ERASMUS-EDU-2023-CBHE
Project number: 101128376

MOBILITY RECOGNITION
FOR INTEGRATION

MORIN

WP2. Mobility recognition via learning outcomes

D2.5 - WB6 mobility recognition practices mapping report

Version	Type	Date	Authors	Reviewer	Change
1.0	First draft	September 25, 2024	Armela Panajoti, Bledar Toska, Eliona Lici, Harikla Beduli	Pavlina Flajsarova, Marie Sieberova	Initial version
2.0	Second draft	September 27, 2024			Comments were made to the first draft.
2.1	Final version	September 27, 2024	Armela Panajoti		Slight changes were made to the document (some spelling errors fixed, sentences reformulated, missing words added).

PROJECT DESCRIPTION

Project title:	Mobility recognition for integration
Acronym:	MORIN
Coordinator:	University of Vlora "Ismail Qemali", Albania
Project number:	101128376
Topic:	ERASMUS-EDU-2023-CBHE
Type of action:	ERASMUS LS
Project Starting date:	01 December 2023
Project duration:	24 months
Work packages:	WP1. Management, coordination and evaluation of MORIN
	WP2. Mobility recognition via learning outcomes
	WP3. Mobility recognition in practice
	WP4. Impact and dissemination of MORIN

DELIVERABLE DESCRIPTION

Work package:	WP2. Mobility recognition via learning outcomes
Deliverable:	D2.5 – WB6 mobility recognition practices mapping report
Lead beneficiary:	UV, Albania
Dissemination level:	Public
Type:	Report
Due date:	30.09.2024

Table of contents

List of figures

List of tables

Abbreviations

AAB College	AAB
Bachelor of Arts	BA
Bachelor of Science	BSc
Buzinesi College	BC
Capacity Building in Higher Education	CBHE
Common Regional Market	CRM
European Credit Transfer System	ECTS
European Higher Education Area	EHEA
European Qualifications Framework	EQF
European University of Tirana	UET
Higher Education Institution	HEI
International Relations Office	IRO
Key Action 1	KA1
Learning agreement	LA
Learning outcomes	LOs
Master of Arts	MA
Master of Science	MSc
Palacky University in Olomouc	UP
Professional College of Tirana	KPT
Research and Innovation	R&I
Quality Assurance	QA
Transcript of records	ToR
University of Niš	UNI
University St Kliment Ohridski Bitola	UKLO
University of Vlora "Ismail Qemali"	UV
Vocational Education and Training	VET
Western Balkan(s)	WB
Western Balkans Six	WB6

Background

MORIN, "Mobility Recognition for Integration," is a strand 1 CBHE multi-country project (ERASMUS-EDU-2023-CBHE; 101128376) funded by the EU that addresses the regional overarching priority of "Integration of migrants." MORIN involves eight universities, five beneficiaries from the WB region, three from Albania (UV, the project coordinator, UET, and KPT) and two from Kosovo (AAB and BC), three universities associated with the Erasmus+ programme, one EU HEI (UP), and two third-country HEIs (UNI and UKLO).

MORIN, which began on December 1, 2023, will continue for 24 months. The project aims to provide an innovative pedagogical approach that ensures curriculum transparency, comparability, and flexibility to improve recognition and study transfer procedures, specifically among WB6 HEIs. It seeks to revise course contents, methodologies, and assessments to promote student-centred and skills-oriented learning. The focus of MORIN is on the academic recognition of student mobility based on learning outcomes (LOs).

The project's goal is to improve collaboration among WB6 HEIs for student exchange, intra-regional employability, and connection by giving the curriculum an international, global perspective. MORIN seeks to establish institutional procedures for the recognition of credit mobility through the adoption of a learning outcomes model, internationalise the curriculum through global learning outcomes and embedded mobility, and develop a shared regional approach to academic recognition through interconnected paths of action. These efforts will enhance transparency, quality teaching and learning, and future-proof skills, as well as facilitate mobility and credential completion through credit transfer.

The WB6 mobility recognition practices mapping report herein introduced is a regional mapping survey carried out based on the data collected in WB6 HEIs. This regional mapping survey provides a comprehensive view of student mobility in the region, identifying issues for project partners and other participating WB6 HEIs. It also serves as a self-assessment mechanism, accessible on the project website[1], to enhance HEIs' mobility performance and students' mobility experience. The preparation of this report was preceded by various activities and tasks. Based on grey literature research and the needs analyses during the project proposal's writing stage and after it, a self-assessment tool was built to provide a comprehensive view of the national and regional contexts for carrying out student mobility and getting it fully recognised. A 'state-of-the-art' review of mobility recognition at WB HEIs, as well as a regional mapping of recognition practices at WB6 HEIs, followed.

Additionally, MORIN wants to increase academic staff members' abilities to enhance recognition procedures by offering webinars and training sessions, simulating recognition practices. The project aims to provide immediate benefits to WB HEIs, their employees, and students; other WB universities, ministry officials, policymakers, and HE specialists are also

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[1] MORIN project. 2023-2025. https://morinproject-eu.com/.

expected to benefit from the project deliverables. In this way, MORIN seeks to improve the integration of migrants in the WB region by effecting positive change in the academic recognition of student mobility through its all-encompassing strategy and cooperation among many stakeholders.

1. Introduction

1.1 Mobility recognition and its importance

Mobility recognition is a wide concept that refers to the official acknowledgement and acceptance of exchange periods abroad by students and staff, both academic and non-academic, either formally or informally[2] as part of their academic achievement and performance in these programmes. These exchange programmes, the most widespread and well-known across Europe being the Erasmus+ programme through its Key Action 1 (KA1), allow students to study at partner institutions in different countries, thus giving them the opportunity to benefit both academically and culturally by participating in their educational systems as well as by meeting other people and participants and so learning more about diverse cultures. As such, recognition is also used as a promotional tool to motivate students and staff to participate in these programmes.

The importance of mobility recognition lies in its goal to facilitate international academic collaboration, enhance the learning experience, and promote a more interconnected educational landscape. For instance, a student from a university in Albania studying in Italy may earn credits that count towards their degree back home, helping to ensure that their time abroad is not just a cultural experience, but also a valuable component of their academic journey. Academic recognition is important for mobile students not only for their re-entry into their home educational setting, but most importantly, for the validation of the skills acquired beyond the academic domain, worthy of their employability prospects at home and abroad, either in the region or wider. In this regard, HEIs have a great role in realising the importance of recognition as a "factor of economic growth, social stability and educational equity" (Bruque 2021).

1.2. Recognition of studies in Western Balkan Higher Education Institutions

Recognition of studies in Western Balkan Higher Education Institutions (WB HEIs) remains problematic, somewhat overlooked, not only intra-regionally but also institutionally, which does not concern recognition of study periods abroad (credit mobility) only, but recognition of prior learning, credit transfer, micro-credentials, and other forms of academic recognition as well. It

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[2] Formal recognition is ideally favoured over informal recognition, which implies the official entry of proof of the recognition into some institutional records or database, preferably counting towards the participant's achievement and performance. The recognition of learning outcomes stemming from informal education is highly problematic.

can be a challenging process even in re-entry into a programme or study transfer procedures between HEIs of the same country or within the same HEI. Although formal steps have been taken towards recognition ("Declaration on Recognition of Higher Education Qualifications in the Western Balkans"; Decision of the Council of Ministers of Albania no. 18, dated 18.1.2023 on the recognition of HE qualifications obtained in the WB), concrete institutional action needs to be taken towards recognition.

In a globally mobile context, largely marked, among other things, by internationalisation, a strategic priority, institutional and national, generally conceived in terms of exchange, the higher education landscape in the Western Balkans has grown more international. While establishing partnerships for mobility projects with EU HEIs mainly through the Erasmus+ programme has so far been quite effective, despite inadequacies in implementation, the same cannot be said about the level of cooperation for exchange among the WB6 countries. It is indeed true that regional cooperation within the Erasmus+ programme for KA1 is a recent reality (North Macedonia was already part of the programme when exchanges within the Erasmus+ programme were extended to partner countries, now 3rd countries not associated to the programme, whereas Serbia joined the programme in 2019), and that collaborations that were established were largely affected by the pandemic, but it is equally true that existing inter-institutional agreements among WB6 HEIs have been mainly effective for staff exchanges. Despite the strong focus on regional integration (EC 2021; Beharić 2022, 1; Balkans Policy Research Group 2021, 14-16), to enable the "four freedoms" (cf. Common Regional Market (CRM) Action Plan) by making mutual recognition arrangements, emphasizing, among these, mobility for students, researchers and professors (EC 2021; CRM Action Plan), still, mobilities for study have not attracted potential incoming/outgoing students.

1.3. Academic recognition and its relevance to regional employability and integration

The importance of mobility for study has already been emphasized in various studies/reports not simply as a life/intercultural experience, but most importantly, as related to career prospects/job opportunities (ter Horst, van der Moolen, Brandsma-Dieters 2017, 262-264; Panajoti 2019, 199; Beharić et al. 2021, 5; ESN 2022, 34), as equipping students with employability skills (EC 2019, 15-19), the so-called 'soft', 'transferable' or 21st-century skills (ter Horst, van der Moolen, Brandsma-Dieters 2017, 262, 264), more recently referred to as 'future-proof' skills, with a whole European agenda for linking skills with the labour market, job and learning opportunities, mobility, recognised qualifications throughout 2023, the European Year of Skills (EC 2022). While employers do not have any particular regard for mobility, they do look for those skills students build when on mobility (ter Horst, van der Moolen, Brandsma-Dieters 2017, 265). Considering these reported benefits of mobility upon students and taking into account that WB young people/students see more opportunities outside the region after a study period abroad (Beharić 2022, 3), ideas for mobility regional programmes modelled after the Erasmus+ programme have already been articulated (*Ibid*.; EU 2018, 24). Making reference to a

student's remark in Beharić 2022 (12) who "pointed to the benefits of student exchange programmes in terms of their successful promotion of intra-regional understanding: 'Erasmus+ has created a notion of togetherness within the EU, which is something we are lacking in the region.'", the prospect of promoting mobility for study within the Erasmus+ programme and/or similar programmes, under well-structured recognition practices intra-regionally, is highly likely to facilitate connectivity and movement of people in the region. Given the role regional integration has in sustaining economic, social, and political development in the region (OECD 2021; Ungerer, Hernandez, Vincelette 2018), opening up to people from other economies of the region would benefit the European integration of the WB6 (Miščević 2021; Grieveson 2021). However, migration in the region remains low because the movement of people in the region is relatively low (cf. to Barometer 2022, 88) or because preference for the WB as a destination to live is ticked only by 11% of the respondents (cf. to Barometer 2023, 66). Despite some variations in favourite destinations among the WB6 populations, the EU15 countries have traditionally hosted the largest stock of migrants from the region (e.g., Germany, Austria, France, Sweden, Italy, UK, Switzerland, Greece) and still remain the first destination for many WB citizens who would like to live abroad (68% of the respondents, cf. *Barometer* 2023, 13), while intra-regional mobility has remained low (Mara and Landesmann 2022, 6; *Barometer* 2022, 88; Barometer 2023, 66). In the latest *Balkan Barometer* (2023, 13), 69% of the respondents, especially from Albania and Serbia, would not consider the region as an option for living were they to decide to live abroad. When there is movement in the region, it happens mainly for tourism or visits to family/friends (53% and 51% of the respondents, respectively in 2022[3] or 69% of the respondents in 2023[4])[5]. Despite this increase in movement in the region, the main reason for doing so still remains tourism or holidays, whereas mobility for study or work seems out of the question with respondents from Albania and Serbia being the ones to oppose it most, 83%, that is, 7% more for Albania and 3% less for Serbia as compared to 2022 (*Balkan Barometer* 2023, 13). Hence, it is time to move from an agenda of regional cooperation (Balkans Policy Research Group 2021, 33; EC 2021) to a regional integration approach to bring the region closer to the EU and among itself. The same pattern of flows is observable in intra-regional student exchange (Beharić 2022, 7), even within the mobility schemes enabled by the Erasmus+ programme.

In today's world, where quality of education is assessed in terms of accessibility, equity, inclusion, and lifelong learning opportunities (UN, SDG4), internationalisation, regional integration, and mobility are key to creating a multicultural and global educational environment conducive to acquiring experiences and skills transferable and applicable across geographies, markets, and societies. This is why academic recognition is crucial for maintaining the integrity of academic qualifications and ensuring that students do not face barriers when transferring credits. By understanding and implementing effective recognition policies, institutions can support

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[3] Cf. Balkan Barometer (2022, 88).
[4] Cf. Balkan Barometer (2023, 13).
[5] Cf. also to Mara and Landesmann (2022, 6).

student mobility, foster global citizenship, and prepare graduates for a diverse and dynamic workforce.

What the current situation is, what HEIs do in the WB to ensure that this process is carried out to the best of their capacities and to the students' interest for graduation and eventual employment, as well as what needs to be done to improve the current practices, are some of the aspects that this mapping report aims to highlight. The report, as it will be further detailed in the data collection section, is based on a survey, which was carried out based on a questionnaire that relies on a self-assessment methodology in order to help HEIs review their current practices. The items included in this questionnaire called "Mobility recognition: A self-assessment tool" are straightforward and technical and built in such a way as to potentialise the answers obtained and help prepare the report, but at the same time make HEIs reflect on their own practices. The tool was first employed to collect data from WB HEIs participating in the MORIN project and write a 'state-of-the-art' report on mobility practices at these HEIs. Prepared in two versions, English and Albanian, the questionnaire can be used repetitively to check the progress HEIs are making with respect to recognition practices.

The project itself promotes the learning outcomes model for recognition. As such, it has as its main objective building WB HEIs' capacities for academic recognition via learning outcomes (LOs) as an innovative pedagogical approach, both necessary and pertinent, for linking work with education by ensuring curriculum transparency, comparability, flexibility for improving recognition and study transfer procedures, revising course contents, methodologies, and assessment to provide for student-centred and skills-oriented learning that adds an international, global dimension to the curriculum, thus enhancing collaboration among WB6 HEIs for student exchange and intra-regional employability and connectivity.

We believe that focusing on learning outcomes reflects a skills-oriented learning approach to mobility and internationalisation goals benefitting not only academic recognition but also regional integration, which also works towards strengthening intra-regional collaboration and furthers internationalisation of higher education. Thus, to enable free movement within the WB6, here concerned with mobility for students, researchers, and professors, a content-wise methodology that looks at the content of the academic offer, more precisely the LOs, should be adopted by academics/relevant authorities or bodies to ensure academic recognition of mobility for studies in the region for the integration of mobile individuals. Adopting an integrating approach to intra-regional connectivity will make student mobility more effective and efficient, study programmes more attractive, and produce more quality in HE in the WB.

In order to highlight these issues, we first need to provide a general view of the current situation in the WB HEIs, which is why the following report is herein introduced. The path to this mapping report was preceded by a literature review report and a 'state-of-the-art' report. The aim of the first report, which was based on the literature review carried out during the writing stage of the project, was to check whether any new trends or changes had occurred in the meantime in the HE landscape in the WB6 countries, whereas the aim of the second was to provide an overview of the current situation and practices as related to mobility recognition in

the WB HEIs involved in MORIN. As already explained, the same questionnaire that was used for the mapping report was used for the 'state-of-the-art' report.

Below we will provide a summary for each of the above-mentioned reports to be followed by a description of the methodology employed for the WB mapping report, the data collected, the number of HEIs involved and their profiles, the interpretation of results, and some concluding remarks.

2. Literature review on mobility recognition

Carried out in the framework of the MORIN project as part of the activities within work package 2, the literature review report was prepared by the KPT team. It focuses on the multidimensional impact of student mobility on students and organisations. The report is a review of grey literature, namely surveys, reports, results from previous/recent projects, various recent studies, and the like, and includes previously identified studies/sources as well as fresh research on mobility and academic recognition, with the aim to provide an overview of advantages, disadvantages, challenges, gaps with regard to mobility practices, and suggestions for overcoming them. Although the report aims primarily at WB HE mobility practices, it also covers EU-related practices as examples of good practices or reference points.

The review begins with highlighting the importance of learning mobility by the EC as a valuable tool for personal, educational, and professional development, civic engagement, and social inclusion. It emphasizes how it drives education and training institutions to enhance the quality of learning and contributes to a "skills revolution" in the context of green and digital transitions. It accelerates skill development, builds a sense of citizenship, and promotes understanding of common values across Europe and beyond. (EC 2023, 1)[6] The proposal for a Council Recommendation has now been adopted (14.06.2024). This Recommendation uses the concept of "learning mobility" as defined in Regulation (EU) 2021/817[7], which refers to physically moving to a country other than the learner's country of residence for study, training, or non-formal or informal learning (*Ibid*.). The report makes reference to *EU monitor* (2023), which in analyzing the proposal highlights the importance of learning mobility and proposes improvements. However, it also highlights the limited extent of automatic recognition of qualifications and learning outcomes abroad, as recognition procedures are slow and information is not readily available. It adds that the Council Recommendation of 26 November 2018 emphasized the

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[6] European Commision. 2023. Proposal for a COUNCIL RECOMMENDATION 'Europe on the Move' – learning mobility opportunities for everyone, COM (2023) 719 final, 2023/0405 NLE. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52023DC0719.

[7] The regulation which established the Erasmus+ programme. For more, cf. EU. 2021. "REGULATION (EU) 2021/817 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013." *Official Journal of the European Union*. https://eur-lex.europa.eu/eli/reg/2021/817/.

importance of automatic recognition of European qualifications and learning periods abroad without a separate procedure. The Implementation Report and related Council conclusions (26 May 2023) suggest substantial additional efforts are needed to make automatic recognition a reality in the EU. The European strategy for universities (18 January 2022) aims to develop a European Quality Assurance and Recognition System to encourage automatic recognition of qualifications across Europe. (Biba and Kamberaj 2024, 6)

Besides these documents, the literature review report also sought to focus on grey literature that provides a comprehensive overview of procedural and management aspects of student mobility, including definitions, trends, benefits, barriers, and different types as well as trends and key themes, as for instance related to specific countries, as is the example of UK universities' management of outward student mobility programmes, the validation and recognition process in the Netherlands, and the programme structure, practice, and legislation in various countries. (Biba and Kamberaj 2024, 7).

The literature review highlights the importance of student mobility in personal growth and employability. Mobility helps students develop skills for the labour market (Confalonieri et al. 2016), boosts productivity (Pinto 2022), bridges skill gaps and enhances graduates' employability (Fondas 2014). It also contributes to a skilled and adaptable workforce, as seen in Greece, Spain, and Belgium. Mobility also equips individuals with diverse competencies. (Biba and Kamberaj 2024, 7) Making particular reference to the Erasmus Programme, Croce and Ghignoni (2024 qtd. in Biba and Kamberaj 2024, 7), in their study, reveal that the programme enhances employment prospects, job quality, and wages in the short term and has a positive long-term effect on finding jobs abroad, particularly for less advantaged groups.

In this review, Biba and Kamberaj (2024, 7-8) note that the Council of Europe has been working since the 1950s to improve student mobility and qualification recognition in Europe. However, there is a lack of awareness among university staff in the Western Balkans about recognition procedures. This is particularly important as countries aim to integrate into the broader European academic framework. The Lisbon Recognition Convention is a crucial step towards ensuring equitable and transparent academic recognition across Europe. Drawbacks include a lack of predeparture preparation, bureaucracy, and delays in obtaining a ToR. Recommendations include expanding predeparture preparation and training, frequent communication with host HEIs, and full recognition of learning outcomes.

Recognition of foreign qualifications in higher education institutions in Europe and Asia is a crucial aspect of learning mobility. However, challenges exist, such as discrepancies between learning agreements and course availability. Standardising mobility instruments has enhanced the reliability and recognition of academic credits. Examining learning outcomes closely can improve the recognition process. Further streamlining and enforcing academic mobility frameworks is essential for effective recognition of international study experiences and learning outcomes. (*Ibid*. 8)

The report also recalls that one of the most important goals of the Bologna Process is to improve mobility and recognition at all levels of higher education by ensuring comparability of

study programmes and their corresponding qualifications, but curricula have been treated unevenly during the development of the European Higher Education Area (EHEA). Well-designed curricula are vital but must not be misused. In the European climate, creating uniform regional, national, or international curricula is neither feasible nor necessary. (Mitchell 2015 qtd. in Biba and Kamberaj 2024, 9)

The HERE meeting in Sarajevo is also included in this report because it tackled mobility and student exchange, focusing on seamless student mobility, fostering cross-cultural understanding, and enhancing international collaboration. Hybrid exchange was discussed, but obstacles related to visa and residence permits in countries outside the EU were also addressed. Virtual student mobility laid the foundation for future development, emphasizing democratisation and reducing exclusivity. (Sabzalieva, Mutize, and Yerovi 2022 qtd. in Biba and Kamberaj (2024, 9))

Reference is also made to a report by EACEA (2020) on the CBHE projects that focuses on the impact and sustainability of funded projects, including their inclusiveness and institutional development. It examines the modernisation of HEIs, structural reforms, and technical capacities. The report also examines how EU projects have influenced national policy developments in the education sector, particularly through structural projects. (*Ibid*.)

Besides mobility in higher education mainly supported by a reputable programme such as Erasmus+, the report also points to student mobility in vocational education and training (VET) that has been made possible through different pilot programmes financed by the Commission. An example is the INTERVET WB project[8] that emphasizes the importance of introducing the "culture of learning mobility" developed since the launch of the Erasmus programme in the 80s, particularly in informing VET teachers and headmasters on learning mobility and increasing their competences in planning and managing mobility projects. To ensure the sustainability of the mobility scheme, a toolkit on successful project setup was prepared and made available to practitioners in the Western Balkans. Despite the challenges of implementing this project, the results have been worth it, with a focus on the definition of learning outcomes in the learning agreements. Other reports address the self-reported benefits and satisfaction of intermediate and higher technical students participating in Erasmus+ mobility. (Montero García-Siso, Vela Peña and Sáez Garrido 2023 qtd. in Biba and Kamberaj 2024, 10)

The findings from the literature review report suggest that the WB6 face significant challenges in mobility and migration, impacting their relationship with the EU. Addressing these challenges is crucial for regional development and integration. Research and innovation (R&I) and knowledge transfer in the WB6 can accelerate sustainable growth and convergence with the EU. However, support and investment in R&I mobilities are still needed. Students planning or undertaking learning mobility experiences abroad need to be secure in the knowledge that their learning outcomes acquired during their study period abroad will be recognised back in their home country and elsewhere. Recognition must become automatic and fully effective if learning

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[8] INTERVET WB project. 2019 – 2023. https://intervetwb.net/.

mobility and academic exchange are to become cornerstones of European higher education. The European Credit Transfer and Accumulation System (ECTS) is not always used consistently, and administrative issues can hinder automatic recognition. The Bologna Process aims to improve mobility and recognition at all levels of higher education. Students' mobility needs to be carefully observed in cases like VET and virtual mobility imposed by COVID-19. (Biba and Kamberaj 2024, 10-11)

In the end, the report, by highlighting the fact that the Western Balkans and EU member states are working on building regional partnerships and exchanges, with a focus on fostering a learning mobility culture, enhancing skills portability, and mutual recognition of qualifications, mentioning the Erasmus+ programme as the most prominent and pioneer programme in this area, underlines that with work experiences abroad being seen as useful, enriching, and favouring employability, the most notable return of investment from learning mobility is the employability of participants.

The importance of mobility for study has been emphasized in various studies, particularly in relation to career prospects and job opportunities. Employers look for skills students build during mobility. To foster and enhance the learning mobility culture within HEIs, it is essential to upskill and train staff in transnational mobility and have clear internal management and administration procedures in place.

Development methods or toolkits to make recognition a commonplace regulated process, starting with a common denominator like learning outcomes, are needed. A validated and recognised mobility will increase quality in learning mobility, attract more participants, and ensure the sustainability of mobility schemes in the long run. One example the report mentions in this regard is Bylaw No. 41, dated January 24, 2018, introduced by the Albanian Government, which provides a mandatory template for course syllabi that also includes a section "Summary and Learning Outcomes." Defining clear learning objectives, assessment of learning outcomes, and validation will contribute to a better and more efficient implementation of mobility experiences, better fitting to the need for personal satisfaction, employability, and personal growth.

3. A 'state-of-the-art' review report on mobility recognition

Based on the literature report as well as on the questionnaire used for the analysis during the writing stage of the MORIN project proposal, the MORIN working group set up specifically for the task developed a self-assessment tool on mobility recognition, a questionnaire, which HEIs can use to report on their mobility recognition practices. The tool was made available in English and Albanian. The development of the tool was meant for two purposes—to collect data for preparing the 'state-of-the-art' review report on mobility recognition in the participating WB HEIs in the MORIN project and to collect data for preparing the WB mapping report on mobility recognition, a more ambitious report targeting HEIs in the WB6 countries. A summary of the findings from the 'state-of-the-art' review report is provided below in order to later contrast

them with the findings from the WB mapping report as well as draw conclusions about the current mobility practices at WB HEIs and make recommendations and suggestions for future action and initiatives.

As already mentioned, the partners[9] developed a questionnaire titled "Mobility recognition: A self-assessment tool" to assess internal recognition practices at WB HEIs. The tool included 14 items that covered basic information about institutions and programmes, study levels, and programme types. It also aimed to gather data on recognition procedures, documents, and stakeholder involvement in student mobility. The questionnaire used a statement-based assessment approach, requiring institutions to reflect on existing protocols and practices, including institutional support mechanisms, recognition committee functionality, involvement with national recognition authorities, and recognition of formal and non-formal learning experiences.

The self-assessment tool was distributed to seven WB HEIs, all MORIN partners, which included Professional College in Albania, European University of Tirana, University of Vlora "Ismail Qemali," University of Niš, AAB College, Biznesi College, and University St Kliment Ohridski Bitola. Each institution assigned one staff member to complete the survey on their behalf, promoting openness and trust. Participating HEIs, of diverse profiles, reported a varied academic offer, which included different types of programmes, the most common type being the *Bachelor of Arts* (BA), followed by *Bachelor of Science* (BSc), *Master of Arts* (MA), and *Master of Science* (MSc), specialist programmes, joint or dual degree programmes as well as distance learning or online programmes (available for 14.3% of respondents) and PhD programmes (offered by 42.9% of respondents).

With regard to mobility, the majority of respondents (6 out of 7) reported that they received full support from academic advisors during their mobility and recognition process, indicating their effectiveness in providing comprehensive assistance. However, one respondent received only partial support, indicating occasional inconsistencies in guidance. The authors of the report interpret that the high level of support suggests competent advisors, but the partial support suggests the need for continuous training and standardisation of practices to ensure equal support for all students (Alla et al. 2024, 15).

The data indicates a positive trend towards formal recognition procedures within an institution, with 85.8% of respondents acknowledging the existence of either fully or partially developed guidelines for mobility recognition. However, 42.9% reported only partially developed guidelines, indicating room for improvement. 14.3% of respondents indicated guidelines were still in development, indicating ongoing efforts and potential for future enhancement. The absence of undeveloped guidelines or uncertainty suggests a level of awareness and progress

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[9] The work group set up for this task was composed of three representatives per partner (two academics and one student for each). They met online several times and Google shared drafts of the tool before getting to the final version in English. Team members from Albania and Kosovo* met one more time to produce a unified version of the tool in the Albanian language.

within the institutional framework. The authors suggest that continued efforts are needed to standardise and ensure comprehensive coverage and consistent application of recognition procedures (*Ibid.*, 16)

As regards the presence of recognition committees in the surveyed institutions, the data indicate that a high percentage (71.4%) confirmed that they have been fully established, indicating a strong commitment to facilitating the recognition of courses and credits after-mobility programmes. This shows that a majority of institutions have structured mechanisms in place to ensure students' academic achievements are adequately recognised, supporting academic continuity and integrity. However, 14.3% reported partial establishment, suggesting ongoing administrative adjustments or phased policy implementation. Some departments have already implemented single recognition committees, suggesting a decentralised approach where departments autonomously manage the recognition process. The findings suggest a mature stage in institutionalisation, with most institutions having well-established systems (*Ibid.*, 18)

The data show that full recognition is the most consistently applied type of recognition decision among surveyed institutions, indicating a preference for clear, unqualified decisions. Partial recognition, while widely used, shows more variability due to differing criteria or thresholds used by recognition committees. Conditional recognition is the least standardised, with a spectrum of practices ranging from regular application to complete avoidance. Understanding the specific contexts and criteria underpinning recognition decisions is crucial for consistency and fairness in evaluations. Institutions may benefit from further clarification and alignment on recognition application (*Ibid.*, 19-20)

Varying levels of implementation and awareness of national recognition authorities among institutions seem to be the case. A majority of 57.1% affirm the establishment of these authorities, indicating confidence in their functioning. However, 14.3% report partial implementation, indicating room for improvement. 14.3% are unsure about the adequacy of these procedures, indicating a communication gap. The majority report robust procedures, but the 14.3% are unsure, indicating a need for clearer guidelines and improved communication. Moreover, the data reveal a solid regulatory framework for higher education institutions' recognition processes, with a majority adhering to a strict deadline of one month. However, a smaller segment extends the deadline to two months, indicating variability. Uncertainty about specific regulatory requirements is also noted, suggesting a need for clearer communication. Efficient recognition processes are crucial for student mobility and transparency, and future efforts should focus on increasing awareness of these requirements. (*Ibid.*, 22)

The survey shows that institutions recognise formal learning experiences in learning agreements, with 57.1% acknowledging such activities. However, 28.6% of institutions do not, indicating differences in educational structures or priorities. The findings suggest a need for standardisation or clearer guidelines for incorporating formal learning experiences. Addressing these differences could improve transparency and consistency in integrating formal learning into academic agreements, benefiting students and educational stakeholders. (*Ibid.*, 23)

The report reveals that 42% of institutions are actively embracing non-formal learning

experiences, a trend towards recognising diverse learning beyond traditional academic settings. This recognition validates skills gained through activities like volunteering or language courses, enhancing students' educational profiles. However, 14.3% of institutions are still defining integration, indicating a need for clearer guidelines to standardise non-formal learning inclusion in diploma supplements. This highlights the complexities of assessing and accrediting non-traditional learning pathways. Understanding these perspectives is crucial for addressing barriers to recognition and promoting broader acceptance of non-formal learning as an integral part of educational outcomes. (*Ibid*., 24)

85.7% of students during international mobility received continuous feedback from guidance officers or teachers, indicating a proactive approach by educational institutions. This structured approach enhances learning outcomes, helps students stay on track with academic goals, and addresses challenges promptly. The data emphasize the importance of institutional support mechanisms in facilitating a positive and productive international mobility experience for students. (*Ibid*., 25)

When it comes to storing and preserving mobility-related documentation, a diverse approach to documentation storage is present among respondents, with a majority favouring hybrid models and some preferring paper-based or electronic storage solutions. This highlights the importance of flexibility in document management practices to meet organisational needs, regulatory requirements, and technological preferences. (*Ibid*., 26)

The follow-up survey process is reported to involve students, home institutions, and host institutions, all playing significant roles. This collaborative approach ensures a comprehensive assessment of learning outcomes during mobility programmes. Students provide direct feedback, home institutions integrate mobility experiences, and host institutions offer external perspectives. However, a lack of knowledge suggests the need for clearer communication and standardised procedures across institutions. (*Ibid*., 27)

As a conclusion, the MORIN project survey has shown progress in improving mobility recognition practices among WB HEIs involved in the project. The survey found a positive trend in acknowledging and integrating both formal and non-formal learning experiences into learning agreements and diploma supplements. However, there are still areas for improvement. 71.4% of respondents reported a commitment to timely recognition processes, while 85.7% received continuous feedback on their learning agreements during mobility. Only 42% of institutions fully recognised the integration of non-formal learning experiences into diploma supplements, indicating a need for more inclusive recognition policies. The survey highlights the importance of consistent and transparent recognition practices in fostering regional integration and alignment with European Higher Education Area standards. The findings will hopefully inform future strategies to improve the recognition process, ensuring that learning outcomes acquired abroad are properly acknowledged and valued within participating institutions. This alignment is crucial for promoting a culture of mobility and enhancing regional collaboration and integration. (*Ibid*., 27)

To improve student mobility in WB6 HEIs, the authors of the report propose a series of

immediate strategies that include standardising recognition periods, integrating non-formal learning experiences into diploma supplements, improving feedback mechanisms, and digitalising documentation. Long-term strategies include aligning mobility practices with EHEA standards, investing in staff training, strengthening regional collaboration, and implementing comprehensive monitoring and evaluation. These measures aim to promote regional integration, mutual recognition of qualifications, and enhance the effectiveness of mobility recognition practices. By implementing these recommendations, HEIs in the Western Balkans can significantly enhance their processes, ensuring academic success for their students. (*Ibid*., 28)

4. The WB mapping report on mobility recognition

4.1 Type of data collection

For this mapping report, the type of data we decided to collect is quantitative because this type of data allows us to represent the findings visually and thus communicate them more directly and efficiently. Moreover, the mapping report is based on a self-assessment methodology, which allows HEIs to complete the questionnaire periodically and repetitively, and as such, quantitative data helps compare results, identify trends, and note progress from one administration of the tool to the next. Besides, some of the information required is demographic, but, most importantly, given that various HEIs are involved, this type of data allows objective measuring and comparability from one HEI to another. Last but not least, it allows for making generalisations of findings to a broader context, in our case, the WB region.

4.2 Data collection methods

The method employed for collecting data for this report was a survey, which was based on a questionnaire that was created by a work group set up for this purpose within the MORIN consortium[10]. The questionnaire was a follow-up of the grey literature review and the needs analysis questionnaire. Promoting a self-assessment methodology, the created questionnaire was titled "Mobility recognition: A self-assessment tool." The tool was first administered to collect data for the 'state-of-the-art' review report on mobility recognition that was prepared by the AAB team. A summary of the 'state-of-the-art' review report was introduced in section 3 of this report. The second time the tool was used was to collect data for the mapping report, that is, from May to September 2024. HEIs are encouraged to use the tool repetitively and periodically

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[10] As already explained, this work group was made up of three representatives per MORIN partner (two academics and one student for each). Several online meetings were held and drafts were shared before getting to the final version in English. Team members from Albania and Kosovo* met one more time online to produce a unified version of the tool in the Albanian language.

in order to assess their own recognition practices, measure their progress in improving them, and benchmark their performance.

The questionnaire, a Google Form shareable tool, contains 14 closed-ended items and is available in two languages, English and Albanian. For administration purposes, only the English version is sent as a link to potential respondents (https://forms.gle/8yKSNfNKgywYXNyT9), whereas the Albanian version was produced as an accompanying support in case of doubts when completing the questionnaire in English. Structured into two sections, the first requiring basic information about the HEI, whereas the second more specific information about mobility recognition, the tool items rely on multiple-choice answers.

The items contained in the first part of the tool ask for basic information about the HEI, namely their type (university, college, faculty, institute, etc.) and academic offer, that is, level of studies/types of programmes that are offered by these HEIs. The items in the second section were intended to collect data about the recognition procedures, relevant paperwork and documentation, and recognition bodies/authorities.

4.3 Sample

The target population for this report were WB6 HEIs from Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, the Republic of North Macedonia, and Serbia. The aim was to reach out to as many WB6 HEIs as possible in order to cover all six countries in this report. As such, we resorted to convenience sampling, that is, all MORIN partners were actively involved in accessing HEIs that were available to respond. Although we managed to involve HEIs from all six countries, the spread-out of the participating HEIs is uneven. This is to be expected not only because of the size of the countries involved and the number of HEIs per each but also because of the sampling method chosen for this study, which is a non-random method that relies on the accessibility and availability of the participants as well as the convenience of obtaining the required sample. All in all, we managed to involve 30 HEIs from all the WB6 countries. We instructed participants that one response per HEI be submitted[11].

4.4 Data collection procedure

The procedure for data collection was discussed with the whole consortium. Given the ambitious scope and aim of the report, the UV representative, as the deliverable leader, asked all MORIN partners to help with identifying and reaching out to other HEIs in the WB region. Moreover, international events like staff weeks, conferences, and other project meetings were used as opportunities to network, disseminate MORIN results, and seek collaboration for

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[11] Participating HEIs were instructed to provide one informed response meaning that the person who would complete the survey would have to consult the answers with people who were informed about these aspects at their own HEIs.

participating in the survey. Most WB HEI representatives showed willingness to do so. In order to have a trackable view of the identified and reached-out WB HEIs, a shareable excel table was drawn with information about the participating HEIs as well as information regarding the person/s/HEI who had provided the contact and the status of the completed survey. This allowed the deliverable leader and all MORIN partners to identify HEIs that had already participated in the survey and, in this way, seek to reach out to others.

A template email was prepared to distribute the questionnaire with the following text, which could be adapted accordingly:

> Dear …
>
> We wish this email finds you well. By means of this email, we are approaching you to kindly ask you to participate in a mapping survey, which we are conducting in the framework of "Mobility recognition for integration/MORIN", an Erasmus+ KA 2 project, strand 1. The aim of this survey is to see how recognition practices for mobility periods abroad for study are conducted in WB HEIs, what challenges WB6 HEIs face, what aspects need to be improved and what issues need to be addressed. Here is the link to it, https://forms.gle/8yKSNfNKgywYXNyT9. One response per institution is enough.
>
> We thank you very much for your time and patience.
>
> Yours sincerely,

After data collection, the UV work group, composed of four members: Assoc. prof. Armela Panajoti, project coordinator; Assoc. prof. Bledar Toska, team member and head of the quality assurance committee for MORIN; Dr. Eliona Lici, team member; and Harikla Beduli, specialist at the QA Office at UV and expert in data analysis for student and teacher surveys, worked on preparing the mapping report herein included. The first draft of this report was shared with all MORIN partners and finally reviewed by Pavlina Flajsarova and Marie Sieberova from UP as the more neutral MORIN partner in this deliverable since UP as an EU HEI was not involved in the survey.

5. Data analysis

The survey was administered by UV in collaboration with the other MORIN partners from May to September 2024. The invitation to complete and submit the questionnaire was sent to 40 HEIs in the WB6 countries, out of which 30 returned the completed form. Figure 1 shows how the

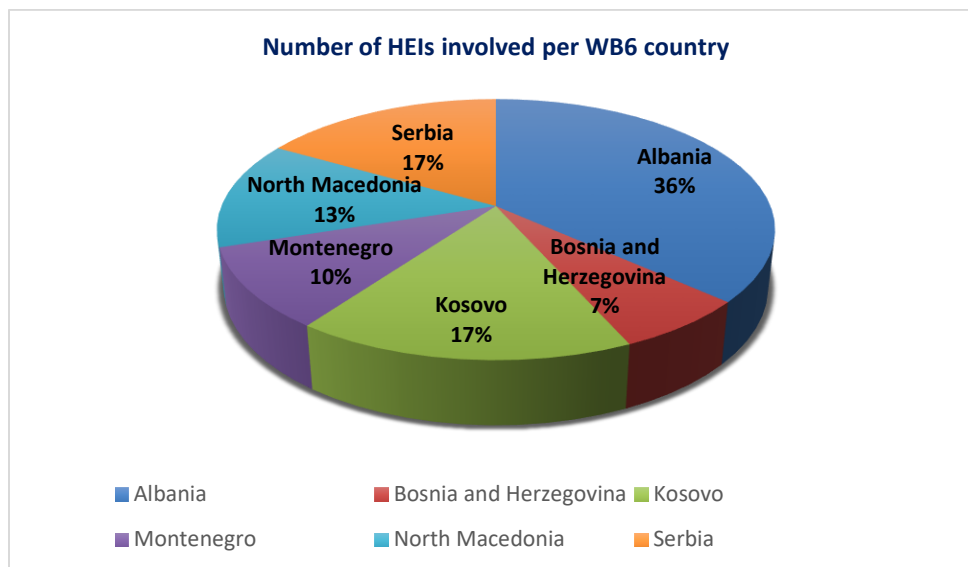participation of the HEIs involved in the survey is spread out per country[12].

Figure 1. Number of HEIs involved per WB6 country.

As it can be seen from the chart, the highest number of HEIs involved in the survey comes from Albania, with 11 (eleven) participating HEIs, followed by Kosovo and Serbia with 5 (five) participating HEIs for each, 4 (four) from the Republic of North Macedonia, 3 (three) from Montenegro, and 2 (two) from Bosnia and Herzegovina. This disproportioned participation is to be expected when convenience samples are used. Moreover, rather than that, this is also relative to the number of HEIs per country and their size.

Of these, 25 HEIs were universities, three faculties, and two colleges (See Table 1).

Type of institution	*No.*	*Percentage*
College	2	6.7%
Faculty	3	10%
University	25	83.3%
Total	**30**	

Table 1. **Types of institutions involved in the survey.**

Although public and private HEIs were involved in the survey of varied profiles, this finding is not reported here because this variable was not included in the tool for the present research and therefore no data can be provided at this time.

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[12] A list of HEIs involved in the survey is included as an annex at the end of this report.

As concerns the academic offer in the participating HEIs, that is, the levels of studies and types of programmes offered, it can be said that the reported offer is very rich and diverse, as can be shown in the following graph (Figure 2).
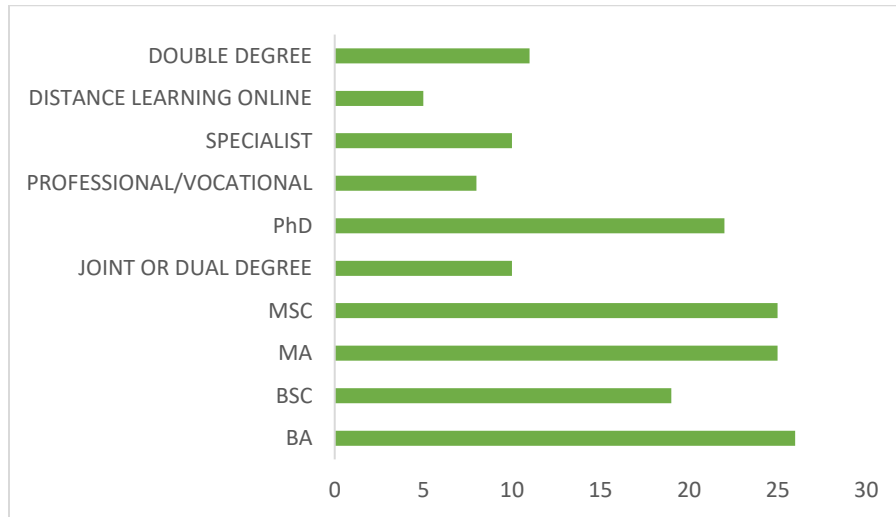

Figure 2. **The levels of studies/types of programes offered.**

Reporting the findings regarding the levels of studies/types of programmes as arranged in the tool, following the European Qualifications Framework (EQF) in reversed order, that is, from the lowest to the highest level, we note that the respondents selected all applicable options as follows:

- 8 respondents (26.6%) reported that their institution offers professional or vocational programmes;
- 26 respondents (86.6%) reported that their institution offers BA programmes, which is the most commonly offered type of programme at the participating HEIs;
- 19 respondents (63.3%) stated that BSc programmes are offered at their HEIs;
- 25 respondents (83.3%) confirmed that MA programmes are offered at their institution;
- 25 respondents (83.3%) indicated that MSc programmes are available at their HEIs;
- 10 respondents (33.3%) reported that specialist programmes are available at their HEIs;
- 10 respondents (33.3%) reported that joint or dual degree programmes are offered at their HEIs;
- 11 respondents (36.6%) stated that double degree programmes are available at their HEIs;
- 5 respondents (16.6%) mentioned that distance learning or online programmes are available at their HEIs;
- 22 respondents (73.3%) indicated that PhD programmes are offered at their institution.

As concerns institutional support and guidance received throughout the mobility period and subsequent recognition process, the findings have been reported in the following three graphs. The first (Figure 3) reports the level of support and guidance received by the academic advisors, the second (Figure 3/1) that from the credit transfer office or any other similar/relevant structure in place at the participating HEI, whereas the third (Figure 3/2) that from international offices or similar.
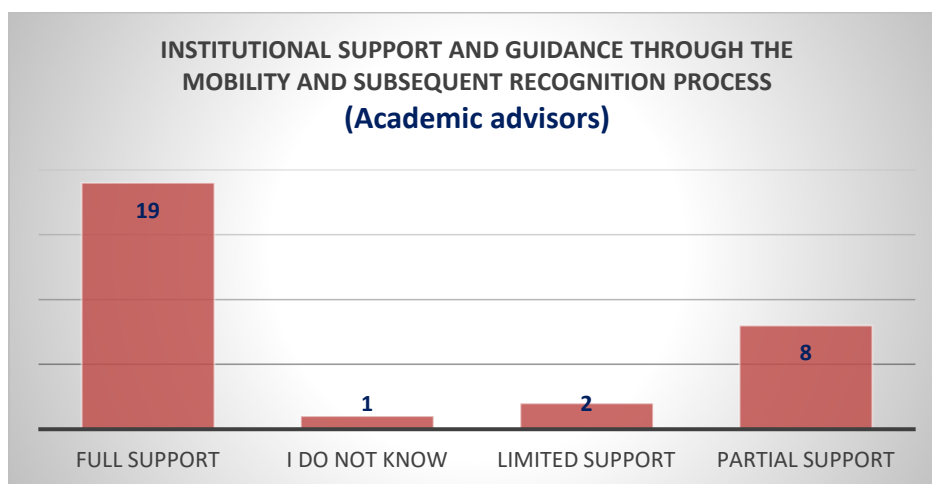

Figure 3. Institutional support and guidance from academic advisors.

It is reported that 19 HEIs (63.3%) answered that students receive *full support* from their academic advisors, 8 (26.7%) said that they receive *partial support*, 2 (6.7%) replied that they receive *limited support*, and 1 (3.3%) respondent checked *I don't know.*
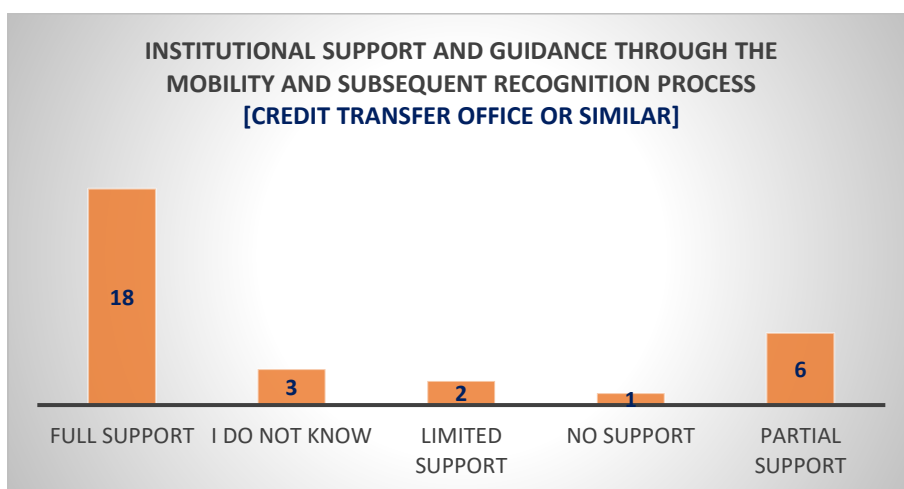

Figure 3/1. Institutional support and guidance from the credit transfer offices or similar.

The survey results (Figure 3/1) indicate the level of institutional support and guidance offered through the mobility and subsequent recognition process by credit transfer offices or similar structures set up at the participating HEIs is as follows:

- 18 respondents (60 %) reported _full support_;
- 6 respondents (20 %) reported _partial support;_
- 3 respondents (10 %) reported _I don't know_;
- 2 respondents (6.7 %) reported _limited support_;
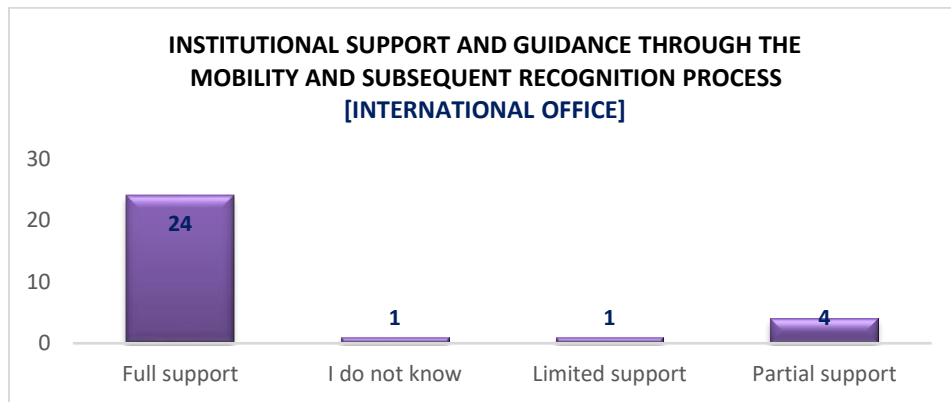- 1 respondent (3.3 %) reported _no support_.

Figure 3/2. Institutional support and guidance from IROs.

With regard to the level of institutional support and guidance offered through the mobility and subsequent recognition process by IROs or similar offices at the WB6 HEIs, the survey results are as follows:

- 24 respondents (80 %) reported _full support_;
- 4 respondents (10,3 %) reported _partial support_;
- 1 respondent (3,3 %) reported _I don't know_,
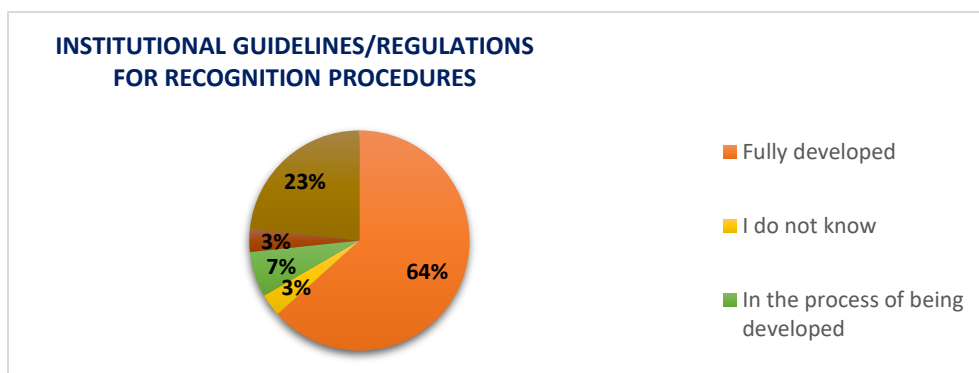- 1 respondent (3,3 %) reported _limited support_.

Figure 4. Institutional guidelines or regulations for recognition procedures.

Figure 4 illustrates the current state of institutional guidelines or regulations for recognition procedures at each participating HEI. The results show that

- 64% of the respondents (19) indicated that their institution has _fully developed_ guidelines or regulations for recognition procedures.
- 23% of the respondents (7) reported that their institution has _partially developed_ guidelines or regulations.
- 7% (2) reported that their institution's guidelines or regulations are still _in the process of being developed._
- 3% of the respondents (1) indicated that guidelines or regulations are _not developed_ at all.
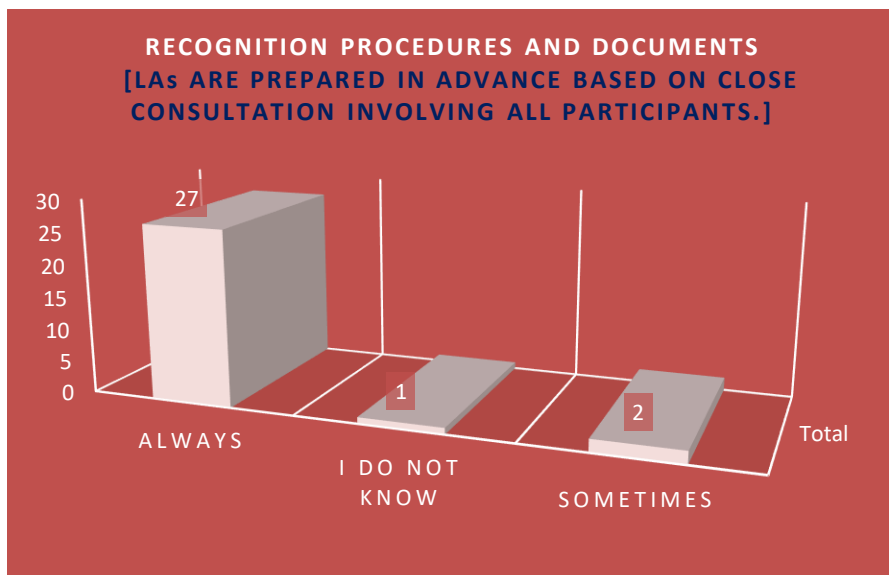- 3% of the respondents (1) selected _I do not know_.

Figure 5. Preparation of LAs.

Regarding recognition procedures and documents, participating HEIs were asked whether they are agreed upon in advance and used throughout the mobility and recognition process. This item covered three specific aspects: preparation of learning agreements before departure, timely handling of transcripts/records/certificates/evaluations, and the automatic nature of the recognition procedure.

Figure 5 reports results concerning the statement "Learning agreements are prepared in advance based on close consultation involving all participants," which are as follows:

- 27 respondents (90%) reported _Always_;
- 2 respondents (6.7%) reported _Sometimes_;
- 1 respondent (3.3%) reported _I do not know_;

- 0 respondents (0%) responded *Rarely* and *Never* respectively.

RECOGNITION PROCEDURES AND DOCUMENTS
[TRANSCRIPTS OF RECORDS/CERTIFICATES/EVALUATIONS ARE RECEIVED/SENT OUT IN DUE TIME.]
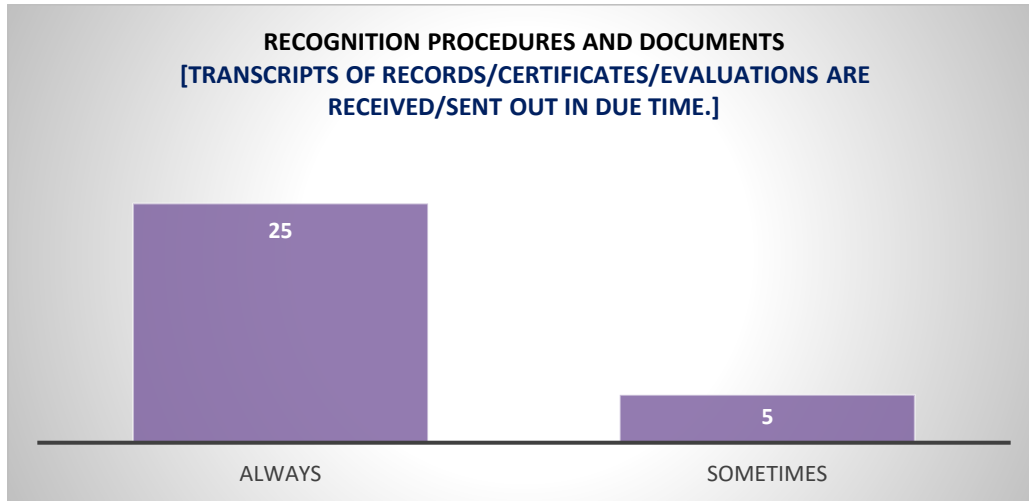
Figure 5/1. Preparation and delivery of ToRs/certificates/evaluations.

Regarding the statement "Transcripts of records/certificates/evaluations are received/sent out in due time," the results are as follows (Figure 5/1):
- *Always*: 25 respondents (83.3%);
- *Sometimes*: 5 respondents (16.7%);
- *Rarely*, *Never*, *I do not know*: 0 respondent (0%) respectively.

RECOGNITION PROCEDURES AND DOCUMENTS
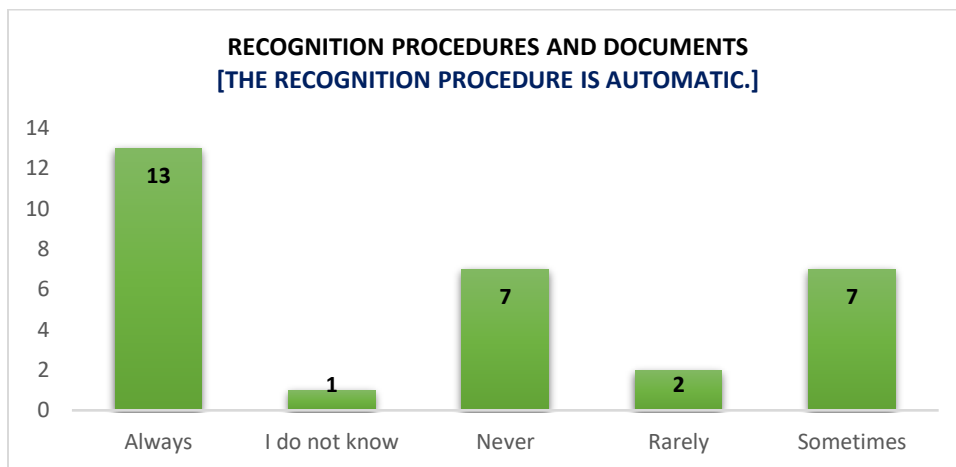**[THE RECOGNITION PROCEDURE IS AUTOMATIC.]**

Figure 5/2. The recognition procedure.

For the statement "The recognition procedure is automatic," the results are as follows:
- *Always*: 13 respondents (43.3%);
- *Sometimes*: 7 respondents (23.3%);

- *Rarely*: 2 respondents (6.7%);
- *Never*: 7 respondents (23.3%);
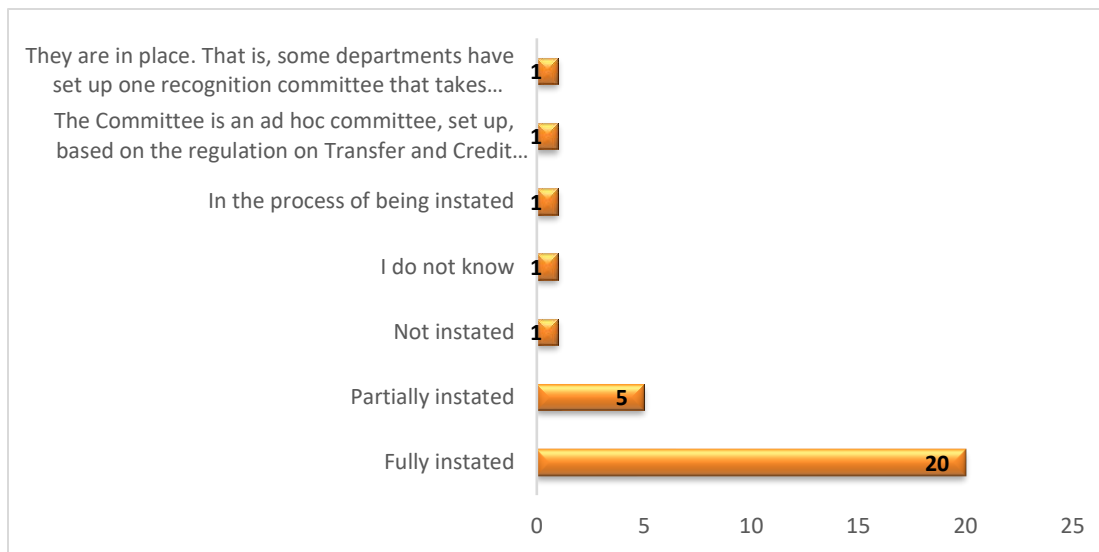- *I do not know*: 1 respondent (3.3%).

Figure 6. Recognition committees or similar.

Figure 6 reports the findings concerning the existence and status of recognition committees or any other body responsible for recognising courses and credits after students complete their mobility programmes at the participating HEIs. According to these results:
- 20 respondents (66.6%) stated that such committees are *fully instated*;
- 5 respondents (16.6%) indicated that such committees are p*artially instated*;
- 1 respondent (3.3%) replied that this *Committee is an ad hoc committee, set up, based on the regulation on Transfer and Credit Recognition, any time a case for recognition is presented*;
- 1 respondent (3.3%) indicated that these committees are *in the process of being instated*;
- 1 respondent (3.3%) indicated that these committees are *not instated*;
- 1 respondent (3.3%) replied *I do not know*;
- 1 respondent (3.3%) said that *they are in place. That is, some departments have set up one recognition committee that takes charge of all recognition procedures at the department and others set them up when needed, that is, one for one recognition procedure*.

The following bar charts (Figure 7, Figure 7/1 and Figure 7/2) report findings about the various types of recognition decisions that recognition committees or similar bodies take after the mobility period abroad. The range of decisions includes *full recognition*, *partial recognition* and *conditional recognition*. The first type of decision implies that all credits are recognised (the ideal

type of decision), the second that some credits are recognised and the third that credits are recognised depending on the achievement of some learning outcomes).

Figure 7. Types of recognition decisions (full recognition).

The bar chart in Figure 7 shows the extent to which recognition committees rely on full recognition. The results are as follows:

- 17 respondents (56.7%) stated that full recognition is *always* applied at their HEI;
- 11 respondents (36.7%) stated that full recognition is *sometimes* applied at their HEI;
- 1 respondent (3.3%) stated that his/her institution *rarely* applies full recognition;
- 1 respondent (3.3%) checked *I do not know*.

Figure 7/1. Types of recognition decisions (partial recognition).

The bar chart in Figure 7/1 shows the extent to which recognition committees rely on partial recognition. The results are:

- 7 respondents (23.3%) stated that partial recognition is _always_ applied at their HEI;
- 12 respondents (40%) stated that partial recognition is _sometimes_ applied at their HEI;
- 3 respondents (10%) stated that partial recognition is _rarely_ applied at their HEI;
- 5 respondents (16.7%) stated _I do not know_;
- 3 respondents (10%) stated that partial recognition is _never_ applied at their HEI.
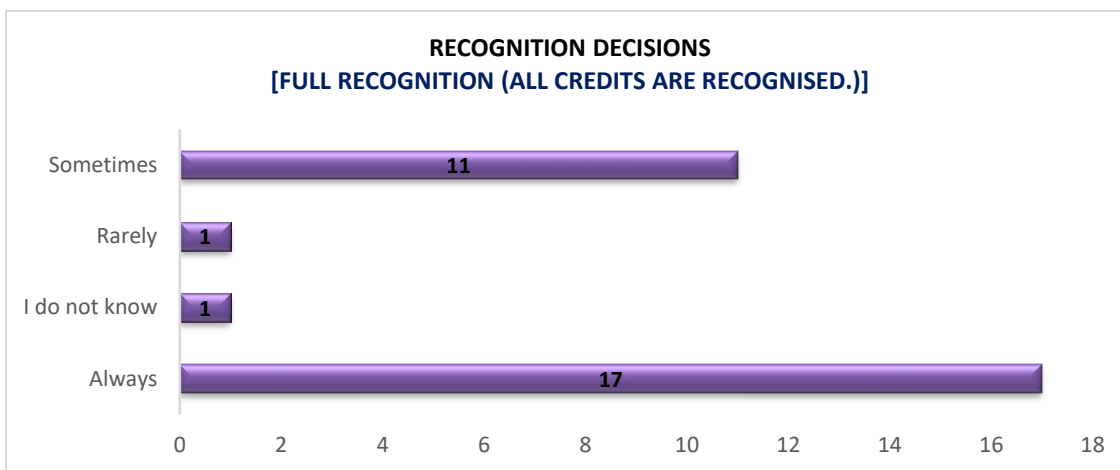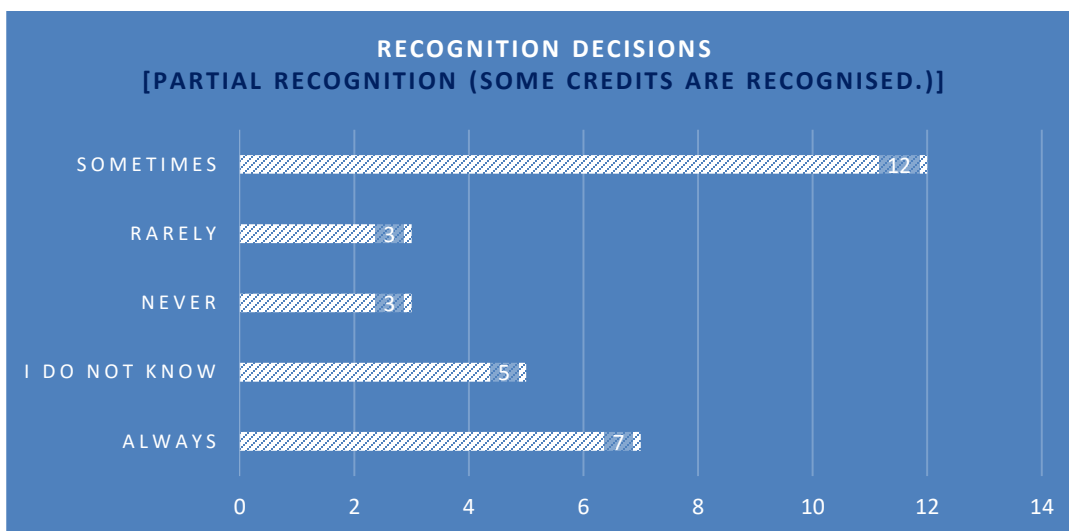

Figure 7/2. Types of recognition decisions (conditional recognition).

The bar chart in Figure 7/2 shows the extent to which recognition committees rely on conditional recognition. The results are:

- 5 respondents (16.7%) stated that conditional recognition is _always_ applied at their HEI;
- 9 respondents (30%) stated that conditional recognition is _sometimes_ applied at their HEI;
- 3 respondents (10%) stated that conditional recognition is _rarely_ applied at their HEI;
- 7 respondents (23.3%) stated _I do not know_;
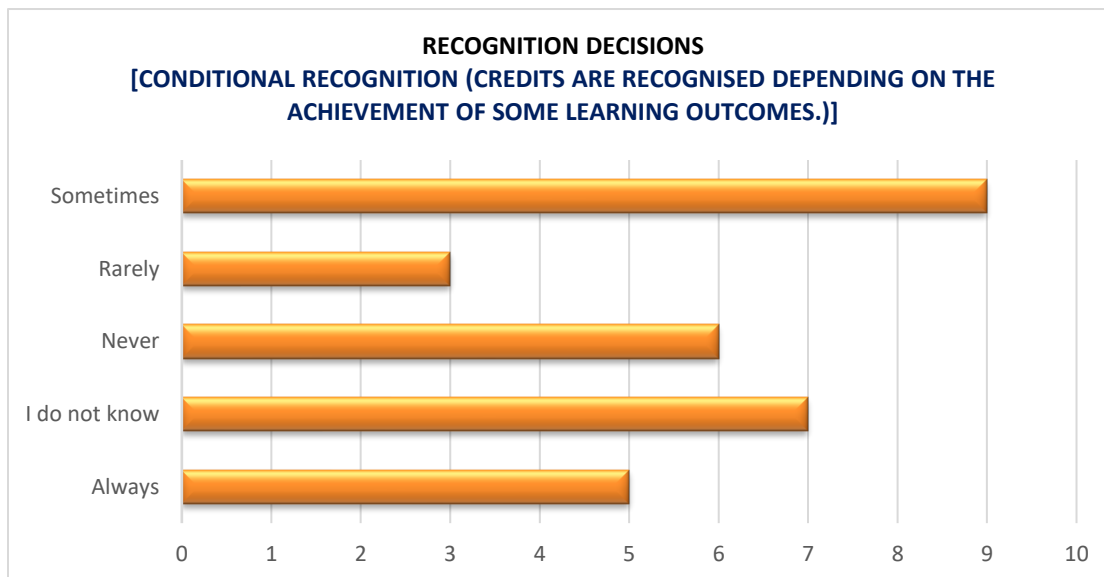- 6 respondents (20%) stated that conditional recognition is _never_ applied at their HEI.

EXISTENCE OF A NATIONAL RECOGNITION AUTHORITY
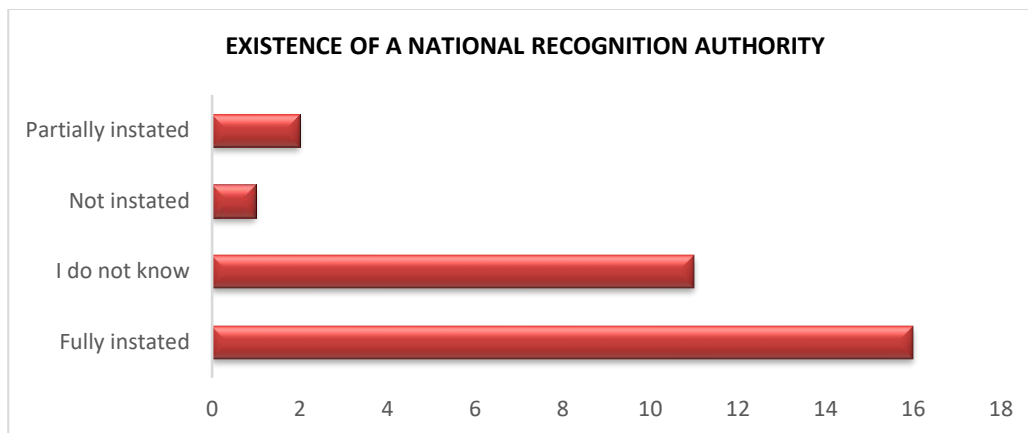
Figure 8. Recognition authorities at the national level.

The chart in Figure 8 provides information about the existence of a recognition authority at the national level and any relevant adequate recognition procedures set up and followed by this authority. The results show that

- 53.3% of the institutions (16) responded that a national recognition authority with adequate procedures is *fully instated*;
- 36.6% of the institutions (11) *I do not know*;
- 6.6% of the institutions (2) responded that a national recognition authority with adequate procedures is *partially instated*;
- 3.3% of the institutions (1) responded that a national recognition authority with adequate procedures is *not instated*[13].

COMPLETION OF RECOGNITION

Figure 9. Timeframe for completing the recognition process at the level of HEI.

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[13] Margin of error 0.2.

The graph (Figure 9) provides data regarding the specific timeframe within which the recognition process is regulated at the level of the HEI. In this regard,

● 53.3% of the respondents (16) stated that the recognition period is regulated to be completed *within a month*;

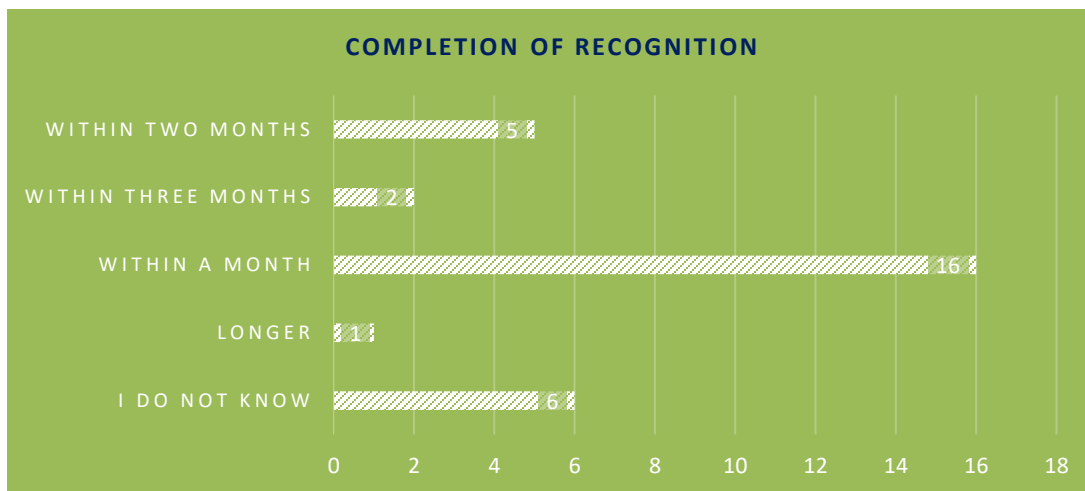● 16.6% of the respondents (5) stated that the recognition period is regulated to be completed *within two months*;

● 6.6% of the respondents (2) stated that the recognition period is regulated to be finalised within *three months*;

● 20% of the respondents (6) replied *I do not know*;

● 3.3% respondents (1) specified a *longer* period for the recognition[14] to be completed.

RECOGNITION OF FORMAL LEARNING EXPERIENCES IN DIPLOMA SUPPLEMENTS.
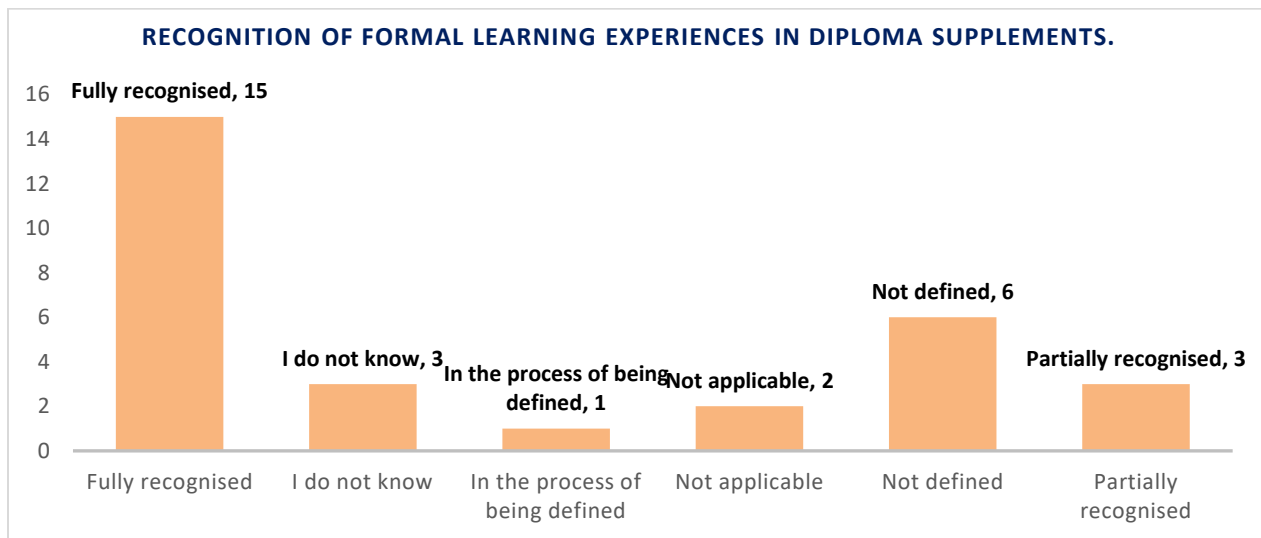
Figure 10. Recognition of formal learning experiences in diploma supplements.

Figure 10 reports the data gathered as to whether formal learning experiences (i.e. courses offered as part of a study programme/programmes) that are entered into the learning agreement (before and/or during mobility) and recognised as part of the mobility are entered in diploma supplements. The results show that

● 50% of the institutions (15) surveyed indicated they are *fully recognised*;

● 10% reported (3) that they are *partially recognised*;

● 6.6% of institutions (1) responded *not applicable*;

● 10% of the respondents (3) selected *I do not know*;

● 3.3% (1) reported *in the process of being defined;*

● 20% (6) reported *not defined*[15].

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[14] Margin of error 0.2

[15] Margin of error 0.1
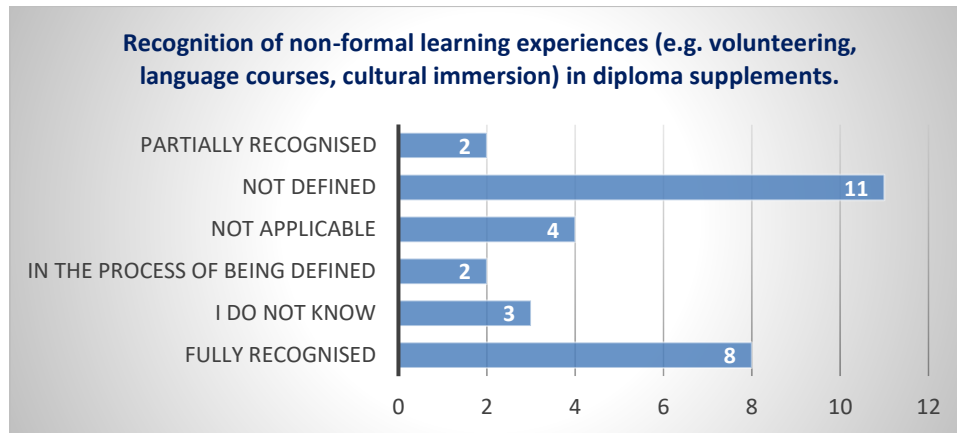
Figure 11. Recognition of non-formal learning experiences.

Figure 11 provides data concerning whether non-formal learning experiences (e.g. volunteering, language courses, cultural immersion) are recognised as part of the mobility in diploma supplements, as contributing to students' understanding of global issues, cultural diversity and international perspectives. The results are as follows:

- 36% of the institutions (11) responded that they *not defined*;
- 27% of the institutions (8) responded that they *fully recognised*,
- 13% of the institutions (4) responded that such a practice is *not applicable,*
- 10% (3) responded *I do not know*,
- 7% (2) responded *partially recognised* and *in process of being defined* respectively[16].
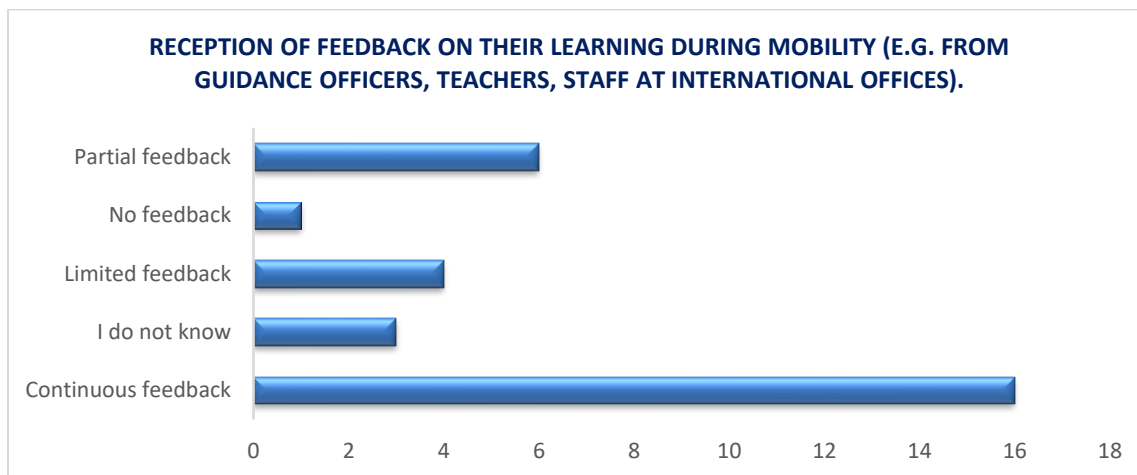
Figure 12. Provision of feedback on the learning agreement during mobility.

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[16] Margin of error 0.1.

Figure 12 provides data about whether students receive feedback on their learning from guidance officers, their teachers, staff at international offices or any other person at their HEI during their mobility. The results show that

- 53.3% of the respondents (16) reported that they received _continuous feedback_;
- 10% of the respondents (3) answered _I do not know_;
- 13.3% of the respondents (4) reported that they received _limited feedback_;
- 3% of the respondents (1) reported that they received _no feedback_;
- 20% of the respondents (6) reported that they received _partial feedback_[17].
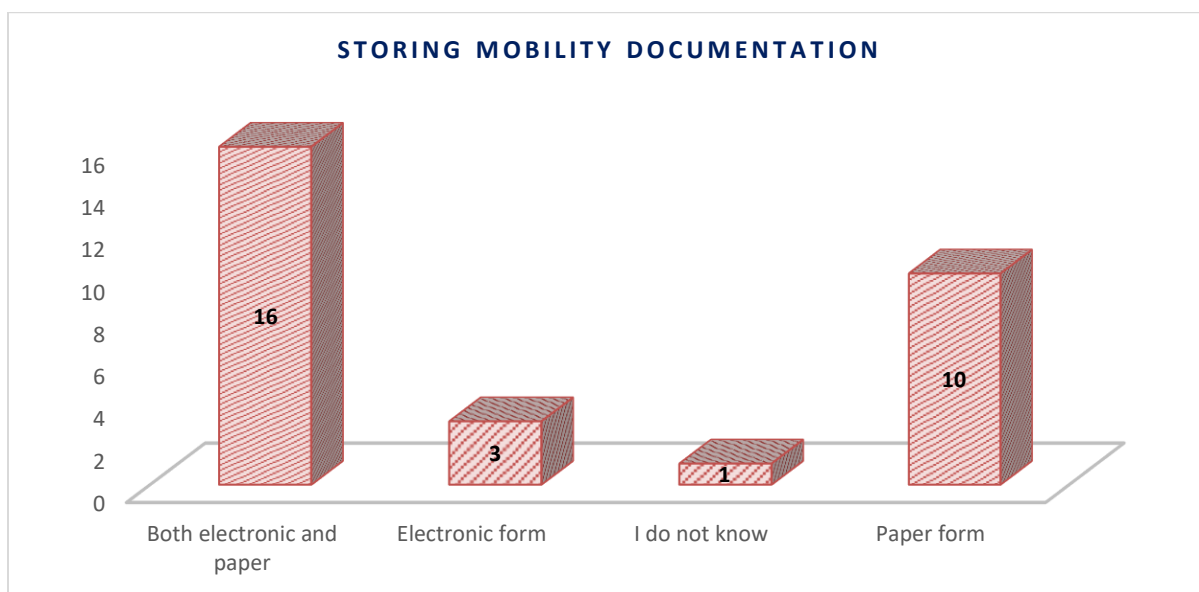
Figure 13. Storing mobility documentation.

Figure 13 provides information about how and where mobility documentation is stored. The results show that

- 53.3% of the respondents (16) reported storing all the documentation _both electronically and in paper_;
- 33.3% of the respondents (10) reported storing all the documentation in _paper form_;
- 10% of the respondents (3) reported storing all the documentation in _electronic form_;
- 3.3% of the respondents answered _I do not know_[18].

Item 15 in the questionnaire seeks to provide information as to whether follow-up questionnaires/surveys are completed by students participating in mobility programmes or

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[17] Margin of error 0.4
[18] Margin of error 0.1.

anyone else either from the home or host institution. The results obtained are presented in Figures 14, 14/1 and 14/2.
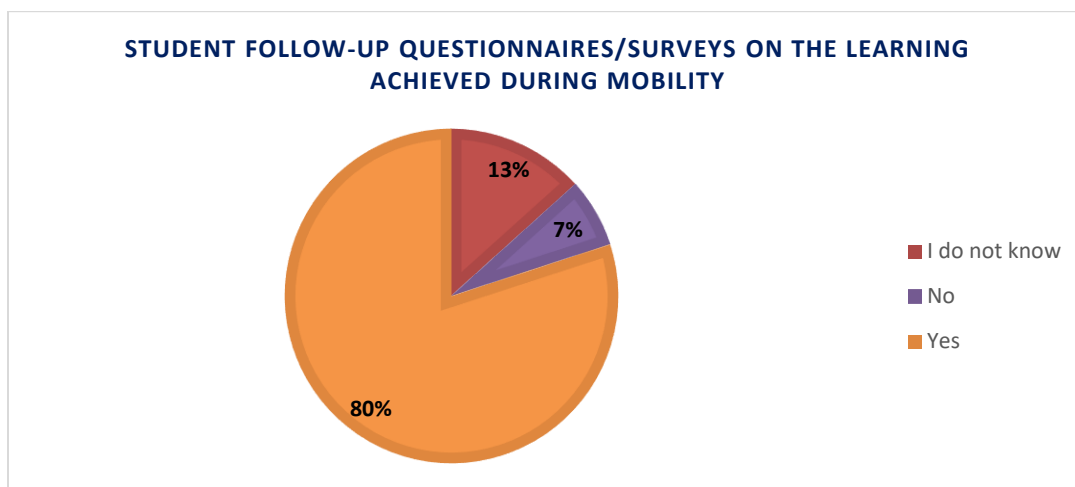
Figure 14. Student follow-up questionnaire/surveys on the learning achieved during the mobility.

Figure 14 provides information as to whether students complete any follow-up questionnaires/surveys on the learning achieved during their mobility:

- 80% of the respondents (24) reported *yes*;
- 13% respondents (4) answered *I do not know*;
- 7 % respondents (2) reported *no*[19].
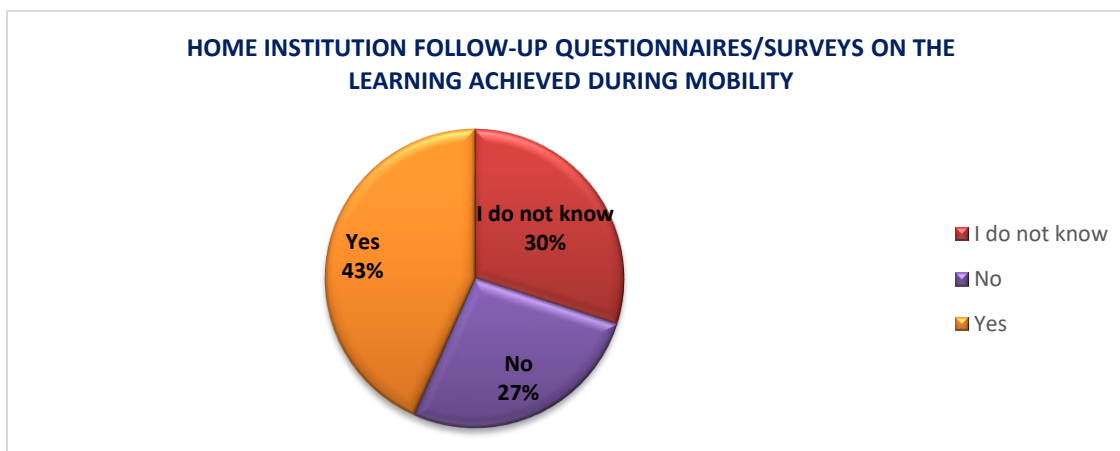
Figure 14/1. Home institution follow-up questionnaire/surveys on the learning achieved during the mobility.

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[19] Margin of error 0.1.

Figure 14/1 provides information as to whether someone responsible from the home institution complete(s) any follow-up questionnaires/surveys on the learning achieved during the mobility. The results[20] are as follows:

- 43% of the respondents (13) reported *yes*;
- 30% of the respondents (9) answered *I do not know*;
- 27% of the respondents (8) reported *no*.
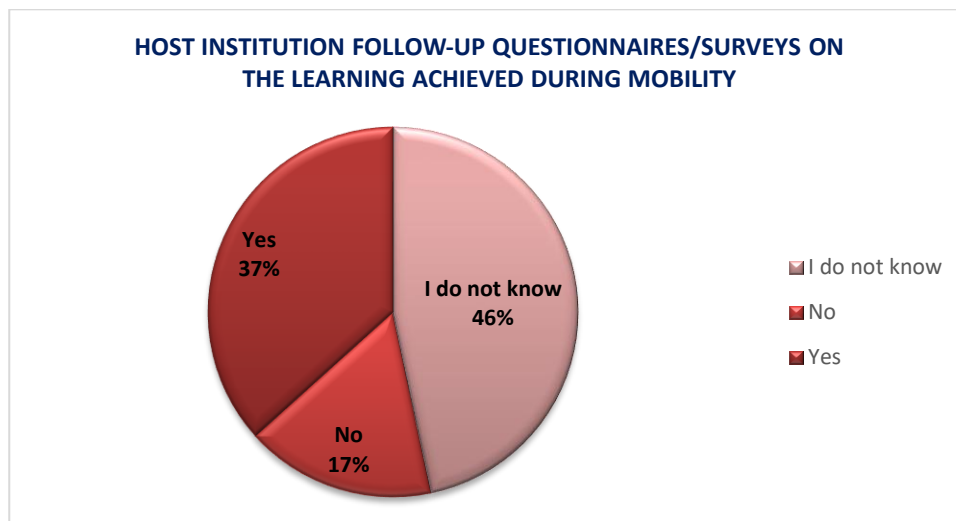
Figure 14/2. Host institution follow-up questionnaire/surveys on the learning achieved during the mobility.

Figure 14/2 provides information as to whether someone responsible from the host institution complete(s) any follow-up questionnaires/surveys on the learning achieved during the mobility. The results show that

- 37% of the respondents (11) reported *yes*;
- 46% of the respondents (14) answered *I do not know*;
- 17% of the respondents (5) reported *no*.

6. Interpretation of results

From the results obtained, we can see that the types of HEIs involved are diverse and include universities, colleges, and faculties. The greater number of participating HEIs reached out to are universities (83.3%), which was also our aim when we sent out the survey link. The overall

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[20] Margin of error 0.1.

number of participating HEIs (30) from all WB6 countries allows us to make relevant interpretations regarding the mobility recognition practices currently in place in the WB6 HEIs. Our ambition was to involve a greater number of HEIs in this mapping report, but the response rate obtained was not what we aimed for due to various reasons, we believe, among which WB HEIs' readiness and promptness to participate and/or failure to complete and submit the survey are the first and foremost. Some WB6 countries have a higher participation in this survey than others. However, the self-assessment tool employed for the survey is constructed in such a way that it can be used periodically and repetitively, and HEIs that have already taken the survey are invited to take it again after an interval of time, and others that have not done so yet are welcomed to do so in the future. Our example of the administration of the tool is a perfect illustration that this is so. This is the second time the tool is being administered. The first time was to collect data for the 'state-of-the-art' review report, and the second time was to collect data for this mapping report. This consecutive administration of the tool also allows us to interpret data in a comparative way, from one administration of the tool to the next.

In terms of academic offer in the participating HEIs, we noticed that the data obtained show great diversity, that is, the pattern displayed in the type of institution that we discussed in the beginning is also reflective here, that is, the size of the institution, its profile and its type is reflected in their academic offer. In this respect, as noticed in Figure 2 in section 4, BA programmes (86.6%) make up the largest percentage in the academic offer of the participating HEIs, followed by MA and Msc programmes (83.3% each), PhD programmes (73.3%), BSc programmes (63.3%), double degree programmes (36.6%), specialist programmes and joint or dual degree programmes (33.3% each), professional or vocational programmes (26.6%) and distance learning or online programmes (16.6%). All levels of the EQF are covered by the academic offer of the HEIs, however, not all HEIs offer study programmes for all of them, which is understandable in the context when some of the participating HEIs are colleges that offer vocational training programmes or first cycle study programmes only. Although a similar trend in the academic offer was noticed in the 'state-of-the-art' review report (Alla et al. 2024, 13-4), with BA programmes coming up first (71,4%), the other programmes that followed were MA programmes and professional or vocational programmes (57.1%), BSc, Msc and PhD programmes (42.9% each), joint or dual degree programmes and double degree programmes (28.6%), specialist programmes and distance learning or online programmes (14.3%). The differences in these trends from the 'state-of-the-art' review report to the mapping report are understandable because the number of the participating HEIs in the second report is a lot higher which brings in more diversity in terms of HE profiles and academic offer.

As concerns institutional support and guidance received throughout the mobility period and subsequent recognition process, most WB6 HEIs provide full support with academic advising (63.3%), whereas 26.7% provide partial support, which suggests that the role of academic advisor is recognised and expected to act as such in many WB6 HEIs (Figure 3). This reported percentage for full support was higher in the 'state-of-the-art' review report (6 out of 7 participating HEIs, that is, 85.7%; Cf. Alla et al. 2024, 14). The lower percentage reported in the mapping report

could suggest that more should be done in WB6 HEIs to enhance the role of the academic advisor in order that they take full charge of the preparation of the LA, one of most important mobility documents, which serves as the basis for the recognition. But a smooth recognition process does not begin when mobility ends. It begins with the choice of courses and what has been agreed to be taken and later recognised and a supportive academic advisor is one that has the flexibility, readiness and promptness to see to these and facilitate the student as well as the recognition committees in their decisions.

As concerns the support and guidance received by the credit transfer office or any other similar/relevant structure in place at the participating HEI, the reported data suggest that 60% of participating HEIs said they received full support. This figure is not entirely in line with that reported in the 'state-of-the-art' review report (6 out of 7 participating HEIs, that is, 85.7%; Cf. Alla et al. 2024, 14). Moreover, 10% reported that they did not know whether any office supported mobility recognition. This finding could suggest not only that the organisational structure differs from one HEI to another but also that support and guidance for recognition is entrusted to academics and other relevant structures. That this is the case is evident in the following data. 80% of the respondents said that they received full institutional support and guidance through the mobility and subsequent recognition process by IROs or similar offices. How realistic this finding is depends on the way IROs are organised in the participating HEIs, the role(s) they are entrusted with when it comes to the preparation of the LAs and recognition after mobility, the way this survey item is understood by the respondents, and on who the survey respondents are (people working at IROs or not). In all respects, these results should suggest that some roles like that of the academic advisor need to be more enhanced and active so mobile students can turn to them for any queries and doubts and that their mobility periods are automatically recognised. Lack of motivation for the role they perform and institutional support for this role as well as their own academic commitments overshadow their importance in the process.

The results reported about the existence of institutional guidelines or regulations for recognition procedures at each participating HEI are somewhat in line with those reported for institutional support and guidance throughout the mobility period and subsequent recognition process, that is, 64% of the respondents indicated that their institution has fully developed guidelines or regulations for recognition procedures and 23% that they have partially developed them (see Figure 4). This is very interesting when compared to what was reported in the 'state-of-the-art' review report in which only 42.9% reported that they have and another 42.9% that they have partially developed them. While the data in both reports show a positive trend towards formal recognition procedures within institutions, acknowledging fully or partially developed guidelines, and in other cases attempts to develop them, further development is needed for consistency across the institution to standardise procedures and increase awareness among academics and relevant bodies and authorities where absent.

As concerns recognition procedures and documents, 90% of the participating HEIs confirmed that LAs are prepared in advance based on close consultation involving all participants (Figure 5),

which is a promising finding. This demonstrates that they are aware of the importance of this document, even more so of the fact that the document should be consulted and agreed upon by all the parties. A similar more optimistic figure is reported even in the 'state-of-the-art' review report (100%, 7 out of 7; Cf. Alla et al. 2024, 17). Slightly lower (83.3%) is the reported percentage about the transcripts of records/certificates/evaluations being received/sent out in due time (Figure 5/1). This is similar to what is reported in the 'state-of-the-art' review report (85.7% or 6 out 7; Cf. Alla et al. 2024, 17). This finding suggests that producing these documents promptly as soon as students finish their mobility is a more time-consuming process, which could be due to various technical reasons, such as the time when grades are released by the teachers and eventually reported into the HEI's internal system, when ToRs or any other similar documents are produced. Related to automatic recognition, which is what most concerns us in the MORIN project, more needs to be done. Only 43.3% of the HEIs reported that the process is automatic. This figure is even lower in the 'state-of-the-art' review report (28.6% or 2 out 7; Cf. Alla et al. 2024, 17). These findings suggest that the area that needs improvement is automatic recognition, which first requires increasing awareness among academics involved in recognition procedures and/or any other offices/bodies at the HEIs by highlighting it in the internal guidelines/regulations, clarifying what it is and means, what the expected timeframes are and so on. Some HEIs have already seen to this by building an internal management system for digitalising the process and for speeding it up and carrying out recognition as soon as the student is back home as is the example of UP, a partner in the MORIN project.

Findings concerning the existence and status of recognition committees or any other body responsible for recognising courses and credits after students complete their mobility programmes are similar to those regarding guidelines or mobility recognition regulations, that is, 66.6% stated that these committees are fully instated (Figure 6), which is more or less the case in the state-of-the-art' review report (71.4%; Cf. Alla et al. 2024, 18). Even in those cases when HEIs did not report that these committees are fully instated, they reported that they are partially instated or that they are set up as ad hoc committees, that is, any time a case for recognition is presented. Thus, in both reports, the data show a positive trend in the establishment of recognition committees across surveyed institutions. While a majority confirmed full establishment, indicating a commitment to recognising students' academic achievements after the mobility programmes, the reported partial establishment of these committees suggests ongoing administrative adjustments or policy phased implementation. Some departments have implemented single recognition committees, indicating a decentralised approach. The findings suggest a mature stage in institutionalisation, with most institutions having well-established systems. Continued efforts should focus on supporting partial stages and aligning departmental approaches with overall policies.

Another very important aspect is the various types of recognition decisions that recognition committees or similar bodies take after the mobility period abroad. 56.7% HEIs stated that full recognition is always applied at their HEI (Figure 7). This is lower than in the 'state-of-the-art' review report in which it is reported that 6 out 7 HEIs (85.7%) take full recognition decisions (All

et al. 2024, 19).

The findings show a strong reliance on full recognition decision among HEIs, with partial recognition being moderately common but less commonly used. Conditional recognition appears to be the least popular and understood of the three types. The heterogeneity in responses, particularly for partial and conditional recognition types of decisions, indicates that certain recognition decisions may be applied inconsistently across institutions. This could indicate the need for clearer standards and training for recognition committees in order to ensure that recognition processes are used fairly and consistently and for an understanding that flexibility in approach smoothens decisions and especially that learning achieved is the most important goal in the process.

However, these findings should not be read at face value. The recognition scenarios can be very different and require that all types of decisions (full, partial and conditional) are made. What is important is the fact that recognition of what has been achieved, that is, of learning outcomes, prevails in the process, and what is considered to contribute to a student's formal learning be recognised. As already emphasized, this requires a flexible approach to recognition.

As concerns the existence of a national recognition authority, the data from both reports converge with 53.3% of HEIs confirming it in the mapping report (Figure 8) and 57.1% in the 'state-of-the-art' review report (Alla et al. 2024, 10). This shows a generally positive outlook regarding the existence of a national recognition authority. However, the high percentage of respondents who are uncertain about its status (36.6% and 14.3% respectively in both reports) raises concerns about awareness and communication regarding national recognition policies.

The report of partial or no instatement of a recognition authority suggests either that recognition practices across the WB region differ or that information about its existence is not flexibly accessible, which could affect students and professionals seeking to have their qualifications recognised. If that is the case, one way to address it would be to enhance its visibility through effective communication and outreach strategies to ensure that all institutions are aware of the recognition procedure and the authority's presence, leading to a more uniform and effective national qualification recognition system.

Regarding the timeframe for completing recognition, the findings are somewhat consistent with those for automatic recognition. Completion of recognition within one month reported by 53.3% of participating HEIs (Figure 9) is a promising figure in that it speaks for a reasonable timeframe which allows for all relevant documents to be sent to the home institutions and the recognition committees to gather and carry out the recognition process. This figure is even more promising in the 'state-of-the-art' report (Alla et al. 2024, 21). This shows that many HEIs recognise the importance of a timely recognition process because it allows students a smooth return to the home educational system and access to other study programmes or professional opportunities by obtaining their qualifications in due time. Moreover, this timeframe acts positively upon the participants in mobility programmes because it enhances their mobility experience and motivates them and other students to participate in these programmes. 16.6% of participating HEIs (Figure 9) in the mapping report and 14.3% in the 'state-of-the-art' report

(Alla et al. 2024, 21) report a timeframe of two months, which is still a reasonable timeframe, but which shows that in some HEIs this process takes longer and this length of time could be due to various factors such as the time it takes to receive and send recognition-related documents or the amount of work it involves, the number of recognition requests to process and many other internal factors that could affect the process.

A significant percentage, 20% of participating HEIs (Figure 9) and 14.3% (Alla et al. 2024, 21) in both reports checked that they did not know the timeframe for the recognition process. This finding could suggest that institutional policies or procedures are not properly advertised, communicated or understood or that in some HEIs standardised procedures are not in place, which in either case needs to be addressed in order to improve the effectiveness and timeliness of the recognition process.

The findings reported with relation to the recognition of formal learning experiences in diploma supplements are somewhat consistent with the findings reported in both reports about the types of recognition decisions HEIs make. However, the fact that only half of the HEIs have confirmed full recognition and that the other half is spread out into 'not defined' (20%) or 'I do not know' (10%), 'not applicable' (6.6%), 'partially recognised' (10%), 'in the process of being defined' (3.3%) suggests that these aspects of the recognition process need to be addressed and properly defined to improve them. Similar results were more or less reported in the 'state-of-the-art' review report. Creating a more uniform and standardised process for recognising and documenting formal learning experiences in diploma supplements would benefit students and HEIs alike because it would definitely enhance the credibility and usefulness of the learning achieved through mobility programmes.

When it comes to recognising non-formal learning experiences in the context of mobility and their contribution to students' understanding of global issues, cultural diversity, and international perspectives, the findings report a different situation compared to the recognition of formal learning experiences. 36% HEIs (Figure 11) have reported that this type of recognition is not defined, which suggests that non-formal learning experiences are not considered part of the mobility programme and that HEIs do away with them altogether or that there is doubt among them whether to include them as part of the mobility programme. Whatever the perspective, what remains is the fact that HEIs need to define non-formal learning experiences and establish some clear guidelines as to whether/which non-formal forms of learning experiences can count towards the learning achieved during the mobility programme and be recognised and entered as such in diploma supplements. This situation is reported in a far more positive note in the 'state-of-the-art' review report (42% of the institutions recognise them; Cf. Alla et al. 2024, 23). However, the sample is much smaller here and the results obtained are relative to the HEIs involved.

27% HEIs reported that that they fully recognise non-formal learning experiences, which is a very optimistic finding, taking into consideration also that 42% of the MORIN participants in the 'state-of-the-art' survey also did, which shows that these HEIs have taken concrete steps into formalising the recognition of non-formal learning experiences and consider them important for

building and enhancing students' global competencies and cultural understanding. Inclusion of these forms of learning in the student's mobility programme also adds flexibility to the formalisation of the learning agreement and allows students to engage in diverse learning opportunities outside traditional academic settings.

As regards feedback students received during their mobility at their higher education institution (HEI), more than half of the HEIs (53.3%; Figure 12) reported that they received continuous feedback. This figure was much higher in the 'state-of-the-art' review report (85.7%; Cf. Alla et al. 2024, 24), which suggests that students are supported and involved in their learning process, which can improve their educational experience and outcomes. However, for the other half that reported 'I do not know' (10%), 'limited feedback' (13.3%), 'no feedback' (3%), 'partial feedback' (20%), our interpretation is that feedback mechanisms are not efficiently in place, or that feedback should be obtained and given throughout the mobility process, because if not provided at all or partially may make students feel unsupported or little supported.

As regards the information provided about the storage methods for mobility documentation (Figure 13), 53.3% of HEIs reported that they used both documentation formats, electronic and paper, whereas 33.3% used paper exclusively, while 10% stored it electronically only. A 3.3% reported uncertainty regarding their storage methods. These findings suggest that in most HEIs storage systems, either electronic or paper or both are in place and seem to function properly. These findings are reported in more positive notes in the 'state-of-the-art' review report (71.4% use both, 14.3% use paper, 14.3 use electronic; Cf. Alla et al. 2024, 25).

Figure 14 provides data regarding the completion of a follow-up survey/questionnaire by the participating students in mobility programmes. 80% of the HEIs confirmed that they do, which proves that they use these surveys as a means to report and reflect on their learning experiences. This figure is higher in the 'state-of-the-art' review report (100%, 7 out of 7; Cf. Alla et al. 2024, 26). That this is the case could also be explained by the fact that the completion of the questionnaire and the recognition of their learning are made mandatory for the students to receive the final installment of their grant. However, there is still a 13% of HEIs that answered 'I do not know,' which shows a degree of unawareness about the follow-up surveys, which could need further explanation or communication on the part of advisors or responsible people at home and host HEIs.

As regards the use of any follow-up questionnaires or surveys on the learning achieved during mobility completed by the home HEIs, the data presented in Figure 14/1 show that only 43% of the participating HEIs reported that they do, which suggests that some self-assessment or self-reflexive mechanism is already in place in these HEIs, which shows that they consider learning achieved during mobility periods abroad important for the students and are interested in obtaining feedback in this regard. This finding is even more positive in the 'state-of-the-art' review report (71.4%, 5 out of 7; Cf. Alla et al. 2024, 26). However, the fact that 30% indicated that they did not know if any follow-up questionnaires were completed and that 27% reported that no follow-up questionnaires were completed shows that it is time HEIs thought of building a mechanism that would help them the effectiveness of the mobility programmes in which they are involved

and the learning achieved by participants.

Figure 14/2 shows that 37% of the HEIs confirmed that host institutions complete follow-up questionnaires or surveys related to the learning achieved during mobility. This is a positive finding in the sense that it shows that some HEIs are interested in and have already seen to building a mechanism of assessing the quality of the mobility programme they provide for the incoming students. This finding is more positive in the 'state-of-the-art' review report (71.4%, 5 out of 7; Cf. Alla et al. 2024, 26). 46% of HEIs responded that they were unsure whether any follow-up questionnaires were completed and 17% reported that host HEIs did not complete any follow-up questionnaires. These findings show that either participating HEIs are not aware of any such a mechanism currently in use in host HEIs or that this mechanism does not exist at all in these HEIs.

7. Conclusions

Based on the findings presented and interpreted in sections 5 and 6, some concluding remarks can be made regarding the mobility recognition practices among WB6 HEIs.

While the survey includes a diverse range of HEIs of various profiles, predominantly universities, the disproportioned participation rates among WB6 countries show that this kind of survey should be reduplicated. Indeed, the tool itself promotes a reduplicating methodology, which implies that HEIs can complete the survey repetitively and periodically in order to check their quality and improvement in the recognition process. The other purpose is to reach out to a greater number of HEIs from WB6 countries to confirm whether the data obtained can be generalised to the wider regional context. Moreover, the noted diversity in the academic offer across participating HEIs, with BA programmes being the most dominant, shows that involving more HEIs in such a mapping report is even more essential for understanding the varying educational landscapes and the specific needs of different institutions regarding mobility recognition. That this is so is proven even by the comparison of the results obtained from the two administrations of the tool. The findings from the 'state-of-the-art' review report were not always consistent with those obtained from the current report. However, in some important areas of the survey they were reported consistently with slight differences in percentages, which proves that the important issues to tackle are more or less the same as will be detailed below.

As we noted in section 6, while most HEIs reported that they provide full support through academic advising, the difference noted between the figure reported in this report and what was reported in the 'state-of-the-art' review report suggests that some HEIs are doing better than others in terms of academic advertising, which shows that there is a need for enhanced training and resources for academic advisors to ensure they can effectively facilitate the mobility recognition process.

A positive tendency was noted in the institutional commitment to develop recognition guidelines. This shows that with the process of internationalisation being more intensified, a goal per se for many HEIs worldwide, WB6 HEIs among them, there is a need to standardise procedures, to provide efficient services, to see to the needs of mobile students, and most importantly, to motivate them to participate in mobility programmes. However, the inconsistency in the application of recognition decisions (full, partial, conditional) indicates a need for clearer standards and training for recognition committees to ensure transparency, comparability, and fair and equitable treatment of students. Moreover, the low percentage of HEIs reporting automatic recognition processes draws our attention to the fact that although in the LA documents that are signed by all parties, the box indicating that recognition will be automatic is ticked, this is not always the case. Therefore, there is a need to increase awareness and provide training among the staff, academic and non-academic, about what automatic recognition is and what is required. An internal management system that caters to all mobility steps would ideally reduce the problems with automatic recognition. Moreover, the reported timeframes for completing recognition processes are promising, indicating that many institutions recognise the importance of timely recognition for students' academic and professional progression and access to further educational opportunities. However, the presence of uncertainty regarding these timeframes suggests a need for communicating rules and guidelines more clearly and standardising procedures where absent. The same goes for the presence of a national recognition authority. The fact that there is a lack of awareness regarding the existence and role of a national recognition authority again suggests that communication and outreach strategies could improve access to information and understanding of the role of this authority and their procedures and, as such, make recognition systems across the region more consistent and cohesive.

As concerns quality assurance and assessment of mobility experiences, the findings indicate that there is a gap in effective feedback mechanisms for students during their mobility periods. Feedback is formally expected from students in all cases, which is standardised through a survey link they receive at the end of their mobility period abroad. However, both home and host HEIs should encourage feedback more actively and try to establish effective internal feedback systems to obtain feedback about their own performance. These measures will enhance student support and engagement throughout the mobility experience. The use of the self-assessment tool could be used as an alternative tool to provide such feedback.

The recognition of non-formal learning experiences still remains underdeveloped, with many HEIs institutions either not defining or recognising these experiences as such. It would be very beneficial for mobile students to have the opportunity to get their non-formal learning experiences recognised by their home HEIs. This would require concrete steps from sending HEIs to include non-formal learning experiences in their educational framework, hence enhancing and enriching students' educational experiences.

In conclusion, while there are encouraging trends in recognition processes among WB6 HEIs, there are still considerable areas for improvement. Focused efforts and initiatives to improve

institutional support, standardise recognition procedures, raise knowledge and awareness of automatic recognition, and build feedback mechanisms will be essential to promoting a more effective and equitable mobility recognition system.

8. Suggestions and recommendations

Following the concluding remarks made in the previous section of the WB mapping report on mobility recognition practices, some suggestions and recommendations can follow. As it was underlined from the very beginning, the data for this report is collected through a tool, a survey, which promotes self-assessment methodology. As such, one very first recommendation for improving mobility recognition practices is to periodically and repetitively conduct surveys; the self-assessment tool that we used for our reports could be one such tool. Others can be internally developed and used to this end by the WB6 HEIs themselves. These surveys will help HEI trace progress and highlight areas for improvement. The same recommendation can be made regarding internal feedback systems that can be developed to obtain useful and practical insights not only from students but also from home and host HEIs regarding their mobility experiences and practices. The self-assessment tool could be adapted as part of this process, too.

Another suggestion would be to enhance the role of academic advisors as very important in the process of recognition, which, as highlighted in our analysis, does not begin when mobility ends but is taken care of from the very start. In this regard, a well-informed and competent academic advisor would be able to carefully select courses, and where options are limited, would need to know which ones to select so that recognition smoothly happens afterwards. It might be rewarding to organise training sessions, workshops, or meetings with academic advisors in WB6 HEIs so that they can share experiences with each other and identify good practices to learn from. Equipping them with the necessary agility and flexibility and increasing awareness that their support is crucial will help to effectively support students in the mobility recognition process. Alongside, standardising recognition guidelines and procedures will also help to provide clear, fair, and transparent steps to follow in the process. Moreover, well-defined and consistent criteria for recognition decisions (full, partial, and conditional) should be established to promote comparability, transparency, and equity. In this regard, increasing awareness and understanding of automatic recognition as well as recognition based on LOs achieved as a more student-centred or learning-centred among both academic and non-academic staff will improve recognition decisions and enhance students' learning during mobility. These could be again achieved through training sessions, workshops, or meetings with academic advisors and other relevant staff in WB6 HEIs in order to clarify the standards and processes required to implement automatic recognition effectively and apply the LOs model. Besides, creating an integrated internal management system that includes all aspects of student mobility would help to avoid difficulties and eliminate delays in recognition. Last but not least, making procedures and rules transparent and communicating them effectively to all the parties involved will ensure smoothness of the process and timely

delivery of recognised learning achieved during mobility.

The same recommendation can be made with regard to national recognition authorities, whose existence often goes unnoticed because visibility and access to information are modest. Effective communication and dissemination strategies should be developed and put into practice to inform HEIs and students about their role(s), responsibilities, resources, and procedures. These will make recognition procedures more coherent and consistent across the region.

Another aspect that we recommend to be addressed across HEIs, ideally at the national level, is the integration of non-formal learning experiences as part of the learning achievement during mobility. This will of course require that HEIs make special provisions to regulate their inclusion in the recognised learning, which implies that at least clear definitions and recognition processes for these experiences are established to provide more opportunities for students.

By taking these recommendations into account, HEIs will improve their mobility recognition processes and, as such, will enhance institutional commitment to internationalisation, thus creating a supportive environment for students taking mobility opportunities. Moreover, WB6 HEIs can, in this way, create a more effective and equitable framework for mobility recognition, benefiting students and enhancing the overall quality of higher education in the WB region and, most importantly, increasing connectivity and regional cooperation among WB6 HEIs.

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Links to Mobility recognition: A self-assessment tool

English:
https://forms.gle/RPLxQQJDr5dWrPw87
Albanian:
https://forms.gle/n83oP71QTEKTAf6z6

Annex I

List of HEIs from the WB6 countries involved in the survey

Overall no	Country	No	Name of the HEI
1	**Albania**	1	University of Vlora "Ismail Qemali"
2		2	European University of Tirana
3		3	Professional College of Tirana
4		4	University of Shkodra "Luigj Gurakuqi"
5		5	Epoka University
6		6	Universitety of Elbasan "Aleksander Xhuvani"
7		7	University of Korca "Fan S. Noli"
8		8	University of Durres "Aleksander Moisiu"
9		9	University of Arts
10		10	University Holy Lady of the Good Counsel
11		11	Albanian University
12	**Bosnia and Hercegovina**	1	University of Banja Luka
13		2	Dzemal Bijedic University of Mostar
14	**Kosovo***	1	AAB College
15		2	Biznesi College
16		3	University of Gjilan "Kadri Zeka"
17		4	University of Peja "Haxhi Zeka"
18		5	Universum College
19	**Montenegro**	1	University of Montenegro
20		2	University of Donja Gorica
21		3	University Mediterran
22	**North Macedonia**	1	University St Kliment Ohridski Bitola
23		2	University of Information Science and Technology St. Paul the Apostle
24		3	Goce Delchev University Stip
25		4	South East European University

26	**Serbia**	1	Erasmus Student Network Nis / University of Nis
27		2	University of Kragujevac
28		3	University of Belgrade
29		4	University of Novi Sad
30		5	University of Belgrade - Faculty of Philology