

Research Report

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WBAA Tracer Study 2021

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in collaboration with
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Survey conducted in cooperation with the
Western Balkans Alumni Association



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1. Introduction

This report summarizes the results of the Western Balkans Alumni Association (WBAA) – Tracer Study 2021 (www.western-balkans-alumni.eu). The study was initiated by members of the WBAA research team, funded by the EU and carried out by the WBAA service provider, in this case the Institute for Advanced Studies (IHS) in Vienna. The questionnaire was developed in cooperation with the WBAA Research Team.¹

The survey addresses students and graduates who have spent parts of their studies *in* a country of the Western Balkans *and outside* of the six Western Balkan (WB) countries (Albania, Bosnia and Herzegovina, Kosovo², Montenegro, North Macedonia, Serbia), mainly supported with EU funding (primarily Erasmus). The main aim of the study was to identify effective approaches for improvement in the higher education system of the Western Balkans (WB) based on the experiences of students and graduates who have experienced other higher education systems. Therefore, the study participants evaluated various aspects of the different higher education systems based on their international study experience.

The questionnaire for the Western Balkans Alumni Association (WBAA) – Tracer Study 2021 was offered in English and focused on the following central questions:

1. What was the educational path?
2. What was the study experience outside the WB?
3. What differences were found between studies in the home and the host country?
4. What improvements in the WB higher education system can be derived from the experience gained outside the WB and what do the mobility graduates recommend to the higher education systems in their home countries?

The online survey was initially distributed among WBAA members and promoted via social media. The National Erasmus Contact Points in the WB countries were also invited by the EU to promote the survey among mobility graduates known to them. Later it was also possible for the EU and EACEA to send invitation and reminder emails directly to current and former mobility participants from the WB countries. The participants in the study were recruited in different ways, which is why the field phase took an unusually long time (June 2021 to April 2022). At the end of the questionnaire, participants could voluntarily take part in a lottery of different products as a thank you for their participation. The lottery was also used to advertise the survey.

A total of 1.320 people completed the questionnaire. Since it was not possible to obtain data on the population of all students/ graduates from the WB countries who have studied both in the WB and outside of it in recent years, no response rate can be given.

The central results of the survey are presented in this report. In the table appendix starting on page 109, there are additionally 40 pages of detailed tables by countries of origin and fields of study.

¹ Above all Arber Hajrizaj, Renata Petrevska Nechkoska, Samir Beharic and Adelina Basholli. This study would not have been possible without their initiative and perseverance over a very long time. Thank you very much!

² This designation is without prejudice to positions on status and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration.

The following abbreviations and country clusters are used in this report:

Country codes:

ALB: Albania

BIH: Bosnia and Herzegovina

RKS: Kosovo²

MNE: Montenegro

MKD: North Macedonia

SRB: Serbia

Cluster of host countries:³

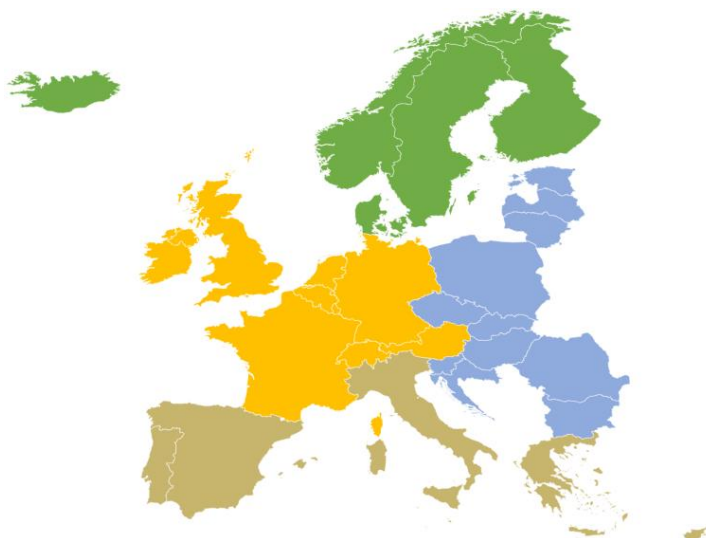
Scandinavia: Denmark, Finland, Iceland, Norway, Sweden

EU North-West: Austria, Belgium, France, Germany, Ireland, Luxembourg, Netherlands, Switzerland, United Kingdom

EU South: Cyprus, Greece, Italy, Malta, Portugal, Spain

EU East: Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia

Non-EU: Afghanistan, Algeria, Andorra, Angola, Anguilla, Argentina, Australia, Azerbaijan, Bahamas, Belize, Brazil, Cambodia, Canada, China, Dominican Republic, Indonesia, Israel, Japan, Liechtenstein, Macao, Mexico, Monaco, New Zealand, Republic of Korea, Republic of the Congo, Russian Federation, Singapore, Taiwan, Tunisia, Turkey, United States of America, Vietnam



When this report refers to the region of the host countries of the mobility stay as "EU", it always includes the EFTA countries Norway, Switzerland, and Iceland as well as the UK.

³ Only states where survey participants spent their study abroad.

2. Characteristics of survey participants

Overall, 1.320 people participated in the WBAA Tracer Study 2021, as can be seen in Table 1. This table shows the number of cases by country of origin in this survey. The term “country of origin” used in this report refers to the Western Balkan country in which the participants studied most semesters – regardless of their nationality or place of birth.

Serbia is represented with the largest share (28%), followed by Albania (21%), Kosovo (19%), and Bosnia and Herzegovina (18%). 10% of participants are from North Macedonia, and 5% are from Montenegro, corresponding to a sample size of only 62 people. This small group size must therefore be considered in the interpretation.

As it was not possible for the IHS to obtain data on the number (and characteristics) of mobile students from the WB in recent years,⁴ it was unfortunately also not possible to weight the survey data according to socio-demographic characteristics and the size ratio between countries. It therefore remains unclear to what extent the survey is representative of the individual countries or the Western Balkans as a whole.

However, to be able to estimate the orders of magnitude to some extent, the total number and proportion of students in each of the Western Balkan countries are also given in Table 1 for comparison purposes. Nevertheless, these data do not allow an assessment of the number of students for each country who have been abroad for credit or degree mobility, nor do they allow a statement on how mobile students are distributed among the individual countries. These data can therefore only provide a rough comparison. From this point of view, students from Serbia and Montenegro would be underrepresented in this tracer study, students from Albania would be quite well represented and students from the other countries would be overrepresented (especially North Macedonia) – but only if the proportion of mobile students are similar in all countries.

⁴ A) The EUROSTAT database only contains information on degree mobile students (and degree and credit mobile graduates). “Mobile students” here refers exclusively to degree mobility.

“Mobile students from abroad enrolled by education level, sex, and country of origin”: https://ec.europa.eu/eurostat/data-browser/explore/all/popul?lang=en&subtheme=educ.educ_uoe_mob&display=list&sort=category&extrac-tionId=EDUC_UOE_MOBS02__custom_3003202

B) The statistical annex to the Erasmus+ Annual Report only contains detailed data for Programme Countries, data for Partner Countries is only available for whole regions. The last annex (available in June 2022) is from 2019 and contains data on Erasmus+ participation in 2018, when only North Macedonia was a partner country [https://op.europa.eu/en/publication-detail/-/publica-tion/381dc9a5-3f4d-11eb-b27b-01aa75ed71a1/language-en/format-PDF/source-search](https://op.europa.eu/en/publication-detail/-/publication/381dc9a5-3f4d-11eb-b27b-01aa75ed71a1/language-en/format-PDF/source-search)

C) Erasmus+ country factsheets or the regional factsheet for the Western Balkans do not contain the data required for this report. https://wayback.archive-it.org/12090/20210927084220/https://ec.europa.eu/programmes/erasmus-plus/about/factsheets_en

D) EC/EACEA could not provide the IHS with the required data.

Table 1: Number of survey participants by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	SUM
Survey data							
Number of participants	273	239	248	62	131	367	1.320
Proportion	21%	18%	19%	5%	10%	28%	100%
For comparison:							
Number of students *	130.264	82.909	95.335	56.141	22.709	241.968	629.326
Proportion	21%	13%	15%	9%	4%	38%	100%

* Latest available data (2018-2021).

Source: WBAA Tracer Study 2021. For student numbers: EUROSTAT Database, Database of the UNESCO Institute for Statistics, Kosovo Agency of Statistics.

Definitions:

Country of origin: Western Balkan country in which the participants studied for the most semesters (regardless of their nationality or country of birth).

Mobility study period abroad:

A current or past study experience of a duration of at least three months that took place outside of the Western Balkan countries.

Field of study: The field of study in which respondents studied during their (most recent) study period outside of the Western Balkans.

Table 2 shows the socio-demographic characteristics by country of origin. In North Macedonia, the **sex** distribution is almost fifty-fifty. In all other countries, more women than men participated in the survey: The proportion of women is between 50% and 74%. Four persons indicate a non-binary sex and 12 participants prefer not to assign themselves to any of the given sex categories. These persons are not considered in analyses according to sex in order not to jeopardise their anonymity.

The mean **age** at the time of respondents' last study experience abroad in all countries except Serbia is between 23 and 24 years. About 30% to 50% are under 23 years old at the time of the survey, except participants from Serbia. Here, the mean age is almost 25 years and participants are older compared to other WB countries, with 85% over 23 years old.

In Albania, the majority has a master's degree as highest **degree** (58%). In Serbia it is half of the respondents. In all other countries, the most frequently mentioned highest degree is a bachelor's degree. In Bosnia and Herzegovina, Kosovo, and North Macedonia, over 20% have no degree yet. Most of the participants that do not hold a degree yet are currently studying in a bachelor programme (65% to 95%). In Albania, about 30% of the respondents without a degree state they are studying for a(n) (integrated) master's degree.

With so many still studying, it is not surprisingly that on average 44% (Montenegro 35%, Bosnia 36%) are (self-) **employed**. 9% are not engaged in any other activity (studies, internship) and are looking for a job. This proportion is similar in all countries.

The most frequently mentioned **field of study** by participants from Montenegro and Serbia is Arts & Humanities (about 30%). For those from Albania and Kosovo, it is Business, Administration & Law (Albania: 31%; Kosovo: 26%). Participants from Bosnia and Herzegovina most frequently state Engineering, Manufacturing & Construction with 21%; however, Arts & Humanities and Social

Sciences, Journalism & Information are mentioned almost as often (18%). Respondents from North Macedonia mention Business, Administration & Law and Engineering, Manufacturing & Construction most often (18%).

Table 2: Socio-demographic and educational characteristics of survey participants by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	Ø ¹
Total	100%	100%	100%	100%	100%	100%	100%
Sex							
Women	74%	63%	69%	74%	50%	61%	65%
Men	25%	35%	29%	26%	48%	38%	33%
Other/ prefer not to answer	1,1%	1,7%	1,2%	0%	1,5%	1,1%	1,2%
Age at time of last study experience abroad							
Under 23 years	47%	31%	44%	48%	44%	16%	34%
23-25 years	38%	49%	32%	37%	40%	55%	44%
26 years and older	15%	20%	24%	15%	16%	30%	22%
Ø	23,5 y	23,8 y	24,0 y	23,6 y	23,7 y	24,8 y	24,1 y
Ending year of the most recent period outside the WB							
2020 and after	43%	35%	37%	46%	14%	32%	35%
2018/ 2019	34%	47%	35%	41%	46%	46%	41%
2017 and before	23%	18%	28%	13%	40%	22%	24%
Current study status							
Graduate	88%	77%	75%	89%	72%	87%	82%
Student without a degree	12%	22%	24%	11%	28%	12%	18%
Quit studying	0,7%	0,8%	0,4%	0%	0%	0,5%	0,5%
Highest degree							
Bachelor	24%	43%	41%	52%	44%	31%	36%
Master ²	58%	33%	29%	34%	24%	50%	41%
PhD/ Doctorate	6%	0,8%	5%	1,6%	4%	6%	5%
Other degree	0%	0%	0%	1,6%	0,8%	0,3%	0,2%
No degree yet	12%	23%	25%	11%	28%	13%	18%
If no degree yet: degree currently being pursued							
Bachelor	69%	96%	90%	100%	95%	82%	88%
Master ²	31%	4%	10%	0%	5%	18%	12%
Current employment/ study status							
Employed and <u>not a student</u>	51%	36%	40%	35%	47%	48%	44%
Student and <u>employed</u>	11%	13%	21%	18%	12%	16%	15%
Student, seeking a job	2,9%	4%	8%	5%	10%	4%	5%
Student only	19%	31%	21%	29%	16%	18%	21%
Student and intern	2,6%	1,3%	0,4%	0%	3%	1,9%	1,7%
Only intern/trainee	2,6%	3%	2,8%	5%	3%	3%	3%
Not employed, seeking a job (excl. students)	10%	11%	8%	8%	9%	8%	9%
Not employed, <u>not seeking</u> a job (excl. students)	0,4%	1,3%	0,4%	0,0%	0,0%	1,6%	0,8%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø ¹
Field of study							
Education	5%	5%	6%	3%	5%	6%	5%
Arts & Humanities	7%	18%	11%	32%	6%	29%	17%
Social Sciences, Journalism & Information	14%	18%	17%	27%	15%	15%	16%
Business, Administration & Law	31%	14%	26%	11%	18%	15%	20%
Natural Sciences, Mathematics & Statistics	7%	10%	8%	1,6%	5%	10%	8%
ICTs	11%	9%	9%	5%	16%	6%	9%
Engineering, Manufacturing & Construction	13%	21%	15%	8%	18%	11%	14%
Agriculture, Forestry, Fisheries & Veterinary	7%	2,1%	4%	1,6%	4%	2,2%	4%
Health & Welfare	4%	4%	1,6%	0%	12%	4%	4%
Services	1,1%	0,4%	1,2%	10%	2,3%	2,2%	1,8%

¹Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

²Master: incl. integrated Master.

Employed: full-time, part-time, and self-employed.

ICTs: Information and Communications Technology.

Source: WBAA Tracer Study 2021.

In Table 3, socio-demographic characteristics are shown by country of origin and sex. The main differences are described below.

The largest difference between women and men is found among participants from Kosovo; the proportion with a PhD/ doctorate is higher in men than in women (10% vs. 3%), and women are more likely to hold a bachelor's degree. In contrast, surveyed women from North Macedonia report holding a PhD/ doctorate degree more often than men (6% vs. 1,6%) and almost half of men state having a bachelor's degree as their highest degree, compared to approximately one third of women (36%).

There is little difference in the average age at the time of respondents' last study experience abroad between countries and according to sex. However, female participants from Kosovo are almost two years younger on average than men at the time of their last study experience abroad (the difference is significant at the 0,05 level).

In this questionnaire, women state Natural Sciences, Mathematics & Statistics more often as their field of study than men across all five countries considered here.⁵ Except for Albania, women also study Arts & Humanities more often abroad than men. In all countries men study ICTs and Engineering, Manufacturing & Construction more often, whereby the difference between the sexes in Bosnia and Herzegovina, Kosovo, and Serbia is particularly large. In Agriculture, Forestry, Fisheries & Veterinary, the share of men is also higher, only in Serbia the proportions are balanced.

⁵ For Montenegro, a comparison between women and men is not applicable, as the number of male participants was less than 30.

Table 3: Socio-demographic characteristics of survey participants by country of origin and sex

	ALB		BIH		RKS		MNE		MKD		SRB	
	F	M	F	M	F	M	F	M	F	M	F	M
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Age at time of last study experience abroad												
Under 23 years	48%	42%	33%	27%	48%	33%	49%	n.a.	52%	33%	17%	14%
23-25 years	36%	42%	47%	52%	30%	37%	37%	n.a.	33%	50%	55%	57%
26 years and older	16%	16%	19%	22%	21%	30%	15%	n.a.	15%	17%	29%	30%
∅	23,5 y	23,4 y	23,8 y	23,9 y	23,5 y	25,3 y	23,2 y	n.a.	23,6 y	23,9 y	24,6 y	25,1 y
Highest degree												
Bachelor	25%	21%	42%	43%	44%	37%	52%	n.a.	36%	49%	29%	34%
Master	57%	60%	33%	35%	28%	32%	37%	n.a.	26%	22%	52%	47%
PhD/ Doctorate	7%	4%	1,3%	0%	3%	10%	0%	n.a.	6%	1,6%	7%	4%
Other degree	0%	0%	0%	0%	0%	0%	2,2%	n.a.	1,5%	0%	0,4%	0%
No degree yet	12%	15%	24%	23%	24%	22%	9%	n.a.	30%	27%	12%	14%
Field of study												
Education	5%	7%	6%	2,4%	8%	1,4%	2,2%	n.a.	6%	1,6%	7%	5%
Arts & Humanities	7%	7%	22%	10%	15%	1,4%	33%	n.a.	8%	5%	35%	20%
Social Sciences, Journalism & Information	14%	15%	19%	13%	15%	23%	33%	n.a.	14%	17%	16%	12%
Business, Administration & Law	32%	25%	13%	15%	27%	25%	11%	n.a.	17%	19%	13%	18%
Natural Sciences, Mathematics & Statistics	8%	3,0%	13%	6%	10%	4%	2,2%	n.a.	6%	3%	11%	9%
ICTs	11%	12%	6%	14%	6%	15%	2,2%	n.a.	14%	19%	2,7%	12%
Engineering, Manufacturing & Construction	12%	15%	17%	29%	13%	21%	7%	n.a.	15%	19%	8%	15%
Agriculture, Forestry, Fisheries & Veterinary	5%	13%	0,7%	5%	3%	5%	2,2%	n.a.	1,5%	6%	2,2%	2,2%
Health & Welfare	5%	0%	2,6%	6%	2,3%	0%	0%	n.a.	18%	6%	4%	4%
Services	1,0%	1,5%	0,7%	0%	0%	4%	9%	n.a.	1,5%	3%	2,2%	2,2%

F: Women, M: Men. ICTs: Information and Communications Technology.

Excl. participants that did not select one of the binary sex categories.

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

3. Current status of survey participants

3.1. Employment, study status, and centre of life

The current living and employment/ study situation of the survey participants is presented in the following chapter. Table 4 shows the current status and the centre of respondents' lives by country of origin. Slightly less than half of all participants state they are employed and not studying (44%), with another 15% study but are also employed, bringing the proportion of employed respondents altogether to about 60%. In Albania, Kosovo, and Serbia, respondents are employed more often than average (incl. employed students). Respondents from Bosnia and Herzegovina and Montenegro are less likely than average to be employed, but at the same time a higher proportion of respondents study (only). It should be noted though that these differences are dependent on the labour market situation of each country, as well as the graduation year (see Table 6). The unemployment rate among mobile students is below the official unemployment rate of every country – but also because a relevant proportion of them was still studying.⁶

Most of the study participants state they live in a WB country (77%); and of those who do not, nearly all live in an EU country.

Table 4: Current employment/ study status and centre of life by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Total	100%	100%	100%	100%	100%	100%	100%
Ø Age at time of survey	25,4 y	25,6 y	25,6 y	25,2 y	26,0 y	27,0 y	26,0 y
Current employment/ study status							
Employed and <u>not a student</u>	51%	36%	40%	35%	47%	48%	44%
Student and <u>employed</u>	11%	13%	21%	18%	12%	16%	15%
Student, seeking a job	2,9%	4%	8%	5%	10%	4%	5%
Student only	19%	31%	21%	29%	16%	18%	21%
Student and intern	2,6%	1,3%	0,4%	0%	3%	1,9%	1,7%
Only intern/ trainee	2,6%	3%	2,8%	5%	3%	3%	3%
Not employed, seeking a job (excl. students)	10%	11%	8%	8%	9%	8%	9%
Not employed, <u>not seeking a job</u> (excl. students)	0,4%	1,3%	0,4%	0%	0%	1,6%	0,8%
Current centre of life							
WB	75%	71%	81%	82%	76%	80%	77%
EU (incl. UK)	23%	22%	17%	18%	16%	15%	18%
Other countries	3,0%	7%	2,4%	0,0%	8%	5%	4%

Employed: full-time, part-time, and self-employed.

Student only: incl. 0,2% who explicitly reported not being employed and not seeking a job.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

⁶ <https://openknowledge.worldbank.org/bitstream/handle/10986/37368/P17720607706c30e90841607b7d53ee8106.pdf>. Pages 15-16.

When looking at the current status in more detail (see Table 5), where multiple answers were possible (e.g., student *and* employed), nearly half of all participants report working full-time (47%), 9% state that they work part-time, 5% are self-employed, 43% are students, 6% are interns or trainees, and 14% state they are not employed but that they are seeking a job. A closer look at the individual countries shows that only in Montenegro and Bosnia and Herzegovina less than 40% of participants work full-time. In Bosnia and Herzegovina, Kosovo, and Montenegro, half of respondents are students.

Table 5: Current employment/ study status in detail by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Employed full-time >=35h/ week	48%	38%	46%	35%	51%	52%	47%
Employed part-time <35h/ week	11%	9%	10%	10%	5%	7%	9%
Self-employed	3%	0,8%	6%	10%	4%	7%	5%
Student	36%	49%	49%	52%	41%	39%	43%
Intern/ trainee	6%	6%	4%	6%	7%	6%	6%
Not employed, seeking a job	13%	15%	16%	13%	20%	12%	14%
Not employed, not seeking a job	0,4%	1,3%	1,6%	0%	0%	1,9%	1,1%
∅ Number of responses	1,18	1,19	1,33	1,26	1,28	1,24	1,24

Multiple answers were possible.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

In interpreting the employment status of respondents, it is important to keep the composition of the survey sample in mind, especially in relation to respondents' graduation year. Table 6 shows the employment and study status by graduate cohort.

Table 6: Current employment/ study status in detail by graduate cohort

	Graduate cohort			∅
	Graduation year 2020 and after	Graduation year 2018/2019	Graduation year 2017 and before	
Employed full-time >=35h/ week	45%	58%	70%	53%
Employed part-time <35h/ week	9%	10%	6%	9%
Self-employed	4%	5%	9%	5%
Student	31%	32%	25%	31%
Intern/ trainee	8%	2,0%	3%	5%
Not employed, seeking a job	19%	12%	6%	14%
Not employed, not seeking a job	1,1%	0,6%	1,8%	1,0%
Total	100%	100%	100%	100%

Multiple answers were possible.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

The following remarks refer to respondents who are **(self-)employed and not currently studying**. Most of them are not only living (Table 4), but also working (74%; see Table 7) in a WB country only. In comparison to the other WB countries, Bosnia and Herzegovina shows the smallest percentage living and working in at least one WB country (64%). On the other hand, Serbia shows the highest proportion of people living and working in at least one WB country (about 86%).

Most respondents who are (self-)employed and not currently studying have a regular job (84%), as opposed to a temporary one. More than half of (self-)employed graduates (59%) work in the business sector, and this type of employer accounts for the highest proportion in all countries. 16% worked at a university, 10% in public administration, 9% at an NGO/ NPO, and 6% as researcher at a non-university institute or company.

Between 14% and 20% of study participants are working at a university, except in Bosnia and Herzegovina, where the proportion is smaller with 10%. In Albania, the proportion of respondents working in public administration (18%) is higher than in the other countries (up to 14%). The lowest share in this sector is under 3% for respondents from Bosnia and Herzegovina, who also work less often than average in the Western Balkans and might therefore be less likely to be employed in public administration. In Bosnia and Herzegovina and Kosovo, slightly more respondents work in an international organisation, as compared to the other Western Balkan countries. In Kosovo, the proportion working at an NGO/ NPO (13%) is higher compared to the other countries.

Table 7: Only employed and not studying: Current place of work, type of job and employer

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Current place of work							
WB only	75%	57%	80%	n.a.	67%	82%	74%
WB and EU country (incl. UK)	6%	7%	3%	n.a.	7%	4%	5%
EU only (incl. UK)	14%	25%	14%	n.a.	15%	9%	14%
Other countries	5%	11%	3%	n.a.	12%	5%	6%
Total	100%	100%	100%	n.a.	100%	100%	100%
Type of job							
Regular job	86%	87%	85%	n.a.	89%	83%	84%
Temporary job	14%	13%	15%	n.a.	11%	17%	16%
Total	100%	100%	100%	n.a.	100%	100%	100%
Type of employer¹							
University	15%	10%	20%	n.a.	14%	19%	16%
Researcher at non-university institute/ company	3%	10%	11%	n.a.	4%	3%	6%
Public administration	18%	2,8%	6%	n.a.	14%	7%	10%
NGO/ NPO	10%	7%	13%	n.a.	8%	7%	9%
International organisation	4%	11%	10%	n.a.	6%	3%	6%
Business sector (for profit)	54%	65%	49%	n.a.	61%	62%	59%
Other	0%	1,4%	0%	n.a.	2,0%	2,0%	1,0%

¹ Multiple answers were possible.

Employed: full-time, part-time, and self-employed.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

3.2. Centre of life, place of work, and study

The top locations where the participants have their centre of life are listed in Table 8. The most frequently named country is Serbia with 22%, followed by Albania (16%), Kosovo (15%) and Bosnia and Herzegovina (13%). 7% state North Macedonia and 4% Montenegro as the centre of their life. This distribution follows exactly the number of survey participants from WB countries. About 70-80% of each country also live in that country at the time of the survey. WB countries therefore

constitute the Top 5 named countries in this survey. The most frequently named country outside the Western Balkans is Germany (5%). Also in the Top 10 are Italy, Austria, and France.

About 23% of respondents say that their centre of life is outside the Western Balkans, and two thirds of them name one of the countries where they have undertaken mobility studies as their centre of life.

In most cases, participants who are employed but not students, work in the same country in which the centre of their life is situated. The most named countries are also Serbia (26%), Albania (20%), Kosovo (15%), Bosnia and Herzegovina (10%), North Macedonia (8%), Germany (5%) and Montenegro (3%). International commuters, for which the centre of their life is different from their primary or secondary place of work (only if employed/ self-employed, not studying) add up to 12%.

Participants who state that they are studying and have no degree yet were also asked to mention their current place of study (see Table 8). Almost all respondents indicate to study in WB countries (93%), with close to a quarter studying in Kosovo, and over a fifth in Bosnia and Herzegovina. This can be attributed to the fact that most are pursuing a bachelor's degree (see Table 2) and these tend to overwhelmingly be obtained in the WB (see Figure 3). Only about 7% of the students surveyed indicate that they study outside the Western Balkans, with almost all of them in the EU (incl. UK), less than 1% study in countries that are neither part of the Western Balkans nor the EU.

As is readily apparent, the six WB countries and Germany are the most frequently mentioned countries when it comes to the centre of participants' lives and their place of work or study.

Table 8: Current centre of life, place of work and study – top locations

	Current centre of life	Current place of work ¹	Current place of study ²
Top countries			
Serbia	22%	26%	18%
Albania	16%	20%	13%
Kosovo	15%	15%	24%
Bosnia and Herzegovina	13%	10%	22%
North Macedonia	7%	8%	15%
Germany	5%	5%	1,8%
Montenegro	4%	3%	2,6%
Italy	1,9%		
Austria	1,8%		1,3%
France	1,4%		
Sweden		2,5%	
Other countries	12%	10%	4%
Regions			
WB	77%	79%	93%
EU (incl. UK)	18%	14%	6%
Other countries	4%	6%	0,9%
Total	100%	100%	100%

¹ Only (self-)employed and not studying; up to 2 answers were possible.

² Only participants who are studying and have no degree yet.

Source: WBAA Tracer Study 2021.

On average, more than three quarters of respondents have returned to the Western Balkans after their study experience abroad (77%, see Table 9). The highest return proportions for the Top 20

mobility countries are found among participants who studied during their mobility in the non-Schengen EU countries Bulgaria (89%), Romania (86%), and Croatia (86%). Respondents who have studied in Poland, Latvia, Slovenia, and Portugal also show above-average return rates. On the other hand, those who studied in France, Belgium, Turkey, and Sweden are least likely to return to the Western Balkans, with two thirds still returning to the Western Balkans.

Table 9: Current centre of life by Top 20 mobility study locations¹, ordered by \emptyset

	Current centre of life			Total
	WB countries	EU (incl. UK)	Other countries	
Germany	71%	27%	2,3%	100%
Italy	76%	22%	2,4%	100%
Poland	79%	15%	7%	100%
Spain	74%	20%	6%	100%
France	63%	33%	4%	100%
Austria	70%	29%	1,1%	100%
Turkey	67%	13%	21%	100%
Slovenia	78%	18%	4%	100%
Czech Republic	74%	21%	6%	100%
Portugal	78%	15%	7%	100%
United Kingdom	72%	23%	4%	100%
Netherlands	71%	24%	4%	100%
Romania	86%	14%	0%	100%
Finland	71%	29%	0%	100%
Sweden	68%	29%	2,4%	100%
Bulgaria	89%	8%	2,8%	100%
Croatia	86%	11%	2,9%	100%
Latvia	78%	9%	13%	100%
Belgium	65%	26%	10%	100%
United States of America	74%	13%	13%	100%
Other countries	62%	27%	11%	100%
\emptyset	77%	21%	1,9%	100%

¹ Multiple answers were possible.
Source: WBAA Tracer Study 2021.

3.3. Desired place of residence

Respondents were also asked where they would ideally like to live in the long run. Contrasted with the current centre of respondents' lives, it turns out that more than half of the respondents who live in the Western Balkans wish to live in EU countries (including Switzerland, Norway, Iceland) (see Table 10). On average, only between 2% and 13% of respondents name Western Balkan countries as their desired country of residence, and one fifth mention they want to live in more than one country.

This preference might be reflected by the proportion of surveyed mobility students and alumni that state having **difficulties upon returning** to the Western Balkans after their study experience abroad (see Chapter 5.4). Around half or more of respondents who prefer to live in countries outside of the WB also indicate (big) difficulties returning home. Conversely, more than two thirds of the mobility students and alumni who state that they had experienced difficulties when returning to their previous life in the Western Balkans select EU countries (including Switzerland, Norway, Iceland) as

their desired residence location, and about a quarter of the latter indicate wanting to live in more than one country.

Table 10: Desired location for living in the long run¹ by current centre of life

Desired location	Current centre of life			Ø
	WB	EU (incl. UK)	Other countries	
Albania	5%	8%	0%	5%
Bosnia and Herzegovina	6%	4%	5%	6%
Kosovo	11%	7%	3%	10%
Montenegro	2,7%	1,2%	1,7%	2,4%
North Macedonia	1,7%	2,1%	7%	2,0%
Serbia	14%	8%	5%	13%
EU (incl. Switzerland, Norway, Iceland)	58%	71%	59%	61%
UK	9%	6%	16%	8%
Another European country	14%	7%	9%	12%
USA/ Canada/ Australia/ New Zealand	18%	10%	31%	17%
Latin America, Africa, Asia	2,8%	2,9%	10%	3%
I want to live in more than one country	20%	22%	17%	20%
I don't know yet	6%	7%	9%	6%

¹ Multiple answers were possible.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

While an analysis by current place of residence (see Table 10) shows that many of the respondents would like to live in the EU and that the WB countries are selected by only 2% to 13% of the respondents, an **analysis by country of origin** gives a deeper insight into the selection preferences: It shows that respondents from Kosovo, Serbia and Montenegro more often indicate their own country as the country in which they would also “like to live in the long run” (see Table 11). Thus, about half of the respondents who studied in Kosovo state that they would also like to live in Kosovo (48%). This is also true for about 40% of the respondents from Serbia and Montenegro, while their own country is not chosen as often as an attractive future place of residence by respondents from Bosnia (29%), Albania (23%) and especially North Macedonia (18%). For all WB countries, however, what is also evident in the previous table applies: at least half of the respondents from the respective WB countries would like to live in an EU country – whereby Albanians state this most frequently with 65%.

Table 11: Desired location for living in the long run¹ by country of origin

Desired location	country of origin						Ø
	ALB	BIH	RKS	MNE	MKD	SRB	
Albania	23%	0,4%	1,6%	0%	1,5%	0%	5%
Bosnia and Herzegovina	0%	29%	0,4%	0%	0%	1,4%	6%
Kosovo	0,4%	0,4%	48%	0%	3,0%	0,3%	10%
Montenegro	0%	0%	0,4%	40%	0,8%	1,1%	2,4%
North Macedonia	0%	0%	0,8%	0%	18%	0%	2,0%
Serbia	0,4%	2,1%	0%	1,6%	3,0%	43%	13%
EU (incl. Switzerland, Norway, Iceland)	65%	61%	53%	53%	63%	63%	61%
UK	10%	7%	9%	4,8%	12%	8%	8%
Another European country	12%	10%	12%	15%	14%	13%	12%
USA/ Canada/ Australia/ New Zealand	21%	13%	13%	21%	24%	16%	17%
Latin America, Africa, Asia	3%	2,1%	2,0%	4,8%	1,5%	5%	3,1%
I want to live in more than one country	12%	24%	16%	31%	22%	25%	20%
I don't know yet	6%	7%	7%	4,8%	3,8%	6%	6%

¹ Multiple answers were possible.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Participants who did not select one of the WB countries as their desired place of residence were subsequently asked which factors would change this preference and motivate them to live in a country of the Western Balkans in the long run instead. As Table 12 illustrates, the three most common elements revolve around salary levels and the standard of living, quality of life, and financial/ social security, in addition to a stable political system. Respondents whose centre of life was in the Western Balkans at the time of the survey select satisfactory salary levels and a better quality of life as something that would motivate them to live there in the long run more often than respondents whose centre of life was in the EU or other countries.

Table 12: Only if desire to live outside of the WB: Factors that would change this desire and motivate participants to live within the WB by current centre of life

	Current centre of life			Ø
	WB	EU (incl. UK)	Other countries	
A salary level that enables a standard of living that meets my expectations	65%	57%	61%	63%
Better quality of life, good living conditions	57%	47%	54%	55%
Financial and social security, stable political system	44%	47%	50%	45%
A stimulating and motivating working environment	30%	33%	39%	31%
An improved political situation at home	23%	36%	24%	26%
Access to good health care	18%	15%	22%	17%
Being physically close to my family and friends	16%	21%	13%	17%
Access to good (school and university) education	17%	14%	15%	16%
The opportunity to contribute to societal change	10%	11%	11%	10%
Access to social benefits	4%	4%	0%	4%
Other	3,2%	1,8%	2,2%	2,9%

Multiple answers were possible.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

4. Participation in student mobility

Having a closer look at the mobility of the survey participants, certain types of mobility result. There are differences in the ending year of the last mobility period outside the WB, the number of semesters studied outside the WB and the number of mobility locations. Degrees obtained abroad are also considered. A special type of degree is a joint degree, which will be discussed in detail.

4.1. Mobility details

Mobility details by country of origin are shown in Table 13. Respondents from Albania, Kosovo, and Montenegro most frequently mention 2020 and after as their ending year of the most recent period outside the WB (37% to 46%). Participants from Bosnia and Herzegovina, North Macedonia, and Serbia, most often indicate 2018/ 2019 as the ending year of their last study mobility experience (46% to 47%). 2017 and before is mentioned between 13% and 28% in almost all countries, except by participants from North Macedonia, where 40% indicate 2017 and before.

On average, 54% state that they studied one semester outside the WB. This is mentioned most frequently by participants from Kosovo (60%), and least frequently by people from Montenegro (48%). 24% of all respondents state they were three or more semesters abroad, with respondents from Montenegro mentioning this most often (32%).

Most of the respondents (about 74% of nearly all WB countries) are only in one country during their mobility study period. An exception is Montenegro: 66% of the participants have been in one country, therefore the proportion of people who mention two countries is higher (19% on average vs. 24% in Montenegro). This fits the fact that in this survey, people from Montenegro more often state that they have been two, three or more semesters abroad.

In all WB countries, 60% of all respondents obtained their degree within the WB, whereby it should be noted that for 18% of all respondents no statement can be made about the location of their degree, as they did not hold a degree at the time of the survey, yet. Across all countries and respondents, 13% report having obtained a joint degree abroad and 8% report having obtained a (non-joint) degree outside the six WB countries. This result is consistent with the previous descriptions: The majority of respondents have not studied for a full academic programme outside the WB and graduated there, but have been on short-term mobility outside the WB, on an exchange for one or two semesters to obtain credits.

Respondents from Albania indicate most frequently to hold a joint degree abroad (22% vs. \emptyset 13%) and respondents from Serbia are about triple as likely to have a joint degree compared to a 'traditional' degree outside the WB (16% vs. 5%). In contrast, respondents from Montenegro have obtained most often a 'traditional' degree outside of the WB countries (16% vs. \emptyset 8%), but are least likely to have obtained a joint degree (7%). In Bosnia and Herzegovina, Kosovo and North Macedonia, the distribution between joint degrees and 'traditional' degrees abroad is about the same.

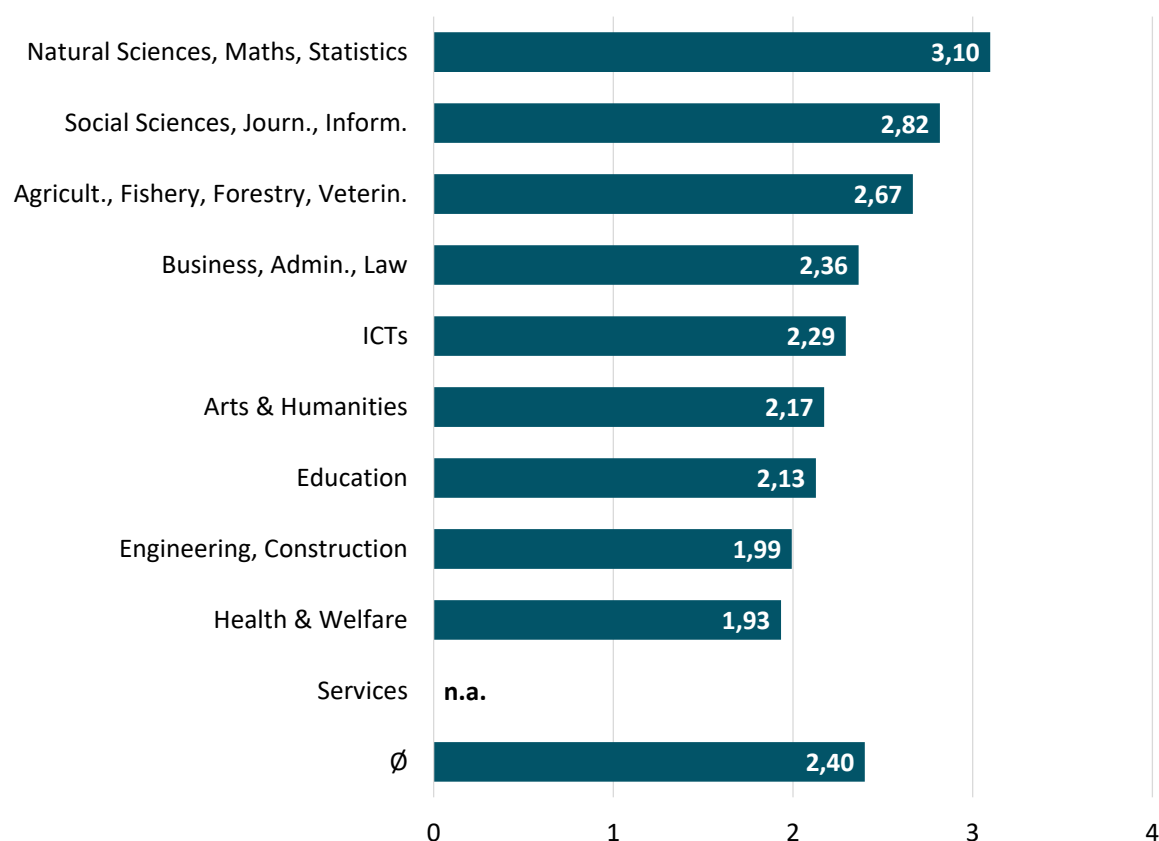
Table 13: Mobility details by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Total	100%	100%	100%	100%	100%	100%	100%
Ending year of the most recent period outside the WB							
2020 and after	43%	35%	37%	46%	14%	32%	35%
2018/ 2019	34%	47%	35%	41%	46%	46%	41%
2017 and before	23%	18%	28%	13%	40%	22%	24%
Number of semesters studied outside the WB							
1 semester	51%	54%	60%	48%	59%	51%	54%
2 semesters	23%	26%	17%	19%	21%	24%	23%
3 or more semesters	26%	20%	23%	32%	21%	25%	24%
Proportion of semesters spent outside WB							
	23%	21%	22%	29%	21%	20%	22%
Number of mobility locations							
1 country	74%	74%	75%	66%	73%	74%	74%
2 countries	20%	20%	19%	24%	19%	16%	19%
3 countries	4%	6%	4%	6%	7%	7%	5%
4 or 5 countries	3%	0%	1%	3%	1%	3%	2%
Degree obtained abroad							
Joint Degree abroad	22%	9%	10%	7%	7%	16%	13%
Degree abroad	11%	6%	12%	16%	7%	5%	8%
No degree abroad	55%	62%	53%	66%	57%	67%	60%
No degree yet	12%	23%	25%	11%	29%	13%	18%

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

The average number of semesters studied outside the Western Balkans was 2,4 semesters, but for respondents with a Bachelor as their highest degree 1,81 semesters, for those with a Master 2,6, and for those with a PhD 5,17 semesters. Figure 1 shows the average number of semesters studied outside the WB by field of study.

Figure 1: Average number of semesters studied outside the WB by field of study

∅: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

4.2. Mobility funding

When studying abroad, the question of financing arises inevitably. Table 14 shows the financial support for respondents' most recent mobility period outside the WB. Most of the respondents obtained financial support for their last mobility period abroad through an Erasmus+ Mobility programme: 85% in Bosnia and Herzegovina; about 74% in the other countries. On average, 10% received financial support from Erasmus Mundus or Erasmus Mundus Joint Master/ Doctorate Degrees; 4% from Erasmus+ Intra-European Mobility between programme countries. Erasmus+ Capacity Building in Higher Education, Erasmus+ Youth, Marie Skłodowska-Curie actions, and CEEPUS are only mentioned by under 1% of respondents on average, respectively, and are only relevant in selected countries (see Appendix). Across all countries, 5% of respondents did not receive any financial support from a mobility programme.

Table 14: Financial support for most recent mobility period outside the WB by country of origin

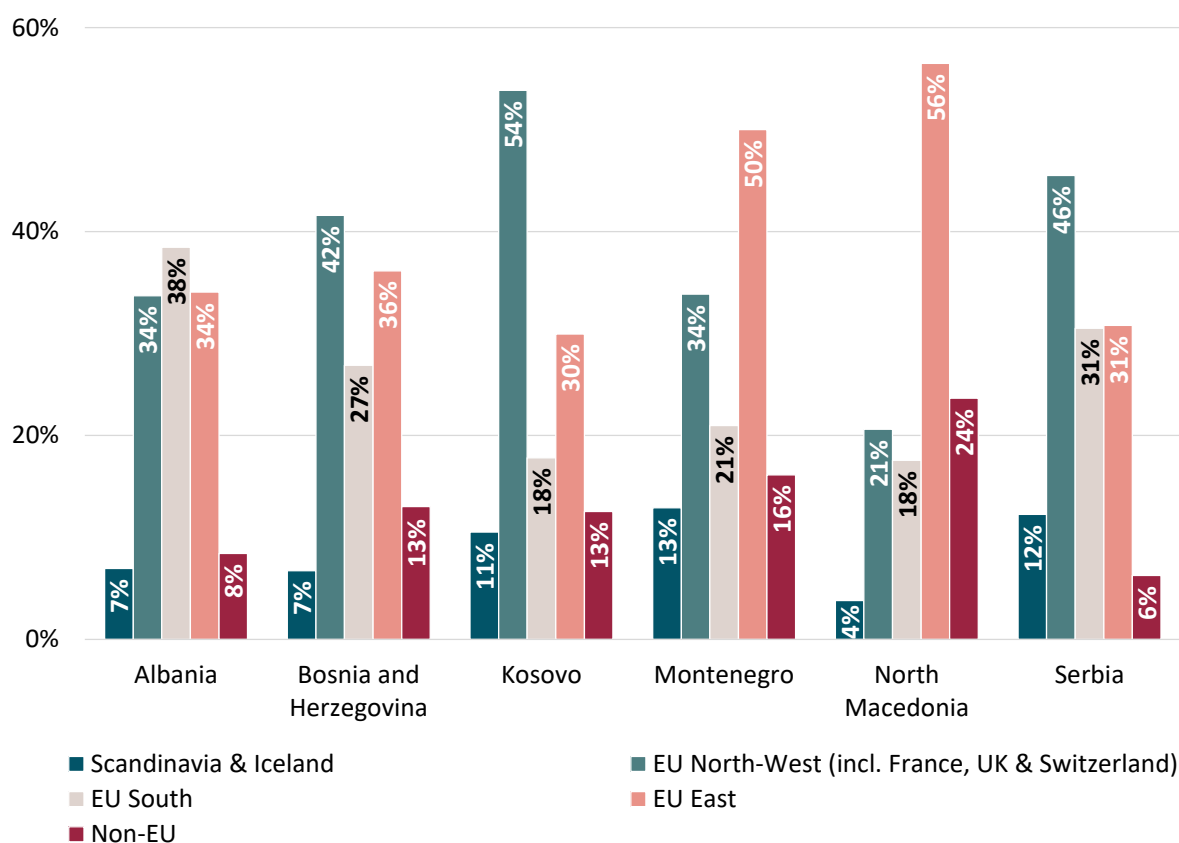
	ALB	BIH	RKS	MNE	MKD	SRB	∅
Erasmus Mundus or Erasmus Mundus Joint Master/ Doctorate Degrees	12%	6%	11%	6%	8%	11%	10%
Erasmus+ Mobility programme	73%	85%	74%	74%	73%	74%	76%
Erasmus+ Intra-European Mobility	2,9%	2,5%	4%	0%	6%	5%	4%
Other EU mobility progr. (Erasmus+ Capacity Building in HE, Erasmus+ Youth, Marie Skłodowska-Curie, CEEPUS, other)	2,2%	2,5%	0%	5%	5%	4%	2,7%
Other	1,8%	1,7%	5%	10%	2,3%	4%	3%
No financial support from a mobility programme	8%	2,1%	6%	5%	6%	3%	5%
Total	100%	100%	100%	100%	100%	100%	100%

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

4.3. Mobility locations

Figure 2 shows mobility regions by country of origin (see page 6 on how the countries are clustered into regions). 56% of participants from North Macedonia and half of respondents from Montenegro went to Eastern EU countries during their mobility. For respondents from the other four WB countries, the proportion is between 30% and 36%. EU North-West (incl. France, the UK and Switzerland) is mentioned by more than half of the respondents from Kosovo (54%). This mobility region is also stated by over 40% of participants from Serbia (46%) and Bosnia and Herzegovina (42%) and is therefore their most mentioned region. The most mentioned region by respondents from Albania is Southern EU (38%).

Figure 2: Mobility regions by country of origin

Multiple answers were possible.

Scandinavia & Iceland: Denmark, Finland, Iceland, Norway, Sweden;

EU North-West: Austria, Belgium, France, Germany, Ireland, Luxembourg, Netherlands, Switzerland, United Kingdom;

EU South: Cyprus, Greece, Italy, Malta, Portugal, Spain;

EU East: Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia;

Non-EU: Afghanistan, Algeria, Andorra, Angola, Anguilla, Argentina, Australia, Azerbaijan, Bahamas, Belize, Brazil, Cambodia, Canada, China, Dominican Republic, Indonesia, Israel, Japan, Liechtenstein, Macao, Mexico, Monaco, New Zealand, Republic of Korea, Republic of the Congo, Russian Federation, Singapore, Taiwan, Tunisia, Turkey, United States of America, Vietnam.

Source: WBAA Tracer Study 2021.

In most fields of study, countries of North-West EU (incl. France, UK & Switzerland) are the most mentioned (see Table 15), namely for respondents in Education (49%), Arts & Humanities (50%), Social Sciences, Journalism, and Information (49%), Business, Administration and Law (41%) and Natural Sciences, Maths and Statistics (43%). The majority of participants studying in the field of Agriculture, Fishery, Forestry and Veterinary (58%) went to Southern EU. The greatest proportion in the field of ICTs (37%) and Engineering & Construction (42%) went to Eastern EU. Of respondents studying in the field of Health & Welfare, 35% went to Southern and Eastern EU. On average, only 11% went to a non-EU country.

Table 15: Mobility regions by field of study

	Education	Arts & Humanities	Social Sciences, Journ., Inform.	Business, Admin., Law	Natural Sciences, Maths, Statistics	ICTs	Engineering, Con- struction	Agricult., Fishery, Forestry, Veterin.	Health & Welfare	Services	Ø
Scandinavia & Iceland	8%	3%	5%	7%	17%	30%	6%	6%	6%	n.a.	9%
EU North-West (incl. France), UK & CH	49%	50%	49%	41%	43%	23%	38%	29%	31%	n.a.	41%
EU South	15%	29%	25%	32%	23%	23%	22%	58%	35%	n.a.	27%
EU East	31%	32%	34%	36%	36%	37%	42%	19%	35%	n.a.	36%
Non-EU	20%	5%	14%	12%	16%	10%	11%	6%	11%	n.a.	11%

Multiple answers were possible.

ICTs: Information and Communications Technology.

Scandinavia & Iceland: Denmark, Finland, Iceland, Norway, Sweden;

EU North-West: Austria, Belgium, France, Germany, Ireland, Luxembourg, Netherlands, Switzerland, United Kingdom;

EU South: Cyprus, Greece, Italy, Malta, Portugal, Spain;

EU East: Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia;

Non-EU: Afghanistan, Algeria, Andorra, Angola, Anguilla, Argentina, Australia, Azerbaijan, Bahamas, Belize, Brazil, Cambodia, Canada, China, Dominican Republic, Indonesia, Israel, Japan, Liechtenstein, Macao, Mexico, Monaco, New Zealand, Republic of Korea, Republic of the Congo, Russian Federation, Singapore, Taiwan, Tunisia, Turkey, United States of America, Vietnam.

Ø: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

A closer look at the individual study locations by country of origin in Table 16 reveals the following: Across all countries, the most stated mobility locations are Germany (21%), Italy (13%) and Poland (12%). At 30%, people from Kosovo in particular indicate Germany as their study location abroad. Germany is also the country most frequently mentioned for participants from Serbia (24%) and Bosnia and Herzegovina (19%). 27% of the people from Albania spent their study period abroad in Italy, which is for them the most mentioned study location. For participants from Montenegro, it is Slovenia (22%), for people from North Macedonia it is Turkey (20%).

Table 16: Top 20 mobility study locations by country of origin, ordered by \emptyset

	ALB	BIH	RKS	MNE	MKD	SRB	\emptyset
Germany	18%	19%	30%	20%	9%	24%	21%
Italy	27%	8%	10%	7%	8%	13%	13%
Poland	17%	10%	10%	12%	14%	11%	12%
Spain	12%	13%	1%	10%	6%	14%	10%
France	5%	8%	6%	5%	6%	12%	8%
Austria	5%	9%	10%	17%	2%	6%	7%
Turkey	5%	11%	8%	5%	20%	1%	7%
Slovenia	1%	7%	3%	22%	16%	4%	6%
Czech Republic	4%	10%	6%	3%	4%	5%	6%
Portugal	2%	6%	7%	5%	5%	8%	6%
United Kingdom	3%	4%	6%	0%	3%	3%	4%
Netherlands	3%	6%	3%	0%	2%	4%	4%
Romania	3%	4%	0%	3%	6%	5%	3%
Finland	2%	4%	3%	10%	1%	4%	3%
Sweden	4%	2%	2%	3%	2%	5%	3%
Bulgaria	4%	0%	1%	2%	10%	3%	3%
Croatia	0%	3%	3%	7%	9%	2%	3%
Latvia	5%	2%	4%	0%	2%	1%	3%
Belgium	3%	2%	3%	0%	2%	2%	2%
USA	2%	1%	4%	8%	2%	2%	2%
Other countries	15%	11%	17%	15%	14%	22%	16%

Multiple answers were possible.

\emptyset : Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

4.4. Degrees obtained abroad

A degree abroad in the sense of this study can mean that a complete study programme was completed abroad (e.g., a master's degree) or that part of the study programme was studied in the WB but completed abroad. A joint degree can also be a degree abroad, whereby the participating higher education institutions can be in the WB or in other countries, as long as the degree also includes a study period at a higher education institution outside the WB.

In this survey, 22% of participants report having obtained such a degree abroad and for the majority, this was a master's degree (see Table 17). Looking only at those who have already obtained a degree, then 27% of them obtained their degree abroad.

Table 17: Degrees obtained outside the WB

	∅
Degree obtained abroad	
Degree abroad	22%
No degree abroad	60%
No degree yet	18%
Total	100%
Degree level obtained abroad¹	
Bachelor	21%
Master	82%
PhD/ Doctorate	11%

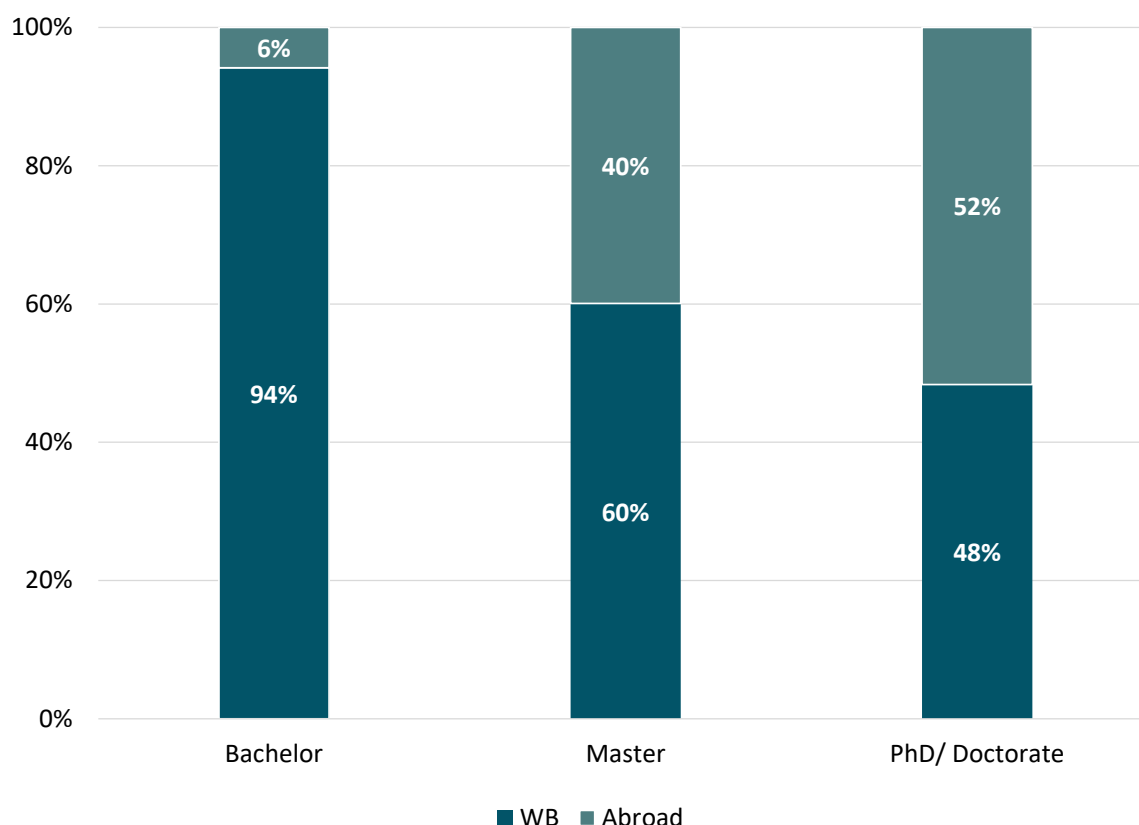
¹ Multiple answers were possible.

Excl. no location provided, incl. joint degrees abroad.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Figure 3 illustrates that the higher the educational level of the degree, the higher the proportion of degrees acquired abroad (among mobile students). Only 6% of bachelor's degrees are obtained abroad, but 52% of the PhDs.

Figure 3: Only if obtained a degree: Degrees obtained abroad vs. in the WB

If one holds several degrees on the same educational level, only the one obtained abroad is considered.

Excl. no location provided, incl. joint degrees abroad.

Source: WBAA Tracer Study 2021.

Table 18 shows the top locations where respondents completed a degree outside the Western Balkans, with Italy, Germany, and France as the top countries. Of all respondents who have been to the United States for their studies, 29% have received a degree there, which means that almost a

third of them have not completed a credit-mobility, but a degree-seeking mobility. This is by far the highest proportion, followed by European countries: here, about 13-16% of WB students who study in Belgium, Sweden or the United Kingdom also obtained a degree from the respective country.

Table 18: Only if obtained a degree outside the WB: Top 15 locations of Bachelor/ Master/ PhD graduation and proportion of those who received a degree in the country

	Degree obtained abroad	Proportion with a degree from the respective country among all respondents who were mobile in the country
Italy	17%	11%
Germany	15%	5%
France	13%	8%
Poland	7%	5%
Spain	7%	3%
Austria	7%	8%
Sweden	7%	15%
Portugal	6%	1%
United Kingdom	6%	13%
Netherlands	5%	2%
Belgium	4%	16%
Czech Republic	4%	7%
Hungary	3%	n.a.
Turkey	3%	8%
United States of America	3%	29%

Multiple answers were possible.

Excl. no location provided, incl. joint degrees abroad.

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

As can already be seen in Figure 3, graduates rarely complete their bachelor's degree abroad. If viewed per field of study (see Table 19), there are hardly any notable differences at this level of education (3%-8% in each field obtained their bachelor degree abroad). The situation is different at the master's level: Here it can be seen that in the fields of ICTs and Social Sciences, Journalism & Information more than half of the graduates completed (at least parts of) their master's degree abroad (54% and 53%). They are followed by Business, Administration & Law and Natural Sciences, Mathematics & Statistics, in each of which more than 40% of graduates obtained a degree abroad. But also in the other fields, the proportion of degrees obtained abroad is high compared to bachelor's students, as Figure 3 indicates. The number of doctoral students is too small for an analysis by field of study, but they are included in the last column (all educational levels). Here the Top 3 fields are different because the proportion of bachelor's degrees is higher than that of other degrees. It can be seen that of all the degrees obtained in the field of Health & Welfare, 16% are obtained abroad, the same applies to Agriculture, Forestry, Fisheries & Veterinary (16%) and similarly for Education (15%).

Table 19: Only if obtained a degree: Proportion of degrees obtained outside the Western Balkans, by field of study and educational level

	Bachelor	Master	All educational levels (incl. PhD)
Education	7%	n.a.	15%
Arts & Humanities	4%	31%	4%
Social Sciences, Journalism & Information	8%	53%	4%
Business, Administration & Law	8%	43%	3%
Natural Sciences, Mathematics & Statistics	3%	42%	7%
ICTs	6%	54%	9%
Engineering, Manufacturing & Construction	3%	34%	5%
Agriculture, Forestry, Fisheries & Veterinary	5%	34%	16%
Health & Welfare	7%	n.a.	16%

Respondents who obtained multiple degrees on the same level were only counted once and the most recent one is considered.

Excl. no location provided, incl. joint degrees abroad.

ICTs: Information and Communications Technology.

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

4.5. Joint degrees abroad

A joint degree programme is a programme that has been jointly developed by two or more universities. At the end of the study, all involved universities award a jointly recognized academic degree. This cooperation between universities can be international or take place within the same country. In this report, only joint degrees for which (at least parts) were studied outside the Western Balkans are analysed.

Over all countries, most of the respondents with a degree do not hold a joint degree (83%, see Table 20). The largest proportion of survey participants with a joint degree could be found among graduates from Albania. There, 17% have graduated in a joint master's degree, 8% a joint bachelor's degree, and 3% a joint PhD degree.

Table 20: Only if obtained a degree: Joint degree graduation by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Joint Bachelor Degree	8%	3%	8%	2%	3%	3%	5%
Joint Master Degree	17%	9%	7%	8%	8%	15%	12%
Joint PhD Degree	2,6%	0,6%	1,1%	0,0%	1,1%	0,9%	1,2%
No Joint Degree	74%	88%	86%	92%	89%	82%	83%

Multiple answers were possible.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

A look at the Top°10 locations where graduate respondents have earned their joint degree is shown in Table 21 (Bachelor & Master). Since we only consider international joint degrees here, several countries could be specified, since the degree was awarded by universities in different countries (this means that the Top°10 countries already add up to more than 100%). The most frequently mentioned country at bachelor's level is Albania (29%), and at master's level France and Italy (20%). This implies that Albanian universities offer joint degrees with international universities particularly

frequently. However, among the Top°5 countries, four are WB countries, the only non-WB country being Germany, where 14% of Bachelor graduates with a joint degree studied.

The situation is different at the master’s level: here, the list is headed by three EU countries, namely France (20%), Italy (20%) and also Germany (17%), only then followed by the two WB countries Albania and Serbia (both 16%). It is interesting to note that Kosovo is in second place for joint bachelor degrees, while it is not even in the Top°10 for joint master degrees. Just as with the degrees as a whole (Figure 3), at the bachelor’s level, Western Balkan higher education institutions seem to be more often involved in joint degrees than at master’s level.

Table 21: Only if obtained a degree: Top 10 locations of obtained degree by joint degree level

Joint Bachelor Degree		Joint Master Degree	
Albania	29%	France	20%
Kosovo	22%	Italy	20%
Germany	14%	Germany	17%
Bosnia and Herzegovina	12%	Albania	16%
Serbia	12%	Serbia	16%
Finland	8%	Spain	12%
Italy	8%	Sweden	10%
Spain	8%	Bosnia and Herzegovina	9%
Turkey	8%	Poland	9%
Austria	6%	Portugal	9%

Multiple answers were possible.

Excl. no location provided.

PhD/ Doctorate: n.a., no values are shown for <30 cases.

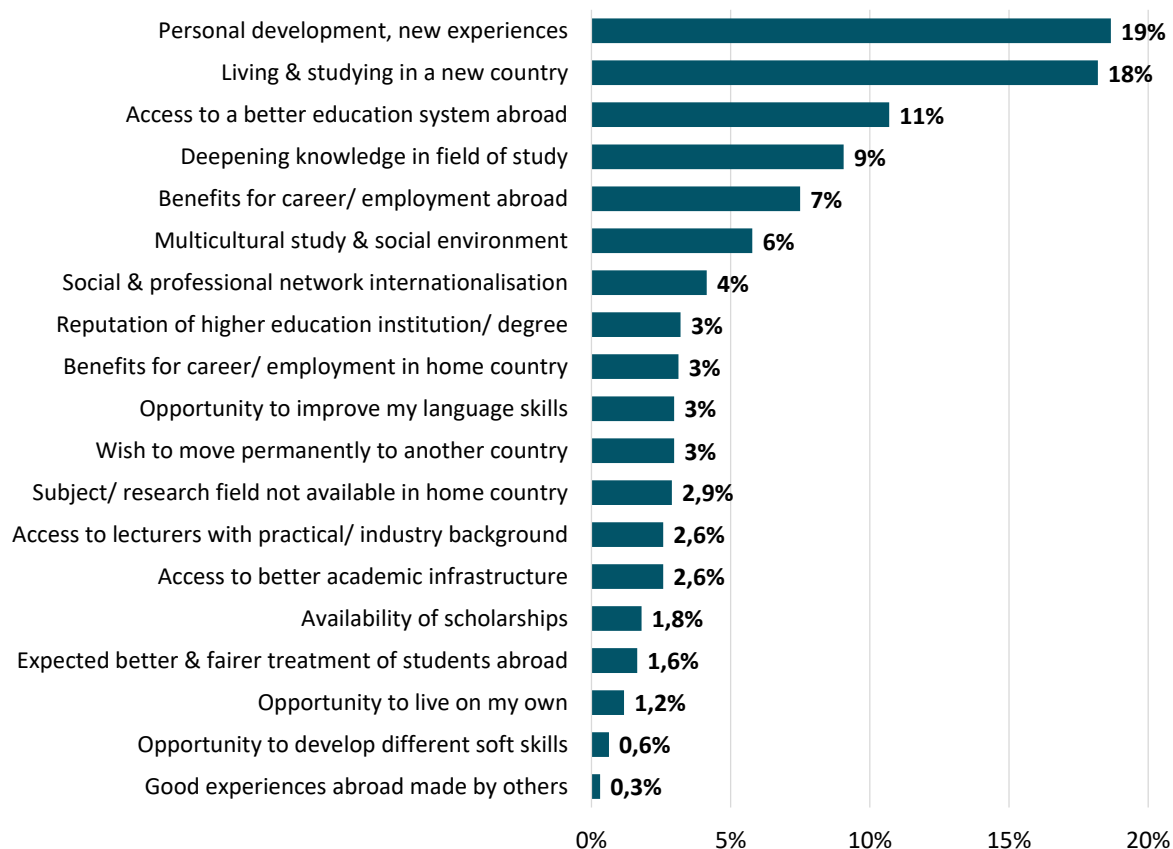
Source: WBAA Tracer Study 2021.

5. The mobility experiences

5.1. Motivation for mobility

Respondents' most important motivations for participating in study experiences outside of the Western Balkans are personal development and gaining new experiences (19%), living and studying in a new country (18%), and access to a better education system abroad (11%).

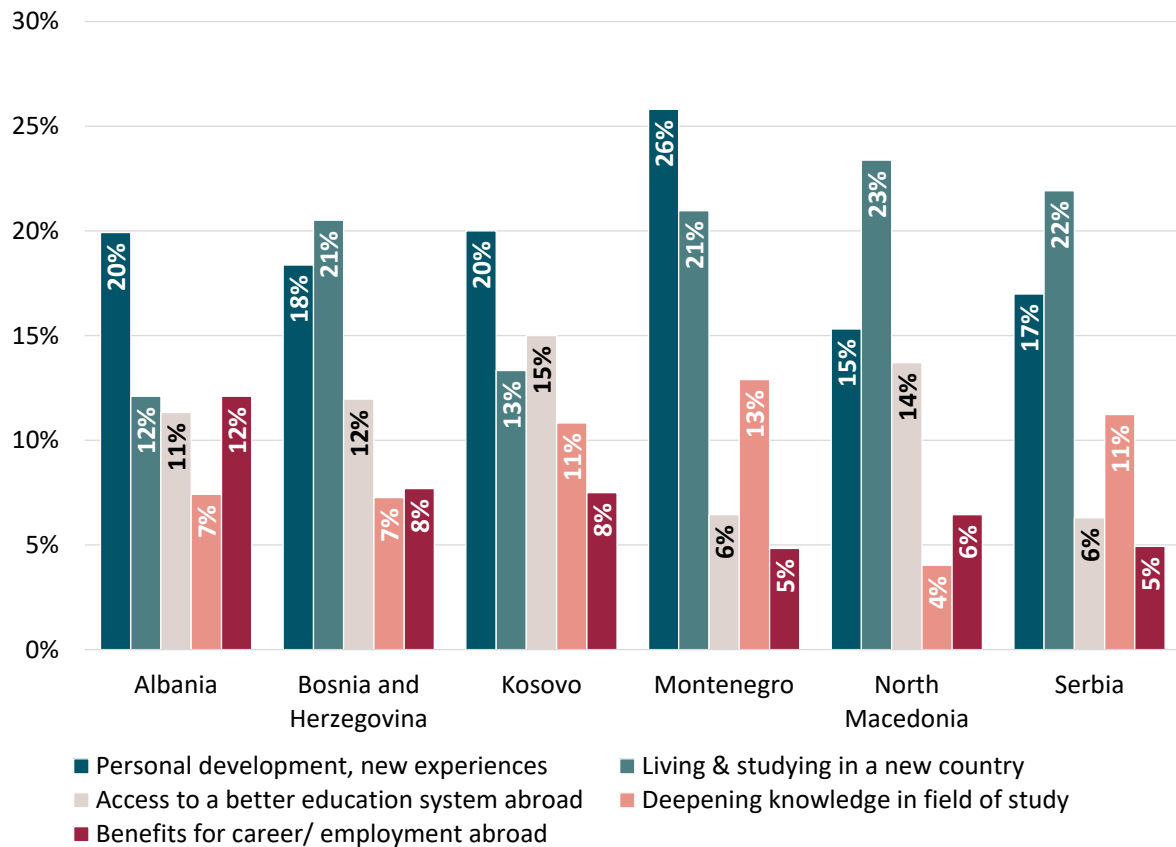
Figure 4: Greatest motivations for mobility (axis cut-out at 20%)



Single choice.

Source: WBAA Tracer Study 2021.

While participants from Montenegro most often mention personal development as motivation for mobility (26%), the opportunity to live and study in another country is the most important motivation for those from North Macedonia (23%), Serbia (22%), and Bosnia and Herzegovina (21%). Access to a better education system abroad is more important for respondents from Kosovo, North Macedonia, Bosnia and Herzegovina, and Albania than for those from Montenegro and Serbia. Figure 5 shows the Top 5 greatest motivations overall; however, for study participants from Montenegro, North Macedonia and Serbia, the multicultural study and social environment (resp. 8%) is among the Top 5 greatest motivations for mobility, replacing benefits for a career abroad (Montenegro, Serbia) and deepening the knowledge in a field of study (North Macedonia).

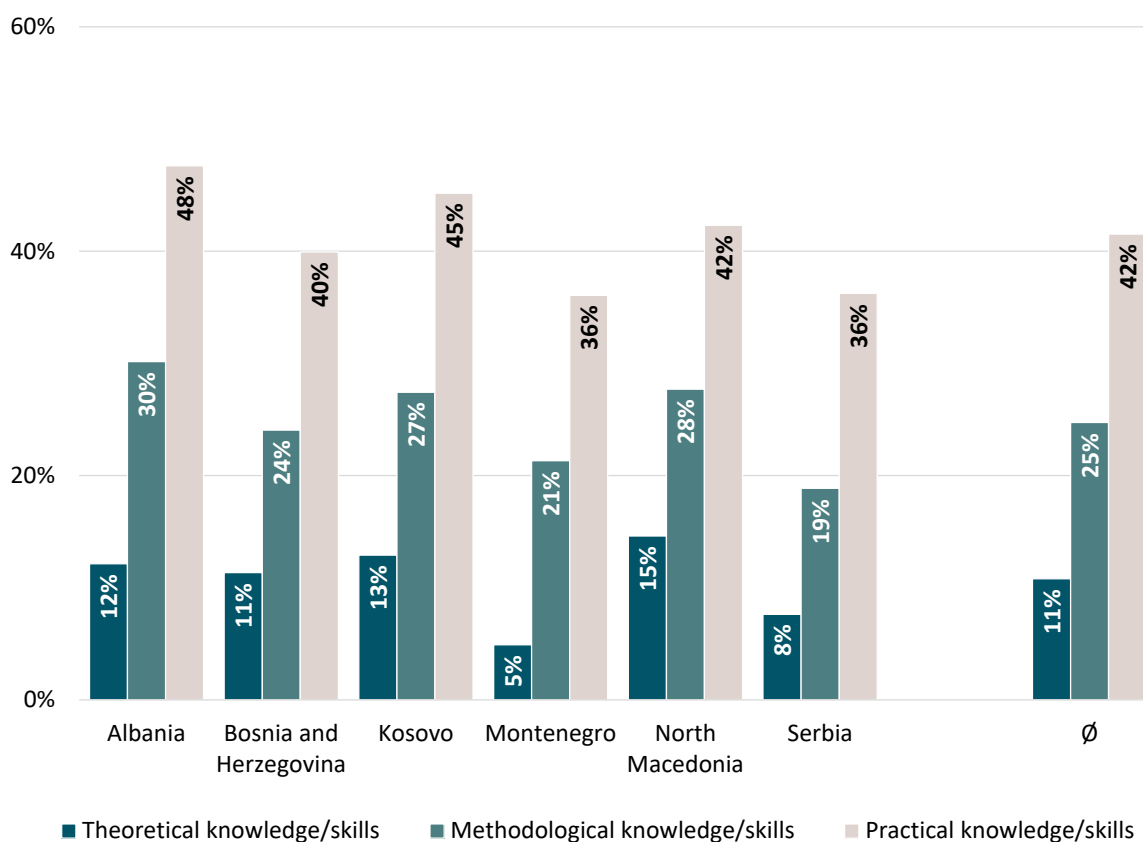
Figure 5: Top 5 greatest motivations for mobility by country of origin (axis cut-out at 30%)

Multiple answers were possible.
Source: WBAA Tracer Study 2021.

5.2. Were previous skills sufficient for the study abroad?

Overall, 11% of participants regarded their previous theoretical knowledge/ skills as (rather) insufficient for studies outside the Western Balkans. 25% felt this way about their methodological skills and 42% about their practical skills. North Macedonian respondents most often indicate insufficient theoretical knowledge/ skills (15%), Albanian respondents had most doubts regarding their methodological (30%) and practical (48%) knowledge/ skills. Participants from Montenegro and Serbia are the most confident about their previous knowledge/ skills.

Figure 6: Insufficiency of previous skills for studies outside the WB by country of origin (axis cut-out at 60%)

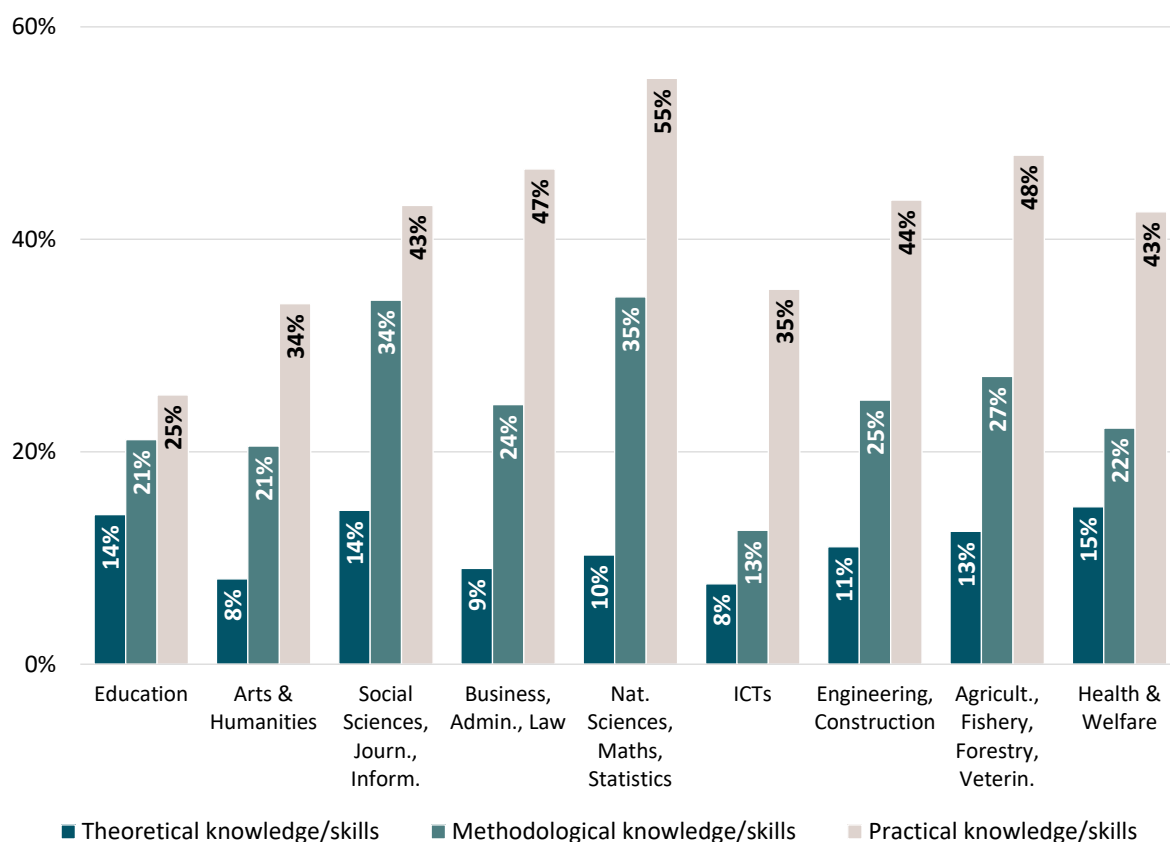


The proportions of respondents who selected categories 1 and 2 on a scale from 1 (not sufficient at all) to 5 (very sufficient) are shown. Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

The assessment of previous skills differs strongly by academic disciplines. A lack of previous theoretical knowledge for studies outside the Western Balkan is most frequently reported by respondents in Health and Welfare (15%), Education, and Social Sciences (14%), while this is less of an issue in Arts and Humanities and ICTs (8%). Mobility students and graduates from ICTs are also the least likely to report having had insufficient methodological skills (13%). In contrast, more than one in three respondents in the Natural Sciences, Mathematics and Statistics, and in Social Sciences think their previous methodological knowledge was insufficient. In the Natural Sciences, Mathematics and Statistics, 55% indicate that their previous practical knowledge was (rather) not sufficient, in Education it is only 25%.

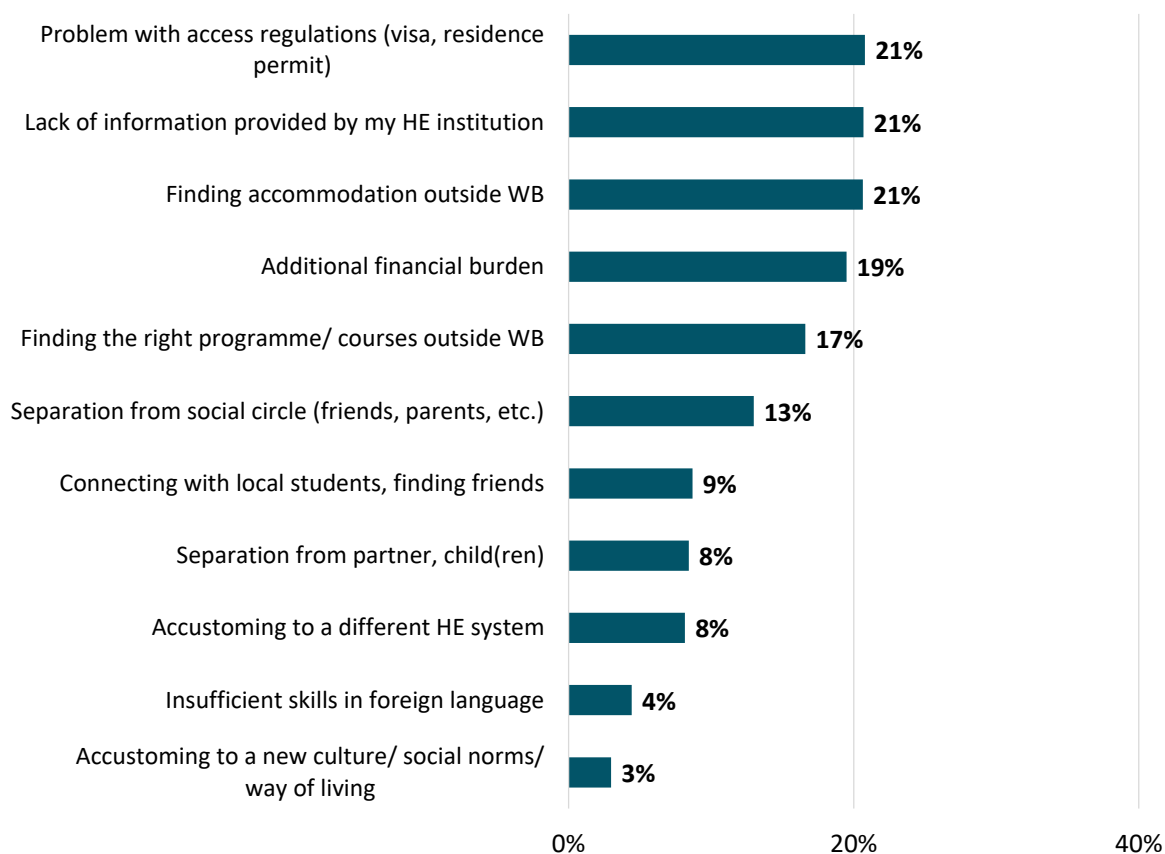
Figure 7: Insufficiency of previous skills for studies outside the WB by field of study (axis cut-out at 60%)



The proportions of respondents who selected categories 1 and 2 on a scale from 1 (not sufficient at all) to 5 (very sufficient) are shown. Services: n.a., no values are shown for <30 cases.
Source: WBAA Tracer Study 2021.

5.3. Difficulties before and during mobility

Around one out of five mobility respondents indicate that they have had difficulties with access regulations to the preferred country, the lack of information provided by their higher education institution (at home), difficulty finding accommodation outside the Western Balkans and the additional financial burden. Comparatively, only few participants state they have experienced difficulties with insufficient skills in a foreign language, and with accustoming to a new culture, social norms, and a new way of living.

Figure 8: Difficulties before/ during the study experience outside the WB (axis cut-out at 40%)

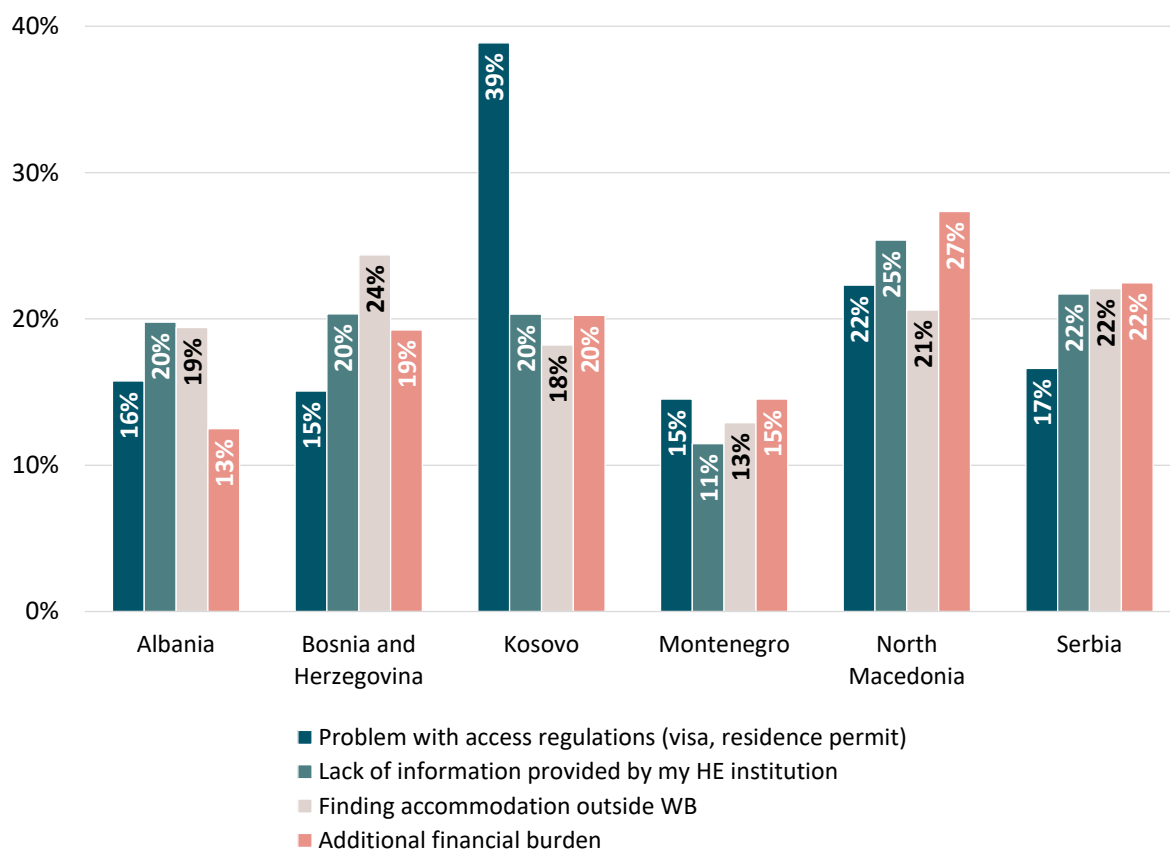
The proportions of respondents who selected categories 4 and 5 on a scale from 1 (no difficulty) to 5 (big difficulty) are shown.

HE: higher education.

Source: WBAA Tracer Study 2021.

For respondents from Kosovo, access regulations to the preferred country have been a bigger problem than for other participants of the Western Balkans, with 39% indicating difficulties. Respondents from North Macedonia more often indicate that they experienced a lack of information from their higher education institution (25%) and difficulties with the additional financial burden (27%).

Figure 9: Top difficulties before/ during the study experience outside the WB by country of origin (axis cut-out at 40%)



The proportions of respondents who selected categories 4 and 5 on a scale from 1 (no difficulty) to 5 (big difficulty) are shown.
Source: WBAA Tracer Study 2021.

5.4. Difficulty returning to the Western Balkans

Almost half of the respondents (46%) state that returning to their previous life in the Western Balkans after studying abroad was a (great) difficulty for them. Women (50%) are more likely to state difficulties in returning to their previous life than men (39%). These differences are most pronounced in Albania (53% women vs. 33% men) and Serbia (50% vs. 38%). In total, participants from Montenegro (37%) report fewer difficulties in returning than those from other countries. However, the total number of respondents from there is relatively low (see Table 1).

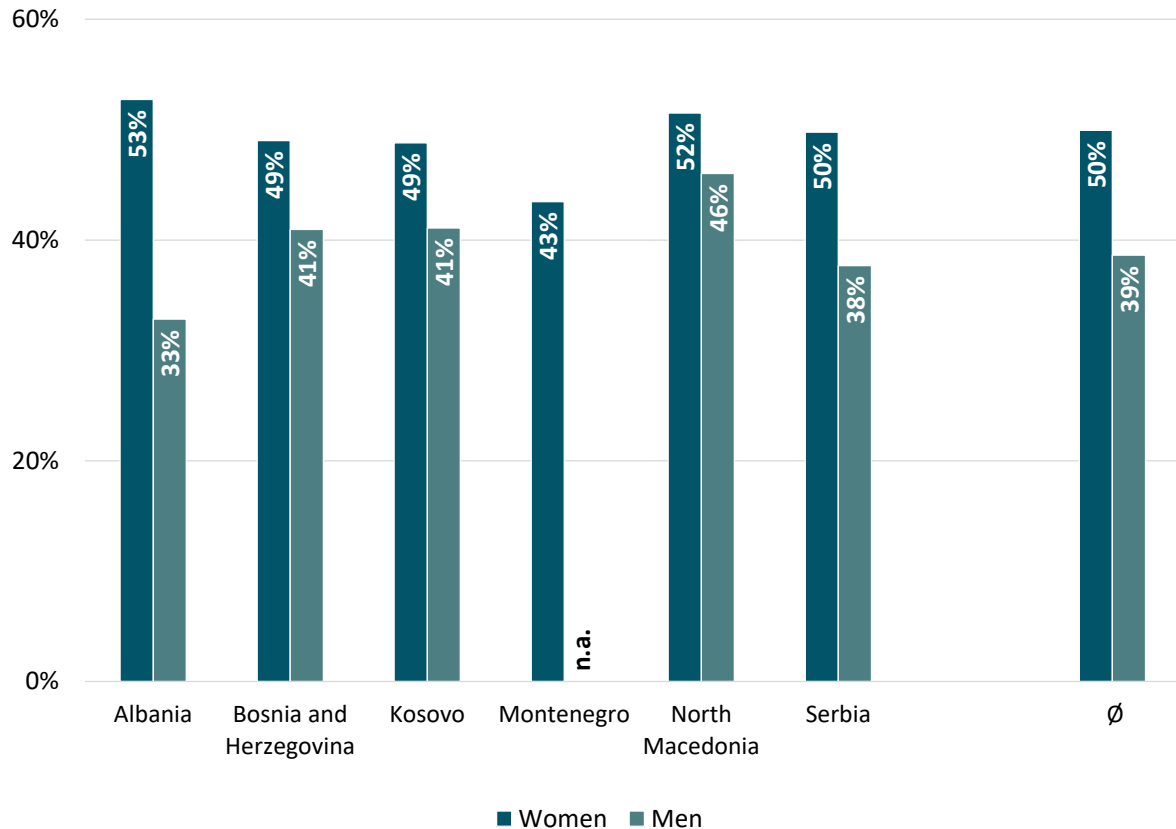
Female respondents of the graduation cohort of 2020 and after, who were at the time of the survey employed part-time (<35h/ week) or not employed but seeking a job, report (big) difficulties returning to the Western Balkans especially often.

Respondents who report difficulties returning to the Western Balkans also...

- rate the *knowledge and teaching competencies* of lecturers at their higher education institution in the Western Balkans worse than respondents who report no difficulties;
- more often indicate enhanced personal abilities and social commitment/ interest during their mobility study period than those who report no difficulties returning home (see Figure 13): an increased *tolerance towards others' values and opinions*,

commitment against discrimination, and engagement in social activities that contribute to the interest of the community or society are mentioned most often.

Figure 10: Top difficulty after mobility period: Returning to previous life in Western Balkans by country of origin and sex (axis cut-out at 60%)



Proportions of respondents who selected categories 4 and 5 on a scale from 1 (no difficulty) to 5 (big difficulty) are shown.

Excl. participants that did not select one of the binary sex categories.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

A few illustrative open remarks might provide some clues for the different reasons why respondents find it difficult to return to the Western Balkans after studying abroad (emphasis by the study authors):

*We all know how life in the Balkans can be hard, especially for our younger generation. **Good jobs** are hard to find and it is almost impossible to obtain a normal lifestyle. [...] If some things don't change in the future everybody who finds a way out will take it.*

(Female from Serbia to Poland, studied Social Sciences, Journalism & Information)

*The WB region has a very toxic environment (both university and in general). After spending a year studying abroad, even during the pandemic, my **mental health** has improved tremendously. This needs to be said and this needs to be heard.*

(Female from Kosovo to Finland, Business, Administration & Law)

*[...] The **behaviour of teachers, overall corruption**, because during my Bachelor studies in Sarajevo [...], things were so shocking in the beginning, and after a few years, you expect to be treated*

unfairly, you expect teachers to be able to degrade you.

(Female from Serbia to Germany, Social Sciences, Journalism & Information)

*In the Western Balkans, knowledge is not appreciated, one do[es] not have **support** here.*

(Female from Serbia to Israel, Natural Sciences, Mathematics & Statistics)

*[...] We live in a country where we need visa to go visit EU and that is very hard to get, something that **isolates us and leave us behind** in so many aspects.*

(Female from Bosnia and Herzegovina to Spain, Arts & Humanities)

*[...] the attitude towards **students with disabilities**, i.e., those who have learning difficulties. I am a person with a disability, and I have often encountered misunderstandings from professors in my state. (Female from Serbia to Czech Republic, Arts & Humanities)*

*[...] **corruption** and nepotism in my university should be removed because it was very present.*

(Male from Bosnia and Herzegovina to Germany, Arts & Humanities)

*In Serbia, we need less insistence of teachers to **know the whole book(s) by heart** to work more in smaller groups [...] On the top of that, even if we are formally a part of Bologna process, there are many professors who do not abide its principles and have their own rules, which lead to two separated paths- one that is Bologna and one that is not and it is quite confusing and exhausting to follow these types of courses through.*

(Male from Bosnia and Herzegovina to Czech Republic, Business, Administration & Law)

*I will forever miss a thing students never had in my country from professors – **respect**. I feel like there is no person that wanted to see my abilities [...] Professors need to know their job, they need to get more educated on **social skills**, to love more their job.*

(Male from Bosnia and Herzegovina to Czech Republic, Social Sciences, Journalism & Information)

*I had [an] extremely **uncomfortable situation when I came back** from my exchange studies where one professor was threatening to fail me because nobody informed [them] that I won't be attending the lectures and I didn't personally ask [them] if I can be excused. I had to pass this exam and I came ready, however, the professor denied me and was very rude to me. I had to write an official complaint and only after that the professor just wrote me the lowest grade possible without even examining me. Terrible experience. Students who come from abroad shouldn't be going through such situations.*

(Male from Serbia to Italy, Engineering, Manufacturing & Construction)

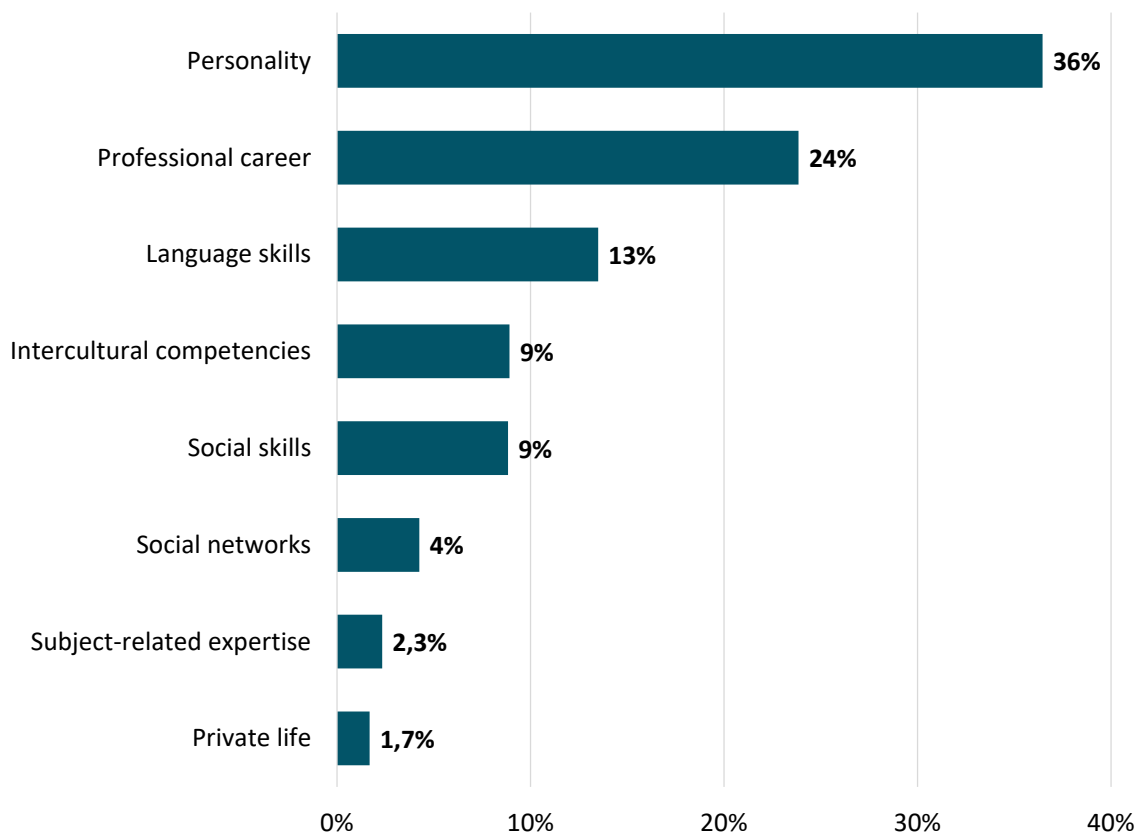
6. The impact of mobility

6.1. Personal impact

When respondents were asked to indicate different personal impacts of their study experience abroad, they most often mention an impact on their personality, professional career, language skills, and intercultural competencies.

However, when asked about the single greatest area of impact of the study experience outside the Western Balkans, the impact on personality (36%) and the professional career (24%) are indicated far more frequently than other areas (see Figure 11).

Figure 11: Area that was impacted the most by the study experience outside the WB (axis cut-out at 40%)



Single choice question.

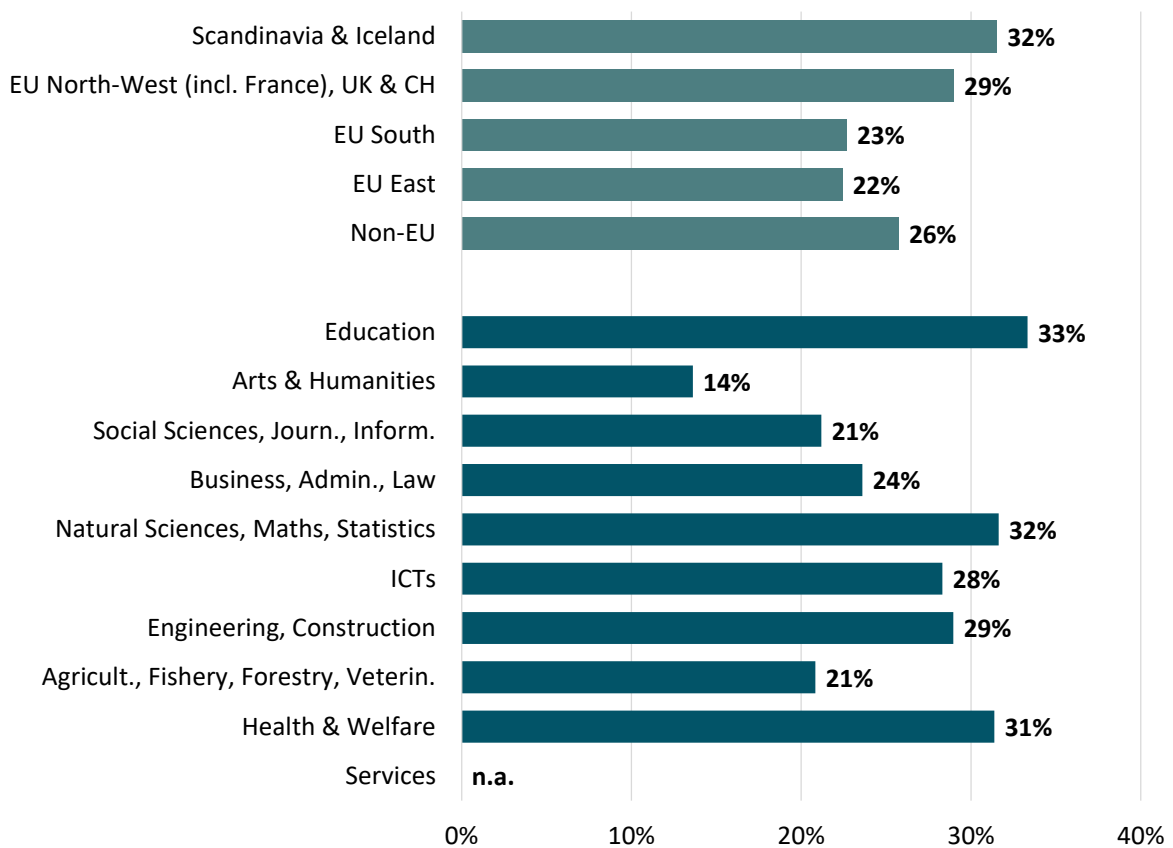
Source: WBAA Tracer Study 2021.

About a third of respondents in the fields of Education, Natural Sciences, Maths, Statistics, and Health and Welfare indicate that the area most affected by their mobility experience is their **professional career**. The proportion is similarly high among respondents from the field of Engineering and Construction and ICTs. The impact on professional careers is mentioned less often by respondents from the field of Arts and Humanities (14%), Social Sciences, and in Agriculture, Fishery, Forestry and Veterinary (resp. 21%).

Respondents who indicate they have noticed the greatest impact of their mobility experience on their professional career more often than average...

- report having *many external lecturers (e.g., from industry)* in the host country, indicating that this was the case less often in their country of origin (61% vs. 21%);
- and agree (to a great extent) that they could *select courses according to their interest* in host countries to a greater degree than in the home country (80% vs. 23%).

Figure 12: Professional career as the area impacted the most by the study experience outside the Western Balkans, by mobility region and field of study



Source: WBAA Tracer Study 2021.

Figure 13: Ability/ commitment/ interest enhancement during the study experience outside the Western Balkans



The proportions of respondents who selected categories 4 and 5 on a scale from 1 (not improved at all) to 5 (highly improved) are shown.

Source: WBAA Tracer Study 2021.

Respondents additionally commented on their personal experiences. The vast majority of the respondents that shared their personal experiences in the open questions see their stay abroad in a **positive** light. The main experiences reported are personal growth and open-mindedness, expanded soft skills and language skills, broadening of the social circle as well as opportunities to advance in the professional career. For example:

*Studying abroad was the **most important life experience** and I would be glad to make another semester abroad during my PhD studies. Those months spent in Germany and in Russia gave me opportunity to **extend my research area** in a way I always wanted, and opportunity to meet two totally different cultures. The most important thing among all, I see myself as a citizen of the Europe, as a **citizen of the world**, ready to take responsibilities, take part in global discussions and to create everywhere I am a pleasant intercultural environment.*

(Female from Serbia to the Russian Federation, studied Arts & Humanities)

*Being an Erasmus student was one of the best study experiences that I have ever had. I have **learned [s]o much** (increase [in] self-confidence, learning a new language, new culture, new students from different countries, I have learned to be part of something that was bigger than me etc.) and I am fully convinced that study experiences that I will have soon in the Western Countries will help me in my career, self-improvement, critical thinking and to improve my leadership skills. I am very thankful that I had this great opportunity.*

(Female from Albania to Italy, studied Arts & Humanities)

However, there are a few respondents who commented on their **negative experiences**. These mainly include unpleasant encounters with lecturers and university staff as well as a lack of student support from the university abroad.

*[...] It is sad to say, but I am **more satisfied** with the quality and level of the knowledge I gained at the IUS in **Bosnia and Herzegovina** than on the [...] University (which is amongst best 500 in the world). Level of the professors' interest into the lectures and overall dedication is really low at the university I am at now, laboratory work was minimum, and I had many issues just because I am a foreign student (with finding mentor for my thesis especially). [...]*

(Female from Bosnia and Herzegovina to Turkey, studied Natural Sciences, Mathematics & Statistics)

[...] I was under the impression that no one in my receiving institution actually thinks that my Erasmus journey should have an academic aspect. I believe that they are very used to welcoming [...] Since I am extremely independent in my home country, both professionally and personally, I expected more from the receiving institution.

(Female from Serbia to Poland, studied Natural Sciences, Mathematics & Statistics)

Some ERASMUS/DAAD (GER) professors/ teachers were trying to change students' beliefs/ opinions in the area of politics. (Male from Serbia to Germany, studied Arts & Humanities)

6.2. Improvement of skills during mobility

Different communication and soft skills are the most commonly selected: Two thirds of respondents state having improved their (oral) communication skills through mobility, 57% their critical thinking, 45% their problem-solving, and 42% their team-working skills (see Figure 14).

The proportion of participants that report an improvement in **critical thinking** skills during their mobility slightly increases with the number of semesters spent studying outside the Western Balkans. Interestingly, sector-/ domain- or field-specific skills are not one of the most frequently selected when it comes to the greatest improvements in skills, ranking relatively low on the list, but this was the only item that is selected considerably more often with an increasing age at the time of mobility.

In 15 of the Top 20 mobility host countries (see Table 16), more than half of respondents named critical thinking as one of the skills that improved most as a result of their mobility experience. More than three quarters of respondents who studied in the United Kingdom improved their critical thinking, and of those who studied in Poland, Spain, Portugal, Bulgaria, or Romania, between 45% and 50% did the same. Of the Top 20 mobility countries, for Latvia, United States of America,

Sweden, and Italy, more than half of respondents selected decision-making skills as one of the areas of greatest improvement.

Figure 14: Improvement in skills/ competencies/ knowledge areas during the mobility experience (axis cut-out at 80%)



Up to 5 answers could be selected.

Evaluation: making assessments based on scientific criteria.

Sector-/ domain- or field-specific skills: holding theoretical and/ or practical applicable knowledge.

Information and Communications Technology (ICT) skills: holding knowledge about e.g. programming, syntax in statistical software.

For complete item text, see question 46 of the questionnaire in the appendix.

Source: WBAA Tracer Study 2021.

Respondents indicate to have improved during their mobility experience in multiple ways: more than 80% report that they became *more open and curious* about new challenges, more aware of their *strengths and weaknesses*, and more *confident* in their own abilities (see Appendix). Other frequently mentioned areas are awareness of the own goals, tolerance towards others' values and opinions, and the commitment to stand against discrimination and intolerance. Respondents who select improved communications skills, critical thinking or problem-solving skills also rate lecturers' pedagogical attitudes and competencies at the host universities better than others (for all rated items, see Figure 22).

6.3. Impact on employment

One of the most relevant findings of this study, which illustrates the importance of the mobility experience in the lives of the mobility students and alumni surveyed, is that the majority of the employed (and no longer studying) respondents state they **use the knowledge and skills** obtained during their study experience abroad in their current job (61%). Participants from Bosnia and

Herzegovina state this most frequently (74%) compared to the other WB countries (between 50% and 65%). Also, about half of the employed graduates agree (to a large extent) they **would not have their current job** without the skills and competencies acquired through mobility (48%; see Table 22). When looking at the top host countries, over 60% of participants who studied in Germany, France, Austria, and Italy state they apply the knowledge and skills gained abroad in their current job.

Table 22: Only employed and not studying: Use of knowledge, skills, and competencies obtained during mobility for current job, by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Total	100%	100%	100%	n.a.	100%	100%	100%
“I use the knowledge and skills obtained during my study experience abroad in my current job.”							
Does not apply (at all)	14%	15%	14%	n.a.	18%	23%	18%
Neither/ nor	24%	11%	22%	n.a.	33%	18%	21%
Applies (to a great extent)	62%	74%	65%	n.a.	48%	59%	61%
“I would not have my current job without the skills and competencies acquired through my study experience abroad.”							
Does not apply (at all)	22%	25%	24%	n.a.	36%	33%	29%
Neither/ nor	29%	11%	25%	n.a.	26%	25%	23%
Applies (to a great extent)	50%	65%	51%	n.a.	38%	42%	48%

Employed: full-time, part-time, and self-employed.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

In Table 23 it becomes clear that respondents who report working in an EU country are about 10 percentage points more likely to use their acquired skills and knowledge in their jobs than respondents working in WB countries, and the difference to respondents employed in “other countries” is even greater. The difference between the three places of work presented here is particularly clear when respondents state that they have their current job only because of the skills acquired during their study mobility experience: For respondents working in the EU, this statement applies about 20 percentage points more often than for the other two regions (69% vs. Ø 48%). This is the case slightly less often for respondents working in WB countries than for those working in other countries (44% vs. 49%).

Table 23: Only employed and not studying: Use of knowledge, skills, and competencies obtained during mobility for current job, by place of work

	Current place of work			Ø
	WB ¹	EU (incl. UK)	Other countries	
Total	100%	100%	100%	100%
“I use the knowledge and skills obtained during my study experience abroad in my current job.”				
Does not apply (at all)	18%	16%	25%	18%
Neither/nor	22%	16%	19%	21%
Applies (to a great extent)	60%	68%	56%	61%
“I would not have my current job without the skills and competencies acquired through my study experience abroad.”				
Does not apply (at all)	30%	17%	31%	29%
Neither/nor	26%	14%	20%	23%
Applies (to a great extent)	44%	69%	49%	48%

Employed: full-time, part-time, and self-employed.

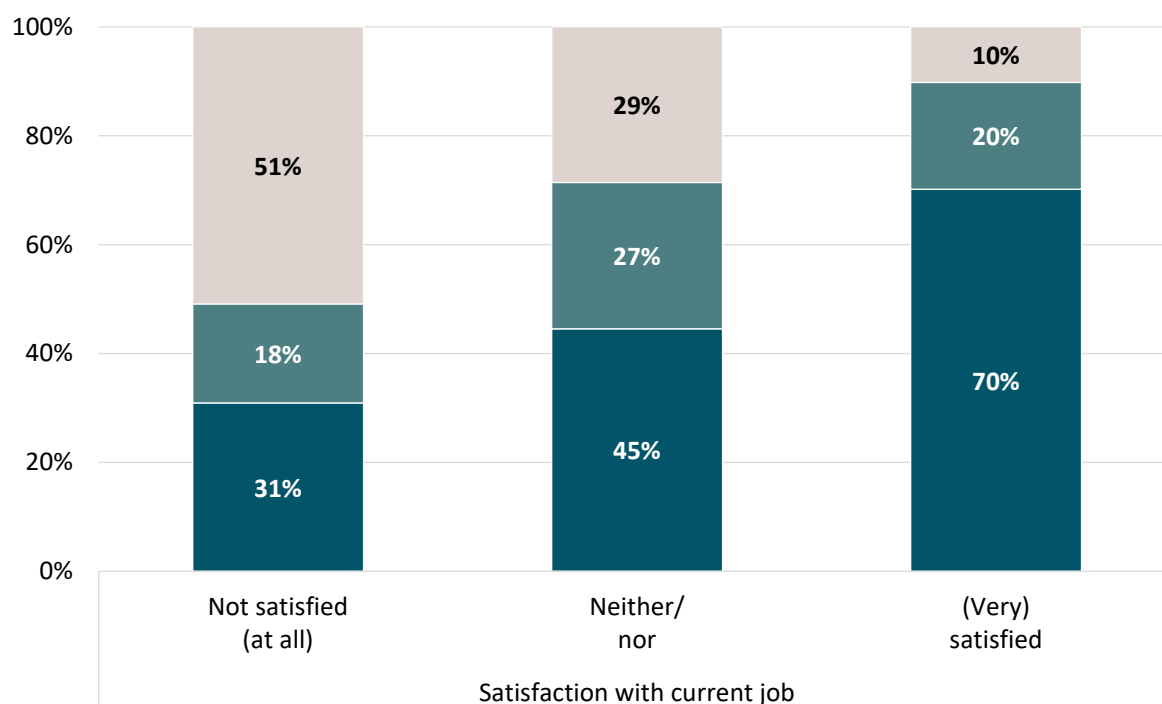
¹ Incl. participants who named both WB and EU countries (incl. UK) as the locations of their current place of work.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Employed respondents who are (very) satisfied with their current job are more likely to say they use the knowledge and skills gained during mobility in their current occupation (70% vs. 45% and 31%, see Figure 15).

Figure 15: Only employed and not studying: Job satisfaction by use of knowledge and skills obtained during mobility in current job



Use of knowledge/ skills obtained during mobility in current job:

■ Yes ■ Neither/nor ■ No

Employed: full-time, part-time, and self-employed.

Agreement to the statement: "I use the knowledge and skills obtained during my study experience abroad in my current job." by selecting categories 4 and 5 on a scale from 1 (does not apply at all) to 5 (applies to a great extent) are shown.

Source: WBAA Tracer Study 2021.

In order to provide some context for the interpretations in Figure 15 and Table 23, it should be noted that respondents who work in EU countries are the most satisfied with their current job; on the other hand, those who work in countries outside the EU and WB are least likely to be (very) satisfied (see Table 24).

Table 24: Only employed and not studying: Current place of work by job satisfaction

Current place of work	Satisfaction with current job			Total
	Not satisfied (at all)	Neither/ nor	(Very) satisfied	
WB ¹	10%	21%	69%	100%
EU (incl. UK)	5%	19%	77%	100%
Other countries	11%	31%	58%	100%
∅	10%	21%	70%	100%

¹ Incl. participants who named both WB and EU countries (incl. UK) as the locations of their current place of work.

Employed: full-time, part-time, and self-employed.

Source: WBAA Tracer Study 2021.

Among employed respondents who are not studying anymore, those who indicate that their professional career was impacted the most by their mobility experience are more likely to be (very) satisfied with their current job (79%) than those who felt other areas are impacted more.

Table 25: Only employed and not studying: Area that was impacted the most by the study experience outside the WB, by job satisfaction

Area that was impacted the most by the study experience outside the WB	Not satisfied (at all)	Satisfaction with current job		Total
		Neither/ nor	(Very) satisfied	
My professional career	6%	14%	79%	100%
My subject-related expertise	11%	26%	63%	100%
My intercultural competencies	12%	28%	60%	100%
My language skills	14%	17%	69%	100%
My personality	9%	21%	70%	100%
∅	10%	21%	70%	100%

My social skills: n.a. My social networks: n.a. My private life: n.a., no values are shown for <30 cases.

Employed: full-time, part-time, and self-employed.

Source: WBAA Tracer Study 2021.

6.4. Education – job match & mismatch

Definitions:⁷

Job relation to field of study:

Horizontal match: regular/ temporary job is related to respondents' field of study

Horizontal mismatch: regular/ temporary job is not related to respondents' field of study

Highest degree vs. most appropriate degree for current job:

Vertical match: respondents' highest degree matches or is lower than the most appropriate degree for their current job

Vertical mismatch: respondents' highest degree is higher than the most appropriate degree for their current job

Education and job match:

Double Match: respondents have both an adequate degree level (*vertical match*) and a suitable field-specific qualification (*horizontal match*) for their current job

Double Mismatch: respondents have a higher degree level than is adequate to their current job (*vertical mismatch*), and their job is not related to their field of study (*horizontal mismatch*)

Survey participants were asked if their job was related to their field of study (see Table 26). Most employed respondents who are not studying anymore say that their job matches their field of study (**horizontal match**: 82%). This is indicated below average only by Serbian respondents (76%). On average, 18% report a mismatch to their field of study.

Respondents were also asked what type of education they feel is most appropriate for the job they are currently doing. This has been compared to their actual degree: it may be a vertical mismatch (respondents' highest degree is higher than needed for the job) or a **vertical match** (their highest degree is at the same level or lower than needed for the job). Over all countries, 75% of employed respondents who are not studying anymore report a vertical match. Participants from Serbia (65%) are less likely to report a vertical match, compared to the other Western Balkan countries (about 80%).

Overall, in four countries more than 70% of the respondents report a **double match**. This is close to the double match of graduates from Norway, Germany, Czechia and Austria, slightly higher than among graduates from Croatia and Malta and much higher than among graduates from Greece and

⁷ Based on respondents' self-assessment; see questions 47 and 50 of the questionnaire in the appendix, see page 113.

Lithuania – according to the EUROGRADUATE Pilot Study⁸. However, only 54% of the mobile graduates from Serbia report a double match.

Respondents from Albania, Bosnia and Herzegovina and Kosovo report being satisfied with their job to about the same extent as the proportion of double matchers among graduates. There is a comparable proportion of double matches among participants from North Macedonia, but a significantly lower proportion of respondents who are satisfied with their job. On the other hand, among the respondents from Serbia, almost as many are satisfied with their job as in the other countries (except North Macedonia), but the proportion of double matches is much lower. So, while there is a close connection between double match and job satisfaction among respondents from four countries, opposite tendencies can be seen in two countries. One reason for this could be respondents' workplaces as Table 27 will show.

Table 26: Only employed and not studying: Education and job match, and job satisfaction by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Total	100%	100%	100%	n.a.	100%	100%	100%
Job relation to field of study							
Horizontal mismatch	17%	13%	13%	n.a.	16%	24%	18%
Horizontal match	83%	87%	87%	n.a.	84%	76%	82%
Highest degree vs. most appropriate degree for current job							
Vertical mismatch (i.e. overqualified)	20%	20%	19%	n.a.	20%	35%	25%
Vertical match	80%	80%	81%	n.a.	80%	65%	75%
Education and job match							
Double mismatch	7%	6%	7%	n.a.	8%	12%	9%
1 match, 1 mismatch	23%	21%	17%	n.a.	20%	34%	25%
Double match	70%	73%	76%	n.a.	72%	54%	66%
Satisfaction with current job							
Not satisfied (at all)	8%	11%	7%	n.a.	20%	7%	10%
Neither/nor	19%	19%	19%	n.a.	20%	24%	21%
(Very) satisfied	73%	71%	74%	n.a.	61%	69%	70%

Employed: full-time, part-time, and self-employed.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

When comparing the three regions where respondents currently work (see Table 27), the difference between respondents working in WB or EU countries and those working in other countries in terms of education-job match is striking. The difference is particularly large for horizontal mismatch: respondents working in WB and EU countries are much more likely to be in an occupation that corresponds to their field of study than respondents working in "other countries" (69% vs. Ø 82%). The difference in vertical mismatch is not as strong, but respondents employed in the EU stand out: they are more frequently in a job that corresponds to their highest degree (81% vs. Ø 75%).

⁸ European Commission, Youth Directorate-General for Education Sport and Culture, C. Meng, K. Wessling, K. Mühleck, and M. Unger. 2020. *Eurograduate Pilot Survey: Design and Implementation of a Pilot European Graduate Survey*. Publications Office. <https://data.europa.eu/doi/10.2766/629271>.

Furthermore, respondents *not* working in WB or EU countries are almost twice as likely to be affected by a double mismatch (17% vs. \emptyset 9%). It is noteworthy that across all regions, about a quarter of respondents report at least one mismatch (21% to 25%). Respondents working in EU countries are the least affected by a mismatch in their jobs.

Table 27: Only employed and not studying: Education and job match by current place of work

	Current place of work			
	WB ¹	EU (incl. UK)	Other countries	\emptyset
Total	100%	100%	100%	100%
Job relation to field of study				
Horizontal mismatch	18%	16%	31%	18%
Horizontal match	82%	84%	69%	82%
Highest degree compared to most appropriate degree for current job				
Vertical mismatch	26%	19%	28%	25%
Vertical match	74%	81%	72%	75%
Education and job match				
Double mismatch	9%	6%	17%	9%
1 match, 1 mismatch	25%	21%	25%	25%
Double match ⁶	66%	73%	58%	66%
Satisfaction with current job				
Not satisfied (at all)	10%	5%	11%	10%
Neither/nor	21%	19%	31%	21%
(Very) satisfied	69%	77%	58%	70%

¹ Incl. participants who named both WB and EU countries (incl. UK) as the locations of their current place of work.

Employed: full-time, part-time, and self-employed.

\emptyset : Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Among all respondents who are employed/ self-employed and not currently studying, those who state they use the knowledge and skills obtained during their study experience abroad in their current job are more likely to report a *horizontal* or a *vertical match* for their current occupation. And they are more likely to state both a degree-level match, and a field-specific match to their current job (*double match*).

Table 28: Only employed and not studying: Education and job match by use of knowledge and skills obtained during mobility in current job

	“I use the knowledge and skills obtained during my study experience abroad in my current job.”			Total
	Applies (to a great extent)	Neither/ nor	Does not apply (at all)	
Job relation to field of study				
Horizontal mismatch	40%	27%	33%	100%
Horizontal match	66%	20%	15%	100%
Highest degree vs. appropriate degree for current job				
Vertical mismatch	43%	19%	38%	100%
Vertical match	67%	22%	11%	100%
Education and job match				
Double mismatch	33%	22%	45%	100%
1 match, 1 mismatch	46%	23%	30%	100%
Double match	70%	20%	10%	100%

Employed: full-time, part-time, and self-employed.

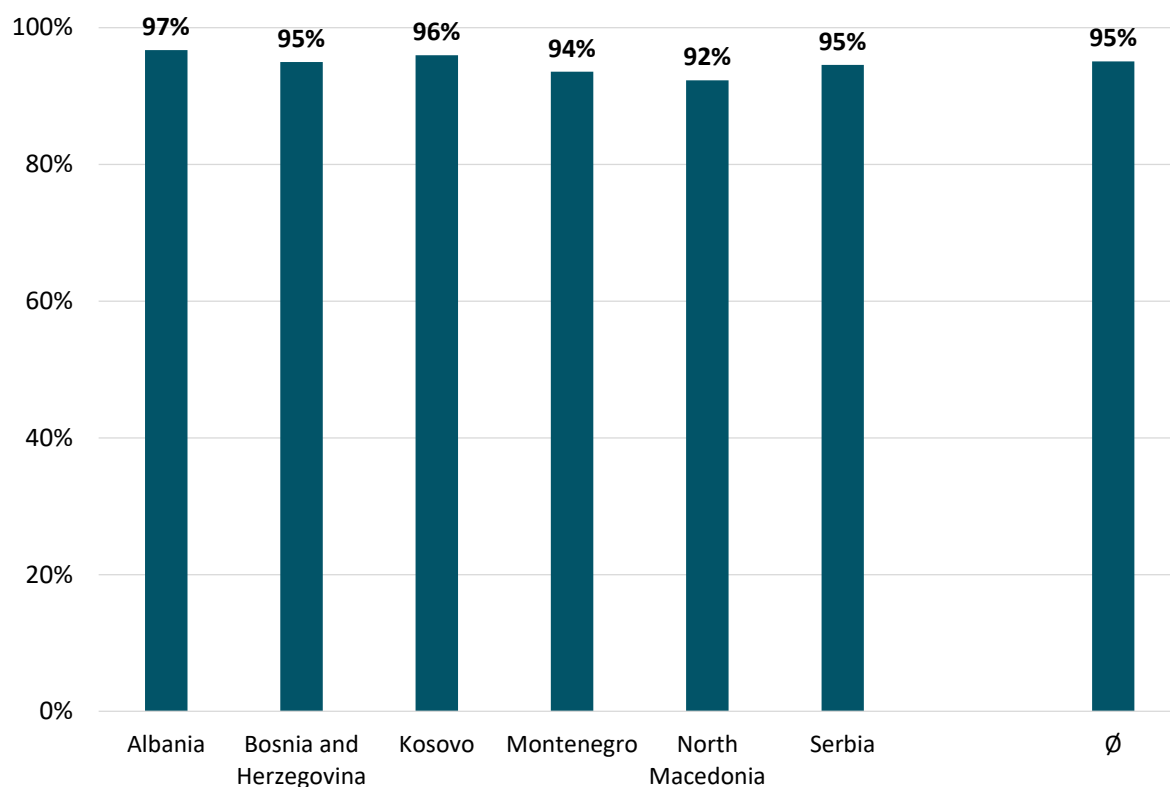
Source: WBAA Tracer Study 2021.

7. Assessment of the home and host universities

Another central concern of the study – besides surveying the educational path of mobile students from the Western Balkans or the impact of study mobility on personality and career – was to find out which aspects of the Western Balkan higher education system are most in need of improvement. The idea was that students and alumni who have experienced different higher education systems through their study mobility have a special perspective on possible improvements for the higher education system of their WB home countries. Therefore, some essential characteristics of the tertiary education systems evaluated by the respondents are presented below – respondents were instructed to always base this assessment on their study abroad experience by comparing their host and home higher education institution. It should be noted that, as can be seen in Figure 16, respondents had almost exclusively (very) positive experiences abroad and that this may lead to some bias in the assessment of their study experience in the Western Balkans. Nevertheless, the results encourage a review of the study conditions in the Western Balkans and advocate for improvements; possible starting points are presented below.

As mentioned, the vast majority of respondents are satisfied or very satisfied with their most recent study mobility experience, from 92% in North Macedonia to as much as 97% in Albania (see Figure 16), and from 88% of participants who studied in Finland to as much as all respondents who studied in the UK, the Netherlands, Sweden, and Croatia (all 100%, see Figure 17).

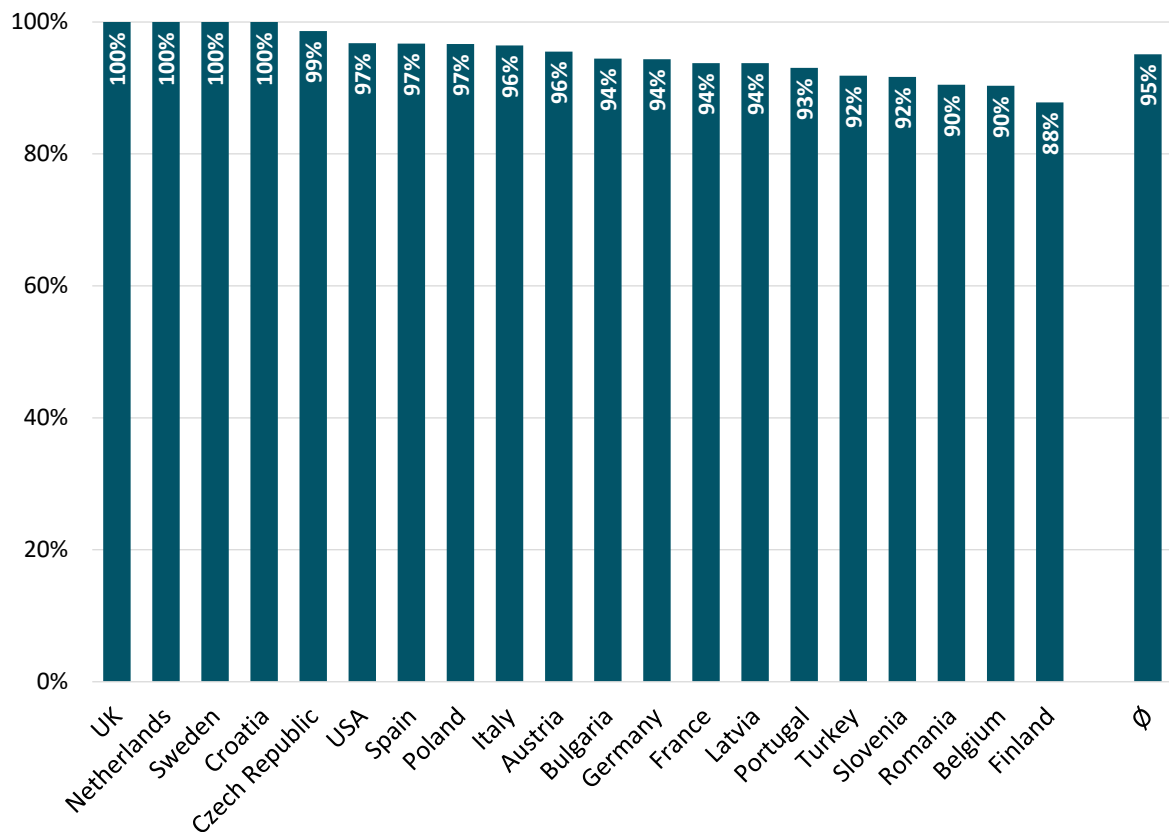
Figure 16: Satisfaction with the most recent mobility experience by country of origin



The proportions of respondents who selected categories 4 and 5 on a scale from 1 (not at all) to 5 (very satisfied) are shown.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the total of all respondents, not weighted by countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Figure 17: Satisfaction with the most recent mobility experience by Top 20 host countries

The proportions of respondents who selected categories 4 and 5 on a scale from 1 (not at all) to 5 (very satisfied) are shown.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

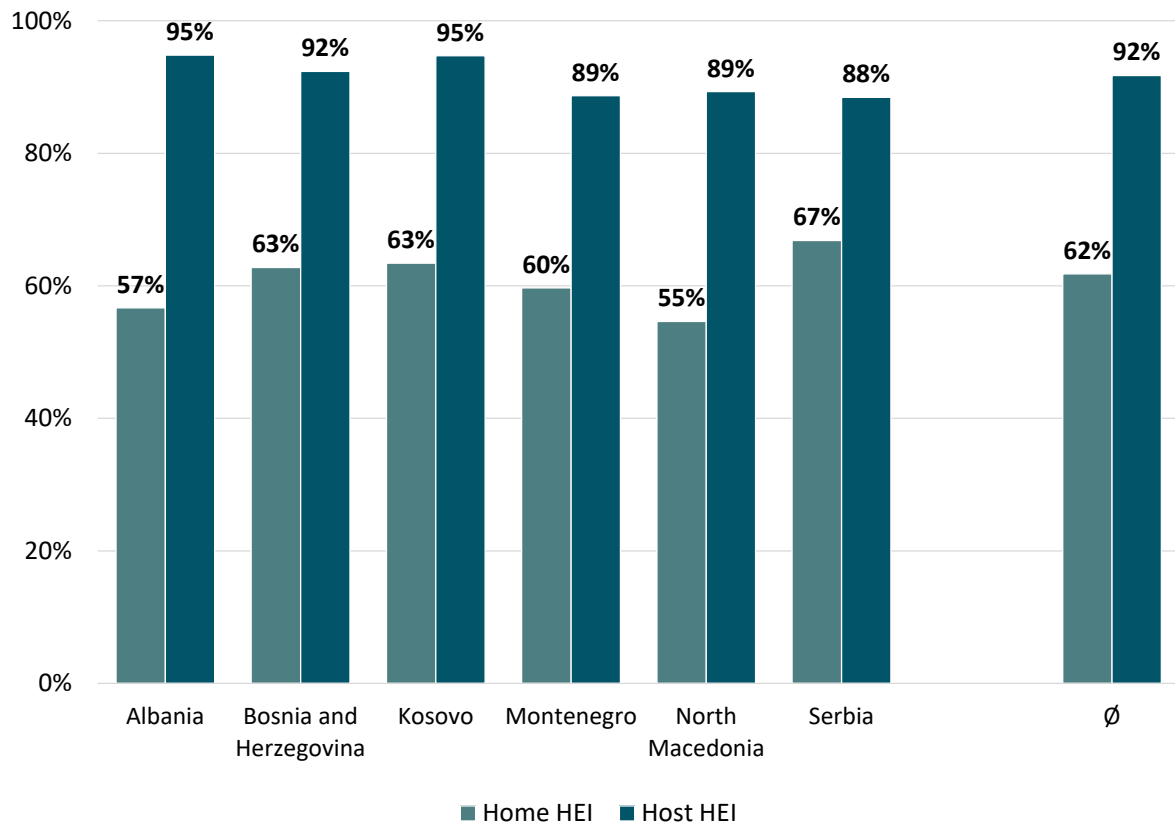
Source: WBAA Tracer Study 2021.

7.1. Lecturers: Home vs. host HE institutions

Good higher education depends to a large extent on good teachers, which is why respondents were asked to rate the quality of their lecturers at their home institution in comparison to their (last) host institution: first in terms of their knowledge and then in terms of their teaching skills.

The respondents' assessment reveals a very clear message that matches their satisfaction with their study period abroad: Almost all respondents rate the **field-specific knowledge** of the lecturers at their (last) host institution as good or very good (on average 92%, see Figure 18). In contrast, the respondents assess the knowledge of their teachers at the higher education institutions in the WB less frequently as good in comparison, but nevertheless two thirds give a (very) good assessment here (62%); still, on average, a difference of 30 percentage points remains. Respondents from all Western Balkan countries rate the field-specific knowledge of their lecturers at their last host institution better, with the difference between teachers abroad and at home being highest among respondents from Albania (57% vs. 95%) and North Macedonia (55% vs. 89%). Respondents from Serbia, on the other hand, rate the field-specific knowledge of the lecturers at their home university best among all respondents from WB countries and the teachers at the host institutions somewhat less often (very) well (67% vs. 88%), which results in the smallest difference.

Figure 18: Field-specific knowledge of lecturers rating as (very) good: home vs. host higher education institution, by country of origin



The proportions of respondents who selected categories 4 and 5 on a rating scale from 1 (very bad) to 5 (very good) are shown.

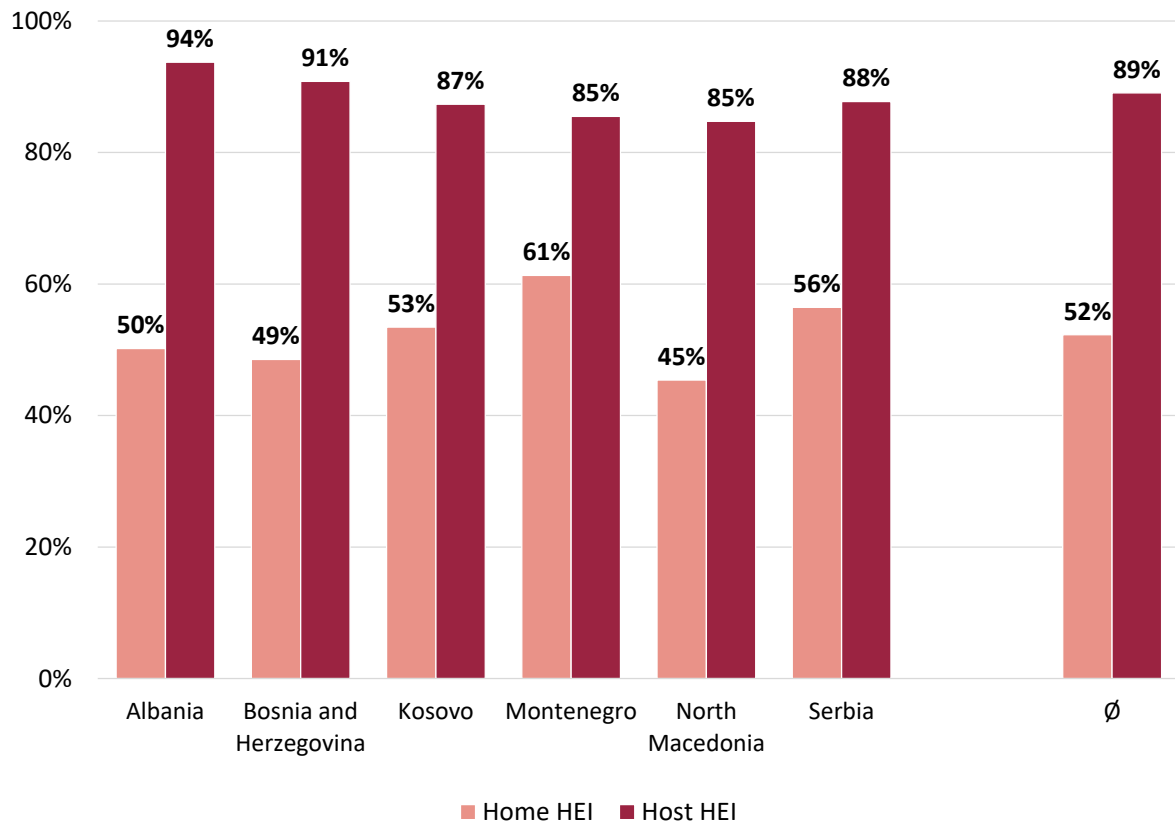
HEI: higher education institution.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

The difference between the evaluation of lecturers at the home and the host higher education institution is even bigger when it comes to **teaching competencies**: Here, too, the respondents rate the lecturers at their host institution more often better than those in their home countries (on average 37 percentage points in the difference, see Figure 19). Overall, survey participants seem to see more need for improvement of the didactic skills of their teachers, as respondents from all WB countries rate the teaching competencies of their home teachers lower than their field-specific knowledge. Again, respondents from North Macedonia evaluate their lecturers worse (45% vs. 85%), while Montenegrins rate their home lecturers slightly better than respondents from the other WB countries (61% vs. 85%). As with the lecturers' field-specific knowledge, the largest difference is found among respondents from Albania (50% vs. 94%), although Bosnian survey respondents also note a large difference between teaching skills at their host and home universities (49% vs. 91%).

Figure 19: Teaching competencies of lecturers rating as (very) good: home vs. host higher education institution, by country of origin



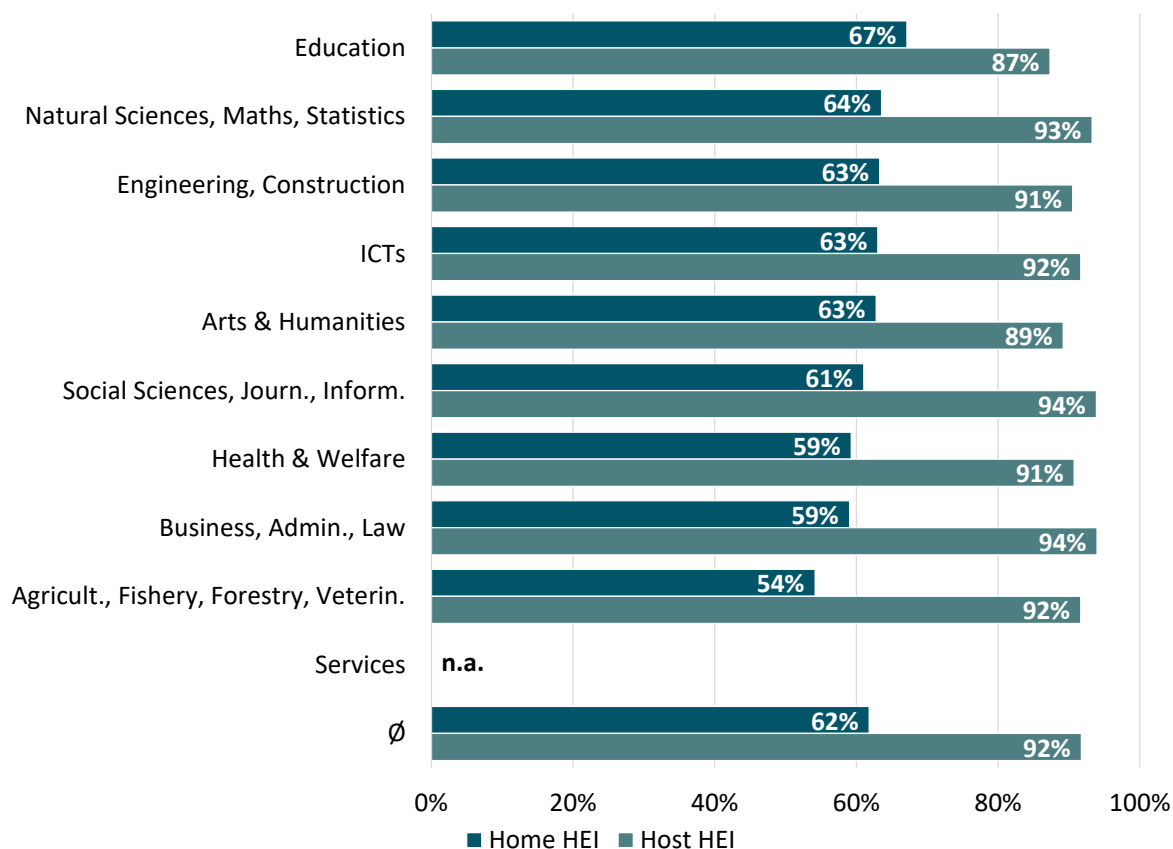
The proportions of respondents who selected categories 4 and 5 on a rating scale from 1 (very bad) to 5 (very good) are shown.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Especially in the evaluation of the **field-specific knowledge of lecturers**, it makes sense to differentiate **along the various fields of study**: While the evaluation at host institutions only shows small differences, there is more variation in the rating of lecturers at home universities according to fields of study (see Figure 20). Respondents from the field of Education rate the field-specific knowledge of their lecturers at home most often well: Two thirds do so, with participants from this field indicating the smallest difference between host and home higher education institutions (20 percentage points difference). On the other hand, students and alumni in the field of Agriculture, Fishery, Forestry, and Veterinary are the least likely to rate the field-specific knowledge of the teachers in their home country well, with little more than half doing so. In this field, the difference between the home vs. the host institutions in lecturers' knowledge ratings as (very) good are the highest (54% vs. 92%), followed by respondents who studied Business, Administration & Law (59% vs. 94%).

Figure 20: Field-specific knowledge of lecturers rating as (very) good: home vs. host higher education institution, by field of study, ordered by home HEI rating



The proportions of respondents who selected categories 4 and 5 on a rating scale from 1 (very bad) to 5 (very good) are shown.

HEI: higher education institution.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

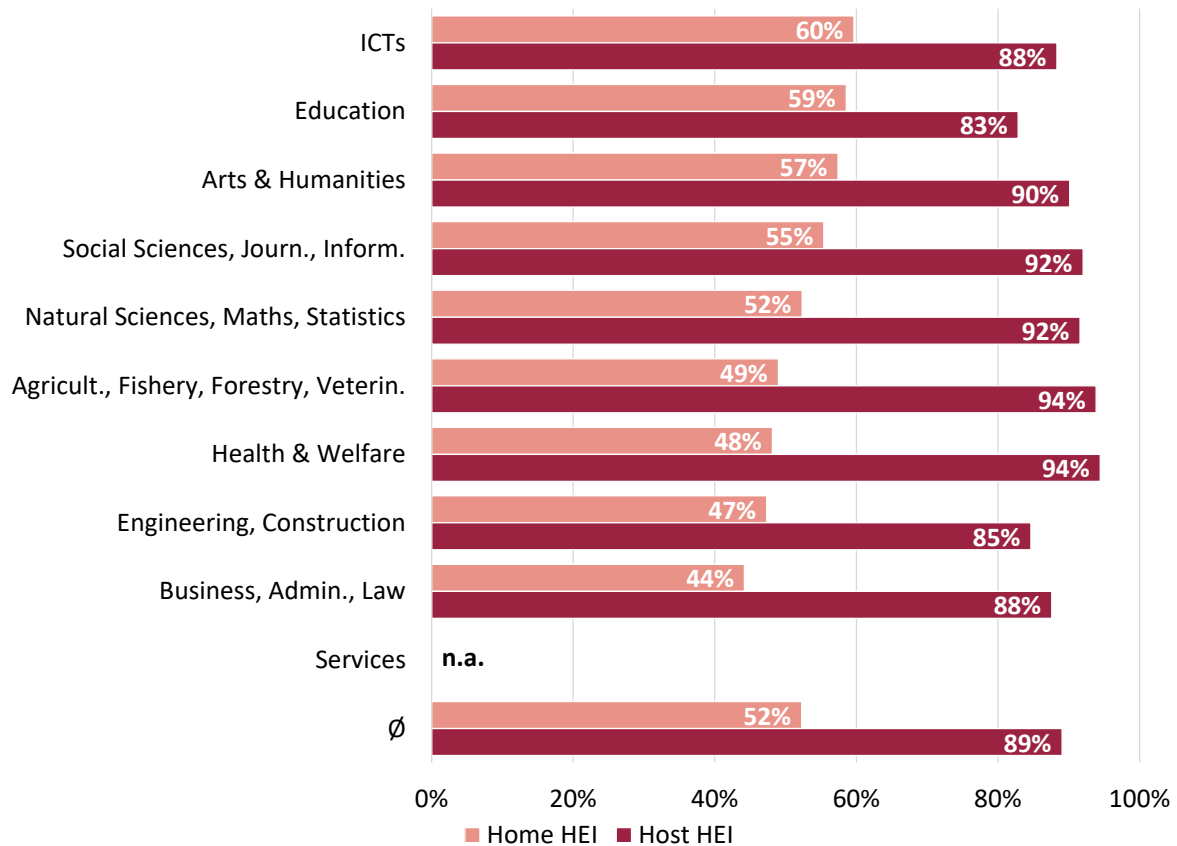
Source: WBAA Tracer Study 2021.

Looking at the **didactic skills of lecturers along the different fields** that were studied abroad, some differences are noticeable: in the fields of ICTs (60%) and Education (59%), surveyed mobility students and alumni evaluate the lecturers at their home institution better than in the fields of Business, Administration & Law (44%), Engineering & Construction (47%), and Health & Welfare (48%), while only slight differences can be seen in the rating of host institutions (see Figure 21). The difference is greatest in the fields of Health & Welfare (48%) and in Agriculture, Fishery, Forestry & Veterinary (49%), where almost all respondents (both fields 94%) give a (very) good rating for the teachers abroad. As was the case with field-specific knowledge, respondents who studied in the field of Education are the least likely to evaluate teaching competencies differently between home and host institution (24 percentage points difference vs. an average of 37 percentage points difference).

The field-specific knowledge of the lecturers at home universities is generally rated better than their teaching skills: On average, 62% rate the knowledge of their home lecturers as (very) good, but only 52% do so when it comes to teaching competencies (also see Figure 20). In the fields of Engineering, Manufacturing & Construction, as well as Business, Administration & Law, respondents indicate the largest of such differences. Interestingly, respondents in the field of Engineering, Manufacturing & Construction still recommend investing in lecturers' field-related competencies

more often than average, and also more often than investing in teaching competencies (see Table 39).

Figure 21: Lecturers' teaching competencies rating as (very) good: home vs. host higher education institution, by field of study, ordered by home HEI rating



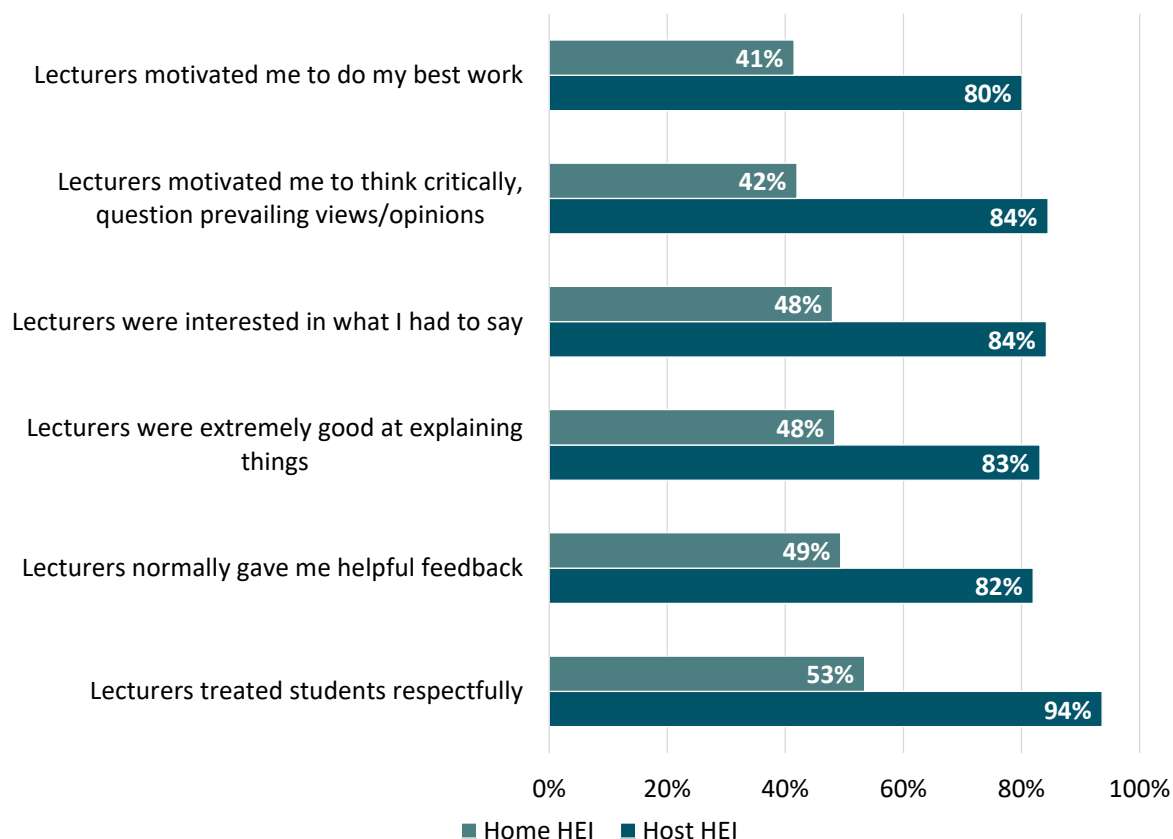
The proportions of respondents who selected categories 4 and 5 on a rating scale from 1 (very bad) to 5 (very good) are shown. Ø: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

In addition to the evaluation of the didactic skills and field-specific knowledge of lecturers in general, questions were also asked in more detail about pedagogical attitudes that promote learning and how the lecturers interact with the students. This allows an assessment of the **teacher-student relationship**; it is also shown here that the teachers at the host higher education institution are almost twice as often rated as good or very good in all polled competencies (see Figure 22).

The greatest difference between WB lecturers and lecturers in the mobility country is found in the item “Lecturers motivated me to think critically, question prevailing views and opinions”, where WB teachers are rated as (very) good by only 42% of respondents overall, while this was twice as often the case for host teachers. The second largest difference is in respectful treatment by teachers, which is most often rated well for both WB and teachers abroad (53% vs. 94%), but it remains to be noted that almost all respondents felt that host lecturers “treated students respectfully”, while only half of WB respondents experienced it this way. When it comes to giving feedback and explaining things, lecturers' ratings differ the least, but respondents are much more satisfied with their host teachers in these aspects as well.

Figure 22: Lecturers' pedagogical attitudes and competencies: agreement with statements about home vs. host higher education institution



Agreement by selecting categories 4 and 5 on a scale from 1 (do not agree at all) to 5 (agree to a great extent) are shown.
Source: WBAA Tracer Study 2021.

A comparison of the **evaluation of the teachers by the six WB countries** shows that respondents from Montenegro rate their home lecturers' pedagogical attitudes and competencies comparatively best in four of the six questioned items, and participants from Kosovo do so for the remaining two competencies (see Table 29). The most frequent poor ratings are given by respondents from Albania and Bosnia and Herzegovina, both are among the lowest scorers for their home country on four of the six items. Respondents from Albania and Bosnia and Herzegovina rate their home lecturers comparatively lower in terms of teachers ability to give motivating impulses that students should do their best, to think critically and to show interest in what students have to say. Respondents from Albania are also more likely to perceive that their home lecturers were not good at explaining things (46 percentage points difference). Bosnian respondents, on the other hand, see a big difference in the respectful treatment of students and rate their home teachers worse in this aspect (47 percentage points difference) – this is one of the strongest differences between home and host teachers overall. In contrast, respondents from Montenegro more often experienced respectful treatment from their teachers (61% vs. 48%). One of the strongest differences for the respondents from Albania and Bosnia and Herzegovina is in the teaching of critical thinking, and the respondents from Kosovo also see a greater difference here. Respondents from Montenegro, as mentioned, most often rate their teachers well and also less often see strong differences. Thus, they indicate frequently that the Montenegrins teacher were good at explaining things. Respondents from North Macedonia and Serbia, on the other hand, rate their host teachers as (very) good

slightly less often than the other WB countries. What can be stated, however, is that respondents from all WB countries evaluate the pedagogical attitudes of host lecturers better in all aspects.

Table 29: Lecturers' pedagogical attitudes and competencies: agreement with statements about home vs. host higher education institution by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Lecturers motivated me to do my best work							
Home HEI	41%	40%	49%	40%	42%	38%	41%
Host HEI	85%	80%	83%	84%	78%	75%	80%
Lecturers motivated me to think critically, question prevailing views/ opinions							
Home HEI	38%	39%	47%	45%	44%	42%	42%
Host HEI	87%	84%	89%	84%	78%	82%	84%
Lecturers were interested in what I had to say							
Home HEI	44%	44%	50%	58%	49%	50%	48%
Host HEI	87%	86%	84%	84%	77%	83%	84%
Lecturers were extremely good at explaining things							
Home HEI	44%	49%	45%	61%	44%	53%	48%
Host HEI	89%	81%	85%	85%	80%	79%	83%
Lecturers normally gave me helpful feedback							
Home HEI	48%	49%	49%	58%	47%	51%	49%
Host HEI	87%	85%	82%	89%	78%	77%	82%
Lecturers treated students respectfully							
Home HEI	53%	48%	50%	61%	57%	57%	53%
Host HEI	96%	95%	93%	93%	91%	93%	94%

Agreement by selecting categories 4 and 5 on a scale from 1 (do not agree at all) to 5 (agree to a great extent) are shown.

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

An index was formed from the six pedagogical attitudes and competencies of lecturers, which depicts the average assessment of the quality of lecturers in these characteristics. This index was created once for the home university and once for the host university. In addition, the difference between the two indices was calculated. The greater it is, the better the teaching quality at the host university is rated.

With the help of these indices, a **summary comparison** can be made between the teaching quality at the home and host universities. On average, the quality of teaching is rated highest in Montenegro and lowest in Bosnia and Herzegovina – although the differences here are very small. The teachers at the host university are rated best by students from Albania and Kosovo. Students from Albania also account for the greatest difference in teaching quality between the home and host universities, followed by students from Bosnia and Herzegovina and Kosovo.

In terms of fields of study, the greatest difference in teaching quality is reported by students in the field of Health & Welfare, closely followed by Business & Law and the Natural Sciences. By a large margin, students of ICTs only notice a fairly small difference in quality. However, students from the field of Education rate the quality at their home university even slightly better. But these assessments also depend on where the students completed their mobility stay. The biggest differences are reported by students who have been to EU North-West, followed by Scandinavia. Relatively small differences in quality are reported by students who were not in the EU.

However, averages also often mask the extreme values. Positive evaluations of host universities have already been extensively acknowledged in this chapter. An alternative analysis compares the individual evaluations of the home and host universities, so that it becomes clear which proportion of students found the teaching quality at the home university better or equally good as at the host university (since the quality at the host universities is rated so much better on average, an additional distinction was made here as to whether the host university is rated better or very much better).

On average, 23% of the respondents (26% from Serbia, 19% from Montenegro) found the quality of teaching at their home university to be better or equally good as at the host university (see Table 30). In Education, this is even 33%, in ICTs 30% (in Agriculture/Veterinary 18%). Likewise, 33% rate the quality of teaching at their home university as better or as good as at the host university if their stay abroad did not take place in the EU (EU South 27%, EU North-West 19%).

A total of 18% indicate that the teaching quality at the host university was much better than at the home university (20% each from Albania and Bosnia-Herzegovina, 12% from Montenegro). This is stated by 24% of the students in Health & Welfare and the Natural Sciences, but only 8% in ICTs. The quality of teaching is rated much better by 21% of those who had been to EU North-West, 17% of those who had not been to EU or EU South and 16% of those who had been to Scandinavia. Thus, Scandinavian universities are the most polarised in the evaluation of their teaching quality.

Table 30: Average rating of the quality of teaching staff in comparison between home and host university by country of origin

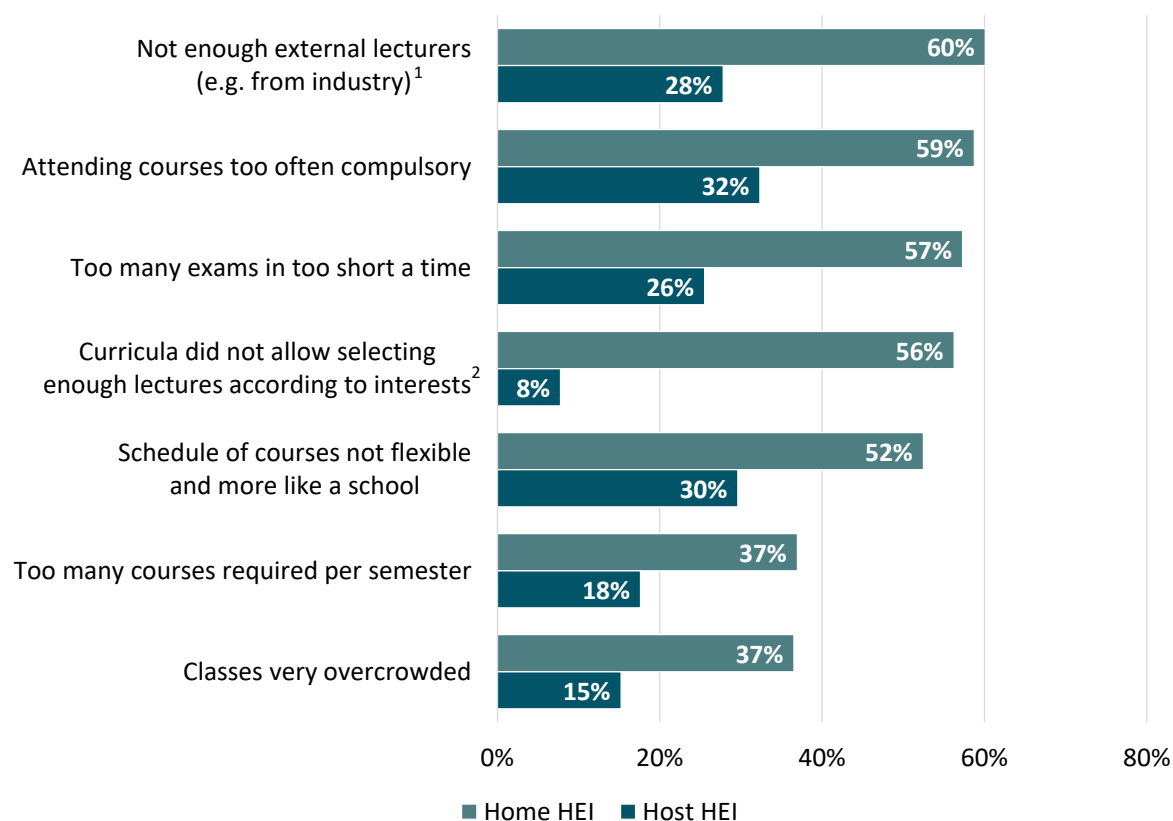
	ALB	BIH	RKS	MNE	MKD	SRB	∅
Home university better	8%	12%	11%	12%	16%	15%	12%
Both equal	14%	11%	12%	7%	8%	11%	11%
Host university better	58%	57%	58%	69%	62%	57%	58%
Host university a lot better	20%	20%	19%	12%	14%	17%	18%
Total	100%	100%	100%	100%	100%	100%	100%

Source: WBAA Tracer Study 2021.

7.2. Curricula and study organisation: Home vs. host HE institutions

A curriculum that neither under-challenges nor over-challenges students in their needs is decisive for the progress and success of studies. The mobile students and alumni from the Western Balkans were also asked to indicate to what extent relevant aspects in this regard apply to their experiences. It turned out that the curricula and study organisation at the host institution are evaluated positively many times more often than at the home institution in all aspects (see Figure 23). The greatest differences occur when it comes to the inability to select enough lectures according to students' interests: here, more than half of the respondents state that they were not allowed to choose their lecturers according to their interests in the Western Balkans, while this is true for only eight in 100 of the respondents at the host higher education institution (56% vs. 8%).

Figure 23: Curricula and study organisation: agreement with statements about home vs. host higher education institution (axis cut-out at 80%)



¹ Disagreement to the statement: “We had many external lecturers (e.g. from industry)”, categories 1 and 2 on a scale from 1 (do not agree at all) to 5 (agree to a great extent).

² Disagreement to the statement: “The curricula allowed students to select enough lectures according to their interests”, categories 1 and 2 on a scale from 1 (do not agree at all) to 5 (agree to a great extent).

All other items: Agreement by selecting categories 4 and 5 on a scale from 1 (do not agree at all) to 5 (agree to a great extent) are shown.

Source: WBAA Tracer Study 2021.f

Concerning the **curricula and study organisation ratings by WB countries**, study participants from North Macedonia rate their home higher education institution best in four out of seven items, compared to respondents from other WB countries. On the other hand, respondents from Serbia rate four out of seven aspects the poorest (see Table 31). While about two thirds (64%) of the respondents from Serbia state that they had too few external teachers, respondents from Albania experienced the greatest difference between home and host for this aspect (61% vs. 21%). Many Bosnian respondents say that their courses were too often compulsory (67%), also in contrast to their experience abroad, while half of the respondents from Montenegro complain about this but experienced only a slight difference between home and host (7 percentage points). For respondents from Serbia, Bosnia and Herzegovina and Montenegro there were frequently too many exams in too short a time in their home country (64%), what was at outside the WB strikingly less the case. As is already to be expected from Figure 23, the greatest difference for each WB country is in the aspect of selecting lectures according to one's own interests. Respondents from Serbia complain remarkably more often about an inflexible schedule (64%) and too many courses per semester (48%). For Kosovo, Montenegro and North Macedonia, the required number of courses do not differ as much between host and home (7 to 9 percentage points), but still a third is complaining about it. While classes were overcrowded for half of the students and alumni from Kosovo (47%), respondents

from Bosnia and Herzegovina complain less frequently (24%) and respondents from North Macedonia do not perceive as strong a difference compared to their experience abroad (8 percentage points).

Table 31: Curricula and study organisation: agreement with statements about home vs. host higher education institution by country of origin

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Not enough external lecturers (e.g. from industry)¹							
Home HEI	61%	57%	56%	62%	58%	64%	60%
Host HEI	21%	31%	28%	27%	26%	31%	28%
Attending courses too often compulsory							
Home HEI	61%	67%	56%	57%	52%	57%	59%
Host HEI	29%	28%	33%	50%	28%	36%	32%
Too many exams in too short a time							
Home HEI	54%	62%	49%	64%	47%	64%	57%
Host HEI	25%	20%	26%	26%	22%	30%	26%
Curricula did not allow selecting enough lectures according to interests²							
Home HEI	59%	65%	55%	62%	51%	50%	56%
Host HEI	6%	6%	9%	10%	13%	8%	8%
Schedule of courses not flexible and more like a school							
Home HEI	51%	55%	40%	62%	38%	64%	52%
Host HEI	25%	28%	26%	30%	24%	39%	30%
Too many courses required per semester							
Home HEI	36%	38%	30%	30%	23%	48%	37%
Host HEI	19%	14%	21%	23%	14%	17%	18%
Classes very overcrowded							
Home HEI	44%	24%	47%	31%	30%	35%	37%
Host HEI	17%	15%	17%	17%	22%	10%	15%

¹ *Disagreement* to the statement: “We had many external lecturers (e.g. from industry)”, categories 1 and 2 on a scale from 1 (do not agree at all) to 5 (agree to a great extent).

² *Disagreement* to the statement: “The curricula allowed students to select enough lectures according to their interests”, categories 1 and 2 on a scale from 1 (do not agree at all) to 5 (agree to a great extent).

All other items: *Agreement* by selecting categories 4 and 5 on a scale from 1 (do not agree at all) to 5 (agree to a great extent) are shown.

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

7.3. Infrastructure: Home vs. host HE institutions

In addition to the teaching staff and the organisation of studies, the existing infrastructure also plays an important role in high-quality tertiary education. This includes physical infrastructure, e.g., libraries, labs, working spaces for students and digital infrastructure, e.g., online access to journals and databases, software packages and learning platforms. These examples were displayed to the respondents, and they were asked to give their assessment based on their study experience outside the Western Balkans. Only around one out of five respondents evaluate the **physical and digital infrastructure** at their home higher education institution as (very) satisfying. In contrast, the infrastructure at the host institution is rated positively by about nine out of ten respondents. Furthermore, physical infrastructure is rated slightly better than digital infrastructure for the home as well as for the host institutions. Both the physical and digital infrastructure at the home university are

rated best by respondents from North Macedonia – a little over a quarter agree it is (very) satisfying. In contrast, it is rated worst by participants from Albania, only one in six is satisfied with the infrastructure at their home university (see Table 32).

Table 32: Physical and digital infrastructure rating as (very) satisfying: home vs. host higher education institution by country of origin

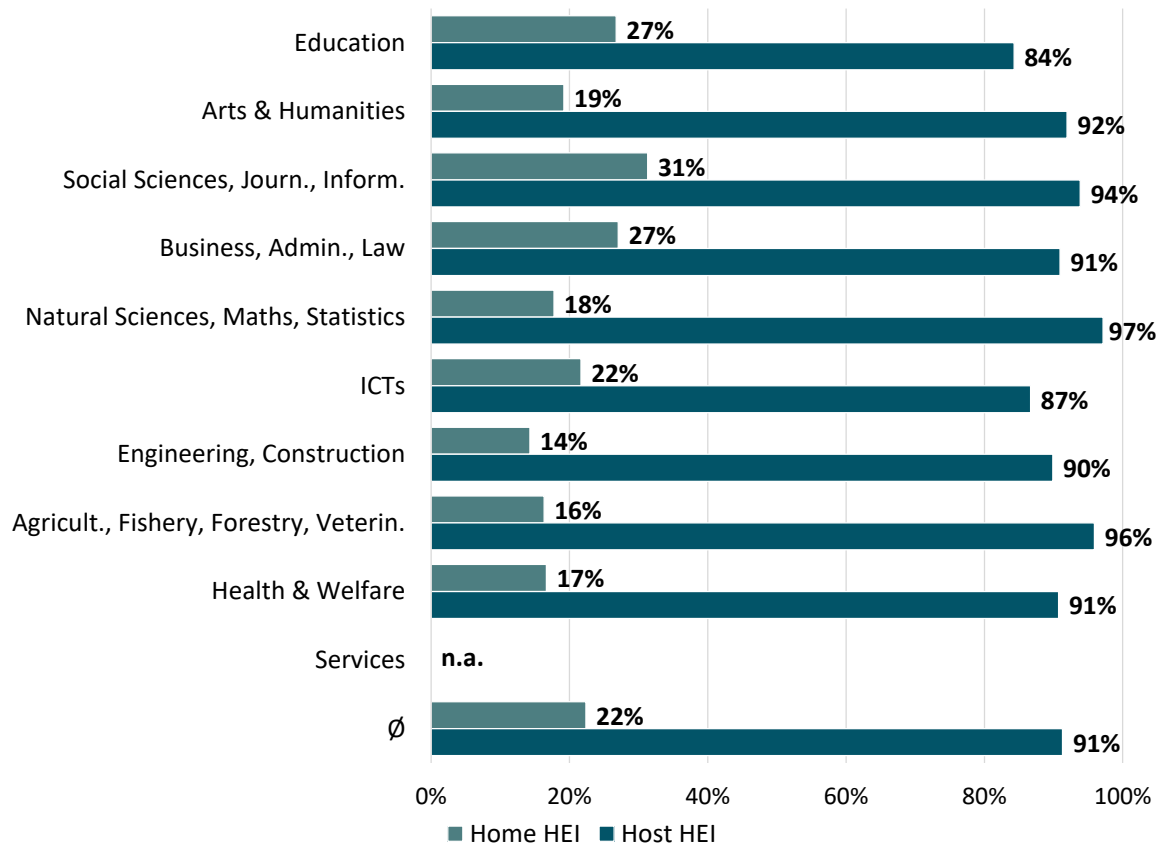
	ALB	BIH	RKS	MNE	MKD	SRB	∅
Physical infrastructure							
Home HEI	16%	24%	21%	18%	28%	25%	22%
Host HEI	93%	93%	90%	89%	88%	92%	91%
Digital infrastructure							
Home HEI	15%	22%	19%	18%	27%	20%	20%
Host HEI	89%	85%	88%	82%	82%	85%	86%

The proportions of respondents who selected categories 4 and 5 on a scale from 1 (very unsatisfying) to 5 (very satisfying) are shown. ∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

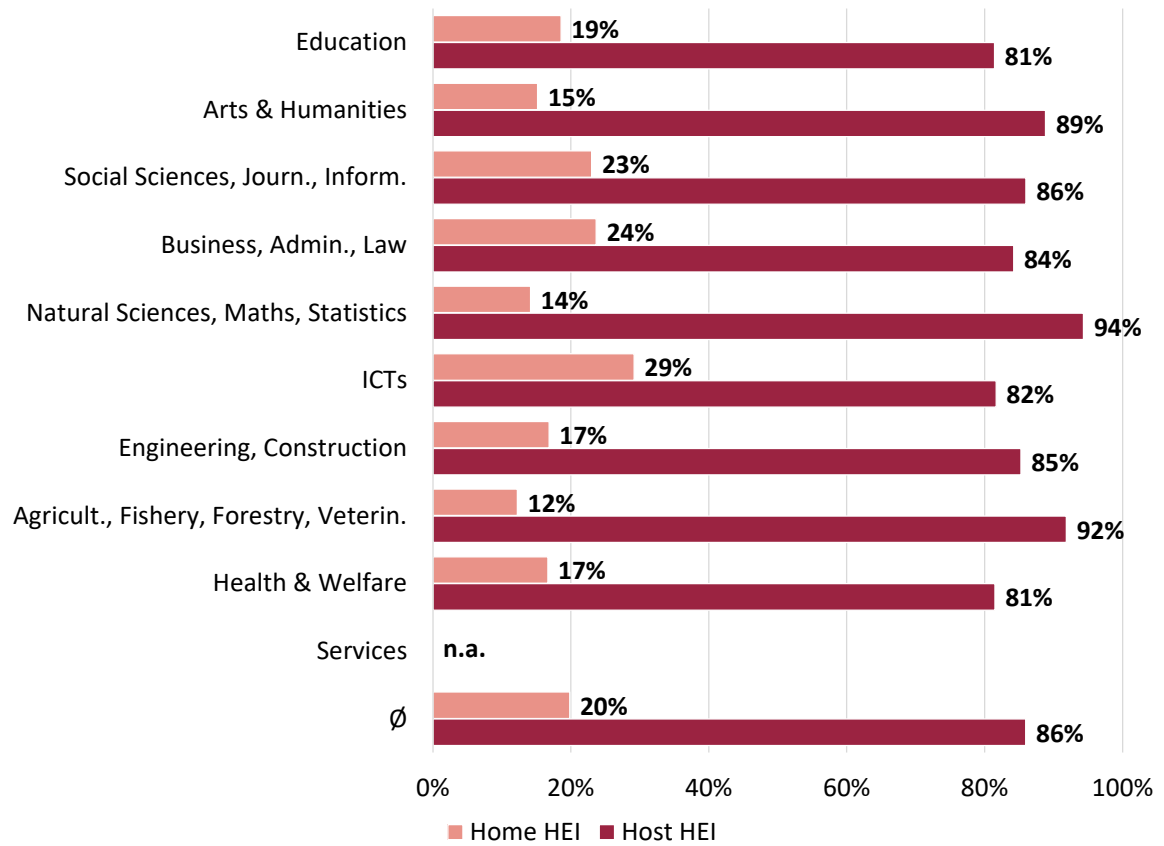
Since the required infrastructure is depending on the field of study, the evaluation **by field of study** is shown in Figure 24. Respondents who studied Engineering & Construction, Agriculture, Fishery, Forestry & Veterinary, Health & Welfare, and Natural Sciences, Mathematics & Statistics give the poorest scores for their home HE institutions' physical infrastructure. In addition, respondents from the field of Arts & Humanities give the lowest ratings for the digital infrastructure of their home institution. The largest differences between the infrastructure in the home country and outside the WB are indicated by respondents from the field of Agriculture, Fishery, Forestry & Veterinary and Natural Sciences, Mathematics & Statistics: for both physical and digital infrastructure, there is an 80-percentage point difference in satisfaction between home and host HE institution. In both subject groups, almost all respondents are satisfied with the infrastructure at the host HE institution, while for the WB countries this is only true for about 15% of the respondents. The physical infrastructure is rated a little better than the digital one. While respondents from the fields Engineering & Construction and Health & Welfare perceived differences mainly in the physical infrastructure, respondents from the field of Education experienced a greater difference in the digital infrastructure.

Figure 24: Physical infrastructure rating as (very) satisfying: home vs. host higher education institution by field of study



The proportions of respondents who selected categories 4 and 5 on a scale from 1 (very unsatisfying) to 5 (very satisfying) are shown.
 ∅: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).
 Source: WBAA Tracer Study 2021.

Figure 25: Digital infrastructure rating as (very) satisfying: home vs. host higher education institution by field of study



The proportions of respondents who selected categories 4 and 5 on a scale from 1 (very unsatisfying) to 5 (very satisfying) are shown.
 ∅: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).
 Source: WBAA Tracer Study 2021.

8. Multivariate Analysis

8.1. What role does mobility play in job satisfaction?

In order to answer this question, we conducted an exploratory multivariate analysis, more precisely a linear regression, using the data of all respondents who have a job (even if it is a part-time job alongside their studies, as otherwise the case number would be too small). For this kind of analysis, reference categories have to be defined for each categorical variable included in the model. As a result, we receive information about the influence of individual factors on job satisfaction – while keeping all other variables in the model constant (i.e., all specifications are identical and only the factor under consideration differs).

The dependent variable of the model is the self-assessment of job satisfaction (from 1 "not at all" to 5 "very satisfied").

As independent variables in this exploratory model we consider sex (reference: female), highest degree obtained so far (reference: no degree), field of study (reference: education), country of origin (reference: Serbia), region of mobility (reference: Scandinavia), region of workplace (reference: neither EU nor WB), type of employer (reference: neither university, non-university research, public administration, NGO/NPO, international organisation nor business sector), two assessments of the impact of mobility on the job, job (mis)match (reference: double mismatch), number of semesters of mobility, indices of teaching quality at the home university and at the host university(s).

The model can explain about one third of the differences (variance) in the self-assessment of job satisfaction (R^2 adjusted = 0,304), which can be considered quite good. The full model can be found in the annex on page 105.

Factors that have a significantly *positive* influence on job satisfaction:

- A job within an international organisation
- The more strongly the statement "I would not have my current job without the skills and competencies acquired through my study experience abroad" is agreed with
- The more strongly the statement "I use the knowledge and skills obtained during my study experience abroad in my current job" is agreed with (this is the second strongest influencing factor)
- Both a double and a single match (vertical or horizontal) have a positive influence (compared to a double mismatch). This factor has the strongest influence.
- The average rating of the quality of the teachers at the home university

Factors that have a significantly *negative* influence on job satisfaction:

- The relatively small field of study Agriculture/Veterinary has a negative influence (compared to Education).
- Bosnia and Herzegovina as country of origin (compared to Serbia)
- A mobility stay outside the EU (compared to Scandinavia)
- A job in public administration

Factors that have (practically) no influence on job satisfaction:

- Sex
- Highest degree
- Field of study (with the exception of Agriculture/Veterinary)
- Country of origin (with the exception of Bosnia and Herzegovina)
- Location of host university (as long as it is in the EU)
- Place of work
- Type of employer (with the exceptions of public sector (negative effect) and international organisations (positive effect))
- Number of semesters of mobility
- Average rating of the quality of teachers at the host university

In summary, it can be said that job satisfaction (in this model) is not affected by sex, country of origin, field of study, degree level, place of work and the type of employer (with the exceptions of a negative impact of working in the public sector and the positive impact of working for international organisations. Nevertheless, **a positively experienced stay abroad in the EU has a major influence on job satisfaction, regardless of how long it lasted**. A highly rated **quality of the teaching** at the home university also has a positive influence on job satisfaction, but not the quality of teaching at the host university (probably because students study longer at the home university on average).

8.2. What factors influence satisfaction with student mobility?

As the vast majority of respondents is very (76%) or fairly (19%) satisfied with their stay abroad, this question is difficult to answer. With only little variance in an assessment (no scattering of the answers), it is hardly possible to identify influencing factors contributing to this positive result. Nevertheless, we calculated an exploratory multivariate model (linear regression) to see whether an identification of particularly positive or negative factors is possible.

The dependent variable is general satisfaction with the last mobility experience (1= not at all; 5= very satisfied). Sex, field of study (reference: education), country of origin (reference: Serbia), region of the last stay abroad (reference: Scandinavia), 20 possible motives for the stay abroad, duration of the last stay abroad and indices of the quality of the teachers at the home and the host university were used as independent variables.

As expected, the overall model has a rather low explanatory power, even though it is considerable regarding the low variance in the dependent variable (R^2 adjusted = 0,17). The focus is therefore on the exploratory analysis of the potential individual influencing factors. When all other independent variables are held constant, then the following significant effects appear (full model on page 106):

Factors that have a *positive* effect on satisfaction with the stay abroad:

- All fields of study (compared to Education), with the exception of "Services". The strongest effects are observed in "Business/Law" and "Art/Humanities".
- The following motives for studying abroad: "Increasing my knowledge in a field or subject I have already studied" and "Access to a better education system"
- The quality of the teachers at the host university (greatest effect on satisfaction with the stay abroad)

The only **negative effect** on mobility satisfaction is the quality of the teachers at the home university. The higher this is assessed, the lower the satisfaction with the stay abroad.

All other variables included in the model have no significant effect. This applies above all to sex, country of origin, region of the host university, the duration of the stay abroad and, to a large extent, the motives for going abroad (with the two exceptions mentioned). This means that **everyone can experience a very positive stay abroad anywhere** (which is also reflected in the high level of satisfaction), but **satisfaction depends the most on the teachers** at the host university.

8.3. What is the social outcome of mobility?

8.3.1. The example of "standing against discrimination and intolerance"

Comparable to the model on satisfaction with mobility in general (see 8.2), a very high proportion of respondents also indicate that their mobility stay has improved "my commitment against any kind of discrimination and intolerance" (dependent variable) strongly (52%) or rather (25%) on a five-part scale. As the variance in this variable is therefore low, a multivariate model (linear regression) with this dependent variable will probably also have little explanatory power. Nevertheless, we exploratively test the influence of the same independent variables as in the model of general satisfaction with mobility (see 8.2) on the commitment against discrimination and intolerance.

As expected, the model (see page 107) can only explain 8% of the (small) variance in the dependent variable (R^2 adjusted = 0,078) and only few of the tested independent variables have a significant impact on the dependent variable (if all other characteristics are constant). One of these variables is sex, as men are less likely than women to state that their resistance to discrimination and intolerance was strengthened by studying abroad. Compared to respondents from Serbia, mobility graduates from Kosovo and Albania state this significantly more frequently. Moreover, a positive influence is observed for the study abroad motives "Opportunity to develop new soft skills" and "Multicultural study and social environment". Again, the greatest influence can be seen in the quality of the teachers at the host university.

The field of study, the region of the stay abroad, 18 of the 20 mobility motives surveyed, the duration of the stay abroad and the quality of the teachers at the home university have no significant influence.

Studying abroad thus contributes to greater resilience against discrimination and intolerance for the vast majority of respondents, particularly respondents from Albania and Kosovo, as well as those who expect to improve their soft skills and/or multicultural understanding by studying abroad. The effect is smaller for men than for women. However, it should be noted that a mobility stay cannot increase resistance to discrimination/intolerance of respondents who are of the opinion that this characteristic was already strongly pronounced in them before the mobility. Hence, the absence of a visible impact from a mobility stay does not necessarily indicate less individual commitment to fighting discrimination and intolerance. As with the other explanatory tested models, this case also shows that the increase in resilience depends most strongly on the **quality of the teachers**, in this case those at the host university.

8.3.2. The example of "improvement of critical thinking"

The question of whether the stay abroad improved the skill to think critically was only asked with yes/no answers and not on a 5-point scale (dependent variable). Therefore, a logistic regression was calculated for this explanatory model. 57% of those surveyed indicate that their time abroad improved their skills to think critically, while 43% do not agree. This may mean that the respondents already rated their critical thinking skills as high before their stay abroad (so that the mobility did not lead to any improvement) or that the mobility did not lead to any improvement in this respect. The former aspect might serve as an explanation why this model (see page 108) offers a rather low explanatory value (Nagelkerke $R^2 = 0,125$). The same independent variables as in the other mobility-related models were used here.

The skill to think critically increases significantly more frequently among respondents from Kosovo and North Macedonia (compared to Serbia) as a result of their stay abroad. Also, if one of the motives for the stay abroad is "Increasing my knowledge in a field or subject I have already studied", it is more likely that critical thinking is encouraged. However, if one of the motives is "Good experiences abroad made by others", it is less likely that the stay abroad promotes critical thinking. The better the quality of the teaching at the home university is rated, the less likely it is that critical thinking skills will improve as a result of a stay abroad. The opposite is true for the quality of the teaching at the host university: the better the rating is, the more likely it is that the stay abroad improves the ability to think critically.

Sex, fields of study, most of the motives surveyed and the duration of the stay abroad have no influence on the improvement of critical thinking (although a longer stay also tends to increase the probability that the ability to think critically improves. However, with $p=0,094$, this effect is not significant within the 5% error probability).

According to their own statements, **a stay abroad has helped more than half of those surveyed to improve their skills to think critically**. This applies (if all other characteristics are identical) above all to respondents from Kosovo and North Macedonia and to students who want to improve their professional knowledge abroad. However, as with the other models, how the **quality of the teaching** is assessed is of particular importance: If it is rated high at the home university, there is a low probability of improving critical thinking skills by studying abroad, but if it is rated high at the host university, the probability of improving critical thinking skills is also very high.

9. Respondents' recommendations for higher education in the Western Balkans

When constructing the questionnaire, it was assumed that graduates who studied abroad are familiar with at least two different higher education systems (the one in the home country and one or more in the host countries). This enables them to compare the various systems, identify differences and evaluate under which conditions their own learning experience was more successful. Thus, mobility graduates can be considered *the* experts who can make recommendations for improving the higher education system in their home country. In total, the recommendations presented here are based on countless (learning) experiences in 63 different countries – a more comprehensive basis for comparison to the domestic higher education systems would be hard to find. This list of recommendations therefore offers a great opportunity to identify central topics where reforms need to be implemented.

The creation of a well-founded recommendation list was the core idea behind the implementation of the presented WBAA tracer study. This idea came from some WBAA members themselves. Numerous of their (former) fellow students followed this idea and enthusiastically contributed to the development of these recommendations. Many emphasised that their stay abroad had been beneficial for them personally, as well as for their careers, and felt that their home university, the higher education system, and thus future students in their home countries should also benefit from their experiences abroad.

It should also be emphasised that the mobility alumni did not only propose particularly expensive measures. Several of the suggestions refer for example to changes in the curriculum or in the behaviour of teachers, which could be implemented very cheaply, but could nevertheless have a great impact on the higher education system.

Respondents were first asked to select the points where they see the most urgent need for reform in their home country from given lists. They then described their recommendations in more detail in their own words in open text fields. Recommendations were grouped around six topics: study organisation, modes of teaching/ learning, teaching system, curricula, the student support system, and the higher education system. In every field, participants could select up to three options.

9.1. Most frequent recommendations

The Top 3 recommendations overall are:

1. **Practical application of knowledge**
2. **More or stronger practice-orientated courses**
3. **Modernise infrastructures at universities**

The measures selected most frequently for each of the six topics are shown in Table 33. In summary, from the perspective of the surveyed mobility students and alumni, it is most important to strengthen the orientation towards **graduate employability** in various ways, to improve the **relationship between teachers and students**, i.e., by supporting a more egalitarian atmosphere and fostering communication through inclusion of students' views in teaching modes, as well as

investing in the modernisation of **technical infrastructure** (e.g., online availability of scientific texts, labs, equipment).

Table 33: Most frequently recommended measures (by more than 50% of respondents)

Study organisation	More freedom in choice of courses
	Facilitate student involvement in research projects
	Facilitate transition to labour market
Modes of teaching/ learning & teaching system	Student-teacher discussions
	Practical application of knowledge
	Implement modern teaching methods, e.g., group discussions, group assignments ¹
	Teachers should encourage more critical thinking/ give more impulses for developing own opinions ¹
Curricula	More or stronger practice-orientated courses
	More courses to train soft skills
	More courses with an interdisciplinary approach
Student support system	Provide career support
	Facilitate internships abroad and study mobility ¹
Higher education system	Modernise infrastructures at universities
	Improve research support

¹Selected by over 40% of respondents.

Source: WBAA Tracer Study 2021.

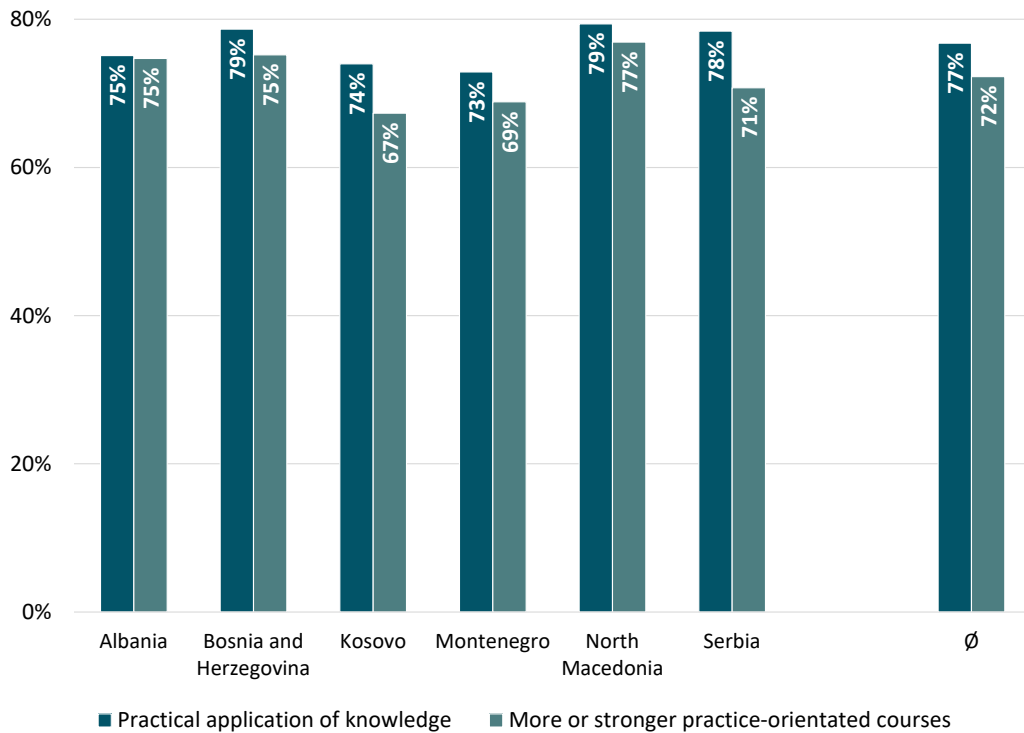
Especially in the study field of **Natural Sciences, Mathematics & Statistics**, some recommendations are mentioned more frequently than on average, namely the following:

- Facilitate student involvement in research projects
- Facilitate transition to labour market
- Practical application of knowledge
- Provide career support
- Improve research support
- Modernise infrastructures at universities

9.1.1. Practice orientation

The recommendation for more practice-orientated courses in the curricula is surprisingly uniform across countries of origin and fields of study. Similarly high across all Western Balkan countries is the recommendation to increase focus on the practical application of knowledge in the modes of teaching/ learning, albeit with some differences by field of study (see Figure 26 and Figure 27).

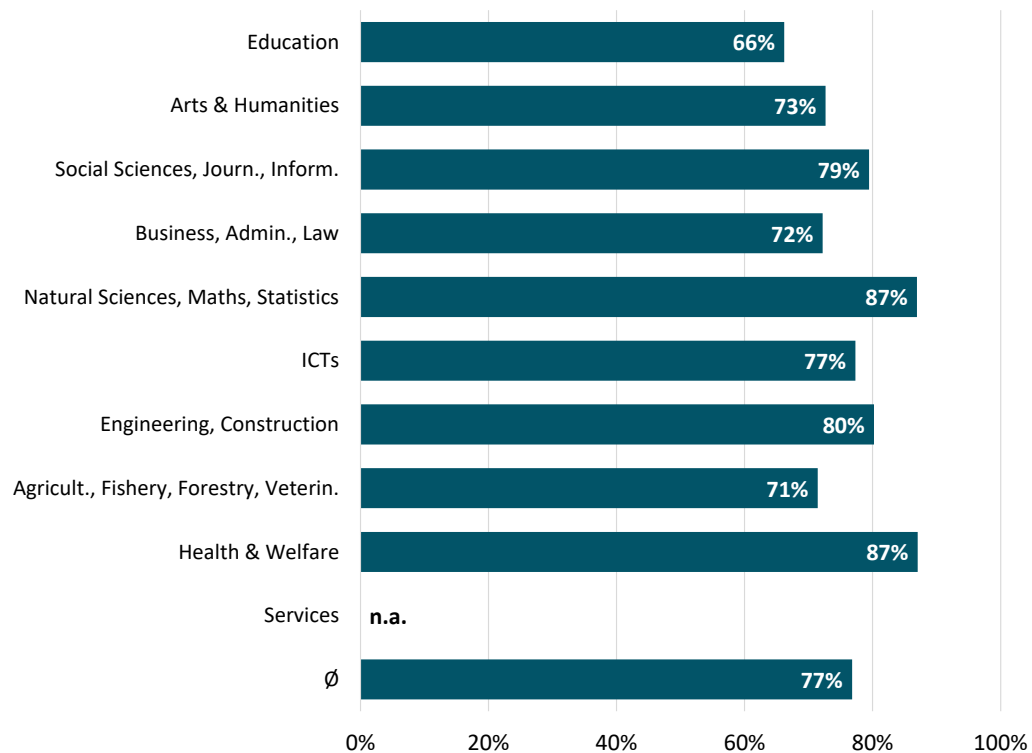
Figure 26: Recommendation to shift to more practical application of knowledge and practice-orientated courses by country of origin (axis cut-out at 80%)



Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

Figure 27: Recommendation to shift to more practical application of knowledge as a mode of teaching/ learning by field of study



Ø: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

In the open fields, respondents illustrate these issues more extensively. Some examples (emphasis by the study authors):

*The teaching system should include **more practical classes** that genuinely prepare students for their profession and less outdated and theoretical lectures.*

(Female from Serbia to Portugal, studied Social Sciences, Journalism & Information)

*Theoretical knowledge should also be applied in the practical world, I think we need to **have more work placements or internships** as compulsory courses at university, we should be asked to voluntarily work inside and outside University.*

(Female from North Macedonia to Turkey, studied Social Sciences, Journalism & Information)

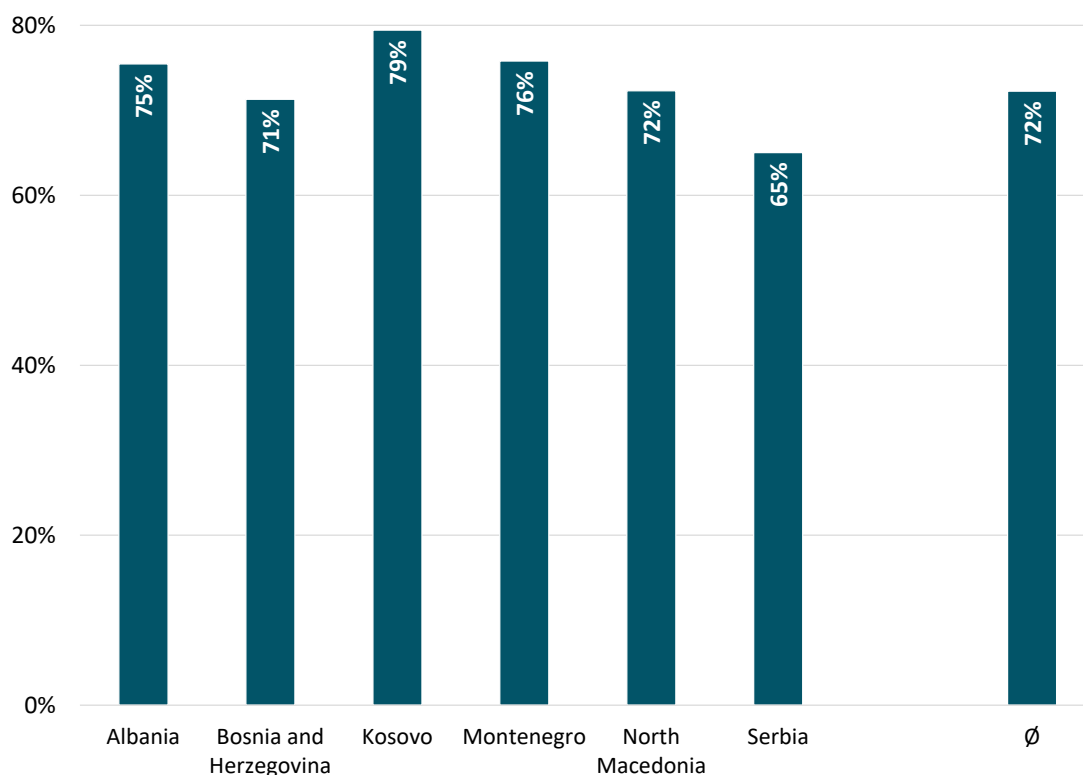
*[The] Higher educational system needs to understand that it does not exist for itself but to prepare young people for real sector (industry) and academia. Therefore, [the] aim should be not to have best students in understanding theory but good prepared students for further development in the industry or academia with **applicable, practical skills**. Concrete, that means that **more connections with the industry, companies and real research projects** should be established and those should be pursued to be more directly involved in the teaching process.*

(Male from North Macedonia to Slovenia, studied ICTs)

9.1.2. Modernising infrastructure

Support for modernising university infrastructure is similarly high in most Western Balkan countries – about three quarters of respondents recommend this measure in their higher education system, with a slightly lower proportion from Serbia, where ‘only’ two thirds do so (see Figure 28).

Figure 28: Recommendation to modernise infrastructure at higher education institutions by country of origin (axis cut-out at 80%)

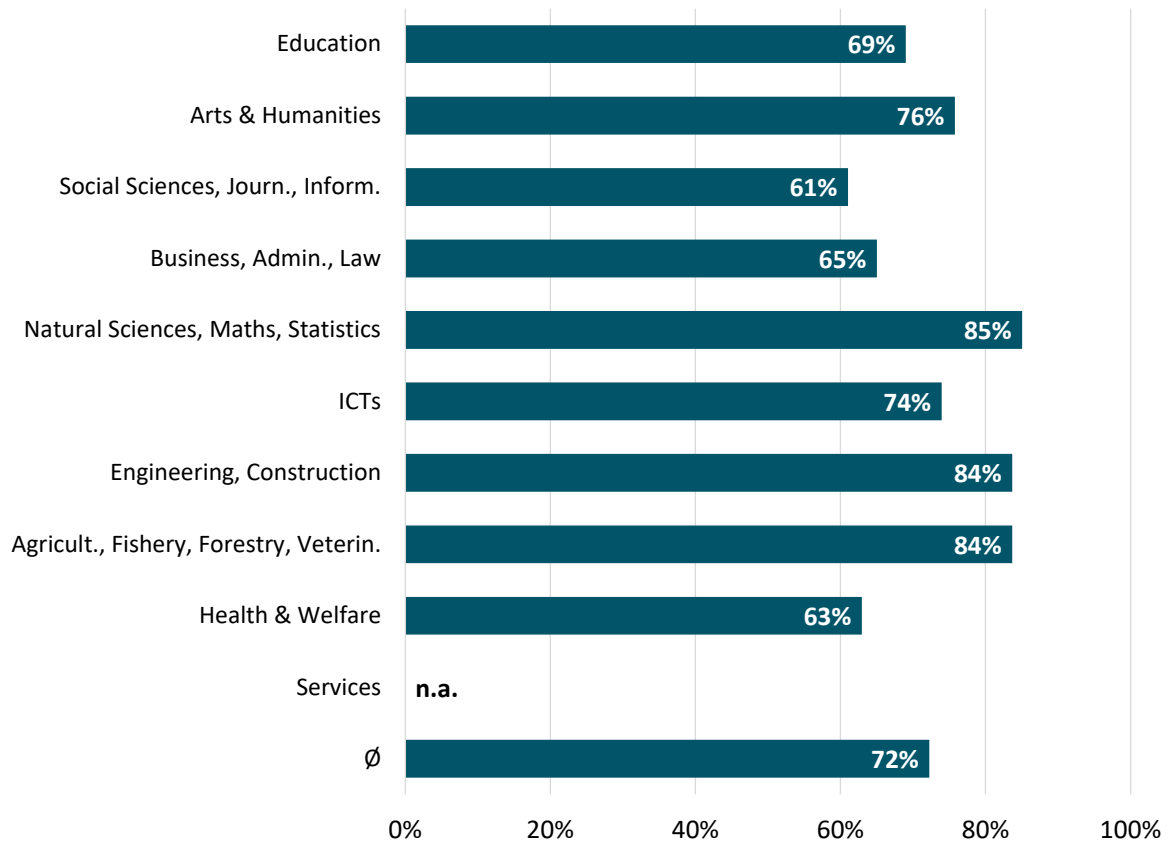


Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

This measure is not only recommended more often than average by respondents in the field of Natural Sciences, Mathematics & Statistics but also in Engineering, Manufacturing & Construction, Agriculture, Forestry, Fisheries & Veterinary (see Figure 29).

Figure 29: Recommendation to modernise infrastructure at higher education institutions by field of study



Ø: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

In the open fields, the need for improvement of infrastructure is a frequently mentioned theme: This includes providing more availability of digital resources, software and hardware, more learning spaces, libraries, and laboratories as well as more library resources. Some examples (emphasis by the study authors):

*Every university should have facilities like public **libraries**, with enough studying material, **class-rooms where students can study** in the breaks between lectures, and also meet if they have some problem that they need to solve together, **computer rooms** with free access to different software where students can practice their skills. [...]*

(Male from Serbia to Poland, studied Engineering, Manufacturing & Construction)

*Use of **digital learning platforms** and access into **digital library** needs to be increased.*

(Female from Montenegro to Slovenia, studied Services)

*[...] It is necessary to provide places at each of the faculties that will be a **place for learning, project development and spending time between lectures**. [...] **Libraries, canteens, and rooms like this are something necessary.***

(Female from Bosnia and Herzegovina to Germany, studied Engineering, Manufacturing & Construction)

9.2. Selected recommendations in more detail

In the following sections, recommendations for the improvement of various aspects of the higher education system are outlined. On the one hand, through respondents' open answers, and on the other hand, selected suggestions from structured questions showing a higher degree of differentiation – either by countries of origin or fields of study – are presented in the figures.

9.2.1. Exams and administrative processes

Recommendations for a higher diversity of examination methods and the improvement of administrative processes are also voiced in the open fields; moreover, the modernization and internationalisation of the universities are of interest to the respondents. For example (emphasis by the study authors):

*I think the exams currently hold the most weight so it should be **split** into more smaller **exams**. And also, the point is not to memorise the information but to know where to search it and how to understand it. Programming **exams** should be done **with internet access as in a real environment***
(Female from Albania to Sweden, studied ICTs)

*Modernise in every aspect – from **content** that we are being taught at the faculties to the **administration processes** at the level of university. Open more towards other countries by having more **international collaboration** with other Universities from all over the world. Have more **international exchange options** for students.*
(Female from Serbia to Slovenia, studied Business, Administration & Law)

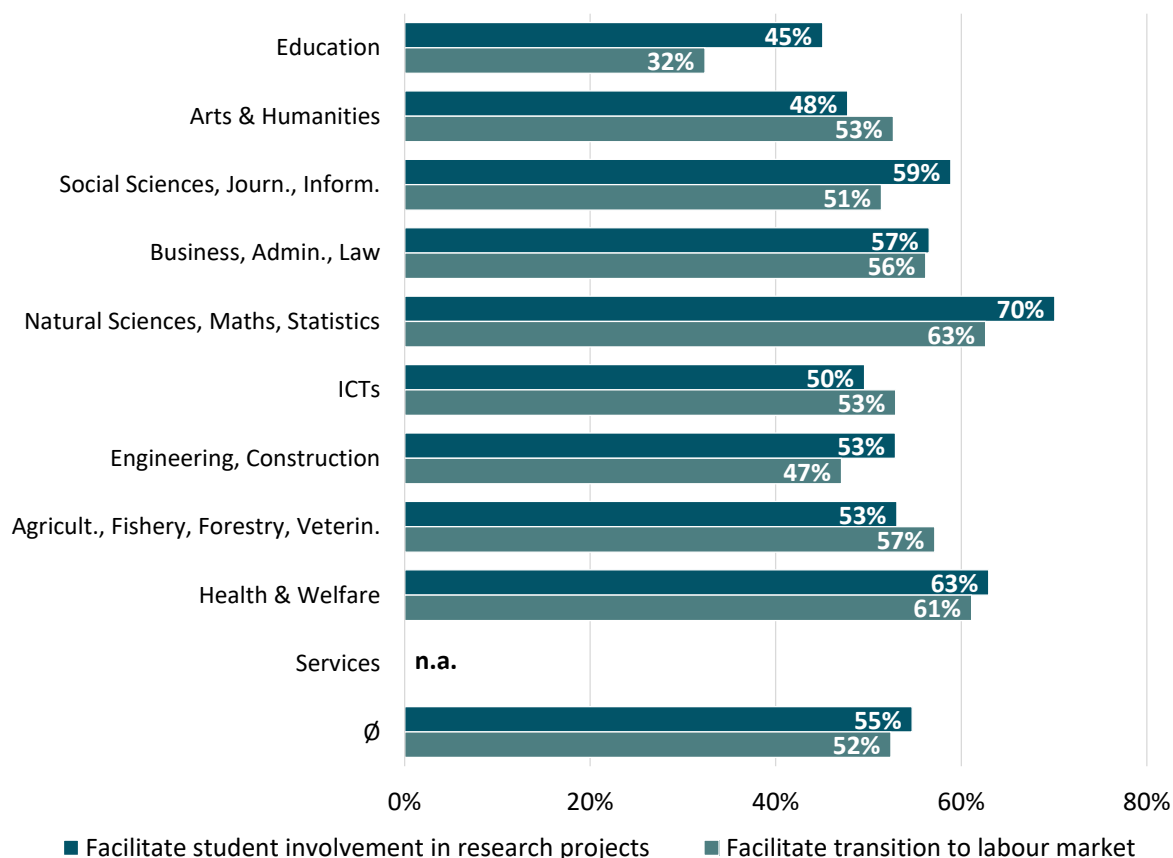
*I can only speak for my university. [...] I believe it is important to improve the **administrative procedures** and make them more accessible and clearer for students.*
(Female from North Macedonia to Sweden, studied Social Sciences, Journalism & Information)

*I suggest the organisation of different events and activities like excursions, sports, contests etc., from university offices, organisations, or departments, in order to involve students together **outside the formal academic atmosphere** of university.*
(Male from Albania to Turkey, studied Business, Administration & Law)

9.2.2. Student involvement in research & labour market integration

Recommendations to facilitate student involvement in research and to support the transition to the labour market are most often made by respondents in the Natural Sciences, Maths, and Statistics, followed by those in Health and Welfare. Overall, more than half of respondents recommend these measures (see Figure 30).

Figure 30: Recommendation to facilitate student involvement in research projects and the transition to the labour market, by field of study (axis cut-out at 80%)



∅: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

The following open answers are illustrative (emphasis by the study authors):

*Involving students in the education process such as hiring **students as teaching assistants** during their studies is a pivotal turning point currently needed. This will help the education interest and lower the burden on current teachers. Also, distinguishing between students providing education and doing practical work is needed in the field of teaching assistants vs. research fellows.*

(Male from North Macedonia to Slovenia, studied Education)

*There needs to be a bigger cooperation with the private sector (such as visits, lectures from experts, open days...) so that the **transition from graduating** to being employed is eased. Practical lessons need to be increased – there is too much theory. Practical lessons need to be more focused to gaining **skills that the industry is asking for**.*

(Male from North Macedonia to Bulgaria, studied Engineering, Manufacturing & Construction)

9.2.3. Modes of teaching/ learning & the teaching system

Respondents reporting *critical thinking, problem-solving skills, decision making, and new learning strategies* as one of the domains that improved most as a result of their mobility experiences most frequently recommend the following modes of teaching and learning to be used more often in the Western Balkans:

- a more **practical application** of knowledge
- more student-teacher **discussions**
- creation of **new knowledge**
- **group/ project work** with other students

In the open answers, respondents report the need for changes in student-teacher relationships; corruption, a lack of didactical competencies, and hierarchy are pointed out in this context, with participants advocating for the improvement of teachers' competencies (emphasis by the study authors):

*The teaching system is very old and dated. Books and lectures are not engaging nor relevant. Professors are **not respectful** and sometimes can be insulting. New and associated professors should be chosen based on their skills and knowledge instead of **relationships and political connections**.*
(Female from Serbia to Lithuania, studied Business, Administration & Law)

*I think that before we implement any new tactics, there needs to be a shift in the mentality. A lot of professors have an air of **self-importance and indifference** to student problems, which makes it difficult to accept and/ or implement new ideas. It's their way or the highway. [...]*
(Female from Serbia to Iceland, Social Sciences, studied Journalism & Information)

A lot of professors should be updated and more serious when it comes to teaching and working with the students. (Male from Montenegro to Germany, studied Arts & Humanities)

*[...] The issue is **nepotism and corruption**, as well as the fact that not all students are treated equally. For example, family relationships between professors and some students have a significant impact on their grades and opportunities for those students to stay at university/ get a better career after graduation. Everything, in my opinion, should be fair and based on predefined criteria (grades, CV - languages, engagements during the life). [...]*
(Female from Serbia to Switzerland, studied Engineering, Manufacturing & Construction)

*Only way to improve education in University of [...] at the Faculty of [...] is to employ people who are willing to work with the students, **teachers who love their job**. At the moment, most of teaching stuff are not interested in their work. Unfortunately, there is a lot of nepotism at all Universities in Serbia.* (Female from Serbia to Poland, studied Health & Welfare)

*There is lack of social **interaction between professors and students**. It makes it harder for students to approach some professors.*
(Male from Kosovo to Poland, studied Social Sciences, Journalism & Information)

*I generally believe that we have quality education in Serbia, but that the approach to education is still too traditional where school is perceived as a place you fear, a place of **authority**, and it should be a place you have respect for, and you know why you are there, but that place should also provide you with **engaging activities**, extracurricular events, a **sense of community**, a sense of belonging. There is a missing link between students and our universities – yes, they should keep their traditional role, but let's try to make them more student friendly and beneficial to all their aspects of life, not just the educational.* (Female from Serbia to Italy, studied Arts & Humanities)

9.2.4. Curricula: Content of courses within a programme

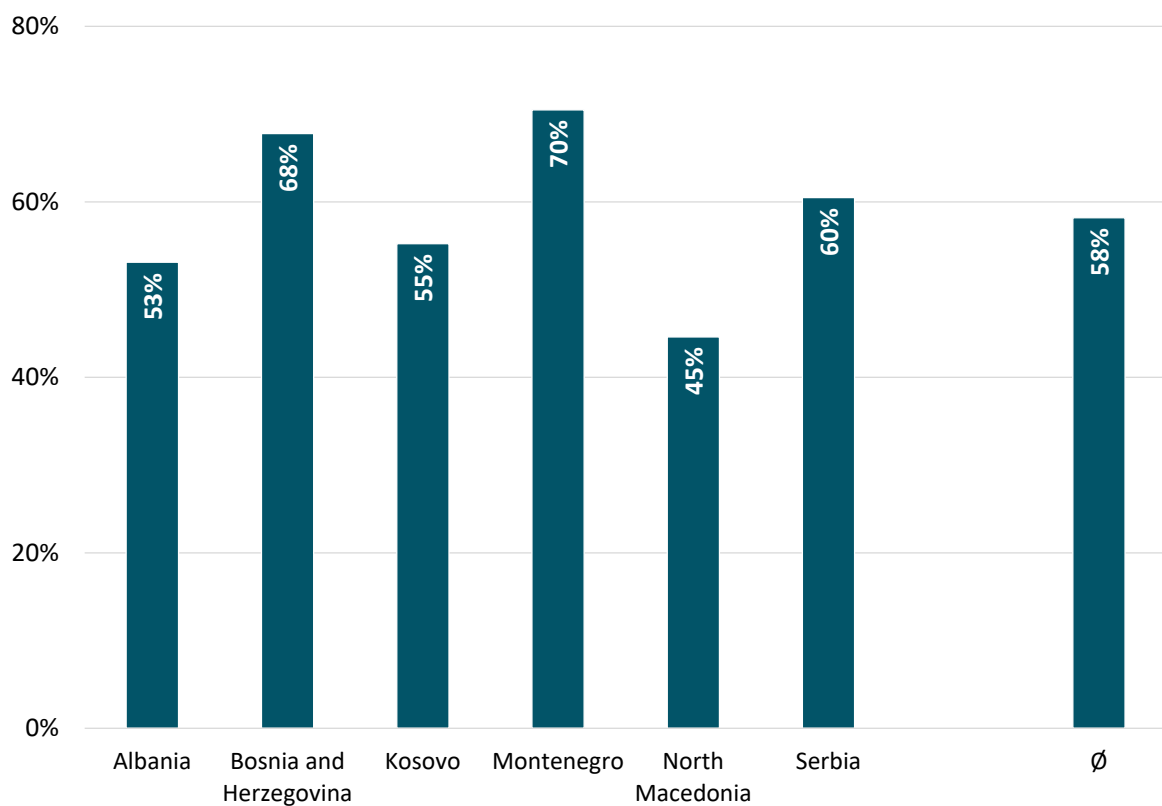
Respondents voice issues with the general structure of curricula and suggest more specializations in current fields and interdisciplinary courses as well as a shift to more practical learning including

field experience and focus on problem-solving skills. This is the case in structured questions, as well as in the open fields, as the following examples show (emphasis by the study authors):

*Teaching methods are usually very traditional. The professors are usually giving the same classes for ages and there is a big problem with not following the **ongoing trends** in the area of studies. We would rarely discuss the problems that are happening in our environment regarding topics of the study, but we would probably follow the book material which is irrelevant compared to the things that we can speak about and that are **current topics** at that particular moment.*
 (Male from Bosnia and Herzegovina to Spain, studied Business, Administration & Law)

More language courses. More practical courses. More optional courses.
 (Female from Montenegro to Slovenia, studied Services)

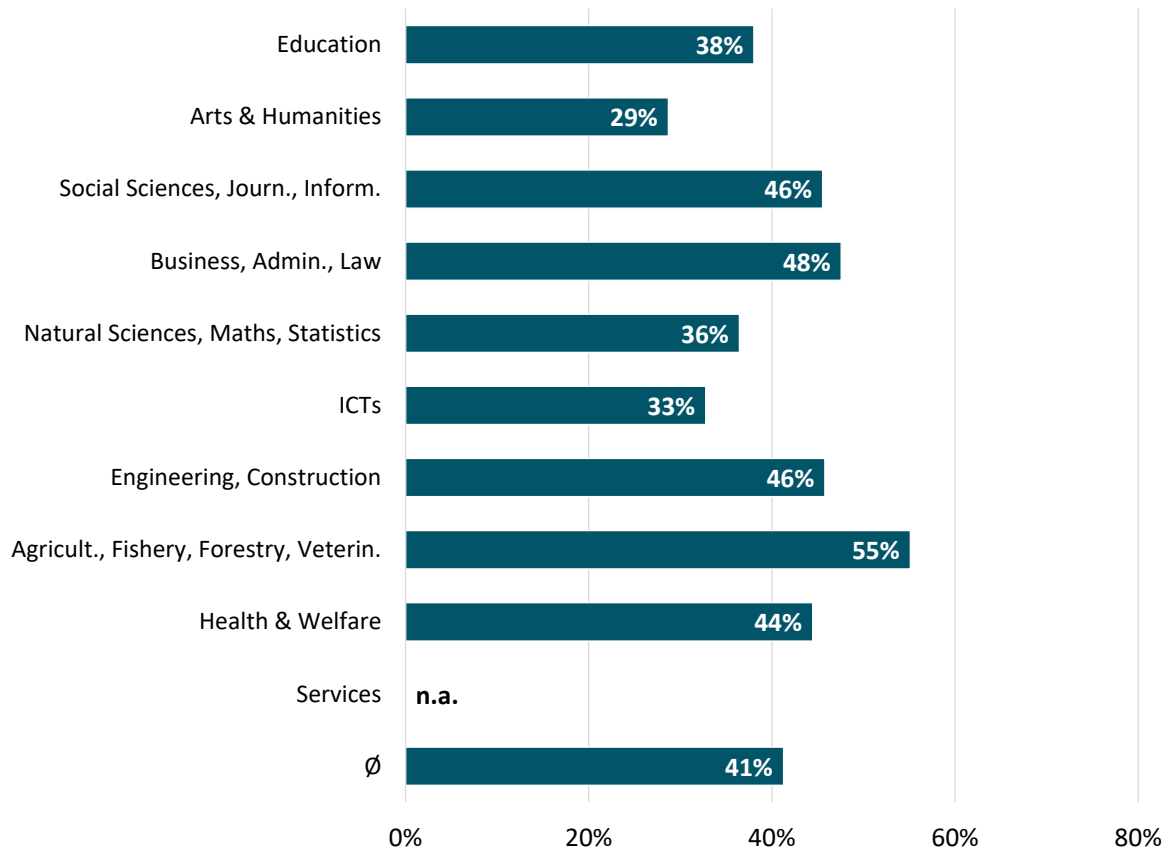
Figure 31: Recommendation to shift to more freedom in the choice of courses by country of origin (axis cut-out at 80%)



Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

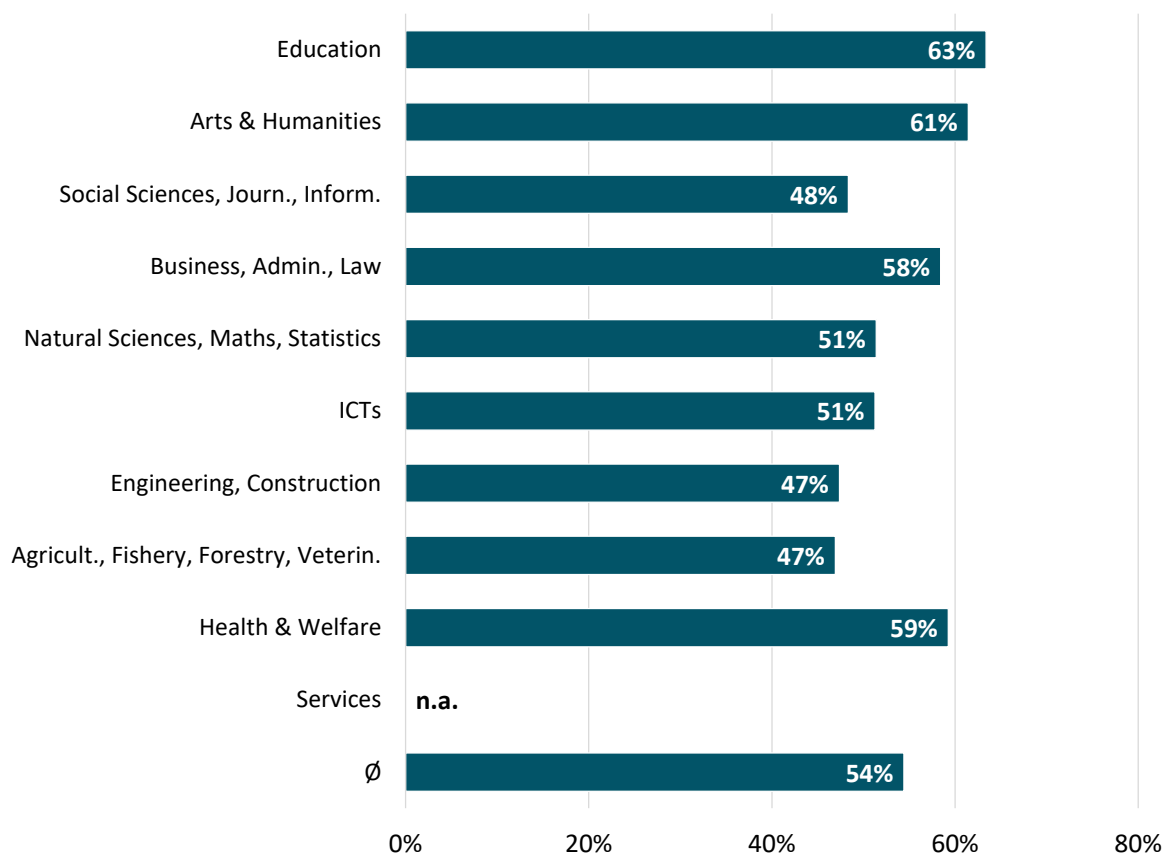
Figure 32: Recommendation to shift to more courses in foreign languages, especially in English, by field of study (axis cut-out at 80%)



∅: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

Figure 33: Recommendation to shift to more courses that train soft skills by field of study (axis cut-out at 80%)



Full item text: More courses to train soft skills (e.g. communication skills, teamwork/ leadership skills, critical thinking, organisational skills).

∅: Size ratios between the fields could not be corrected with the help of register data, so this is the average of all respondents, not fields (see Chapter 2).

Source: WBAA Tracer Study 2021.

9.2.5. Student support system

Along with suggestions for the improvement of the higher education system, respondents were also asked for suggestions on how to improve the support system of their university. Open answers focus on a need for more psychological support and guidance, as well as financial support. This includes providing more opportunities for scholarships and internships in the study locations as well as abroad, career counselling, legal support, and the implementation of a student council. Universities' willingness to take student complaints seriously and support for students with disabilities are described as lacking, as the following examples illustrate (emphasis by the study authors):

*[...] Additionally, there should be some type of support system for students, there is not enough awareness around **mental health**. Whether it is through counselling or a project, it is important to break the stigma surrounding mental health and teach students how to take care of their own. (Female from North Macedonia to Sweden, studied Social Sciences, Journalism & Information)*

***Complaints offices** are established in some specific faculties but usually students do not trust them. Those offices should be promoted more and have credible persons who will not leak information. (Male from Kosovo to Poland, studied Social Sciences, Journalism & Information)*

No internship is provided for students at the University of [xxx] in the frame of Erasmus, like what is offered for other states, [...] e.g. I had friends who had the opportunity to apply for internships outside their state offered by Erasmus.

(Male from Kosovo to Austria, studied Social Sciences, Journalism & Information)

*I want to underline the bad conditions of studying at the University [...]: the students do not get enough **support (administrative nor psychological)**, the relationship between the teachers and the students is borderline **authoritative**, students do not have, or have **limited access to the libraries** which are completely underfunded, the students do not develop sufficient skills for the professional road ahead of them, the curriculum seems like school because of the frontal lecturing and the obligatory classes, not to mention the **corrupt system** and incompetent administrative staff.*

(Female from Bosnia and Herzegovina to Germany, studied Arts & Humanities)

The high level of satisfaction concerning respondents' experiences studying abroad (see Figure 16) also increase the wish to create more opportunities for mobility and student exchange programmes. This includes both more financial support for outgoing students and facilitating the participation in mobility programmes, especially for students with disabilities. Moreover, some respondents would prefer if information about exchange programmes was more readily available, e.g. (emphasis by the study authors):

Mobility chances and options are not visible enough in Serbia. Only few study advisors talk about it and they do not encourage students enough to take a chance to learn more about themselves and their field of study by living and studying abroad.

(Male from Serbia to Sweden, studied Engineering, Manufacturing & Construction)

*I would like to add that, for us, students from the Western Balkans is quite hard to continue our studies, the master ones, outside our countries. I would much appreciate having the chance of more **scholarships** that are fully funded.* (Female from Kosovo to Italy, studied Arts & Humanities)

9.2.6. Grants and scholarships

More than half of respondents from North Macedonia recommend providing more grants and scholarships, and 45% or more of participants from Albania, Bosnia and Herzegovina, and Montenegro do so as well (see Figure 34). In the open questions, participants suggest that more funding of scholarships and internships not only to study in the Western Balkans, but also abroad, could improve the education system. Further, universities should be more affordable or even free for local students (emphasis by the study authors):

*Make the **[u]niversity free** for students and encourage all young individuals (with Kosovo nationality) to educate themselves. Or give young individuals (of Kosovar nationality) governmental **loans to study** (like in Germany). Whenever the student[s] [are] able to return the loans, they are obliged to do so gradually. This will enable more young individuals to study and educate themselves. Education is the key to a country's success!*

(Female from Kosovo to Germany, studied Natural Sciences, Mathematics & Statistics)

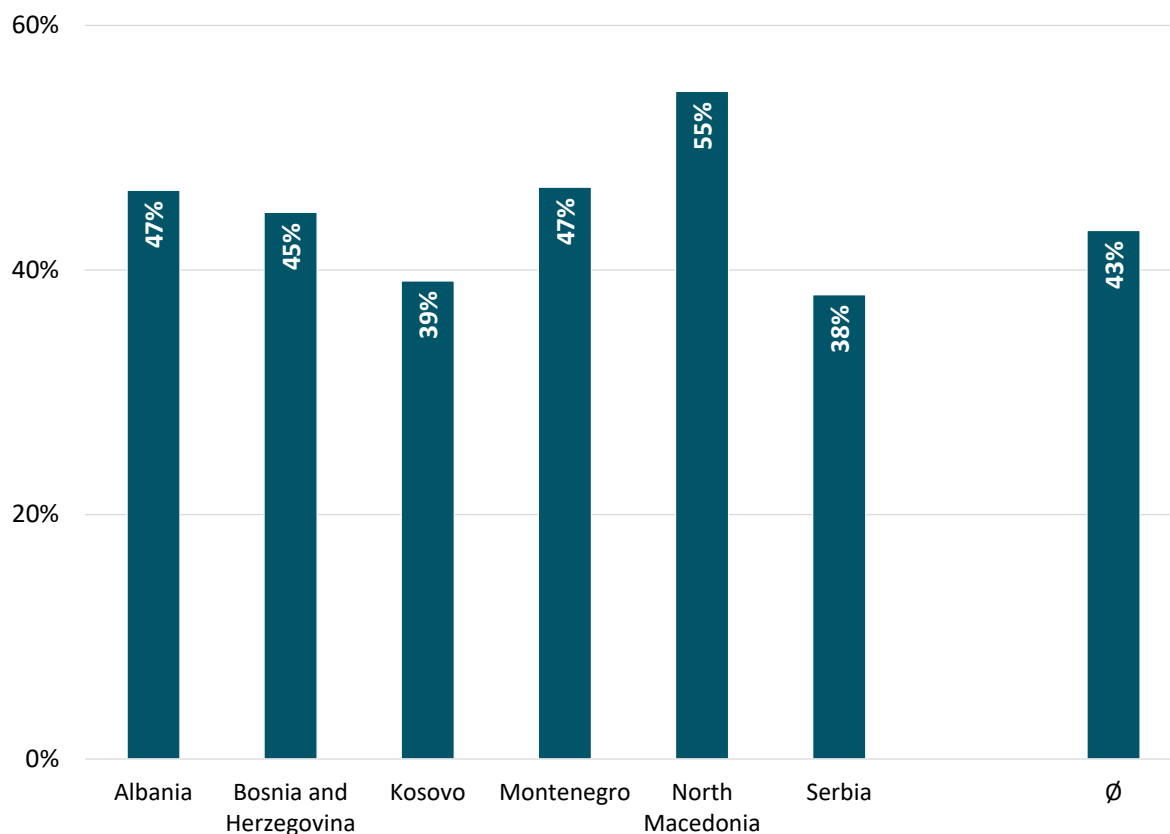
*University scholarships for **both, incoming and outgoing** students. More opportunities for student exchange, research stay or scholarships for student visits to **seminars and conferences***

(Male from Serbia to Turkey, studied Social Sciences, Journalism & Information)

[...] it would be beneficial to provide more scholarships and financial support for all students, especially those **less fortunate**.

(Female from North Macedonia to Sweden, studied Social Sciences, Journalism & Information)

Figure 34: Recommendation to provide (more) grants and scholarships by country of origin (axis cut-out at 60%)



Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

9.3. Overview of all recommended measures

Respondents were asked to choose from lists of possible recommendations the three that they consider most important for the higher education system in their country of origin in the WB (the possible answers were developed in several pre-tests with great support from WBAA members). Table 34 shows these results. It is particularly evident that the respondents are relatively unanimous in each area; everywhere there are topics that relatively many agree with and aspects that only comparatively few consider important. These most frequent recommendations are those already highlighted in chapter 9.1, Table 33. However, it may also be relevant which recommendations are less prioritised by respondents, thus all ratings are documented here. These include, for example, more online courses or blended learning, improving the student-staff ratio, more student canteens, abolishing or reducing tuition fees.

All recommendations can also be found in detail by country of origin and field of study in Appendix II: Detailed tables (Table 37 on page 121ff and Table 39 on page 140ff).

Table 34: All recommended measures by country of origin (up to three items per topic could be selected)

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Study organisation (up to 3 answers possible)							
More freedom in choice of courses	53%	68%	55%	70%	45%	60%	58%
Facilitate student involvement in re- search projects	57%	51%	58%	46%	62%	51%	55%
Facilitate transition to labour market	55%	58%	46%	49%	52%	52%	52%
More external lecturers	32%	32%	39%	38%	47%	40%	37%
More international fellows/ teachers	39%	32%	36%	39%	35%	33%	35%
Less strict compulsory attendance	21%	22%	19%	20%	15%	19%	20%
Split big exams into small ones (i.e., smaller, but more exams)	9%	10%	17%	10%	14%	16%	13%
Earlier announcement of examination dates/ deadlines	12%	13%	15%	13%	12%	10%	12%
Allow more flexible study interruption, facilitate re-entry	13%	8%	10%	7%	9%	10%	10%
Modes of teaching/ learning (up to 3 answers possible)							
Practical application of knowledge	75%	79%	74%	73%	79%	78%	77%
Student-teacher discussions	48%	57%	62%	59%	53%	57%	55%
Group/ project work with other students	40%	36%	43%	42%	40%	41%	40%
Creation of new knowledge	38%	44%	37%	37%	37%	38%	39%
Student presentations	21%	15%	17%	22%	11%	19%	18%
Blended learning	16%	10%	17%	7%	16%	13%	14%
Traditional face-to-face teaching	16%	13%	14%	7%	23%	9%	13%
Online-courses	8%	12%	7%	15%	9%	10%	9%
Theoretical, abstract learning	6%	7%	9%	3%	5%	7%	7%
Memorising knowledge/ replication	9%	3%	4%	0%	4%	4%	5%
Teaching system (up to 3 answers possible)							
Implement modern teaching methods	50%	41%	42%	47%	40%	44%	44%
Teachers should encourage more critical thinking/ give more impulses for devel- oping own opinions	38%	42%	42%	44%	42%	42%	41%
Create a culture of giving and receiving feedback between teachers and students	37%	31%	33%	26%	25%	34%	33%
Teachers should motivate students through acknowledgment/ recognition of their achievements	29%	29%	20%	35%	29%	28%	27%
Invest in field-related competencies of teachers	24%	26%	29%	16%	37%	23%	26%
Establish digital learning	25%	23%	34%	24%	18%	25%	26%
Teachers should establish a respectful in- teraction between students and teachers	31%	25%	25%	24%	27%	22%	25%
More, better, and individual mentoring for students	15%	21%	21%	42%	25%	30%	24%
Invest in teaching competencies (didac- tics) of teachers	18%	23%	24%	15%	19%	20%	21%
Improve student-staff ratio	13%	13%	14%	10%	12%	10%	12%
Teachers should take diverse student needs into consideration in the class- room	7%	10%	8%	8%	11%	7%	8%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Curricula (up to 3 answers possible)							
More or stronger practice-orientated courses	75%	75%	67%	69%	77%	71%	72%
More courses to train soft skills	55%	52%	60%	59%	50%	53%	54%
More courses with an interdisciplinary approach	45%	48%	45%	57%	47%	53%	48%
More courses in foreign languages, especially in English	40%	41%	45%	48%	38%	40%	41%
More courses to improve IT skills	39%	33%	40%	31%	37%	30%	35%
Modernise discipline-specific content of curricula	29%	32%	29%	23%	25%	31%	29%
Student support system (up to 3 answers possible)							
Provide career support	62%	60%	57%	56%	59%	64%	61%
Facilitate internships abroad and study mobility	47%	46%	47%	39%	45%	57%	49%
Provide extra-curricular student activities	32%	24%	30%	33%	28%	30%	29%
Provide better study counselling before the beginning of studies	26%	29%	36%	20%	21%	21%	26%
Increased range of tutorials/ mentoring/ learning support	22%	23%	29%	18%	25%	26%	25%
Establish a psychological counselling	13%	24%	24%	28%	26%	25%	23%
Offer better accessibility of needed information for studying	22%	18%	26%	31%	15%	21%	21%
Establish a supportive student counselling	27%	17%	20%	20%	25%	20%	21%
Establish a complaints office for students	15%	20%	13%	13%	17%	13%	15%
Provide more student canteens	11%	16%	7%	28%	18%	6%	11%
Higher education system (up to 3 answers possible)							
Modernise infrastructures at universities	75%	71%	79%	76%	72%	65%	72%
Improve research support	53%	52%	59%	50%	45%	44%	51%
Provide (more) study grants and scholarships	47%	45%	39%	47%	55%	38%	43%
Enhance administrative procedures	26%	36%	33%	19%	32%	37%	32%
Foster student involvement in higher education	22%	17%	18%	32%	18%	21%	20%
Abolish or lower tuition fees	21%	21%	5%	19%	13%	24%	18%
Increase university funding	18%	11%	18%	18%	18%	22%	18%
Acknowledge the diversity of the student body/ students' different needs when creating HE policies	14%	15%	21%	16%	15%	19%	17%
Enhance accessibility in all university buildings	12%	16%	19%	10%	15%	13%	15%

Ø: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

10. Perception of the Western Balkan Alumni Association (WBAA)

Participants were also asked if they had ever heard of the Western Balkan Alumni Association (WBAA) (Table 35). The majority says they have never heard of WBAA but state that they want to know more about it (70%). In Montenegro, more than a third of respondents are already members. In Bosnia and Herzegovina, the proportion is slightly lower at 29%, in Kosovo at 27%. In the other countries, the proportion of WBAA members among survey respondents is less than a quarter.

Table 35: Have you ever heard of the Western Balkan Alumni Association (WBAA)?

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Yes, I am a WBAA member	20%	29%	27%	34%	24%	17%	23%
No, but I want to know more about WBAA	76%	63%	68%	56%	71%	74%	70%
No, and I have no interest	4%	8%	4%	10%	5%	8%	6%
Total	100%	100%	100%	100%	100%	100%	100%

∅: Size ratios between the countries could not be corrected with the help of register data, so this is the average of all respondents, not countries (see Chapter 2).

Source: WBAA Tracer Study 2021.

11. Appendix I: Methods

11.1. Data collection

The target group for this study was defined together with WBAA: All students (not staff) who have studied in the WB and have undertaken an EU-funded study abroad period in the last (ideally up to ten) years. Not part of this definition are persons who have spent their entire studies outside the WB, since the core of the study is to compare study experiences in the WB and in other countries.

Originally, each person from the target group should have received an invitation email containing an individualised link to the questionnaire. This would have made it possible to control which group of people was taking part in the survey (namely only people from the target group). In addition, respondents would have been able to interrupt the relatively long questionnaire and continue again at the appropriate position. Unfortunately, it was not initially possible for the EU to send out the invitation emails or to provide the service provider with the contact details. Therefore, the survey concept was changed in spring 2021 and the questionnaire was re-programmed. It is now an open survey that can be accessed by anyone on the internet. The survey was promoted among WBAA members and via social media. The national Erasmus Contact Points in the WB were invited by the EU to promote the survey among their known mobility graduates as well. Intensive research was also carried out to find out whether advertisements could be placed on various social media platforms to promote the survey. However, this was ultimately rejected as the exact definition of the target group could not be implemented with the targeted advertisements and there would have been very high (and expensive) scatter losses. Additional questions were included in the questionnaire to delineate the exact target group of the survey (if not, respondents were redirected to an end page). An alternative (but more cumbersome) option was programmed for the easy interruption option through the individualised link.

The field phase was finally launched in June 2021. Despite all efforts, the response rate remained very low. But in the meantime it was possible for the EU to send invitation and reminder emails to the target group, which was done in winter 2021/22. The field phase finally ended in April 2022. However, valid data on the population (the entire target group of the survey) could still not be provided by the EU. Therefore, no weighting of the data could be carried out and possible over- or under-representations of individual groups cannot be identified.

Already during the field phase, work began on cleaning the data and creating analysable variable constructs (e.g. aggregated clusters of host countries). Since it was ultimately an open questionnaire, it was necessary, for example, to watch out for double-completers. Several of these were identified. For example, the record holder participated five times and completed the entire questionnaire four times. After this step, 1,320 usable and (almost) completely filled out questionnaires remained for the analyses.

11.2. Questionnaire

Start page

Welcome to the first Western Balkans Tracer Study!

If you studied in the Western Balkans (AL, BIH, MK, MNE, RKS, SRBK) **and** outside of the region, this survey is for you!

The aim of this study is to identify potentials for **improvement of higher education in the Western Balkans**, based on your valuable experiences from studying abroad. The survey is funded by the EU and carried out by IHS in Vienna on behalf of WBAA, the voluntary Western Balkans Alumni Association. We will spread the results among ministries and universities in the Western Balkans and make the anonymised data set available for more detailed research.

For further information, please click [\[here\]](#).

Since we want to learn as much as we can from your knowledge of different higher education systems, the questionnaire is a little longer than usual. Please take 30-40 minutes to improve higher education in our region. **You can pause** the survey at any time and continue later. Therefore, please save your personal survey link displayed at the bottom of every page.

As a thank you for participating **you can win** Bluetooth speakers, earphones, smart watches or handmade Belgian chocolate at the end of the survey.

All information provided in this survey will be treated confidentially and in accordance with EU data protection rules. The results of the survey will only be published in aggregated form, so no conclusions can be drawn about individuals.

If you experience any technical issues or have any questions about this survey, please e-mail [\[...\]](#).

Many thanks for your enormously helpful support!

Best regards,

The WBAA tracer study team



- I have read and understood the [privacy statement](#) regarding the processing of my personal data in the course of the Western Balkans Tracer Survey.** I give my consent to the IHS to process and use my responses for scientific purposes and to make my anonymised answers available to other data users for scientific and statistical non-profit purposes.

Educational path

1) [Mandatory] Are you currently studying or have you ever studied in a Western Balkan country in the last 10 years?

By “the Western Balkans” we always refer to the countries: Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia and Serbia.

- Yes, I have studied/ I study in a Western Balkan country
- No, I have no study experience in the Western Balkans at all [end of questionnaire, see chapter 11]

***Remark:** In this survey we use the term “Kosovo” and would like to emphasise at this point that this designation is without prejudice to positions on status and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo Declaration of Independence.

2) [Mandatory] Are you currently studying or have you ever studied outside of the Western Balkans in the last 10 years?

"Studying outside the Western Balkans", in this survey means that you have studied (incl. Dr./PhD) **at least 3 months** in another higher education system outside the Western Balkans (no staff exchange).

- Yes, I have studied outside of the Western Balkan countries
- No, I have no study experience at all outside of the Western Balkans [end of questionnaire, see chapter 11]

3) In which country did you finish high school?

Please refer to the borders as in 2021.

- Albania
- Bosnia and Herzegovina
- Kosovo
- Montenegro
- North Macedonia
- Serbia
- In another country

4) [Filter q3: In another country] In which country did you finish high school?

Technical note: If you type the first letter in the dropdown menu, you will find the respective country faster.

Please select a country [Dropdown: list of all countries except of the WB countries]

5) [Mandatory] How many semesters did you study in the Western Balkans, and how many semesters did you study outside of the Western Balkans?

Please sum up all semesters for all your studies (BA, MA, PhD) in higher education. Please also include the current semester, if you are currently studying.

I studied ca. ___ semester(s) **in** the Western Balkans

I studied ca. ___ semester(s) **outside** of the Western Balkans

6) [Mandatory] In which country of the Western Balkans did you study most (or all) of the indicated #selectednumberinWB_q5 semesters?

If you have studied the same number of semesters in two different Western Balkan countries, please select the country in which you studied most recently.

- Albania
- Bosnia and Herzegovina
- Kosovo
- Montenegro
- North Macedonia
- Serbia

7) [Mandatory] At which higher education institution in #selectedcountry_q6 did you study most of the time?

If you have studied the same number of semesters in two different higher education institutions, please select the institution in which you studied most recently.

[Dropdown: list of all universities of the respective country]

- I cannot find my higher education institution in the dropdown list

8) [Mandatory] [Filter q7: I cannot find my higher education institution in the dropdown list] Please enter the name of the higher education institution at which you have studied/you are studying in #selectedcountry_q6. If #selectedcountry_q6 is not the country of your higher education institution, please use the 'back' button, go 2 pages backwards and change your selection.

[Open field]

9) In which country/countries outside of the Western Balkans have you already studied for at least 3 months?

Technical note: If you type the first letter in the dropdown menu, you will find the respective country faster.

1. The most semesters

If you have studied the same number of semesters in different countries, please refer to the last country and indicate the other countries in the boxes below.

[Mandatory] [Dropdown: list of all countries except of WB countries]

- I cannot find the country in the dropdown list

2. Further country

[Dropdown: list of all countries except of WB countries]

- I cannot find the country in the dropdown list

3. Further country

[Dropdown: list of all countries except of WB countries]

- I cannot find the country in the dropdown list

4. Further country

[Dropdown: list of all countries except of WB countries]

- I cannot find the country in the dropdown list

5. Further country

I studied at least 3 months in... [Dropdown: list of all countries except of WB countries]

- I cannot find the country in the dropdown list

10) [Filter q9: I cannot find the country 1./2./3./4./5. in the dropdown list]
[This question is displayed the same for the field "I cannot find" for all 5 possible country selections]
 You have indicated that you cannot find the 1./2./3./4./5. in the dropdown menu;
Please enter the name of the country where you have studied/are studying outside the Western Balkans.
 If this was a wrong entry, please use the 'back' button, change your selection on the previous page and select the respective country in the dropdown menu.

[Open field]

11) [Ignorable warning] Which higher education degree(s) did you obtain so far?

Please indicate the number of degree(s) you have obtained for each level. If you do not hold e.g. a PhD degree, simply leave the field empty.

I have ___ Bachelor's degree(s)

I have ___ (Integrated) Master's degree(s)

I have ___ PhD/doctoral degree(s)

I have ___ other degree(s), namely _____

- I am still studying and/or have **no degree** yet [see chapter 1.6.1]

12) [Mandatory] [Filter q11: If at least 1 BA or 1 MA or 1 PhD degree] Have you taken part in a Joint Degree Programme (organised by more than one university)?

A **Joint Degree Programme** is organised in cooperation between two or more universities, i.e. students attend lectures in more than one university within the same programme.

- Yes, I have graduated in a Joint Bachelor's Degree Programme [Filter q11: If at least 1 BA]
 Yes, I have graduated in a Joint Master's Degree Programme [Filter q11: If at least 1 MA]
 Yes, I have graduated in a Joint PhD Degree Programme [Filter q11: If at least 1 PhD]
 No, I have not graduated in a Joint Degree Programme

13) [Ignorable warning] [Filter q12: No Joint Bachelor's Degree]
[Question text differs for 1 BA] In which country did you obtain your Bachelor's degree?
[Question text differs for more than 1 BA] In which country did you obtain your most recent Bachelor's degree?

Please select a country

[Dropdown: list of all countries selected in q9 above and/or entered in the open field of q10 + all WB countries]

14) [Ignorable warning] [Filter q12: Yes, Joint Bachelor's Degree]

You have indicated that you have graduated in a Joint Bachelor's Degree Programme;

Please select up to 4 countries where you studied during your Joint Bachelor's Degree Programme.

1st Location of your Bachelor's Degree Programme

Please select a country

[Dropdown: list of all countries selected in q9 above and/or entered in the open field of q10+ all WB countries]

[If respondent studied a Joint Degree Programme they were also asked in the same way for the 2nd/3rd/4th location where they studied during their Joint Degree Programme.]

For Master's Degree and PhD Degree:

- If respondents have indicated in question 12 that they have a Master's or PhD degree, the same question mode as in question 14 for the Bachelor's degree is shown – only with a corresponding text change for Master's and PhD.
- So, if respondents have not participated in a Joint Degree Programme, they can only choose 1 country in which they graduated (as in question 13). If they have participated in a Joint Degree Programme, they can indicate up to 4 countries where they graduated (as in question 14).

15) [Ignorable warning] [Filter q11: I have no degree, I am currently studying]

In which programme are you currently studying?

- Bachelor's degree
- (Integrated) Master's degree
- Other degree, namely _____
- I have quit studying and thus do not have a degree yet

16) [Ignorable warning] [Filter q11: I have no degree, I am currently studying]

[Question text differs for studying BA]

In which country are you currently studying for your Bachelor's degree?

[Question text differs for studying MA]

In which country are you currently studying for your Master's degree?

[Question text differs for studying BA and MA]

In which country are you currently studying for your Master's degree?

[Question text differs for other degree] In which country are you currently studying for your "other" degree #selectedotherdegree_q15?

Please select a country [Dropdown: list of all countries]

17) [Ignorable warning] [Filter q11: If any degree] When did you obtain your highest degree?

If you have several degrees at the same level, please refer to your most recent degree.

Please select a year [Dropdown: 2021 – 2010]

18) [Ignorable warning] [Filter q11: If any degree]

In which year did your most recent study period (for at least 3 months) outside of the Western Balkans end?

Please select a year [Dropdown: 2021 – 2010]

19) [Ignorable warning] [Filter q11: If no degree, currently studying]

[Question text differs for studying BA]

In which year did you start your current Bachelor's degree?

[Question text differs for studying MA]

In which year did you start your current Master's degree?

[Question text differs for studying BA and MA]

In which year did you start your current Master's degree?

[Question text differs for studying BA and MA]

In which year did you start your current other degree #selectedotherdegree_q15?

Please select a year [Dropdown: 2021 – 2010]

20) [Ignorable warning] [Filter q11: If no degree, currently studying] In which year did you gain study experience (for at least 3 months) outside of the Western Balkans most recently?

Please select a year [Dropdown: 2021 – 2010]

21) [Ignorable warning] In which field did you study during your most recent study period (for at least 3 months) outside of the Western Balkans?

- Education (e.g. Teacher training, Education science)
- Arts & Humanities (e.g. Fine and performing arts, Graphic and audio-visual arts, Design, Religion, Philosophy, History, Literature, Languages)
- Social Sciences, Journalism & Information (e.g. Psychology, Economics, Political science, Sociology, Cultural studies, Ethnology, Media studies, Communication, Library and Archival studies)
- Business, Administration & Law (e.g. Accounting, Finance, Banking, Management, Marketing and Advertising)
- Natural Sciences, Mathematics & Statistics (e.g. Biology, Chemistry, Physics, Environmental sciences, Mathematics and Statistics)
- Information and Communication Technologies (ICTs) (e.g. IT, Data Science, Software and Applications development)
- Engineering, Manufacturing & Construction (e.g. Chemical engineering, Electronics, Mechanics, Mining, Architecture and Building)
- Agriculture, Forestry, Fisheries & Veterinary
- Health & Welfare (e.g. Social Work, Pharmacy, Medicine, Dental Studies, Nursing, Caring)
- Services (e.g. Sports, Tourism, Security studies and Transport services, Domestic services)
- I cannot assign my studies to one of these areas

22) [Ignorable warning] [Filter q21: I cannot assign my studies]

Please indicate below in which field you last studied outside the Western Balkans.

Please do not use abbreviations, but describe the programme as precisely as possible. You can also indicate the university where you studied this programme.

[Open field]

23) [Ignorable warning] Did you receive any financial support from a mobility programme for your most recent study period outside the Western Balkans?

- Yes, from Erasmus Mundus or Erasmus Mundus Joint Master/Doctorate Degrees
- Yes, from Erasmus+ Mobility programme (like International or Intra-European Mobility Programmes)
- Yes, from Erasmus+ Intra-European Mobility between programme countries
- Yes, from Erasmus+ Capacity Building in Higher Education (former Tempus Programme)
- Yes, from Erasmus+ Youth (former Youth in Action Programme)
- Yes, from Jean Monnet Activities
- Yes, from Marie Skłodowska-Curie actions (Horizon2020)
- Yes, from CEEPUS (Central European Exchange Programme for University Studies)
- Yes, from another EU programme, but I am not sure what it is called
- Other, please specify _____
- No, I did not receive any financial support from a mobility programme

Study experience

24) Before leaving the Western Balkans: What motivated you to study abroad?

Please select all that apply.

- Subject (or research/study field) was **not available** in my country
- Increasing my **knowledge** in a field or subject I have already studied
- Reputation** of the higher education institution or the degree programme
- Expected better and **fairer treatment** of students outside of the Western Balkans
- Opportunity to learn from lecturers with **more practical backgrounds** (e.g. from industry)
- Access to a better **education system** outside of the Western Balkans
- Access to better **academic infrastructure** (e.g. labs, libraries)
- Opportunity to improve my **language skills**
- Opportunity to develop new **soft skills**
- Opportunity to internationalise my social and professional **network**
- Benefits for my career/employment **opportunities in the Western Balkans**
- Benefits for my career/employment **opportunities outside of the Western Balkans**
- Multicultural** study and social environment
- Opportunity to **live and study** in a new country (e.g. intercultural experience)
- Opportunity to live **on my own** (e.g. manage my everyday life away from my family/friends)
- Long-held wish to **move permanently** to another country
- Availability of **scholarships**
- Personal development**, gaining new experiences, challenging myself
- A **relationship** I have/had abroad
- Good experiences abroad made by **others**
- Other motivation (please specify) _____

25) [Filter q24: If more than 1 motivation selected] Which was your greatest motivation to study outside of the Western Balkans?

- *All selected options from q24 will be displayed [question mode is single choice]*

26) To what extent are/were the following aspects a difficulty for you while/after studying outside of the Western Balkans?

	No difficulty				Big difficulty
Insufficient skills in foreign language	○	○	○	○	○
Separation from partner, child(ren)	○	○	○	○	○
Separation from social circle (friends, parents, etc.)	○	○	○	○	○
Lack of information provided by my “home” university	○	○	○	○	○
Finding the right programme/courses outside the Western Balkans	○	○	○	○	○
Problem with access regulations to the preferred country (visa, residence permit)	○	○	○	○	○
Additional financial burden	○	○	○	○	○
Finding accommodation outside the Western Balkans	○	○	○	○	○
Connect with local students, find friends	○	○	○	○	○

	No difficulty				Big difficulty
Accustom myself to a new culture/social norms/way of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accustom myself to a different higher education system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning to my 'previous life' in the Western Balkans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27) Were the field specific knowledge, skills and competencies which you acquired at *#selectedHEI_q7* sufficient for your studies outside of the Western Balkans?

Please rate it on the scale for the different areas.

	Not sufficient at all				Very sufficient
Theoretical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodological	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical/applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28) Which of the following modes of teaching and learning should be used more often at *#selected-HEI_q7*?

Please select **up to 3** most important in your opinion. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- Traditional face-to-face teaching (teacher centred)
- Blended learning (a mix of online and traditional face-to-face teaching)
- Online-courses (courses which can be entirely online, no physical attendance required)
- Student presentations
- Student-teacher discussions (classroom discussion)
- Group/project work with other students
- Theoretical, abstract learning
- Memorising knowledge/replication
- Practical application of knowledge
- Creation of new knowledge

29) Please rate the average field specific knowledge of your lecturers:

	Very bad				Very good
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30) Please rate the average teaching competencies of your lecturers:

	Very bad			Very good		
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31) To what extent do you generally agree with the following statements regarding the lecturers at your 'home' university and the university(ies) abroad?

	Not at all			To a great extent		
1. Lecturers normally gave me helpful feedback.						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Lecturers motivated me to do my best work.						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Lecturers were extremely good at explaining things.						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Lecturers were interested in what I had to say.						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Lecturers treated students respectfully.						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Lecturers motivated me to think critically and question prevailing opinions.						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. We had many external lecturers (e.g. from industry).						
<i>#selectedHEI_q7</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your university experience outside of the WB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32) What are your impressions on curricula and study organisation?

I had the impression that...

	Not at all				To a great extent	
...the curricula allowed students to select enough lectures according to their interests.						
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0
...classes were very overcrowded.						
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0
...too many courses were required per semester.						
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0
...the schedule of courses was not flexible and more like a school.						
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0
...too many exams had to be taken in too short a time.						
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0
...attending courses was too often compulsory.						
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0

33) How would you evaluate your experience with the infrastructure?**1. Physical infrastructure**

(e.g. libraries, labs, working spaces for students)

	Very unsatisfying				Very satisfying	
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0

2. Digital infrastructure (e.g. online access to journals and databases, software packages, learning platforms)

	Very unsatisfying				Very satisfying	
<i>#selectedHEI_q7</i>	0	0	0	0	0	0
Your university experience outside of the WB	0	0	0	0	0	0

34) All in all, how satisfied are you with your most recent study experience (at least 3 months) outside of the Western Balkans?

Not at all

Very satisfied

o

o

o

o

o

35) Where do you personally see the greatest impact(s) of your study experience(s) outside of the Western Balkans?

Please select all that apply.

- My professional career
- My subject-related expertise
- My social skills
- My intercultural competencies
- My language skills
- My social networks
- My personality (e.g. self-confidence, awareness of strengths and weaknesses, independent living)
- My private life
- Other (please specify) _____
- I cannot report any positive impact at all

36) [Filter q35: If more than 1 option is selected, except “I cannot report”] Which of the following areas was impacted most by your study experience(s) outside of the Western Balkans?

- [all options selected in q35 are displayed, except “I cannot report”, question mode is single choice]

37) Which of the following skills, competencies and areas of knowledge have you improved during your study experience outside of the Western Balkans?

Please select **up to 5** skills in which you have improved the most. [If respondents select more than 5 options a warning note is displayed and they cannot continue with the questionnaire]

I have improved my...

- (Oral) Communication skills (presenting, negotiating, persuading)
- Leadership skills (giving instructions, management of groups)
- Team-working skills (effective communication, coordinating tasks and joint decision-making)
- Critical thinking (questioning prevailing opinions)
- New learning strategies (applying own suitable learning methods)
- Decision making skills (realistic estimation of the consequences and impacts of decisions)
- Evaluation (making assessments based on scientific criteria)
- Problem-solving skills (structured approach to and calm handling of emerging conflicts)
- Sector-/domain- or field specific skills (holding theoretical and/or practical applicable knowledge)
- Reading and writing skills (effective receptivity and articulateness)
- Active listening (following complex contexts in a concentrated way)
- Planning & organisational skills (prioritising tasks, setting and achieving realistic goals)
- Time management skills (creation of an own schedule and meeting the deadlines)
- Technical proficiency (achieving expected results with the required technical knowledge)
- Information Communication Technology (ICT) skills (holding knowledge about e.g. programming, syntax in statistical software)

38) How did the following abilities improve during your study time outside of the Western Balkans?

[based on the EMA Graduate Impact Survey]	Not improved at all				Highly improved
Confidence and conviction in my own abilities	o	o	o	o	o
My openness and curiosity towards new challenges	o	o	o	o	o
Awareness of my own strengths and weaknesses	o	o	o	o	o
Awareness of my own goals, I know better what I want	o	o	o	o	o
My tolerance towards others' values and opinions	o	o	o	o	o
My engagement in social activities that contribute to the interest of the community or society.	o	o	o	o	o
My interest in serious discussion of social and political events/developments.	o	o	o	o	o
My commitment to stand against any kind of discrimination and intolerance.	o	o	o	o	o
My commitment to help socially disadvantaged people.	o	o	o	o	o

Improvements in the higher education system of the Western Balkans**39) Based on your study experience outside of the Western Balkans: Which of the following organisational aspects need to be improved the most in #selectedcountry_q6?**

Please select **up to 3** options. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- Split big exams into small ones (i.e. smaller, but more exams)
- Less strict compulsory attendance
- Earlier announcement of examination dates/deadlines
- More freedom in choice of courses
- Allow more flexible study interruption, facilitate re-entry
- Facilitate student involvement in research projects (with other students, lecturers, research institutes)
- More external lecturers (e.g. persons with specific work experiences, from different disciplines)
- More international fellows/teachers
- Facilitate transition to labour market (delivery of information, teaching of practical skills, contact with companies)

**40) Based on your study experience outside of the Western Balkans:
Which of the following aspects of the teaching system need to be improved the most in #selected-country_q6?**

Please select **up to 3** options. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- Invest in teaching competencies (didactics) of teachers
- Invest in field-related competencies of teachers, update their knowledge
- Implement modern teaching methods, e.g. group discussions, group assignments
- Establish digital learning (e.g. blended learning, flipped classroom, availability of materials online)
- Improve student-staff ratio
- More, better and individual mentoring for students
- Create a culture of giving and receiving feedback between teachers and students
- Teachers should encourage more critical thinking/give more impulses for developing own opinions
- Teachers should establish a respectful interaction between students and teachers (treat each other with esteem, active listening, polite communication)
- Teachers should motivate students through acknowledgment/recognition of their achievements
- Teachers should take diverse student needs into consideration in the classroom#

**41) Based on your study experience outside of the Western Balkans:
Which of the following aspects of the higher education system need to be improved the most in #selectedcountry_q6?**

Please select **up to 3** options. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- Modernise infrastructures at universities, e.g. labs, computer rooms, working spaces, software
- Abolish or lower tuition fees
- Acknowledge the diversity of the student body and commit to considering students' different needs when creating higher education policies (such as physical or financial barriers)
- Provide (more) study grants and scholarships
- Enhance administrative procedures, i.e. less bureaucracy, digitalisation of administrative procedures
- Improve research support, e.g. provide 24h-access to the university library, free access to research journals and computer software
- Increase university funding
- Foster student involvement in higher education (e.g. policy, curricula, appointment of professors)
- Enhance accessibility in all university buildings, ease access to classes and campus life for students/staff members with disabilities

42) Do you have any other recommendations for improvements within the higher education system in #selectedcountry_q6?

In the areas of organisational aspects, teaching system or systemic aspects.

[Open field]

**43) Based on your study experience outside of the Western Balkans:
Which of the following aspects of the curricula need to be improved the most at #selectedHEI_q7?**

Please select **up to 3** options. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- Modernise discipline-specific content of curricula
- More or stronger practice-orientated courses (e.g. case studies, field trips, practice in my field)
- More courses in foreign languages, especially in English
- More courses to train soft skills (e.g. communication skills, team work/leadership skills, critical thinking, organisational skills)
- More courses to improve IT skills (e.g. also use of basic software)
- More courses with an interdisciplinary approach (collaboration between different disciplines/institutes, topics)

**44) Based on your study experience outside of the Western Balkans:
Which of the following aspects of the support system need to be improved the most at #selected-HEI_q7?**

Please select **up to 3** options. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- Increased range of tutorials/ mentoring/ learning support
- Provide better study counselling before the beginning of studies
- Offer better accessibility of needed information for studying
- Provide career support (e.g. events, workshops/ trainings, information materials)
- Establish a supportive student counselling (e.g. friendly contact staff for organisational, financial, administrative issues)
- Establish a psychological counselling
- Provide extra-curricular student activities (e.g. sport facilities, soft skill trainings)
- Establish a complaints office for students
- Provide more student canteens
- Facilitate internships abroad and study mobility

45) Do you have any other recommendations for improvements at #selectedHEI_q7?

[Open field]

Employment & career

46) [Ignorable warning] What is your current status?

Please select all that apply.

- Employed full-time (35 or more h/week)
- Employed part-time (less than 35h/week)
- Self-employed
- Student
- Intern/trainee
- Not employed, seeking a job
- Not employed, not seeking a job (e.g. voluntary break from studies and employment, military service, family care, health reasons, etc.)
- Other (please specify) _____

47) [Filter q46: If employed/ self-employed] Which of the following statements describes your current job best?

- regular job (closely) **related** to my field of study
- regular job **not related** to my field of study (at all)
- temporary job (closely) **related** to my field of study
- temporary job **not related** to my field of study (at all)

48) [Filter q46: If employed/ self-employed] In which area are you currently working?

Please select all that apply.

- At a university
- As a researcher at a non-university institute or a company
- In public administration
- At a NGO (Non-governmental organisation)/ NPO (Non-profit organisation)
- International organisation (e.g. UN, EU, Council of Europe)
- In the business sector/business organisation
- Other, namely _____

49) [Filter q48: working at a university] You are working at the university; can you please specify your field of activity?

- I am working as academic staff (teacher/researcher)
- I am working in the administration staff

50) [Filter q46: If employed/ self-employed] What type of education do you feel is most appropriate for the job you are currently doing?

- PhD
- Master
- Bachelor
- Lower than higher education

51) [Filter q46: If employed/ self-employed] To what extent do the following statements apply to your personal situation?

	Not at all					To a great extent
I would not have my current job without the skills and competencies acquired through my study experience abroad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the knowledge and skills obtained during my study experience abroad in my current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52) [Filter q46: If employed/ self-employed] All in all, how satisfied are you with your current job?

Not at all					Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53) Where were you mainly looking for a professional job?

Please select all that apply.

- In #selectedcountry_q6
- In another Western Balkan country
- In an EU country (incl. Switzerland, Norway, Iceland) or UK
- In a specific country outside the EU or UK
- Anywhere in the world
- I haven't looked for a professional job yet

Place of residence

54) [Question text differs for respondents who work & study]

In which country is your current centre of life? Where do you currently work and study?

[Question text differs for respondents who are only working]

In which country is your current centre of life? Where do you currently work?

[Question text differs for respondents who are only studying]

In which country is your current centre of life? Where do you currently study?

[Question text differs for respondents who are neither working nor studying]

In which country is your current centre of life?

Technical note: If you type the first letter in the dropdown menu, you will find the respective country faster.

[Ignorable warning] My current centre of life is in...

Please select a country [Dropdown all countries, WB countries first]

[Filter q46: If employed/ self-employed] I work in...

Please select a country [Dropdown all countries, WB countries first]

If you work in two countries, please enter the 2nd most significant country you work in.

Please select a country [Dropdown all countries, WB countries first]

[Filter q46 & q11: If currently studying] I study in...

Please select a country [Dropdown all countries, WB countries first]

If you study in two countries , please enter the 2nd most significant country you study in.

Please select a country [Dropdown all countries, WB countries first]

55) Where do you wish to live in the long run?

- Albania
- Bosnia and Herzegovina
- Kosovo
- Montenegro
- North Macedonia
- Serbia
- EU (incl. e.g. Switzerland, Norway, Iceland)
- UK
- Another European country
- USA/Canada/Australia/New Zealand
- Latinamerica, Africa, Asia
- I want to live in more than one country
- I don't know yet

56) [Filter q55]: If no WB country is selected]**What would motivate you to live in a country of the Western Balkans in the long run?**

Please select **up to 3** options. [If respondents select more than 3 options a warning note is displayed and they cannot continue with the questionnaire]

- A salary level that enables a standard of living that meets my expectations
- A stimulating and motivating working environment
- An improved political situation at home
- Better quality of life, good living conditions
- Financial and social security, stable political system
- Being physically close to my family and friends
- Access to social benefits
- Access to good health care
- Access to good (school and university) education (e.g. for myself, for my child(ren))
- The opportunity to contribute to societal change
- Other, (please specify) _____

Biographical data

Finally, please provide us with some biographical information in order to carry out a proper analysis later on. Thank you!

57) [Mandatory] In which year were you born?

Please select a year [Dropdown from 2002 - 1945]

58) [Mandatory] Which citizenship do you hold?

Please select a country [Dropdown all countries, WB countries first]

- I cannot find the country in the dropdown list

59) 2nd citizenship (for dual citizenship holders):

Please select a country [Dropdown all countries, WB countries first]

- I cannot find the country in the dropdown list

60) Are you a holder of an EU-citizenship?

- Yes
- No, but I hold an EU work visa
- No, but I hold an EU student visa
- No

61) [Mandatory] What is your sex?

- Female
- Male
- Other
- I prefer not to answer

62) [Mandatory] [Filter q58: I cannot find the country]

**You have indicated that you cannot find the country in the dropdown menu;
Please enter the name of the country of your citizenship in the open field.**

[Open field]

63) [Mandatory] [Filter q59: I cannot find the country]

You have indicated that you cannot find the country in the dropdown menu;
Please enter the name of the country of your 2nd citizenship in the open field.

[Open field]

Western Balkans Alumni Association

64) Have you ever heard of the Western Balkan Alumni Association (WBAA)?

- Yes, I am a WBAA member
- No, but I want to know more about [WBAA](#)
- No, and I have no interest

65) We are fully aware that a questionnaire can never cover everything that you consider important with regard to your studies.

If there is anything else you would like to add or if you have any feedback or criticisms, please feel free to tell us in the box below.

[Open field]

END: Thank you

Thank you very much for your participation!

The **results** of the survey will be published on the Western Balkans Alumni Association website:

www.western-balkans-alumni.eu.

If you would like to be informed about publications, please send us an informal e-mail to [...].

As a thank you for your time you can take part in our lottery on the next page!

11.3. Regression models

11.3.1. Linear regression model on job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,596 ^a	0,355	0,304	0,863

Coefficients^a

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	Sig.
(Constant)	2,068		0,005
Ref: Women			
Man	-0,086	-0,040	0,323
Ref: No degree			
Highest degree: BA	-0,213	-0,096	0,745
Highest degree: MA	-0,130	-0,061	0,842
Highest degree: PhD/Dr	-0,102	-0,026	0,880
Ref: Education			
Field of Study: Art/Humanities	-0,160	-0,054	0,420
Field of Study: Social Sciences	0,214	0,073	0,281
Field of Study: Business/Law	0,105	0,043	0,579
Field of Study: Natural Sciences	-0,380	-0,092	0,094
Field of Study: ICTs	0,130	0,040	0,539
Field of Study: Engineering	-0,113	-0,039	0,574
Field of Study: Agricultur/Veterinary	-0,630	-0,105	0,030
Field of Study: Health/Welfare	-0,396	-0,077	0,119
Field of Study: Services	0,048	0,005	0,897
Ref: Serbia			
Country of origin: ALB	-0,107	-0,045	0,340
Country of origin: BIH	-0,330	-0,112	0,013
Country of origin: RKS	-0,115	-0,041	0,370
Country of origin: MNE	-0,107	-0,019	0,619
Country of origin: MKD	-0,209	-0,062	0,164
Ref: Scandinavia			
Region of recent stay abroad: EU North-West (incl. UK & Switzerland)	0,016	0,008	0,882
Region of recent stay abroad: EU South	-0,042	-0,018	0,707
Region of recent stay abroad: EU East	-0,024	-0,011	0,821
Region of recent stay abroad: Non-EU	-0,490	-0,135	0,001
Ref: Other			
Place of work: Western Balkans only	-0,157	-0,068	0,289
Place of work: Western Balkans and EU	-0,143	-0,030	0,525
Place of work: EU only	-0,005	-0,002	0,976
Ref: Other			
Type of employer: University	-0,096	-0,033	0,553
Type of employer: Researcher at non-university institute/ company	0,192	0,038	0,346
Type of employer: Public administration	-0,498	-0,137	0,003
Type of employer: NGO/ NPO	0,056	0,014	0,737
Type of employer: International organisation	0,426	0,095	0,026
Type of employer: Business sector (for profit)	0,079	0,038	0,502
„I would not have my current job without the skills and competencies acquired through my study experience abroad.”	0,114	0,155	0,001
„I use the knowledge and skills obtained during my study experience abroad in my current job.”	0,170	0,210	0,000
Ref: Double mismatch (education – job)			
Double match (vertical and horizontal match)	0,836	0,382	0,000
1 match and 1 mismatch	0,456	0,188	0,004
Number of semesters studied outside the Western Balkans	-0,002	-0,005	0,919
Average teacher quality HOME country (Index)	0,086	0,088	0,024
Average teacher quality HOST country (Index)	0,102	0,067	0,091

11.3.2. Linear regression model on mobility satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,450a	0,203	0,175	0,550

Coefficients^a

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	Sig.
(Constant)	2,806		0,000
Ref: Women			
Man	0,030	0,024	0,385
Ref: Education			
Field of Study: Art/Humanities	0,281	0,175	0,000
Field of Study: Social Sciences	0,237	0,144	0,003
Field of Study: Business/Law	0,303	0,201	0,000
Field of Study: Natural Sciences	0,329	0,149	0,000
Field of Study: ICTs	0,223	0,106	0,012
Field of Study: Engineering	0,212	0,123	0,009
Field of Study: Agricultur/Veterinary	0,265	0,081	0,016
Field of Study: Health/Welfare	0,237	0,077	0,024
Field of Study: Services	0,122	0,027	0,377
Ref: Serbia			
Country of origin: ALB	0,024	0,016	0,628
Country of origin: BIH	0,027	0,017	0,580
Country of origin: RKS	0,000	0,000	0,996
Country of origin: MNE	-0,052	-0,018	0,518
Country of origin: MKD	0,019	0,009	0,769
Ref: Scandinavia			
Region of recent stay abroad: EU North-West (incl. UK & Switzerland)	-0,073	-0,059	0,100
Region of recent stay abroad: EU South	-0,052	-0,038	0,246
Region of recent stay abroad: EU East	-0,050	-0,04	0,231
Region of recent stay abroad: Non-EU	-0,042	-0,022	0,441
Motivation to study abroad:			
Subject (or research/ study field) was not available in my country	-0,040	-0,025	0,354
Increasing my knowledge in a field or subject I have already studied	0,086	0,066	0,016
Reputation of the HE institution or the degree programme	0,004	0,003	0,905
Expected better and fairer treatment of students	-0,072	-0,055	0,057
Opportunity to learn from lecturers with more practical backgrounds	-0,020	-0,016	0,571
Access to a better education system	0,092	0,071	0,020
Access to better academic infrastructure	-0,008	-0,007	0,822
Opportunity to improve my language skills	0,064	0,046	0,116
Opportunity to develop new soft skills	0,049	0,040	0,175
Opportunity to internationalise my social and professional network	-0,023	-0,019	0,522
Benefits for my career/ employment opportunities IN the Western Balkans	0,000	0,000	0,992
Benefits for my career/ employment opportunities OUTSIDE the WB	-0,021	-0,017	0,568
Multicultural study and social environment	-0,010	-0,008	0,792
Opportunity to live and study in a new country	0,010	0,006	0,835
Opportunity to live on my own	0,019	0,015	0,605
Long-held wish to move permanently to another country	0,035	0,025	0,387
Availability of scholarships	-0,030	-0,024	0,401
Personal development, gaining new experiences, challenging myself	0,065	0,042	0,142
A relationship I have/ had abroad	0,005	0,002	0,945
Good experiences abroad made by others	0,059	0,045	0,100
Number of semesters studied outside the Western Balkans	0,013	0,044	0,151
Average teacher quality HOME country (Index)	-0,039	-0,068	0,019
Average teacher quality HOST country (Index)	0,359	0,396	0,000

11.3.3. Linear regression model on "standing against discrimination and intolerance"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,330a	0,109	0,078	0,960

Coefficients^a

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	Sig.
(Constant)	2,818		0,000
Ref: Women			
Man	-0,287	-0,135	0,000
Ref: Education			
Field of Study: Art/Humanities	-0,047	-0,018	0,731
Field of Study: Social Sciences	0,028	0,010	0,839
Field of Study: Business/Law	0,009	0,004	0,945
Field of Study: Natural Sciences	-0,159	-0,044	0,303
Field of Study: ICTs	-0,126	-0,036	0,416
Field of Study: Engineering	-0,042	-0,015	0,765
Field of Study: Agricultur/Veterinary	0,174	0,032	0,366
Field of Study: Health/Welfare	0,100	0,020	0,587
Field of Study: Services	-0,227	-0,030	0,352
Ref: Serbia			
Country of origin: ALB	0,173	0,070	0,049
Country of origin: BIH	-0,003	-0,001	0,972
Country of origin: RKS	0,243	0,094	0,006
Country of origin: MNE	0,181	0,038	0,201
Country of origin: MKD	0,035	0,010	0,751
Ref: Scandinavia			
Region of recent stay abroad: EU North-West (incl. UK & Switzerland)	0,030	0,015	0,702
Region of recent stay abroad: EU South	-0,093	-0,041	0,237
Region of recent stay abroad: EU East	0,000	0,000	0,996
Region of recent stay abroad: Non-EU	0,045	0,014	0,643
Motivation to study abroad:			
Subject (or research/ study field) was not available in my country	0,014	0,005	0,850
Increasing my knowledge in a field or subject I have already studied	0,092	0,043	0,142
Reputation of the HE institution or the degree programme	-0,033	-0,016	0,581
Expected better and fairer treatment of students	-0,028	-0,013	0,678
Opportunity to learn from lecturers with more practical backgrounds	0,041	0,020	0,506
Access to a better education system	0,027	0,013	0,695
Access to better academic infrastructure	-0,098	-0,049	0,132
Opportunity to improve my language skills	0,026	0,011	0,716
Opportunity to develop new soft skills	0,131	0,065	0,039
Opportunity to internationalise my social and professional network	0,079	0,039	0,211
Benefits for my career/ employment opportunities IN the Western Balkans	0,003	0,001	0,962
Benefits for my career/ employment opportunities OUTSIDE the WB	-0,089	-0,044	0,166
Multicultural study and social environment	0,164	0,075	0,014
Opportunity to live and study in a new country	-0,051	-0,019	0,550
Opportunity to live on my own	0,113	0,056	0,073
Long-held wish to move permanently to another country	0,084	0,037	0,234
Availability of scholarships	-0,099	-0,050	0,108
Personal development, gaining new experiences, challenging myself	-0,061	-0,024	0,433
A relationship I have/ had abroad	0,177	0,035	0,208
Good experiences abroad made by others	0,071	0,033	0,260
Number of semesters studied outside the Western Balkans	0,018	0,036	0,267
Average teacher quality HOME country (Index)	-0,031	-0,033	0,286
Average teacher quality HOST country (Index)	0,293	0,196	0,000

11.3.4. Logistic regression model on improved "standing against discrimination and intolerance"

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1586,798a	0,093	0,125

Variables in the Equation	B	Sig.	Exp(B)
(Constant)	-1,669	0,004	0,188
Ref: Women			
Man	-0,015	0,913	0,985
Ref: Education			
Field of Study: Art/Humanities	0,234	0,448	1,263
Field of Study: Social Sciences	0,306	0,329	1,358
Field of Study: Business/Law	-0,302	0,318	0,739
Field of Study: Natural Sciences	-0,481	0,158	0,618
Field of Study: ICTs	-0,240	0,482	0,787
Field of Study: Engineering	-0,456	0,147	0,634
Field of Study: Agricultur/Veterinary	-0,721	0,085	0,486
Field of Study: Health/Welfare	-0,522	0,196	0,594
Field of Study: Services	-0,944	0,081	0,389
Ref: Serbia			
Country of origin: ALB	0,350	0,068	1,419
Country of origin: BIH	0,155	0,405	1,168
Country of origin: RKS	0,633	0,001	1,884
Country of origin: MNE	-0,417	0,174	0,659
Country of origin: MKD	0,536	0,028	1,710
Ref: Scandinavia			
Region of recent stay abroad: EU North-West (incl. UK & Switzerland)	0,007	0,966	1,007
Region of recent stay abroad: EU South	-0,166	0,336	0,847
Region of recent stay abroad: EU East	-0,100	0,538	0,905
Region of recent stay abroad: Non-EU	-0,117	0,581	0,890
Motivation to study abroad:			
Subject (or research/ study field) was not available in my country	-0,050	0,763	0,951
Increasing my knowledge in a field or subject I have already studied	0,330	0,017	1,391
Reputation of the HE institution or the degree programme	0,220	0,093	1,246
Expected better and fairer treatment of students	-0,160	0,276	0,852
Opportunity to learn from lecturers with more practical backgrounds	-0,080	0,556	0,923
Access to a better education system	0,128	0,394	1,137
Access to better academic infrastructure	0,176	0,215	1,193
Opportunity to improve my language skills	-0,273	0,085	0,761
Opportunity to develop new soft skills	-0,110	0,432	0,896
Opportunity to internationalise my social and professional network	0,085	0,541	1,089
Benefits for my career/ employment opportunities IN the Western Balkans	-0,019	0,892	0,982
Benefits for my career/ employment opportunities OUTSIDE the WB	0,057	0,684	1,059
Multicultural study and social environment	0,124	0,399	1,132
Opportunity to live and study in a new country	-0,134	0,484	0,875
Opportunity to live on my own	-0,140	0,316	0,870
Long-held wish to move permanently to another country	0,183	0,241	1,201
Availability of scholarships	0,023	0,866	1,023
Personal development, gaining new experiences, challenging myself	0,293	0,083	1,340
A relationship I have/ had abroad	0,087	0,778	1,091
Good experiences abroad made by others	-0,308	0,025	0,735
Number of semesters studied outside the Western Balkans	0,060	0,094	1,062
Average teacher quality HOME country (Index)	-0,126	0,049	0,882
Average teacher quality HOST country (Index)	0,447	0,000	1,563

12. Appendix II: Detailed tables

12.1. By country of origin (single choice questions)

Table 36: Overview by country of origin (single choice questions)

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Total	100%	100%	100%	100%	100%	100%	100%
Sex							
Women	74%	63%	69%	74%	50%	61%	65%
Men	25%	35%	29%	26%	48%	38%	33%
Other	0%	0,4%	0,8%	0%	0%	0,3%	0,3%
I prefer not to answer	1,1%	1,3%	0,4%	0%	1,5%	0,8%	0,9%
Age at time of survey							
Under 24 years	36%	24%	42%	37%	27%	9%	27%
24-26 years	38%	50%	28%	34%	40%	44%	40%
27-29 years	15%	18%	15%	19%	24%	30%	21%
30 years and older	11%	8%	15%	10%	8%	17%	12%
∅	25,4 y	25,6 y	25,6 y	25,2 y	26,0 y	27,0 y	26,0 y
Age at time of graduation							
Under 23 years	39%	21%	43%	34%	22%	6%	25%
23-25 years	45%	56%	33%	42%	53%	63%	51%
26 years and older	16%	23%	24%	25%	24%	30%	24%
∅	23,8 y	24,3 y	24,4 y	24,2 y	24,7 y	25,2 y	24,5 y
Age at time of last study experience abroad							
Under 23 years	47%	31%	44%	48%	44%	16%	34%
23-25 years	38%	49%	32%	37%	40%	55%	44%
26 years and older	15%	20%	24%	15%	16%	30%	22%
∅	23,5 y	23,8 y	24,0 y	23,6 y	23,7 y	24,8 y	24,1 y

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Country of high school-leaving qualification							
Albania	98%	0,4%	0,4%	0,0%	4%	0,0%	21%
Bosnia and Herzegovina	0,0%	93%	0,4%	1,6%	0,0%	4%	18%
Kosovo	0,4%	0,8%	98%	0,0%	6%	0,0%	19%
Montenegro	0,0%	0,4%	0,0%	98%	0,0%	1,6%	5%
North Macedonia	0,0%	0,4%	0,0%	0,0%	86%	0,0%	9%
Serbia	0,0%	0,0%	0,8%	0,0%	1,5%	93%	26%
In another country	1,8%	4,6%	0,4%	0,0%	2,3%	1,1%	1,8%
Current study status							
Graduate	88%	77%	75%	89%	72%	87%	82%
Student without a degree	12%	22%	24%	11%	28%	12%	18%
Quit studying	0,7%	0,8%	0,4%	0,0%	0,0%	0,5%	0,5%
Highest degree							
Bachelor	24%	43%	41%	52%	44%	31%	36%
Master	58%	33%	29%	34%	24%	50%	41%
PhD/ Doctorate	6%	0,8%	5%	1,6%	4%	6%	5%
Other degree	0,0%	0,0%	0,0%	1,6%	0,8%	0,3%	0,2%
No degree yet	12%	23%	25%	11%	28%	13%	18%
If no degree yet: degree currently being pursued							
Bachelor	69%	96%	90%	n.a.	95%	82%	88%
Master	31%	4%	10%	n.a.	5%	18%	12%
Graduate cohort							
Graduation year 2020 and after	53%	53%	48%	70%	38%	52%	51%
Graduation year 2018/ 2019	33%	36%	32%	25%	45%	31%	33%
Graduation year 2017 and before	14%	12%	20%	6%	17%	17%	15%
Number of semesters studied outside the WB							
1 to 2 semesters	74%	80%	77%	68%	79%	75%	76%
3 or more semesters	26%	20%	23%	32%	21%	25%	24%
∅ Number of semesters studied outside WB	2,3	1,9	2,1	2,7	2,0	2,3	2,2
∅ Number of semesters studied in WB	7,2	7,2	7,0	6,1	7,2	8,8	7,5
Proportion of semesters spent outside WB							
	23%	21%	22%	29%	21%	20%	22%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Number of mobility locations							
1 country	74%	74%	75%	66%	73%	74%	74%
2 countries	20%	20%	19%	24%	19%	16%	19%
3 countries	4%	6%	4%	6%	7%	7%	5%
4 or 5 countries	2,6%	0,4%	1,2%	3%	0,8%	3%	2,0%
Degree obtained abroad							
Joint Degree abroad	22%	9%	10%	7%	7%	16%	13%
Degree abroad	11%	6%	12%	16%	7%	5%	8%
No degree abroad (incl. Joint Degree within the WB)	55%	62%	53%	66%	57%	67%	60%
No degree yet	12%	23%	25%	11%	29%	13%	18%
Ending year of the last mobility period outside the WB							
2020 and after	43%	35%	37%	46%	14%	32%	35%
2018/ 2019	34%	47%	35%	41%	46%	46%	41%
2017 and before	23%	18%	28%	13%	40%	22%	24%
Field of study							
Education	5%	5%	6%	3%	5%	6%	5%
Arts & Humanities	7%	18%	11%	32%	6%	29%	17%
Social Sciences, Journalism & Information	14%	18%	17%	27%	15%	15%	16%
Business, Administration & Law	31%	14%	26%	11%	18%	15%	20%
Natural Sciences, Mathematics & Statistics	7%	10%	8%	1,6%	5%	10%	8%
ICTs	11%	9%	9%	5%	16%	6%	9%
Engineering, Manufacturing & Construction	13%	21%	15%	8%	18%	11%	14%
Agriculture, Forestry, Fisheries & Veterinary	7%	2,1%	4%	1,6%	4%	2,2%	4%
Health & Welfare	4%	4%	1,6%	0,0%	12%	4%	4%
Services	1,1%	0,4%	1,2%	10%	2,3%	2,2%	1,8%
Receiving financial support from a mobility programme							
Yes, received financial support	92%	98%	94%	95%	94%	97%	95%
No, received no financial support	8%	2,1%	6%	5%	6%	3%	5%

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Financial support for last study period abroad							
Yes, from Erasmus Mundus or Erasmus Mundus Joint Master/ Doctorate Degrees	12%	6%	11%	6%	8%	11%	10%
Yes, from Erasmus+ Mobility programme	73%	85%	74%	74%	73%	74%	76%
Yes, from Erasmus+ Intra-European Mobility between programme countries	2,9%	2,5%	4%	0,0%	6%	5%	4%
Yes, from Erasmus+ Capacity Building in HE (former Tempus Programme)	0,4%	0,4%	0,0%	0,0%	1,5%	1,4%	0,7%
Yes, from Erasmus+ Youth (former Youth in Action Programme)	0,4%	0,8%	0,0%	0,0%	1,5%	0,3%	0,5%
Yes, from Marie Skłodowska-Curie actions (Horizon2020)	0,4%	0,0%	0,0%	0,0%	0,0%	0,3%	0,2%
Yes, from CEEPUS	0,0%	0,0%	0,0%	5%	0,8%	1,4%	0,7%
Yes, from another EU programme, but I am not sure what it is called	1,1%	1,3%	0,0%	0,0%	0,8%	0,5%	0,7%
Other	1,8%	1,7%	5%	10%	2,3%	4%	3%
No, I did not receive any financial support from a mobility programme	8%	2,1%	6%	5%	6%	3%	5%
Holder of EU-citizenship							
Yes	4%	13%	3%	1,6%	6%	7%	6%
No, but I hold an EU work visa	8%	6%	6%	5%	7%	6%	6%
No, but I hold an EU student visa	21%	14%	14%	6%	8%	9%	13%
No	66%	68%	77%	87%	79%	78%	74%
Have you ever heard of the Western Balkans Alumni Association (WBAA)?							
Yes, I am a WBAA member	20%	29%	27%	34%	24%	17%	23%
No, but I want to know more about WBAA	76%	63%	68%	56%	71%	74%	70%
No, and I have no interest	4%	8%	4%	10%	5%	8%	6%
Current employment/ study status							
Employed and NOT a student	51%	36%	40%	35%	47%	48%	44%
Student and employed	11%	13%	21%	18%	12%	16%	15%
Student, seeking a job	2,9%	4%	8%	5%	10%	4%	5%
Student only	19%	31%	21%	29%	16%	18%	21%
Student and intern	2,6%	1,3%	0,4%	0,0%	3%	1,9%	1,7%
Only intern/ trainee	2,6%	3%	2,8%	5%	3%	3%	3%
Not employed, seeking a job (excl. students)	10%	11%	8%	8%	9%	8%	9%
Not employed, NOT seeking a job (excl. students)	0,4%	1,3%	0,4%	0,0%	0,0%	1,6%	0,8%
Current centre of life							
WB	75%	71%	81%	82%	76%	80%	77%
EU (incl. UK)	23%	22%	17%	18%	16%	15%	18%
Other countries	3,0%	7%	2,4%	0,0%	8%	5%	4%

	ALB	BIH	RKS	MNE	MKD	SRB	∅
Current place of work (only employed, not studying)							
WB only	75%	57%	80%	n.a.	67%	82%	74%
WB and EU country (incl. UK)	6%	7%	3%	n.a.	7%	4%	5%
EU only (incl. UK)	14%	25%	14%	n.a.	15%	9%	14%
Other countries	5%	11%	3%	n.a.	12%	5%	6%
Current place of study							
WB	61%	72%	78%	n.a.	83%	74%	73%
EU (incl. UK)	37%	23%	19%	n.a.	15%	21%	24%
Other countries	2,2%	5%	2,7%	n.a.	1,9%	5%	3,4%
Job relation to field of study (only employed, not studying)							
Horizontal mismatch	17%	13%	13%	n.a.	16%	24%	18%
Horizontal match	83%	87%	87%	n.a.	84%	76%	82%
Highest degree vs. most appropriate degree for current job (only employed, not studying)							
Vertical mismatch	20%	20%	19%	n.a.	20%	35%	25%
Vertical match	80%	80%	81%	n.a.	80%	65%	75%
Education and job match (only employed, not studying)							
Double mismatch	7%	6%	7%	n.a.	8%	12%	9%
1 match, 1 mismatch	23%	21%	17%	n.a.	20%	34%	25%
Double match	70%	73%	76%	n.a.	72%	54%	66%
Type of education which feels most appropriate for the current job (only employed, not studying)							
PhD	14%	8%	13%	n.a.	11%	17%	14%
Master	58%	47%	45%	n.a.	36%	34%	44%
Bachelor	26%	39%	36%	n.a.	44%	43%	37%
Lower than higher education	2,2%	6%	6%	n.a.	8%	6%	6%
Type of job (only employed, not studying)							
Regular job	86%	87%	85%	n.a.	89%	83%	84%
Temporary job	14%	13%	15%	n.a.	11%	17%	16%
If working at a university: field of work (only employed, not studying)							
I am working as academic staff (teacher/ researcher)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	87%
I am working as administration staff	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	13%
I would not have my current job without the skills and competencies acquired through my study experience abroad. (Only employed, not studying)							
Does not apply (at all)	22%	25%	24%	n.a.	36%	33%	29%
Neither/ nor	29%	11%	25%	n.a.	26%	25%	23%
Applies (to a great extent)	50%	65%	51%	n.a.	38%	42%	48%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
I use the knowledge and skills obtained during my study experience abroad in my current job. (Only employed, not studying)							
Does not apply (at all)	14%	15%	14%	n.a.	18%	23%	18%
Neither/ nor	24%	11%	22%	n.a.	33%	18%	21%
Applies (to a great extent)	62%	74%	65%	n.a.	48%	59%	61%
Satisfaction with current job (only employed, not studying)							
Not satisfied (at all)	8%	11%	7%	n.a.	20%	7%	10%
Neither/ nor	19%	19%	19%	n.a.	20%	24%	21%
(Very) satisfied	73%	71%	74%	n.a.	61%	69%	70%
Greatest motivation to study abroad							
Subject (or research/ study field) was not available in my country	2,7%	3,0%	2,5%	0,0%	3%	4%	2,9%
Deepen my knowledge in a field or subject I have already studied	7%	7%	11%	13%	4%	11%	9%
Reputation of the higher education institution or the degree programme	3%	5%	2,9%	5%	5%	1,6%	3%
Expected better and fairer treatment of students abroad	1,2%	2,6%	0,8%	1,6%	4%	1,1%	1,6%
Opportunity to learn from lecturers with more practical backgrounds (e.g., from industry)	3,5%	3,0%	2,5%	0,0%	4%	1,6%	2,6%
Access to a better education system abroad	11%	12%	15%	6%	14%	6%	11%
Access to better academic infrastructure (e.g., labs, libraries)	4%	2,1%	2,5%	3%	0,8%	2,5%	2,6%
Opportunity to improve my language skills	0,4%	4%	1,7%	3%	4%	4%	3,0%
Opportunity to develop different soft skills	0,8%	1,7%	0,0%	0,0%	0,0%	0,5%	0,6%
Opportunity to internationalise my social and professional network	5%	3%	6%	6%	3%	2,5%	4%
Benefits for my career/ employment opportunities in my home country	6%	0,0%	5%	0,0%	0,8%	3%	3%
Benefits for my career/ employment opportunities outside my home country	12%	8%	8%	5%	6%	5%	7%
Multicultural study and social environment	4%	3,0%	6%	8%	7%	8%	6%
Opportunity to live and study in a new country (e.g., intercultural experience)	12%	21%	13%	21%	23%	22%	18%
Opportunity to live on my own (e.g., manage my everyday life away from my family/ friends)	0,8%	1,3%	1,3%	0,0%	0,8%	1,6%	1,2%
Long-held wish to move permanently to another country	1,6%	3%	0,8%	0,0%	2,4%	6%	3,0%
Availability of scholarships	3%	0,9%	1,7%	1,6%	0,8%	1,9%	1,8%
Personal development, gaining new experiences, challenging myself	20%	18%	20%	26%	15%	17%	19%
A relationship I have/ had abroad	0,0%	0,0%	0,0%	0,0%	0,0%	0,3%	0,1%
Good experiences abroad made by others	0,4%	0,4%	0,4%	0,0%	0,8%	0,0%	0,3%
Other motivation	0,0%	0,4%	0,0%	0,0%	0,0%	0,0%	0,1%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø	
Sufficiency of previous theoretical knowledge/ skills for studies outside the WB								
Theoretical	Not sufficient (at all)	12%	11%	13%	5%	15%	8%	11%
	Neither/ nor	24%	22%	20%	20%	22%	13%	19%
	(Very) sufficient	64%	67%	67%	75%	64%	79%	70%
Methodological	Not sufficient (at all)	30%	24%	27%	21%	28%	19%	25%
	Neither/ nor	29%	27%	27%	36%	27%	26%	27%
	(Very) sufficient	41%	49%	46%	43%	45%	55%	48%
Practical	Not sufficient (at all)	48%	40%	45%	36%	42%	36%	42%
	Neither/ nor	25%	21%	19%	30%	29%	24%	24%
	(Very) sufficient	27%	39%	35%	34%	28%	40%	35%
Difficulties while/ after studying outside WB								
Insufficient skills in foreign language	No/ little difficulty	84%	85%	86%	87%	84%	85%	85%
	Neither/ nor	12%	9%	10%	10%	12%	10%	11%
	(Big) difficulty	4%	5%	4%	3%	4%	5%	4%
Separation from partner, child(ren)	No/ little difficulty	78%	84%	76%	80%	78%	82%	80%
	Neither/ nor	13%	11%	12%	16%	14%	9%	12%
	(Big) difficulty	8%	6%	12%	3%	8%	9%	8%
Separation from social circle (friends, parents, etc.)	No/ little difficulty	58%	63%	61%	63%	63%	60%	61%
	Neither/ nor	30%	26%	22%	26%	28%	27%	26%
	(Big) difficulty	13%	11%	17%	11%	9%	14%	13%
Lack of information provided by my HE institution	No/ little difficulty	59%	60%	56%	62%	55%	59%	58%
	Neither/ nor	21%	19%	24%	26%	20%	20%	21%
	(Big) difficulty	20%	20%	20%	11%	25%	22%	21%
Finding the right programme/ courses outside WB	No/ little difficulty	68%	65%	61%	61%	58%	63%	64%
	Neither/ nor	19%	17%	23%	26%	22%	19%	20%
	(Big) difficulty	13%	18%	16%	13%	19%	18%	17%
Problem with access regulations to the preferred country (visa, residence permit)	No/ little difficulty	66%	71%	44%	74%	64%	64%	62%
	Neither/ nor	18%	14%	17%	11%	14%	20%	17%
	(Big) difficulty	16%	15%	39%	15%	22%	17%	21%
Additional financial burden	No/ little difficulty	70%	65%	60%	65%	49%	57%	61%
	Neither/ nor	18%	16%	20%	21%	23%	21%	19%
	(Big) difficulty	13%	19%	20%	15%	27%	22%	19%
Finding accommodation outside WB	No/ little difficulty	62%	61%	64%	69%	63%	63%	63%
	Neither/ nor	19%	14%	17%	18%	16%	15%	16%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø	
	(Big) difficulty	19%	24%	18%	13%	21%	22%	21%
Connecting with local students, finding friends	No/ little difficulty	73%	79%	81%	87%	77%	73%	77%
	Neither/ nor	18%	12%	11%	10%	13%	18%	15%
	(Big) difficulty	8%	9%	9%	3%	10%	9%	9%
Accustoming to a new culture/ social norms/ way of living	No/ little difficulty	83%	90%	84%	89%	88%	90%	87%
	Neither/ nor	15%	6%	12%	8%	7%	8%	10%
	(Big) difficulty	2,2%	4%	4%	3%	5%	1,6%	3,0%
Accustoming to a different HE system	No/ little difficulty	71%	79%	76%	71%	81%	83%	78%
	Neither/ nor	21%	12%	14%	16%	13%	10%	14%
	(Big) difficulty	8%	8%	10%	13%	6%	7%	8%
Returning to previous life in WB	No/ little difficulty	31%	36%	33%	40%	34%	35%	34%
	Neither/ nor	21%	18%	20%	23%	17%	20%	20%
	(Big) difficulty	48%	46%	47%	37%	49%	45%	46%
Personal impact of the mobility experience								
Area that was impacted the most	My professional career	30%	20%	33%	14%	25%	17%	24%
	My subject-related expertise	10%	7%	9%	12%	11%	8%	9%
	My social skills	4%	4%	2,9%	1,8%	4%	6%	4%
	My intercultural competencies	14%	10%	12%	19%	12%	16%	13%
	My language skills	7%	12%	4%	14%	7%	12%	9%
	My social networks	1,7%	0,9%	2,5%	4%	2,5%	3%	2,3%
	My personality	33%	44%	35%	32%	37%	36%	36%
	My private life	0,8%	1,7%	1,3%	1,8%	1,6%	2,5%	1,7%
	Other	0,0%	0,4%	0,0%	1,8%	0,0%	0,0%	0,2%
Ability/ commitment/ interest enhancement during the mobility experience								
Confidence and conviction in my own abilities	Not improved (at all)	2,2%	2,9%	2,8%	1,6%	4%	3%	2,8%
	Neither/ nor	12%	11%	11%	21%	14%	11%	12%
	(Highly) improved	86%	87%	86%	77%	82%	86%	85%
My openness and curiosity about new challenges	Not improved (at all)	0,7%	1,3%	1,6%	0,0%	2,3%	2,7%	1,7%
	Neither/ nor	8%	6%	5%	8%	9%	9%	8%
	(Highly) improved	91%	92%	93%	92%	88%	88%	91%
Awareness of my own strengths and weaknesses	Not improved (at all)	1,5%	2,1%	1,6%	1,6%	4%	2,2%	2,1%
	Neither/ nor	8%	11%	8%	13%	13%	14%	11%
	(Highly) improved	90%	86%	90%	85%	83%	84%	87%
	Not improved (at all)	3,0%	2,9%	3%	7%	5%	8%	5%

		ALB	BIH	RKS	MNE	MKD	SRB	Ø
Awareness of my own goals, I know better what I want	Neither/ nor	13%	17%	15%	20%	17%	19%	17%
	(Highly) improved	84%	80%	81%	73%	78%	73%	79%
My tolerance towards others' values and opinions	Not improved (at all)	3,0%	4%	5%	1,6%	5%	7%	5%
	Neither/ nor	16%	15%	11%	20%	17%	22%	17%
	(Highly) improved	81%	81%	83%	79%	78%	71%	78%
My engagement in social activities that contribute to the interest of the community or society	Not improved (at all)	4%	13%	6%	16%	14%	15%	11%
	Neither/ nor	21%	20%	20%	16%	19%	24%	21%
	(Highly) improved	75%	67%	74%	67%	67%	61%	68%
My interest in serious discussion of social and political events/ developments	Not improved (at all)	9%	16%	13%	17%	18%	21%	15%
	Neither/ nor	29%	24%	18%	23%	25%	23%	24%
	(Highly) improved	63%	60%	70%	60%	57%	56%	61%
My commitment to stand against any kind of discrimination and intolerance	Not improved (at all)	4%	8%	4%	7%	9%	8%	7%
	Neither/ nor	17%	16%	12%	17%	15%	19%	16%
	(Highly) improved	79%	76%	83%	77%	76%	73%	77%
My commitment to help socially disadvantaged people	Not improved (at all)	6%	10%	6%	7%	8%	14%	9%
	Neither/ nor	20%	21%	12%	16%	20%	26%	20%
	(Highly) improved	74%	69%	82%	77%	72%	60%	70%
Satisfaction with the most recent mobility experience								
Not satisfied (at all)		0,4%	1,7%	0,4%	1,6%	0,8%	1,6%	1,1%
Neither/ nor		2,9%	3%	4%	5%	7%	4%	4%
(Very) satisfied		97%	95%	96%	94%	92%	95%	95%
Field-specific knowledge of lecturers								
At HOME HEI	(Very) bad	7%	8%	9%	3%	12%	9%	8%
	Neither/ nor	37%	29%	28%	37%	33%	24%	30%
	(Very) good	57%	63%	63%	60%	55%	67%	62%
At HOST HEI	(Very) bad	0,7%	1,3%	0,8%	5%	1,5%	1,4%	1,3%
	Neither/ nor	4%	6%	4%	6%	9%	10%	7%
	(Very) good	95%	92%	95%	89%	89%	88%	92%
Teaching competencies of lecturers								
At HOME HEI	(Very) bad	14%	18%	17%	5%	19%	16%	16%
	Neither/ nor	35%	33%	30%	34%	35%	27%	32%
	(Very) good	50%	49%	53%	61%	45%	56%	52%
At HOST HEI	(Very) bad	0,7%	1,7%	2,0%	1,6%	0,8%	1,6%	1,4%
	Neither/ nor	6%	8%	11%	13%	15%	11%	10%

		ALB	BIH	RKS	MNE	MKD	SRB	Ø
	(Very) good	94%	91%	87%	85%	85%	88%	89%
Lecturer evaluation								
Lecturers normally gave me helpful feedback in HOME country	Do not agree (at all)	20%	23%	24%	16%	21%	20%	21%
	Neither/ nor	33%	28%	27%	26%	31%	29%	29%
	Agree (to a great extent)	48%	49%	49%	58%	47%	51%	49%
Lecturers normally gave me helpful feedback in HOST country	Do not agree (at all)	2,2%	1,7%	3%	3%	6%	4%	3%
	Neither/ nor	11%	13%	15%	8%	16%	19%	15%
	Agree (to a great extent)	87%	85%	82%	89%	78%	77%	82%
Lecturers motivated me to do my best work in HOME country	Do not agree (at all)	33%	33%	29%	16%	27%	28%	29%
	Neither/ nor	27%	27%	21%	44%	31%	35%	29%
	Agree (to a great extent)	41%	40%	49%	40%	42%	38%	41%
Lecturers motivated me to do my best work in HOST country	Do not agree (at all)	2,2%	5%	2,9%	3%	7%	5%	4%
	Neither/ nor	13%	16%	14%	13%	15%	20%	16%
	Agree (to a great extent)	85%	80%	83%	84%	78%	75%	80%
Lecturers were extremely good at explaining things in HOME country	Do not agree (at all)	19%	21%	17%	8%	18%	14%	17%
	Neither/ nor	37%	29%	38%	31%	37%	33%	34%
	Agree (to a great extent)	44%	49%	45%	61%	44%	53%	48%
Lecturers were extremely good at explaining things in HOST country	Do not agree (at all)	0,7%	4%	1,6%	0,0%	6%	3%	2,6%
	Neither/ nor	10%	15%	13%	15%	14%	18%	14%
	Agree (to a great extent)	89%	81%	85%	85%	80%	79%	83%
Lecturers were interested in what I had to say in HOME country	Do not agree (at all)	31%	31%	26%	23%	21%	25%	27%
	Neither/ nor	25%	25%	24%	19%	31%	25%	25%
	Agree (to a great extent)	44%	44%	50%	58%	49%	50%	48%
Lecturers were interested in what I had to say in HOST country	Do not agree (at all)	2,6%	2,5%	1,6%	3%	6%	2,8%	2,8%
	Neither/ nor	10%	11%	14%	13%	18%	14%	13%
	Agree (to a great extent)	87%	86%	84%	84%	77%	83%	84%
Lecturers treated students respectfully in HOME country	Do not agree (at all)	26%	28%	23%	16%	21%	22%	24%
	Neither/ nor	21%	25%	27%	23%	21%	21%	23%
	Agree (to a great extent)	53%	48%	50%	61%	57%	57%	53%
Lecturers treated students respectfully in HOST country	Do not agree (at all)	0,0%	1,3%	1,2%	3%	3%	2,2%	1,5%
	Neither/ nor	4%	4%	6%	3%	5%	5%	5%
	Agree (to a great extent)	96%	95%	93%	93%	91%	93%	94%
Lecturers motivated me to think critically, question prevailing views/ opinions in HOME country	Do not agree (at all)	31%	32%	29%	26%	33%	32%	31%
	Neither/ nor	31%	29%	24%	29%	24%	26%	27%

		ALB	BIH	RKS	MNE	MKD	SRB	Ø
	Agree (to a great extent)	38%	39%	47%	45%	44%	42%	42%
Lecturers motivated me to think critically, question prevailing views/ opinions in HOST country	Do not agree (at all)	1,1%	2,5%	1,6%	3%	6%	3%	2,7%
	Neither/ nor	12%	14%	9%	13%	15%	15%	13%
	Agree (to a great extent)	87%	84%	89%	84%	78%	82%	84%
We had many external lecturers (e.g., from industry) in HOME country	Do not agree (at all)	61%	57%	56%	62%	58%	64%	60%
	Neither/ nor	18%	16%	20%	18%	18%	20%	19%
	Agree (to a great extent)	21%	27%	23%	20%	23%	16%	21%
We had many external lecturers (e.g., from industry) in HOST country	Do not agree (at all)	21%	31%	28%	27%	26%	31%	28%
	Neither/ nor	19%	24%	23%	23%	27%	23%	23%
	Agree (to a great extent)	60%	45%	49%	50%	47%	45%	49%
Curricula/ study organisation evaluation								
The curricula allowed students to select enough lectures according to their interests in HOME country	Do not agree (at all)	59%	65%	55%	62%	51%	50%	56%
	Neither/ nor	22%	18%	22%	28%	22%	27%	23%
	Agree (to a great extent)	19%	17%	23%	10%	27%	24%	21%
The curricula allowed students to select enough lectures according to their interests in HOST country	Do not agree (at all)	6%	6%	9%	10%	13%	8%	8%
	Neither/ nor	20%	20%	19%	16%	17%	17%	18%
	Agree (to a great extent)	75%	74%	73%	74%	70%	75%	74%
Classes were very overcrowded in HOME country	Do not agree (at all)	36%	54%	35%	48%	50%	43%	43%
	Neither/ nor	20%	22%	17%	21%	21%	22%	21%
	Agree (to a great extent)	44%	24%	47%	31%	30%	35%	37%
Classes were very overcrowded in HOST country	Do not agree (at all)	64%	65%	66%	53%	52%	65%	63%
	Neither/ nor	19%	21%	17%	30%	26%	24%	22%
	Agree (to a great extent)	17%	15%	17%	17%	22%	10%	15%
Too many courses were required per semester in HOME country	Do not agree (at all)	38%	39%	45%	38%	53%	28%	38%
	Neither/ nor	27%	22%	25%	33%	24%	23%	25%
	Agree (to a great extent)	36%	38%	30%	30%	23%	48%	37%
Too many courses were required per semester in HOST country	Do not agree (at all)	51%	60%	52%	50%	52%	49%	52%
	Neither/ nor	30%	26%	26%	27%	35%	34%	30%
	Agree (to a great extent)	19%	14%	21%	23%	14%	17%	18%
Curricula/ study organisation evaluation: The schedule of courses was not flexible and more like a school in HOME country	Do not agree (at all)	32%	24%	41%	21%	32%	19%	28%
	Neither/ nor	17%	21%	19%	16%	30%	16%	19%
	Agree (to a great extent)	51%	55%	40%	62%	38%	64%	52%
The schedule of courses was not flexible and more like a school in HOST country	Do not agree (at all)	48%	46%	54%	38%	45%	35%	44%
	Neither/ nor	27%	26%	20%	33%	31%	26%	26%

		ALB	BIH	RKS	MNE	MKD	SRB	Ø
Curricula/ study organisation evaluation: Too many exams had to be taken in too short a time in HOME country	Agree (to a great extent)	25%	28%	26%	30%	24%	39%	30%
	Do not agree (at all)	25%	17%	29%	18%	34%	19%	23%
	Neither/ nor	21%	21%	22%	18%	18%	17%	20%
Too many exams had to be taken in too short a time in HOST country	Agree (to a great extent)	54%	62%	49%	64%	47%	64%	57%
	Do not agree (at all)	48%	47%	46%	41%	55%	42%	46%
	Neither/ nor	27%	32%	27%	33%	23%	28%	28%
Attending courses was too often compulsory in HOME country	Agree (to a great extent)	25%	20%	26%	26%	22%	30%	26%
	Do not agree (at all)	21%	16%	22%	20%	26%	22%	21%
	Neither/ nor	18%	18%	22%	23%	22%	20%	20%
Attending courses was too often compulsory in HOST country	Agree (to a great extent)	61%	67%	56%	57%	52%	57%	59%
	Do not agree (at all)	44%	38%	42%	32%	38%	34%	39%
	Neither/ nor	27%	33%	25%	18%	35%	30%	29%
Physical infrastructure	Agree (to a great extent)	29%	28%	33%	50%	28%	36%	32%
	(Very) unsatisfying	60%	53%	60%	61%	53%	45%	54%
	Neither/ nor	24%	24%	18%	21%	19%	30%	24%
In HOME country evaluation	(Very) satisfying	16%	24%	21%	18%	28%	25%	22%
	(Very) unsatisfying	1,5%	3%	1,2%	1,6%	3%	2,5%	2,2%
	Neither/ nor	6%	4%	9%	10%	8%	6%	6%
In HOST country evaluation	(Very) satisfying	93%	93%	90%	89%	88%	92%	91%
	(Very) unsatisfying	66%	65%	63%	66%	56%	52%	60%
	Neither/ nor	19%	13%	18%	16%	17%	28%	20%
Digital infrastructure	(Very) satisfying	15%	22%	19%	18%	27%	20%	20%
	(Very) unsatisfying	2,6%	5%	4%	1,6%	5%	2,7%	4%
	Neither/ nor	8%	10%	8%	16%	13%	12%	10%
In HOST country evaluation	(Very) satisfying	89%	85%	88%	82%	82%	85%	86%

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

12.2. By country of origin (multiple choice questions)

Table 37: Overview by country of origin (multiple choice questions)

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Only if degree obtained: Joint Degree							
Joint Bachelor Degree	8%	3%	8%	2%	3%	3%	5%
Joint Master Degree	17%	9%	7%	8%	8%	15%	12%
Joint PhD Degree	2,6%	0,6%	1,1%	0,0%	1,1%	0,9%	1,2%
No Joint Degree	74%	88%	86%	92%	89%	82%	83%
Only if degree obtained: Degree obtained abroad							
Bachelor obtained abroad	20%	26%	23%	n.a.	n.a.	13%	19%
Master obtained abroad	70%	71%	61%	n.a.	n.a.	79%	72%
PhD obtained abroad	11%	2,6%	16%	n.a.	n.a.	8%	10%
Mobility study locations – regions							
EU Scandinavia incl. Iceland	7%	7%	11%	13%	4%	12%	9%
EU North-West (incl. France), UK & Switz.	34%	42%	54%	34%	21%	46%	41%
EU South	38%	27%	18%	21%	18%	31%	27%
EU East	34%	36%	30%	50%	56%	31%	36%
Non-EU	8%	13%	13%	16%	24%	6%	11%
Current employment/ study status							
Employed full-time >=35h/ week	48%	38%	46%	35%	51%	52%	47%
Employed part-time <35h/ week	11%	9%	10%	10%	5%	7%	9%
Self-employed	3%	0,8%	6%	10%	4%	7%	5%
Student	36%	49%	49%	52%	41%	39%	43%
Intern/ trainee	6%	6%	4%	6%	7%	6%	6%
Not employed, seeking a job	13%	15%	16%	13%	20%	12%	14%
Not employed, not seeking a job	0,4%	1,3%	1,2%	0,0%	0,0%	1,9%	1,1%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Type of employer (only employed, not studying)							
University	15%	9%	19%	n.a.	13%	19%	16%
Researcher at non-university institute/ company	3%	9%	10%	n.a.	4%	3%	5%
Public administration	18%	2,6%	5%	n.a.	13%	6%	9%
NGO/ NPO	9%	6%	12%	n.a.	7%	6%	8%
International organisation	4%	10%	9%	n.a.	5%	3%	6%
Business sector (for profit)	52%	61%	45%	n.a.	56%	60%	55%
Other	0%	1,3%	0%	n.a.	1,8%	1,9%	0,9%
Locations of job search							
In my home country (WB country in which studied the most semesters)	48%	52%	62%	50%	48%	67%	57%
In another Western Balkan country	7%	7%	4%	5%	8%	5%	6%
In an EU country (incl. Switzerland, Norway, Iceland) or UK	65%	54%	52%	47%	58%	50%	55%
In a specific country outside the EU or UK	6%	5%	4%	6%	8%	6%	6%
Anywhere in the world	20%	16%	19%	26%	25%	22%	20%
I have not looked for a professional job yet	3%	8%	4%	13%	4%	5%	5%
Desired locations for living in the long run							
Albania	23%	0,4%	1,6%	0,0%	1,5%	0,0%	5%
Bosnia and Herzegovina	0,0%	29%	0,4%	0,0%	0,0%	1,4%	6%
Kosovo	0,4%	0,4%	48%	0,0%	3%	0,3%	10%
Montenegro	0,0%	0,0%	0,4%	40%	0,8%	1,1%	2,3%
North Macedonia	0,0%	0,0%	0,8%	0,0%	18%	0,0%	2,0%
Serbia	0,4%	2,1%	0,0%	1,6%	3%	43%	13%
EU (incl. e.g., Switzerland, Norway, Iceland)	65%	61%	53%	53%	63%	63%	61%
UK	10%	7%	9%	5%	12%	8%	8%
Another European country	12%	10%	12%	15%	14%	13%	12%
USA/ Canada/ Australia/ New Zealand	21%	13%	13%	21%	24%	16%	17%
Latin America, Africa, Asia	2,6%	2,1%	2,0%	5%	1,5%	5%	3%
I want to live in more than one country	12%	24%	16%	31%	22%	25%	20%
I don't know yet	6%	7%	7%	5%	4%	6%	6%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Only if desire to live outside of the WB: Factors that would change this desire and motivate participants to live within the WB							
A salary level that enables a standard of living that meets my expectations	71%	55%	64%	69%	64%	61%	63%
A stimulating and motivating working environment	34%	30%	36%	36%	31%	25%	31%
An improved political situation at home	11%	48%	13%	25%	23%	33%	26%
Better quality of life, good living conditions	53%	51%	60%	61%	50%	59%	55%
Financial and social security, stable political system	41%	51%	36%	39%	41%	53%	45%
Being physically close to my family and friends	19%	10%	22%	8%	20%	16%	17%
Access to social benefits	2,9%	2,4%	7%	8%	1,0%	3%	4%
Access to good health care	17%	21%	25%	6%	17%	13%	17%
Access to good (school and university) education	16%	13%	25%	14%	21%	12%	16%
The opportunity to contribute to societal change	11%	10%	12%	19%	10%	6%	10%
Other	3%	3%	3%	2,8%	1,0%	3%	3,0%
Improvement in skills/ competencies/ knowledge areas during the mobility experience							
(Oral) Communication skills	68%	60%	67%	63%	65%	67%	65%
Leadership skills	26%	20%	25%	26%	23%	17%	22%
Team-working skills	45%	38%	46%	50%	41%	40%	42%
Critical thinking	60%	54%	66%	44%	60%	53%	57%
New learning strategies	36%	41%	38%	31%	30%	33%	36%
Decision making skills	32%	28%	36%	26%	37%	27%	31%
Evaluation	19%	14%	18%	19%	17%	14%	16%
Problem-solving skills	41%	48%	44%	42%	43%	48%	45%
Sector-/ domain- or field-specific skills	18%	15%	10%	13%	16%	16%	15%
Reading and writing skills	20%	23%	23%	27%	21%	27%	24%
Active listening	13%	18%	11%	24%	17%	19%	16%
Planning & organisational skills	32%	36%	35%	44%	37%	37%	36%
Time management skills	25%	31%	29%	32%	32%	26%	28%
Technical proficiency	14%	14%	10%	8%	12%	8%	11%
Information Communication Technology (ICT) skills	14%	14%	9%	6%	11%	8%	11%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Recommendations: study organisation (up to 3 answers possible)							
Split big exams into small ones (i.e. smaller, but more exams)	9%	10%	17%	10%	14%	16%	13%
Less strict compulsory attendance	21%	22%	19%	20%	15%	19%	20%
Earlier announcement of examination dates/ deadlines	12%	13%	15%	13%	12%	10%	12%
More freedom in choice of courses	53%	68%	55%	70%	45%	60%	58%
Allow more flexible study interruption, facilitate re-entry	13%	8%	10%	7%	9%	10%	10%
Facilitate student involvement in research projects	57%	51%	58%	46%	62%	51%	55%
More external lecturers	32%	32%	39%	38%	47%	40%	37%
More international fellows/ teachers	39%	32%	36%	39%	35%	33%	35%
Facilitate transition to labour market	55%	58%	46%	49%	52%	52%	52%
Recommendations: modes of teaching/ learning (up to 3 answers possible)							
Traditional face-to-face teaching	16%	13%	14%	7%	23%	9%	13%
Blended learning	16%	10%	17%	7%	16%	13%	14%
Online-courses	8%	12%	7%	15%	9%	10%	9%
Student presentations	21%	15%	17%	22%	11%	19%	18%
Student-teacher discussions	48%	57%	62%	59%	53%	57%	55%
Group/ project work with other students	40%	36%	43%	42%	40%	41%	40%
Theoretical, abstract learning	6%	7%	9%	3%	5%	7%	7%
Memorising knowledge/ replication	9%	2,5%	4%	0,0%	4%	4%	5%
Practical application of knowledge	75%	79%	74%	73%	79%	78%	77%
Creation of new knowledge	38%	44%	37%	37%	37%	38%	39%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Recommendations: teaching system (up to 3 answers possible)							
Invest in teaching competencies (didactics) of teachers	18%	23%	24%	15%	19%	20%	21%
Invest in field-related competencies of teachers	24%	26%	29%	16%	37%	23%	26%
Implement modern teaching methods	50%	41%	42%	47%	40%	44%	44%
Establish digital learning	25%	23%	34%	24%	18%	25%	26%
Improve student-staff ratio	13%	13%	14%	10%	12%	10%	12%
More, better and individual mentoring for students	15%	21%	21%	42%	25%	30%	24%
Create a culture of giving and receiving feedback between teachers and students	37%	31%	33%	26%	25%	34%	33%
Teachers should encourage more critical thinking/ give more impulses for developing own opinions	38%	42%	42%	44%	42%	42%	41%
Teachers should establish a respectful interaction between students and teachers	31%	25%	25%	24%	27%	22%	25%
Teachers should motivate students through acknowledgment/ recognition of their achievements	29%	29%	20%	35%	29%	28%	27%
Teachers should take diverse student needs into consideration in the classroom	7%	10%	8%	8%	11%	7%	8%
Recommendations: curricula (up to 3 answers possible)							
Modernise discipline-specific content of curricula	29%	32%	29%	23%	25%	31%	29%
More or stronger practice-orientated courses	75%	75%	67%	69%	77%	71%	72%
More courses in foreign languages, especially in English	40%	41%	45%	48%	38%	40%	41%
More courses to train soft skills	55%	52%	60%	59%	50%	53%	54%
More courses to improve IT skills	39%	33%	40%	31%	37%	30%	35%
More courses with an interdisciplinary approach	45%	48%	45%	57%	47%	53%	48%
Recommendations: student support system (up to 3 answers possible)							
Increased range of tutorials/ mentoring/ learning support	22%	23%	29%	18%	25%	26%	25%
Provide better study counselling before the beginning of studies	26%	29%	36%	20%	21%	21%	26%
Offer better accessibility of needed information for studying	22%	18%	26%	31%	15%	21%	21%
Provide career support	62%	60%	57%	56%	59%	64%	61%
Establish a supportive student counselling	27%	17%	20%	20%	25%	20%	21%
Establish a psychological counselling	13%	24%	24%	28%	26%	25%	23%
Provide extra-curricular student activities	32%	24%	30%	33%	28%	30%	29%
Establish a complaints office for students	15%	20%	13%	13%	17%	13%	15%
Provide more student canteens	11%	16%	7%	28%	18%	6%	11%
Facilitate internships abroad and study mobility	47%	46%	47%	39%	45%	57%	49%

	ALB	BIH	RKS	MNE	MKD	SRB	Ø
Recommendations: higher education system (up to 3 answers possible)							
Modernise infrastructures at universities	75%	71%	79%	76%	72%	65%	72%
Abolish or lower tuition fees	21%	21%	5%	19%	13%	24%	18%
Acknowledge the diversity of the student body/ students' different needs when creating HE policies	14%	15%	21%	16%	15%	19%	17%
Provide (more) study grants and scholarships	47%	45%	39%	47%	55%	38%	43%
Enhance administrative procedures	26%	36%	33%	19%	32%	37%	32%
Improve research support	53%	52%	59%	50%	45%	44%	51%
Increase university funding	18%	11%	18%	18%	18%	22%	18%
Foster student involvement in higher education	22%	17%	18%	32%	18%	21%	20%
Enhance accessibility in all university buildings	12%	16%	19%	10%	15%	13%	15%

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

12.3. By field of study (single choice questions)

Table 38: Overview by field of study (single choice questions)

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	Ø
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Sex										
Women	75%	76%	67%	66%	76%	48%	55%	51%	72%	65%
Men	24%	22%	32%	33%	23%	51%	44%	49%	28%	33%
Other	0,0%	0,4%	0,5%	0,4%	0,0%	0,8%	0,0%	0,0%	0,0%	0,3%
I prefer not to answer	1,4%	1,3%	0,9%	1,1%	0,9%	0,0%	1,1%	0,0%	0,0%	0,9%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Age at time of survey										
Under 24 years	24%	23%	26%	33%	21%	35%	28%	14%	15%	27%
24-26 years	54%	43%	36%	34%	41%	43%	42%	53%	39%	40%
27-29 years	15%	24%	22%	19%	19%	18%	18%	24%	31%	21%
30 years and older	7%	9%	16%	14%	20%	5%	12%	8%	15%	12%
∅	25,7 y	25,8 y	26,1 y	25,9 y	26,7 y	24,8 y	26,0 y	25,8 y	26,7 y	26,0 y
Age at time of graduation										
Under 23 years	27%	23%	26%	32%	16%	33%	25%	19%	11%	25%
23-25 years	56%	58%	46%	43%	53%	52%	53%	52%	61%	51%
26 years and older	16%	19%	28%	24%	31%	14%	22%	29%	28%	24%
∅	24,3 y	24,2 y	24,5 y	24,4 y	25,1 y	23,5 y	24,7 y	24,3 y	25,1 y	24,5 y
Age at time of last study experience abroad										
Under 23 years	44%	36%	31%	40%	20%	45%	31%	29%	27%	34%
23-25 years	42%	46%	44%	39%	47%	41%	51%	50%	44%	44%
26 years and older	15%	19%	25%	21%	33%	14%	19%	21%	29%	22%
∅	23,5 y	23,9 y	24,3 y	23,9 y	24,8 y	23,1 y	24,2 y	24,0 y	24,5 y	24,1 y
Country of high school-leaving qualification										
Albania	21%	8%	17%	31%	17%	27%	19%	41%	19%	21%
Bosnia and Herzegovina	13%	19%	19%	12%	26%	18%	26%	10%	17%	18%
Kosovo	25%	13%	21%	24%	18%	18%	20%	20%	11%	19%
Montenegro	2,8%	9%	9%	3,0%	1,9%	2,5%	4%	2,0%	0,0%	5%
North Macedonia	4%	4%	9%	7%	6%	15%	10%	10%	26%	9%
Serbia	31%	45%	24%	20%	31%	18%	19%	16%	28%	26%
In another country	2,8%	2,7%	1,4%	1,9%	0,9%	1,7%	2,6%	0,0%	0,0%	1,8%
Current study status										
Graduate	77%	82%	87%	84%	86%	71%	78%	86%	85%	82%
Student without a degree	23%	17%	13%	16%	14%	28%	21%	12%	15%	18%
Quit studying	0,0%	0,9%	0,0%	0,4%	0,0%	0,8%	1,1%	2,0%	0,0%	0,5%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Highest degree										
Bachelor	45%	42%	39%	36%	23%	35%	33%	20%	31%	36%
Master	28%	38%	43%	42%	54%	35%	41%	63%	43%	41%
PhD/ Doctorate	4%	2,7%	5%	5%	8%	0,8%	5%	2,0%	9%	5%
Other degree	0,0%	0,0%	0,0%	0,7%	0,0%	0,0%	0,0%	0,0%	1,9%	0,2%
No degree yet	23%	18%	13%	16%	14%	29%	22%	14%	15%	18%
If no degree yet: degree currently being pursued										
Bachelor	n.a.	89%	n.a.	95%	n.a.	100%	67%	n.a.	n.a.	88%
Master	n.a.	11%	n.a.	5%	n.a.	0,0%	33%	n.a.	n.a.	12%
Graduate cohort										
Graduation year 2020 and after	55%	56%	53%	46%	50%	52%	48%	55%	54%	51%
Graduation year 2018/ 2019	29%	29%	29%	41%	30%	37%	38%	38%	20%	33%
Graduation year 2017 and before	16%	15%	18%	13%	20%	11%	14%	7%	26%	15%
Number of semesters studied outside the WB										
1 to 2 semesters	82%	79%	67%	79%	62%	78%	83%	73%	85%	76%
3 or more semesters	18%	21%	33%	21%	38%	22%	17%	27%	15%	24%
∅ Number of semesters studied outside WB	1,9	2,1	2,6	2,2	2,8	2,0	1,8	2,5	1,9	2,2
∅ Number of semesters studied in WB	7,2	8,1	7,2	7,1	8,2	6,5	7,7	8,0	9,4	7,5
Proportion of semesters spent outside WB										
	21%	20%	25%	22%	24%	23%	18%	23%	16%	22%
Number of mobility locations										
1 country	80%	75%	73%	70%	64%	77%	77%	79%	78%	74%
2 countries	13%	19%	15%	22%	22%	18%	18%	17%	19%	19%
3 countries	4%	6%	7%	6%	9%	4%	4%	4%	4%	5%
4 or 5 countries	2,8%	0,0%	5%	1,9%	5%	0,8%	1,1%	0,0%	0,0%	2,0%
Degree obtained abroad										
Joint Degree abroad	10%	11%	15%	14%	20%	11%	13%	16%	15%	13%
Degree abroad	6%	5%	13%	12%	9%	9%	5%	8%	1,9%	8%
No degree abroad (incl. Joint Degree within the WB)	62%	66%	58%	58%	57%	51%	61%	61%	68%	60%
No degree yet	23%	18%	13%	16%	14%	29%	22%	14%	15%	18%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Ending year of the last mobility period outside the WB										
2020 and after	25%	37%	40%	29%	37%	41%	31%	45%	31%	35%
2018/ 2019	38%	44%	38%	45%	44%	35%	42%	40%	40%	41%
2017 and before	36%	19%	22%	26%	19%	24%	28%	14%	29%	24%
Receiving financial support from a mobility programme										
Yes, received financial support	99%	97%	94%	93%	93%	95%	96%	100%	94%	95%
No, received no financial support	1,4%	2,7%	6%	7%	7%	5%	4%	0,0%	6%	5%
Financial support for last study period abroad										
Yes, from Erasmus Mundus or Erasmus Mundus Joint Master/ Doctorate Degrees	8%	7%	14%	9%	15%	8%	11%	8%	7%	10%
Yes, from Erasmus+ Mobility programme	77%	79%	69%	74%	68%	80%	79%	82%	80%	76%
Yes, from Erasmus+ Intra-European Mobility between programme countries	4%	3%	4%	4%	2,8%	1,7%	3%	6%	4%	4%
Yes, from Erasmus+ Capacity Building in HE (former Tempus Programme)	1,4%	0,4%	0,0%	1,9%	0,0%	0,0%	0,5%	0,0%	1,9%	0,7%
Yes, from Erasmus+ Youth (former Youth in Action Programme)	1,4%	0,4%	0,5%	0,4%	0,0%	0,8%	0,0%	0,0%	0,0%	0,5%
Yes, from Marie Skłodowska-Curie actions (Horizon2020)	0,0%	0,0%	0,0%	0,0%	0,9%	0,0%	0,0%	0,0%	1,9%	0,2%
Yes, from CEEPUS	0,0%	1,3%	0,9%	0,0%	0,9%	0,8%	0,5%	0,0%	0,0%	0,7%
Yes, from another EU programme, but I am not sure what it is called	0,0%	0,4%	0,5%	1,1%	0,0%	1,7%	0,5%	0,0%	0,0%	0,7%
Other	6%	5%	5%	2,2%	5%	2,5%	1,6%	4%	0,0%	3%
No, I did not receive any financial support from a mobility programme	1,4%	2,7%	6%	7%	7%	5%	4%	0,0%	6%	5%
Holder of EU-citizenship										
Yes	7%	7%	4%	6%	14%	5%	5%	2,0%	4%	6%
No, but I hold an EU work visa	4%	4%	4%	9%	4%	17%	7%	2,0%	4%	6%
No, but I hold an EU student visa	6%	13%	14%	11%	16%	13%	18%	22%	9%	13%
No	83%	76%	79%	74%	66%	66%	70%	73%	83%	74%
Have you ever heard of the Western Balkans Alumni Association (WBAA)?										
Yes, I am a WBAA member	18%	21%	31%	26%	25%	13%	22%	25%	24%	23%
No, but I want to know more about WBAA	76%	71%	67%	69%	67%	77%	72%	71%	69%	70%
No, and I have no interest	6%	8%	1,9%	5%	8%	10%	7%	4%	7%	6%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Current employment/ study status										
Employed and NOT a student	45%	38%	43%	50%	36%	51%	46%	37%	47%	44%
Student and employed	23%	16%	15%	16%	17%	16%	9%	8%	11%	15%
Student, seeking a job	4%	7%	6%	5%	6%	3%	4%	2,0%	1,9%	5%
Student only	17%	25%	17%	18%	28%	15%	28%	22%	15%	21%
Student and intern	1,4%	0,0%	2,8%	0,4%	0,9%	4%	2,6%	4%	1,9%	1,7%
Only intern/ trainee	2,8%	2,2%	4%	2,2%	1,9%	3%	2,1%	6%	9%	3%
Not employed, seeking a job (excl. students)	6%	11%	10%	8%	10%	6%	8%	20%	13%	9%
Not employed, NOT seeking a job (excl. students)	1,4%	1,8%	1,9%	0,4%	0,0%	0,8%	0,0%	0,0%	0,0%	0,8%
Current centre of life										
WB	83%	78%	83%	78%	66%	75%	74%	73%	80%	77%
EU (incl. UK)	8%	19%	14%	17%	21%	24%	22%	24%	15%	18%
Other countries	8%	2,7%	4%	5%	12%	0,8%	4%	2,0%	6%	4%
Current place of work (only employed, not studying)										
WB only	75%	77%	79%	76%	75%	53%	75%	n.a.	n.a.	74%
WB and EU country (incl. UK)	3%	5%	4%	2,3%	6%	12%	5%	n.a.	n.a.	5%
EU only (incl. UK)	9%	14%	9%	15%	11%	32%	15%	n.a.	n.a.	14%
Other countries	13%	5%	8%	6%	8%	3%	5%	n.a.	n.a.	6%
Current place of study										
WB	n.a.	72%	74%	80%	56%	79%	65%	n.a.	n.a.	73%
EU (incl. UK)	n.a.	25%	22%	15%	35%	19%	34%	n.a.	n.a.	24%
Other countries	n.a.	2,9%	4%	5%	10%	2,4%	1,2%	n.a.	n.a.	3,4%
Job relation to field of study (only employed, not studying)										
Horizontal mismatch	22%	35%	26%	14%	13%	5%	7%	n.a.	n.a.	18%
Horizontal match	78%	65%	74%	86%	87%	95%	93%	n.a.	n.a.	82%
Highest degree vs. most appropriate degree for current job (only employed, not studying)										
Vertical mismatch	19%	33%	30%	28%	26%	13%	19%	n.a.	n.a.	25%
Vertical match	81%	67%	70%	72%	74%	87%	81%	n.a.	n.a.	75%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Education and job match (only employed, not studying)										
Double mismatch	9%	20%	13%	6%	10%	1,7%	2,3%	n.a.	n.a.	9%
1 match, 1 mismatch	22%	28%	30%	29%	18%	13%	21%	n.a.	n.a.	25%
Double match	69%	52%	57%	65%	72%	85%	77%	n.a.	n.a.	66%
Type of education which feels most appropriate for the current job (only employed, not studying)										
PhD	13%	13%	14%	6%	23%	11%	15%	n.a.	n.a.	14%
Master	38%	32%	43%	50%	49%	46%	50%	n.a.	n.a.	44%
Bachelor	44%	41%	36%	40%	21%	39%	31%	n.a.	n.a.	37%
Lower than higher education	6%	13%	7%	4%	8%	3%	3%	n.a.	n.a.	6%
Type of job (only employed, not studying)										
Regular job	78%	71%	87%	88%	82%	90%	93%	n.a.	n.a.	84%
Temporary job	22%	29%	13%	12%	18%	10%	7%	n.a.	n.a.	16%
If working at a university: field of work (only employed, not studying)										
I am working as academic staff (teacher/ researcher)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	87%
I am working as administration staff	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	13%
I would not have my current job without the skills and competencies acquired through my study experience abroad. (Only employed, not studying)										
Does not apply (at all)	22%	37%	24%	24%	23%	21%	38%	n.a.	n.a.	29%
Neither/ nor	19%	18%	30%	22%	15%	26%	29%	n.a.	n.a.	23%
Applies (to a great extent)	59%	45%	46%	54%	62%	52%	33%	n.a.	n.a.	48%
I use the knowledge and skills obtained during my study experience abroad in my current job. (Only employed, not studying)										
Does not apply (at all)	9%	23%	17%	16%	18%	18%	21%	n.a.	n.a.	18%
Neither/ nor	25%	17%	17%	22%	18%	21%	26%	n.a.	n.a.	21%
Applies (to a great extent)	66%	61%	66%	62%	64%	61%	53%	n.a.	n.a.	61%
Satisfaction with current job (only employed, not studying)										
Not satisfied (at all)	6%	12%	4%	8%	10%	1,6%	15%	n.a.	n.a.	10%
Neither/ nor	22%	24%	22%	15%	28%	21%	17%	n.a.	n.a.	21%
(Very) satisfied	72%	64%	74%	77%	62%	77%	67%	n.a.	n.a.	70%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅	
Greatest motivation to study abroad											
Subject (or research/ study field) was not available in my country	1,5%	2,3%	2,9%	1,5%	11%	0,8%	2,7%	2,1%	6%	2,9%	
Deepen my knowledge in a field or subject I have already studied	12%	14%	5%	5%	11%	8%	8%	15%	13%	9%	
Reputation of the higher education institution or the degree programme	1,5%	2,7%	2,9%	4%	1,9%	1,7%	4%	4%	8%	3%	
Expected better and fairer treatment of students abroad	0,0%	1,4%	0,5%	1,1%	4%	1,7%	1,6%	4%	6%	1,6%	
Opportunity to learn from lecturers with more practical backgrounds (e.g. from industry)	0,0%	0,9%	0,5%	4%	7%	0,8%	4%	6%	1,9%	2,6%	
Access to a better education system abroad	9%	8%	15%	11%	10%	10%	10%	9%	13%	11%	
Access to better academic infrastructure (e.g. labs, libraries)	6%	1,4%	1,0%	1,5%	10%	3%	1,1%	6%	1,9%	2,6%	
Opportunity to improve my language skills	14%	8%	1,0%	1,5%	0,0%	0,8%	1,6%	0,0%	0,0%	3,0%	
Opportunity to develop different soft skills	1,5%	0,0%	1,0%	0,4%	0,0%	1,7%	0,5%	2,1%	0,0%	0,6%	
Opportunity to internationalise my social and professional network	0,0%	4%	6%	5%	2,9%	4%	4%	0,0%	1,9%	4%	
Benefits for my career/ employment opportunities in my home country	6%	1,8%	4%	5%	1,9%	0,8%	2,2%	0,0%	6%	3%	
Benefits for my career/ employment opportunities outside my home country	6%	5%	7%	8%	7%	10%	11%	6%	4%	7%	
Multicultural study and social environment	1,5%	6%	7%	7%	5%	8%	4%	2,1%	1,9%	6%	
Opportunity to live and study in a new country (e.g. intercultural experience)	11%	21%	21%	18%	12%	17%	23%	6%	17%	18%	
Opportunity to live on my own (e.g. manage my everyday life away from my family/	1,5%	1,8%	1,0%	1,5%	0,0%	1,7%	0,5%	2,1%	0,0%	1,2%	
Long-held wish to move permanently to another country	1,5%	4%	3%	3%	1,9%	4%	2,2%	2,1%	1,9%	3,0%	
Availability of scholarships	1,5%	1,8%	2,0%	1,1%	1,0%	4%	1,1%	4%	1,9%	1,8%	
Personal development, gaining new experiences, challenging myself	26%	16%	17%	21%	16%	19%	17%	28%	15%	19%	
A relationship I have/ had abroad	0,0%	0,0%	0,5%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,1%	
Good experiences abroad made by others	0,0%	0,0%	0,5%	0,4%	0,0%	0,0%	1,1%	0,0%	0,0%	0,3%	
Other motivation	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	1,9%	0,1%	
Sufficiency of previous theoretical knowledge/ skills for studies outside the WB											
Theoretical	Not sufficient (at all)	14%	8%	14%	9%	10%	8%	11%	13%	15%	11%
	Neither/ nor	24%	19%	16%	21%	21%	19%	18%	23%	20%	19%
	(Very) sufficient	62%	73%	69%	70%	69%	73%	71%	65%	65%	70%
Methodological	Not sufficient (at all)	21%	21%	34%	24%	35%	13%	25%	27%	22%	25%
	Neither/ nor	23%	27%	22%	32%	28%	33%	24%	38%	26%	27%
	(Very) sufficient	56%	52%	44%	44%	37%	55%	51%	35%	52%	48%

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Practical	Not sufficient (at all)	25%	34%	43%	47%	55%	35%	44%	48%	43%	42%
	Neither/ nor	34%	24%	22%	25%	16%	24%	22%	27%	22%	24%
	(Very) sufficient	41%	42%	35%	29%	29%	40%	34%	25%	35%	35%
Difficulties while/ after studying outside WB											
Insufficient skills in foreign language	No/ little difficulty	80%	88%	87%	85%	86%	90%	83%	69%	78%	85%
	Neither/ nor	15%	7%	8%	11%	11%	7%	13%	22%	15%	11%
	(Big) difficulty	4%	5%	5%	4%	3%	3%	4%	8%	7%	4%
Separation from partner, child(ren)	No/ little difficulty	75%	82%	80%	82%	82%	81%	77%	72%	81%	80%
	Neither/ nor	14%	9%	13%	10%	8%	12%	16%	15%	9%	12%
	(Big) difficulty	11%	10%	7%	8%	9%	8%	7%	13%	9%	8%
Separation from social circle (friends, parents, etc.)	No/ little difficulty	70%	60%	61%	64%	56%	60%	56%	52%	62%	61%
	Neither/ nor	18%	25%	24%	28%	27%	30%	31%	29%	21%	26%
	(Big) difficulty	11%	15%	16%	8%	17%	10%	13%	19%	17%	13%
Lack of information provided by my HE institution	No/ little difficulty	64%	57%	61%	58%	60%	55%	56%	55%	58%	58%
	Neither/ nor	16%	20%	20%	21%	20%	29%	21%	22%	23%	21%
	(Big) difficulty	20%	23%	19%	21%	21%	16%	23%	22%	19%	21%
Finding the right programme/ courses outside WB	No/ little difficulty	68%	60%	74%	61%	68%	61%	58%	63%	60%	64%
	Neither/ nor	18%	22%	17%	21%	18%	19%	20%	19%	23%	20%
	(Big) difficulty	14%	18%	10%	17%	14%	19%	22%	19%	17%	17%
Problem with access regulations to the preferred country (visa, residence permit)	No/ little difficulty	65%	64%	61%	63%	73%	59%	58%	61%	54%	62%
	Neither/ nor	18%	16%	16%	16%	13%	19%	19%	14%	26%	17%
	(Big) difficulty	17%	20%	24%	21%	14%	22%	23%	24%	20%	21%
Additional financial burden	No/ little difficulty	77%	61%	59%	60%	60%	62%	57%	67%	54%	61%
	Neither/ nor	11%	20%	17%	21%	21%	19%	21%	16%	28%	19%
	(Big) difficulty	11%	19%	24%	18%	19%	19%	22%	16%	19%	19%
Finding accommodation outside WB	No/ little difficulty	80%	64%	59%	64%	66%	66%	61%	55%	46%	63%
	Neither/ nor	11%	12%	21%	15%	13%	17%	17%	18%	31%	16%
	(Big) difficulty	8%	24%	20%	21%	21%	18%	22%	27%	22%	21%

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Connecting with local students, finding friends	No/ little difficulty	80%	71%	81%	77%	76%	79%	78%	69%	72%	77%
	Neither/ nor	13%	17%	10%	18%	15%	12%	14%	16%	19%	15%
	(Big) difficulty	7%	13%	9%	5%	9%	9%	8%	14%	9%	9%
Accustoming to a new culture/ social norms/ way of living	No/ little difficulty	91%	87%	89%	89%	83%	87%	86%	83%	85%	87%
	Neither/ nor	4%	11%	9%	8%	11%	11%	12%	15%	11%	10%
	(Big) difficulty	4%	2,7%	1,9%	3%	6%	2,5%	2,7%	2,1%	4%	3,0%
Accustoming to a different HE system	No/ little difficulty	79%	78%	77%	78%	74%	80%	76%	76%	80%	78%
	Neither/ nor	10%	14%	17%	13%	15%	13%	16%	16%	9%	14%
	(Big) difficulty	11%	8%	7%	9%	11%	7%	8%	8%	11%	8%
Returning to previous life in WB	No/ little difficulty	40%	32%	34%	30%	33%	38%	36%	41%	30%	34%
	Neither/ nor	21%	20%	16%	22%	16%	16%	26%	12%	23%	20%
	(Big) difficulty	39%	48%	50%	48%	51%	47%	38%	47%	47%	46%
Personal impact of the mobility experience											
Area that was impacted the most	My professional career	33%	14%	21%	24%	32%	28%	29%	21%	31%	24%
	My subject-related expertise	1,6%	8%	11%	7%	19%	8%	10%	4%	10%	9%
	My social skills	6%	4%	3%	6%	4%	4%	2,7%	8%	6%	4%
	My intercultural competencies	13%	18%	20%	12%	13%	9%	11%	4%	6%	13%
	My language skills	11%	16%	7%	6%	5%	6%	9%	10%	12%	9%
	My social networks	0,0%	0,5%	2,5%	4%	1,0%	2,7%	2,7%	0,0%	4%	2,3%
	My personality	30%	38%	32%	42%	24%	42%	36%	48%	31%	36%
	My private life	5%	2,8%	1,5%	1,2%	1,0%	0,9%	0,5%	4%	0,0%	1,7%
	Other	0,0%	0,0%	0,5%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,2%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅	
Ability/ commitment/ interest enhancement during the mobility experience											
Confidence and conviction in my own abilities	Not improved (at all)	1,4%	2,2%	1,9%	2,3%	5%	5%	5%	0,0%	0,0%	2,8%
	Neither/ nor	10%	12%	11%	13%	7%	16%	12%	8%	13%	12%
	(Highly) improved	89%	86%	87%	85%	88%	79%	83%	92%	87%	85%
My openness and curiosity about new challenges	Not improved (at all)	1,4%	1,8%	2,3%	1,1%	2,9%	1,7%	0,5%	0,0%	1,9%	1,7%
	Neither/ nor	10%	9%	5%	5%	9%	10%	11%	10%	7%	8%
	(Highly) improved	89%	90%	92%	94%	89%	88%	89%	90%	91%	91%
Awareness of my own strengths and weaknesses	Not improved (at all)	4%	1,8%	1,4%	1,9%	1,9%	2,5%	2,2%	2,1%	0,0%	2,1%
	Neither/ nor	12%	10%	10%	11%	13%	10%	13%	8%	15%	11%
	(Highly) improved	84%	88%	89%	88%	86%	87%	85%	90%	85%	87%
Awareness of my own goals, I know better what I want	Not improved (at all)	4%	4%	4%	5%	7%	5%	4%	4%	4%	5%
	Neither/ nor	17%	19%	18%	15%	9%	19%	18%	10%	20%	17%
	(Highly) improved	79%	77%	78%	80%	83%	75%	78%	86%	76%	79%
My tolerance towards others' values and opinions	Not improved (at all)	2,9%	5%	6%	3%	7%	10%	3%	4%	0,0%	5%
	Neither/ nor	16%	20%	14%	16%	17%	16%	21%	10%	20%	17%
	(Highly) improved	81%	75%	81%	81%	76%	74%	76%	85%	80%	78%
My engagement in social activities that contribute to the interest of the community or society	Not improved (at all)	10%	15%	10%	8%	12%	13%	9%	9%	4%	11%
	Neither/ nor	21%	24%	20%	22%	21%	19%	23%	13%	19%	21%
	(Highly) improved	69%	61%	69%	71%	67%	68%	68%	79%	78%	68%
My interest in serious discussion of social and political events/ developments	Not improved (at all)	20%	17%	8%	10%	24%	22%	20%	12%	11%	15%
	Neither/ nor	19%	23%	22%	23%	21%	26%	30%	14%	26%	24%
	(Highly) improved	61%	60%	70%	67%	55%	52%	50%	73%	62%	61%
My commitment to stand against any kind of discrimination and intolerance	Not improved (at all)	7%	7%	5%	5%	7%	12%	6%	8%	4%	7%
	Neither/ nor	15%	16%	11%	14%	19%	13%	24%	14%	17%	16%
	(Highly) improved	77%	77%	84%	80%	75%	75%	70%	78%	80%	77%
My commitment to help socially disadvantaged people	Not improved (at all)	7%	9%	8%	8%	12%	18%	8%	2,0%	7%	9%
	Neither/ nor	20%	24%	21%	18%	21%	18%	21%	14%	19%	20%
	(Highly) improved	73%	67%	72%	73%	66%	64%	71%	84%	74%	70%

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Satisfaction with the most recent mobility experience											
Not satisfied (at all)	7%	0,4%	1,4%	0,4%	0,0%	2,5%	0,0%	0,0%	0,0%	1,1%	
Neither/ nor	2,8%	4%	2,8%	3,0%	1,9%	5%	7%	4%	1,9%	4%	
(Very) satisfied	90%	96%	96%	97%	98%	93%	93%	96%	98%	95%	
Field-specific knowledge of lecturers											
At HOME HEI	(Very) bad	6%	9%	9%	10%	10%	7%	6%	13%	7%	8%
	Neither/ nor	27%	28%	30%	31%	26%	30%	31%	33%	33%	30%
	(Very) good	67%	63%	61%	59%	64%	63%	63%	54%	59%	62%
At HOST HEI	(Very) bad	0,0%	2,3%	2,8%	0,8%	0,0%	0,0%	2,1%	0,0%	0,0%	1,3%
	Neither/ nor	13%	9%	3%	5%	7%	8%	7%	8%	9%	7%
	(Very) good	87%	89%	94%	94%	93%	92%	91%	92%	91%	92%
Teaching competencies of lecturers											
At HOME HEI	(Very) bad	16%	18%	12%	18%	21%	16%	15%	14%	11%	16%
	Neither/ nor	26%	24%	32%	37%	26%	24%	37%	37%	41%	32%
	(Very) good	59%	57%	55%	44%	52%	60%	47%	49%	48%	52%
At HOST HEI	(Very) bad	2,9%	1,8%	1,4%	1,1%	0,0%	0,8%	3%	0,0%	0,0%	1,4%
	Neither/ nor	14%	8%	7%	11%	8%	11%	12%	6%	6%	10%
	(Very) good	83%	90%	92%	88%	92%	88%	85%	94%	94%	89%
Lecturer evaluation											
Lecturers normally gave me helpful feedback in HOME country	Do not agree (at all)	18%	20%	22%	26%	25%	17%	18%	20%	19%	21%
	Neither/ nor	31%	28%	27%	32%	34%	18%	34%	29%	39%	29%
	Agree (to a great extent)	51%	52%	51%	42%	41%	66%	48%	51%	43%	49%
Lecturers normally gave me helpful feedback in HOST country	Do not agree (at all)	6%	4%	0,9%	4%	2,8%	5%	4%	2,0%	1,9%	3%
	Neither/ nor	21%	17%	13%	15%	14%	17%	15%	6%	9%	15%
	Agree (to a great extent)	73%	79%	86%	82%	83%	78%	82%	92%	89%	82%
Lecturers motivated me to do my best work in HOME country	Do not agree (at all)	26%	27%	26%	37%	36%	23%	29%	29%	22%	29%
	Neither/ nor	27%	27%	36%	24%	28%	27%	30%	24%	44%	29%
	Agree (to a great extent)	47%	46%	37%	39%	36%	50%	41%	47%	33%	41%

		Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Lecturers motivated me to do my best work in HOST country	Do not agree (at all)	4%	5%	3%	3%	6%	6%	4%	2,1%	4%	4%
	Neither/ nor	13%	19%	16%	16%	8%	20%	17%	6%	15%	16%
	Agree (to a great extent)	83%	76%	81%	81%	86%	74%	79%	92%	81%	80%
Lecturers were extremely good at explaining things in HOME country	Do not agree (at all)	14%	14%	14%	22%	22%	14%	18%	16%	24%	17%
	Neither/ nor	28%	31%	31%	38%	36%	28%	43%	39%	35%	34%
	Agree (to a great extent)	58%	55%	55%	40%	42%	58%	39%	45%	41%	48%
Lecturers were extremely good at explaining things in HOST country	Do not agree (at all)	4%	2,7%	1,0%	2,3%	2,8%	2,5%	5%	0,0%	0,0%	2,6%
	Neither/ nor	13%	15%	10%	15%	16%	21%	17%	6%	11%	14%
	Agree (to a great extent)	83%	83%	89%	83%	81%	76%	78%	94%	89%	83%
Lecturers were interested in what I had to say in HOME country	Do not agree (at all)	26%	24%	22%	32%	33%	23%	30%	27%	31%	27%
	Neither/ nor	13%	20%	24%	27%	22%	24%	33%	27%	35%	25%
	Agree (to a great extent)	61%	56%	54%	41%	45%	53%	37%	47%	33%	48%
Lecturers were interested in what I had to say in HOST country	Do not agree (at all)	2,9%	2,7%	1,4%	2,7%	0,9%	3%	6%	0,0%	1,9%	2,8%
	Neither/ nor	12%	12%	10%	12%	17%	15%	18%	13%	9%	13%
	Agree (to a great extent)	85%	85%	89%	85%	82%	81%	76%	87%	89%	84%
Lecturers treated students respectfully in HOME country	Do not agree (at all)	21%	22%	23%	30%	24%	13%	25%	29%	28%	24%
	Neither/ nor	23%	25%	21%	20%	29%	19%	25%	22%	28%	23%
	Agree (to a great extent)	56%	53%	56%	50%	47%	68%	51%	49%	44%	53%
Lecturers treated students respectfully in HOST country	Do not agree (at all)	2,9%	1,3%	1,4%	1,1%	1,9%	1,7%	1,6%	0,0%	4%	1,5%
	Neither/ nor	6%	5%	2,3%	7%	2,8%	8%	4%	2,1%	4%	5%
	Agree (to a great extent)	91%	94%	96%	92%	95%	91%	94%	98%	93%	94%
Lecturers motivated me to think critically, question prevailing views/ opinions in HOME country	Do not agree (at all)	28%	28%	30%	38%	36%	22%	34%	24%	28%	31%
	Neither/ nor	21%	26%	25%	26%	30%	31%	27%	27%	35%	27%
	Agree (to a great extent)	51%	46%	44%	36%	35%	47%	39%	49%	37%	42%
Lecturers motivated me to think critically, question prevailing views/ opinions in HOST country	Do not agree (at all)	4%	3%	1,4%	3,0%	4%	4%	2,1%	0,0%	1,9%	2,7%
	Neither/ nor	11%	10%	10%	13%	11%	21%	14%	10%	12%	13%
	Agree (to a great extent)	84%	87%	88%	84%	85%	75%	84%	90%	87%	84%

		Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
We had many external lecturers (e.g., from industry) in HOME country	Do not agree (at all)	59%	64%	54%	63%	70%	58%	60%	47%	57%	60%
	Neither/ nor	17%	22%	18%	16%	17%	15%	17%	33%	28%	19%
	Agree (to a great extent)	24%	14%	28%	20%	13%	28%	23%	20%	15%	21%
We had many external lecturers (e.g., from industry) in HOST country	Do not agree (at all)	34%	37%	23%	27%	27%	24%	28%	20%	24%	28%
	Neither/ nor	23%	22%	22%	19%	25%	25%	24%	16%	35%	23%
	Agree (to a great extent)	43%	41%	55%	54%	48%	50%	47%	63%	41%	49%
Curricula/ study organisation evaluation											
The curricula allowed students to select enough lectures according to their interests in HOME country	Do not agree (at all)	62%	56%	56%	56%	54%	55%	59%	49%	56%	56%
	Neither/ nor	20%	24%	23%	21%	25%	21%	21%	29%	31%	23%
	Agree (to a great extent)	18%	20%	21%	23%	21%	24%	20%	22%	13%	21%
The curricula allowed students to select enough lectures according to their interests in HOST country	Do not agree (at all)	9%	7%	9%	8%	4%	9%	9%	4%	7%	8%
	Neither/ nor	21%	14%	17%	23%	20%	17%	16%	27%	22%	18%
	Agree (to a great extent)	70%	79%	74%	70%	76%	74%	75%	69%	70%	74%
Classes were very overcrowded in HOME country	Do not agree (at all)	49%	54%	39%	36%	47%	42%	44%	51%	19%	43%
	Neither/ nor	20%	23%	19%	20%	20%	17%	22%	18%	30%	21%
	Agree (to a great extent)	31%	23%	42%	44%	33%	42%	35%	31%	52%	37%
Classes were very overcrowded in HOST country	Do not agree (at all)	59%	65%	66%	66%	58%	61%	66%	55%	52%	63%
	Neither/ nor	27%	20%	21%	18%	26%	23%	22%	14%	35%	22%
	Agree (to a great extent)	14%	15%	14%	16%	15%	17%	12%	31%	13%	15%
Too many courses were required per semester in HOME country	Do not agree (at all)	23%	32%	50%	42%	34%	45%	33%	24%	35%	38%
	Neither/ nor	31%	17%	18%	30%	28%	32%	22%	37%	20%	25%
	Agree (to a great extent)	46%	51%	31%	27%	38%	23%	45%	39%	44%	37%
Too many courses were required per semester in HOST country	Do not agree (at all)	49%	55%	59%	51%	52%	54%	52%	39%	37%	52%
	Neither/ nor	33%	24%	25%	32%	30%	37%	30%	35%	44%	30%
	Agree (to a great extent)	19%	21%	16%	18%	18%	9%	18%	27%	19%	18%
Curricula/ study organisation evaluation: The schedule of courses was not flexible and more like a school in HOME country	Do not agree (at all)	21%	20%	35%	33%	22%	32%	22%	39%	33%	28%
	Neither/ nor	24%	21%	16%	19%	19%	20%	18%	27%	15%	19%
	Agree (to a great extent)	54%	59%	49%	48%	59%	48%	60%	35%	52%	52%

		Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
The schedule of courses was not flexible and more like a school in HOST country	Do not agree (at all)	45%	41%	51%	46%	42%	39%	43%	49%	40%	44%
	Neither/ nor	30%	24%	23%	25%	22%	36%	26%	24%	36%	26%
	Agree (to a great extent)	25%	35%	26%	30%	36%	25%	32%	27%	25%	30%
Curricula/ study organisation evaluation: Too many exams had to be taken in too short a time in HOME country	Do not agree (at all)	19%	20%	27%	28%	25%	23%	17%	24%	11%	23%
	Neither/ nor	20%	15%	18%	23%	22%	26%	17%	20%	24%	20%
	Agree (to a great extent)	61%	65%	56%	48%	54%	51%	65%	55%	65%	57%
Too many exams had to be taken in too short a time in HOST country	Do not agree (at all)	45%	48%	51%	45%	47%	47%	47%	39%	39%	46%
	Neither/ nor	25%	25%	25%	28%	24%	32%	31%	33%	43%	28%
	Agree (to a great extent)	30%	28%	25%	27%	30%	22%	22%	29%	19%	26%
Attending courses was too often compulsory in HOME country	Do not agree (at all)	16%	15%	22%	29%	16%	32%	17%	16%	11%	21%
	Neither/ nor	24%	21%	21%	21%	13%	27%	18%	10%	22%	20%
	Agree (to a great extent)	60%	64%	57%	51%	71%	41%	65%	73%	67%	59%
Attending courses was too often compulsory in HOST country	Do not agree (at all)	29%	40%	36%	41%	39%	44%	38%	43%	24%	39%
	Neither/ nor	35%	27%	22%	27%	29%	34%	34%	31%	33%	29%
	Agree (to a great extent)	36%	33%	42%	31%	32%	22%	28%	27%	43%	32%
Physical infrastructure											
In HOME country evaluation	(Very) unsatisfying	49%	57%	46%	47%	62%	48%	67%	59%	52%	54%
	Neither/ nor	24%	24%	22%	26%	21%	31%	19%	24%	31%	24%
	(Very) satisfying	27%	19%	31%	27%	18%	22%	14%	16%	17%	22%
In HOST country evaluation	(Very) unsatisfying	2,9%	2,7%	1,9%	1,9%	0,0%	4%	2,7%	0,0%	0,0%	2,2%
	Neither/ nor	13%	5%	4%	7%	2,8%	9%	7%	4%	9%	6%
	(Very) satisfying	84%	92%	94%	91%	97%	87%	90%	96%	91%	91%
Digital infrastructure											
In HOME country evaluation	(Very) unsatisfying	59%	64%	58%	58%	69%	42%	66%	78%	65%	60%
	Neither/ nor	23%	21%	19%	18%	17%	29%	17%	10%	19%	20%
	(Very) satisfying	19%	15%	23%	24%	14%	29%	17%	12%	17%	20%
In HOST country evaluation	(Very) unsatisfying	2,9%	3%	4%	5%	0,0%	6%	4%	0,0%	4%	4%
	Neither/ nor	16%	8%	10%	11%	6%	13%	11%	8%	15%	10%
	(Very) satisfying	81%	89%	86%	84%	94%	82%	85%	92%	81%	86%

Study field “Services”: n.a.
n.a.: No values are shown for <30 cases.
Source: WBAA Tracer Study 2021.

12.4. By field of study (multiple choice questions)

Table 39: Overview by field of study (multiple choice questions)

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Only if degree obtained: Joint Degree										
Joint Bachelor Degree	6%	5%	6%	7%	1,1%	5%	2,1%	5%	7%	5%
Joint Master Degree	7%	9%	13%	10%	20%	13%	14%	17%	9%	12%
Joint PhD Degree	0%	1,1%	0,6%	2,7%	2,2%	0%	0,7%	0%	2,3%	1,2%
No Joint Degree	87%	85%	80%	80%	77%	82%	83%	79%	81%	82%
Only if degree obtained: Degree obtained abroad										
Bachelor obtained abroad	n.a.	18%	21%	23%	9%	n.a.	11%	n.a.	n.a.	19%
Master obtained abroad	n.a.	74%	72%	66%	80%	n.a.	76%	n.a.	n.a.	72%
PhD obtained abroad	n.a.	8%	7%	11%	11%	n.a.	14%	n.a.	n.a.	10%
Mobility study locations – regions										
EU Scandinavia incl. Iceland	8%	3%	5%	7%	17%	30%	6%	6%	6%	9%
EU North-West (incl. France), UK & Switz.	49%	50%	49%	41%	43%	23%	38%	29%	31%	41%
EU South	15%	29%	25%	32%	23%	23%	22%	58%	35%	27%
EU East	31%	32%	34%	36%	36%	37%	42%	19%	35%	36%
Non-EU	20%	5%	14%	12%	16%	10%	11%	6%	11%	11%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Current employment/ study status										
Employed full-time >=35h/ week	42%	38%	45%	54%	45%	59%	47%	29%	55%	47%
Employed part-time <35h/ week	23%	11%	7%	8%	7%	7%	5%	14%	1,9%	9%
Self-employed	7%	6%	7%	5%	1,9%	2,5%	4%	2,0%	1,9%	5%
Student	45%	48%	41%	39%	51%	39%	44%	37%	30%	43%
Intern/ trainee	8%	2,7%	7%	3%	4%	8%	5%	12%	11%	6%
Not employed, seeking a job	10%	18%	16%	14%	16%	9%	12%	22%	15%	14%
Not employed, not seeking a job	1,4%	2,2%	1,9%	0,7%	0,0%	1,7%	0,0%	0,0%	0,0%	1,1%
Type of employer (only employed, not studying)										
University	n.a.	16%	20%	5%	34%	12%	16%	n.a.	n.a.	16%
Researcher at non-university institute/ company	n.a.	6%	7%	0,8%	17%	9%	4%	n.a.	n.a.	5%
Public administration	n.a.	3,0%	10%	13%	2,9%	5%	7%	n.a.	n.a.	9%
NGO/ NPO	n.a.	6%	19%	9%	6%	5%	1,2%	n.a.	n.a.	8%
International organisation	n.a.	6%	11%	5%	6%	1,8%	2,4%	n.a.	n.a.	6%
Business sector (for profit)	n.a.	60%	33%	68%	34%	65%	69%	n.a.	n.a.	55%
Other	n.a.	3,0%	0%	0%	0%	1,8%	0%	n.a.	n.a.	0,9%
Locations of job search										
In my home country (WB country in which studied the most semesters)	61%	57%	65%	57%	54%	50%	53%	56%	57%	57%
In another Western Balkan country	7%	4%	9%	6%	6%	4%	3%	10%	4%	6%
In an EU country (incl. Switzerland, Norway, Iceland) or UK	35%	47%	57%	59%	51%	70%	61%	58%	43%	55%
In a specific country outside the EU or UK	2,8%	7%	5%	9%	5%	6%	5%	6%	1,9%	6%
Anywhere in the world	17%	25%	19%	19%	24%	17%	16%	23%	24%	20%
I have not looked for a professional job yet	6%	8%	5%	3%	8%	3%	6%	2,1%	6%	5%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Desired locations for living in the long run										
Albania	4%	1,3%	8%	7%	0,9%	8%	4%	6%	11%	5%
Bosnia and Herzegovina	6%	4%	5%	5%	8%	5%	7%	4%	11%	6%
Kosovo	13%	6%	10%	10%	9%	13%	11%	12%	7%	10%
Montenegro	1,4%	2,7%	5%	2,2%	0,0%	0,8%	2,1%	0,0%	0,0%	2,3%
North Macedonia	1,4%	0,4%	1,9%	1,1%	0,9%	5%	2,6%	4%	4%	2,0%
Serbia	11%	18%	10%	12%	19%	11%	9%	12%	15%	13%
EU (incl. e.g., Switzerland, Norway, Iceland)	45%	58%	61%	64%	57%	72%	63%	49%	57%	61%
UK	4%	6%	10%	10%	7%	13%	6%	8%	7%	8%
Another European country	15%	13%	10%	12%	7%	14%	13%	18%	13%	12%
USA/ Canada/ Australia/ New Zealand	20%	13%	14%	20%	9%	23%	15%	31%	9%	17%
Latin America, Africa, Asia	6%	5%	3%	2,6%	0,0%	4%	2,1%	0,0%	0,0%	3%
I want to live in more than one country	15%	27%	21%	14%	23%	23%	18%	27%	19%	20%
I don't know yet	1,4%	9%	8%	5%	10%	1,7%	6%	6%	1,9%	6%
Only if desire to live outside of the WB: Factors that would change this desire and motivate participants to live within the WB										
A salary level that enables a standard of living that meets my expectations	60%	63%	63%	65%	61%	64%	62%	65%	64%	63%
A stimulating and motivating working environment	38%	32%	26%	27%	43%	24%	28%	39%	54%	31%
An improved political situation at home	13%	29%	32%	22%	27%	30%	24%	23%	29%	26%
Better quality of life, good living conditions	62%	52%	58%	55%	45%	51%	63%	48%	43%	55%
Financial and social security, stable political system	51%	51%	47%	45%	37%	46%	44%	29%	46%	45%
Being physically close to my family and friends	4%	14%	16%	20%	27%	16%	20%	10%	11%	17%
Access to social benefits	9%	2,6%	6%	2,9%	1,5%	4%	4%	0,0%	0,0%	4%
Access to good health care	20%	13%	14%	16%	16%	19%	26%	23%	14%	17%
Access to good (school and university) education	24%	14%	14%	18%	13%	20%	13%	29%	11%	16%
The opportunity to contribute to societal change	9%	11%	12%	12%	9%	8%	8%	6%	4%	10%
Other	7%	4%	3%	2,3%	3,0%	2,7%	2,4%	0,0%	4%	3,0%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Improvement in skills/ competencies/ knowledge areas during the mobility experience										
(Oral) Communication skills	66%	68%	66%	67%	65%	57%	63%	67%	72%	65%
Leadership skills	27%	12%	23%	33%	12%	24%	17%	37%	13%	22%
Team-working skills	49%	32%	42%	45%	44%	41%	44%	49%	46%	42%
Critical thinking	61%	62%	69%	55%	50%	56%	51%	49%	52%	57%
New learning strategies	42%	38%	33%	31%	40%	26%	38%	61%	35%	36%
Decision making skills	27%	36%	29%	35%	23%	33%	24%	24%	39%	31%
Evaluation	8%	14%	15%	14%	25%	12%	23%	18%	20%	16%
Problem-solving skills	27%	46%	43%	44%	43%	46%	50%	41%	56%	45%
Sector-/ domain- or field-specific skills	14%	10%	19%	15%	18%	15%	14%	14%	20%	15%
Reading and writing skills	27%	34%	32%	18%	21%	15%	21%	12%	20%	24%
Active listening	20%	20%	15%	14%	15%	11%	17%	10%	19%	16%
Planning & organisational skills	45%	35%	36%	37%	36%	36%	32%	31%	31%	36%
Time management skills	28%	27%	27%	28%	29%	31%	31%	29%	20%	28%
Technical proficiency	6%	7%	7%	8%	16%	16%	21%	14%	9%	11%
Information Communication Technology (ICT) skills	4%	5%	7%	7%	11%	50%	9%	4%	6%	11%
Recommendations: study organisation (up to 3 answers possible)										
Split big exams into small ones (i.e., smaller, but more exams)	27%	13%	9%	14%	7%	14%	11%	22%	19%	13%
Less strict compulsory attendance	20%	24%	22%	16%	17%	12%	23%	22%	17%	20%
Earlier announcement of examination dates/ deadlines	11%	16%	11%	7%	18%	14%	8%	20%	15%	12%
More freedom in choice of courses	65%	66%	57%	55%	50%	61%	65%	41%	41%	58%
Allow more flexible study interruption, facilitate re-entry	14%	10%	9%	12%	1,9%	13%	10%	10%	9%	10%
Facilitate student involvement in research projects	45%	48%	59%	57%	70%	50%	53%	53%	63%	55%
More external lecturers	28%	30%	38%	43%	38%	34%	39%	35%	39%	37%
More international fellows/ teachers	41%	35%	35%	33%	30%	38%	40%	35%	26%	35%
Facilitate transition to labour market	32%	53%	51%	56%	63%	53%	47%	57%	61%	52%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Recommendations: modes of teaching/ learning (up to 3 answers possible)										
Traditional face-to-face teaching	14%	9%	13%	12%	9%	15%	13%	24%	31%	13%
Blended learning	17%	14%	12%	19%	11%	20%	10%	4%	4%	14%
Online-courses	10%	14%	7%	8%	7%	17%	5%	8%	9%	9%
Student presentations	14%	18%	13%	21%	21%	18%	18%	29%	13%	18%
Student-teacher discussions	54%	57%	59%	56%	51%	41%	60%	51%	61%	55%
Group/ project work with other students	41%	30%	40%	45%	42%	52%	39%	43%	30%	40%
Theoretical, abstract learning	8%	9%	9%	6%	4%	5%	7%	12%	0,0%	7%
Memorising knowledge/ replication	11%	4%	3%	6%	4%	2,5%	5%	6%	4%	5%
Practical application of knowledge	66%	73%	79%	72%	87%	77%	80%	71%	87%	77%
Creation of new knowledge	30%	47%	43%	35%	40%	30%	41%	27%	39%	39%
Recommendations: teaching system (up to 3 answers possible)										
Invest in teaching competencies (didactics) of teachers	21%	25%	24%	21%	17%	20%	15%	20%	15%	21%
Invest in field-related competencies of teachers	17%	20%	27%	26%	32%	26%	32%	33%	13%	26%
Implement modern teaching methods	46%	38%	41%	49%	52%	39%	48%	39%	37%	44%
Establish digital learning	31%	31%	27%	25%	23%	27%	23%	20%	17%	26%
Improve student-staff ratio	7%	11%	10%	14%	10%	18%	13%	12%	9%	12%
More, better, and individual mentoring for students	24%	25%	26%	20%	15%	34%	16%	24%	43%	24%
Create a culture of giving and receiving feedback between teachers and students	29%	37%	36%	31%	34%	29%	32%	33%	26%	33%
Teachers should encourage more critical thinking/ give more impulses for developing own opinions	34%	39%	46%	45%	39%	34%	43%	27%	46%	41%
Teachers should establish a respectful interaction between students and teachers	29%	24%	24%	28%	25%	18%	28%	18%	33%	25%
Teachers should motivate students through acknowledgment/ recognition of their achievements	33%	30%	23%	22%	29%	25%	31%	33%	35%	27%
Teachers should take diverse student needs into consideration in the classroom	10%	8%	7%	11%	6%	6%	7%	14%	7%	8%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Recommendations: curricula (up to 3 answers possible)										
Modernise discipline-specific content of curricula	35%	34%	29%	21%	33%	29%	33%	33%	30%	29%
More or stronger practice-orientated courses	68%	66%	73%	75%	76%	70%	74%	76%	72%	72%
More courses in foreign languages, especially in English	38%	29%	46%	48%	36%	33%	46%	55%	44%	41%
More courses to train soft skills	63%	61%	48%	58%	51%	51%	47%	47%	59%	54%
More courses to improve IT skills	32%	30%	31%	39%	41%	41%	40%	27%	22%	35%
More courses with an interdisciplinary approach	41%	63%	53%	43%	48%	43%	44%	35%	50%	48%
Recommendations: student support system (up to 3 answers possible)										
Increased range of tutorials/ mentoring/ learning support	32%	24%	24%	23%	22%	22%	29%	19%	24%	25%
Provide better study counselling before the beginning of studies	30%	30%	28%	25%	24%	24%	24%	29%	24%	26%
Offer better accessibility of needed information for studying	25%	25%	15%	23%	21%	17%	22%	27%	19%	21%
Provide career support	59%	59%	63%	59%	73%	58%	60%	60%	50%	61%
Establish a supportive student counselling	21%	23%	17%	25%	23%	16%	18%	21%	35%	21%
Establish a psychological counselling	14%	27%	27%	22%	19%	24%	19%	15%	24%	23%
Provide extra-curricular student activities	32%	26%	27%	30%	19%	39%	33%	21%	31%	29%
Establish a complaints office for students	11%	15%	15%	16%	18%	9%	17%	23%	11%	15%
Provide more student canteens	11%	9%	7%	9%	11%	13%	19%	15%	22%	11%
Facilitate internships abroad and study mobility	45%	48%	56%	48%	51%	49%	46%	46%	43%	49%

	Education	Arts & Humanities	Social Sciences, Journalism & Information	Business, Administration & Law	Natural Sciences, Mathematics & Statistics	ICTs	Engineering, Manufacturing & Construction	Agriculture, Forestry, Fisheries & Veterinary	Health & Welfare	∅
Recommendations: higher education system (up to 3 answers possible)										
Modernise infrastructures at universities	69%	76%	61%	65%	85%	74%	84%	84%	63%	72%
Abolish or lower tuition fees	15%	22%	20%	21%	10%	18%	14%	10%	13%	18%
Acknowledge the diversity of the student body/ students' different needs when creating HE policies	27%	19%	20%	20%	9%	11%	13%	8%	19%	17%
Provide (more) study grants and scholarships	41%	39%	45%	41%	38%	47%	42%	59%	54%	43%
Enhance administrative procedures	37%	40%	32%	38%	22%	33%	25%	16%	35%	32%
Improve research support	48%	44%	51%	48%	64%	51%	54%	53%	52%	51%
Increase university funding	13%	15%	19%	15%	23%	15%	22%	22%	17%	18%
Foster student involvement in higher education	24%	18%	26%	23%	13%	13%	21%	14%	15%	20%
Enhance accessibility in all university buildings	14%	15%	11%	14%	15%	24%	15%	10%	9%	15%

Study field "Services": n.a.

n.a.: No values are shown for <30 cases.

Source: WBAA Tracer Study 2021.

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Title: WBAA Tracer Study 2021

Research Report

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