



HELLENIC REPUBLIC

**National and Kapodistrian  
University of Athens**

# THE MASTER'S PROGRAMME IN SOUTHEAST EUROPEAN STUDIES

## SUMMARY OF THE STUDENT SURVEY

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As the Master's Programme in Southeast European Studies has recently celebrated more than 20 years since its introduction, we decided to circulate a brief survey investigating the trajectories of our students and the impact of this programme on their careers and lives. This survey was organised by Dr Nassia Yakovaki (Historian and member of the Coordinating Committee) with the collaboration and technical support of Dr Anna Tsalapatanis (Social Researcher and alumna of the class of 2011). This brief document provides a summary of the responses that were collected in February 2020, and we warmly thank all those who took part.

### DESCRIPTION OF RESPONDENTS



This survey was circulated across all students in all cohorts for which there were contact details available. Overall, the survey resulted in 111 responses, with at least one response for each year of the program. The 2015 cohort had the highest response rate, with 13 students from that year responding. Please note that of this overall number, 104 respondents completed the survey in full.

Of the total number of respondents just over half (n=56) originated from Greece. Other common countries of origin were Albania (n=10) and Turkey (n=7) as well as Bulgaria, Serbia, and the US (n=5 each). Responses included students from 23 countries<sup>1</sup>. Overall almost 40% (n=42) indicated that they now live in a country that is different to the one that they listed as their country of origin, which when broken down is 62% of non-Greek students and 14% of Greek students.

### FURTHER STUDY



Around 70% (n=76) of those who responded indicated that they either planned to or had already undertaken further study. This included 10 respondents who had completed PhDs (with another 10 in progress), 16 who had completed a further Master's Degree (with another 2 in progress), as well as 7 who completed further studies other than a PhD or a Master's Degree.

### EMPLOYMENT OUTCOMES



The vast majority of respondents were employed full time (81%, n=87), with a further 7% employed part-time (n=7). Of those who were employed, around a third indicated that they worked in government (n=35), with around 20% being engaged in Education or Research (n=22) and close to another 20% in Business

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<sup>1</sup> We also received responses from students from Bosnia and Herzegovina (4), North Macedonia (4), Australia (1), Austria (1), Azerbaijan (1), Cyprus (1), France (1), Germany (1), Hungary (1), Indonesia (1), Italy (1), Latvia (1), Nigeria (1), Republic of Moldova (1), Romania (1), Russian Federation (1), and Ukraine (1).

or Finance (n=19). A further three responded that they were not working due to full time studies.

## PROGRAMME IMPACT



Responses show that the programme had a significant impact in a number of areas. Half of the respondents indicated that the programme significantly changed their thinking about Southeastern Europe (n=52), with others responding that it moderately changed their thinking (31%, n=32) or that it had changed their thinking a little (12%, n=12). Seven respondents indicated that it hadn't changed their thinking at all.

More than half of all respondents indicated that the programme had a significant impact on their career trajectory, with around 20% for whom it definitely had a significant impact (n=22) and just over a third who responded that it probably did (n=35). A quarter (n=25) were uncertain selecting that it may or may not have had a significant impact, followed by probably not (n=14) and definitely not (n=8).

There were similar strong indications of life impact with the largest number of respondents having indicated that the programme had some sort of impact on their life more generally. This included 40% (n=42) who responded that it definitely had a significant impact and almost a third (n=33) for whom it probably had a significant impact. The remaining responses to this question included may or may not (n=18), probably not (n=8) and definitely not (n=3).

When asked about the value of the skills and knowledge that they obtained during the program, over half indicated that these were very valuable (56%, n=58), followed by extremely valuable (21%, n=22), moderately valuable (n=18) and slightly valuable (n=6), with no respondents indicating that the programme was of no value.

Many respondents indicated that they had retained lasting relationships with people from the program, with 35% (n=36) indicating that they had maintained relationships with both students and staff, 46% (n=48) responding that they had maintained contact with their peers only.

## PROGRAMME SATISFACTION



Almost 90% of respondents indicated that they were satisfied with the program with just under half indicating that they were moderately satisfied (n=51), and a further 39% (n=41) responding that they were extremely satisfied. Other responses to this question included slightly satisfied (n=5), moderately dissatisfied (n=3), neither satisfied nor dissatisfied (n=2), and slightly dissatisfied (n=2). No respondents indicated that they were extremely dissatisfied with the programme.

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*This two-page report offers only a brief snapshot of the data that was obtained from the survey and is not intended to be exhaustive. Please note it does not include the responses to the open-ended questions. We intended to provide follow up events following the survey, but unfortunately this has not been possible given the disruptions caused by COVID-19, however we hope that we may be able to in future.*