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*The impact of the EU-funded  
scholarships and partnership in  
HE area in Kyrgyzstan*



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## **Executive Summary**

The Survey of career development of graduates and impact of the EU-funded scholarships and partnership in HE area has been conducted by the Innovation for development company KG (IFDC), which has substantial experience on implementation of tasks for realization of this research. Survey duration period: from 1 March to 31 May 2022.

The purpose of the survey is to capture the perspectives and current status of European Study Programmes graduates. The survey aims to understand whether graduates are employed, have continued further studies or engaged in other spheres. Also, to what extent their obtained qualification played a part. The research gains insight into whether the student experience delivered what was promised or expected, from a learning and potential employment perspective.

Each response was added to the collective voice of graduates and the results will give current and future students an insight into career destinations and development. The questionnaire includes questions related to the post-graduation job search experience, the challenges they faced and current occupation. It will supply with valuable information for both future participants and the current programme stakeholders at country level. It will contribute on national level and help the Government/Ministry of Education and Science, population, journalists, researchers and others to understand the higher education sector and the state of the graduate labour market.

The Survey of career development of graduates and impact of the EU-funded scholarships and partnership in HE area has been conducted among students, who had obtained Bachelor/Master/ and PhD degree in Europe, during 2014-2021. 350 scholarship holders from Kyrgyzstan have been covered.

The Survey Team expresses its great gratitude to the Erasmus Mundus Association in Kyrgyzstan for its support and the graduates for time and contribution to the Survey.

## I. Introduction

The EU is one of the biggest development partners investing in Higher Education in Kyrgyzstan. For instance, its Erasmus Mundus Joint Master Degree (EMJMD) has been operating since 2013, as well as, International Credit mobility (ICM), which includes cooperation and mobility programme that aims to enhance the quality of higher education based on exchange approach. EMJMD and ICM are international components of the EU Erasmus+ Programme in the fields of education, training, youth and sport.

However, for students from Kyrgyzstan there are several opportunities to study in Europe and cover their tuition fee by Scholarships, Governmental Scholarships, Erasmus Mundus Scholarships, Partial Scholarships and other. Students from Kyrgyzstan are awarded with the EU-funded scholarships and have a chance to study in high-ranking EU Universities.

In a world, where intercultural competence grows ever more important, the Kyrgyz graduates of European study programmes provide a chance to gain these values not only for citizens of the European Union, but for students around the world.

Therefore, the LLC “Innovation for development company KG” (IFDC) within the framework of the EU funded project: *“Response to Emerging Challenges to Improve Education Services”* conducted an Impact survey among the European study programmes alumni’s from Kyrgyzstan.

The study contains questions related to the graduates’ post-graduation job search experience, the challenges they faced and current occupation. It is aimed at highlighting the role of the programmes in the employment of graduates and to ascertain the assessment of the benefits of the program, the impact on the professional development of graduates.

The survey provides with valuable information, which will be beneficial for future participants and contribute to the continued enhancement of the European study programmes.



*Photo 1: Photo of Erasmus Mundus Graduates*

## **II. Methodology**

The main methods of conducting the Impact survey: target group definition, questionnaire development, data analysis, report writing.

Before the start of the survey, the researchers were instructed by the project management about the objectives of the survey and expected outcomes. The researcher's team conducted a cabinet analysis, i.e. they studied the project proposal, previous graduate impact studies carried out by the European peers, learned their approaches, reports including the survey toolkits applied in the practice. The survey activities were conducted based on the work plan developed by the team.

The target group was defined by the project team taking into the account the survey's main objectives. The database of the EMJMD graduates has been requested from the

EMA country representative office in Kyrgyzstan. The promotion of the survey among other scholarship holders was conducted by the National Erasmus+ Office via NEOs website and social media. Questionnaire was developed in English language, which was available online. Before the start of the survey, the introductory e-mails were sent to the respondents explaining the purposes of the survey and instructions on how to fill in the on-line questionnaire. The researchers were available via ZOOM platform, mobile phones, e-mails and social networks in order to ensure the active participation of the graduates and to get good quality information.

## 1. Respondents

The target group of the survey is citizens of Kyrgyzstan who had studied in Europe during the period of 2014-2021 years, which includes Bachelor degree, Master degree and PhD. A wide range of students facilitates the assessment of education offered by European universities and offers a broader view of the topics covered by the survey.



*Photo 2: Meerim Karybaeva, Erasmus Mundus program Graduate*

## 2. Questionnaire

The Survey questionnaire was developed by the team of researchers and approved by the project management. It is made up of 18 questions. Questions were compiled on the basis of the 2019 Graduate Impact Survey questionnaire, which was carried out by researchers at the Institute for Advanced Studies (IHS9) in



Vienna with the support of the Erasmus Mundus Students and Alumni Association (EMA10). The survey includes questions that are directed to better understand the impact of European education on participants' personally and socially relevant skills qualifications which contribute to their employability.

## 2. Data Collection and Processing

The questionnaire was available online from 1 March to 30 April 2022. Preliminary data collection has been implemented through Google forms platform:

[http://docs.google.com/forms/d/e/1FAIpQLScmSvlBVpqDug6FGUmrFau7makkgDeEMBO1PITrIR0OjnnNQ/viewform?usp=sf\\_link](http://docs.google.com/forms/d/e/1FAIpQLScmSvlBVpqDug6FGUmrFau7makkgDeEMBO1PITrIR0OjnnNQ/viewform?usp=sf_link)

The promotion of the survey was conducted by an email invitation (with a link to the questionnaire was sent to each graduate whose contact information was available). Also, messages with calls to take a questionnaire were spread through social media platforms of the National Erasmus+ Office (Facebook, Instagram and official website). Processing of the survey results was carried out using a specialized software package of statistical modeling SPSS and Excel. Overall, **350 valid responses** were registered. Next, Figure 1 - Figure 3 which shows main characteristics of the respondents: gender, year of graduation and received degree will be analyzed. According to Figure 1, **61.25%** of respondents are **female**, **33.75%** of respondents are **male** and **5%** preferred **not to answer**.

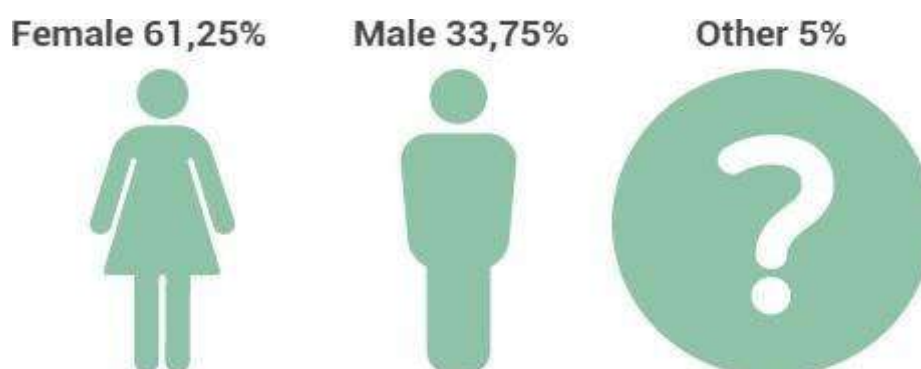


Figure 1: Respondents gender



It is worth noting that the most active respondents are graduates of 2021, they make up 47, 5% of the total number of responses. The smallest number of responses was accepted from graduates of 2018 and 2019 (see Figure 2).

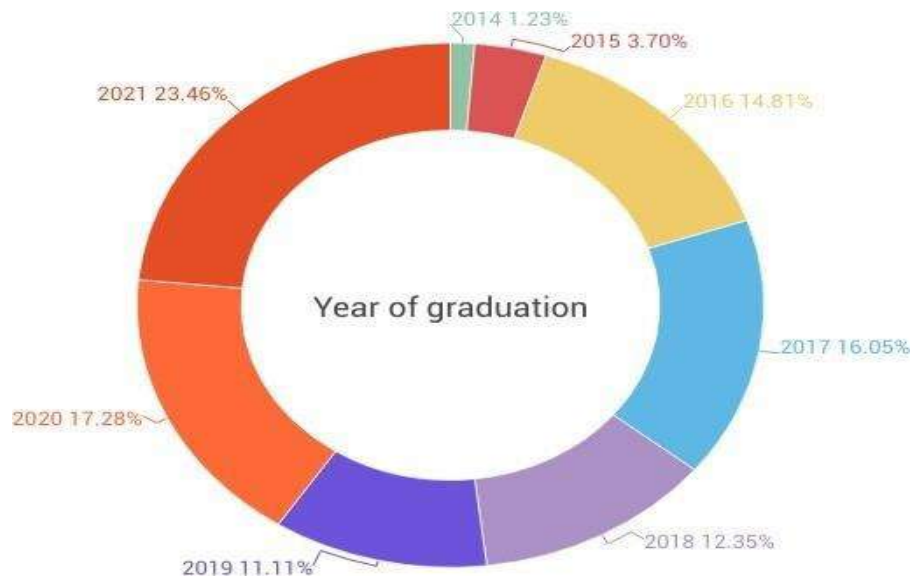


Figure 2: Year of graduation

Most of the graduates received Masters Degree and compose 72.5% of the respondents, while 25% are graduates of the Bachelor degree; other 2.5% are graduates of PhD program.

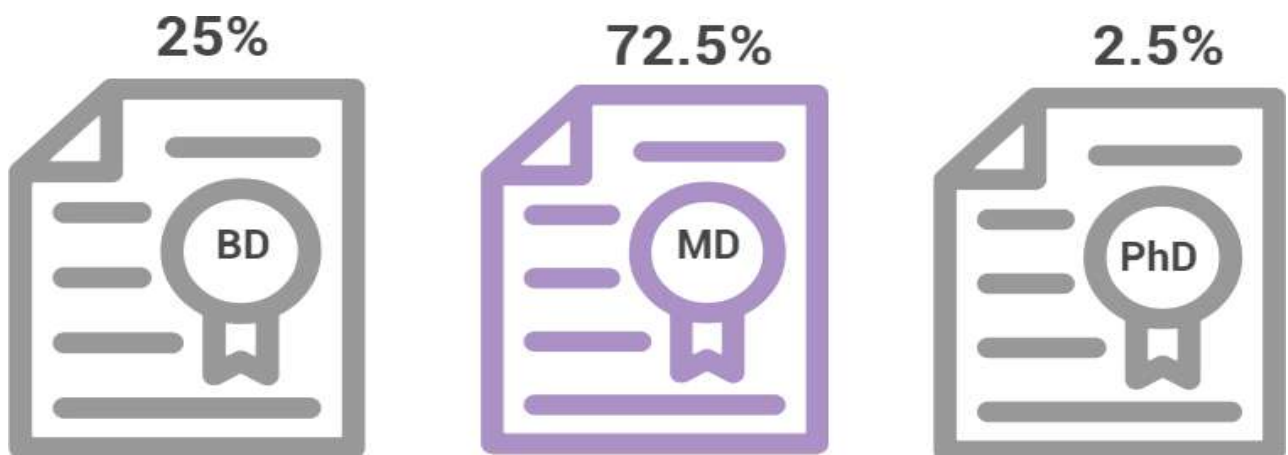


Figure 3: Degree that was received

### 3. Satisfaction with studying in Europe

This chapter explores graduates' perceptions of academic programs in general and their ability to meet their expectations in particular. It also shows graduates' satisfaction with specific aspects of studying in Europe such as evaluations of the quality of the courses, internship, workplace and practical experience.

#### a. Overall Satisfaction

The Graduate Impact Survey questionnaire includes several questions designed to measure graduates' satisfaction with the studying in Europe programme. This section examines the overall satisfaction level of alumni's. As shown in Figure 4, half of the respondents (54.32%) were very satisfied with their studies in Europe, 38.27% were satisfied. Generally, overall satisfaction composes 92.59%. Other's 4.94% responded as neither/nor and only 2.47% of respondents reported that they were not satisfied with studies. There were no graduates who would be not satisfied with their studies at all.

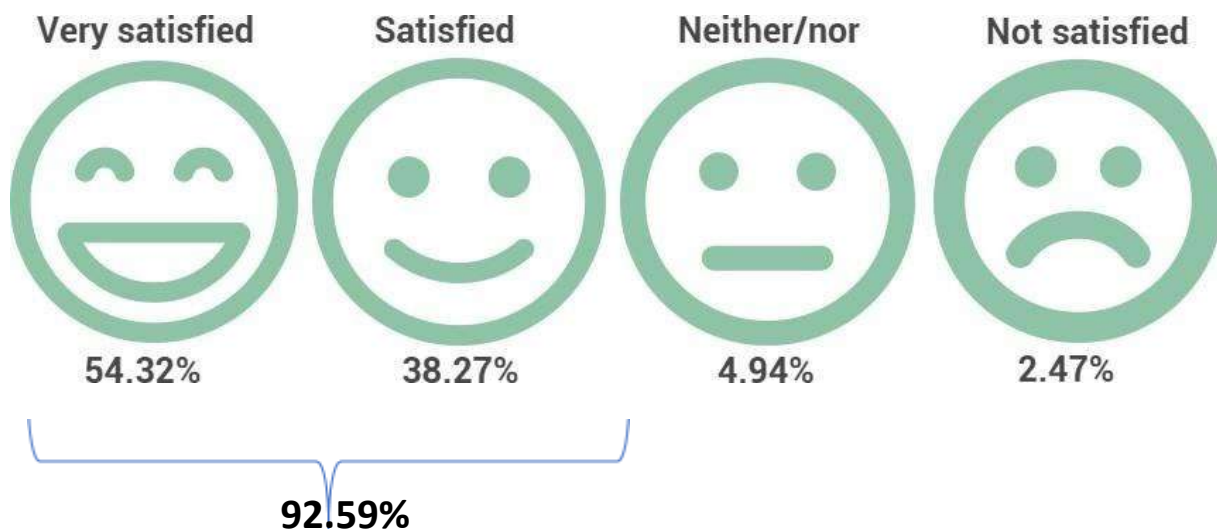


Figure 4: Overall satisfaction

On average, male respondents were slightly more satisfied with the European studies than female respondents. In this part, there were no significant differences between graduates from different years. The overall level of satisfaction differed from the field of study (see Figure 5). The overwhelming majority of respondents who graduated in the Physics, Life Sciences, Economic Sciences, Social sciences and Environmental/Geosciences program reported the highest levels of satisfaction with their studies, while graduates in "other field" showed a lower level of satisfaction.

### Overall satisfaction with a field of study



Figure 5: Overall satisfaction with field of study

#### b. Satisfaction based on the degree of graduation

As it was mentioned before among 350 respondents there were 254 Master graduates, 87 graduates of Bachelor degree and 9 respondents were graduates of PhD program. In this part of the research the satisfaction with the studies based on the degree that was received will be considered.

According to the questionnaire the 57.94% of Master degree graduates are very satisfied with their studies, 38.56% are just satisfied and only 3.5% of respondents answered as neither/nor. Figure 6 shows a higher percentage of satisfaction among Master degree graduates, especially in a comparison with bachelor degree graduates.

### Satisfaction among Master degree graduates

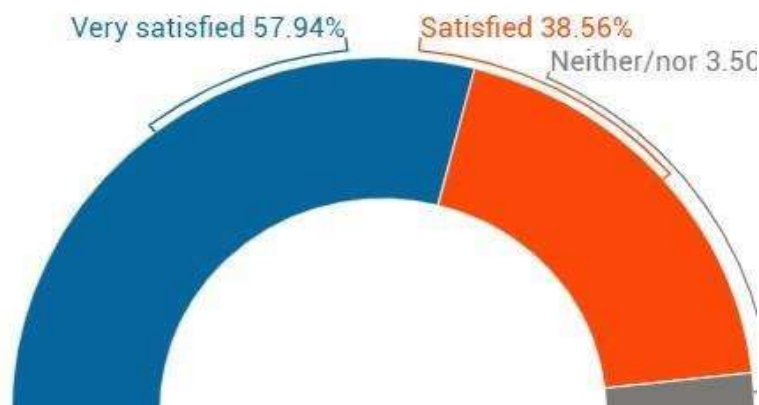


Figure 6: Satisfaction with studies among Masters Degree graduates.

Among bachelor degree (Figure 7), 45% and 35% of respondents were very satisfied and satisfied respectively, while 10% answered neither/ nor and another 10% were not satisfied with their studies.

### Satisfaction among Bachelor degree graduates

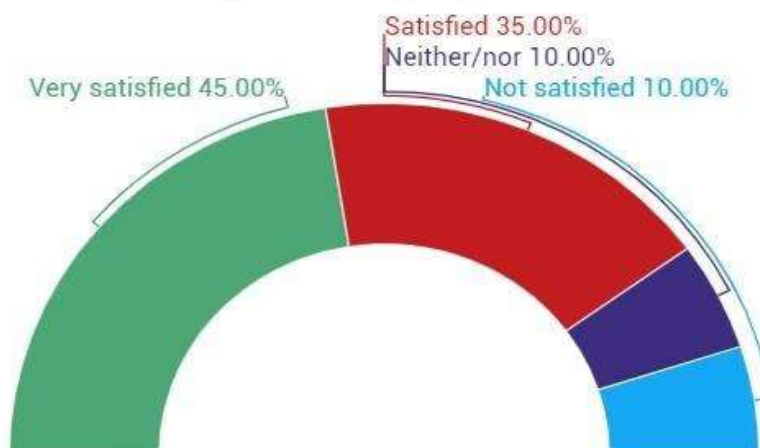


Figure 7: Satisfaction with studies among Bachelor degree graduates.

Nine graduates of the PhD program were satisfied with their studies. Overall satisfaction among graduates of different fields of study is very high, as 96.5% of Master degree, 80% of Bachelor degree and 100% of PhD degree graduates responded that they are satisfied with their studies.

### c. Satisfaction with Specific Aspects of studying in Europe



*Photo 3: Ruslan Askarbekov, EMJMD program graduate*

In addition, to the question about the overall level of satisfaction with the programme, respondents were asked to record their satisfaction with specific aspects of the studying program. In this respect, the level of satisfaction with the quality of the courses of the graduates who took part in

the survey is 72.5%. The majority of survey participants reported the high level of satisfaction with the internships / work placements (42.5%) and practical skills (40%) provided by the program. However, regarding the exchange with industries and potential employers, respondents expressed less satisfaction, on this count, more than half of the respondents were graduates in the field of social science and humanities. Concerning the satisfaction with specific aspects of studying based on received degree, the responses show that the difference between Bachelor and Masters degree on quality of courses satisfaction is not huge. However, in terms of internship, work placement the satisfaction among graduates of Masters prevails. The level of satisfaction with the quality of the courses is lower for graduates of 2018 and 2019. Most of the respondents are graduates of 2020. The difference in response of male and female graduates was not significant.

Thus, based on answers of the respondents we can state that, the graduates report very positive experiences and high levels of satisfaction with their studies in

Europe. They are satisfied with both the quality of the courses, internship, workplaces and practical experience (Figure 8).

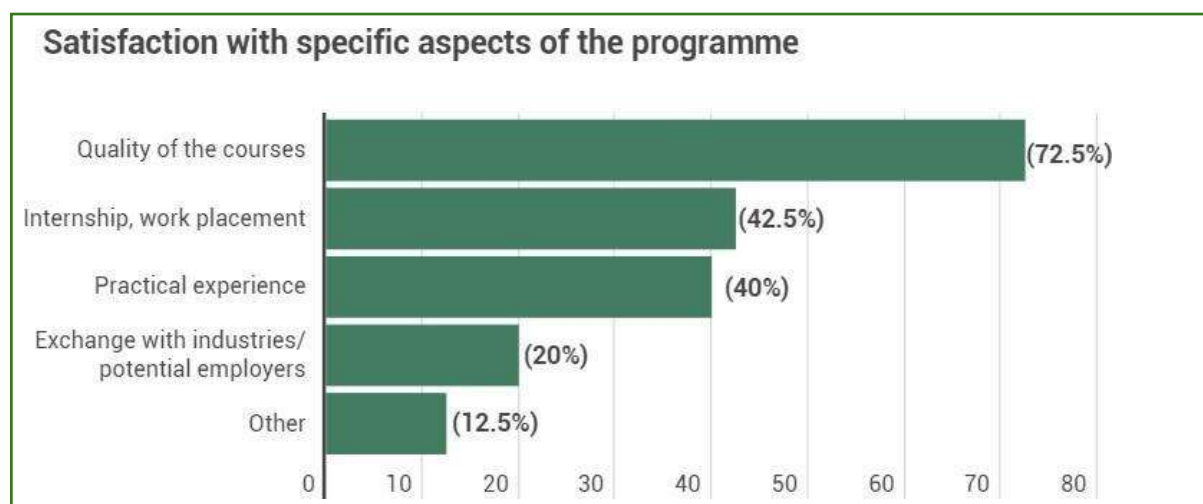


Figure 8: Satisfaction with specific aspects of the programme

#### 4. EU study programme's impact on graduates' career/ employability

This chapter presents evidence of how European programmes affect the lives of graduates by helping them acquire and improve a range of competencies and skills that enhance their employability and facilitate their future adaptation in the labour market, as well as contribute to their personal development and social engagement. The last section takes a closer look at graduates' professional careers immediately after graduation and various aspects of their current occupation.

##### a. Preparedness for the Labour Market

This section shows the preparedness of graduates of EU study programmes for the labour market after graduation, differed by their gender, field of study and year of graduation.

As can be seen from the Figure 9, the majority of graduates (40%) were very prepared for the labour market after graduation, 30% of respondents noticed that they were well prepared. On the contrary, 15% responded "neither/nor", one in ten



were particularly critical of their preparedness for the labour market (poorly). However, only 2.5% of graduates reported that their preparation for the labour market was very poor.

### The preparedness for the labour market

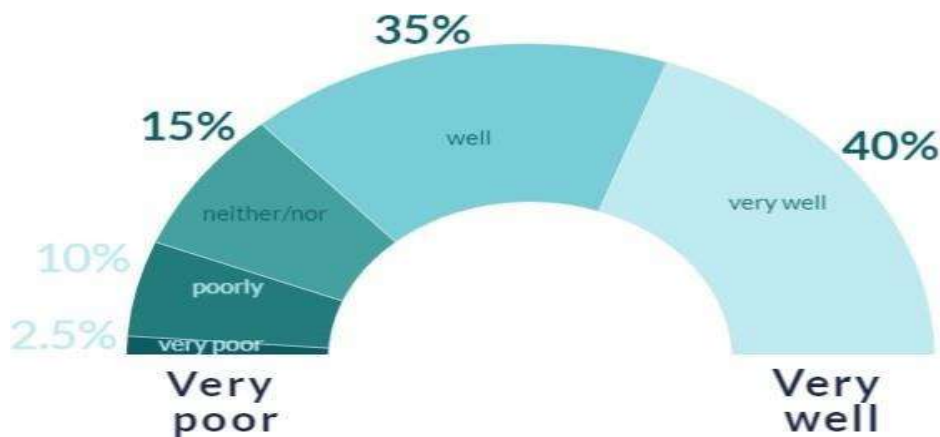


Figure 9: The assessment of graduates on the preparedness for the labour market

Figure 10 shows us the percentage of graduates' preparedness for the labour market differed by gender. As is illustrated by the figure, male respondents were more satisfied with the preparedness (59% very well), than female respondents were (45% very well). The percentage of those surveyed, who rated their preparedness as "well", was slightly higher among female respondents (38%), than among male respondents (33.6%). However, the number of graduates, who were not satisfied with the preparedness for the labour market, was significantly high among female graduates (neither/nor 8.5% and poor 8.5%), than among male graduates (neither/nor 3.7% and poor 3.7%). Male graduates of Master programs showed more satisfaction with the preparation for the labour market than, graduates of Bachelor or PhD programs. Similarly, the percentage of female graduates, who were satisfied with the preparedness, was slightly higher among Master program graduates.



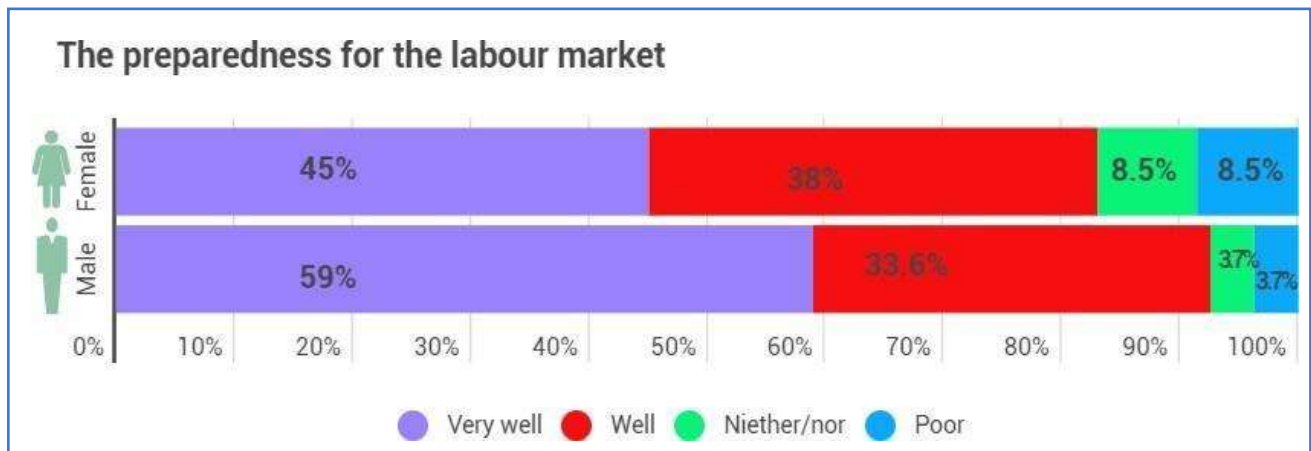


Figure 10: The assessment of graduates on the preparedness for the labour market differed by gender

Figure 11 demonstrates the assessment of graduates on their preparedness for the labour market differed by their field of study. Overall, it is clear from the figures that the significantly high percentage of satisfaction with the preparation for the labour market is among graduates in Environmental/Geosciences (very well 85.7% and well 14.3%). On the other hand, 66% of Social Science and Humanities graduates assessed their preparation for the labour market as “well”, 19% reported that they were very well prepared and 15% rated their preparedness as “neither/nor”. While 40% of graduates in Information Science / Engineering responded that, they were very well prepared, as well as, 40% of those surveyed in the same field felt well prepared and 20% assessed their preparation as “neither/nor”, which is the highest percentage around all fields. Similarly, the percentage of respondents in the Economic science, who rated their preparedness as “very well” (42.3%), was equal with the percentage of respondents in the same field, who rated their preparedness as “well” (42.3%), 15.4% of graduates in this field assessed their preparation as “neither/nor”. On average, 62.5% of graduates in chemistry felt well prepared for the labour market, 37.5% reported that, they were very well prepared. While 100% of graduates in physics responded that, they were well prepared for the labour market.

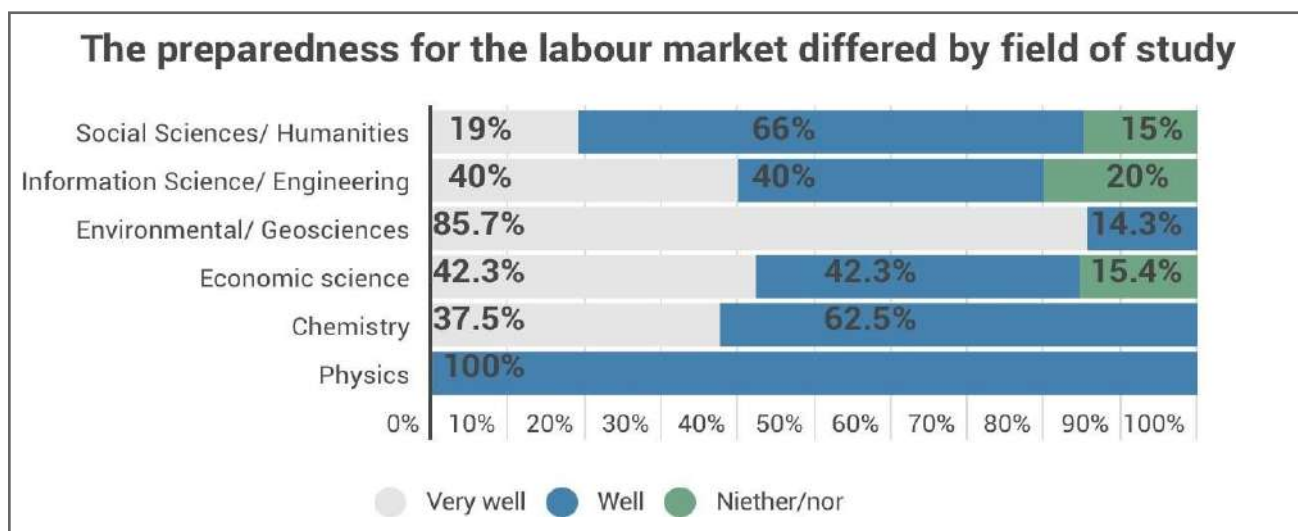


Figure 11: The assessment of graduates on the preparedness for the labour market differed by field of study

Figure 12 shows the assessment of the preparedness for the labour market differed by year of graduation. As can be clear from the figure, 100% of respondents, who graduated in 2014 and 2015, reported that, they were very well prepared for the labour market. On average, 100% of graduates, who finished their study in 2021, felt well prepared for the labour market. Whereas the number of respondents, who rated their preparedness as very well, significantly lower among graduates of 2020 (41.6%), as well as 16.6% of graduates of this year assessed their preparation as “neither/nor”. A significant proportion of graduates of 2016 (62.5%), 2017 (60%), 2018 (70%) and 2019 (66.6%) reported that, they were very well prepared. However, 20% of those surveyed, who graduated in 2017, rated their preparedness as “neither/nor”, which is the highest percentage around all years.

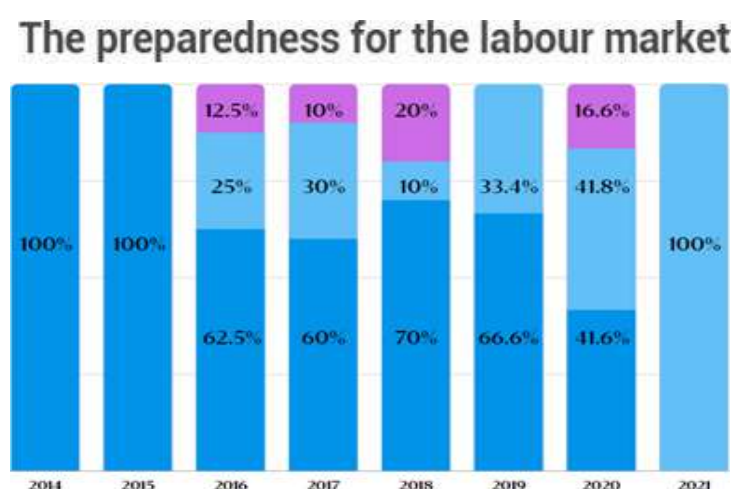


Figure 12: The assessment of graduates on the preparedness for the labour market differed by year of graduation

## **b. EU study programmes help and its lacks in terms of preparation for the labour market**

In this section in order to evaluate and analyze where improvements are needed, graduates were asked with which aspects their study programme helped them in terms of preparation for the labour market, and what did study programme lack in terms of preparation. In this respect, more than half of respondents (55%) noted that the programme helped them with the subject-specific skills aspect. More than two-fifths (42.5%) noticed the help of soft skills, while two-fifths (40%) of graduates reported the help of the flexibility in the content of courses. A third of graduates (30%) considered that, networking activities helped in terms of preparation for the labour market (see Figure 13).

On the contrary, 32.5% of graduates reported that, their study programme needs more practical experiences. The respondents also highlighted that programme needs improvements in career mentoring (27.5%) and integration activities in the host country (25%) (See Figure 14).

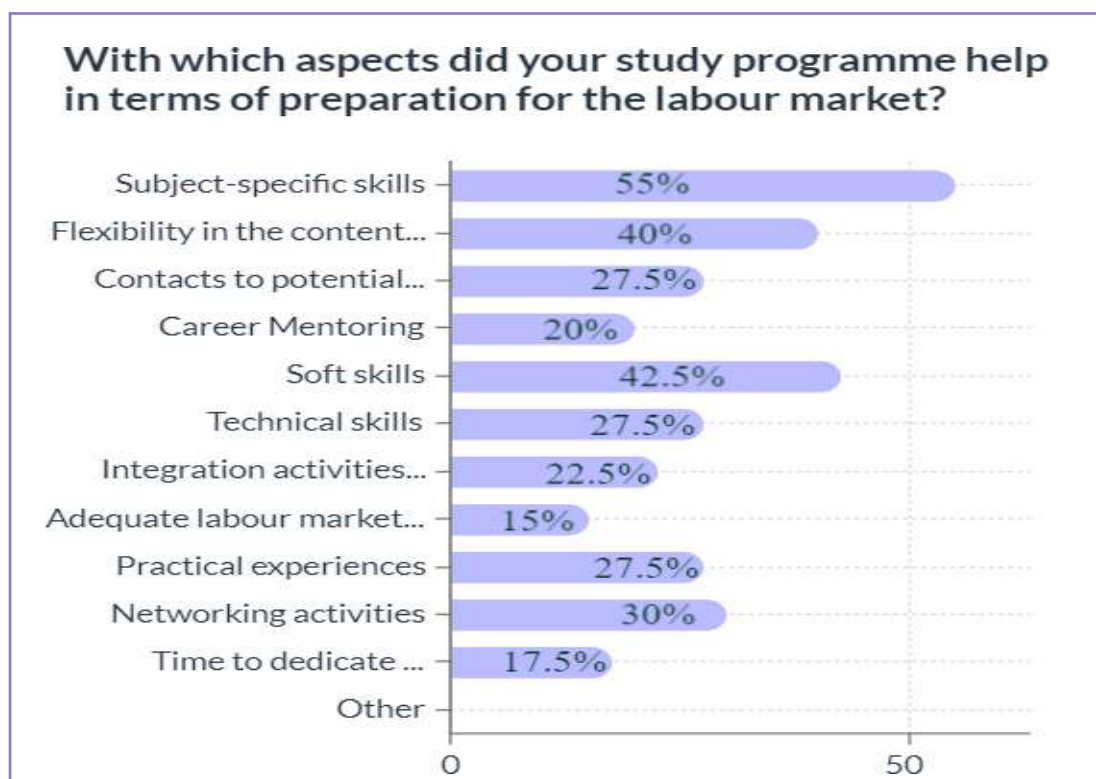


Figure 13: What EU programme input in terms of preparation for the labour market

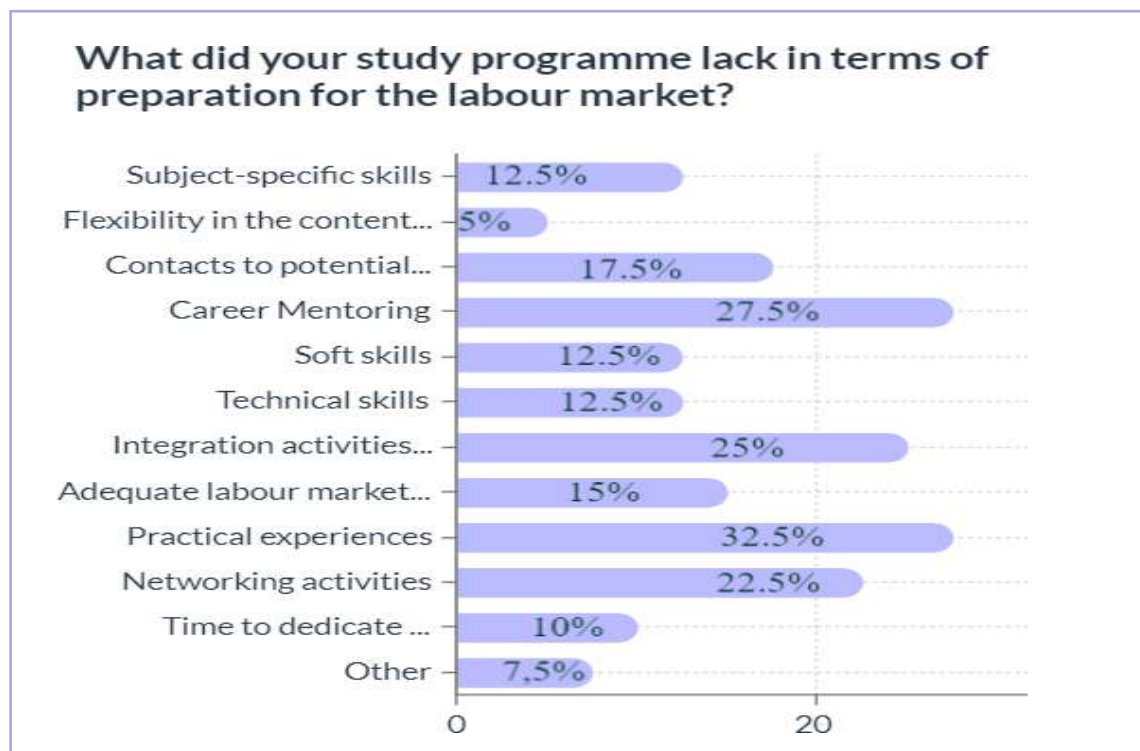


Figure 14: What EU programme lack in terms of preparation for the labour market

## 5. Graduates' Career Paths

This section shows the employment situation of alumni's in the first six months after graduation impact of the study on career, their current occupation and main benefits of studying in Europe.

### a. The First Six Months after Graduation

This section provides the information respondents reported on their professional status six months after graduating. It can be seen from the Figure 15 that, 30% of respondents in the first six month after graduation were looking for a professional job. While 25% of graduates in the first six month started to work in a professional job they had found during their study. On average, 20 % of respondents reported that after graduation they continued their studies, 75% of them were graduates of Bachelor programs, 25% were graduates of Mater programs, graduates of PhD programs, of those who participated on the survey, preferred to do not apply for further studies.

One in ten (10%) of respondents noted that in the first six months after graduation they set up their own business. The percentage of graduates, who returned to the job they had before their study, and the percentage of graduates, who took or applied for traineeship/internship, is same, 5% both. On average, 3% of respondents reported that, in the first six months they had one or more casual jobs related to their study. Only a very small number of graduates responded that, they were neither employed and did not look for a professional job (2%).

In terms of variations between fields of study, the average of graduates in social sciences and humanities, who were either seeking employment, is statistically higher among those who graduated in another field. The majority of graduates in information science/ engineering were more likely to have one or more casual jobs related to their study. The significant proportion of those who applied for further study programmes was among graduates in physics and chemistry.

What did you do in the first six months after your graduation?



Figure 15: The first six months after graduation



Photo 4: EMJMD visibility item

## b. Seeking Employment

The Figure 17 shows us how long after graduation participants looked for a job. On average, 30% of graduates were seeking employment in the first six months after completing their study programme. A significant proportion (65%) of graduates, who were looking for a professional job, had found a job in less than 6 months.

Less than a fifth (15%) responded "other". While 13% of graduates reported that, they had found a job in 6-8 months after graduation. On the other hand, it took 8-12 months for 4% of those who were looking for a professional job after graduation to become employed. Only 3% of respondents were looking for a job more than a year. It should be emphasized once again that these figures refer only to respondents who looked for / successfully looked for a job immediately after graduation, and not to respondents overall.

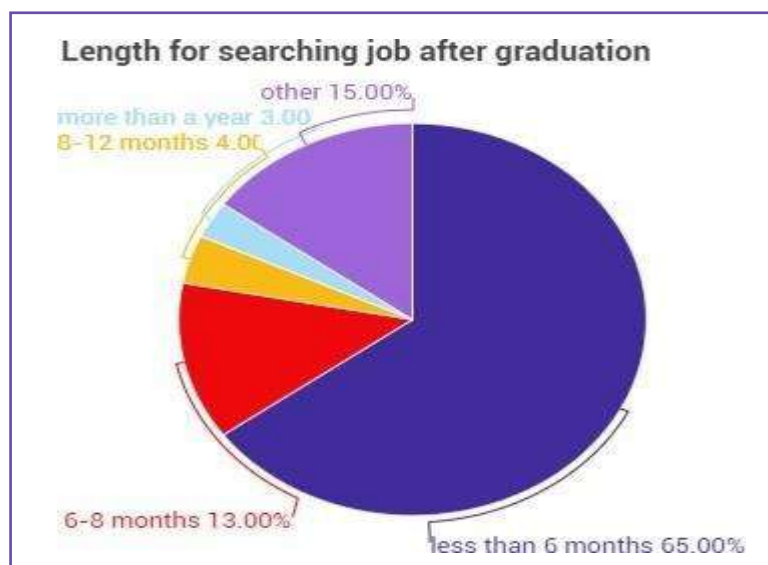


Figure 17: How long after graduation participants looked for a job



### c. Reasons for not finding employment within six months after graduation

As illustrated on Figure 18, more than a third (36.7%) of respondents, who did not find a professional job within six months of graduating, responded that, they felt the lack of practical experience. A third (30%) of those respondents reported that, they could not find a job matching their interests. On average, 23,3% of those surveyed, felt difficulties in the labour market situation in the country, where they were searching for a job. A fifth (20%) of respondents highlighted the lack of time as a reason of not founding a job. The percentage of graduates, who could not find a job because of not meeting the language requirements, is equal to 16.7%. The proportion of respondents who failed to secure a position within six months of graduating because of lack relevant skills and/or experience the employers were looking for is equal with the proportion of respondents who failed to secure a position because of visa/work permit issues (13.3% both). “Too much competition” and “Offered conditions did not meet my expectations” were the most important reasons of respondents’ failure to find employment within six months of graduating around 10% both. According to 3.3% of the respondents, their degree was not recognized in the country where they were looking for a job, as well as 3.3% of graduates felt that their degree not a sufficient qualification for finding a professional job.

What do you think are the reasons for not having found a professional job after your graduation?

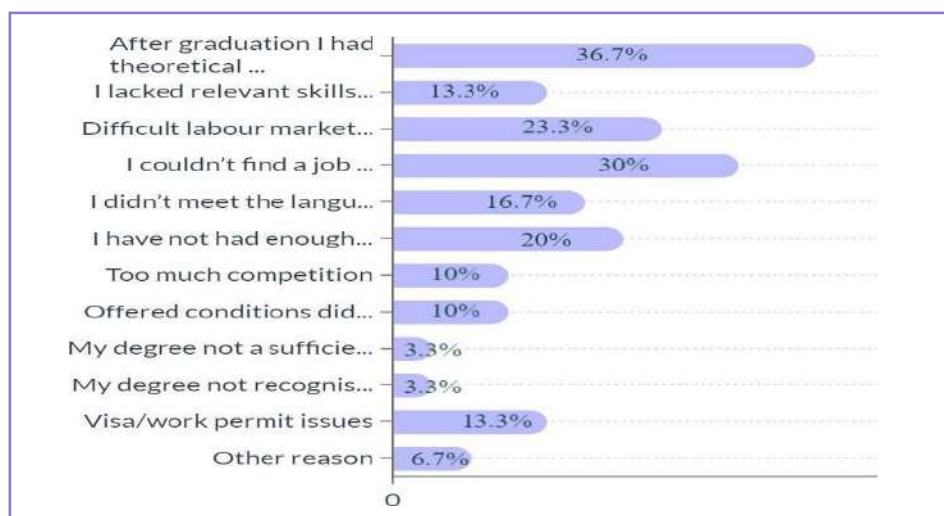


Figure 18: The reasons for not having found a professional job after Erasmus Mundus graduation



#### d. Location of First Position after Graduation

The respondents were asked in which country they eventually found professional job. The Figure 19 provides information about the location of first position after graduation, it can be seen from the figure that nearly a third (32%) found job in home country (Kyrgyzstan). One in ten (10.4%) of graduates found professional job in Russia. On average, 8.6% of respondents reported that after graduation they started to work in Kazakhstan, as well as 3.4% in Ukraine, 1.7% in Uzbekistan and 1.7% in USA. On the other hand, there were graduates who found professional job in Europe: Germany (5%), Poland (8.5%), Czech Republic (5%), Hungary, Netherlands, Spain, Italy, and Portugal 3.4% each.

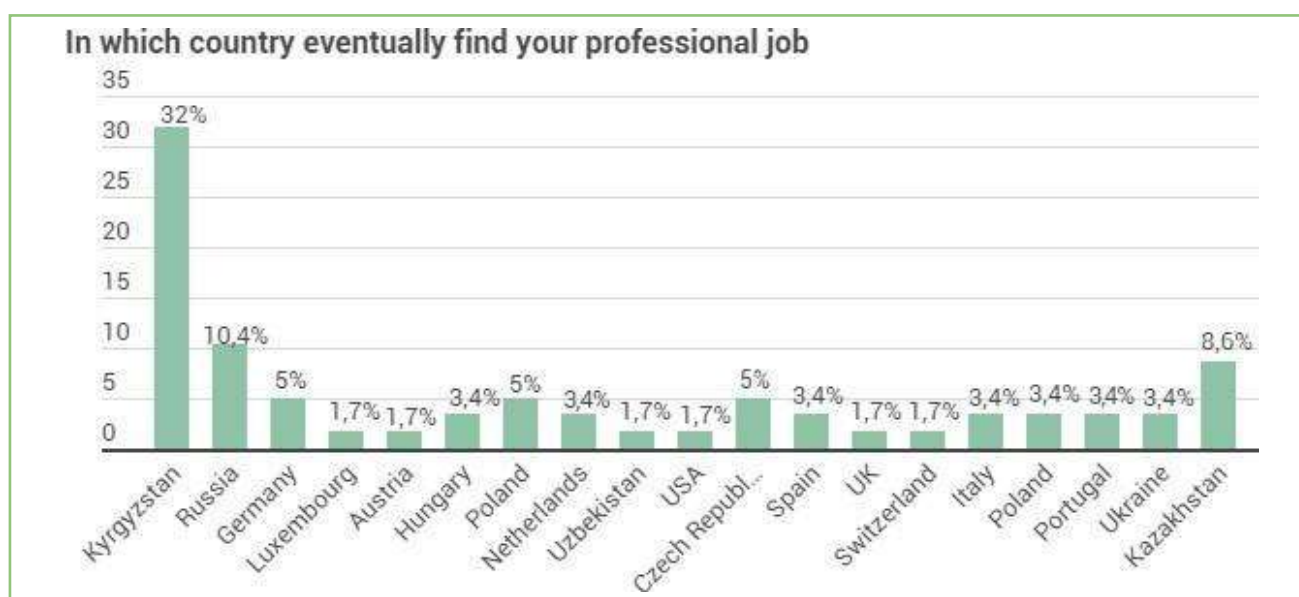


Figure 19: In which country eventually find your professional job

#### e. Current Occupation

Graduates were also asked about their current occupation, to which we received the following responses. According to the survey, 50% are employed full-time (more than 30h/week). On average, 18.75% of respondents are self-employed, 12.50% employed part-time (up to 30h/week). A small minority (8.75%) of graduates currently are students and one in twenty (5%) are interns/trainees. Only 3.5% of respondents are not employed and seeking a job which is 3.5% and 1.25% are not employed and not seeking a job (See Figure 20).

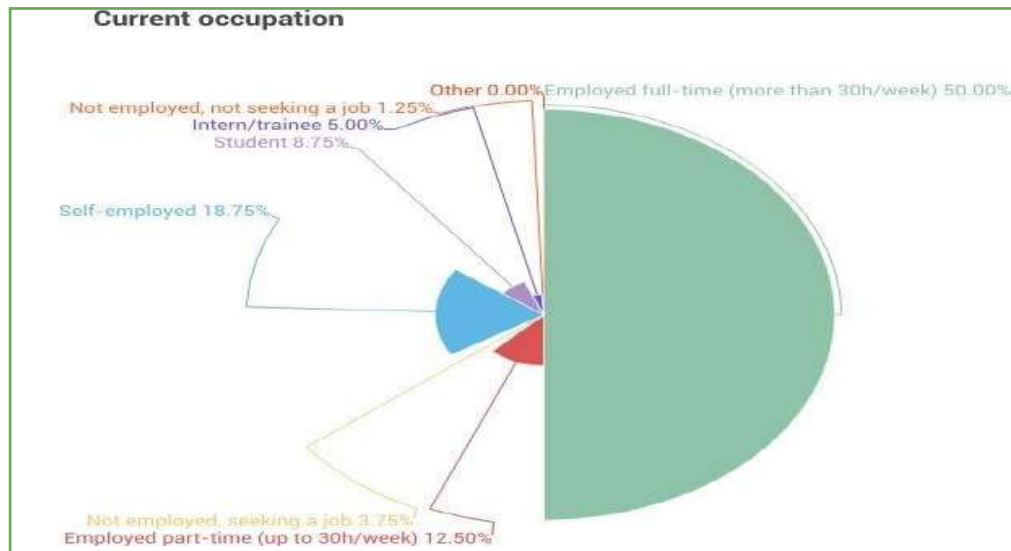


Figure 20: Current occupation

#### f. Influence on Career

In this subsection, alumni were asked if their study programme had an influence on career. Here are the responses of graduates. Just over a half (51.25%) of respondents felt very big influence of studying in Europe on their career development. Whereas more than a third (36.25%) of those surveyed thought it had a good impact. In contrast, 11.25% of graduates considered the impact of studying as “neither/nor”. Only 1.25% rated the influence on their career as “very poor”.

#### *Influence on your career*

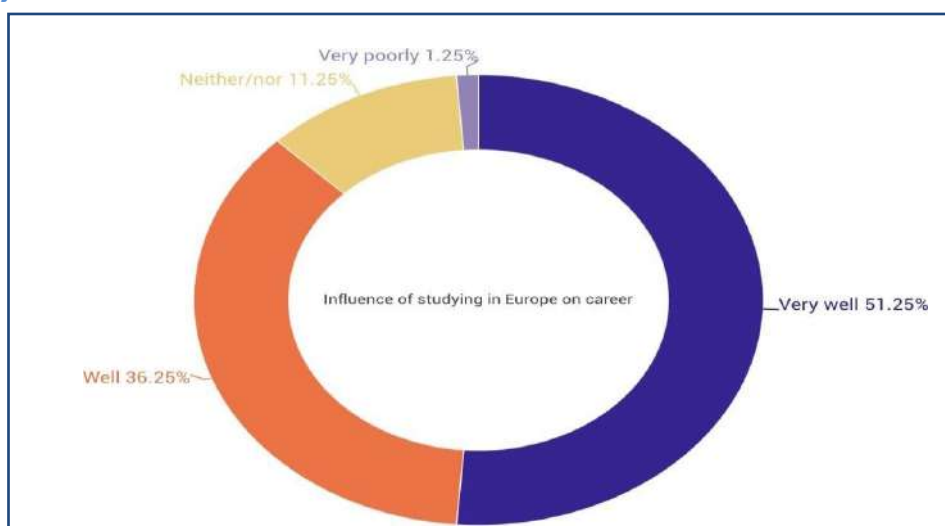


Figure 21: Influence on your career

## g. Main benefits of studying in Europe



Photo 5: ERASMUS+ project visibility items

Students highlighted the main benefits of studying in Europe for them. That was an open question and despite the fact that answers were different, there are common aspects that unite all answers. Most of the students were glad with the quality of the courses, staff and knowledge that was provided.

Others highlighted their experience as a benefit, the rest pointed up internship opportunities, exchange, diplomas, scholarship and international environment as a strong advantage.

## 6. Conclusion

The survey that was developed by a team of researcher and consisted of 18 questions was aimed at the Kyrgyz citizens studied in Europe on Bachelor, Masters and PHD programs during the period of 2014-2021. 254 Master's graduates, 87 graduates of Bachelor's degree, and 9 graduates of PhD programs took part in the survey, in total composing 350 responses.

The survey consisted of three main parts: *Satisfaction, Impact on graduates' career/employability and Graduates' Career Paths*. These are the main findings of the survey:

**Satisfaction.** The majority of the students are very satisfied with their studies in Europe. The percentage of very satisfied and satisfied students equals 92.59%. It is very important to highlight that the survey had not registered any answer of total non satisfaction. The overwhelming majority of respondents who graduated in the Physics, Life Sciences, Economic Sciences, Social sciences, and Environmental/Geosciences

program reported the highest levels of satisfaction with their studies. Comparing the satisfaction based on the degree of graduation showed that 57.94% of Master's degree graduates were very satisfied with their studies, whereas 45% of Bachelor degree graduates responded the same and all PhD program graduates that took part in the survey responded as “satisfied”. In addition, the majority of survey participants reported a high level of satisfaction with the quality of the courses (72.5%), internships/work placements (42.5%) and practical skills (40%) provided by the program. Concerning the satisfaction with specific aspects of studying based on received degree, the responses show that the difference between Bachelor and Masters Degree on quality of courses satisfaction is not huge. However, in terms of internship, work placement the satisfaction among graduates of Master’s prevails. At this point it is clear that the graduates had very positive experiences and high levels of satisfaction with their studies in Europe.

**Impact on graduates’ career/ employability.** Overwhelming majority of graduates reported high level of satisfaction with the preparedness for the labour market (40% assessed as very well and 35% as well). Only a small minority (2.5%) felt very poor preparedness. Male respondents were more satisfied with the preparation for the labour market than female respondents were (**male:** 59% very well and 33.6% well, **female** 45% very well and 38% well). According to the assessment of graduates' preparedness for the labour market differed by the field of study, graduates in Environmental/Geosciences, Physics, Chemistry reported the highest level of satisfaction. Graduates of early cohorts (2014, and 2015) felt more prepared for the labour market than graduates of other cohorts. It should be noted that 32.5% of graduates reported that their study programme needs more practical experiences. The respondents also highlighted that the programme needs improvements in career mentoring (27.5%) and integration activities in the host country (25%) for better preparation for the labour market.

**Graduates’ Career Paths.** The chosen way of further development among graduates

differs very strongly, 30% of respondents (**18 % male** and **12% female**) in the first six month after graduation were looking for a professional job. One of the reasons why girls are less active in looking for work is due to the fact that many of them are getting married and busy with family matters. While 25% of graduates (**14% male; 11% female**) in the first six month started to work in a professional job they had found during their study, 20 % of respondents (**17% female; 3% male**) reported that after graduation they continued their studies. Usually, girls continue their studies more actively than men who are aimed at the fastest possible professional growth and career start. Very small number of graduates (2%) responded that they were neither employed and did not look for a professional job, which is a very good indicator.

Also, it should be highlighted that, 65% of graduates (**36% male, 29% female**), who were looking for a professional job, had found a job in less than 6 months. Majority of graduates (32%) found job in their home country (Kyrgyzstan). 10.4% of graduates found a professional job in Russia. On average, 8.6% of respondents reported that after graduation they started to work in Kazakhstan, as well as 3.4% in Ukraine, 1.7% in Uzbekistan and 1.7% in the USA. Graduates were also asked about the influence of studying in Europe on their career, the overwhelming majority felt (very) well influence on their career, and only a very small proportion felt very poor influence. This survey helped to identify EU program graduate's satisfaction with the field of study, specific aspects of the programme, and satisfaction based on the received degree. It showed the overall preparedness for the labour market and based on gender, year of graduation and field of study. It highlighted EU programme input and lack in terms of preparation for the labour market and pointed up the further development of respondents' after graduation. All of these will give current and future students an insight into career destinations and development and supply with valuable information for both future participants and the current programme stakeholders at country level.

## 7. Annex Questionnaire

- a. What is your gender?
    - i. Male
    - ii. Female
    - iii. Other
    - iv. I prefer not to answer
  - b. What is your current occupation?
    - i. Employed full-time (more than 30h/week)
    - ii. Not employed, seeking a job
    - iii. Self-employed
    - iv. Student
    - v. Intern/trainee
    - vi. Not employed, not seeking a job
    - vii. Other
  - c. Year of graduation?
    - i. 2014
    - ii. 2015
    - iii. 2016
    - iv. 2017
    - v. 201
    - vi. 2019
    - vii. 2020
    - viii. 2021
  - d. What degree did you receive?
    - Bachelor degree
    - Master degree
    - PhD
    - Other
  - e. In which country(ies) did you study?
- 

- f. Field of study
  - Chemistry
  - Economic Sciences
  - Environmental/ Geosciences
  - Information Science/ Engineering

- Life Sciences
- Mathematics
- Physics
- Social Sciences/ Humanities
- Other

g. How did you cover your tuition fee?

- i. Self-paid
- ii. Scholarship
- iii. Government Scholarship
- iv. Erasmus Mundus Scholarship
- v. Partial Scholarship
- vi. Other

h. How satisfied were you overall with your studies?

- i. Very satisfied
- ii. Satisfied
- iii. Neither/nor
- iv. Not satisfied
- v. Not satisfied at all
- vi. Other

i. With which of the following aspects of your study you were satisfied?(multiple answers permitted)

- i. Quality of the courses
- ii. Internship, work placement
- iii. Practical experience
- iv. Exchange with industries/potential employers
- v. Other

j. What were the main benefits of studying in Europe?

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k. How well has your study programme prepared you for the labour market?

- i. Very well
- ii. Well
- iii. Neither/nor
- iv. Poorly
- v. Very poorly

l. With which aspects did your study programme help in terms of



preparation for the labour market? (multiple answers permitted)

- i. Subject-specific skills
- ii. Flexibility in the content of the courses
- iii. Contacts to potential employers
- iv. Career Mentoring
- v. Soft skills
- vi. Technical skills
- vii. Integration activities in the host country
- viii. Adequate labor market and career development knowledge
- ix. of supervisors and/or course coordinators
- x. Practical experiences
- xi. Networking activities
- xii. Time to dedicate to career development during my study
- xiii. Other

m. What did your study programme lack in terms of preparation for the labour market? (multiple answers permitted)

- i. Subject-specific skills
- ii. Flexibility in the content of the courses
- iii. Contacts to potential employers
- iv. Career Mentoring
- v. Soft skills
- vi. Technical skills
- vii. Integration activities in the host country
- viii. Adequate labour market and career development knowledge of supervisors and/or course coordinators
- ix. Practical experiences
- x. Networking activities
- xi. Time to dedicate to career development during my study
- xii. Other

n. What did you do in the first six months after your graduation?

- i. I applied for further studies (e.g., PhD, Masters etc.)
- ii. I looked for a professional job
- iii. I started working in a professional job I had found during my study
- iv. I returned to the job I had before my study
- v. I took or applied for a traineeship/internship
- vi. I had one or more casual jobs related to my study

- vii. I had one or more casual jobs not related to my study
  - viii. I was neither employed, nor did I look for a professional job
  - ix. I set up my own business
  - x. Other
- o. How long after graduation did you look for a job?
- i. Less than 6 months
  - ii. 6-8 months
  - iii. 8-12 months
  - iv. More than a year
  - v. Other
- p. What do you think are the reasons for not having found a professional job after your graduation? (multiple responses permitted)
- i. After graduation I had theoretical knowledge, but no practical experience
  - ii. I lacked relevant skills and/or experience the employers were looking for
  - iii. Difficult labour market situation in the country where I was searching for a job
  - iv. I couldn't find a job matching my interests
  - v. I didn't meet the language requirements
  - vi. I have not had enough time to find a job
  - vii. Too much competition
  - viii. Offered conditions did not meet my expectations
  - ix. My degree not a sufficient qualification for finding a professional job
  - x. My degree not recognized in the country where I was looking for a job
  - xi. Visa/work permit issues
  - xii. Other reason
- q. In which country did you find your professional job?

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- r. How did studying in Europe influence on your career?
- i. Very well
  - ii. Well
  - iii. Neither/nor
  - iv. Very poorly
  - v. Poorly

