates the adaptability of humanities education in today's diverse job market. The H.E.A.D. project further enhances these opportunities by fostering collaborations between academia and industry, expanding the professional potential of CLE students and establishing humanities as a vital contributor to a culture-based economy.

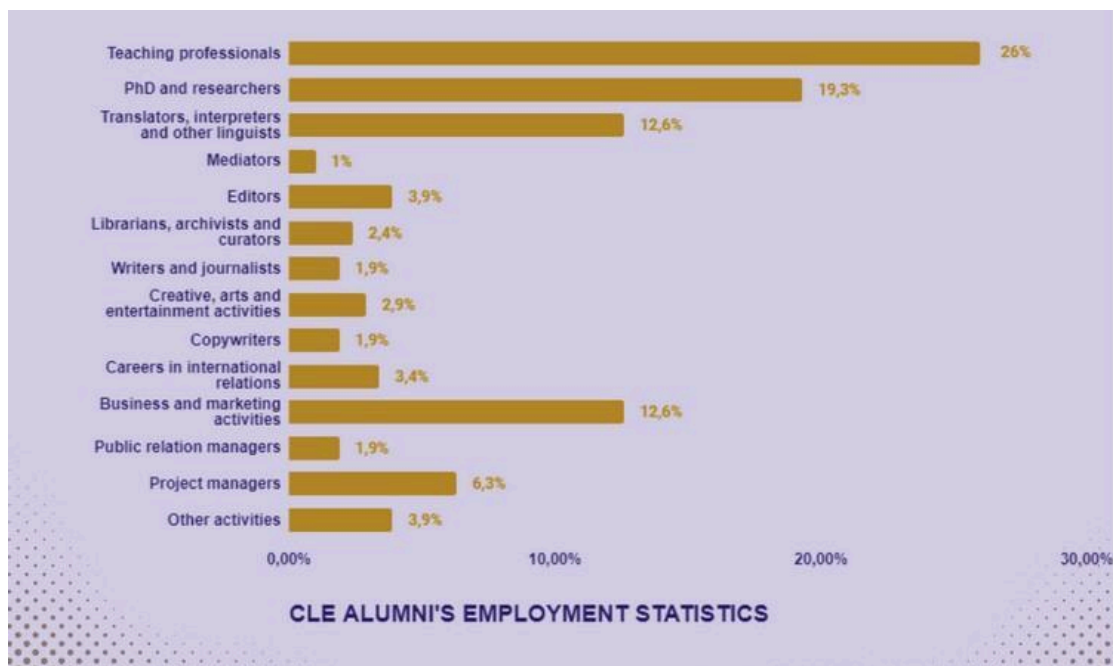
#### **3.1 CLE Alumni and Job Market Statistics (2010–2022)**

The European Commission, through its [ESCO](#) (European Skills, Competences, Qualifications, and Occupations) office, has developed a classification system that facilitated an in-depth analysis of the occupational profiles held by CLE alumni. These alumni have successfully transitioned into diverse fields, utilizing a broad spectrum of skills developed during the CLE program.

The data in the following graph regards the period **from 2010 to 2022** and reveals that:

- **19.3%** of alumni pursued further academic careers through doctoral studies and research.
- **26.1%** found employment in teaching.
- The remaining **54.6%** leverage their humanities foundation to build versatile career paths in sectors outside traditional academia or teaching. They are employed across various sectors, including management, translation, intercultural relations, media and communication, freelancing, and the arts.

The variety of fields alumni have entered - including management, mediation, IT, and languages - demonstrates the adaptability of humanities education in the contemporary job market.



*CLE'S Alumni years 2010 - 2022*

### 3.2 The H.E.A.D. project

The CLE Master's program has launched the H.E.A.D. (Humanities and Enterprises Annual Dialogue) project, an initiative designed to explore the intersection of human sciences and the professional world, forging **a pathway between academic training in the humanities and the demands of the job market**. The project's goal is twofold: to open new research avenues within the humanities and to create tangible professional opportunities for students and participating enterprises. Through this project, CLE aims to address two critical questions:

1. **What is the role of the Humanities in today's job market?**
2. **Can an economy based on culture be established and sustained?**

In tackling these questions, H.E.A.D. seeks to highlight the relevance of humanities education in a rapidly evolving economic landscape, arguing for the essential skills and perspectives that humanities graduates bring to diverse professional fields. The project is structured as both an educational and research endeavour, fostering close collaboration between Erasmus Mundus CLE universities and industry professionals.

By bridging academic study and practical application, the H.E.A.D. project envisions a future where humanities and culture are recognized not only as vital fields of study but

also as essential components of a thriving economy. This collaborative effort between academia and industry serves as a model for the role that human sciences can play in fostering a more culturally and intellectually enriched workforce.

### 3.2.1. Objectives

The project's core objectives are structured around three pillars:

1. **Dialogue:** facilitate interactions between liberal arts students and professionals from both the public and private sectors. This engagement aims to raise students' awareness of the evolving needs within the labor market, exposing them to professional pathways beyond traditional academic or research roles.
2. **Education:** organize interdisciplinary lectures and seminars in partnership with non-academic entities to build skills that span sectors, fostering new types of professional expertise. This approach equips students with cross-sector competencies necessary for emerging job roles that integrate humanities insights with market-driven skills.
3. **Research:** encourage the production of scientific publications and Master's theses that involve collaboration between students, professors, and industry professionals. This research component ensures that the project contributes new knowledge to the field, exploring how humanities insights can directly apply to practical, industry-relevant contexts.

### 3.2.2 Targets

The H.E.A.D. Project is aimed at two primary groups:

- **Liberal Arts Students:** the project supports humanities students by offering them concrete professional pathways and encouraging a broader view of the career possibilities available to them.
- **Professionals and Enterprises:** the project involves non-academic professionals in recognizing the value and potential of humanities graduates, advocating for humanities-based skills within various industries.

Additionally, H.E.A.D. seeks to foster a collaborative dialogue among Erasmus Mundus CLE academic partners to establish a shared vision that can be communicated to enterprises and non-academic stakeholders.

### **3.2.3 Partners**

H.E.A.D. is developed by the Erasmus Mundus CLE academic and non-academic partners.

#### **8 full academic partners:**

Alma Mater Studiorum Università di Bologna (ITALY);  
Université de Haute-Alsace (FRANCE);  
Université de Strasbourg (FRANCE);  
Aristoteleion Panepistimion Thessaloniki (GREECE);  
Université Cheikh Anta Diop de Dakar (SENEGAL);  
Universidade de Lisboa (PORTUGAL);  
University of Mumbai (INDIA);  
Ivane Javakhishvili Tbilisi State University (GEORGIA).

#### **3 associated academic partners:**

Pontificia Facoltà Teologica dell'Italia Meridionale (ITALY);  
Université Saint-Joseph de Beyrouth (LEBANON);  
Université de Sherbrooke (Québec, CANADA).

#### **19 non-academic partners:**

Archives et Musée de la Littérature (BELGIUM);  
Association des Amis d'Orizons (FRANCE);  
Bottega Finzioni S.r.l. (ITALY);  
Fondation Catherine Gide (SWITZERLAND);  
Hamelin Associazione Culturale (ITALY);  
Media Consultants S.r.l. (ITALY);  
Odoya S.r.l. (ITALY);  
Società Dante Alighieri (FRANCE);  
Ville de Mulhouse (FRANCE);  
Region of Crete (GREECE);  
Institut Supérieur des Arts et des Cultures (SENEGAL);  
Past/Not Past (FRANCE);  
Bibliothèque Nationale et Universitaire de Strasbourg (FRANCE);  
Comune di Bologna (ITALY);  
Associazione Europea degli Insegnanti AEDE (ITALY);  
The Himalayan Society for Heritage and Art Conservation (INDIA);  
Maillon Théâtre de Strasbourg Scène européenne (FRANCE);  
Associazione Archivio Luciano Caruso (ITALY);  
International Investments Company (SENEGAL).

### 3.3 H.E.A.D. activities

- **H.E.A.D. Annual International Conferences**

Each year, CLE organizes an international seminar under the H.E.A.D. project, facilitating dialogue between academics and professionals from various global companies and institutions. The conference focuses on aligning the skills offered by humanities education with the evolving needs of the job market.

**Statistics:** 6 editions (2015, 2016, 2017, 2020, 2023, 2024)

**More information:** [H.E.A.D. Annual International Conferences](#)

- **H.E.A.D. Thesis**

H.E.A.D. offers CLE students the chance to work on an applied Master's thesis, combining literature with professional fields such as editing, publishing, advertising, marketing, and professional writing.

**Statistics:** 14 H.E.A.D. thesis have been completed.

**More information:** [H.E.A.D. thesis](#)

- **Collaboration with BilBOIbul Festival**

CLE collaborates annually with **BilBOIbul/A occhi aperti Festival**, the International Comic Festival held in Bologna by Associazione Culturale Hamelin. This festival provides CLE students with a unique opportunity to explore the narrative power of images in comics and illustrations, linking these with other artistic and media forms.

CLE students participate in the "Seminar on European Comics," recording and transcribing interviews from the festival. These recordings are then published as part of the "**Nuove conversazioni a vignetta**" series.

**Statistics:** 11 books in the "Nuove conversazioni a vignetta" series have been published.

**More Information:** [Nuove conversazioni a vignetta](#)

- **Alumni CLE Days**

The "Alumni CLE Days" event aims to strengthen the bonds between CLE teachers, students, and graduates across the CLE Consortium. It gives CLE graduates an opportunity to share their experiences, which have been collected in the [Mots-CLE series](#) and in the [H.E.A.D. series](#).

**Objective:** Build an international network to foster academic and professional

opportunities for young researchers within Europe.

**Statistics:** 8 editions of the Alumni CLE Days have been held (2013, 2014, 2015, 2016, 2017, 2022, 2023, 2024)

**More Information:** [Alumni CLE Days](#)

- **H.E.A.D. Seminars**

Each year, the H.E.A.D. Project organizes a series of seminars to explore the intersections between literature and professional fields such as editing, publishing, advertising, marketing, and professional writing. These seminars provide CLE students with insights into various career paths and the chance to develop an applied Master's thesis.

**More Information:** [H.E.A.D. Seminars](#)

**Examples:**

[FUMETTI EUROPEI](#)

Held by Prof. **Alberto Sebastiani**

October-December 2024

[INFORMATICA E LETTERATURA](#)

Held by **Marco De Simoni** and **Mauro Cremonini** (Odoya Edizioni)

October-November 2024

[SCRIVERE NON FICTION](#)

Held by **Antonella Beccaria** (Bottega Finzioni)

March 2025

[IL LETTORE GIOVANE](#)

Held by **Nicola Galli Laforest** and **Giordana Piccinini** (Hamelin Associazione Culturale)

March-April 2025

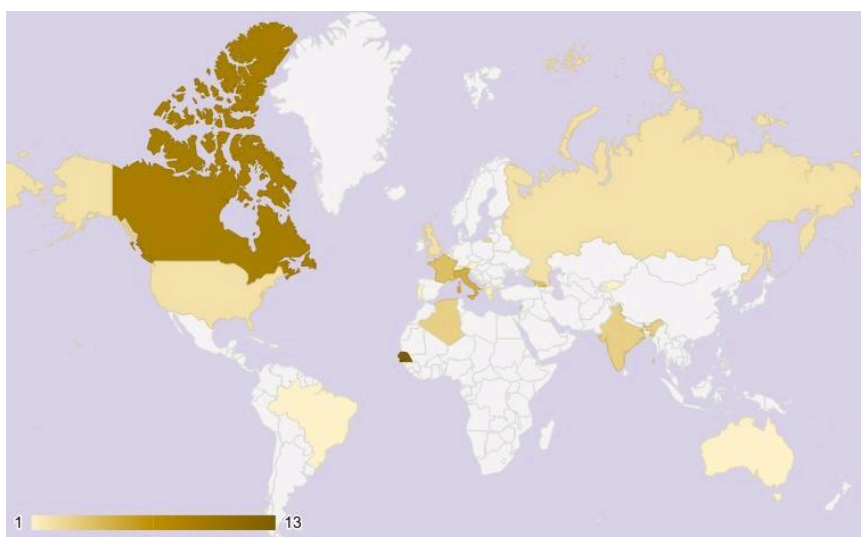
[PUBBLICITÀ E LETTERATURA](#)

Held by **Rossella Elisei** (Media Consultants)

February 2022

## CHAPTER 4: SCHOLARS OF THE CLE MASTER'S PROGRAM

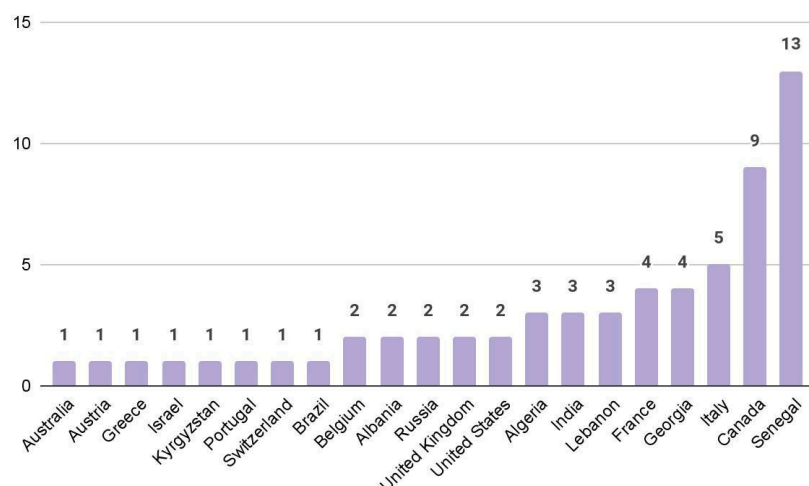
The CLE Master's program supports the **mobility of highly qualified international scholars**, providing funding for their participation across Consortium universities. This chapter explores the impact of these scholars, their country and institutional backgrounds, and their contributions to the CLE program's academic and cultural environment. These scholars, active in the program **from 2008 to 2024**, contribute through teaching, research collaboration, student mentorship, thesis supervision, and lectures on European literatures and cultures, fostering global academic exchanges. In total, **62 professors from 21 countries** have participated, highlighting the program's global reach and its focus on diverse academic collaboration.



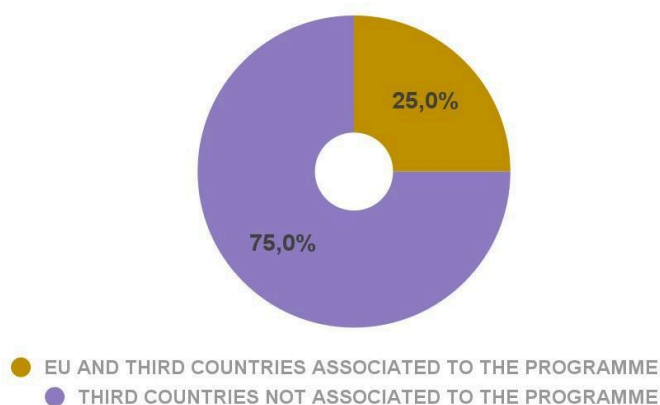
*MAP of CLE's scholars per country of origin (2008-2024)*

### 4.1 Scholar Participation by Country Profile

The CLE Master's program has attracted scholars from both EU-associated and non-associated countries. Out of the 62 participating scholars, 16 (25%) are from EU member states or third countries associated to the Programme, while 46 (75%) are from third countries not associated to the Programme. **Graph 1** and **Graph 2** illustrate this distribution, showing a predominantly international faculty presence from countries outside the EU, which enriches the program's cross-cultural and interdisciplinary learning environment.



Graph 1. CLE's number of scholars per country of origin (2008-2024)



Graph 2. Number of scholars per country profile

#### 4.2 Scholars from EU member states and third countries associated to the Programme

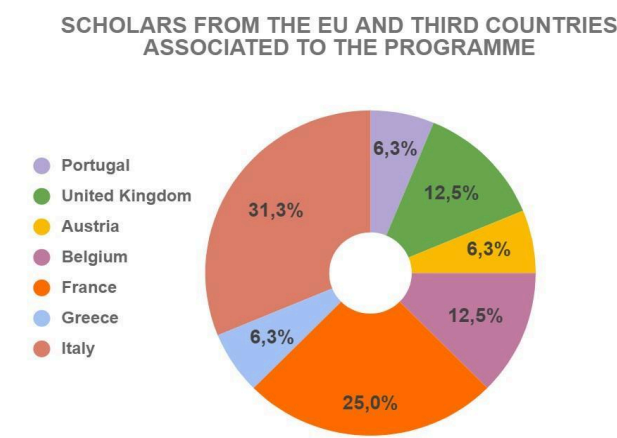
Among the 16 scholars from EU and third countries associated to the Programme, national representation is concentrated within 7 countries. **Graph 3** displays the distribution by nationality:

- **Italy** (31.3%) and **France** (25%) have the largest representation, followed by **the United Kingdom** and **Belgium** (both 12.5%).
- Scholars from **Portugal, Austria, and Greece** each represent 6.3%.

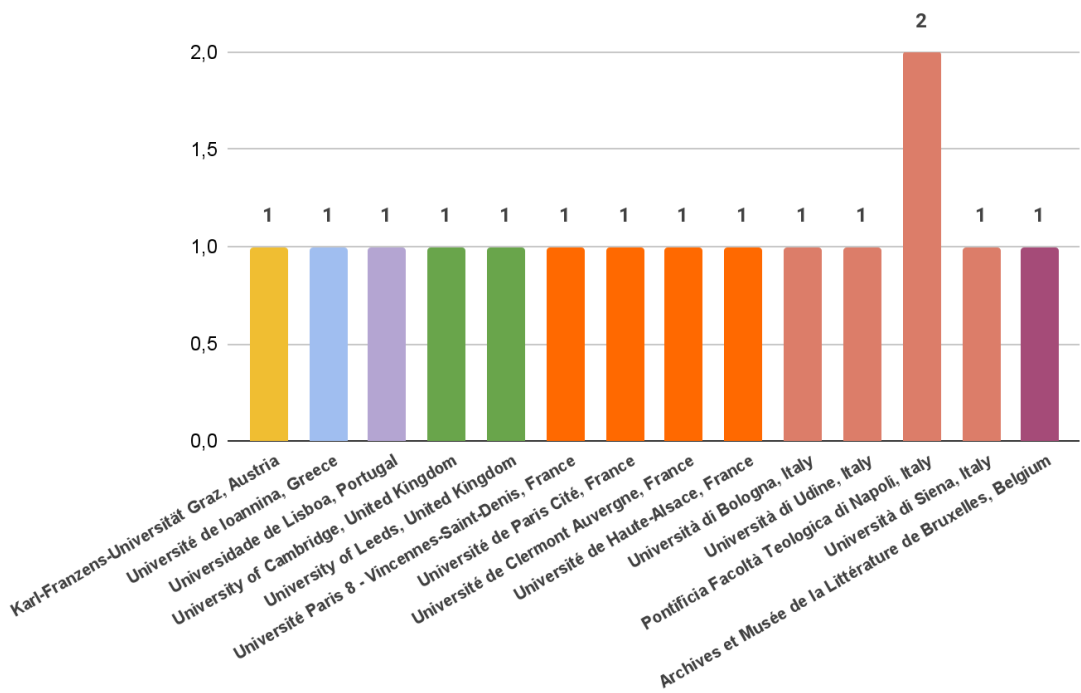


These scholars come from a variety of institutions, with most representing universities, and two affiliated with other institutions.

**Graph 4** highlights that these 16 scholars originate from 15 unique institutions, underscoring a broad institutional reach and diversity even within the EU and third countries associated to the Programme. This diversity in institutional backgrounds supports the program’s mission of fostering extensive academic exchange and collaboration.



Graph 3. Scholars from EU and third countries associated to the Programme



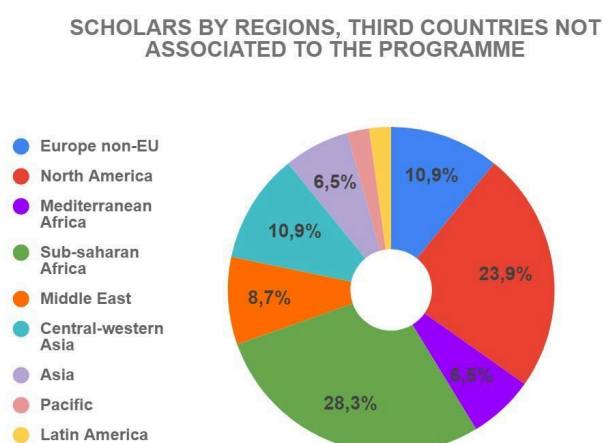
Graph 4. Institutions/universities - EU and third countries associated to the Programme

### 4.3 Scholars from third countries not associated to the Programme by Region and Country

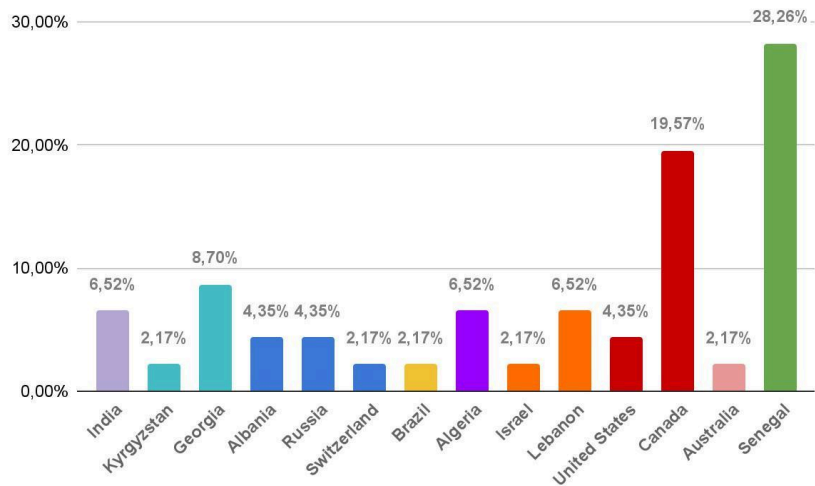
The majority of CLE scholars (46) come from third countries not associated to the Programme, representing a diverse range of regions and institutions. **Graph 5a** and **Graph 5b** show the regional and country-specific distribution of these scholars:

- **Sub-Saharan Africa** is the most represented region, with 13 scholars (28.3% of non-associated country scholars), all from Senegal.
- **North America** follows with 11 scholars (23.9%), predominantly from Canada (9 scholars), with 2 from the United States.
- **Central-Western Asia** (10.9%) includes scholars from **Georgia** (4) and **Kyrgyzstan** (1).
- **Non-EU Europe** (10.9%) includes scholars from **Albania**, **Russia**, and **Switzerland**.
- **Middle East** (8.7%) features scholars from **Israel** (1) and **Lebanon** (3).
- **Asia** and **Mediterranean Africa** each represent 6.5%, with scholars from **India** (3) and **Algeria** (3), respectively.
- **Pacific** and **Latin America** each contribute one scholar, from **Australia** and **Brazil** respectively, making up 2.2% of the total each.

These figures highlight a significant presence of scholars from diverse geographical regions, with particular concentrations in Sub-Saharan Africa, North America, and Central-Western Asia, reflecting the program's commitment to global academic exchange and cultural diversity.

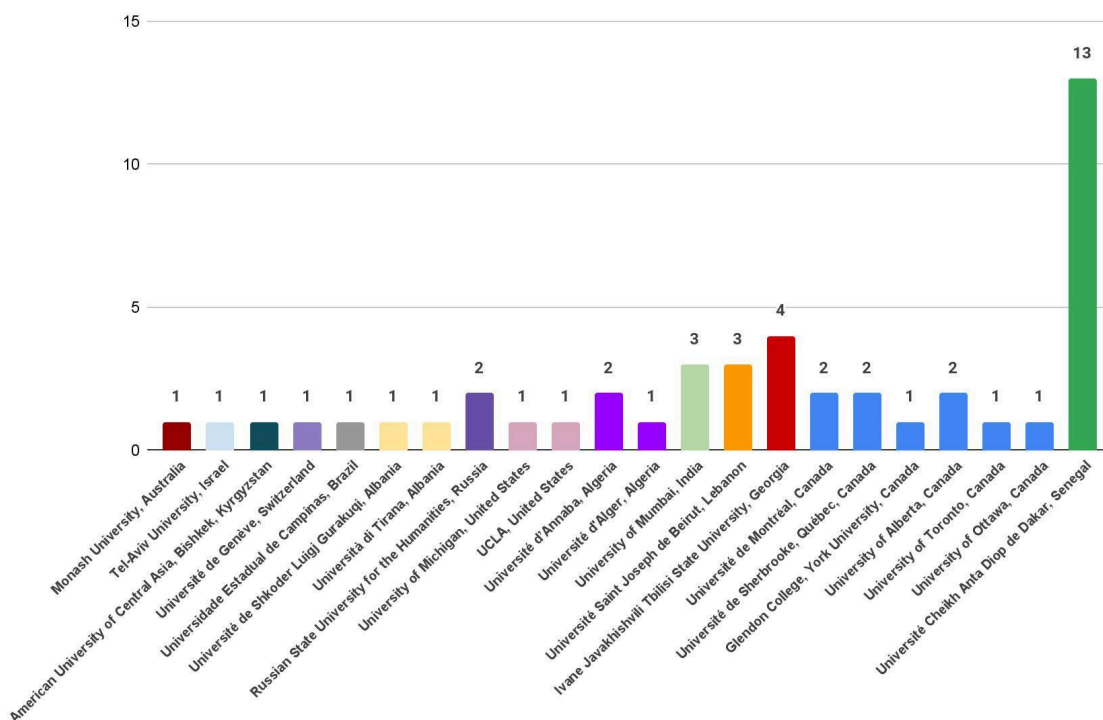


*Graph 5a. Scholars by regions, third countries not associated to the Programme*



Graph 5b. Within the regions, these are the percentage by country

**Graph 6** details the institutional affiliations of these 46 scholars, who come from 22 different universities and institutions across 14 countries. This spread of affiliations across numerous institutions emphasizes the CLE program's extensive international network, providing students with exposure to a wide range of academic perspectives and methodologies.



Graph 6. Universities from third countries not associated to the Programme

The CLE Master's program has successfully engaged scholars from a diverse range of countries and institutions, creating a dynamic academic environment enriched by global perspectives. The predominance of scholars from third countries not associated to the Programme, especially from regions such as Sub-Saharan Africa and North America, reflects the program's commitment to promoting international academic collaboration. Additionally, the variety of institutions represented among these scholars illustrates the CLE program's broad network within the academic community.

## CONCLUSION

The CLE Master's program stands as a model for integrating humanities education with global career pathways, demonstrating the essential role of humanities in today's professional landscape. Across the four chapters, this report has examined the program's structure, its diverse students, the pioneering H.E.A.D. project, the successful professional trajectories of CLE alumni and scholar demographics.

Together, these elements underscore the program's commitment to preparing students for dynamic careers both within and beyond academia.

In conclusion, the CLE Master's program embodies a forward-thinking approach to humanities education, combining academic rigor with a strong emphasis on professional applicability. By fostering a collaborative environment that includes students, scholars, academic institutions and non academic partners, CLE not only enriches its educational offerings but also prepares its graduates to make meaningful contributions in a variety of fields. As the program continues to evolve, it serves as a benchmark for integrating humanities with professional development, highlighting their indispensable role in a diverse, culturally informed, and intellectually enriched workforce.

## INDEX: TABLE OF THE WORLD'S REGIONS

<b>27 EU member states:</b>	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, <b>(United Kingdom*)</b>
<b>Third countries associated to the Programme:</b>	North Macedonia, <b>Serbia**</b> , Iceland, Liechtenstein, Norway, Turkey

\* The United Kingdom have been included in the EU and third countries associated to the Programme until intake 2022-24 included. After that, it was grouped within the third countries not associated to the Programme.

\*\* Serbia is included within the EU and third countries associated to the Programme section from intake 2020-21 onwards. Until intake 2019-21 it is considered one of the third countries not associated to the Programme.

<b>Third countries not associated to the Programme:</b>	
<b>WORLD REGIONS' NAME</b>	<b>COUNTRIES</b>
<b>EUROPE NON-EU</b>	Albania, Andorra, Belarus, Bosnia and Herzegovina, Faroe Islands, Kosovo, Monaco, Montenegro, Moldova, Ukraine, Russian Federation, San Marino, Switzerland, <b>United Kingdom*</b> , Vaticano, <b>Serbia**</b>
<b>CENTRAL - WESTERN ASIA</b>	Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Armenia, Azerbaijan, Georgia
<b>ASIA</b>	Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam, Brunei, Hong Kong, Japan, Korea, Macao, Singapore, Taiwan
<b>MIDDLE EAST</b>	Iran, Iraq, Yemen, Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, Israel, Palestine, Jordan, Lebanon, Syria
<b>MEDITERRANEAN AFRICA</b>	Algeria, Morocco, Tunisia, Egypt, Libya

<b>SUB-SAHARAN AFRICA</b>	Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Cote d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, 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
<b>LATIN AMERICA</b>	All countries from Central&South America+Caribbean: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela, Antigua&Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent&Grenadines, Suriname and Trinidad&Tobago
<b>NORTH AMERICA</b>	Canada, United States of America
<b>PACIFIC</b>	Australia, New Zealand, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu; Vanuatu

**Completed in November 2024.**

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**Editor: Benedetta Solari**

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