

BGGplus

Results of the Survey

“IMPACT of the Brain Gain Program in Bosnia and Herzegovina, Kosovo, Montenegro and Serbia”

conducted among the former participants of the BGP and BGP+ project, in all four participating countries and covering the duration of the project implementation from 2002 until 2010.

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Table of Contents

Table of Contents	1
1 Introduction.....	2
2 Sample and Method	4
3 Survey Results – Hosting Institutions	6
3.1 General Information Related to the Project	7
3.2 Impact on Cooperation Development.....	10
Comparison between countries	11
Conclusion	12
3.3 Impact on Quality Improvement	12
Comparison between countries	15
Conclusion	17
4 Survey Results – Guest Lecturers	18
4.1 General Information Related to the Project	20
4.2 Impact on Cooperation Development.....	22
Comparison between countries	24
Conclusion	24
4.3 Impact on Quality Improvement	25
Comparison between countries	27
Conclusion	28
5 Conclusion	29
Acknowledgements	31
List of Annexes	32

1 Introduction

The **Brain Gain Program (BGP)** was developed as a response to the widespread phenomenon of brain drain that emerged in South-Eastern Europe (SEE) especially in the period during and after the war in the 1990s. As a consequence of the academic isolation in those years, the underdeveloped physical infrastructure at the universities, the complicated political structure as well as the poor economic situation, many young people and academics have left their countries to study, teach, and conduct research abroad. After the end of the conflicts and the stabilisation of the situation on the territory of former Yugoslavia, the emigrated academics wanted to visit their home countries in order to share their professional expertise which they had gained abroad and to disseminate new teaching and research methods. Stakeholders were confident that emigrated scholars could contribute to filling the gaps in capacities in research and teaching at universities in SEE, which especially exist at postgraduate level, but financial resources in the beneficiary countries were scarce and organisational capacities at universities very low, which made it difficult to attract these experts. Thus, the BGP project was developed as a response to this challenge.

The BGP was implemented for the first time in 2002 in Bosnia and Herzegovina (BiH), Kosovo, Serbia and Montenegro¹, as a component of an overall action of “Support to Reforms of Higher Education” projects in those countries, which were financed by the Austrian Development Cooperation. It was designed in a way that it allowed faculties/universities from Bosnia and Herzegovina, Kosovo, Montenegro and Serbia to invite professors, assistants or experts in relevant fields originating from former Yugoslavia to teach as guest lecturers for a certain period of time. The project subsequently continued for eight years, whereby in the last phase of the project, from 2007 until 2011², an additional component was introduced which led to the change in the name of the project which was since then called Brain Gain Program Plus (BGP+)³. The new format offered additional possibilities as a consequence of which local institutions and Diaspora could engage in the programme through one of two possibilities:

1. *BGP+ Classic*, former BGP supported period of stay between 1 and 3 weeks with at least 15 teaching hours per week
2. *BGP+ with an extended period of stay* (in this case the supported period of stay is the whole semester, and the lecturer is obliged to take over thesis mentoring. A guest lecturer can a) take over the full teaching workload – at least 10 teaching hours per week - and mentoring, or b) half teaching workload – at least 5 teaching hours per week – and research and mentoring.)

In order to enhance cooperation between Austrian institutions and SEE universities, guest lecturers and researchers from Austrian higher education institutions were eligible to take part in the BGP project regardless of their citizenship.

¹ Until 2007 BGP was jointly implemented in Serbia and Montenegro.

² The project was approved until the end of 2010, but it was prolonged until June/July 2011. The survey covers the period until 2010, because it started in January 2011 and was completed in March 2011.

³ Since the survey covers the entire period of the project duration we use the term Brain Gain program for both BGP+ Classic and BGP+.

Furthermore, a BGP database was developed and continually updated within the framework of the project. It provides information on courses offered by guest lecturers and those demanded by hosting institutions as well as a separate segment containing data on emigrated researchers.

The Brain Gain Program was foreseen as an effective mean to link the guest researchers/ lecturers to already existing networks in SEE and make them a driving force of knowledge transfer and quality assurance. This project aimed at development of the universities in SEE, but in some cases it also resulted in the repatriation of the emigrated scholars, which was not the main focus of this project.

This project, developed by WUS Austria and financed by the Austrian Development Cooperation enabled universities to invite qualified emigrated academics originating from the region to give lectures, which were not offered at the SEE universities, or to conduct/ participate in specific research projects. These actions supported a wide range of objectives: to fill gaps in teaching and research at local level, to introduce new teaching and research methods (e.g. competence based teaching) and up-to-date literature, curricula development (through the introduction of new courses and their integration into the regular curricula scheme), to enhance international cooperation, especially to support the Diaspora network and cooperation within the Diaspora academia, as well as the student and staff exchange and finally the “brain gain”.

In order to assess the impact of the BGP project over the entire period of its implementation (i.e. since 2002 until the moment of the survey implementation, end of 2010), questionnaires were developed based on the project description, the listed outcomes as well as the indicators of progress provided in the project proposal. Two questionnaires⁴ – one for the guest lecturers and one for the hosting institutions - had been developed and were sent out to all former BGP participants.

Since a large amount of quantitative data was already available from different publications and reports, the focus of this questionnaire was set on gathering qualitative data, while focusing on two main subjects – the development of international cooperation and the effect of BGP on quality improvement. The questions referring to the participants’ general impressions about the project and their personal experience constituted the first part of the questionnaires; in terms of quantity the survey only inquired about the number of conducted visits.

Each former guest lecturer was asked to state in which country he/she had conducted his/her lecture; the hosting institutions stated their location, which allowed the differentiation between the four countries in which BGP was implemented, and consequently the analysis within each country and comparison between them.

In total 116 guest lecturers and 61 institutions from all four countries took part in the survey which was conducted from the end of December 2010 until the middle of March 2011. The results demonstrate the major impact of the project in all four countries in both analysed areas (cooperation development and quality improvement). Furthermore, the individual comments reported a very high level of satisfaction by the participants with the project in general, as well as a positive opinion regarding its importance and impact. However, they also pointed out the continuing demand for similar projects in the region.

⁴ Both questionnaires are available as Annex 1 and 2.

2 Sample and Method

Two questionnaires – one for guest lecturers containing 34 questions and one for the hosting institutions with 41 questions were developed based on the project proposal and sent out as online questionnaires. Questionnaires were developed in .pdf forms which could be downloaded and saved, and questions thus did not need to be filled out all at once. After clicking on the “Submit” bottom the responses were automatically transferred to a central data base ensuring the anonymity of all the respondents. However, some of the respondents decided to send their questionnaires per E-mail. The first lot of questions (Part 1) asked about general impressions about the project and the respondents’ motivation to participate in it. This part offered a combination of a wide range of responses to select from and it also included some open questions. The questions focusing on the actual impact of the BGP project (Part 2) required from respondents to indicate their replies on a scale of 1 to 4 with the fifth additional possibility “I don’t know” provided in order to assure that respondents only selected one of the first four options if they were sure about them.

A pre-test was conducted in October during which the first version of the questionnaires was sent to a small number of former BGP participants (the ones that the local BGP coordinators were still in close contact with) with the request to fill out the questionnaires and to send any kind of feedback regarding the content, possible technical difficulties et al. After the pre-test the feedback was examined and incorporated into the questionnaires, which resulted in small changes in the questions themselves (formulation of some questions) and adding the possibility of providing open comments for each question. Therefore, in terms of content no changes were made. The final version of the questionnaires was sent out to all former BGP participants at the end of December 2010. The deadline for compiling of the survey was extended two times and the survey was finally closed in March 2011.

All former guest lecturers (who were still reachable under the available contact details) in all four countries were asked to take part in the survey. At the hosting institutions the questionnaire was sent to the person who was most involved in the project, i.e. which could best answer the survey questions. This person was usually the Head or Vice-head of a department, the coordinator from the International Relations Office, the Head of the respective study programme or a professor from the respective institution. The number of responses is given in the table below.

Table 1: The number of filled-out questionnaires

	Total	BiH	Kosovo	Montenegro	Serbia
Hosting institutions	61	17	4	7	33
Guest lecturers	116	30	19	16	60

It is evident that the sum of numbers for single countries by the guest lecturers (30+19+16+60=125) is higher than the number stated as total number. This is the result of the fact that some lecturers conducted BGP visits in several countries and were thus counted as a separate case in each of them.

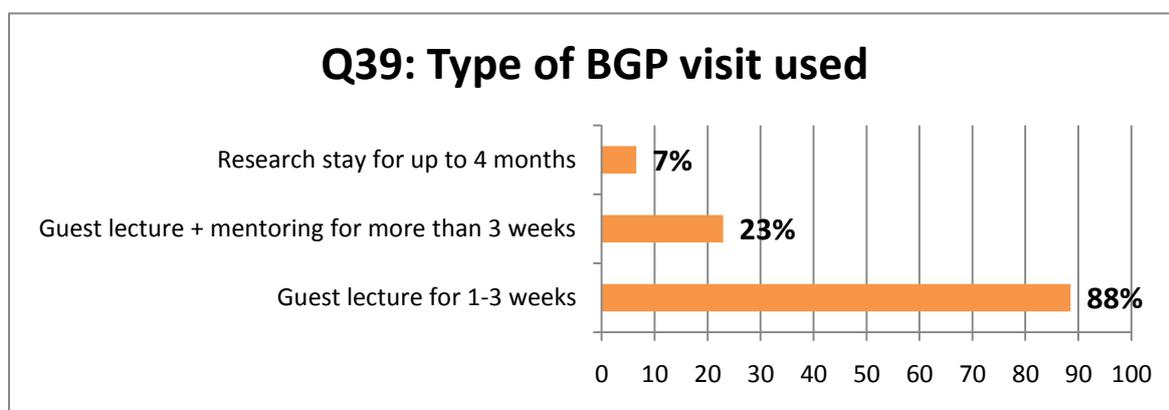
The data is analysed in the following chapter by combining different questions and presenting the replies in a series of diagrams which offer an overview of the **overall impact of the BGP project in the four surveyed countries** according to the major identified topics that were of interest for the BGP project (quality improvement and cooperation development). The comparison between the countries with regard to the general trend is analysed additionally.

3 Survey Results – Hosting Institutions⁵

Out of the 61 surveyed hosting institutions the majority of respondents were from the area of natural sciences (25%), technology (over 19%) and social sciences (16%). The same distribution was evident in the case of Montenegro (most respondents were from the technical field) and Serbia (all three areas), whereas in Bosnia and Herzegovina the majority of respondents was from the area of technology (17%) in the first place, and secondly from the area of medicine/dentistry/pharmacy (12%). **Kosovo will not be separately analysed in this chapter, since the sample of the hosting institutions was very low (only 4).**

As can be seen in the graphic below, the *BGP+ Classic* (guest lecture with the duration of 1-3 weeks) was the form used most frequently. As pointed out in Chapter 1 this is the original form of the BGP, which was also the only one until 2007. Against this background it is evident that the percentage of the other two sub-forms (within the *BGP+ with an extended period of stay*) is quite big considering that they were implemented for less than 4 years. Looking at Bosnia and Herzegovina, and Montenegro individually, we see that their percentage of using the second type (guest lecture + mentoring) was even higher (ca. 30%), whereas in Serbia it was at approximately 15%.

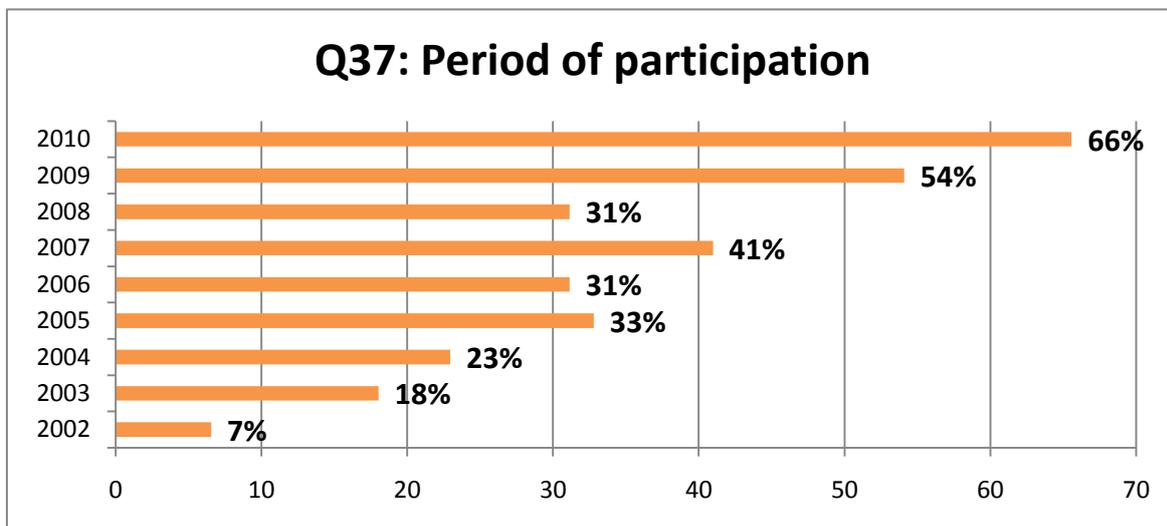
The percentages do not sum up to 100%, since some of the institutions used more than one type of BGP.



The next graph shows the distribution of the hosted BGP visits according to the years of project implementation, showing that the percentages increased with the length of the implementation period with the majority of hosted visits in 2010. There are however two exceptions: The biggest difference is evident in the decline in the year 2008, which is also evident in all three countries individually. This decline might have been the result of the beginning of the new project cycle, which due to the late start in some countries may have lead to the reduced number of implemented visits. A huge increase is evident in the subsequent two years.

⁵ The raw data – table with the responses from the hosting institutions can be found in Annex 3.

The small overall decrease that is evident in the period 2005/2006 represents a particular decrease of approx. 6% in Serbia. Stagnation has been reported in Montenegro in this period whereas in Bosnia and Herzegovina there was an increase of 6%, according to the data from this survey.

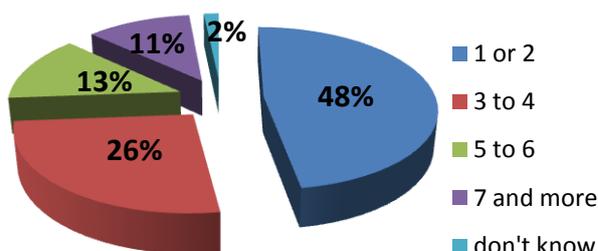


An interesting fact is that the great majority of respondents heard about the BGP project from a colleague, which is also an indication that the BGP project was well known among the academic community and promoted among the colleagues. In single countries this response was chosen in ca. 50% of cases.

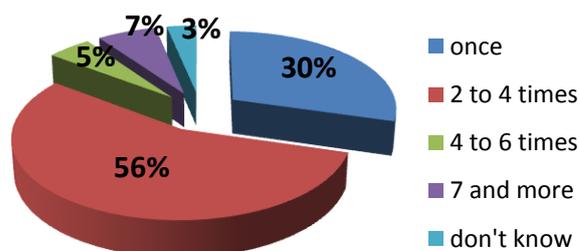
3.1 General Information Related to the Project

The two graphs below show the only quantitative data that was taken within the framework of the survey among the hosting institutions. They show that the majority of surveyed institutions have hosted only one or two guest lecturers, but it is very interesting to see that in the eight years of the project implementation 11% of surveyed institutions have hosted more than 7 guest lecturers. It is furthermore interesting that in almost 70% of cases guest lecturers have repeated their visits.

Q7: Number of hosted guest lecturers within BGP project



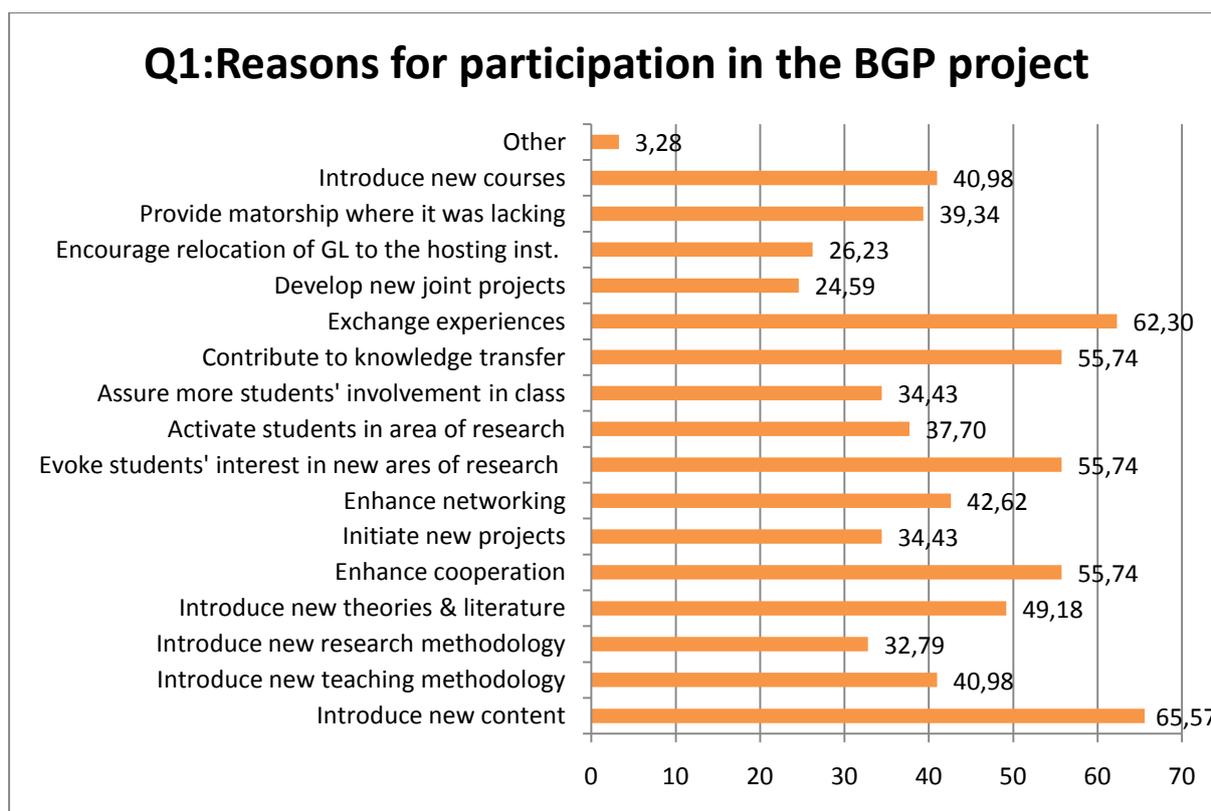
Q6: Number of visits per single guest lecturer



The survey also inquired about the motivation of the hosting institutions to participate in the project, about the institutions' impression why the lecturers participated, as well as about the institutions' overall impression of the project and their satisfaction with it.

The figure below demonstrates the reasons of the hosting institutions for their participation in the BGP project. The institution representatives could answer this question by choosing one or more of the proposed options and could also state additional reasons. As is evident from the graph the most common reasons were the introduction of new content in the existing curricula and the exchange of experience, followed by contribution to knowledge transfer, the enhancement of cooperation and the desire to evoke students' interest in new areas of research. The above mentioned reasons were selected by at least 24% of the respondents. It is further evident that the desire to encourage the guest lecturer's permanent relocation to the hosting institution was not the major motivation, but rather the exchange of knowledge and cooperation.

Under "other reasons" (3 replies) it was stated by one professor that he wanted himself and his students to see "how things are generally being done abroad" and one other person wanted to have the PhD study programme from the guest lecturer's institution to be presented to his/her students with hopes that they will be inspired to complete this particular PhD abroad and return home afterwards.



Comparing the result of this particular question per country it is evident that only few discrepancies exist. In Serbia the major motivation seems to be the introduction of new curricula content (just like in the overall analysis⁶) which is also often stated as reason in two other countries, however unlike in

⁶ The overall results and analysis refer to the results/ analysis of all the four countries together.

other countries the most frequent answer in Bosnia and Herzegovina (BiH) was the introduction of new courses (thus with more focus on curriculum modification) and in Montenegro the most common answers referred to the initiation of new projects and enhancement of cooperation, which is not in alignment with the general results. However, the small sample in Montenegro (7) is not quite representative.

When analysing the answers of the hosting institutions' representatives to the question which were the major reasons of the guest lecturers to participate in the BGP project, the national results are in alignment with the overall results. They report that the contribution to the development of the country was most often perceived as main motivation, and getting in contact with higher education institutions from the hosting country was the second most frequent answer. Networking and professional advancement were also often perceived as reasons for participation, whereas financial gain was observed as a motivation by the least (10%) of respondents.

We were very glad to learn that in 95% of reported cases the expectations of the participating hosting institutions were fulfilled. For them further development of the curriculum (16%), good cooperation with the guest lecturer(s) (13%) and exchange of knowledge (11%) constituted the main benefits. The three answers that were provided under the option "other" are fully cited here:

- The most positive aspect of the BGP+ was to be able to offer courses which we couldn't offer in the past for our students so it was a very positive experience.

- Moreover, students' overall enthusiasm and interest had increased. I introduced certificates for the courses and later on I could see that students had been using them when applying for the job. All the students stated BG courses as important learning and added value to their undergraduate diploma.

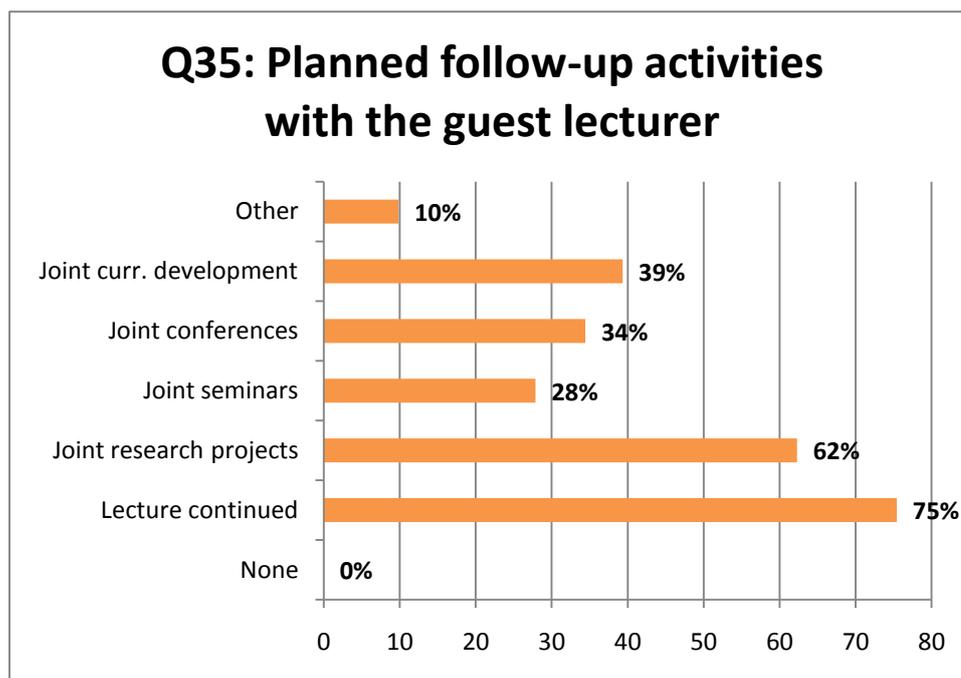
- We gained permanently one of the professors and justified the name of the program.

When asked how the project could be improved in the future, the majority answered that the project was great just as it is and that it needed no additional changes. The others suggested to expand the project by allowing lectures other than from Austria and originating from former Yugoslavia to participate in the programme or to offer additional funding for literature and equipment used by the guest lecturers, for the follow up activities (study visits to the guest lecturer's institution), to allow more and longer/ shorter visits et al.

Even though it was not directly related to the project, we enquired about the general situation in the country regarding the investment in science and research as well as about cooperation with the Diaspora. 50% of the respondents reported a small increase in public spending for science and research in the last ten years, positive developments in the cooperation with the emigrated scholars in the same period (64%) and a moderate (27%) or large (25%) increase of public awareness regarding the importance of international cooperation for the development of the universities compared to five years ago. The same trends can be observed when analysing the three countries individually, except with regard to the increase in public spending for science and research. In BiH 29% reported that there was a decrease in spending, 24% said that there was no change, but still the majority (35%) reported a small increase just like in Montenegro and Serbia.

3.2 Impact on Cooperation Development

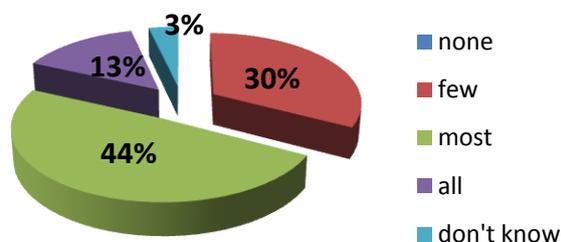
Hosting institutions reported that the majority of the guest lecturers who have visited their institutions remained in contact with their staff and their students. 80% of the respondents reported that continuous cooperation has been developed between their institution and the guest lecturer’s institution: in case of those who hosted more than one guest lecturer this has been realised in several cases (53%), in the majority of cases (16%) and always (11%). Two thirds of those who reported to have hosted only one guest lecturer responded that they have established cooperation with the guest lecturer’s institution. Even though the results show that 28% of the hosting institutions have not cooperated or do not cooperate at the moment with guest lecturers on projects besides BGP, it is very interesting and a very positive finding that **all** interviewed hosting institutions plan some sort of follow-up activities with “their” guest lecturers. Different follow-up activities are listed in the figure below (together with the percentages of responses). Some of the additional activities that were mentioned are: mentorships for master thesis, joint research projects, student exchanges, IPA or Tempus project applications or, quoting, “*development of the plan for establishing a center in the field of Science Education research and some form of life-long learning programs in the same field*”.



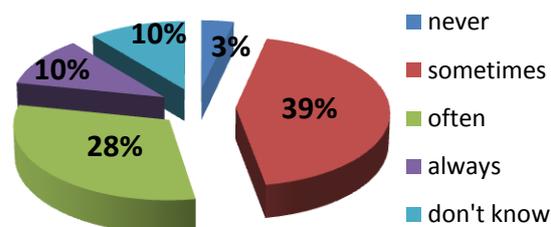
As can be seen in the figures below, both students and staff of the hosting institutions have remained in contact with the guest lecturers after their return home. It is furthermore interesting that subsequently to the BGP visit in almost 60% of reported cases the lecturers from the hosting institution have conducted study or research visits at the guest lecturer’s institution and that in almost 50% of cases students from the hosting institution have engaged in some sort of exchange (research visit, summer school et al.) with the guest lecturer’s institution.

In those 16% (lecturers) and 23% (students) cases when an exchange did not take place the stated reasons were predominantly lack of funds and of organisational abilities.

**Q25: Continued cooperation:
Lecturers - Guest lecturers**



**Q28: Continued cooperation:
Students - Guest lecturer**



The guest lecturers' influence on the development of the host institutions' cooperation was quite broad which is evident in the fact that in almost 50% of cases guest lecturers have contributed to the development of at least one cooperation between the hosting institution and some other institution, whereas in 13% of cases more than 3-4 such cooperations were developed.

Furthermore, 40% of the hosting institutions that hosted more than one lecturer reported that guest lecturers were often also engaged in other projects in the local country. It would be wrong to assume that this occurrence was directly influenced by the BGP project, but it is possible that this project was the initiator or the contributor to the development of the other cooperations. However, this would be a subject of some other research.

Comparison between countries

When we look at the responses received in Bosnia and Herzegovina, Montenegro and Serbia⁷ we can make the following analysis.

In **Bosnia and Herzegovina** (BiH) the planned follow-up activities are mostly focused on the continuation of the introduced lecture (88%) and on joint curriculum development (59%). These activities are in accordance with the reasons of the BiH institutions for their participation in the BGP project. The planned activities are also joint research projects, and some specific and additional ones were also stated (EU projects, development of a new centre, workshops). All surveyed BiH institutions also report to have developed continuous cooperation with at least some of the guest lecturers they hosted. 12% report to have developed cooperation with all of them. When it comes to cooperation between the lecturers from the hosting institution and guest lecturers as well as the cooperation between the students and guest lecturers, the responses in BiH are quite similar to the general responses: The majority of respondents report that contact between the students and the

⁷ As already pointed out previously in this chapter, the case of Kosovo will not be discussed separately here due to a low number of surveyed institutions (4).

guest lecturers as well as cooperation between their lecturers and guest lecturers in most cases continues. In BiH guest lecturers also contributed to the development of a cooperation between the hosting institution and the other institutions (in 40% of cases).

In **Montenegro** the majority of respondents, unlike in the case of BiH and Serbia, plan joint research projects (85%) and joint conferences (71%) as follow-up activities. They also plan joint curriculum development with the guest lecturers. Even though only seven institutions were surveyed in the frame of this analysis, it is impressive to see that all of them have developed continuous cooperation with the institutions of at least some of the guest lecturers they hosted. Furthermore, they all report that there is cooperation and contact between their staff and students and at least some of the hosted guest lecturers. All representatives also stated that guest lecturers have helped them establish cooperation with other institutions.

In **Serbia** the planned follow-up activities have the same distribution as the overall data. More than 90% of Serbian institutions have reported to have established continuous cooperation with the institutions of at least some of the guest lecturers with more than 12% reporting cooperation with institutions of all BGP lecturers. When it comes to the cooperation and contact between guest lecturers and lecturers and students of the hosting institutions, the data display the same distribution as the general ones – almost all institutions report the existence of such cooperation with at least some of the guest lecturers, but only 10-15% report cooperation with every guest lecturer. More than 65% of institutions have developed cooperation with other institutions on the initiative or suggestion of the guest lecturer.

Conclusion

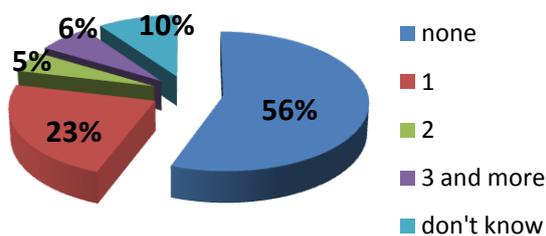
The conducted survey confirmed the assumption that guest lecturers have had an impact on the development of international cooperation of the hosting institutions. The data show that all surveyed institutions are planning different follow-up activities with the guest lecturers and that a lot of them have already been conducted. Furthermore, guest lecturers have served as mediators in developing cooperation between the hosting institutions and other institutions, which additionally increased international activities and cooperation of the hosting institutions. One very important aspect of this project was its sustainability. Even though it was clear that emigrated scholars cannot simply come back and re-settle, it is important that they remain in contact with the lecturers from the hosting institutions and their students to keep a bridge between institutions from different countries as a basis for continuing and mutual knowledge transfer.

3.3 Impact on Quality Improvement

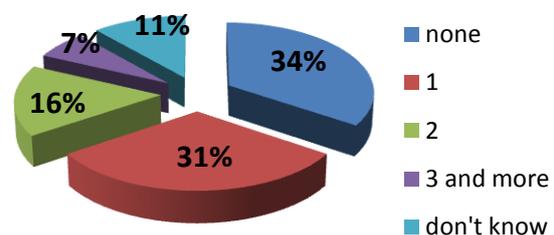
The results of the survey confirm our assumption (and one of the main goals of the project) that guest lecturers have influenced the development of curricula and that the methods they use have influenced the teaching methods used at the university in general. These are some of the main factors which ensure the sustainability of the project.

As it can be seen in the graphs below in more than 30% of cases guest lecturers have participated in the development of new study programmes. In 6% of the cases they participated in the development of three or more study programmes, whereas in 10% of cases respondents did not know whether there was such an involvement by the guest lecturer. As expected the involvement of the guest lecturers in the development of the new courses was larger. In more than 50% of cases guest lecturers have helped in the development process of new courses, in 7% three or more courses were developed within such a cooperation.

Q 17: New study programmes

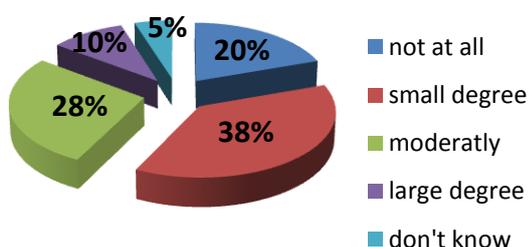


Q18: New courses

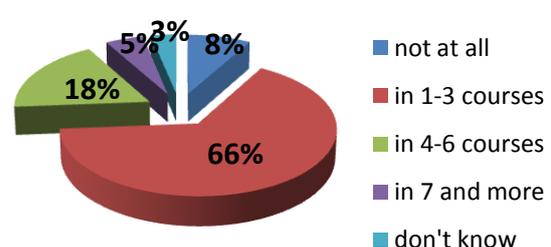


In the graph below (Q16) we can see that only 20% reported that guest lecturers were not involved in the development and modification of curricula, whereas 5% did not have information about this. Regardless of the level to which guest lecturers were involved in these processes, it is interesting and relevant that in more than 75% of cases they participated in those activities. These results are another indication that the guest lectures that were conducted at the local institutions were not merely one-time lectures, but that the visiting scholars had a big impact on hosting institutions and their study programmes. This is also evident from the second graph displayed below (Q15), which shows that in the great majority of cases the BGP has influenced the introduction of interactive teaching methods (discussions, presentations etc.) at the hosting institution. In some of the individual comments which were written in the questionnaire it was stated that some of them had already implemented interactive teaching methods at their institution, however, it was important for their students see that similar methods are used abroad/ at other institutions as well. Furthermore, one respondent reported that they wanted the guest lecturers to use modern methods in order to attract the students' attention, which they did.

Q16: Participation in curr. development



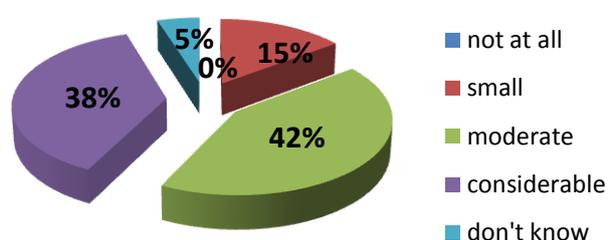
Q15: Introduction of interactive methods



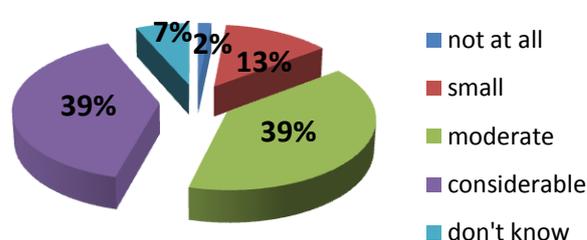
If we look at question 30 (see Annex), we see that 70% of respondents who hosted more than one guest lecturer within BGP report that the lecturers from their institution have adapted the methods used by the guest lecturer sometimes or often, whereas more than 80% of institutions which only had one guest lecturer responded that his/her methods were adapted by their local lecturers.

Talking about the guest lecturers' influence on students and their academic development and progress, it is interesting to look at the responses of the representatives of the hosting institutions regarding their impression about this subject (graphs Q12 and Q13). 38% reported that guest lecturers had considerable influence on the increase of the students' interest in international exchange and 42% reported the same level of increase regarding the students' interest in research activities. In 42% and 39% of the cases an increase of the interest was reported for international exchange and in research activities respectively, whereas no influence at all was reported by 0% and 2% respectively. In their additional comments respondents wrote that this influence was big *and* important because on the one hand the guest lecturers raised the students' self-confidence about their competitiveness on the European/ international market and on the other hand some guest lecturers connected students with their own networks and introduced them to different options of international academic mobility. Negative comments referred to the political (visa issues) and institutional problems (initial phase of adaptation of the Bologna principles) as obstacles to the increase of students' international mobility. Regarding the interest in research activities it was emphasised that students, under the influence of the guest lecturers, were encouraged to develop their own projects, have conducted research project in cooperation with the guest lecturers, got in touch with research areas less developed at the hosting institution and were able to define more specifically their research interests. Moreover, 95% of respondents reported that guest lecturers had a positive impact on the students' inclination to continue their education at postgraduate and PhD level (small degree - 3%, moderately - 30%, very much - 62%). 5% of the respondents said that they did not know if such effect occurred.

Q12: Increase of interest in internat. exchange



Q13: Increase of interest in research activities

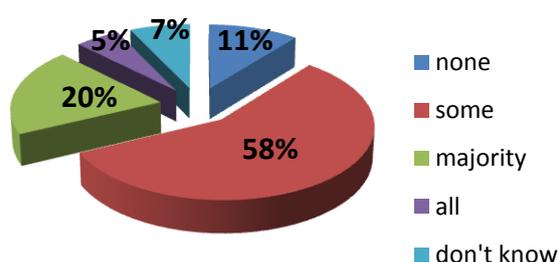


As was reported in the single progress reports submitted to the donor, the answer to question 29 also confirms that the students' evaluations of the guest lectures were almost always (reported in more than 90% of cases) positive.

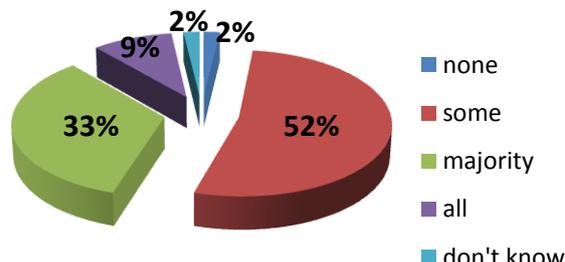
The figures below demonstrate the importance of the guest lectures that were supported within the project because they show that more than 80% of hosting institutions reported that at least some of the guest lecturers offered mentorships in fields that were not dealt with at their institution. The students of these institutions had thus the opportunity to engage in research fields for which their hosting institution would otherwise have no resources. Even more positive results are evident when it comes to new theories, contents and techniques introduced by the guest lecturer, as it can be seen in the graphic below.

Most importantly, in more than 95% of cases hosting institutions reported that at least some guest lecturers offer(ed) on-going/ continuing mentorship to their “new” students (33% institutions reported that majority of the hosted lecturers offer(ed) that, 9% report that they all did). All hosting institutions (100%) which had only one BGP guest lecturer report this occurrence. This proves the sustainability of the project as a lot of guest lecturers preserved active contact with the hosting institution and some students have an on-going opportunity to receive mentorship in new academic fields.

Q32: Mentorships in new areas



Q33: New techniques, theories and content



Comparison between countries

The analysis per country presented in the following paragraphs will show that the reported data are quite different from country to country. Since the biggest sample was obtained in Serbia (33), their results have had the biggest impact on the overall results. The second largest sample was obtained in Bosnia and Herzegovina (17) and they also offer us interesting inputs.

In **Bosnia and Herzegovina** (BiH) the data show that much greater percentage of hosting institutions report involvement of the guest lecturers in the process of development of new study programmes (48%) and new courses (65%) than in the overall analysis. It is also very interesting to see that 18% of respondents reported that three or more new study programmes were developed with the help of the guest lecturers and 12% reported such number in the case of development of the new courses. Furthermore, the data show that in all surveyed institutions the BGP influenced the introduction of interactive teaching methods in at least one course, whereas 24% report such influence in four to six courses at their institution. All of these percentages are larger than what overall data of all countries

jointly report. These results are in accordance with the data from the previous sub-chapter which also reported influence of the guest lecturers on the curriculum development.

The majority of respondents reported that they believe that the guest lectures have increased the students' interest in international exchange (47% of respondents report moderate influence and 18% considerable) and in research activities (41% of respondents report moderate influence and 29% considerable).

All surveyed institutions reported that at least *some* of the hosted guest lecturers at their institution have dealt with contents and techniques that were new to their local lecturers and 41% replied that *the majority* of guest lecturers did that. Over 40% stated that some of the BGP lecturers offered mentorships in areas that were previously not dealt with at their institution and over 40% said that some of them still offer mentorships as thesis advisors. These findings are slightly different from the general results.

In **Montenegro** only 28% of surveyed institutions reported the involvement of the guest lecturers in the development of the new study programmes and over 42% reported their involvement in the development of new courses. This is well below the overall results, but it needs to be pointed out again that the sample in Montenegro was quite low (7). They also reported on the influence of the BGP project on the introduction of new and interactive methods in their courses, however, this percentage is also lower than in the overall analysis. All surveyed institutions expressed their belief that guest lectures at least slightly influenced the increase of the students' interest in international exchange and research activities, with more than 42% thinking that this influence was considerable in both cases (thus the percentage is well over the one in the general report). Again, the small sample must be taken into account. The majority of institutions from Montenegro also report that at least some guest lecturers presented new contents and techniques in their courses and that they also offered mentorships in new academic fields.

In **Serbia** a high percentage of surveyed institutions reported that guest lecturers were not involved in the development of new study programmes and new courses (reported by 64% and 39% respectively). Even though these percentages are much lower than in other countries, it is still evident that in almost 80% of cases guest lecturers were in some way involved in the process of curriculum development or modernisation, whereas more than 40% were involved in the development of at least one new course. When it comes to the influence of the BGP project on the introduction of interactive teaching methods in the courses of the surveyed Serbian institutions, the results are quite similar to the results in the overall analysis – in more than 80% of cases at least one course was modified through the introduction of the new methods.

It is interesting that 51% of the surveyed institutions think that guest lectures had *considerable* influence on the students' increase of interest in international exchange and that 45% noticed the same influence when it comes to their interest in research activities. These percentages are much higher than in the overall analysis.

Data obtained from the Serbian institutions are quite similar to the general ones when it comes to the introduction of new content and techniques as well as to mentoring in those new areas. However, in Serbia 24% of institutions reported that no mentorships as regards the writing of final

papers (thesis) were provided by the guest lecturers, which represent a much higher percentage than in the overall results.

Conclusion

The analysis of the impact of the BGP project on the quality improvement shows that hosting institutions from different countries had different experiences in this regard. However, as the general data and analysis show, the impact is definitely existent and quite considerable. Differences in impact on national level show that different aspects of the project were more evident in different countries, thus in Bosnia and Herzegovina the impact was the greatest in the area of curriculum development (development of new study programmes and courses) whereas in Serbia the impact was greatest when it comes to the awakening and developing of students' interest in international exchange and in research activities. However, it must be emphasised that in *all* countries this project has had positive impact in *all* areas, but it was not everywhere equally strong.

It was important to see that guest lecturers got themselves involved in different activities at the local universities, that they have made an impression and have had influence on the working methods and academic interest of both students and local lecturers (e.g. implementation of new methods), with some of them remaining in close contact with their hosting universities through mentoring as thesis advisor. All these data and information demonstrate the long-term sustainability of the project.

4 Survey Results – Guest Lecturers⁸

Out of the 116 surveyed guest lecturers the majority lives in the USA (22%), followed by Austria (16%) and Germany (15%), with the minority situated in many other countries, e.g. Sweden, France, UK, Australia, South Korea et al. It is interesting that two persons answered that they currently live in Kosovo and one in Bosnia and Herzegovina, because this leads to assume that they settled in their home country for a longer period or may have returned for good. The majority of guest lecturers has an academic background in the field of natural sciences (30%), followed by technology (15%), medicine/dentistry/pharmacy (13%) and social sciences (13%). The most represented academic fields are the same as the ones that were reported by the hosting institutions, however the percentages are not the same. It is important to note though, that only one person per hosting institution has filled out the questionnaire and that these persons were often from the office for international affairs.

In Bosnia and Herzegovina (BiH) the largest number of surveyed guest lecturers has an academic background in a technical field (30%) or medicine/dentistry/pharmacy (23%), followed by natural and social sciences (each 13%). In Kosovo the largest number belongs to the field of social sciences (32%), followed by natural sciences (16%) and medicine/dentistry/pharmacy (16%). Half of the guest lecturers who visited Montenegro were also from the field of natural sciences and 25% medicine/dentistry/pharmacy. Also in Serbia most guest lecturers came from the field of natural sciences (35%), followed by the technical field (12%), medicine/dentistry/pharmacy (8%) and social sciences (8%).

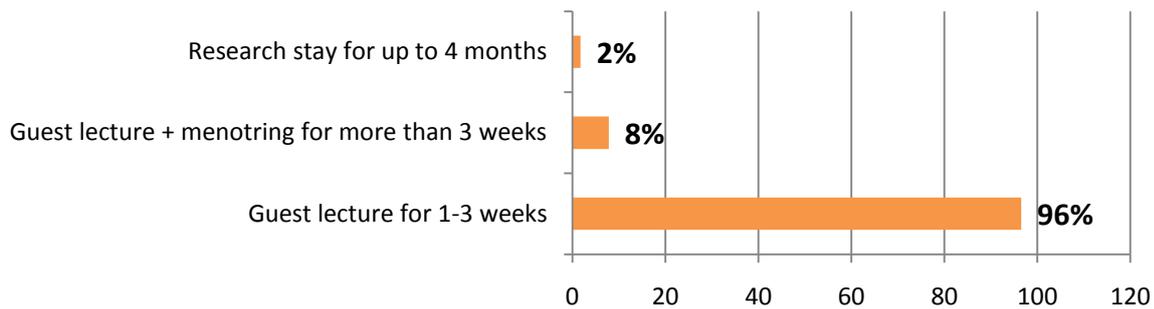
As can be observed in this case as well, the overall results are mostly affected by the results from Serbia, since the biggest sample was obtained there (60). In BiH the sample was 30, whereas in Kosovo and Montenegro 19 and 16 responses respectively were received.

It must be noted that in case of national analyses some responses were counted more than once, as some guest lecturers visited more than one country. Since the difference between the real number of responses (116) and the sum of the national responses (125) is not large in relative terms (less than 10% of the overall sample), it was decided to proceed with the analysis by simply disregarding this error and not trying to correct it.

The graph below shows a similar distribution of the use of different types of BGP visits, as in the case of the hosting institutions. The majority used the *BGP+ classic*, which can be expected since the length of stay is moderate and fits into the average teaching schedules. Even since the implementation of BGP+ (since 2007; including two more components) most guest lecturers chose the BGP classic model, which only requires a short visit of 1-3 weeks and thus better matches the lecturers' professional obligations at their home institutions. Nevertheless, 10% of surveyed guest lecturers actually opted for the BGP+ model with an extended stay and more obligations at the hosting institution. As evident from the data, some lecturers used more than one type of BGP and it may well be that these are the same persons who later opted for the extended model.

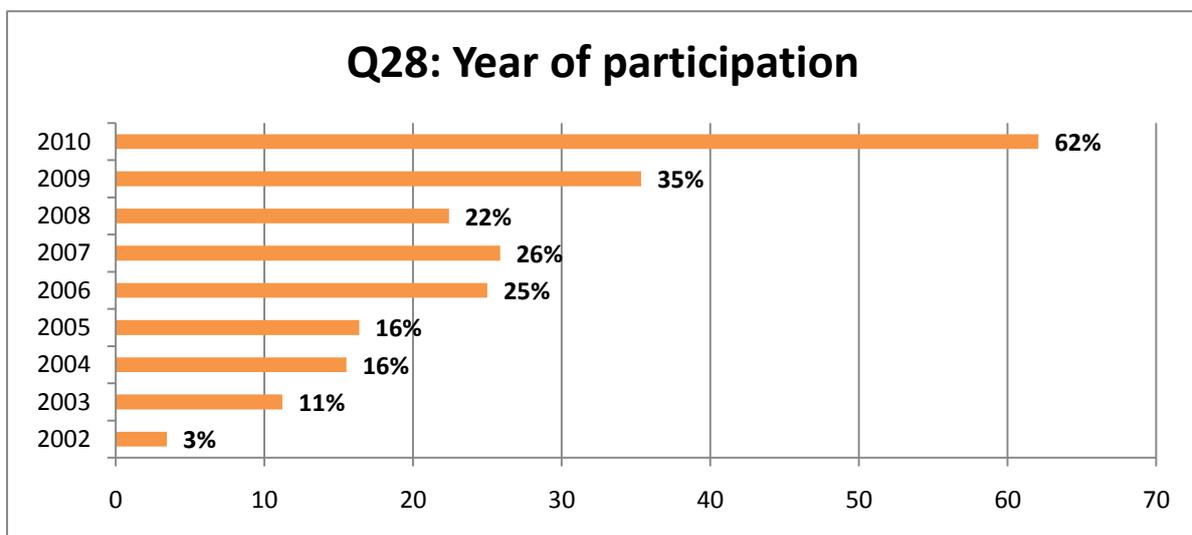
⁸ The raw data – table with the responses from the guest lecturers can be found in Annex 4.

Q30: Type of BGP visit



It is interesting that while none of the surveyed lecturers have conducted research stays of up to 4 months in Montenegro and Serbia, in BiH 3% of respondents did that and in Kosovo this percentage was the highest – 5% (however the sample was smaller than in BiH). In Kosovo the number of people choosing the second type (guest lecture + mentoring) is also the highest (16%) compared to the other three countries.

When it comes to the frequency of the BGP visits per year, the graph below (Q28) demonstrates a similar trend as the one that was observed in the case of hosting institutions – there is a small draw back in the period from 2007 to 2008, which was already discussed in the previous chapter. The sum of the percentages does not amount to 100%, because some of the scholars have participated in the programme more than once.



On the national level a similar trend is evident, with an increase or stagnation when moving towards 2010. Only in Montenegro there is a decrease of 10% from 2009 to 2010 and in Kosovo the distribution is totally different with a huge increase from 2007 to 2008 (more than 15%) and a decrease from 2004 to 2005. This distribution is however limited to this sample.

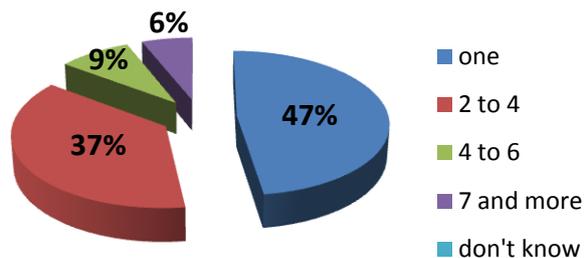
Just like in the case of hosting institutions, the majority of guest lecturers (68%) found out about the project from their colleagues.

It is furthermore interesting that 70% of the surveyed guest lecturers were male.

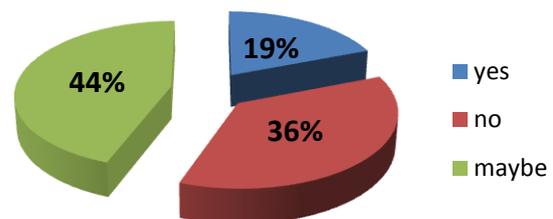
4.1 General Information Related to the Project

The figure below shows the number of BGP visits per single surveyed guest lecturer. The majority conducted only one visit, however we can observe a considerably high percentage of lecturers who repeated their visits with 6% of surveyed lecturers who conducted more than seven visits.

Q7: Number of BGP visits per guest lecturer



Q6: Plan to go back to home country

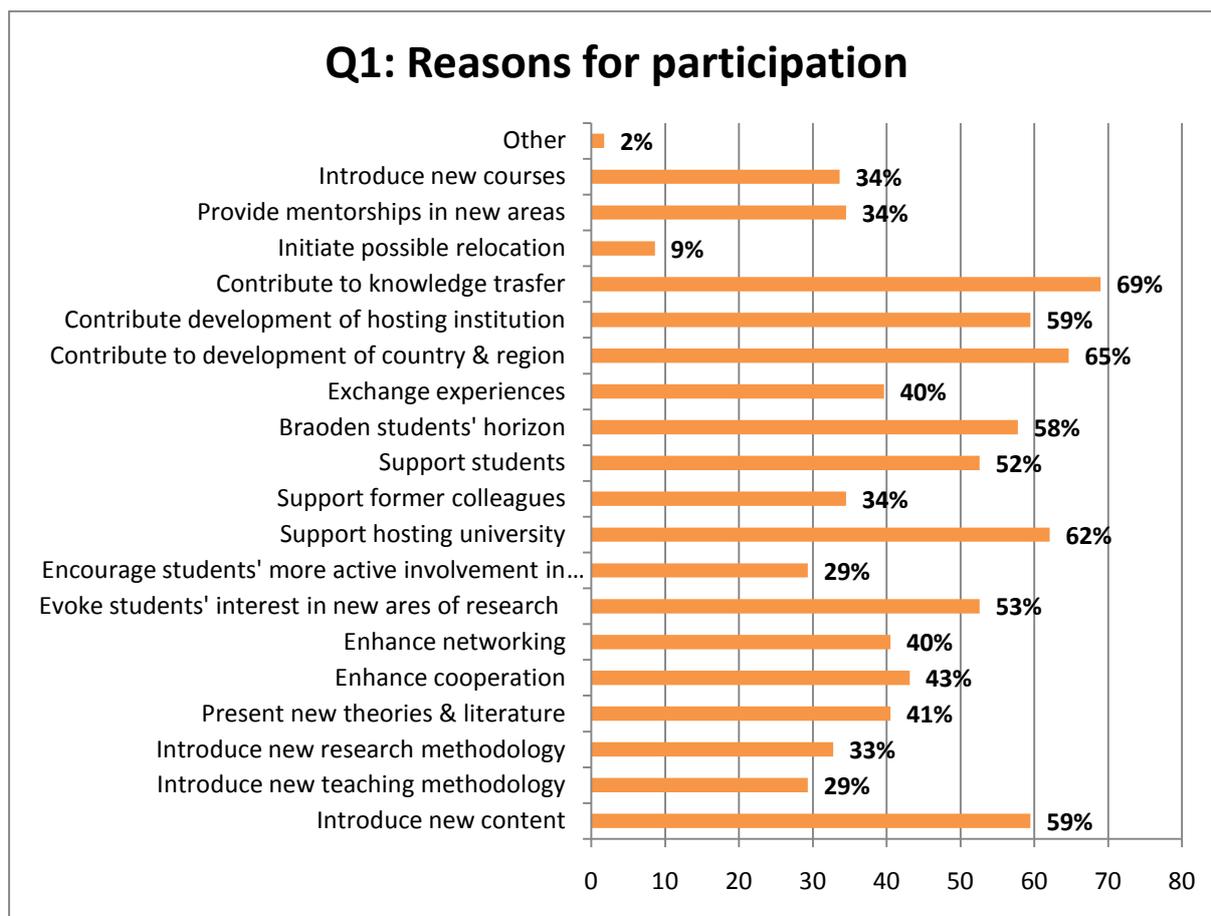


On the national level there is a similar distribution in all countries except in the case of Bosnia and Herzegovina, where the majority of surveyed guest lecturers conducted 2 to 4 visits (50%).

It is good to see that a lot of lecturers decided to use the programme more than once and used this opportunity to intensify contact with their home community and to take part in academic life in their home country. When asked about their plan to permanently transfer to their country of origin, very surprisingly only 42% replied that they did not have such plans (right graph above). 22% answered that they plan to move back there and 51% said they would consider this option. **The most interesting information can be seen in case of Kosovo where 53% reported their intention to come back and 42% said “maybe”, which left only 5% of respondents who have no such intention.** Our BGP coordinator from Kosovo reported that over 20 scholars went back to Kosovo after having conducted a BGP visit. It is wrong to assume that this decision was solely influenced by this project, but it is likely that the project has facilitated contact with the professional community in the home country. The answers in other countries are similar to the overall data.

The graph below (Q1) displays the guest lecturers’ reasons for participating in the BGP project (again, multiple answers were possible). It is evident that their major reason for participation was to contribute to knowledge transfer. This is immediately followed by the wish to contribute to the development of the respective country and region and the wish to support the hosting institution. As it is evident in the figure, all proposed reasons seemed relevant to the guest lecturers, whereas the lowest percentage considered that this project will serve as driver for their re-location and only one person stated one additional reason – “To have the experience of working at a university in my country”.

The analysis of the data on the national level shows a similar distribution. Interestingly, the greatest percentage of guest lecturers who visited Kosovo stated their support to students as their main reason, whereas in Montenegro one of the three most often selected reasons was the exchange of experience, and lecturers visiting Serbia, besides the ones stated in the overall analysis, often chose the reason “to broaden the students’ horizon”.



We were very happy to learn that 78% of respondents answered that their expectations were fulfilled, 21% replied that this was only partly true whereas no one said that their expectations were not fulfilled at all. Only in Bosnia and Herzegovina the percentage of the positive replies was lower than in the general data (67%). A large number of guest lecturers added additional comments to their reply to concretise their answers, and a full list of all answers to this questions can be obtained from Annex 5.

As most positive and valuable aspect of their BGP experience 43% of the surveyed guest lecturers stated the students’ enthusiasm and interest in the presented subject. A much lower number chose good cooperation with the hosting institution (15%), good collaboration with the colleagues from the hosting institution (11%) and being part of the academic community of the host country (9%). It is important to emphasise that the respondents in this case could choose only *one* answer from the drop-down list. Therefore, one person added additional reasons from the offered possibilities in the field for additional comments and one person listed one further reason: *“Students knowledge and interest for new fields in medicine. Further development in clinical and research work. Cooperation visiting students and doctors.”*

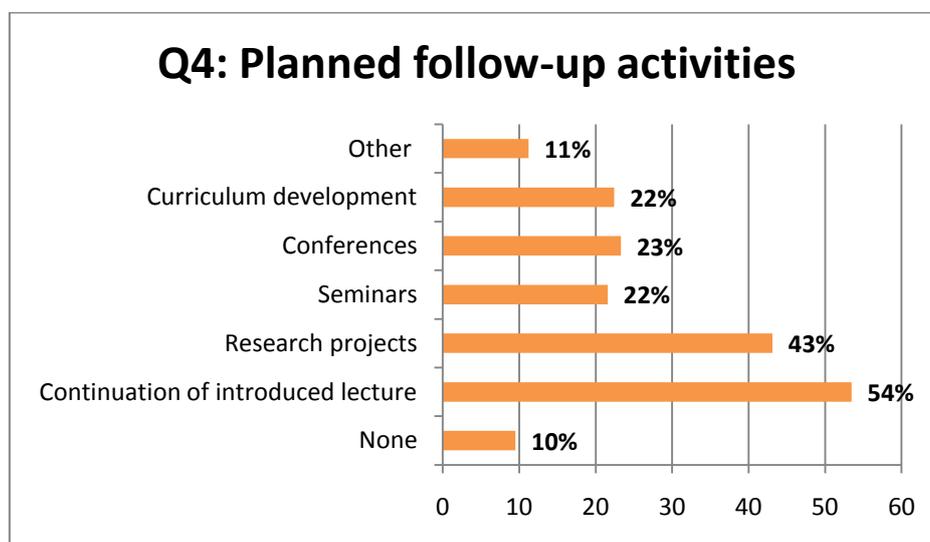
One person offered an additional comment which complements his/her reply: *“I was visiting my ‘alma mater’ and I remember quite well the students’ enthusiasm for science. Also, I was professor there and I know quite well how science there has deteriorated. I want to compliment the BGP on recognizing the importance of invigorating interest in science among the students and also to thank for giving me the opportunity to participate in its mission.”*

Almost all respondents wrote some kind of comment to the fifth question which enquired about suggestions for improving the project. The answers are cited in full in Annex 6, but some of the most frequent comments suggest further funding for additional exchange between the two involved institutions (lecturers and students from the hosting institution visit the guest lecturer’s institution), to include more local institutions within the frame of one visit, funding for literature and equipment, longer research stays, support of a continuous/ long term cooperation, or establishment of an online learning platform in order to preserve active contact with the students. Several scholars wished for more awareness rising at the hosting institutions for this type of project. More promotion of the project and less bureaucracy were some of the other comments received. A lot of guest lecturers would change nothing about the project.

Like in the case of the hosting institution representatives, the great majority of guest lecturers think that there has been a positive development when it comes to cooperation between the home country and Diaspora. 36% consider this (positive) development to be considerable, whereas 43% think that there have only been slight positive developments. Nobody thinks that there has been a negative development and 17% stated that they do not know. At the national level, the distribution of answers is similar to the overall analysis, except in Kosovo where the tendency to a positive relationship is even more expressed (58% find that the positive development has been considerable).

4.2 Impact on Cooperation Development

The graph below (Q4) indicates the positive impact of BGP on the cooperation development between guest lecturers and hosting institutions since it demonstrates that only 10% of guest lecturers do not plan any type of follow-up activities with the institution they visited. 60% of respondents reported to have already co-operated with the hosting institution on other projects besides BGP, whereas 10% cooperated on three or four projects. Moreover, over 50% of respondents report having initiated at least one cooperation between the hosting institution and some other institution. This is another indication that guest lecturers have played a role in the hosting institutions’ process of establishing cooperations, which is one of the major factors in the institutional development.



As demonstrated in the graph above, the data also show, like in the case of the hosting institutions, that the majority of guest lecturers plans the continuation of the introduced lecture; the next most common follow-up activity is further cooperation on research projects. They also plan to work together on curriculum development and to collaborate for the organisation of conferences and seminars. Additional follow-up activities stated by the guest lecturers include publishing of joint books and papers, mentoring doctoral and master projects, students' mentoring over E-mail, joint teaching of a course, and organisation of workshops. One person even stated that he/she has become "a part of the University".

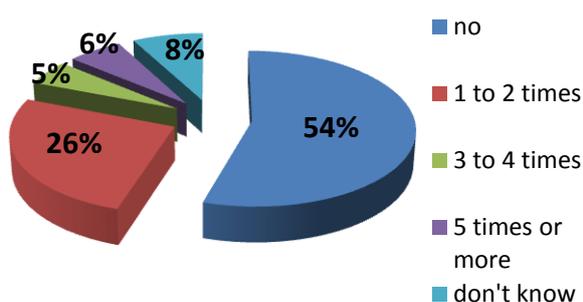
Considering that brain gain is the overall goal of this project, it is very important and interesting to see that 65% of the surveyed guest lecturers have participated in other projects besides BGP in the hosting country after the BGP visit.

Another confirmation of the continuing cooperation between the guest lecturers and their hosting institution(s) is provided by the data depicted in the graphs below. It is very significant that more than 35% of the surveyed guest lecturers report that in the meantime their *home* institutions have hosted lecturers from their *hosting* institutions. Almost 90% of the respondents stated that they are still cooperating at least with some of the lecturers from the hosting institution. Furthermore 65% of the scholars who visited only one institution report to have developed long-term cooperation with the hosting institution, whereas 18% of those who visited several institutions report to have established such cooperation rarely, 55% often and 23% always.

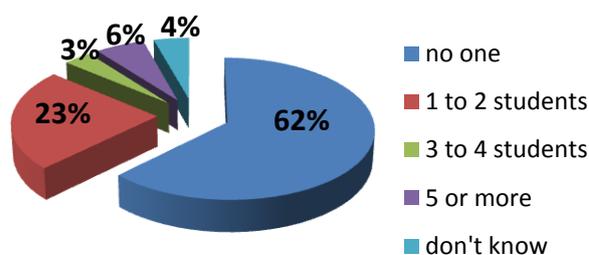
32% of guest lecturers report to have hosted students from the local institution they visited. In 6% of cases more than five students took part in some kind of exchange (e.g. research visit, summer school etc.).

In the 8% of cases in which guest lecturers reported that none of the lecturers from the hosting institution visited their home institution, the most frequently stated reasons were lack of financial resources or the difficulty of organising such visits (visas) or that such visits are planned but they have not materialised yet. In the case of student exchange, the reasons/ comments were the same.

Q11: Local lecturers' visits to the guest lecturer's inst.



Q13: Students' visits to the guest lecturer's institution



The students' feedback to the guest lectures was (almost) always positive, something that could be observed already in the BGP progress reports as well as in the impressions provided by the guest lecturers (and hosting institutions as presented in the previous chapter).

Comparison between countries

The responses from the guest lecturers who visited institutions in **Bosnia and Herzegovina** coincide with the overall replies. The highest deviation for some questions is 10%, thus the situation that was depicted in the overall analysis can be observed also for BiH as an individual case.

The situation in **Kosovo** is slightly different. Only 32% of the guest lecturers who taught there cooperated also in other projects in the country after their BGP visit and only 26% cooperated with the hosting institution in other projects besides BGP. Also only few more than 30% of lecturers initiated cooperation between the hosting institution and other institutions, whereas in the overall analysis this percentage was over 50%. The percentages are lower also in the case of visits of the lecturers and students from the hosting institution at the guest lecturer's institution, however, still more than 20% of guest lecturers report that such visits have taken place. In this regard it must be pointed out that more rigorous visa restrictions are still existent in Kosovo, unlike in the other three surveyed countries. Just like in the general analysis, 90% of the guest lecturers who visited Kosovo report to be still cooperating with the lecturers from the hosting institution, just like the majority has developed continuous cooperation with the hosting institution after having returned home.

For **Montenegro** the analysis of the data provided similar information as the overall analysis, with only one exception: in the case of the students' visits to the guest lecturers' institutions only 6% report of one or two students having visited their institutions. In this regard only one guest lecturer provided an additional comment which stated that this occurrence is due to the lack of funds but that the interest for such visits exists.

In the case of guest lecturers who visited **Serbia** the distribution of data is generally the same or similar as in the overall analysis, with more positive replies in all analysed questions (on average of about 10%). This implies a higher impact of this project on the cooperation development in this country than in other countries. Since the largest sample was obtained in Serbia, this also explains the slightly higher values of the overall results in comparison to the other countries, especially in Kosovo and partly in Montenegro.

Conclusion

As it can be concluded from the presented analysis, the survey among the guest lecturers shows the great impact of this project on the development of (international) cooperation of the hosting institutions. The analysis shows that in majority of cases a continuous relationship had been developed between the guest lecturers on one side and the local lecturers and students on the other which persisted even after the BGP visit. This cooperation has been expanded and deepened through formal exchanges and visits of the lecturers and students as well as continuing visits by the guest lecturers, but also other projects besides BGP have been jointly developed and/ or are planned for

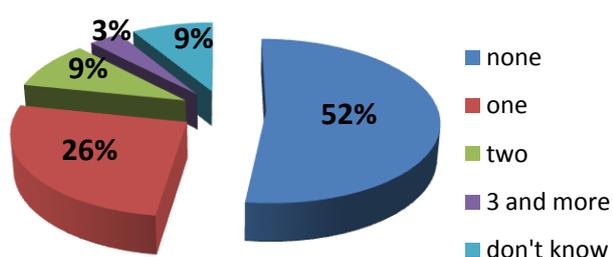
the future. It was a very positive finding that even in cases where financial funding is scarce or in cases where other types of obstacles remain, some guest lecturers are trying hard to find ways to extend their cooperation with the hosting institution(s), i.e. the local lecturers and students (e.g. “virtual” mentorships). Even though the comparison between the countries shows that the very positive results in Serbia have affected the overall results, it is clear that the positive and noticeable impact of this project on the cooperation development has been evident in *all* countries. It is interesting that some of the analysed factors showed the lowest impact in Kosovo, but on the other hand a very large number of the emigrated scholars from that country who participated in BGP actually returned to their country of origin or plan to do so.

4.3 Impact on Quality Improvement

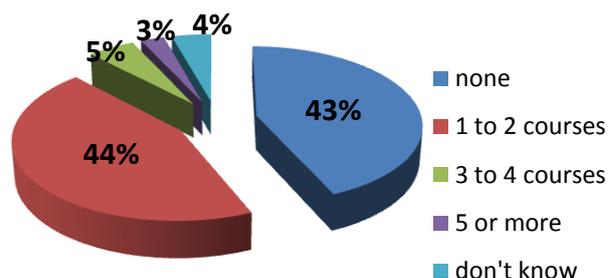
The impact of the BGP project on improvement of quality of education at the hosting institution has been measured through the guest lecturers’ influence in the process of curricula development either through their direct involvement in the development of new study programmes and courses or through their influence on the introduction of new teaching methods. Furthermore, their continuous lecturing or mentorship at the hosting institution was also regarded as a quality improvement measure, since through those activities the range of study programmes offered at the local institution is being expanded. Furthermore, we inquired about the guest lecturers’ influence on the students’ interest in research.

The two graphs below show that the direct involvement of guest lecturers in the process of curriculum development was noticeable. The graph on the left (Q18) demonstrates that almost 40% of the surveyed guest lecturers have supported the development of new study programmes and, as expected, the percentage of guest lecturers that participated in the development of new courses is even bigger (over 50%). It is significant that in both cases 3% of the surveyed guest lecturers helped to develop three and more study programmes, and five and more new courses. These results are proof of a rather big impact of the project on the curriculum development, especially when we consider (as also pointed out by one respondent) that at some institutions it is exceptionally difficult to change and modify curricula. When asked about their general involvement in the process of curriculum development 60% report at least moderate involvement.

Q18: Assistance in development of new study programmes

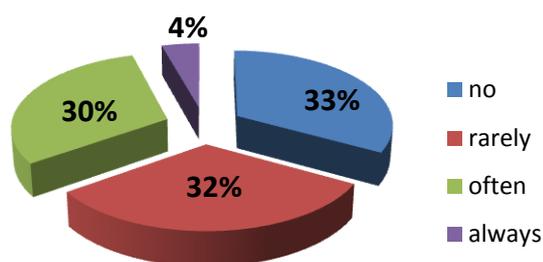


Q19: Participation in the development of new courses

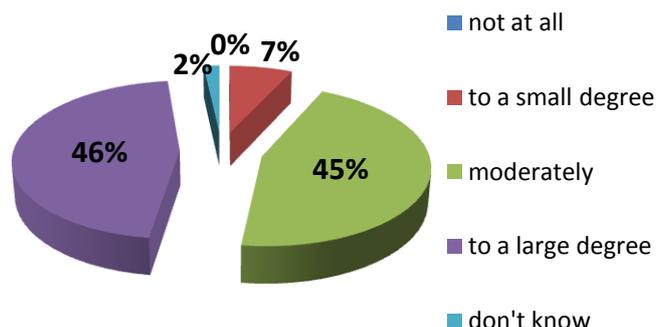


As evident from the graph below (Q21) almost 70% of the guest lecturers report to have at least sometimes co-operated with the local lecturers on development of new teaching methods. 30% report having done this often, and 4% always co-operated on the development of new teaching methods.

Q21: Cooperation on development of new teaching methods



Q16: Influence on the students' interest in research



Apart from the 2% of the guest lecturers who did not know if they had some kind of influence on the increase of the students' interest in research, all think that they had some sort of influence, even if only small. 46% think that they had moderate influence and 46% consider their influence to be big. These findings are in alignment with the opinions provided by the hosting institution regarding this issue, namely, more than 90% considered that there was some influence and almost 40% believed that influence to be considerable.

The table below demonstrates the percentage of people who provided courses and/or mentoring in new areas that had not been dealt with at the hosting institution. The table is divided into guest lecturers that conducted lectures at only one institution and into those who visited several institutions. This was done in order to differentiate in the case of the second group whether they offered such mentorships/ courses at each institution they visited or only at some of them. As can be seen the results are very positive. 84% of the guest lecturers who visited only one institution have offered courses/ mentorships in new areas that had not been dealt with at the hosting institution and in case of the lecturers that visited more than one institution more than 90% offered mentoring/ courses at least in some cases, whereas 16% report having offered it always. This is a very important finding considering that one of the goals of this project was to improve the offer of the hosting institutions by attracting academics with expertise not available in the local country to teach and research there and therefore broaden the students' possibilities.

Q24: Held courses and/or provided mentorship in new areas					
Visited one institution	Yes			No	Don't know
	84%			14%	1%
Visited several institutions	Always	Often	In few cases	Never	Don't know
	16%	29%	48%	5%	2%

41% of the surveyed guest lecturers who visited only one institution (32 lecturers) provide mentorship as thesis advisor at their hosting institution and out of those who have visited several institutions 28% (12 lecturers) provide mentorship at few and 16% (7 lecturers) at the majority of the visited institutions. This is a very important finding especially as indicator of the sustainability of the project, but also for measuring quality improvement, since the students still benefit from the mentorship. Furthermore, it is important to see that the impact of new component of the BGP that was introduced in the last phase (since 2007) has been reasonable and has noticeably contributed to the impact of the whole project.

Even though the purpose of the BGP project was not the introduction of new courses (guest lecturers could also be invited within the frame of existing course to offer lecturers to one specific subject), it is evident that guest lecturers often offered an entire course and that this course was sometimes adapted in the curriculum. We consider this to be an added value of the project. It is thus interesting that courses of 45% of the guest lecturers who visited only one institution were included in the curriculum of the hosting institution. In case of the guest lecturers who visited more hosting institutions 46% reported that their course was sometimes included in the curriculum, whereas 8% said that this was mostly the case.

It is however possible, as one lecturer reported, that precisely the opposite happened, i.e. that the lectures of scholars who did not offer entire courses have remained a part of the existing course. This was not separately investigated within this survey, but it is an important aspect to consider since also in this case not only one generation of students benefited from the offered lecture, but also the following ones. One respondent said that the offered lecture could be conducted only by him/her, due to special equipment or in other cases because of the necessary long-term expertise. Even though in such cases it is a pity that only one generation could benefit from a lecture, it is good that such “luxury” lecture could be offered at least to some students, because it might have broadened their horizons and motivated them to research that subject in depth at some other institution. Furthermore, the establishment of cooperation with such scholars is very important for possible future developments of the hosting institution in the respective area.

Q26: Guest lecturer’s course has been included in the curriculum					
Visited one institution	Yes			No	Don’t know
	45%			29%	26%
Visited several institutions	Always	Mostly	Sometimes	Never	Don’t know
	0%	8%	46%	46%	0%

Comparison between countries

When looking at the results on the national level, it is evident that the more positive results are affected by the results from Bosnia and Herzegovina and Serbia, where the highest number of samples were obtained. The biggest positive deviation is evident in the case of **Bosnia and Herzegovina** (BiH), which is not surprising considering the analysis from the previous chapter. We see that almost 80% of guest lecturers who conducted BGP visits in BiH have in some way or another been involved in the process of curriculum development at the hosting institution. This percentage is

about 20% higher than in the overall results. 65% of guest lecturers who visited BiH have supported the development of new study programmes (13% more than three study programmes) and over 80% participated in the development of new courses at the hosting institution. All these numbers are much higher than in other countries individually and jointly (the overall results). This is also the case with regard to cooperation of guest lecturers with the local lecturers on new teaching methods. 50% of lecturers who visited BiH claim to have often had such cooperations. When it comes to the offer of mentorship in new areas as well as the integration of the course into the curriculum, the results are rather positive, even though with somewhat different distribution than in the overall results. These questions will however not be especially analysed at the national level, as due to smaller samples the additional division into two groups is not feasible.

The number of the guest lecturers who visited **Kosovo** and who were involved in the process of curriculum development was lower than in the overall analysis - at only about 45%. Only six respondents (30%) reported to have helped in the development of one or two study programmes, whereas more than 52% participated in the development of new courses. Over 70% of the guest lecturers reported to have worked with local lecturers on the development of the new teaching methods. In the case of Kosovo the majority also reported to have offered courses/ mentoring in new areas and to have had their courses integrated in the curriculum.

The data from **Montenegro** are more similar to the one from Kosovo, than to the overall ones. Less than 50% of lecturers that visited Montenegro have participated in some way in the process of curriculum development (about 43%), whereas only about 18% (3 respondents) helped in the process of development of new study programmes. The percentage of the persons who have participated in the development of new courses is a bit larger (25%), however still much lower than the overall result. Almost all respondents report having offered courses/mentorships in the new areas and their courses were also mostly integrated in the curriculum.

In the cases of BiH and Montenegro we must consider the lower sample of less than 20 each.

The results from **Serbia** are distributed quite similarly to the overall results. The percentages are in some cases slightly higher or lower, but in general they coincide with the overall analysis. It is however interesting that in the case of Serbia almost all guest lecturers offered courses/ mentorships in new areas.

Conclusion

Similar to the data obtained in the case of the hosting institutions, this data also shows rather big differences at national level, with the data from Serbia being most similar to the overall results, the data from BiH showing most involvement of the guest lecturers in the process of curriculum development and the data from Kosovo and Montenegro reporting less influence than in the general analysis. The specific courses or lectures of the guest lecturers have often remained in the curriculum, which has enriched the offer of the respective hosting institution, but we were happy to learn that this project has had an impact beyond that one – the development of the curriculum in general, i.e. development of new study programmes, new courses and influence on the development of new teaching methods (through the involvement of over 50% of surveyed guest lecturers in

general and including involvement of at least some lecturers from each country) as well as the impact of the guest lecturers on the students and their academic development. These effects were evident in all surveyed countries even though they were not equally strong everywhere.

5 Conclusion

This survey included two separate surveys – the one of the hosting institutions and the one of the guest lecturers. We considered it to be essential to conduct the survey on both these levels in order to see what impact this project has had on the hosting institutions as direct beneficiaries, but also to find out about the individual involvement of the guest lecturers. Both parts of the survey indicate a **great impact of the BGP project in all areas which it targeted**, which are summarised in this analysis along two big fields – impact on cooperation development and impact on quality improvement. It was additionally great to find out that the majority of guest lecturers are at least thinking about returning to their home country, whereas some of them have already returned, even though this was not the main goal of this project, as recognised by the hosting institutions as well. We do not presume that this occurrence was the direct outcome of this project, however it is logical to assume that it had some influence.

The survey has been built based on the outcomes which were to be achieved within this project as well as the indicators identified in the project contract. When investigating the impact of the project on cooperation development, the results showed that despite the financial issues and the administrative problems (partly connected to visa issues) the formal exchange between the hosting institutions (both lecturers and students) and guest lecturers' institutions has taken place in a number of cases and is planned also for the future. This is important not only because of the projects that were already implemented or are planned and which directly contribute to the development of the hosting institution and country, but also because of the enlargement of the hosting institutions' networks, which is essential for their development. That is why it was important to learn that the BGP guest lecturers were and are involved in projects other than BGP at the hosting institution and beyond, and that they are also initiating projects between the hosting institutions and others. The results of this survey confirmed these occurrences with impressive numbers.

The BGP project has had a positive impact on the curriculum development (regarding content and method) of the hosting institutions as reported by both hosting institutions and guest lecturers. This was measured by primarily determining the guest lecturers' involvement in the process of the curriculum development of the respective institutions. As reported by the hosting institution as well as the guest lecturers individually, the majority of the BGP lecturers have been involved in the process of curriculum development and a lot of them reported a high level of involvement. Most importantly, this kind of cooperation is to be continued as well as the presence of the guest lecturers at the hosting institutions in form of lecturing and mentoring, whether in a "live" or "virtual" form. This is very important considering that both hosting institution representatives and guest lecturers feel that the BGP lecturers have had a rather positive influence on the students, i.e. their interest in research and international exchange. The results of this survey show that the expertise of these lecturers has been used to improve the quality of the curriculum at the hosting institutions and that

through the adaptation of their courses and methods as well as the developed cooperation the process of quality improvement will be continued in the future as well.

The sustainability of this project is evident in many aspects, as pointed out in several parts of this survey. The jointly developed courses and study programmes will be continued, new academic mobility is being planned as well as other types of follow-up projects. It is evident that the established cooperation has been in many cases maintained through the repetitive participation in the BGP project, however the results of this survey show that different types of projects are being planned and also that other means of financing are being considered and looked for in order to preserve the established cooperation and proceed with the necessary activities. In this regard we can confidently claim that the overall aim of the BGP – the brain gain – has been achieved considering that the expertise of the emigrated scholars has been used for the development of the hosting institutions in different previously described aspects.

The information from this survey showed however also that there is still a lot of need for awareness rising at the hosting institutions for this kind of projects, but also that there is need for tangible and intangible support from the emigrated scholars. There is thus still a lot of place and need for the continuation of initiatives in the same field and the development of similar projects in this region.

Acknowledgements

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First of all we are thankful to the **Austrian Development Cooperation** for the support they offered in all these years. They understood the need for a project of this sort in SEE and have provided funds which in the last eight years have allowed the implementation of many BGP visits and the achievement of all its outcomes, some of which were partly described in this analysis as well.

We are furthermore thankful to all hosting institutions, which participated in this project that they were open for new cooperation and have allowed and welcomed the inputs from the visiting scholars to their institution and to their curricula. When referring to the hosting institutions we naturally refer to all involved parties – the management, lecturers and students.

We are thankful to all guest lecturers for their interest and engagement within this project. We are thankful that they have invested their time and expertise to the hosting institutions and that they remain committed to them and their students.

We are thankful to all parties who are not explicitly mentioned here, but have supported this project in one way or the other.

List of Annexes

Annex 1 – Questionnaire for the hosting institutions

Annex 2 – Questionnaire for the guest lecturers

Annex 3 – Raw data – Responses from the hosting institutions

Annex 4 – Raw data – Responses from the guest lecturers

Annex 5 – Comments from the guest lecturers in addition to their response about the fulfilment of their expectations from the BGP project (citations)

Annex 6 – Comments of the guest lecturers to the question „What do you think should be improved in the programme?“ (citations)