Interview [M1]

M = Ministerial/Agency participant

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher

So, thank you so much. It’ll be so good to hear your thoughts on these topics. Did did you get my questions?

[M1]  
Yes, I I got the the the questionnaire and even I drafted the ANSWERS, so I can send you my [?] draft of writing answers.

Researcher  
Oh, wow. Oh, that's brilliant, yeah, yeah. Thank you so MUCH for taking the time to do that. So did my questions make sense?

[M1]  
YES, I think that you go wider and deeper than I expected in in your interview. So the questions make sense, and then some of them are a bit complicated for me, but I tried to answer EVERYTHING.

Researcher  
OK, brilliant. Thank you so much for trying to to give your insights on that. So yeah, I I'm so happy to have you talking on this, because you have such a huge amount of EXPERIENCE not only in Spain but also with the [EU body]. Is that right?

[M1]  
Yes, yes. Well, I was a [role] during almost [#] YEARS in the [name of group] for the development of European Higher Education Area and even I worked in [European city] for the [European body]. And during [#] years from [year] to [year], I needed to go, it was when I came back to to Spain that [I did work relevant to] the Spanish international internationalization STRATEGY that I understand is one of the reasons to to have this INTERVIEW with you.

Researcher  
Yeah, yeah. So. [Redacted identifying information]

[M1]  
Yes, yes, because it was a unit that was created in [?], [subject name] because of the research function, the research role of universities. [Redacted identifying information]

And I acted for THEM as [role], but not on on English language programs, but on the research role research and innovation role of universities. But I spent [#] years in [city] in the research, NOT in innovation because it was universities and researches because of the research role of universities. So a bit different topic.

Researcher  
So you mean, sorry, when you say the role of the universities, did you say RESEARCH role of university, research role?

[M1]  
The RESEARCH role of universities, yeah.

Researcher  
Right, right, right. And um and so when you came back to Spain and you became part of this MINISTERIAL level of governance and-

[M1]  
Yes, yes. [Redacted identifying information.]

Researcher  
Right right, what, what year?

[M1]  
Sorry?

Researcher  
What year was that? What year, when was when was?

[M1]  
This was well, I I came back to Spain because [redacted identifying information] and this was at the beginning of [year].

Researcher  
OK.

[M1]  
[Year] and well then I I think that two or three years after then the ministry started to think on the elaboration of the internationalisation strategy of universities, and [I did work relevant to this strategy]. So in fact this is is related to your first question.

Researcher  
Hmm.

[M1]  
Because your question is to warm up, you could tell me a little about your involvement or interest in this strategy.

Researcher  
Umm.

[M1]  
So would you like that that I start answering this question or?

Researcher  
Sure. Yeah, go ahead ((laughing)).

[M1]  
Well, in in brief, I I acted as [role] of the in the [ad hoc unit] on international issue of universities that was set up by the [governance body] or the former, because this ministry is not assisting anymore, the former [name of ministry]. So EDUCATION with two additional objectives, [subject area] and [subject area].

This [ad hoc unit] involved a wide participation of other [stakeholders] involved, the [ministry name A], the [ministry name B], of course, the universities and all other interested actors of the Spanish university system, such as enterprises and non-governmental organization representing the civil society and and so on. So I acted as [role] of this [ad hoc unit]. [Redacted identifying information].

[I did work relevant to] the strategy that got approved by by first by the Minister of Education, then by the Council of Ministers, [and shared with] the OTHER governing bodies of the Spanish university system. There are two important governing bodies. One is the the General Conference on the university policy that is composed by the regional ministers of all the different regions, the 17 autonomous communities we we say in Spanish, because education competence in in Spain is TRANSFERRED to the regions.

OK, the the competence is is at the regional LEVEL, while the minister keeps the the basic legislation and the coordination for the education ACTIVITIES. And the other governing body was the the Council of Universities, is composed by the rectors of the of the I think in Spain at that time 84 universities, 51 public and and 34 private, and all rectors are within this Council of Universities that is chaired by the Minister of Education. And the THIRD governing body that is there is the Council of the Students.

Researcher  
Umm. Is the Council is the Council of Universities separate to, is it CRUE or something?

[M1]  
It is CRUE. CRUE Is the Spanish acronym for Conference of Spanish University Rectors, but CRUE, the Council is, is all the rectors or CRUE is there, BUT with the minister, while CRUE is JUST the rectors.

Researcher  
I see. OK. So so there is there is INTERACTION between CRUE and the ministry DIRECTLY through the Council.

[M1]  
That is, the Council of the University is chaired by the Minister and with ALL the rectors involved.

Researcher  
Right, right. And can I ask, I mean, [redacted identifying information], and WHAT was it about that time that MADE the ministry in Spain think ohh we need to get international and we need to get, you know, an expert Spanish expert such as yourself from the [European body].

[M1]  
[Redacted identifying information.] I don't know if you are you are familiar with other German and French initiatives, and in Spain I was called back to act as [redacted identifying information], but the main reason was [redacted identifying information] the International Campus of Excellence Spanish program. That was similar to other excellence programs for universities, previously in Germany, with the Excellence Initiative and in France with Campus France and other programs, then the Spanish program was International Campus of Excellence. [Redacted identifying information.]

Researcher  
Right, right. And this International Campus of Excellence Program, so did it did it, did it run about between say 2009 and 2014, something like that?

[M1]  
It got alive[?] until 2015.

Researcher  
OK and-

[M1]  
There was a 3, 3, 3 public calls. I think that the first one was a preparatory one in 2009, the last year that I was still in [city], and three public calls for universities in 2010, 11 and 12. And and then the there was the follow up the monitoring of the progress of of the different projects presented by universities.

Researcher  
So this Campus of Excellence program, am I right in thinking that that there was FINANCIAL incentive for universities to take part in this? Did they receive money?

[M1]  
Yeah, yeah the, the, the, there was some INCENTIVES especially in the in during these three years with public calls because, well, we were able to convince the our finance ministry that it was worthwhile to try to increase the level of EXCELLENCE of the Spanish universities. And then well, and in fact the the International Campus of Excellence program was very much RELATED to the strategy [redacted identifying information], because the strategy was just a strategic document and and the campus was, let's say the the the INCENTIVE mechanisms the the, the, the the TOOL in order to be able to implement some of the actions that were in, in the STRATEGY.

Researcher  
Right, right.

[M1]  
So this strategy is the strategy, and the international campus of excellence is the tool, is the funding mechanism.

Researcher  
Right, right. And so um if universities participated and they were AWARDED umm, money from from was that from the ministry then or from the European Commission, from the ministry?

[M1]  
No, no. It was Spanish money. It was from the ministry, was from the ministry.

Researcher  
And so then there would have been MONITORING of of their activities and as a requirement.

[M1]

Yes, yes.

Researcher

Yeah, and and that that MONITORING then finish in 2015 or is there any ongoing-?

[M1]  
Well, in fact it it finished on on the side of the ministry because there there was at that time a, let's say, BIG political change from the right to the left, from the popular party to the socialist, and then NO, no, from the socialist to the popular, sorry, sorry ((laughing)). It and and then everything was let's say reviewed, put into questions, and then the program, well it is curious because it it is was let down by the ministry, not more funded, not more incentive, but NOT by the universities, because they they were CONVINCED that this was a good IDEA to try to create an International Campus of Excellence, aggregating with other universities, with companies, with other, let's say well, foundation and other known governmental organization in order to be STRONGER. So the BASIC idea of the Campus of Excellence program that was strategic aggregation with other actors was INTERNATIONALISATION was the the, the, the social role of universities. At the end the ministry left the program but not the university that try to because of course it was let's say a trademark for them, it was important. But I'm afraid we are deviating a bit from your original question to the this-

Researcher  
Well, yeah. I'm, I'm, I'm sorry, I'm sorry. I'm, I'm just wondering, so if if the ministry STOPPED with this program-

[M1]  
Yes.

Researcher  
If the ministry stopped to this program, did you say 2015 was the end?

[M1]  
In 2015, yes, it was in fact the the last uh MONITORING because in order to monitor the program and to select the the the winner projects, we set up [redacted identifying information] an International Evaluation Commission, International Committee with let's say relevant [?] of all over the world about the this excellence in universities, and with this International Committee, we review the the the the PROGRESS that the the the each campus presented a memory with the all the actions and all the indicators and all that. And in 2015 when [redacted identifying information] the LAST meeting of this international committee.

Researcher  
2015 fifteen. Yeah. Yeah. OK. And um so, are you aware SINCE this program ENDED or this initiative, has there been any ONGOING monitoring of at these kind of INDICATORS or has it is it NO longer monitored by the ministry?

[M1]  
Well, I think I think that at LEAST at the ministerial level, there was not, not not longer monitoring of of this, of all the actions of all the the, the campus and maybe at REGIONAL level, but that depends on each REGION.

Researcher  
Sure. Yeah.

[M1]  
And since that the the REGIONS are, since they they're higher education in Spain is decentralized, the competence is at regional LEVEL, they they did[?] something, but at MINISTERIAL level, no longer monitoring of this program or initiative.

Researcher  
And and is there a list of which universities PARTICIPATED in the campus of excellence? Can I find that out?

[M1]  
I I think there are PUBLICATION and in fact I have some articles on on, on, on, on THIS, I I can let's say send you.

Researcher  
Now that would be brilliant. Thank you. Yeah.

[M1]  
Yeah. Yeah. Well, I I I WILL do it because there was MASSIVE participation of the Spanish universities in BOTH public and private, and since INTERNATIONALIZATION was one of the let’s say driving forces of this of this program. And some Spanish International Campus of Excellence because it was a LABEL, the the the LABEL was assigned to the winner projects, NO? And they they collaborated with OTHER similar initiatives MAINLY in France and Germany that were the two other countries with a SIMILAR program, the excellence initiative in Germany and Campus France in in, in, in France, yeah, well I I can send you information.

Researcher  
That'd be GREAT. Thank you so much. Yeah. OK. Sorry. Sorry for asking you about that ((laughing)).  
Do you want to go back to the to the questions? Sorry. So I guess we were on Number 2.

[M1]  
Okay then. Number 2. Yeah, well is the strategy, the the conceptualization of of the strategy.

Researcher  
Or of internationalization yeah.

[M1]  
And what, which form are more relevant to the implementation of the English program? Well my answer is OK, yes, the internationalisation concept, the strategy goes BEYOND the global competition for the student, the international collaboration and the positioning of the Spanish University in global rankings that are the the more BASIC aspects of internationalization. The strategy was really intended to support the social economic development of Spain, supporting its worldwide competitive position, and international attractiveness in a context of global competition for talent and knowledge related investment.

And important to the strategy is that Spain is part of two important regional communities at core level: Latin America and Europe, and can act as a BRIDGE between the two, with Spanish and English language are two of the most widely used languages in higher education research and innovation. So within this concept of the strategy the implementation of English language programs and of the so-called BILINGUAL diplomas English-Spanish is a must to contribute to the general directive of the strategy and of the specific ONES to increase the international attractiveness of the Spanish university. Because in fact we we discovered, we found out that more of the foreign students that came to Spain especially for master and doctoral level, were interested not only in, in in have tuition in in English because it's the the language they dominated but to to take the opportunity to learn or improve its Spanish. And then well, in principle, we we thought only in the in increase the number of English taught program, but we realize that it it could be attractive in order to be able to attract more foreign student, to offer them the possibility to of a learning process in both English and Spanish, and so we we incentivize the development of BILINGUAL programs, English and Spanish.

Researcher  
Right, right. How did you incentivize that? What, what, what do you mean there?

[M1]  
Uh well, bilingual. You mean bilingual in order for a program to be considered bilingual in Spain, Spanish and another foreign language, that is, of course, English the more important, it must be at least 30% of the the of of the the the student [?] in English, given in English, of the of the the tuition delivered in English, and normally, it’s fifty-fifty, 50% English, 50% in Spanish.

Researcher  
And and sorry, what is this rule? Where does this come from, this policy?

[M1]  
Sorry I didn't get the question.

Researcher  
So this policy that you're talking about like 50, 50% English or 50% Spanish, where is this policy from?

[M1]  
Well, this policy was was created and is one of the actions of the Spanish strategy.

Researcher  
OK.

[M1]  
Because we we would like to take advantage, we belong to these two regions, world regions, Latin America where Spanish is, is the ordinary language and Europe where English is the dominant language. So we tried to take advantage of this strategic position of Spain belonging to these two uh world COMMUNITIES. And then of course, English is ESSENTIAL and and but Spanish is is IMPORTANT because it's the second spoken language in in higher education in the world according to figures[?]. So it goes the strategy, [redacted identifying information], this, this, this increase and one of the specific ACTION in order to get to achieve the objective, a specific objective of the strategy to increase the international attractiveness of the Spanish University was to increase the number of English taught program or bilingual English Spanish program.

Researcher  
And and you said that was incentivized, so what was the incentive for universities to do it?

[M1]  
Well, the incentives were with indicators to increase the the number of ‘grados’. In Spain, ‘grados’ is similar to bachelor. Bachelor programs, we call this program ‘grados’ and master. It’s the number of English taught ‘grados’ and master, and with INCENTIVE, well, the the MONEY was was given to the university. Well, in fact, was given to the REGION, and the region to the UNIVERSITY, in order to respect the the the competence of of the regions. And the university with this money helped to incentivize their, their faculty, their, their professors and in the different departments in order well to to pay for the extraordinary EFFORT that this supposed[?] to to to to the professor. So there were incentives at institutional level for the university and the university have to incentivize the different departments at the end, the individuals, the different professors, in order to well, because maybe they were very comfortable giving his his ‘grado’ or in in in Spanish in order to to to move. And other incentives were to give, well to offer opportunities to IMPROVE the the English of the faculty and other[?] this this type of related incentives.

Researcher  
Right, right. And this was PART of the Campus of Excellence initiative, is that right?

[M1]  
Yes, yes, that was an action of the strategy? Sorry, I I have a a phone call.

((Takes phone call))

[M1]  
Okay, I’m back.

Researcher  
That's good ((laughing)). OK.

[M1]  
Well, we were in in the second question, no?

Researcher  
Hmm. Yeah, yeah, sure. Umm, so we, you were just saying that this these incentives with the financing were still part of this Campus of Excellence initiative.

[M1]  
Yeah. Yeah, yeah, yeah, yeah. There was a specific ACTION and objective in the strategy. And there were some incentives in in the in DIFFERENT funding lines of the International Campus of Excellence program.

Researcher  
OK, brilliant. So I think this that you've NOW answered the the THIRD question, which was about those measurable indicators.

[M1]  
OK, yeah. There was, well, the European Union expectation of national strategy.

Researcher  
Umm.

[M1]  
And it, there there was some STEERING at the Spanish ministerial level. OK, then I I’ll try to answer.

Researcher  
Yeah, yeah, sure.

[M1]  
Yes, and at that TIME [redacted identifying information], the Bologna group – I suppose you are familiar with the Bologna group – uh to develop the European Higher Education Area with the approval in 2007 by the 47 by by then, I don't know then the number of Bologna countries now. Well, I I I know I I think at least one more, NOW are, they are 48 or 49. But at that time there were 47 countries within the Bologna process, and they approved a strategy to develop the external dimension of the European Higher Education Area.

And in 2012, in the European Higher Education Area, the Council of Minister approved a MOBILITY strategy for the EHEA, for the European Higher Education Area, and on its SIDE, the European and the European Union approved in 2013 a strategy for the internationalisation of European universities. And then just there there were big expectation at BOTH levels that European Higher Education Area in 47 countries and the European Union, 28 countries, on the development of a national strategy of internationalisation, with measurable measurable INDICATORS to be able to monitor the PROGRESS. And in fact, in all this strategy at European level, there was a a CALL for for the for the member countries to develop their OWN national internationalization strategy.

[Redacted identifying information.] The Spanish strategy was FORMALLY approved by the Council of Minister in 2014. And so, let me, there is a, maybe a a time paradox here, because the formal approval took a long time by by the Council of Minister. But the strategy by the Ministry of Education was was was approved two years before when we started with the international program, uh Campus of Excellence program. But the formal approval, but ALL the Council of Minister was in 2014 and then presented to the other governing bodies I have already mentioned, the General Conference of University Policy that was composed by by the by the regional Minister of Education, the Council of Universities, chaired by the Minister of Education and and with all the rectors in the in the in the Council, and finally to the Council of the students. So there was a formal approval in order to go to, to answer to this demand from the Bologna group and the European Union that each country developed their own national strategy.

And then, as we commented before, there was a steering committee coordinated by the ministry to monitor the progress of the 28 because the strategy at the end have incorporated 28 specific actions with quantitative and qualitative indicators for each of them that lasted this monitoring for the two first years of its implementation, so in 2015 and 2016. And the incentives at national regional level were provided through a specific program such as the International International Campus of Excellence program.

Researcher  
Right. OK, that's great. Thanks so much. Yeah. Are you are you okay speaking or are you?

[M1]  
Well um I have a little cough, so maybe my my voice is a bit, because it's it's, it's cold now here in, in, in Spain. But, can you follow me? Can you understand me?

Researcher  
Ohh I CAN, I just don't want to tire you out because um, you know, obviously I'm, I'm LISTENING to what you're saying, but you're the person doing a lot of SPEAKING. So I don't want or if if you, are you OK to go ON?

[M1]  
No, no, I I I think we can go, we can we can continue but at the end I will send you the the the the answer I I've drafted for your interview so.

Researcher  
Ohh that's fantastic. Thank you. Yeah.

Umm.

[M1]  
OK. Then we continue with with Question 4.

Researcher  
Yeah.

[M1]  
Uh yeah, is it, this is concerned [redacted identifying information] with the different sources of funding. And and then your question reads which, if any of these do you think are more relevant to the implementation of English English language program? And my question, well, this is difficult to to to SAY.

It seems the situation may change depending on the economic situation and priorities of the current government at its in in Spain at its peak period, and but I would say that in general for public programs, FUNDING with regional contract programs, including internationalization indicators such as the number of foreign student, the number of English and bilingual program, etcetera. The first, the first one, so the the contract program with autonomous community should be the the more relevant one.

But for other not public program but the so-called own diplomas, own we say in Spanish ‘titulos proprios’. I mean, they are diplomas that are not OFFICIAL, but are are delivered by the university, because they think they are worthwhile and they have achieved students because of of enterprises, companies, or from the civil society. So not official programs or the tuition fees are not REGULATED and then and they are normally HIGHER than tuition fees for for the planning[?] programs, THEN the the the tuition fees and third parties, because maybe some companies are interested in, in, in collaborating with and university in order to develop a very specific DIPLOMA on, I don't know, WHATEVER. So for public program, of course, public funding, of course contract program with the regions, and and for let's say development of NON official programs or what we call ‘titulos proprios’ on titles on diplomas, maybe tuition fees and third parties are the MORE important funding the mechanism.

Researcher  
Right, right. And and those NON official programs, they don't get evaluated by ANECA.

[M1]  
Um it’s not COMPULSORY, but normally they can use ANECA or another accreditation agencies international because this is a an excellent LEVEL for for the program, and for instance the the the Institute of Engineering award for the best engineering program. So SOME Spanish university apply to to get THIS award because it's a a a level of EXCELLENCE, so it is not compulsory, compulsory accreditation of ANECA is for official programs but universities normally tried to to achieve the EXCELLENT label for their different programs.

Researcher  
Umm, right, right.

[M1]  
Well, and in, fact, the fourth question is about ANECA, no?

Researcher  
Yeah, the the NEXT one, yeah.

[M1]  
Yeah, criteria of quality assurance that may impact on English.

Researcher  
Umm.

[M1]  
And ANECA, or autonomous community incentives to implement English language programmes through program evaluation, individual, well, I I have to say here that in Spain as in OTHER countries, the the situation concerning quality accreditation is a bit DYNAMIC, since there is a move from PROGRAM accreditation to INSTITUTIONAL accreditation. So it's not a specific program that is going to be accredited, but the WHOLE institution or at least SOME departments.

And in Spain, even the present role of ANECA and of the regional quality assurance agencies, I don't know if you're aware that in Spain, ANECA is at national level, but at regional level we have ELEVEN regional quality agencies. So it is a MESS.

Well, in in principle the general quality criteria, focusing on the DESIGN of the program and the implementation of the program apply with indicators, well if it is a face to face delivery, THEN of course the the ratio of student to teacher and all that they the the class facility, the lab[?] and all that. So design and implementation there are general general criteria that apply for any uh program in depending of of the discipline, but there are OTHER specific criteria that are normally apply for English-taught program concerning then the the language of delivery.

Researcher  
Umm.

[M1]  
And then concerning INCENTIVES, well, I I mentioned a specific action of the international strategy to increase the number of English and bilingual program, but NOT mainly through programme evaluation.

Researcher  
Yeah.

[M1]  
Well, though some incentives can be set up by a specific institution to the FACULTY, so at INDIVIDUAL level, if the faculty wishes to increase their international ATTRACTIVENESS, they will normally try to increase the number of English-taught programs or at least bilingual programs, and they, they will put into place INDIVIDUAL incentives at individual level to show that the more important and more good teachers are attracted in order to participate in English and bilingual program, where an additional [?] may be required, so the incentive is not to evaluation program evaluation where the general criteria APPLY with maybe some specific language CRITERIA, but INCENTIVES are given by the institution at individual level to the faculty in order the BEST professor, the BEST teacher, are involved in the development of new titles, new diplomas in English or bilingual.

Researcher  
Umm, so um when you talk about the criteria relevant to language, um what what do you mean then from through evaluation? Which criteria do do you just mean the language competence of the-?

[M1]  
Well, for instance, language competence of of the required to the STUDENTS because for any master program at least B1. I'm I'm talking about the language qualification scheme of the European Language Qualification Scheme. Are you familiar A1, A2?

Researcher  
The CEFR?

[M1]  
Yeah, yeah, in in SOME courses, English courses a B2 is is, is is the minimum, but in another B1 is REQUIRED. Well I I don't think that C1 or C2 are REQUIRED. NORMALLY with B1 is enough in order to follow this, and other I don't know LEVEL of or qualification scheme concerning the language.

Researcher  
Yeah, yeah, I'm wondering, what, why, why is so within the evaluation evaluation agency, like ANECA, are you saying that they DECIDE that there needs to be a certain level for SOME subjects and another level for OTHER subjects?

[M1]  
Well, I no, no, this is NOT a an ANECA requirement. This is a requirement of the INSTITUTION of the UNIVERSITY.

Researcher  
OK. Yeah. OK. So.

[M1]  
OK, then we we go to question #5?

Researcher  
Ah 6, I think?

[M1]  
Are you aware of any other instruments or mechanisms of reviewing of public universities from higher level governance, such as at the ministerial level, that might impact on English language programmes?

Well, but frankly speaking, at ministerial LEVEL except the case or a specific program I already mentioned – this is the case of the International Campus of Excellence program – I'm NOT aware of other current programs.

At REGIONAL level, certain mechanisms may assist, DEPENDING on the priorities of each specific autonomous COMMUNITY. For instance Catalonia is very much concerned with internationalization, and with the the to increase the level of their Catalan universities. And then I I know there are INCENTIVES in order to to increase this effectiveness in in order to to try to to to hire some very good English teacher or or or in in in in each specific discipline, so but at ministerial level AFTER the the the International Campus of Excellence, I'm not AWARE of other programmes. At REGIONAL level, I know there are there are some programs in but in the specific regions and and and and for instance in in in Catalunya.

Researcher  
Umm OK, thank you.

[M1]  
Well, we go to #6.

Researcher

I think it's 7 the next one.

[M1]  
Yeah, the DRIVERS of English language programs at public university. KEY actions in the Spanish context as a catalyst. Well, at the INSTITUTION level, I think that the main DRIVERS for for institution for universities is is this one or to INCREASE the international attractiveness of university to be able to attract MORE internationally mobile STUDENTS, especially at MASTER and doctoral level, NOT at BACHELOR level that normal normally with the Spanish students they they have ENOUGH enough, and its CAPACITY to compete for international research and development funding at European level and other international funding agencies, so it’s to increase the the competitive position to increase the international attractiveness in the competition for talent, the competition for students and the competition for FUNDING, but funding MAINLY in dealing with the RESEARCH part, because there are NOT many fundings addressed to the EDUCATIONAL part, at least in in, in, in, in Spain, no. So so is, I I think this competition for mobile international students and competition to increase the funding, ability to attract funding from research program at the European level.

Researcher  
OK, so if you say like the teaching and the research are kind of SEPARATE, so why why do Spanish universities WANT international students? Is it to be part of a mobility scheme as part of the EU framework, for example, Erasmus, or or why, why do people want students, for example?

[M1]  
Well, Erasmus, at least in Spain, is is concentrated at BACHELOR level, at ‘grado’ level, at in but they are more interested in MASTER’S and doctoral studies where tuition fees can be HIGHER, and when they they they they get extra FUNDING because of the extras for, so Erasmus is is more, at least in Spain at much lower level, but I'm talking international student at MASTER and doctoral level.

Researcher  
And how do they get more FUNDING for master’s?

[M1]  
Yeah. Yeah, yeah, yeah. For tuition fees and maybe with incentives at regional level. Well, we are almost there, no? Because the last question is anything else?

Researcher  
No, you you've you've been so thorough. Thank you SO much. It's been amazing.

[M1]  
Okay ((laughing))

Researcher  
Thank you so much.

[M1]  
And I will send to you the the, the, the, the ANSWERS, to the questionnaire.

Researcher  
Yeah, brilliant. Thank you. And ALSO if you have those other you mentioned the indicators or you know you said you were going, if you have any kind of information including the indicators you were talking about from the from the Campus of Excellence, I think you mentioned you, you could send me some something from that program.

[M1]  
OK, OK. OK, bye. Thank you. Bye.

Researcher  
That would be brilliant. Thank you so much. Thank you so much for your support. Bye.