

## ***Students and Higher Education Reform***

Survey among students in  
higher education institutions,  
in the EU Member States,  
Croatia, Iceland, Norway and  
Turkey

### **Special Target Survey**

### **Analytical Report**

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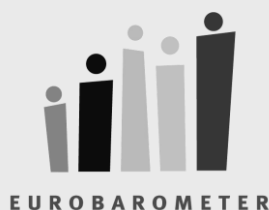
This survey was requested by Directorate-General Education and Culture and coordinated by Directorate-General Communication

This document does not represent the point of view of the European Commission.  
The interpretations and opinions contained in it are solely those of the authors.

Flash Eurobarometer Series  
#260

# Students and Higher Education Reform *Special Target Survey*

Survey conducted by The Gallup Organization  
Hungary upon the request of Directorate-  
General Education and Culture



Coordinated by Directorate-General  
Communication

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**THE GALLUP ORGANIZATION**

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## Introduction

“Europe has around 4,000 higher education institutions, with almost 19 million students and 1.5 million staff. Some European universities are amongst the best in the world, but overall potential is not used to the full. Curricula are not always up-to-date, not enough young people go to university after finishing school and not enough adults have ever attended university. European universities often lack the management tools and funding to match their ambitions. Governments and higher education institutions are looking for ways to creating better conditions for universities.

The European Commission has published a modernisation agenda for universities which was welcomed by the Member States and main stakeholders in higher education. The modernisation agenda for universities is part of the Lisbon Strategy for Growth and Jobs. The main fields of reform are:

- **Curricular reform:** The three cycle system (bachelor-master-doctorate), student-centred learning, flexible learning paths, recognition and mobility.
- **Governance reform:** University autonomy, strategic partnerships, including with enterprises, quality assurance.
- **Funding reform:** Diversified sources of university income better linked to performance, promoting equity, access and efficiency, including the possibility of introducing tuition fees, together with students’ loan facilities”.

This special target survey “*Flash Eurobarometer No 260 – Students and Higher Education Reform*” requested by the Directorate-General Education and Culture had a target population of higher education students in 31 countries: the 27 EU Member States, Croatia, Iceland, Norway and Turkey.

The objectives of this special target survey were:

- to identify opinions about access and equity in the higher education system
- to identify the purposes of higher education according to students within the system
- to assess opinions on the quality and transparency of the higher education institutions (HEIs)
- to identify students’ plans for - and obstacles to - studying abroad
- to discuss issues such as recognition of short study periods abroad and ECTS credit points
- to identify opinions about the greater cooperation of universities and businesses, and the need to foster an entrepreneurship mindset as part of higher education programmes
- to identify the post-graduation plans of Bachelor and Masters level students.

The survey’s fieldwork was carried out from 12 February to 20 February 2009. Almost 15,000 randomly-selected students in HEIs were interviewed in the 27 Member States of the EU, Croatia, Iceland, Norway and Turkey. The survey was primarily carried out by telephone with WebCATI (web-based computer assisted telephone interviewing) and a face-to-face (F2F) methodology.

## Main findings

### Higher education systems - opinions about access and costs

- More than four in five higher education students in the 31 surveyed countries agreed that all qualified students should have the right to study in the higher education system (88%).
- On average, half of the interviewed students were convinced that universities should have the right to select students which matched the institute's profile (50%); in contrast, 48% supported the idea that HEIs should admit all students.
- According to almost two-thirds of students currently in the higher education system (65%), higher education should be free of charge; in contrast, a third of respondents believed that student fees were acceptable when grants and loans were available (33%).
- Strong support was given to the idea of programmes focusing on skills that meet the demands of today's workplace: 9 in 10 students agreed that study programmes should cover communication skills, teamwork and "learning to learn" techniques.

### Purposes of higher education

- 97% of students believed it was (very or rather) important to provide students with the knowledge and skills they needed to be successful in the labour market, 91% agreed that the enhancement of personal development was (very or rather) important and 87% of respondents considered that the education of people to play an active role in society was an important aim of higher education.

### Quality and transparency of higher education institutions

- Most frequently, students (strongly or rather) agreed that independent reports on the quality of universities and programmes would help students to decide where to study (83%); a similar proportion agreed that students choose where to study on the basis of the quality/reputation of the institution and its study programmes (83%).
- Overall, 81% of respondents in higher education believed that students should be involved in quality reports and rankings of HEIs.

### Mobility and Recognition

- Two-fifths of students in higher education said that they had never planned to study abroad (41%), and 11% stated that they had planned to do so but gave up. One-third of students said they did intend to study in another country (33%).
- The most frequently mentioned obstacle to studying abroad was a lack of funds: a majority of 61% of those who abandoned plans to study abroad or who had never thought of taking such a course of action said this had been a *very big or big obstacle*.
- The least frequently mentioned obstacle to studying abroad was a lack of encouragement from professors: 22% of those who had given up plans to study abroad or never had such plans saw this as a big or very obstacle; two-thirds of students saw little or no barrier in this regard.
- Six out of 10 interviewees (60%) *strongly agreed or rather agreed* that most mobile students obtained ECTS credit points for their study period abroad and 58% *agreed* that most non-mobile students obtained ECTS credit points for studies completed at their institution.

### Cooperation of universities and businesses and entrepreneurship in higher education

- A large majority of 87% of surveyed respondents (strongly or rather) agreed that it was important for HEIs to foster innovation and an entrepreneurial mindset among students and staff, and that there should be a possibility to undertake work placements in private enterprises as part of a study programme.
- Three-quarters of interviewees *strongly or rather agreed* that HEIs should provide tailor-made study programmes for enterprises to help upgrade their workforce (76%), and one-fifth of respondents *disagreed* (20%).

### Post-graduation plans

- Three-quarters of students working towards a first cycle (Bachelor) degree said they wanted to continue their studies - either to a second cycle (Masters programme) or to find work and resume their studies later on a part-time basis (75%).
- On average, twice as many respondents wanted to continue directly to a second cycle degree – e.g. a Masters programme (50%), rather than find work after graduation and resume their studies later on a part-time basis (25%).
- Less than one-fifth of Bachelor-level students surveyed would like to find work after graduation and never study again (18%).
- As regards second cycle students (on a Masters course), 4 in 10 planned to continue their studies after graduation (42%) and a similar number did not have that intention (44%). In addition, 14% of these students were undecided about post-graduation plans.

## 1. Higher education systems - opinions about access and costs

The survey initially asked higher education students for their views on who should have the right to study in such programmes, about the admittance criteria for higher education institutions (HEIs) and how such programmes should be funded.

### 1.1 Right to study in the higher education system

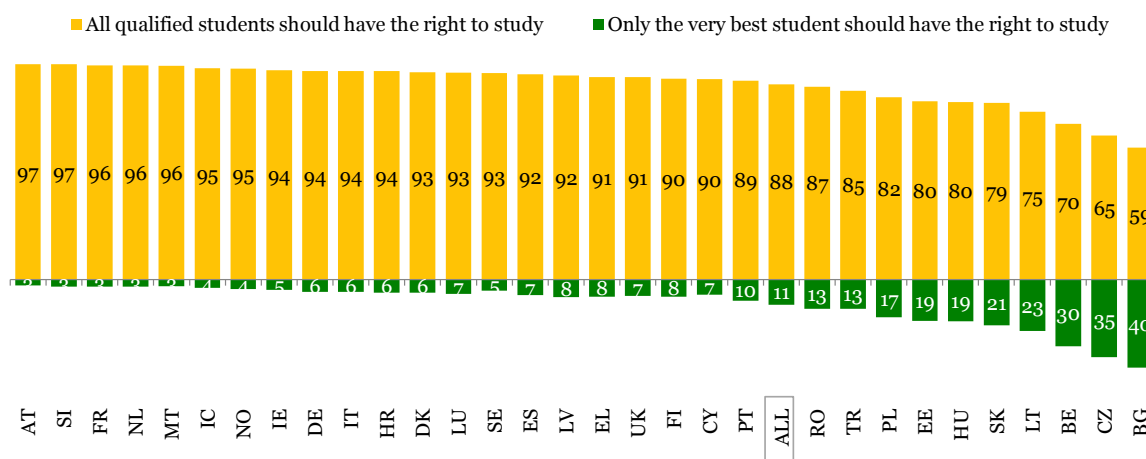
Respondents were asked whether the right to study in HEIs should be granted to all qualified students or only to the very best students. More than four out of five students in higher education in the 31 countries covered by this survey agreed that all qualified students should have the right to study in the higher education system (88%); 1 in 10 felt that higher education should be reserved for the very best students (11%).

There was a similar trend in all countries: the majority of respondents favoured a system where all qualified students could gain entry to higher education (between 59% and 97% of students in the surveyed countries); a minority were in favour of a more selective higher education system (between 3% and 40% by country).

In all but three countries at least three-quarters of higher education students felt that all qualified students should have the right to study in a HEI. This view was most strongly supported in Austria and Slovenia (both 97%), France, the Netherlands and Malta (all 96%); only 3% of respondents in these countries argued that only the very best students should have the right to enter such a programme.

The exceptions were Bulgaria, the Czech Republic and Belgium. Although in these countries the dominant opinion – shared by 59%-70% of interviewees - was that all qualified students should be entitled to study at a HEI, between 3 and 4 in 10 students in higher education in Bulgaria (40%), the Czech Republic (35%) and Belgium (30%) felt that only the very best students had the right to enter higher education.

#### Right to study in the higher education system



Q1A. I would like to ask you a few questions on your opinion about the higher education system in general.  
Which statement do you agree with more?  
%, Base: all respondents, by country

The opinions on the right to study in the higher education system did not vary significantly among socio-demographic groups. We observed, however, that those studying health or other humanities, compared to medical students, were more likely to say all qualified students should be entitled to study (both 90% vs. 85% of medical students). For details see Annex Table 1b.

## 1.2 Admittance to the higher education system

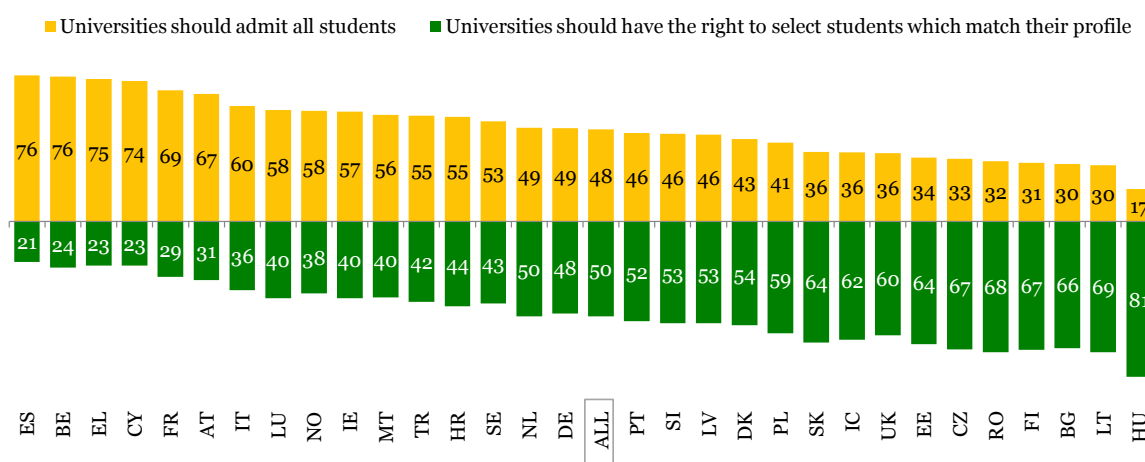
The survey asked students whether universities should admit all students or, on the contrary, they should have the right to select students that matched a desired profile; respondents were asked to state which position they favoured.

As previously seen, a clear majority favoured the right to study for all qualified students (88% vs. 11% who felt that only the very best students should have the right to a higher education). In this case, however, opinions regarding the admittance to the higher education system were more balanced and showed that, on average, half of the interviewed students were convinced that universities should have the right to select students which matched the institute's profile (50%); in contrast, 48% supported the idea that HEIs should admit all students.

Approximately 7 in 10 students in Spain and Belgium (both 76%), Greece (75%) and Cyprus (74%) thought that all students should be admitted to the higher education system; less than a quarter of interviewees in these countries felt that universities should have the right to be selective in choosing their students (21%-24%).

Students in higher education in Hungary clearly defended the right of universities to select students who matched their desired profile (81% vs. 17% in favour of admittance for all). Approximately two-thirds of respondents in Lithuania (69%), Romania (68%), the Czech Republic and Finland (both 67%), and Bulgaria (66%) took a similar position; even so, one-third of interviewees in these Member States believed that universities should admit all students (30%-33%). Overall, seven out of eight countries showing the greatest level of support for universities having the right to choose their students were countries that joined the EU in the post-2004 period.

### Admittance in the higher education system



Q1B. I would like to ask you a few questions on your opinion about the higher education system in general.  
Which statement do you agree with more?  
%, Base: all respondents, by country

When looking at the differences by respondent's field of study we saw that medical students clearly supported the statement that universities should have the right to select students which matched their profile (58% vs. 41%-54% of students in all other fields). For details see Annex Table 2b.

In all countries, the right of all qualified students to study was defended by more than half of higher education students (between 59% and 97%); on the other hand, the right of universities to select students who matched their profile was supported by lower ratios of respondents - between 21% and 81% depending on the country. On average, 88% of interviewees agreed with education for all qualified students, and half agreed with criteria for student selection by the faculty (50%).

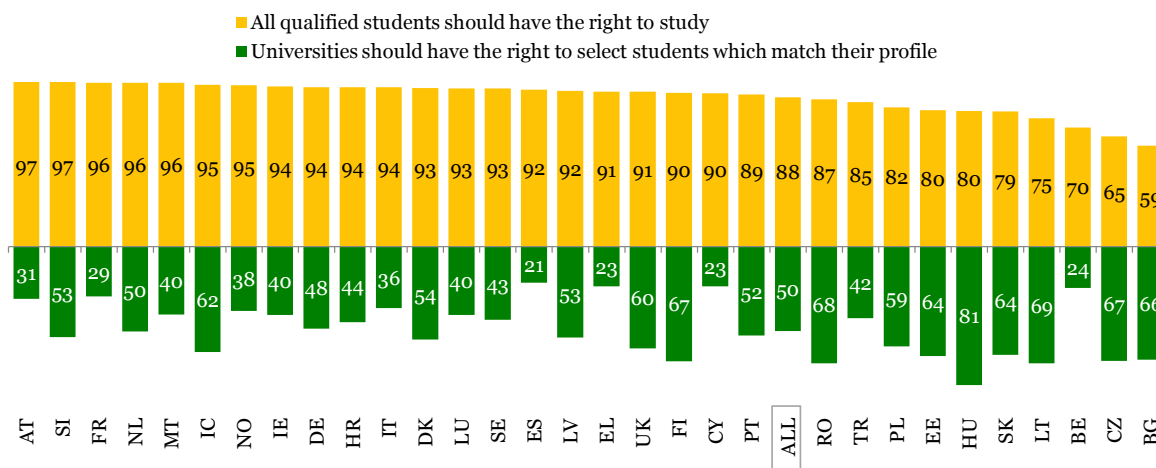


The lowest ratios of students who supported the statement that all qualified students should be entitled to study were recorded in Bulgaria and the Czech Republic (59% and 65%, respectively). In these two countries (and in Hungary) the proportion of those who were in favour of admittance criteria in the higher education system slightly outnumbered the proportion of those who considered that the right to study should be granted to all qualified students (e.g. in Bulgaria, 66% vs. 59% of those who supported the right to study for all qualified students)

In the other EU Member States, although the ratios of those who agreed that all qualified students should have the right to study was higher than the proportions of those who agreed with the right of universities to have selection criteria for their students, there were large variations between countries. For example, in Spain and Greece, 9 in 10 interviewees defended the right of all qualified students to study in the higher education system (92% and 91%, respectively) and approximately one-fifth believed that universities should have the right to select students who matched their profile (21% and 23%, respectively; 68-71 percentage points differences). In contrast, in Lithuania and Slovakia, roughly three-quarters of respondents opted for the proposition that all qualified students should have the right to study (75% and 79%, respectively) and approximately two-thirds agreed with criteria for student selection at university (69% and 64%, respectively; 6-15 percentage points differences).

The most likely respondents to advocate for the right of all qualified students to study were those in Austria and Slovenia (97%); however, while in Austria 3 in 10 students supported the idea that universities should have the right to select students who matched their profile, in Slovenia half of the interviewees held a similar opinion (53%).

### Right to study and admittance in the higher education system



Q1A-B. I would like to ask you a few questions on your opinion about the higher education system in general.  
Which statement do you agree with more?  
%, Base: all respondents, by country

### 1.3 Costs of higher education

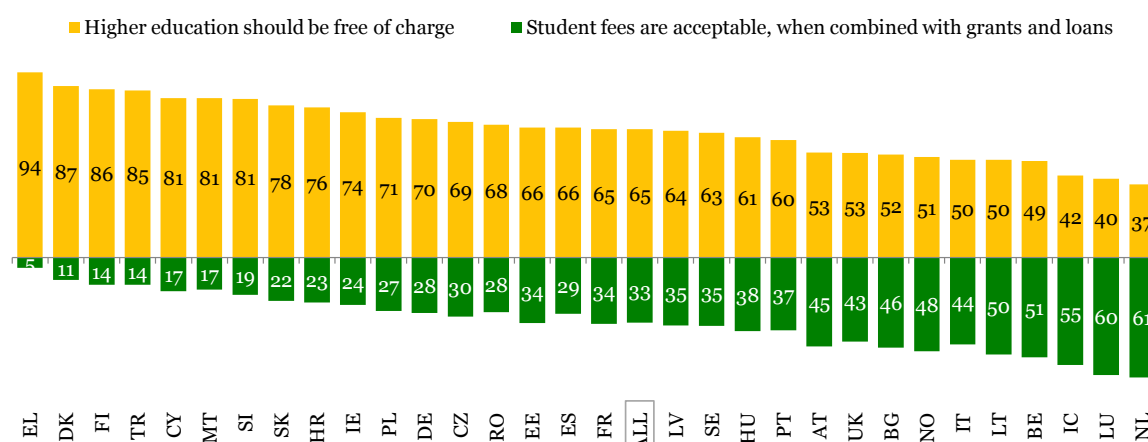
The next issue under survey was related to the cost of higher education; more precisely, respondents had to say whether they believed that higher education should be free of charge or whether student fees, when combined with grants and loans, were acceptable.

According to almost two-thirds of students currently in the higher education system (65%), higher education should be free of charge; on the other hand, a third of respondents believed that student fees were acceptable when grants and loans were available (33%).

In 25 countries out of 31, a majority of respondents opted for the proposition that higher education should be free of charge. In sharp contrast, students in the Netherlands (61%), Luxembourg (60%), Iceland (55%) and Belgium (51%) thought that student fees were acceptable when combined with grants and loans; in these countries, only 37% - 49% of interviewees supported the idea of free higher education. Exactly half of higher education students in Lithuania and Italy felt that such studies should be free of charge.

Greece had the highest proportion of students who were in favour of free higher education (94%); only 5% of respondents thought that student fees were acceptable. High ratios of students who rather agreed that higher education should be free of charge were also seen in Denmark (87%), Finland (86%), Iceland (55%) and Belgium (51%); between 11% and 14% of interviewees in these countries supported the idea of student fees combined with grants and loans.

### Costs of higher education



Q1C. I would like to ask you a few questions on your opinion about the higher education system in general.  
Which statement do you agree with more?  
%, Base: all respondents, by country

Examining the data by socio-demographic segments, we saw that Master- or Doctorate-level students were more likely to consider charges to be acceptable if grants and loans were available (36%-39% vs. 32% of Bachelor-level students), while respondents in part-time/further education at the Masters level were more likely to agree that higher education should be free of charge (76% vs. 59%-68% of all others). For details see Annex Table 3b.

## 1.4 Higher education institutions and their study programmes

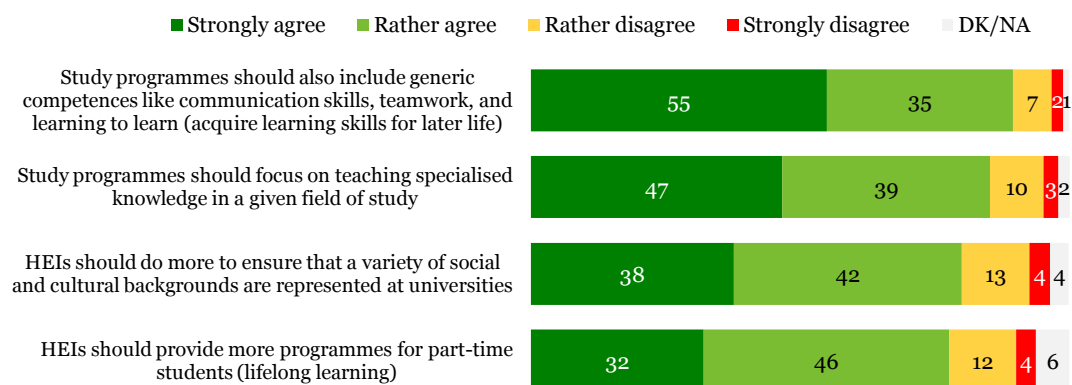
The students in higher education in the surveyed countries were asked how much they would agree with four statements about HEIs and the programmes they offered, such that there should be - more part-time courses, a greater variety of courses to meet varied social/cultural backgrounds, a focus on specialised courses and courses that include modules that meet the demands of today's workplace.

The strongest support was given to the last-named type of study - programmes that included generic competences (to meet the demands of today's workplace): on average, 9 in 10 students agreed that **study programmes should include communication skills, teamwork, and "learning to learn" techniques (90%)**. Approximately half of the interviewed students *strongly agreed* with this statement (55%), roughly a third *rather agreed* (35%) and 9% disagreed.

Also strongly supported, by 86% of higher education students, was the proposition that **study programmes should focus on teaching specialised knowledge in a given field of study** (47% *strongly agreed* and 39% *rather agreed*). Approximately one in eight students disagreed (13%).

Overall, 1 in 10 students agreed that **HEIs should do more to ensure that a variety of social and cultural backgrounds were represented at universities** (80%) and approximately three-quarters considered that HEIs should **provide more programmes for part-time students** (78%). Less than one-fifth of respondents disagreed with these propositions (17% disagreed with the former and 16% with the latter).

### Higher education institutions and their study programmes



Q2. How much would you agree or disagree with the following statements?  
%, Base: all respondents

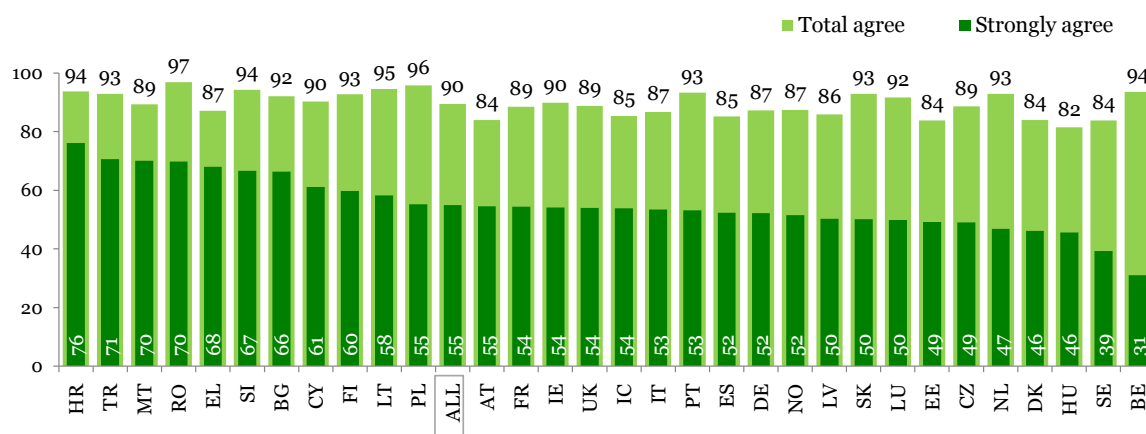
Looking at the connection between the support for part-time courses and respondent's plans after graduation, we saw that Bachelor level students who planned to find work and resume studies later, on a part-time basis, were more likely than those who intended to find work and never study again, or those who wanted to continue on to a second cycle (Masters) degree to *strongly agree* that HEIs should provide more programmes for part-time students (35% vs. 30% of those who never intended to study again, and 31% of those who planned to continue on to a Masters programme).

#### 1.4.1 Opinions as to whether there should be more opportunities to acquire generic competencies like communication skills, teamwork, and learning to learn – by country

Considering the proportion of respondents who *strongly agreed* that generic competences such as communication skills, teamwork and “learning to learn” should be part of study programmes, we noticed variations of up to 45 percentage points between individual countries. While less than two-fifths of respondents in Belgium and Sweden (31% and 39%, respectively) strongly supported programmes that include modules that meet the demands of today's workplace, three-quarters of interviewees in Croatia strongly agreed with such courses (76%). A high demand for opportunities to acquire such skills was also seen in Turkey, Malta and Romania: 70%-71% of students in these countries strongly agreed that study programmes should develop generic competences (to meet the demands of today's workplace) such as communication skills, teamwork, and skills for later life.

The opinion that study programmes should include generic competences (to meet the demands of today's workplace) was shared by at least 8 in 10 respondents in all the surveyed countries. The highest level of agreement was seen in countries like Romania (97%), Poland (96%) and Lithuania (95%) and was the lowest in countries such as Hungary (82%), Sweden, Estonia, Austria, and Denmark (all 84%). Overall 9 out of 10 students across all countries agreed with this statement.

### Study programmes should also include generic competences like communication skills, teamwork and learning to learn (acquire learning skills for later life)



Q2. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

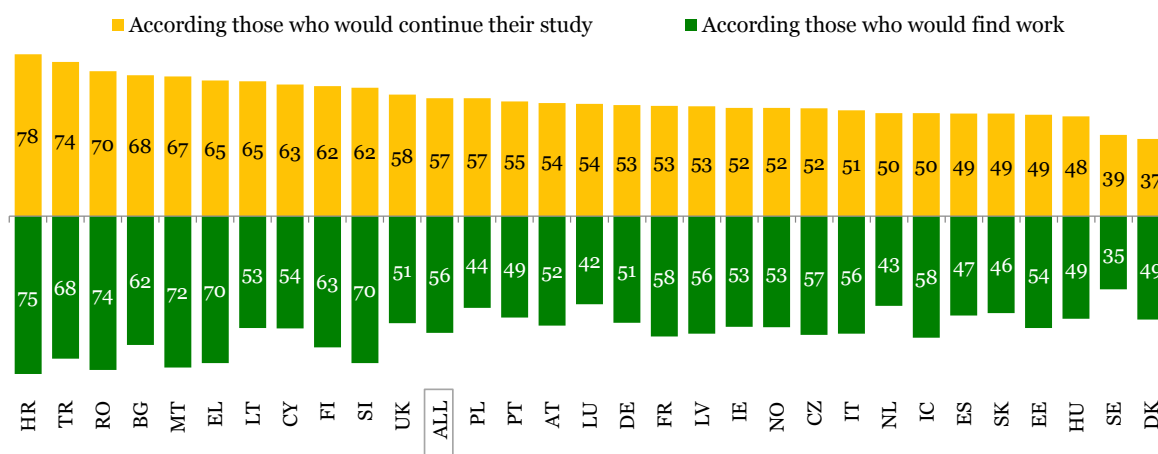
In addition, the survey examined the views on whether study programmes should cover generic competences (to meet the demands of today's workplace) together with an analysis of students' post-graduation plans. On average, the ratio of those who *strongly agreed* with the statement under discussion did not vary between Bachelor level students who intended to continue their studies and those who were determined to find work after graduation. However, looking at individual countries we observed some differences.

In Denmark, only 37% of students planning to continue their studies strongly agreed that study programmes should also include generic competencies like communication skills, teamwork and skills for later life; in contrast, almost half of those who wanted to find work immediately held such an opinion (49%).

The impact of future plans was also high in Poland, Lithuania and Luxembourg. In these countries, respondents who wanted to continue their studies were significantly more likely than those who planned to find work to strongly support programmes that included generic competences (to meet the demands of today's workplace) (a 12-13 percentage points difference between the two groups). For example, 57% of Bachelor level students in Poland who were willing to continue their studies and almost two-thirds (65%) of the same type of students in Lithuania strongly agreed that study programmes should offer opportunities to acquire competences like communication skills and teamwork; on the other hand, the same view was held by only two in five respondents in Poland who intended to find work (44%), and by half of Bachelor level students in Lithuania who planned to find work (53%).

The highest ratios of strong agreement with the idea of programmes including generic competences (to meet the demands of today's workplace) among Bachelor degree level respondents who planned to continue their studies were recorded in Croatia (78%), Turkey (74%) and Romania (70%); we should mention, however, that in Turkey the agreement expressed by this group was considerably higher than that expressed by those who planned to find work (74% and 68%, respectively).

### Study programmes should also include generic competences like communication skills, teamwork and learning to learn (acquire learning skills for later life)



Q2. How much would you agree or disagree with the following statements?

Base: all respondents

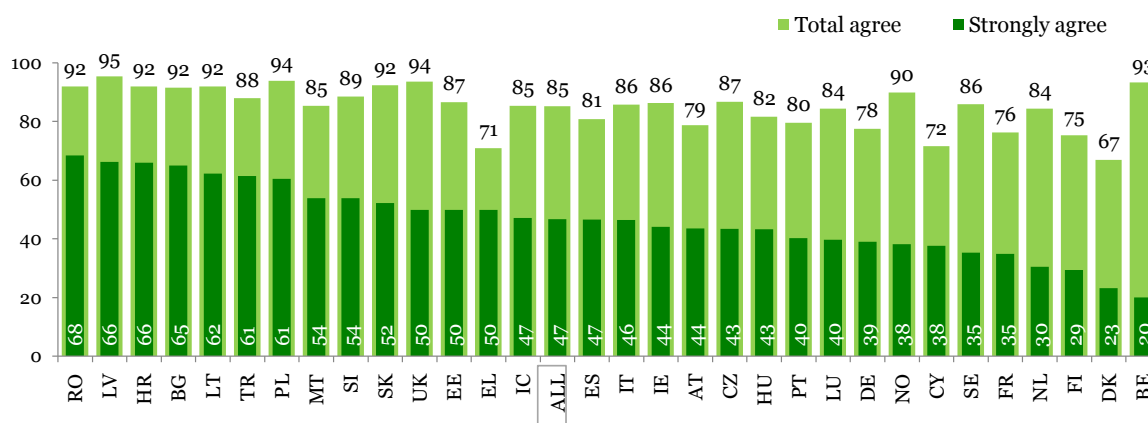
% of "Strongly agree" shown by country

#### 1.4.2 Opinions about the need to teach more specialised knowledge in a given field of study – by country

In all surveyed countries, at least two-thirds of respondents agreed that study programmes should focus on teaching specialised knowledge in a given field of study. The backing for this proposal ranged from 67% in Denmark to 95% in Latvia, with 85%, on average, agreeing in the 31 countries.

On average, 47% of higher education students strongly demanded more specialised courses. In Belgium, Denmark and Finland such a request was not as frequent as in other Member States: between 20% and 29% of interviewees in these three countries *strongly agreed* that study programmes should focus on teaching specialised knowledge in a given field of study. In contrast, in Romania (68%), Latvia and Croatia (both 66%), and Bulgaria (65%) roughly two-thirds of higher education students strongly agreed with this statement.

### Study programmes should focus on teaching specialised knowledge in a given field of study



Q2. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

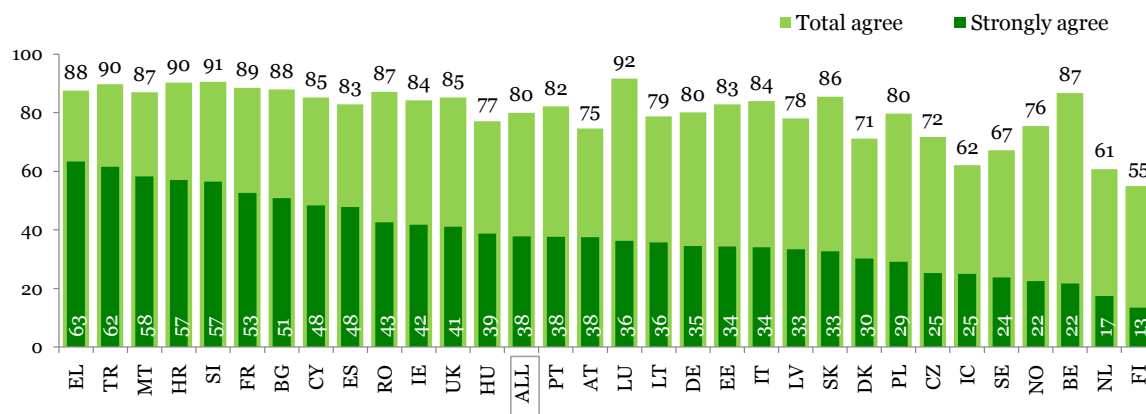
### 1.4.3 Opinions on whether there should be a variety of social and cultural backgrounds within universities – by country

The opinions on whether HEIs should do more to ensure that a variety of social and cultural backgrounds were represented in universities varied considerably between individual countries.

The highest ratios of students in the system who *strongly agreed* with such an opinion were recorded in Greece (63%), Turkey (62%), Malta (58%), Croatia and Slovenia (both 57%). At the opposite end of the distribution, less than one in four students in Finland (13%), the Netherlands (17%), Belgium and Norway (both 22%), and Sweden (24%) strongly believed that more efforts were necessary to ensure the existence of a variety of social and cultural backgrounds within universities.

In all countries, at least half of the students (totally) agreed with the statement under consideration (with 80% agreeing on average). While 92% of students in Luxembourg believed that HEIs should do more to ensure the existence of a variety of social and cultural backgrounds within universities, less than two-thirds of those in Finland (55%), the Netherlands (61%) and Iceland (62%) held this opinion.

#### HEIs should do more to ensure that a variety of social and cultural backgrounds are represented at universities



Q2. How much would you agree or disagree with the following statements?

Base: all respondents

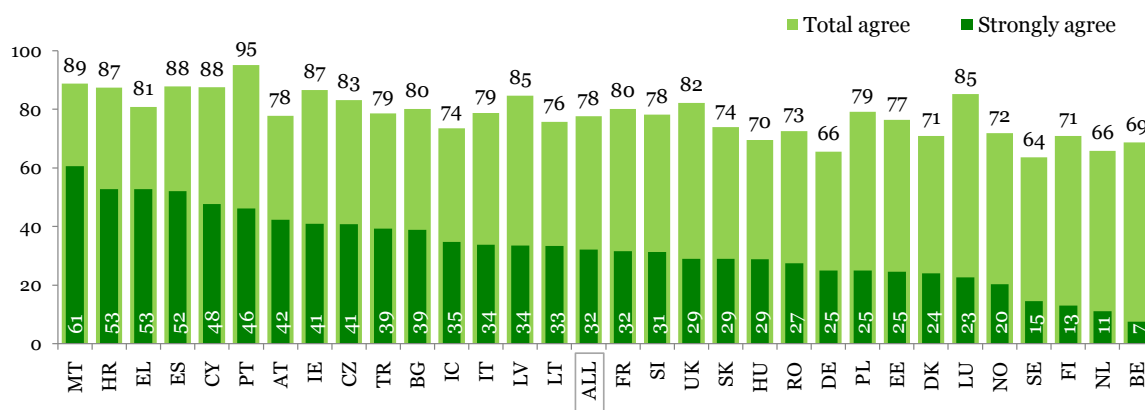
%, "Total agree" = "Strongly agree" + "Rather agree", by country

### 1.4.4 Programmes for part time students – by country

As with a call for more diversity, the suggestion to have more “lifelong learning” was backed by over three-quarters of students (78% totally agreed). Sweden (64%), Germany and the Netherlands (both 66%) recorded the lowest total level of support for more programmes for part-time students. The highest overall demand for such “lifelong learning” courses was recorded in Portugal (95%).

Examining the “*strongly agree*” groups we saw variations between individual countries of up to 54 percentage points. For example, in Belgium, the Netherlands and Finland only 7%-13% of interviewees strongly requested courses for part-time students. In countries like Malta (61%), Croatia and Greece (both 53%) and Spain (52%), however, more than half of students strongly agreed that HEIs should offer more programmes for “lifelong learning”.

### HEIs should provide more programmes for part-time students (lifelong learning)



Q2. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

#### 1.4.5 Analysis by socio-demographic segments

In this sub-chapter, we focus our attention on the respondents who stated that they strongly agree with the four statements about HEIs and their study programmes and we look at the differences between socio-demographic groups. We found that women were more likely to strongly agree that **study programmes should include opportunities to acquire generic competencies such as communication skills, teamwork, and learning to learn abilities** (58% vs. 51% of men). Slightly more Bachelor level students agreed (56% vs. 51% of those at a Doctorate level). Except for engineering students, law and medical students were less likely than their counterparts to agree that study programmes should include generic competences (to meet the demands of today's workplace) such as communication skills and teamwork (49% vs. 53%-60% of all other fields except engineering). For details see Annex Table 7b.

Part-time Masters level students were more likely to strongly request specialised courses (54% vs. 45%-47% of all other types of students). Students in the field of engineering were more likely than those in the fields of languages or other humanities to strongly agree that **study programmes should focus on teaching specialised knowledge in a given field of study** (49% vs. 43% of those in the field of languages or other humanities). For details see Annex Table 6b.

Women were slightly more likely to consider that **HEIs should do more to ensure that a variety of social and cultural backgrounds were represented in universities** (strongly agree: 40% vs. 35% of men). Looking at the level of study, the results showed that Bachelor level students gave more support than full time Masters level students to such an opinion (39% and 34%, respectively). Engineering students were less likely than several of their counterparts to strongly believe that HEIs should make efforts to ensure access for a variety of social and cultural backgrounds (e.g. 33% vs. 40%-43% of students in the fields of languages, other social sciences, teacher training or other humanities). For details see Annex Table 5b.

Higher levels of strong support for more **programmes for part-time students** were shown by those aged over 25 (strongly agree: 39% vs. 30%-31% of all other age groups), by students who had been in higher education for five years (36% vs. 27% for those who had been studying for one year), and by part-time Masters level students (45% vs. 32%-35% of all other types of students). Looking at groups by field of study, we saw some variations as to whether HEIs should provide more lifelong learning opportunities: medical students were less supportive about courses for part-time students than their counterparts (strongly agree: 26% vs. 31%-35% of all other fields except engineering). For details see Annex Table 4b.



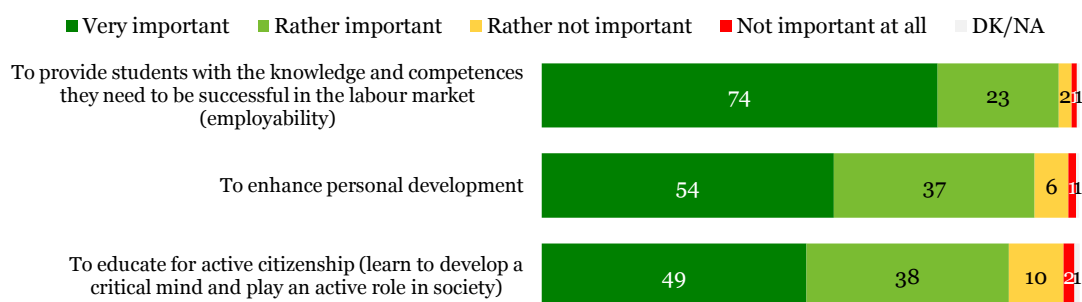
## 2. Purposes of higher education

As the next stage of the survey, students in HEIs were asked about the significance of three objectives of higher education: to improve students' employability, to enhance personal development and to educate people to play an active role in society.

Overall, all three objectives were considered to be important by a large majority of respondents: 97% of interviewees believed it was (very or rather) important to provide students with the knowledge and skills they needed to be successful in the labour market, 91% agreed that the enhancement of personal development was (very or rather) important and 87% of respondents supported the education of people to play an active role in society.

While almost three-quarters of students considered that future employability was a *very important* objective of higher education (74%), roughly half believed the same about personal development (54%) and the need to educate people so they could play an active role in society (49%). One in eight respondents, however, believed that it was not important to educate people so they could play an active role in society (12%).

### Purposes of higher education



Q2.1. According to you how important is each of the following purposes of higher education?

%, Base: all respondents

The individual country results showed eight countries giving 99%-100% support for the importance of **providing students with the knowledge and skills necessary to be successful in the labour market**: Belgium, Bulgaria, Latvia, Portugal, Romania, Finland, Lithuania and Poland. The lowest levels of support were seen in Austria and Greece (90% and 91%, respectively). In all countries, at least half of those interviewed considered employability to be a *very important* purpose of higher education. For example, the lowest ratios of those who supported this objective as being very important were seen in Luxembourg (56%) and Ireland (60%). In contrast, at the top of the hierarchy of those who considered that future employability was a *very important* objective of higher education were - again - Belgium (93%), Romania (87%) and Bulgaria (86%).

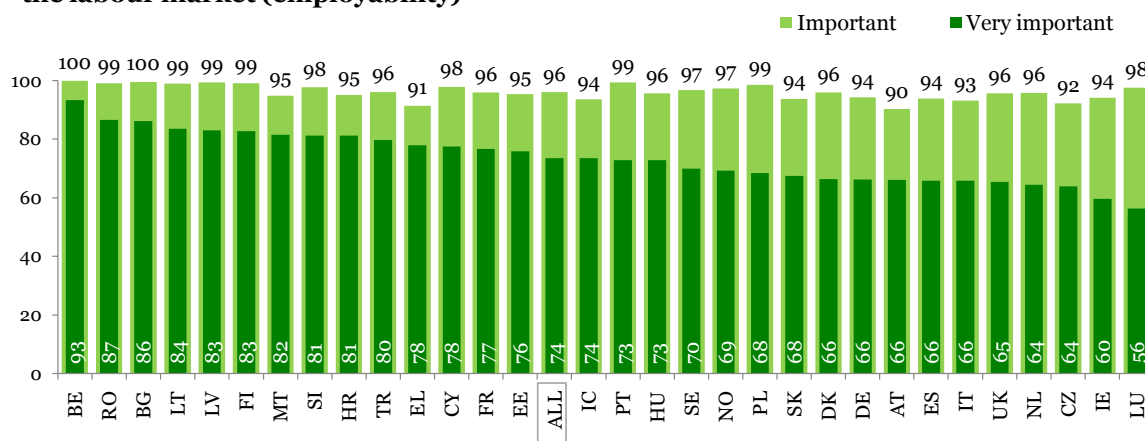
Individual country data showed large variations between the most likely and least likely students saying that **enhancing personal development** was a *very important* objective of higher education: while 8 in 10 respondents in Turkey held this opinion (81%), only 29% of students in Belgium agreed (a 52 percentage points difference). Between 70%-78% of students in Greece, Croatia, Cyprus and Malta also said enhanced personal development was a *very important* goal of higher education. Despite the fact that students in Belgium were the least likely to consider the objective under discussion as *very important*, they were the most likely to say that **enhancing personal development** was a (rather or very) important objective of higher education (98%); in close agreement were students in Poland (97%). The students who were the least likely to say this were in Germany (80%), Austria (85%) and Denmark (87%).

On the subject of students **being educated to become active citizens**, the results showed greater variations between countries. For example, while roughly three-quarters of students in Germany (74%), Denmark (75%) and Finland (78%) considered it was important for people to develop a critical mind in order to play an active role in society, many more, 93%-95%, respondents in Portugal,

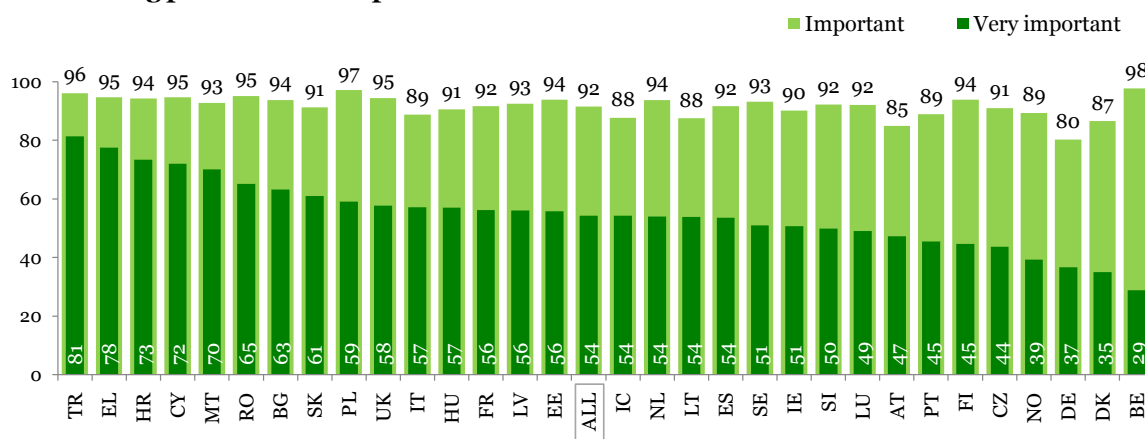


Turkey, Romania and Malta supported the proposition. Significantly fewer students in Belgium than in other countries considered education for active citizenship to be a *very important* purpose of higher education (14% vs. 31%-75% in all other countries). In contrast with Belgium, at a distance of 61 percentage points, Turkey had three-quarters of its respondents saying that it was *very important* for people to learn to become active citizens (75%). Close to them, with high ratios of interviewees who held the same opinion were Greece (74%) and Malta (70%).

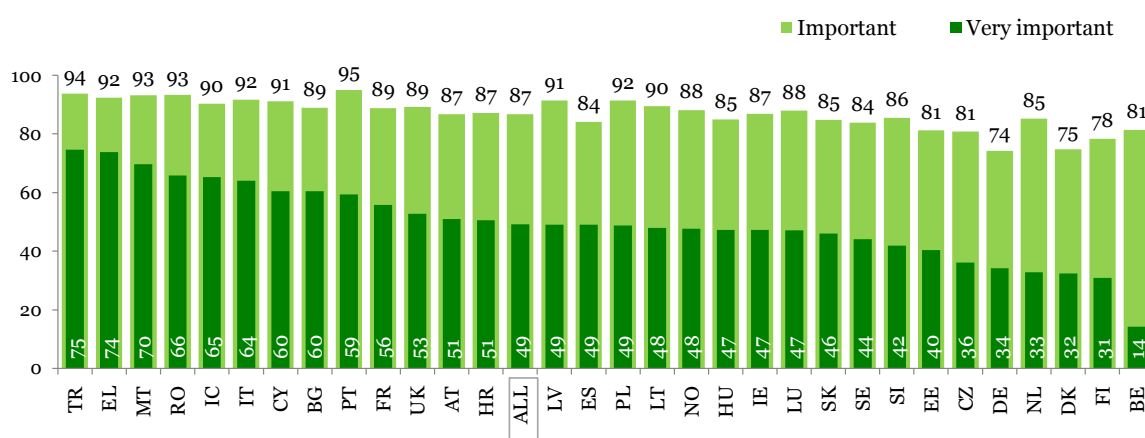
### Providing students with the knowledge and competences they need to be successful in the labour market (employability)



### Enhancing personal development



### To educate for active citizenship (learn to develop a critical mind)



Q2.1. According to you how important is each of the following purposes of higher education?

Base: all respondents

%, "Important" = "Very important" + "Rather important", by country

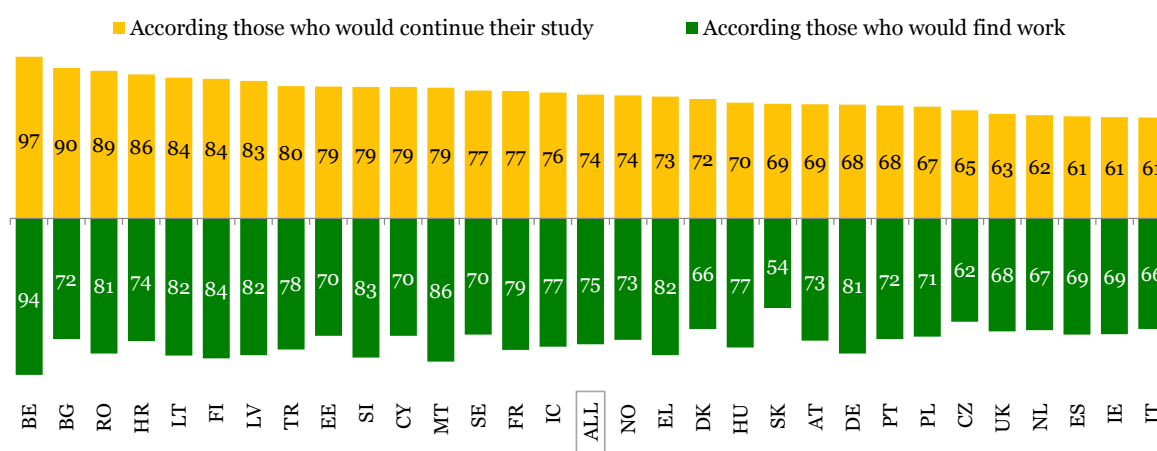
The next chart presents the proportion of those who considered employability upon graduation as a *very important* objective of higher education. On average, opinions on how important it was for the higher education system to ensure students' employability did not vary between Bachelor level students who would continue their studies after graduation and those who would look for work.

In all countries, at least six out of 10 respondents intending to pursue their studies considered it to be very important to provide students with the knowledge and skills needed to be successful in the labour market (between 61% and 97% depending on the country); a similar opinion was held by at least half of those who intended to find work (between 54% and 94%, depending on the country).

In Bulgaria, significantly more students who planned to continue their studies than those who planned to find work stated that employability was a very important purpose of higher education (90% and 72%, respectively – an 18 percentage point difference). A similar trend was noticed in Slovakia and Croatia: almost 7 in 10 (69%) Slovak Bachelor level students who intended to continue studies and 86% of the similar group in Croatia considered it to be very important that graduation led to success in the labour market; on the other hand, only half of Slovak interviewees (54%) and approximately three-quarters of Croats (74%) who intended to find work held a similar opinion (i.e. a 15 percentage points difference between the two groups in Slovakia and 12 points in Croatia).

The greatest difference between the two groups under examination, but with a different resulting opinion, was seen in Germany where those intending to find work were in the ascendency: while 8 in 10 students who intended to find work agreed that it was very important to ensure employability, two-thirds (68%) of those who planned to continue their studies believed this to be true.

### Providing students with the knowledge and competences they need to be successful in the labour market (employability)



Q2.1. According to you how important is each of the following purposes of higher education?  
Base: all respondents  
% of "Strongly agree" shown by country

Looking at the socio-demographic groupings, the results regarding **the need to provide students with the knowledge to be successful in the labour market** showed more women (77% vs. 70% of men), more students aged 18-22 (75%-76% vs. 70% of those aged over 24), and more students who had completed one year in the higher education system (77% vs. 72%-73% of those who had finished at least three years) believed that this objective was a *very important* one. Students in the fields of other humanities were the least likely to support the aforementioned objective as being very important (67% vs. 71%-78% for all other fields). For more details, see Annex Table 8b.

Women were more prone to see the **enhancement of personal development** as being a very important goal of higher education (57% vs. 51% of men). The same held true for students in the field

of other social sciences when compared to students in almost all the other fields (61% vs. 49%-56% of all other fields except other humanities). For more details see Annex Table 9b.

When the views about **educating people to play an active role in society** were considered, it was women who were more likely to consider this purpose as being very important (52% vs. 46% of men). Engineering students were the least likely to see the benefit of providing an education that developed citizens to play an active role in society (41% vs. 47%-57% of students in all other fields). For more details please see Annex Table 10b.

### 3. Quality and transparency of higher education institutions

The survey also examined the views of students on the quality and transparency of HEIs. The respondents were asked to what extent they agreed that:

- there is a need for independent reports on quality,
- students choose a university based on its reputation,
- students should be involved in quality rankings of HEIs,
- university performance tables would help students,
- students choose a college based on several factors, including friends and cost,
- students have access to sufficient information to make their choice of university.

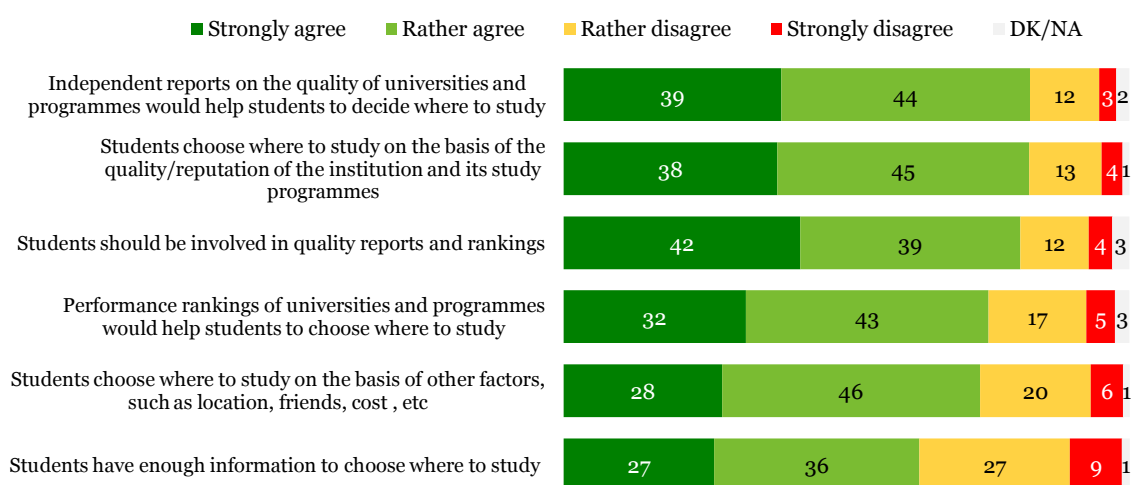
Most frequently, students (strongly or rather) agreed that **independent reports on the quality of universities and their programmes would help students to decide where to study** (83%); a similar proportion agreed that **students choose where to study on the basis of the quality/reputation of the institution and its study programmes** (83%).

Overall, 81% of respondents in higher education believed that **students should be involved in quality reports and rankings of HEIs**. From all the statements presented to the students, this was the one that was most frequently “strongly” supported: two-fifths of respondents *strongly agreed* with the involvement of students in quality reports and rankings of HEIs (42%).

Three-quarters of students agreed that **performance rankings of universities and programmes would help students to choose where to study** (75%) and a similar number agreed that **students choose where to study on the basis of other factors, such as location, friends, cost, etc.** (74%). While a third (32%) of respondents *strongly agreed* with the positive role that performance rankings of universities could play, only 28% *strongly agreed* that factors such as location, friends, and cost were important in the decision-making process.

Having in mind all of the six statements presented to students, they were the least likely to agree that **students have enough information to help them to choose where to study** (63%). More than a third of respondents did not feel that the available information was sufficient for choosing a HEI (36%).

#### Quality and transparency of the higher education institutions



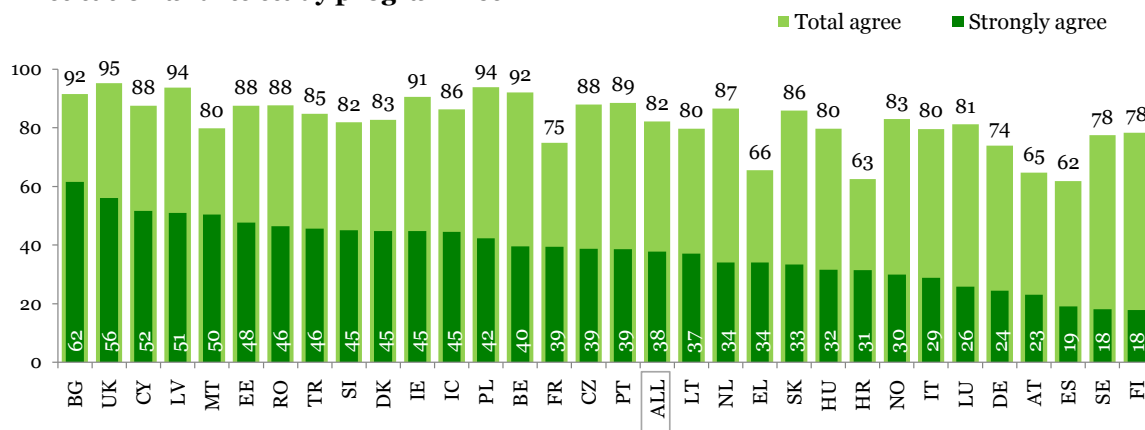
Q3. To what extent would you agree or disagree with the following statements?  
%, Base: all respondents

The survey looked in more detail at the answers to two statements: “students choose where to study based on the quality of an institution and its programmes” and “students choose an institution based on other factors, such as location, friends or cost”. Three-fifths of respondents (strongly or rather) agreed with both propositions (61%), and one-fifth thought that students make their choice based on the quality of the institution and its programmes (“agree”), while not considering other factors (“disagree”). Approximately 1 in 10 students in higher education took an opposite view (12%), i.e. other factors than quality and programmes of the institution weigh heavily with students when they choose where to study. Only 4% (strongly or rather) disagreed with both statements.

Q3a vs. Q3b. Students choose where to study based on...		...other factors, such as location, friends, cost		
% , All countries		Disagree	Agree	DK/NA
...the quality of the institution and its programmes	Disagree	4	12	0
	Agree	21	61	1
	DK/NA	0	1	0

An analysis of country data showed that in Spain (62%), Croatia (63%) and Austria (65%), less than two-thirds of respondents (strongly or rather) agreed that an institution’s quality or reputation was at the basis of a student’s choice of where to study. On the other hand, the ratio of those who held a similar opinion reached 95% in the UK and 94% in Poland and Latvia. The proportion of those who “*strongly*” believed that students choose where to study on the basis of the quality or reputation of the institution varied notably between individual countries (differences up to 44 percentage points). For example, more than half of interviewees in Bulgaria (62%), the UK (56%), Cyprus (52%) and Latvia (51%) *strongly* emphasised the role of an HEI’s quality and reputation. In contrast, less than a fifth of students in Finland and Sweden (both 18%), and Spain (19%) did the same.

### Students choose where to study on the basis of the quality or reputation of the institution and its study programmes



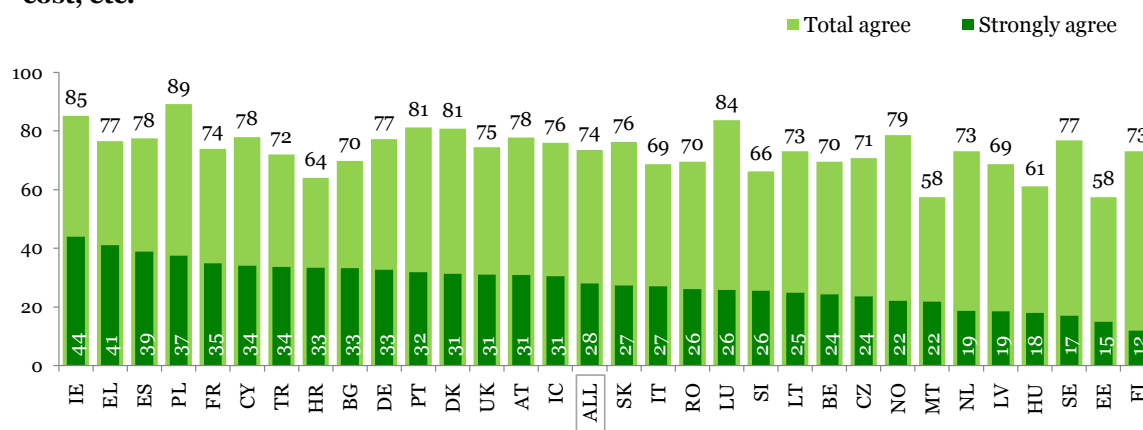
Q3. To what extent would you agree or disagree with the following statements?

Base: all respondents  
%, "Total agree" = "Strongly agree" + "Rather agree", by country

In all of the surveyed countries, at least half of the respondents stated that factors such as location, friends and cost were considered in choosing where to study. Feelings that considerations other than the quality of higher institutions were important in decision-making were most prominent in Poland (89%), Ireland (85%) and Luxembourg (84%). This proposition found the lowest level of support in Malta and Estonia (both 58%), Hungary (61%) and Croatia (64%). Eight of the 11 countries showing a low level of support were among those who joined the Union in the post-2004 period.

The ratios of those who *strongly agreed* that location, friends and cost were at the basis of a student’s choice of where to study ranged between 12% in Finland and 44% in Ireland. Students in Greece (41%), Spain (39%) and Poland (37%) were just behind Ireland in giving *strong* support to this opinion.

### Students choose where to study on the basis of other factors, such as location, friends, cost, etc.



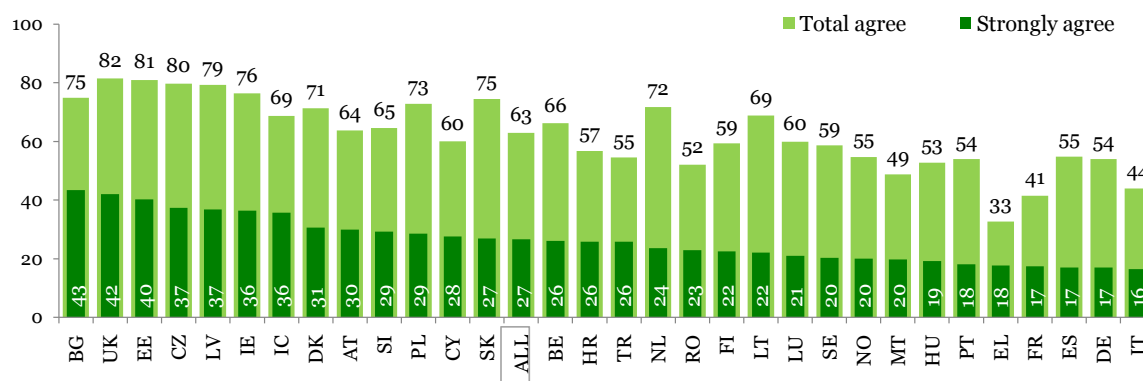
Q3. To what extent would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

Looking at the percentages of students who either "strongly and rather agreed" that students had sufficient information to make a choice, the individual countries showed quite large variations. While four in five students in the UK (82%), Estonia (81%) and the Czech Republic (80%) agreed that such information was sufficient, just a third of students in Greece felt the same way (33%).

### Students have enough information to choose where to study



Q3. To what extent would you agree or disagree with the following statements?

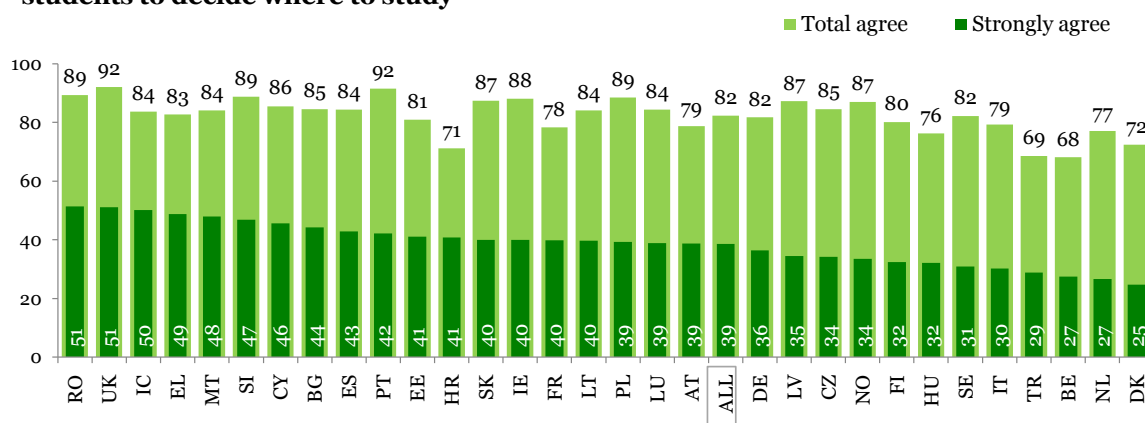
Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

Having in mind all six statements discussed in this chapter, opinions about the role of independent reports on the quality of universities and their programmes showed the least variation between students in individual countries (the maximum difference was 24 percentage points if we considered the "strongly agree + rather agree" responses, and 26 percentage points if we only considered the "strongly agree" answers).

Independent reports on the quality of universities and programmes were considered extremely helpful by half of the students in Romania, the UK and Iceland – 50%-51% of the interviewees in these countries *strongly agreed* that such reports were useful in the decision-making process. The least likely to *strongly* believe in the proposition were respondents in Denmark (25%), the Netherlands and Belgium (both 27%) and Turkey (29%). Roughly two-thirds of students in Belgium (68%) and Turkey (69%) agreed that such independent reports would help them to decide where to study, and approximately 9 in 10 respondents in the UK and Portugal (92%), Romania, Slovenia and Poland (all 89%) held a similar opinion.

### Independent reports on the quality of universities and programmes would help students to decide where to study

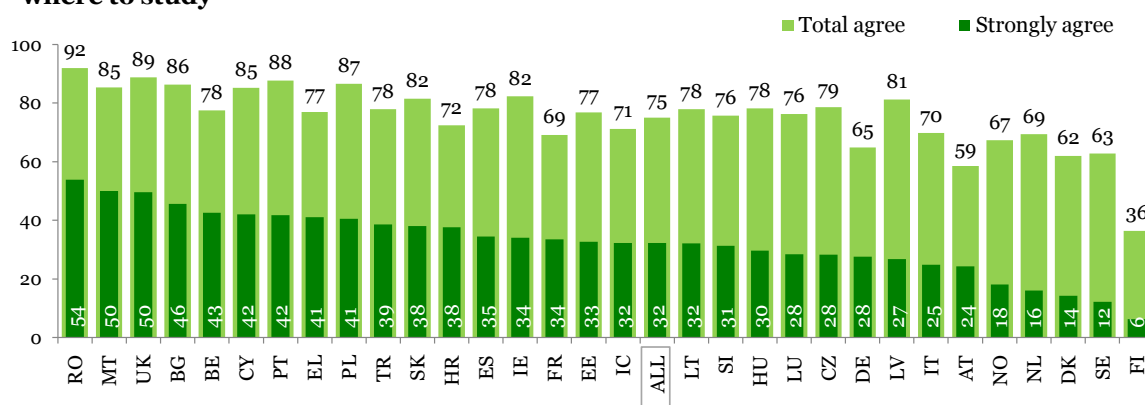


Q3. To what extent would you agree or disagree with the following statements?

Base: all respondents  
%, "Total agree" = "Strongly agree" + "Rather agree", by country

Fifty-four percent of students in Romania and just 6% of those in Finland strongly agreed that universities' performance rankings would help students to choose where to study; considering all six statements, these results showed one of the highest variations between students giving the strongest levels of support - a difference of 48 percentage points. Malta and the UK (both 50%), and Bulgaria (46%), were the closest to Romania in terms of supporting performance rankings. In contrast, besides Finland, examples of countries where less than one-fifth of interviewees strongly believed that universities' performance rankings would help in the decision-making process were Sweden (12%), Denmark (14%), the Netherlands (16%) and Norway (18%). When the percentages of total agreement on performance rankings were examined, the same two countries (Romania and Finland - 92% and 36%) were found at the extreme ends of the distribution.

### Performance rankings of universities and programmes would help students to choose where to study



Q3. To what extent would you agree or disagree with the following statements?

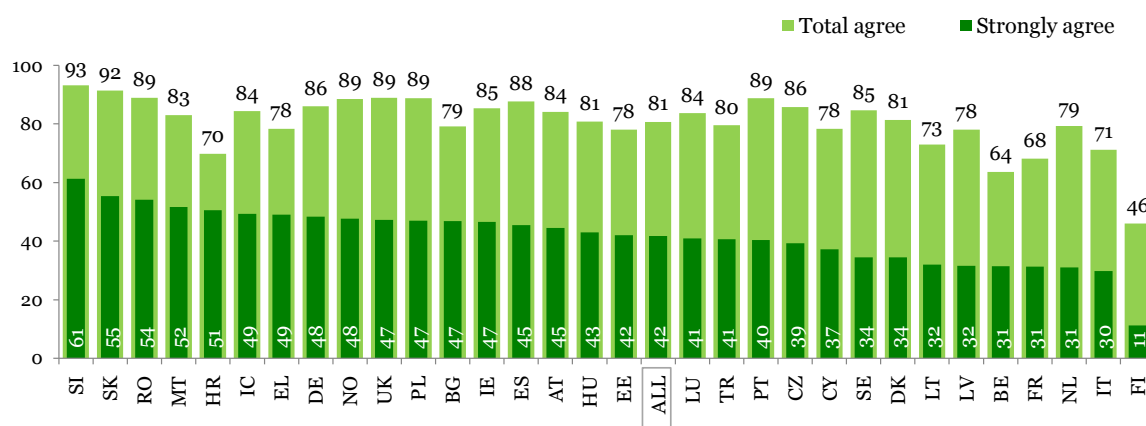
Base: all respondents  
%, "Total agree" = "Strongly agree" + "Rather agree", by country

The active role of students in quality reports and rankings of HEIs garnered the most support in Slovenia (61% strongly agreed and 93% strongly or rather agreed), Slovakia (55%, 92%) and Romania (54%, 89%). On the other hand, only 11% of students in Finland strongly agreed and 46% of the respondents in the same country strongly or rather agreed that students should be involved in quality reports and rankings. Considering all six propositions, these results showed the highest variation (50 percentage points) between individual countries giving the strongest levels of support. In addition to Finland, less than a third of students in several countries *strongly* supported the involvement of



students in quality reports and rankings: Italy (30%), the Netherlands, France and Belgium (all 31%), Latvia and Lithuania (both 32%).

### Students should be involved in quality reports and rankings



Q3. To what extent would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

## 3.1 Analysis by socio-demographic segments

In this sub-chapter, the attention turns to respondents who stated that they *strongly agreed* with the six statements on the quality and transparency of HEIs and the differences between socio-demographic groups.

Firstly, respondents aged 18-20 were more likely than the over 24 year-olds to strongly agree that students choose a university based on its **quality or reputation** (40% vs. 35% for those over 24). The same view was held by more part-time students at the Masters level (46% vs. 36%-39% for all other types of student). Slightly fewer respondents who were in the higher education system for at least four years strongly supported the role of quality or reputation of an HEI than those who had completed two years (36% vs. 40% for two years). Looking at fields of study, we found that medical students were more likely than some of their counterparts to consider that an institution's quality or reputation was at the basis of a student's choice of where to study (for example 41% vs. 35% of students in other humanities, or 36% of respondents in teacher training or other social sciences). For more details, see Table 11b in the Annex.

When choosing where to study, factors such as **location, friends or cost** were emphasised slightly more by respondents who had been on their course for two to three years than by those who had only been in the higher education system for one year (29% vs. 25%). Students in the fields of engineering, business and economic studies, as well as medical students were less likely than most of their counterparts to strongly agree that factors other than quality of the HEI were important in the decision-making process (26% vs. 30%-33% in all other fields except teacher training and other hard sciences). For more details see Table 12b in the Annex.

Part-time students seemed more likely than full-time ones to strongly agree that **students were in possession of sufficient information to enable them to choose where to study** (32%-34% vs. 24%-27% of full-time students). Students who had completed four or five years gave less support than who had only completed one year (25% vs. 29%). Overall, the differences between the various areas of study were not that high; information on where to study, however, seemed to be less problematic for students in the field of other humanities than for those in the fields of languages, law, and other social or hard sciences (30% vs. 25% of those in the fields mentioned). For more details see Table 13b in the Annex.



Teacher training students placed less emphasis than some of their counterparts on the need for **independent reports on the quality of HEIs** in the decision-making process. For example, while 35% of such students strongly agreed with the important role of independent reports, that was true of 39%-41% of students in fields such as health studies, other hard sciences or humanities, business and economic studies. For more details see Table 14b in the Annex

The over 24 year-olds were the least likely to strongly believe that **performance rankings of universities and programmes** would be of help in choosing an HEI (27% vs. 32%-35% of all other age groups). Students on a Masters programme supported this proposition in lower proportions than those in the third cycle (32% vs. 37% of Doctorate level students). While teacher training students were less appreciative of performance rankings of universities and programmes, more students in the fields of business and health studies considered them to be useful (29% vs. 34%). For more details see Table 15b in the Annex.

**The involvement of students in quality reports and rankings** was strongly supported by slightly more respondents who had been in higher education for three years than interviewees who had been on their course for either one or five years (44% and 40%, respectively). We found that students in the field of health studies gave most support to the potential involvement of students in quality reports and rankings (47% vs. 38%-43% in all other fields). For more details see Table 16b in the Annex.

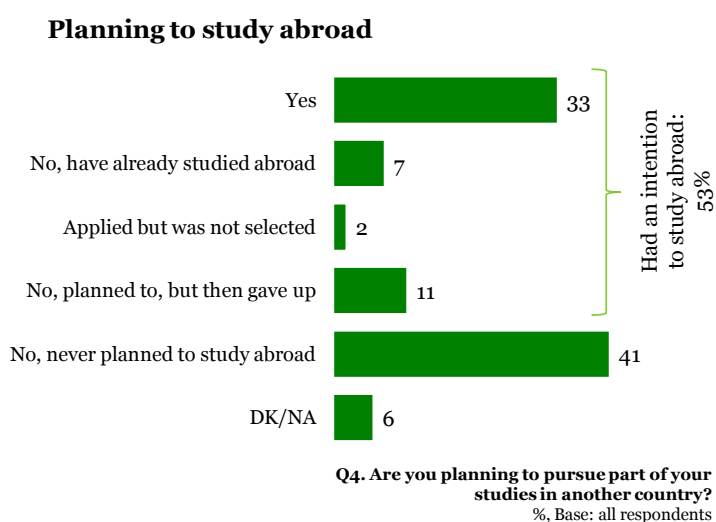
## 4. Mobility and Recognition

The survey asked students about mobility issues such as plans to study in another country and obstacles that might prevent (or have prevented) them following such a path. In addition, they were asked for their views on a range of statements (such as the recognition of short-study periods abroad, the ECTS credit points system and the greater involvement of business in higher education) related to the recognition of various higher education modules and ways in which programmes could be adapted.

### 4.1 Studying abroad

#### 4.1.1 Planning to study abroad

Asked if they planned to pursue part of their studies in another country, the majority of higher education students in the 31 countries covered by this survey said they had or previously had an intention to study abroad (53%): the sum of those who declared their intention to study in another country (33%), who stated that they had planned to, but had given up (11%), who had already studied abroad (7%) and who had applied but had not been selected (2%).



Two-fifths of respondents stated that they had never planned to study abroad (41%). A proportion of 6% of respondents did not answer the question as to whether they would pursue part of their studies in another country.

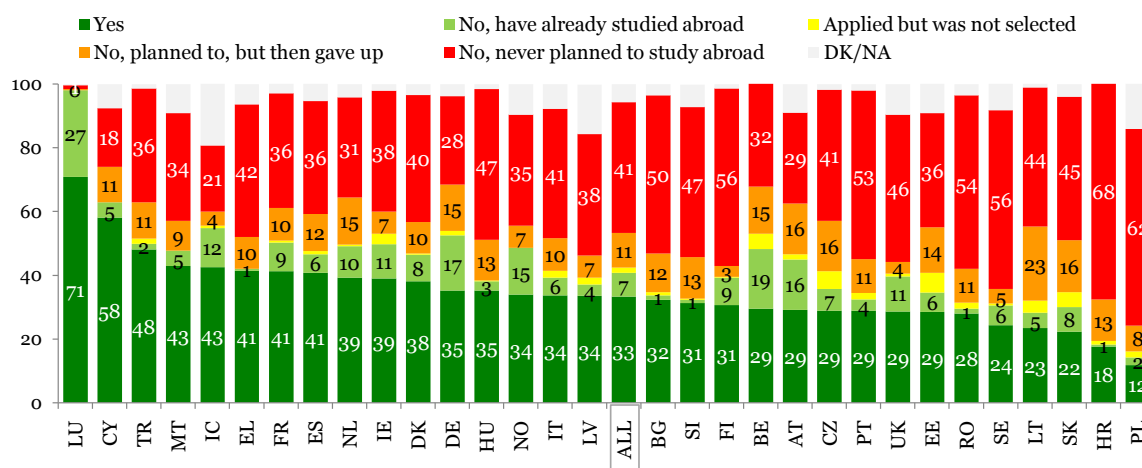
The individual country results showed large variations in the proportion of those who declared their *intention of doing part of their studies in another country*. Those most likely to have this in mind were students in higher education in Luxembourg (71%) and Cyprus (58%). In all other countries, less than half of the interviewees were planning to study abroad: ranging from students in Poland (12%) and Croatia (18%) to just under half (48%) of higher education students in Turkey.

Students in Croatia (68%), and Poland (62%) were the ones most likely to say they *had never planned to study abroad*. Other countries where more than half of those interviewed had never planned such a move were Sweden and Finland (both 56%), Romania (54%) and Portugal (53%). At the other end of the distribution, students in Luxembourg (1%), Cyprus (18%) and Iceland (21%) were the least likely to dismiss the idea of pursuing part of their studies in another country.

Almost a quarter of respondents in Lithuania had abandoned their plans to study abroad (23%). Relatively higher ratios of students who had given up any plans to study in another country were found in Slovakia, the Czech Republic and Austria (all 16%), the Netherlands, Germany and Belgium (all 15%). No respondent in Luxembourg had abandoned their plans once they had decided to study in another country.

Students in Luxembourg were also the most likely to say they had already studied abroad (27%). In the other surveyed countries, this proportion varied between 1% in Bulgaria, Greece, Romania, Slovenia and Croatia, and 19% in Belgium. The ratio of respondents who had applied to study abroad but had not been selected was as high as 5%-6% in the Czech Republic, Estonia and Belgium.

### Planning to study abroad



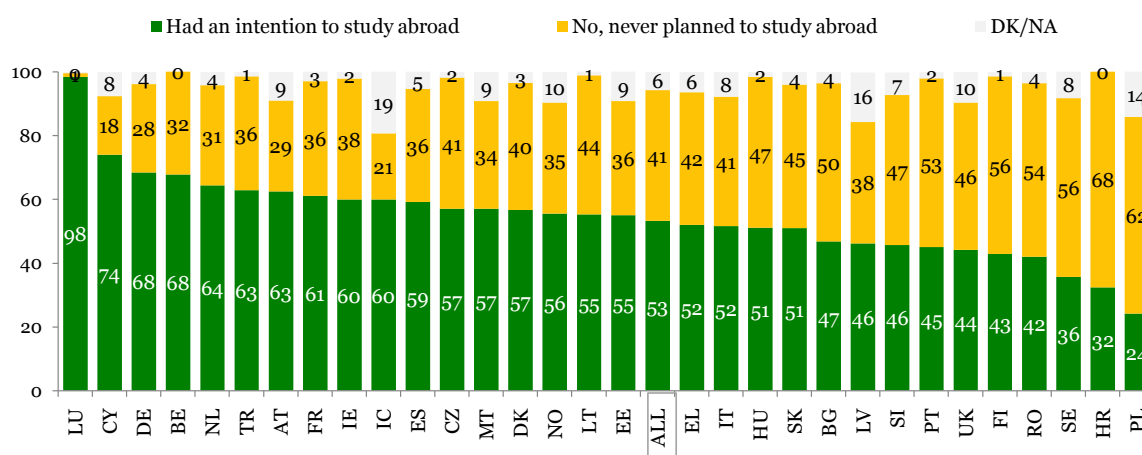
Q4. Are you planning to pursue part of your studies in another country?

%, Base: all respondents, by country

A comparison of the country results for those who had (or had had) an intention to study abroad in comparison to those who had never planned to do this, showed that students in Luxembourg were by far the most likely to have had the intention to pursue part of their studies in a different country (98%; 45 percentage points above the average for all countries); only 1% said that they never planned to study abroad.

Intentions to go abroad for higher education purposes were held (or had been held) by over two-thirds of respondents in Cyprus (74%), Germany and Belgium (both 68%); between 18% and 32% of interviewees in these countries never considered studying abroad. In sharp contrast, less than a third of students in Poland and Croatia intended to pursue part of their studies in a different country (24% --29 percentage points below the average for all countries -- and 32%, respectively); a majority of 68% in Croatia and of 62% in Poland never planned to study abroad. Other examples of countries where the intentions to study abroad were quite low were Sweden (36%) and Romania (42%).

### Planning to study abroad



Q4. Are you planning to pursue part of your studies in another country?

%, Base: all respondents, by country

#### 4.1.2 Planning to study abroad; socio-demographic analysis

The answers on whether respondents had planned, or not, to pursue part of their studies in another country varied significantly by socio-demographic segments. Younger students and those who had spent fewer years in higher education were more likely to be **planning to pursue part of their studies in a foreign country**: 43% of the 18-20 year-olds vs. 30% of those aged 23-24 and 21% of the over 25 year-olds; 44% of those who had completed one year vs. 27% of those who had completed four years and 21% of those who had completed five years or more. Bachelor/first cycle degree students were also likely to say they planned to study abroad (27%) vs. 11%-28% of all other types of student.

The older students were more liable to say they had **already studied in another country** (for example; 15% of those over 24 vs. 2% of those aged 18-20). Bachelor level respondents were the least likely to have been abroad for higher education purposes (5% vs. 8%-20% among all other types). Considering the period of time spent in higher education, the greater the number of years completed, the more likely was the respondent to have already studied abroad (16% for over five years completed vs. 3%-12% of all other students).

Respondents' plans to pursue part of their studies in another country also varied by **field of study**. For example, language students were more liable than their counterparts to have planned studies abroad (45% vs. 27%-39% of all other fields) or to have already studied abroad (13% vs. 6%-9% of all other fields). The respondent's area of study did not seem to have much influence on their decision to abandon plans to study in a foreign country; exceptions were medical and language students (both 8%), whereas students in all other fields were in the range 10%-12%. Students following health studies (e.g. nursing qualifications) and teacher training courses were those most likely to say they had never considered studying abroad (48%-50% vs. 27%-45% in all other fields).

For more details, please see Table 17b in the Annex.

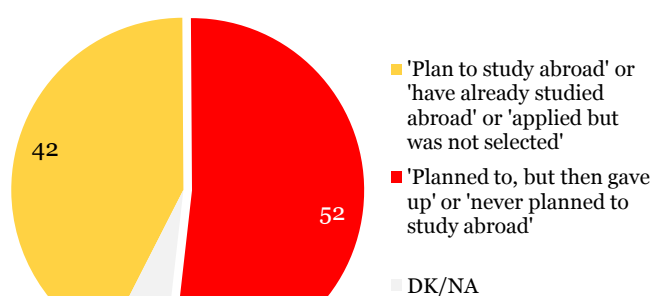
#### 4.1.3 Obstacles to the ambition of studying abroad

Interviewees who had abandoned their plans to study in another country and those who had never planned to do so were asked whether various issues – such as a lack of funds, language barriers, recognition difficulties, etc. – had represented obstacles to any plans they may have had to study abroad.

The most frequently mentioned obstacle was a **lack of funds**: a majority of 61% of those who abandoned plans to study abroad or who had never thought of taking such a course of action said lack of funds had been a *very big or big obstacle* to their ambition to pursue part of their higher education in another country (30% said a lack of funds had been a *very big obstacle*; 31% said it had been a *big one*). Roughly a third of respondents considered that the absence of financial means was a *small obstacle or no obstacle at all* (36%).

Somewhat behind in importance (23 percentage points) **language barriers** represented the second most frequently mentioned obstacle to any ambitions to study abroad: overall, 38% of students

**Planning to study abroad**



Q4. Are you planning to pursue part of your studies in another country?  
%, Base: all respondents

mentioned language barriers as an obstacle - 15% saw this as a *very big obstacle* and 23% felt it was a *big obstacle*. Two-thirds (59%) of students who had either given up or not considered studying abroad said language barriers represented a *small obstacle or no obstacle at all*.

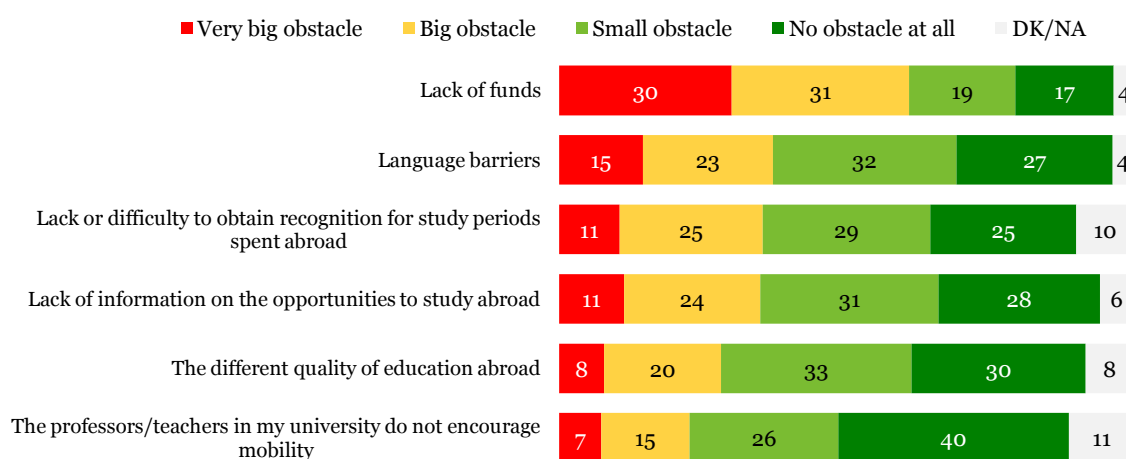
**Difficulties in obtaining recognition for study periods spent abroad** (36%) as well as a **lack of information about opportunities to study abroad** (35%) were *very big or big* impediments for approximately one-third of respondents. The above-mentioned two issues represented a *small obstacle or not an obstacle at all* for, respectively, 54% and 59% of students. One in 10 students who abandoned their plans to study abroad or who had never planned to do so could not say if the recognition of study programs had been an obstacle (10%).

Roughly a quarter (28%) of students who were asked this question saw the **different quality of education abroad** as an *obstacle* (8% perceived it as a *very big obstacle*; 20% as a *big one*). Six out of 10 respondents considered that the different quality of education abroad was just a *small obstacle or not an obstacle at all* to their aim of studying in a foreign country (63%).

Students in higher education with no plans of going abroad for educational purposes (because they had abandoned the idea or because they had never planned to do so) least frequently blamed their professors/teachers for not encouraging them to follow such a path. For example, overall, just one in five respondents (22%) said that **their university professors had not encouraged mobility** and that this had been a *very big or big obstacle* to their ambition to study abroad, while two-thirds said this had been a *small obstacle or no obstacle at all* (66%). One in 10 students (11%) could not say if this had been the case.

Slightly over half of respondents who had never planned to study in another country, or who had abandoned such plans, said any of the issues had been a “very big obstacle” to their ambitions (54%). A quarter of respondents from the above-mentioned group considered one of the six issues in the survey to be a very big obstacle (26%), 12% said two of these issues had been very big barriers to their goal of taking courses in a different country, and 9% mentioned three or more.

### Obstacles to the ambition of studying abroad

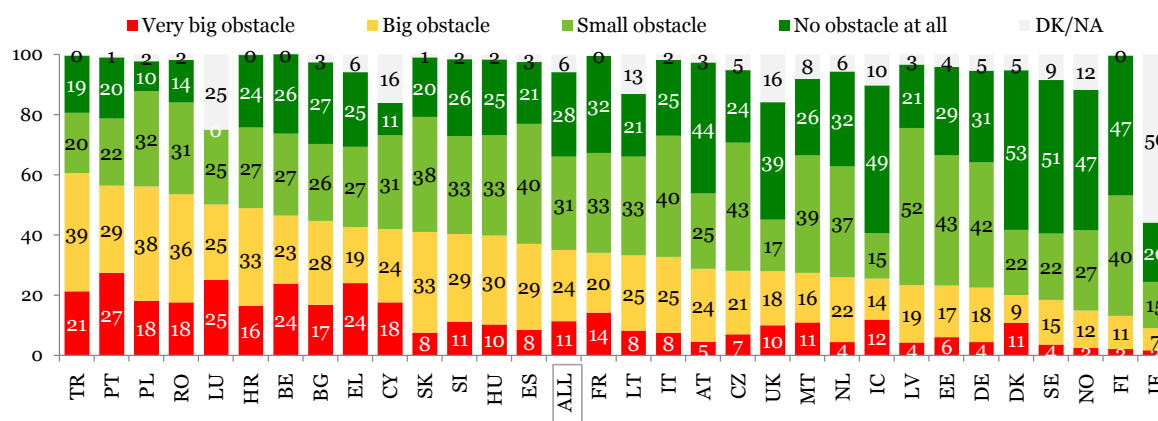


**Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?**  
%, Base: who planned to, but then gave up or who never planned to study abroad

Comparing country results, students in Turkey led the pack in considering that a lack of opportunities to study abroad, difficulties related to recognition of study periods spent abroad, language barriers and a lack of encouragement from their professors were all serious obstacles to their plans to study abroad. On the other hand, no students in Luxembourg saw the different quality of education abroad, language barriers or professors who did not encourage mobility as obstacles to studying in a different country.

Over half of the students who abandoned their idea of studying abroad or who had never planned to take this option in Turkey (60%), Portugal and Poland (both 56%), and Romania (54%) said the **lack of information about opportunities to study abroad** had been a *very big or big obstacle* to them. On the other hand, less than one in five respondents in Ireland (9%), Finland (13%), Norway (14%) and Sweden (19%) saw this as an obstacle (*very big or big*). Lack of information was *not at all an obstacle* for approximately half of respondents in Denmark (53%) and Sweden (51%).

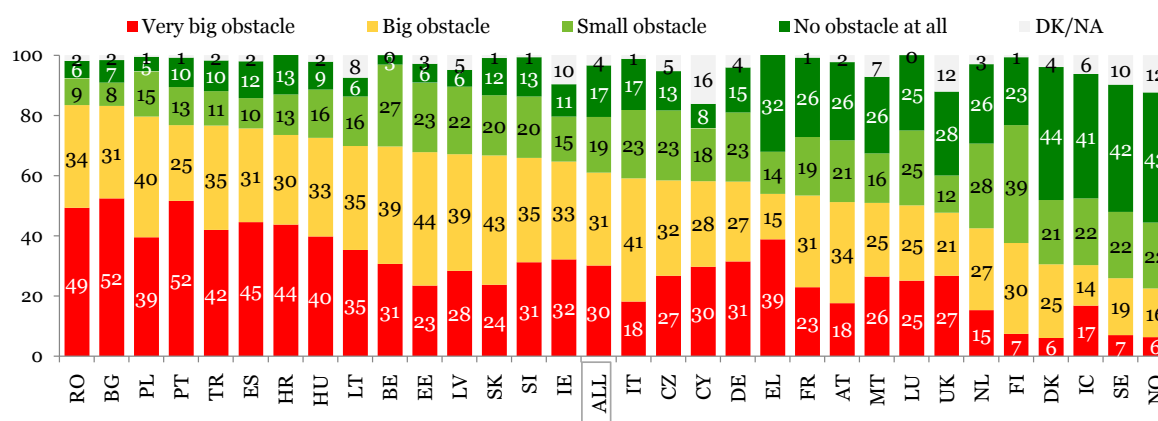
### Lack of information on the opportunities to study abroad



Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?  
%, Base: who planned to, but then gave up or who never planned to study abroad, by country

Considering all six issues that could be obstacles, we observed the largest variation between individual countries in regard to a lack of funds and language barriers (bearing in mind that the ratios of those who said that these two represented a very big or big obstacle, differences between countries reached 61 percentage points). For example, in Romania and Bulgaria, 83% of students who abandoned their plans to study in another country or who had never had such plans said a **lack of funds** represented a *very big or big obstacle*; on the other hand, just 22% of such students in Norway had a similar problem. Apart from Romania and Bulgaria, Poland recorded the third highest overall ratio of respondents mentioning financial restraints (79%). Half of such students in Bulgaria and Portugal said a lack of funds was a *very big obstacle* to the idea of taking courses in another country (both 52%). After Norway (22%), the least likely to mention a lack of funds as a *very big or big* impediment to their ambition of studying abroad were students in Sweden (26%), Iceland and Denmark (both 31%). The highest proportion of those who could not or would not say if funding was a problem for them was seen in the Czech Republic (16%).

### Lack of funds

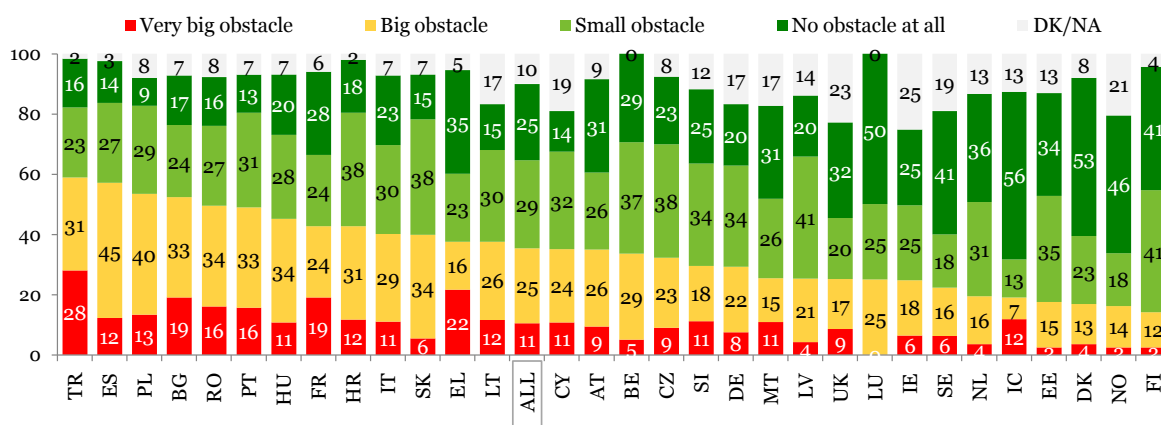


Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?  
%, Base: who planned to, but then gave up or who never planned to study abroad, by country



In 5 of the 31 countries surveyed, we saw that for half or more of students without plans to study abroad (because they abandoned them or never had any), the **lack or difficulty to obtain recognition for study periods spent abroad** was a *very big or big obstacle*; these countries were Turkey (59%), Spain (57%), Poland (53%), Bulgaria (52%) and Romania (50%). At least three-quarters of respondents in Finland (82%), Denmark (76%), and Luxembourg (75%) said recognition for study periods in a foreign country was a *small obstacle or not an obstacle* at all. The highest ratios of interviewees who didn't know how to evaluate the issue of recognition as an obstacle were seen in Ireland (25%), the UK (23%) and Norway (21%).

### Lack or difficulty to obtain recognition for study periods spent abroad

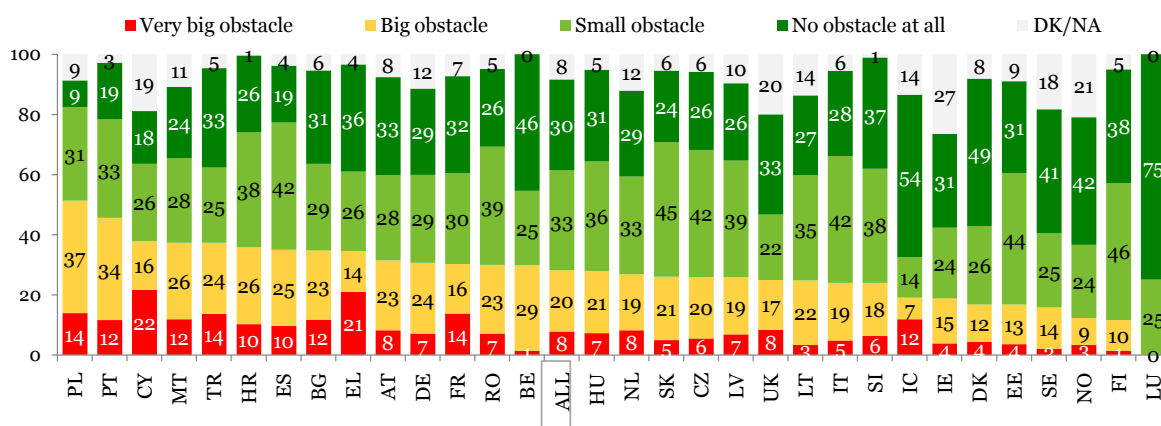


Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?

%, Base: who planned to, but then gave up or who never planned to study abroad, by country

In all countries but one (Poland), less than half of such students considered **the different quality of education abroad** to be a *very big or big obstacle* to their hopes of studying abroad. For example, the lowest proportions of those who mentioned varying qualities of education as a (*very big or big*) obstacle were recorded in Luxembourg (0%), Finland (11%) and Norway (21%); the highest such ratios were seen – besides Poland – in Portugal (46%), Cyprus, Malta and Turkey (all 38%). Students in Poland were the most likely to see this particular issue as a *very big or big obstacle* (51%).

### The different quality of education abroad



Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?

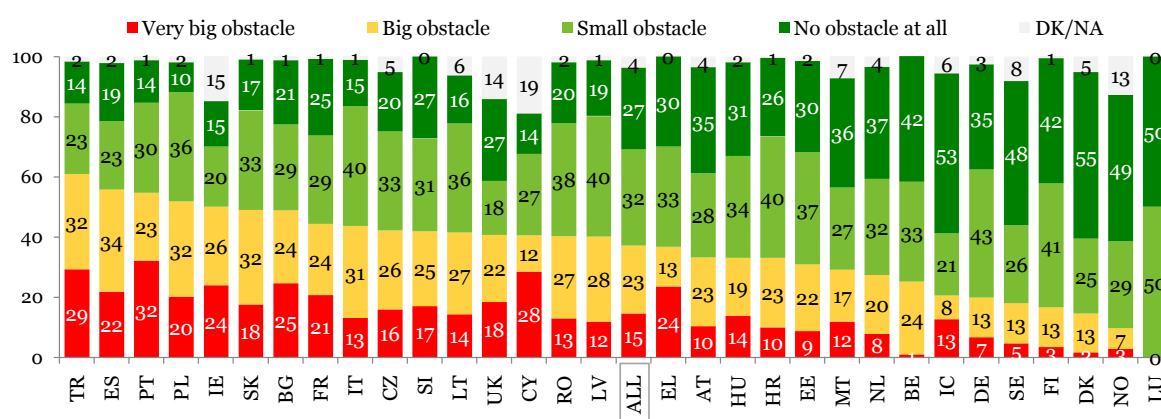
%, Base: who planned to, but then gave up or who never planned to study abroad, by country

As mentioned earlier, the largest variations between countries concerned the issue of **language barriers** (and a lack of funds). There was a difference of 61 percentage points between the highest and lowest ratios of students who declared that language difficulties represented a *very big or big obstacle* to their ambition of studying in another country (the highest rate in Turkey: 61% vs. the lowest in

Luxembourg: 0%). Besides Turkey, other countries in which the majority of respondents pointed out language barriers as a (*very big or big*) obstacle were Spain (56%), Portugal (55%), Poland (52%) and Ireland (50%). On the other hand, less than a fifth of those respondents who abandoned/never had the idea of studying abroad noted language difficulties as a *very big or big* obstacle in Luxembourg (0%), and all of the Nordic countries - Norway (10%), Denmark (15%), Finland (16%) and Sweden (18%).

Between a quarter and a third of such students in Bulgaria (25%), Cyprus (28%), Turkey (29%) and Portugal (32%) emphasised that language-related problems prevented them studying abroad (language was a *very big obstacle*). This was not the case in Denmark, Iceland and Luxembourg: roughly half of them found *no obstacle at all* related to language (55%, 53%, and 50%, respectively). Students in Cyprus (19%) and the UK (14%) were the most likely not to say if language barriers had been an obstacle.

### Language barriers



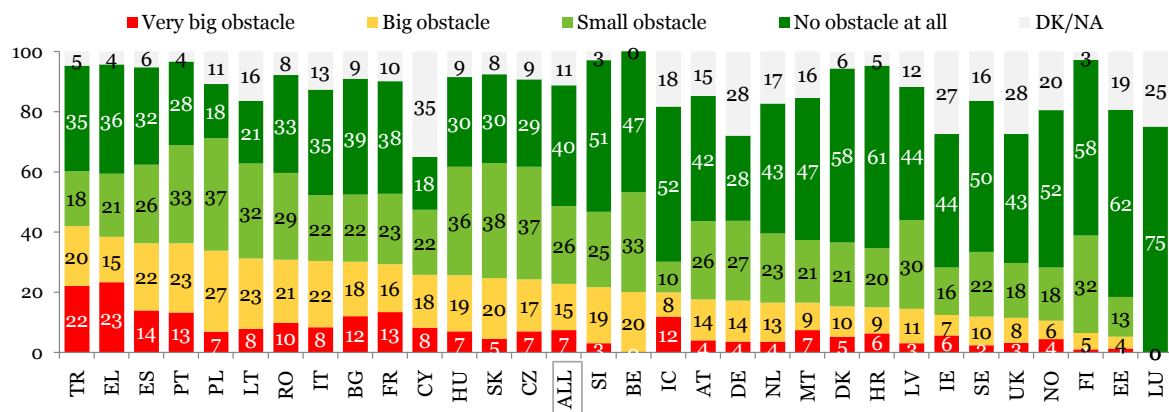
Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?  
%, Base: who planned to, but then gave up or who never planned to study abroad, by country

The ratio of those who said that **a lack of encouragement to study abroad by their university professors** had been a *very big or big impediment* to their hopes of studying in a foreign country ranged from no respondents in Luxembourg to 42% in Turkey: the lowest variation between countries considering all of the six issues surveyed. In Greece (38%), Spain and Portugal (both 36%) we also found high proportions of respondents who considered a lack of encouragement from professors as a *very big or big obstacle*.

For more details, please see Tables 18-23b in the Annex.



### The professors/teachers in university do not encourage mobility



Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad?  
%, Base: who planned to, but then gave up or who never planned to study abroad, by country

The results show that two-thirds of students did not think that a lack of encouragement from professors had been an obstacle (big or very big) to their ambitions to study abroad. One in 10 did not answer and one in five (22%) did feel that had been an obstacle.

The country results showed that students in southern (European) countries (Turkey, Spain, Portugal and Greece) saw a lack of professorial encouragement as a big obstacle (36%-42%), while Finland, Croatia, Denmark and Belgium all had 79%-90% of students seeing little or no obstacle. It should be noted though that in Germany, Cyprus, the UK and Ireland, from 27%-35% of students did not answer the question.

Other results were that 1 in 8 (13%) of students over 25 and the same number of medical and nursing students did not answer (vs. 11% of students in the EU on average). Just over a quarter (26%) of engineering students thought that this had been a major obstacle (vs. 22% of students in the EU on average). Finally, almost three-quarters of language students (72%) had seen no major obstacle relating to a lack of encouragement from professors (vs. 66% of students in the EU overall).

Conclusion: students in the EU saw a lack of encouragement from professors as the least obstacle to studying abroad (of the six possible factors mentioned) – just one in five agreed that it was a barrier. More students in southern countries mentioned the lack of encouragement as a barrier, as did engineering students across the EU to an extent. Note, however, that students were not asked if professors did actually offer encouragement to study abroad.

As discussed in this subchapter, students who abandoned their plans to study in another country or who had never planned to study abroad were asked whether six different issues – such as lack of funds, language barriers, recognition difficulties, etc. - represented obstacles to their ambition of studying abroad. Examining the data by different socio-demographic segments, we saw several patterns.

The impact of **age** on the opinions as to whether a *lack of encouragement to study abroad on the part of professors* was an obstacle was not as high (20%-25% for all age groups) as was the case in the other issues surveyed. For all other issues, the over 25 year-olds were significantly less likely than their counterparts to think that they had difficulties (e.g.: 51% thought lack of funds was a problem vs. 62%-65% for all other age groups).

*Scarcity of information about the opportunities to pursue higher education studies in another country* was seen as a very big or big obstacle most frequently by **part-time students at the Masters level**, and least frequently by those studying at a Doctorate level (39% and 30%, respectively). In addition, respondents who were part-time Masters students were more likely than other types of students to see

a *lack of funds*, the *different quality of education abroad*, and *language barriers* as very big or big barriers to their intention to study abroad (e.g. 47% said language barriers represented a serious obstacle vs. 27%-39% for all other types of student).

Results by **field of study** showed that engineering students were often more likely than other students to agree that *lack of information about the possibilities of studying abroad* and a *lack of funds* represented very big or big obstacles to their ambition to study abroad; this was particularly true in comparison with medical students: 39% of engineering students indicated a lack of information as a problem vs. 29% of medical students; 65% of engineering students noted a lack of funds vs. 55% of medical students. Medical and law students more frequently mentioned that *recognition issues* prevented them from going to another country to study (40%-41% vs. 32%-37% of students in all other fields). The *different quality of education abroad* was seen as a very big or big barrier by medical and engineering students (32%-34% vs. 24%-29% of students in all other fields). Engineering students and those in other hard sciences were more likely than most of their counterparts to say *language barriers* represented an obstacle to studying abroad (41% vs. 23%-39% of students in all other fields). As for the role of professors (not giving sufficient encouragement), there were fewer differences; for example, the highest such variation was noted between language and engineering students: 18% and 26%, respectively, of these students considered that a lack of encouragement from their professors had had an impact on their plans to study in another country.

For more details, please see Tables 18-23b in the Annex.

**Table 4. Obstacles to the ambition of studying abroad (% sum of “very big obstacle” and “big obstacle” by socio-demographic variables)**

<i>Base: those who planned to but then gave up, or those who had never planned to study abroad</i>	Lack of information on the opportunities to study abroad	Lack of funds	Lack or difficulty to obtain recognition for study periods spent abroad	The different quality of education abroad	Language barriers	The professors / teachers in my university do not encourage mobility
<b>ALL</b>	35	61	35	28	37	23
<b>AGE</b>						
18 - 20	37	64	37	31	41	22
21 - 22	38	65	38	30	39	25
23 - 24	36	62	36	29	38	23
25 +	28	51	31	23	31	20
<b>LEVEL OF STUDY</b>						
Bachelor/first cycle	36	62	35	29	39	23
Master/second cycle	34	60	37	27	35	23
Doctorate/third cycle	30	57	35	29	27	25
Part-time/further education at BA-level	35	65	33	28	39	23
Part-time/further education at MA-level	39	71	37	37	47	25
<b>NUMBER OF FINISHED YEARS</b>						
1	34	61	34	30	38	22
2	37	64	36	30	39	22
3	36	63	37	28	39	23
4	34	59	35	26	35	22
5+	32	55	33	26	32	25
<b>FIELD OF STUDY</b>						
Engineering	39	65	37	32	41	26
Business and economic studies	35	63	36	29	39	23
Languages	37	61	34	26	23	18
Law	33	56	40	28	34	24
Teacher training	34	61	37	25	35	21
Medical Studies	29	55	41	34	35	25
Health studies incl. Nursing	34	58	32	26	36	21
Other social sciences	37	60	35	29	36	24
Other hard sciences	35	63	33	24	41	20
Other humanities	31	58	32	26	36	19

**Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad:**

#### 4.1.4 Recognition of short study periods abroad

Students in higher education in the surveyed countries were asked about the recognition of short study periods in a different country. Two-thirds of respondents *strongly agreed or rather agreed* that such periods of study were in most cases fully recognised by the home university upon return (67%). One-fifth of students *disagreed* (20%) and one in seven (14%) couldn't say if there were problems with recognition of temporary study periods abroad.

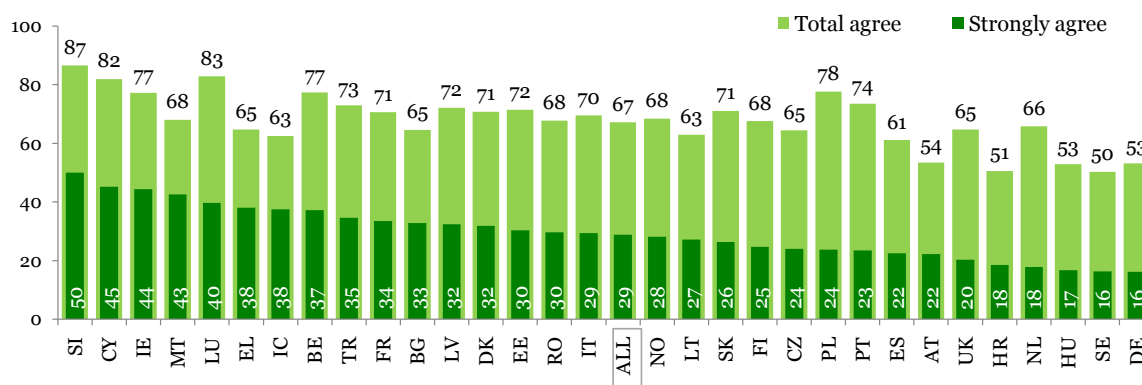
In all countries, at least half of higher education students believed that short study periods abroad were in most cases fully recognised by their home universities upon return. The lowest figures in agreement (strongly or rather agreed) were seen in Sweden (50%), Croatia (51%), Hungary and Germany (both 53%) and Austria (54%). Respondents in Slovenia were the most likely to agree that the recognition of courses taken abroad was not a problem (87%), followed by students in Luxembourg (83%) and Cyprus (82%).

#### Recognition of short study periods abroad



Q6. How much would you agree or disagree with the following statements?  
%, Base: all respondents

#### Short study periods abroad are in most cases fully recognised by the home university upon return



Q6. How much would you agree or disagree with the following statements?  
Base: all respondents  
%, "Total agree" = "Strongly agree" + "Rather agree", by country

An examination of the "strongly agree and rather agree" responses by socio-demographic groups showed that, within age groups, students aged 18-20 were more convinced of the home university's recognition of short study periods abroad (70% vs. 64% of the over 25 year-olds). A similar trend was seen between part-time students in further education at the Bachelor degree level with their counterparts in full-time education (59% vs. 67%-70% of all full-time students). Language students were the most likely to state that there were no problems with short study periods in another country as they were fully recognised upon return by the home university (74% vs. 64%-70% of students in all other fields).

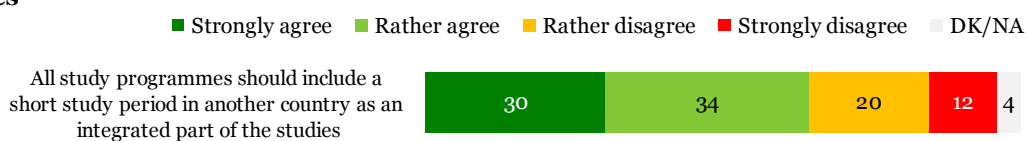
For more details, see Table 24b in the Annex.

#### 4.1.5 Inclusion of a short study period in another country as an integrated part of studies

The inclusion of a short study period in another country integrated into all study programmes was supported by a majority of 64% (*strongly agreed or rather agreed*) of students in higher education. Approximately 3 in 10 respondents *disagreed* (32%).

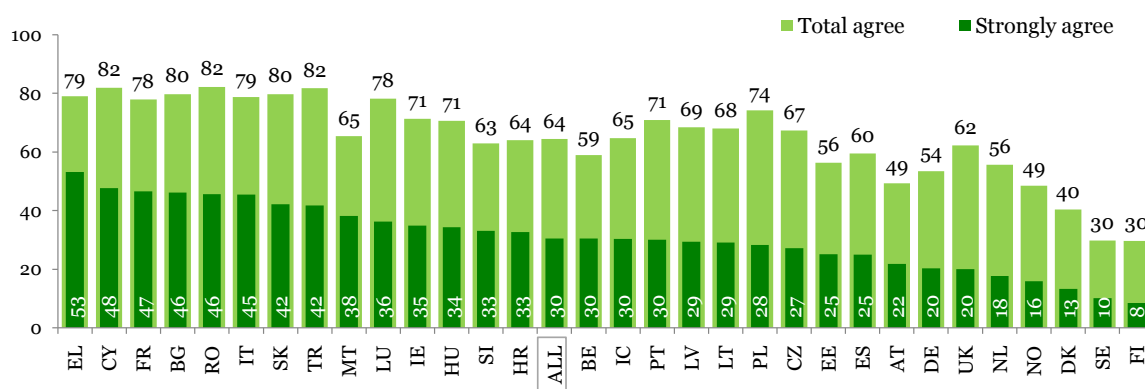
The country data showed that while approximately four in five students in Romania, Cyprus and Turkey (all 82%), Bulgaria and Slovakia (both 80%) strongly or rather agreed that all study programmes should include integrated courses abroad, only 3 in 10 respondents in Finland and Sweden (30%) and two out of five in Denmark agreed (40%).

##### Inclusion of a short study period in another country as an integrated part of the studies



Q6. How much would you agree or disagree with the following statements?  
%, Base: all respondents

##### All study programmes should include a short study period in another country as an integrated part of studies



Q6. How much would you agree or disagree with the following statements?  
Base: all respondents  
%, "Total agree" = "Strongly agree" + "Rather agree", by country

An analysis of the “strongly agree and rather agree” answers by socio-demographic segments showed few variations worthy of mention. Students over 24 were less likely than younger ones to support such an idea (58% vs. 65%-68% of all other age groups). Students following courses in health studies (i.e. nursing) were the least likely to consider that their studies should include short periods of education in a foreign country (56% vs. 72% of language students).

For more details, see Table 25b in the Annex.

## 4.2 ECTS credit points

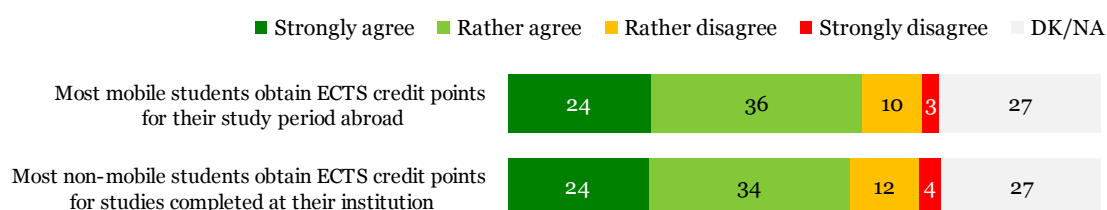
The European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study attainment and performance of higher education students across the EU and other collaborating European countries. ECTS credits are awarded for successfully completed studies. “In most cases,

student workloads range from 1,500 to 1,800 hours for an academic year, and one credit corresponds to 25-30 hours of work.”<sup>1</sup>.

The present survey asked all respondents about ECTS credit points and whether or not they could be obtained by both “mobile” and “non-mobile” students. There were very few differences in the overall opinions about the two statements.

Six out of 10 interviewees (60%) *strongly agreed or rather agreed* that **most mobile students obtained ECTS credit points for their study period abroad** and 58% *agreed* that **most non-mobile students obtained ECTS credit points for studies completed at their institution**. Approximately a quarter of respondents did not know whether they agreed or disagreed with the two above-mentioned statements (27% in both cases).

### ECTS credit points



Q6. How much would you agree or disagree with the following statements?  
%, Base: all respondents

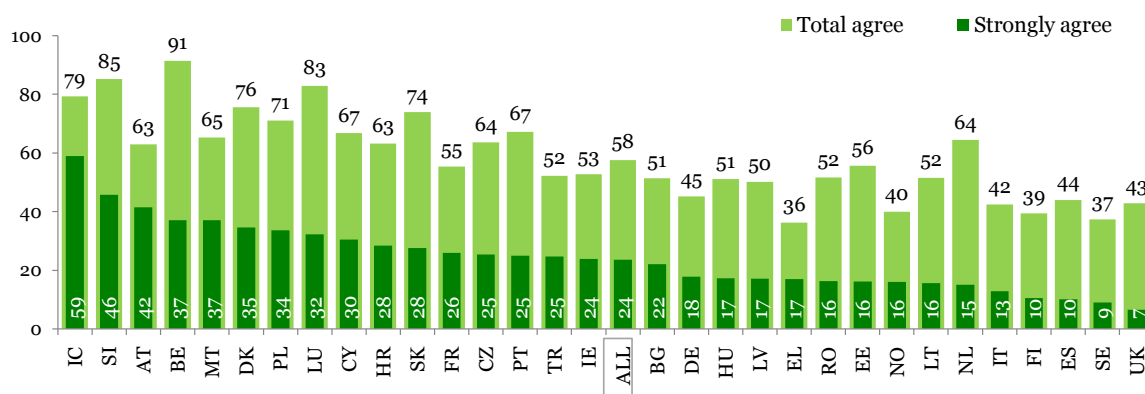
Focusing on the *strongest* support for the two statements under consideration we found a greater variation between individual countries in regard to the proposition that “most non-mobile students obtain ECTS credit points for studies completed at their institution” compared to “most mobile students obtain ECTS credit points for their study abroad period” (the differences between the highest and lowest ratios were 52 and 42 percentage points, respectively). For example, while more than two-fifths of students in Iceland (59%), Slovenia (46%) and Austria (42%) *strongly agreed* that ECTS credit points were gained for studies completed at the home institution, less than 1 in 10 interviewees in the UK (7%) and Sweden (9%) had a similar opinion. The same two countries – Sweden and the UK (in this case with the same percentages) - showed the least support for the statement that referred to the possibility of obtaining ECTS credit points for study periods in another country; Belgium (49%), Iceland and Malta (both 44%), and Slovenia (41%) were the countries with the highest levels of strong agreement.

Students in Belgium, Slovenia and Luxembourg were the most likely to strongly or rather agree with both statements. For example, 91% of students in Belgium, 85% in Slovenia and 83% in Luxembourg agreed that most non-mobile students obtained ECTS credit points for studies completed at their HEI, and over three-quarters of interviewees in those countries (strongly or rather) agreed that most mobile students obtained ECTS credit points for their study periods abroad (95% in Belgium, 85% in Slovenia and 84% in Luxembourg).

The lowest ratios of those who stated that ECTS credit points could be obtained for studies completed at their own institution were found in Greece (36%), Sweden (37%) and Finland (39%). Less than half of respondents in several countries agreed that most mobile students obtained credit points for courses taken in another country: Sweden (39%), Germany and Spain (both 42%), Norway, the UK and Greece (all 45%), Finland and Italy (both 48%)

<sup>1</sup> Source: [http://ec.europa.eu/education/lifelong-learning-policy/doc48\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm)

### Most non-mobile students obtain ECTS credit points for studies completed at their institution

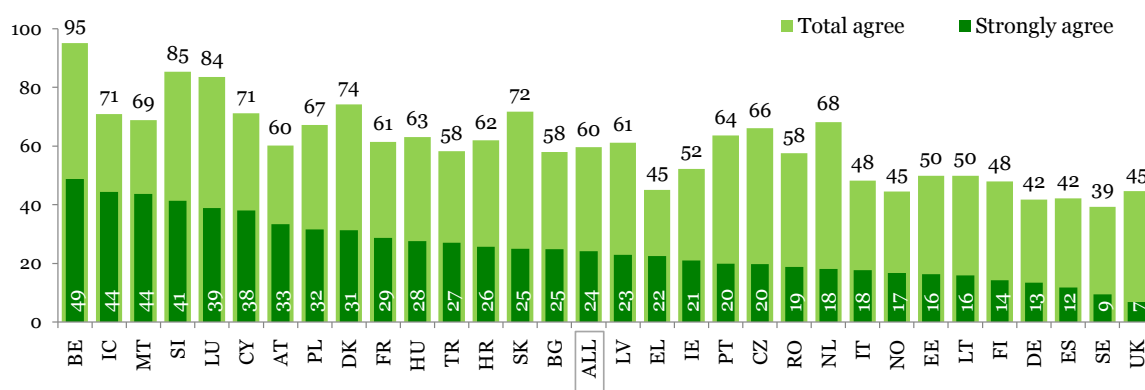


Q6. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

### Most mobile students obtain ECTS credit points for their study period abroad



Q6. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

A socio-demographic analysis of the “strongly agree and rather agree” responses, showed that, in regard to **age**, 23-24 year-old students were more likely than the over 24 year-olds to agree that *most mobile students obtained ECTS credit points for their studies abroad* (62% vs. 56% of the over 24 year-olds), and that *most non-mobile students obtained ECTS credit points for studies completed at their institution* (60% vs. 55% of the over 24 year-olds).

The least likely to believe that ECTS credit points could be obtained for both studies in another country and at home were **part-time Bachelor level students** (49% felt that ECTS credit points could be gained for studies abroad: vs. 58%-65% for all other types of students; 52% thought that ECTS credit points could be obtained for studies completed at home vs. 57%-60% of all other types of student).

For more details, see Tables 26b and 27b in the Annex.



## 5. Cooperation of universities and businesses and entrepreneurship in higher education

As specified in the final report<sup>2</sup> for the *Best Procedure Project* conducted by the European Commission's Expert Group, Europe needs to stimulate the entrepreneurial mindsets of young people in order for the Lisbon strategy for growth and employment to succeed. The role of education in promoting more entrepreneurial attitudes and behaviour is now widely recognised. The 46 Bologna signatory countries, which met in London in May 2007, recommended greater university-employer collaboration in the fields of innovation and knowledge transfer.

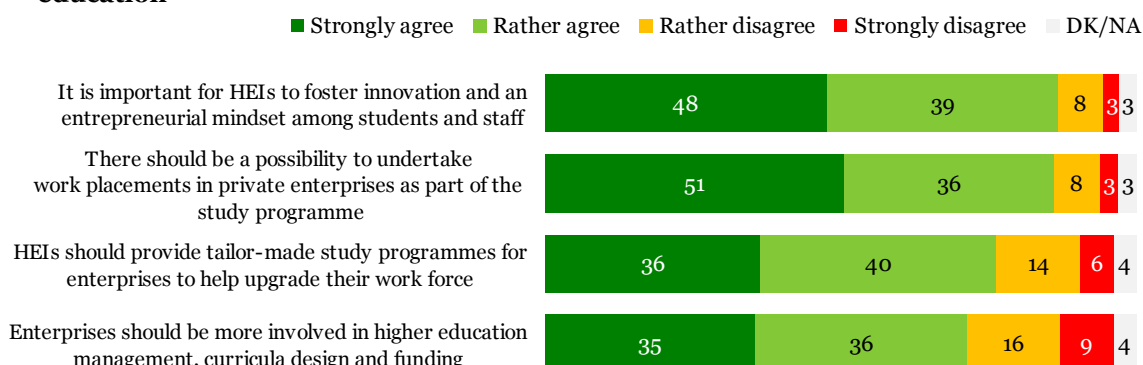
This survey, therefore, asked higher education students how much they would agree with several statements about the cooperation of universities and businesses in the area of entrepreneurship in higher education. More precisely, it asked about:

- the possibility to undertake work placements in private enterprises as part of a study programme
- the importance of fostering innovation and an entrepreneurial mindset among students and staff
- the provision of tailor-made study programmes for enterprises
- greater involvement of enterprises in the higher education system.

A large majority of 87% of surveyed respondents (strongly or rather) *agreed* that **it was important for HEIs to foster innovation and an entrepreneurial mindset among students and staff**, and that **there should be a possibility to undertake work placements in private enterprises as part of a study programme**. Overall, just 1 in 10 students in higher education *disagreed* with these two statements (both 11%). Half of those interviewed *strongly* supported the idea of work placements in private enterprises as part of their courses (51%).

Three-quarters of interviewees (strongly or rather) *agreed* that **HEIs should provide tailor-made study programmes for enterprises to help upgrade their workforce** (76%), and one-fifth of respondents *disagreed* (20%). Of the four issues surveyed, respondents were least likely to *agree* that **enterprises should be more involved in higher education management, curricula design and funding** (71%). A quarter of interviewees *disagreed* with such an opinion, and 4% did not say whether they were in favour or not.

### Cooperation of universities and businesses and entrepreneurship in higher education



Q6. How much would you agree or disagree with the following statements?  
%, Base: all respondents

<sup>2</sup> Source: Best Procedure Project: "Entrepreneurship in higher education, especially in non-business studies". Final Report of the Expert Group (Final version March 2008) - European Commission, Enterprise and Industry Directorate General.

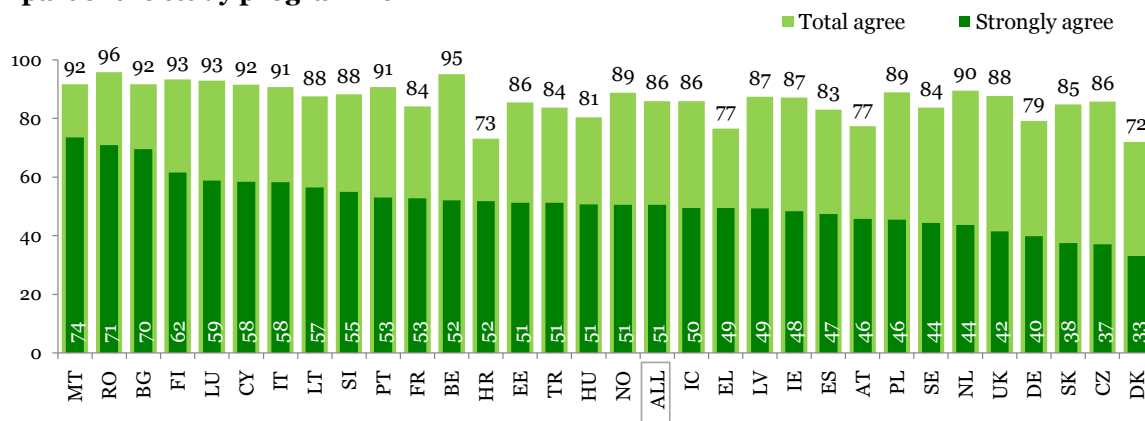


## 5.1 The possibility to undertake work placements in private enterprises as part of the study programme – by country

Students in Romania (96%), Belgium (95%), Finland and Luxembourg (both 93%) were the most likely to be in favour of the possibility of undertaking work placements in private enterprises as part of their course. On the other hand, students in Denmark (72%), Croatia (73%), Greece and Austria (both 77%) and Germany (79%) were less convinced.

In all countries, at least a third of higher education students *strongly agreed* that work placements in private enterprises as part of their course would be beneficial. Support for this idea reached 7 in 10 respondents in Malta (74%), Romania (71%) and Bulgaria (70%). Examples of countries where a smaller proportion *strongly* supported such an idea were Denmark (33%), the Czech Republic (37%) and Slovakia (38%).

**There should be a possibility to undertake work placements in private enterprises as part of the study programme**



Q6. How much would you agree or disagree with the following statements?

Base: all respondents

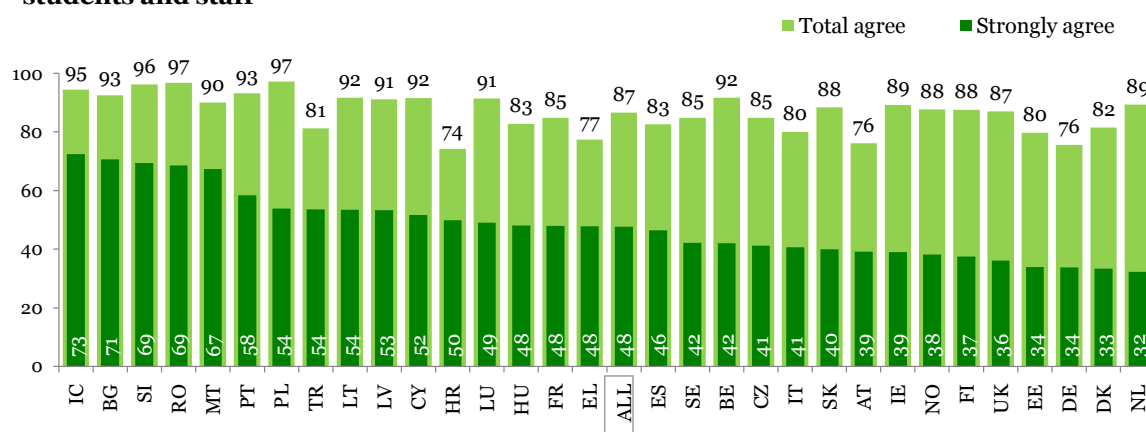
%, "Total agree" = "Strongly agree" + "Rather agree", by country

## 5.2 The importance of fostering innovation and an entrepreneurial mindset among students and staff – by country

Considering the "total agree" ratio, for the four statements, the smallest variation between countries was seen in regard to the question concerning the importance of HEIs fostering innovation and an entrepreneurial mindset among students and staff: a 23 percentage point difference between countries with the highest and the lowest level of agreement (the highest: 97% in Poland and Romania vs. the lowest: 74% in Croatia). As well as respondents in Poland and Romania, students in Slovenia (96%), Iceland (95%), Portugal and Bulgaria (both 93%) gave high levels of support to the need to foster innovation and entrepreneurial mindsets.

An examination of the proportions of those who were very much in favour of an entrepreneurial education showed a different hierarchy of countries. For example, those students least likely to *strongly agree* that it was important for HEIs to foster innovation and an entrepreneurial mindset were found in the Netherlands (32%), Denmark (33%), Germany and Estonia (both 34%). In contrast, Iceland (73%), Bulgaria (71%), Slovenia and Romania (both 69%) and Malta (67%) had the highest levels of *strong agreement* in favour of fostering innovation and an entrepreneurial mindset.

### It is important for HEIs to foster innovation and an entrepreneurial mindset among students and staff



Q6. How much would you agree or disagree with the following statements?

Base: all respondents

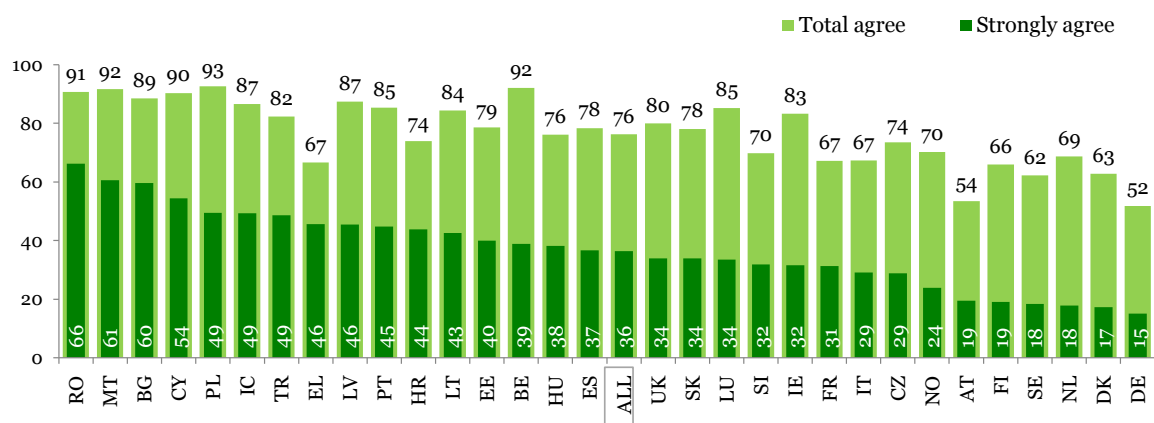
%, "Total agree" = "Strongly agree" + "Rather agree", by country

### 5.3 Provision of tailor-made study programmes for enterprises, to help upgrade their work force – by country

Students in Poland (93%), Belgium and Malta (both 92%), Romania (91%) and Cyprus (90%) were most in favour of providing tailor-made study programmes for enterprises to help upgrade their workforces. At the other end of the distribution were Germany and Austria, where only half of the students were in agreement (52% and 54%, respectively).

While two out of three respondents in Romania (66%) were *strongly* in favour of helping enterprises to upgrade their workforce through tailor-made courses, just 15% of students in Germany strongly backed this approach; these results showed a large variation of 51 percentage points between individual countries. In addition to Germany (who also had lowest "total agree" ratio), less than one in five interviewees in Denmark (17%), the Netherlands and Sweden (both 18%), Finland and Austria (both 19%) *strongly agreed* that HEIs should provide tailor-made study programmes for enterprises. In contrast, besides Romania, more than half of students in Malta (61%), Bulgaria (60%) and Cyprus (54%) *strongly believed* in the approach.

### HEIs should provide tailor-made study programmes for enterprises to help upgrade their work force



Q6. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

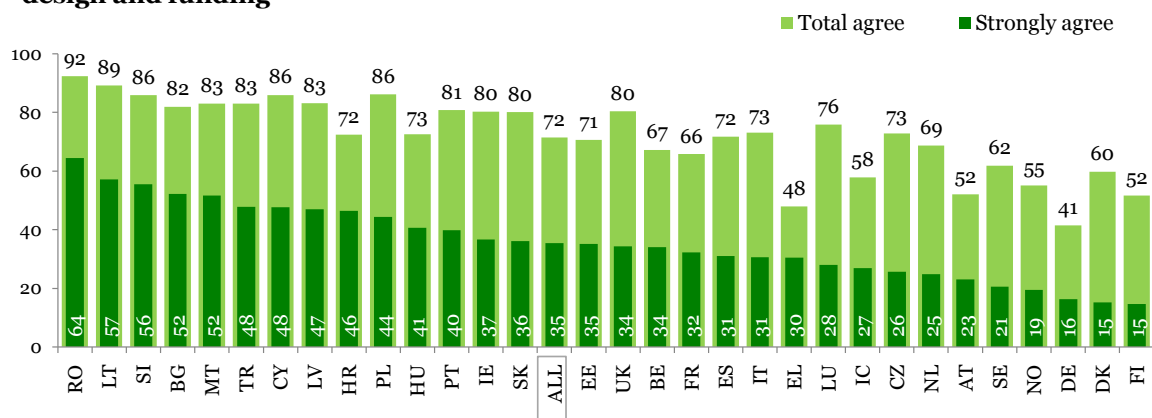
## 5.4 The involvement of enterprises in higher education management, curricula design and funding – by country

In both cases – whether we looked at the “total agree” or “strongly agree” ratios - the greatest differences between individual country results were seen when we asked whether enterprises should be involved in the higher education system (a 51 percentage points difference in both cases). No matter which ratios were considered, students in Romania were the most supportive of the idea that enterprises should be more involved in higher education management, curricula design and funding (92% “strongly or rather agreed”; 64% “strongly agreed”). On the other hand, interviewees in Germany were among those who were the least supportive of such an opinion: 41% “strongly or rather agreed”, and only 16% “strongly agreed” with this concept.

The least likely to be *strongly* in favour of an increased role of enterprises in the higher education system were students in Finland and Denmark (both 15%). At the opposite end of the spectrum, close to Romania, were Lithuania (57%), Slovenia (56%), Bulgaria and Malta (both 52%) with approximately half, or slightly more, of students *strongly* backing such a role for enterprises.

Considering the “total agree” proportions, high ratios of interviewees who were convinced about the benefits of an active role for enterprises were found – in addition to Romania - in Lithuania (89%), and Poland, Cyprus and Slovenia (all 86%). Besides Germany, less than half of students in Greece (strongly or rather) supported the greater involvement of enterprises in the higher education system (48%).

### Enterprises should be more involved in higher education management, curricula design and funding



Q6. How much would you agree or disagree with the following statements?

Base: all respondents

%, "Total agree" = "Strongly agree" + "Rather agree", by country

## 5.5 Analysis by socio-demographic segments

The socio-demographic analysis of the “strongly agree and rather agree” ratios showed that **part-time Bachelor degree students** were less convinced than those studying at the Doctorate level and those in part-time Masters degree courses that the objective of *fostering innovation and an entrepreneurial mindset among students and staff* was important (84% vs. 89% of students at the Doctorate level or part-time Masters students). A *greater role for enterprises* in the higher education system was favoured by more Bachelor level students than those at the Masters level (73% and 69%, respectively).

Compared to students in fields of other humanities studies, those in the area of business and economic studies gave more support to the idea that *HEIs should provide tailor-made study programmes for*

*enterprises to help upgrade their workforces* (80% vs. 70% of those in the field of humanities). The opinions on the *role of enterprises* in the higher education system varied a good deal by field of study; for example, engineering students were more in favour of an active role for enterprises compared to respondents in the fields of languages, medical studies and other humanities (79% of engineering students vs. 65% in the other three mentioned fields of study).

For more details, see Tables 28-31b in the Annex.

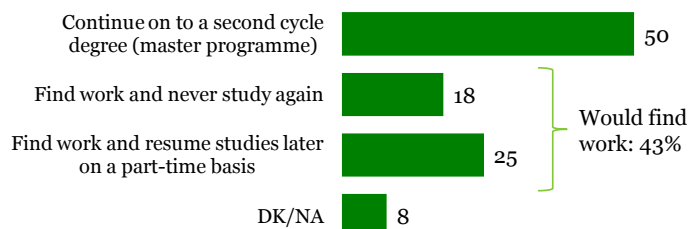
## 6. Plans after graduation

In conclusion, the survey asked Bachelor and Masters level students about their plans after graduation.

### 6.1 Future plans for Bachelor level students

When asked about their post-graduation intentions, 50% of students working towards their first cycle (Bachelor) degree said they wanted to directly continue their studies in a second cycle (Masters programme), and a total of 43% stated that after graduation, they intended to find work: 25% would “find work and resume their studies later”, and 18 % intended to find work and never study again. Almost a tenth of respondents said they did not have a clear plan or did not answer the question (8%).

#### Future plans for BA students

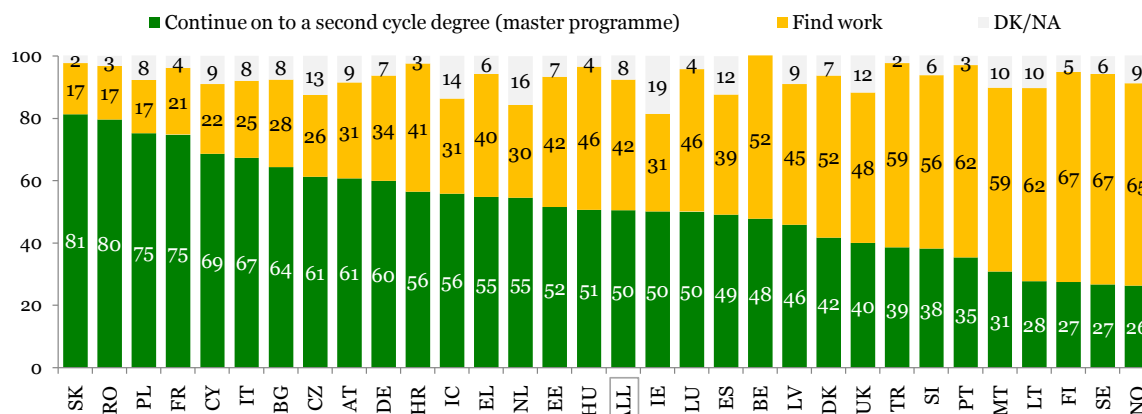


Q7A. What are your plans after graduation?  
%, Base: BA students

The country data showed a substantial variation in respondents' preferences as to whether to *continue their studies* after graduation or to *find work*.

Three-quarters or more of Bachelor level students in Slovakia (81%), Romania (80%), Poland and France (both 75%) would like to continue their higher education to a second cycle degree (Masters programme); only 17%-21% of interviewees in these countries intended to find work. In contrast, plans to continue studies were the least common among students in Norway (26%), Sweden and Finland (both 27%), and Lithuania (28%); a majority of 62%-67% in these countries planned to look for work (Finland and Sweden - both 67%; Norway 65%; Lithuania and Portugal – both 62%).

#### Future plans for BA students

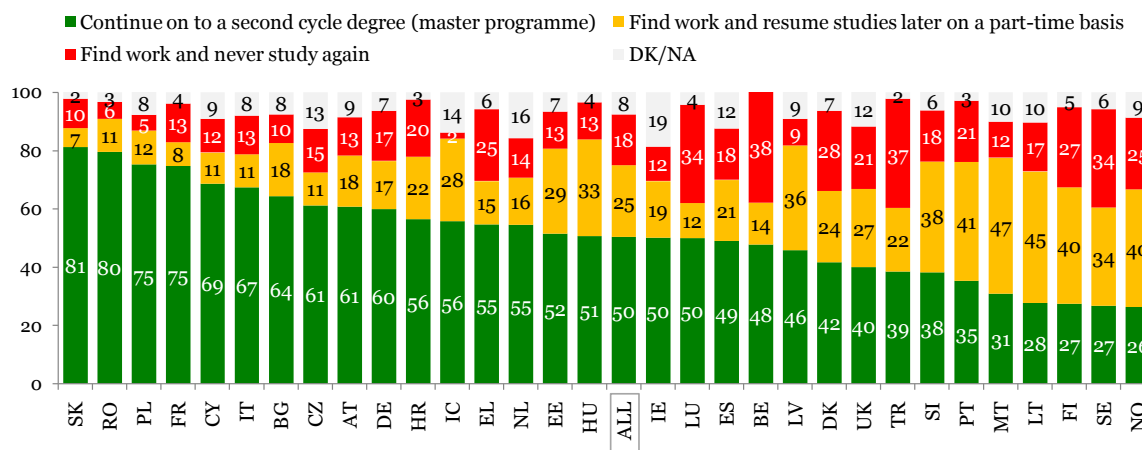


Q7A. What are your plans after graduation?  
%, Base: BA students, by country

Taking into account the options of whether to resume studies later on a part-time basis or not (after finding work), there was also a considerable variation in country data (see the chart below). In most countries, those who would “find work and never study again” were outnumbered by those who would “first get a job and resume their studies later”; the biggest differences between these two groups were recorded in Malta (where 47% of Bachelor level students planned to resume their studies later vs. 12% who planned to never study again), Lithuania (45% vs. 17%), Latvia (36% vs. 9%) and Iceland (28% vs. 2%).

Malta (47%), Lithuania (45%), Portugal (41%) and Norway (40%) had the highest proportions of Bachelor level students planning to *resume their studies once they got a job*. In contrast, Belgium (38%), Turkey (37%), Luxembourg and Sweden (both 34%) had significant numbers of students who planned to *find work and stop studying on graduation*.

### Future plans for BA students



Q7A. What are your plans after graduation?  
%, Base: BA students, by country

Finally, more than 1 in 10 Bachelor level students in Ireland (19%), the Netherlands (16%), Iceland (14%), the Czech Republic (13%), Estonia and the UK (12%) were not sure about their post-graduation plans.

#### 6.1.1 Analysis of post-graduation plans by socio-demographic segments

The socio-demographic analysis then focused on students who intended to continue on to a second cycle degree (Masters programme) vs. those who intended to find work (either intended to “find work and never study again”, or planned to “find work and resume studies later on a part-time basis”).

The intention to study further varied significantly by **age**. Those most likely to have plans to *continue higher education to a second cycle degree* were Bachelor level students aged 18-22 (56% vs. 35% of the over 24 year-olds). The oldest respondents were the ones being the most likely to have the intention to *find work* (56% aged 25+ vs. 36%-51% of all other age groups).

The full-time Bachelor level students were more likely than those studying part-time to say that they would *continue on to a Masters programme* (51% vs. 39% of part-time Bachelor level students). The interviewees who had been in the higher education system for two years at the most were more likely to plan to *continue on to a second cycle degree (Masters programme)* after graduation (53%-55% among those who had completed 1-2 years compared to 34%-48% among those who had completed 3-5 years), and those who had completed five years were the most likely to plan on *looking for work* (58% vs. 38%-49% of students who had completed fewer years of study).

The field of study had a strong impact on the future plans of Bachelor level students. For example, law students were the most likely to plan to *continue their studies to a second cycle (Masters programme)* (61% vs. 32%-57% of all other fields of study), while those in health studies (primarily nursing) were the most likely to plan to *find work* (61% vs. 32%-50% of all other fields of study).

For more details, see Table 32b in the Annex.

## 6.2 Future plans for Masters level students

As regards second cycle students (on a Masters course), 4 in 10 planned to continue their studies after graduation (42%) and a similar number did not (44%). In addition, one in seven (14%) were undecided about their post-graduation plans.

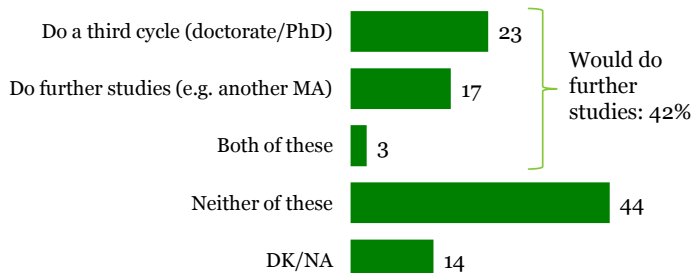
Almost a quarter of Masters students had thought of enrolling for a third cycle in order to get a PhD (23%; this ratio represented over half of those planning further studies), while 17% said they would either take another Masters course or a similar degree. A small number of second cycle students said they would take both another Masters course and a PhD (3%).

The highest proportion of Masters students planning to *continue their studies* after graduation was recorded in Turkey: 73% (57% would take a *Doctorate/PhD*; 10% would take *another Masters degree*; 6% would do *both*).

Other countries where over a half of Masters students planned further studies were: Estonia (66%), Bulgaria (63%), Belgium (61%), Slovenia and Malta (both 57%), France (56%), Romania and Portugal (both 55%), and Greece (54%). In contrast, less than a third of respondents in Cyprus (17%), Luxembourg (22%), Norway and Finland (both 27%), Denmark (29%) and Sweden (31%) planned to continue their studies after graduation.

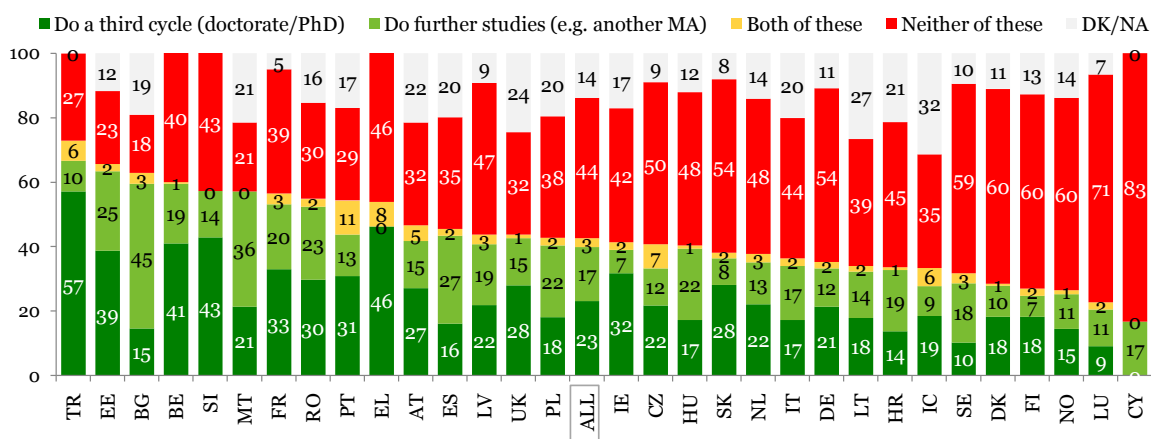
Respondents' preferences in terms of either taking a Doctorate or further Masters courses differed by country. Masters students were most interested (% sum of "do a third cycle (doctorate/PhD)" and "both of these") in a Doctorate/PhD in Turkey (63%), Greece (54%), Slovenia (43%), Portugal and Belgium (both 42%), and Estonia (41%). On the other hand, Masters students in Bulgaria (48%), Malta (36%), Spain (29%), Estonia (27%) and Romania (25%) were the most likely to plan further studies such as another Masters course (% sum of "do further studies - e.g. another Masters course" and "both of these").

### Future plans for MA students



Q7B. After graduation, do you intend to...  
%, Base: MA students

### Future plans for MA students



Q7B. After graduation, do you intend to...  
%, Base: MA students, by country



Over half of Masters students in Cyprus (83%), Luxembourg (71%), Denmark, Finland and Norway (all 60%), Sweden (59%), Germany and Slovakia (both 54%) clearly stated that they *did not intend to obtain a PhD or another Masters degree after graduation*; respondents in Bulgaria (18%), Malta (21%) and Estonia (23%) were the least likely to state the same.

The highest proportions of Masters students who were unsure of their plans after graduation (in terms of future study) were recorded in Iceland (32%), Lithuania (27%) and the UK (24%).

#### 6.2.1 Analysis by socio-demographic segments

The likelihood of *planning further studies (a doctorate/PhD, or another Masters degree, or both of these)* decreased with **age**: 37% of the over 24 year-olds vs. 43%-51% of all other age groups planned further studies.

Similar to Bachelor level students, full-time **Masters students** were more likely *to continue their higher education* than part-time Masters students (43% vs. 35%).

Masters students who had been on their course for just **one year** were more likely than those who had completed five years of study to say they *intended to stay on in higher education* (51% vs. 39%).

Masters students' plans varied greatly by the respondents' **field of study**. For example, engineering students were the least likely to intend to go on to further study: 32% vs. 71% of medical students who had plans *to do a Doctorate, another Masters course or both of these*.

Flash EB Series #260

## Students and Higher Education Reform

# Annex Tables and Survey Details

THE GALLUP ORGANIZATION

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Table 1a. Right to study in the higher education system – *by country*

QUESTION: Q1A. I would like to ask you a few questions on your opinion about the higher education system in general. Which statement do you agree with more?

































		Total N	% All qualified students should have the right to study	% Only the very best student should have the right to study	% DK/NA
	<b>ALL</b>	14964	87,6	11,4	0,9
	<b>COUNTRY</b>				
	Belgium	500	70	30	0
	Bulgaria	500	59,2	39,6	1,2
	Czech Rep.	507	64,7	34,9	0,4
	Denmark	500	93,2	6	0,8
	Germany	533	93,6	5,6	0,8
	Estonia	502	80,1	18,7	1,2
	Greece	500	91	7,8	1,2
	Spain	504	92,3	7,1	0,6
	France	502	96,2	3,2	0,6
	Ireland	521	94	4,8	1,2
	Italy	500	93,6	5,6	0,8
	Cyprus	250	90	6,8	3,2
	Latvia	525	91,6	8	0,4
	Lithuania	501	75,4	23,2	1,4
	Luxembourg	257	93	6,6	0,4
	Hungary	507	79,7	18,9	1,4
	Malta	254	96,1	3,1	0,8
	Netherlands	500	96,2	3,2	0,6
	Austria	501	96,8	2,8	0,4
	Poland	506	81,8	17	1,2
	Portugal	500	89,4	9,6	1
	Romania	500	86,6	13,2	0,2
	Slovenia	506	96,8	3,2	0
	Slovakia	502	79,3	20,7	0
	Finland	500	90,2	7,8	2
	Sweden	503	92,8	5	2,2
	United Kingdom	581	91	7,4	1,5
	Croatia	500	93,6	6	0,4
	Turkey	500	84,8	13,2	2
	Norway	501	94,8	4,4	0,8
	Iceland	501	95	3,8	1,2

Table 1b. Right to study in the higher education system – *by segment*

QUESTION: Q1A. I would like to ask you a few questions on your opinion about the higher education system in general. Which statement do you agree with more?






	Total N	% All qualified students should have the right to study OR	% Only the very best student should have the right to study	% DK/NA
<b>ALL</b>	14964	87,6	11,4	0,9
 <b>SEX</b>				
Male	6831	87	12,1	1
Female	8133	88,2	10,9	0,9
 <b>AGE</b>				
18 - 20	3256	90,2	9,1	0,7
21 - 22	5058	86,1	13,3	0,7
23 - 24	3376	86,2	13	0,8
25 +	3227	89	9,3	1,7
 <b>LEVEL OF STUDY</b>				
Bachelor/first cycle	10151	88,5	10,6	0,9
Master/second cycle	3570	85,4	13,8	0,9
Doctorate/third cycle	345	82	16,2	1,7
Part-time/further education at BA-level	349	87,1	12	0,9
Part-time/further education at MA-level	210	85,7	13,8	0,5
 <b>NUMBER OF FINISHED YEARS</b>				
1	2939	89,3	10	0,7
2	4430	87,5	11,7	0,8
3	3385	86,1	13,1	0,8
4	2164	87	11,9	1,1
5+	2046	88,6	9,8	1,6
 <b>FIELD OF STUDY</b>				
Engineering	2426	87	12,1	0,9
Business and economic studies	3035	86,7	12,6	0,8
Languages	694	87,2	11,4	1,4
Law	960	88,8	10	1,2
Teacher training	1282	85,6	12,9	1,5
Medical Studies	844	85,2	14,5	0,4
Health studies incl. Nursing	832	90,4	8,1	1,6
Other social sciences	1906	88,4	10,7	0,9
Other hard sciences	1660	88,5	10,8	0,7
Other humanities	1282	89,9	9,4	0,7



Table 2a. Admittance in the higher education system – *by country*

QUESTION: Q1B. I would like to ask you a few questions on your opinion about the higher education system in general. Which statement do you agree with more?

































	Total N	% Universities should admit all students	% Universities should have the right to select students which match their profile	% DK/NA
 <b>ALL</b>	14964	48,3	49,6	2,1
<b>COUNTRY</b>				
 Belgium	500	75,8	24,2	0
 Bulgaria	500	30	66,4	3,6
 Czech Rep.	507	32,9	67,1	0
 Denmark	500	43,2	54,4	2,4
 Germany	533	48,8	48,2	3
 Estonia	502	33,5	64,3	2,2
 Greece	500	74,6	23,2	2,2
 Spain	504	76,4	21,2	2,4
 France	502	68,7	29,1	2,2
 Ireland	521	57,4	40,1	2,5
 Italy	500	60,4	36	3,6
 Cyprus	250	73,6	23,2	3,2
 Latvia	525	45,5	53,3	1,1
 Lithuania	501	29,5	68,5	2
 Luxembourg	257	58,4	40,1	1,6
 Hungary	507	17	81,3	1,8
 Malta	254	55,9	39,8	4,3
 Netherlands	500	49	49,8	1,2
 Austria	501	66,7	30,7	2,6
 Poland	506	41,3	58,5	0,2
 Portugal	500	46,4	52,2	1,4
 Romania	500	31,6	68,4	0
 Slovenia	506	45,8	53,2	1
 Slovakia	502	36,3	63,5	0,2
 Finland	500	30,6	67,2	2,2
 Sweden	503	52,5	42,9	4,6
 United Kingdom	581	35,8	59,7	4,5
 Croatia	500	54,8	44,4	0,8
 Turkey	500	55,4	42	2,6
 Norway	501	57,9	37,7	4,4
 Iceland	501	36,1	61,9	2

Table 2b. Admittance in the higher education system – *by segment*

QUESTION: Q1B. I would like to ask you a few questions on your opinion about the higher education system in general. Which statement do you agree with more?






	Total N	% Universities should admit all students	% Universities should have the right to select students which match their profile	% DK/NA
<b>ALL</b>	14964	48,3	49,6	2,1
 <b>SEX</b>				
Male	6831	48,1	49,9	2
Female	8133	48,5	49,3	2,2
 <b>AGE</b>				
18 - 20	3256	51,4	46,9	1,8
21 - 22	5058	46,5	51,6	2
23 - 24	3376	47,7	50,5	1,8
25 +	3227	48,7	48,3	2,9
 <b>LEVEL OF STUDY</b>				
Bachelor/first cycle	10151	48,6	49,4	2
Master/second cycle	3570	47,7	50,5	1,7
Doctorate/third cycle	345	49	49,3	1,7
Part-time/further education at BA-level	349	48,4	47,3	4,3
Part-time/further education at MA-level	210	51	47,6	1,4
 <b>NUMBER OF FINISHED YEARS</b>				
1	2939	46,6	51,7	1,7
2	4430	49,1	48,9	2
3	3385	49	48,8	2,2
4	2164	47,9	49,5	2,5
5+	2046	48,3	49,5	2,2
 <b>FIELD OF STUDY</b>				
Engineering	2426	43,9	54,3	1,8
Business and economic studies	3035	45,3	53	1,6
Languages	694	56,6	40,6	2,7
Law	960	52,7	45,3	2
Teacher training	1282	54,4	42,7	2,9
Medical Studies	844	39,9	57,7	2,4
Health studies incl. Nursing	832	47,6	50,2	2,2
Other social sciences	1906	52,5	45,1	2,5
Other hard sciences	1660	50,1	48,7	1,2
Other humanities	1282	47,8	49,3	2,9

Table 3a. Costs of higher education – *by country*

QUESTION: Q1C. I would like to ask you a few questions on your opinion about the higher education system in general. Which statement do you agree with more?

































	Total N	% Higher education should be free of charge	% Student fees are acceptable, when combined with grants and loans	% DK/NA
 <b>ALL</b>	14964	65,2	33,2	1,7
<b>COUNTRY</b>				
 Belgium	500	49	51	0
 Bulgaria	500	52,4	46	1,6
 Czech Rep.	507	69	30,2	0,8
 Denmark	500	87,2	11,4	1,4
 Germany	533	70,4	28,3	1,3
 Estonia	502	66,1	33,5	0,4
 Greece	500	94,2	5,4	0,4
 Spain	504	66,1	28,8	5,2
 France	502	65,3	33,9	0,8
 Ireland	521	73,9	24,2	1,9
 Italy	500	49,8	44,4	5,8
 Cyprus	250	81,2	17,2	1,6
 Latvia	525	64,4	34,7	1
 Lithuania	501	49,7	49,5	0,8
 Luxembourg	257	40,1	59,9	0
 Hungary	507	61,1	37,5	1,4
 Malta	254	81,1	16,5	2,4
 Netherlands	500	37,2	61,2	1,6
 Austria	501	53,3	45,3	1,4
 Poland	506	71,1	27,3	1,6
 Portugal	500	59,8	37,2	3
 Romania	500	67,6	28	4,4
 Slovenia	506	80,8	19	0,2
 Slovakia	502	77,5	22,1	0,4
 Finland	500	85,6	14	0,4
 Sweden	503	63,4	34,8	1,8
 United Kingdom	581	53,2	42,9	4
 Croatia	500	76,4	23	0,6
 Turkey	500	85	14	1
 Norway	501	51,1	47,9	1
 Iceland	501	41,7	54,9	3,4

Table 3b. Costs of higher education – *by segment*

QUESTION: Q1C. I would like to ask you a few questions on your opinion about the higher education system in general. Which statement do you agree with more?






	Total N	% Higher education should be free of charge	% Student fees are acceptable, when combined with grants and loans	% DK/NA
<b>ALL</b>	14964	65,2	33,2	1,7
 <b>SEX</b>				
Male	6831	63,1	35,3	1,6
Female	8133	66,9	31,4	1,8
 <b>AGE</b>				
18 - 20	3256	65,9	32,5	1,6
21 - 22	5058	65,2	33,3	1,5
23 - 24	3376	66,2	31,8	2
25 +	3227	63,1	35,1	1,8
 <b>LEVEL OF STUDY</b>				
Bachelor/first cycle	10151	66	32,4	1,6
Master/second cycle	3570	62,6	35,5	1,9
Doctorate/third cycle	345	59,4	39,1	1,4
Part-time/further education at BA-level	349	67,6	31,8	0,6
Part-time/further education at MA-level	210	75,7	22,9	1,4
 <b>NUMBER OF FINISHED YEARS</b>				
1	2939	63,5	34,7	1,9
2	4430	66,9	31,7	1,5
3	3385	65,6	32,7	1,7
4	2164	66,9	31,5	1,7
5+	2046	61,5	36,7	1,9
 <b>FIELD OF STUDY</b>				
Engineering	2426	64,7	33,8	1,4
Business and economic studies	3035	60,4	38	1,7
Languages	694	68,3	29,5	2,2
Law	960	60	38,8	1,2
Teacher training	1282	70,3	27,8	2
Medical Studies	844	66,7	31,5	1,8
Health studies incl. Nursing	832	62,5	35,3	2,2
Other social sciences	1906	66,3	31,8	1,9
Other hard sciences	1660	69,5	29,5	1
Other humanities	1282	67,8	30	2,2

Table 4a. HEIs should provide more programmes for part-time students – *by country*

QUESTION: Q2\_A. How much would you agree or disagree with the following statements? - HEIs should provide more programmes for part-time students (lifelong learning)

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	3,7	12,4	45,6	32,1	6,2
	<b>COUNTRY</b>						
	Belgium	500	1,6	28	61,4	7,4	1,6
	Bulgaria	500	3,4	10,4	41,4	38,8	6
	Czech Rep.	507	4,9	9,1	42,4	40,8	2,8
	Denmark	500	3,2	12,2	47	24	13,6
	Germany	533	4,1	18	40,5	25	12,4
	Estonia	502	4,6	16,1	52	24,5	2,8
	Greece	500	9,2	7,8	28	52,8	2,2
	Spain	504	5,8	4,8	35,9	52	1,6
	France	502	5,2	11,2	48,6	31,5	3,6
	Ireland	521	2,7	3,5	45,7	40,9	7,3
	Italy	500	2,4	11	45	33,8	7,8
	Cyprus	250	2,8	8	40	47,6	1,6
	Latvia	525	1	10,7	51,2	33,5	3,6
	Lithuania	501	3,4	10,2	42,5	33,3	10,6
	Luxembourg	257	0,4	10,9	62,6	22,6	3,5
	Hungary	507	6,9	19,7	40,8	28,8	3,7
	Malta	254	2,4	5,1	28,3	60,6	3,5
	Netherlands	500	3,4	17	54,8	11	13,8
	Austria	501	3,4	14,6	35,5	42,3	4,2
	Poland	506	2	11,3	54,3	24,9	7,5
	Portugal	500	0,6	2	49	46,2	2,2
	Romania	500	4,8	19	45,2	27,4	3,6
	Slovenia	506	7,7	12,5	47	31,2	1,6
	Slovakia	502	4	20,5	45	28,9	1,6
	Finland	500	1,8	23,2	58	13	4
	Sweden	503	4	18,5	49,1	14,5	13,9
	United Kingdom	581	2,2	5,5	53,4	28,9	10
	Croatia	500	4,6	7	34,6	52,8	1
	Turkey	500	5,4	12	39,4	39,2	4
	Norway	501	1,6	13,4	51,7	20,2	13,2
	Iceland	501	2,4	6,8	38,9	34,7	17,2

Table 4b. HEIs should provide more programmes for part-time students – *by segment*

QUESTION: Q2\_A. How much would you agree or disagree with the following statements? - HEIs should provide more programmes for part-time students (lifelong learning)






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	3,7	12,4	45,6	32,1	6,2
 <b>SEX</b>						
Male	6831	4,1	13,6	45,5	30,7	6,3
Female	8133	3,4	11,5	45,7	33,3	6,1
 <b>AGE</b>						
18 - 20	3256	3,6	12,2	49	29,6	5,7
21 - 22	5058	3,9	12,7	47	30	6,3
23 - 24	3376	4	13,4	45,5	31,3	5,7
25 +	3227	2,9	11,2	40,2	38,6	7
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	3,8	11,8	46,5	31,8	6,2
Master/second cycle	3570	3,1	13,5	45	32,4	6
Doctorate/third cycle	345	3,2	13,6	44,3	34,8	4,1
Part-time/further education at BA-level	349	6,3	11,5	38,7	35,2	8,3
Part-time/further education at MA-level	210	4,8	12,9	32,9	44,8	4,8
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	3,3	13,5	49	27,2	7
2	4430	3,3	11,8	46	32,7	6,3
3	3385	4,6	11,8	45,5	32,7	5,3
4	2164	4	12,8	43,7	33,2	6,3
5+	2046	3,2	12,7	42,1	35,8	6,2
 <b>FIELD OF STUDY</b>						
Engineering	2426	4	14,5	45,9	29,1	6,4
Business and economic studies	3035	4,1	13,1	44,9	32,8	5
Languages	694	3,7	10,4	45,4	34,3	6,2
Law	960	3,8	13,4	43,6	34,6	4,6
Teacher training	1282	3,1	11,2	45,9	35,3	4,4
Medical Studies	844	4,3	14,9	46,4	26,2	8,2
Health studies incl. Nursing	832	2,8	10,5	48,1	30,6	8,1
Other social sciences	1906	3,2	10,4	46,1	34,4	5,9
Other hard sciences	1660	3,9	12,5	45,4	31	7,3
Other humanities	1282	3	11	44,9	33,4	7,6

Table 5a. HEIs should do more to ensure that a variety of social and cultural backgrounds are represented at universities – *by country*

QUESTION: Q2\_B. How much would you agree or disagree with the following statements? - HEIs should do more to ensure that a variety of social and cultural backgrounds are represented at universities

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	3,8	12,6	42,3	37,7	3,5
	<b>COUNTRY</b>						
	Belgium	500	2	11	65,2	21,6	0,2
	Bulgaria	500	2,8	7,8	37,2	50,8	1,4
	Czech Rep.	507	5,1	21,3	46,5	25,2	1,8
	Denmark	500	7,8	18,8	41	30,2	2,2
	Germany	533	2,8	12,8	45,6	34,5	4,3
	Estonia	502	1,6	13,5	48,6	34,3	2
	Greece	500	6,2	4,4	24,2	63,4	1,8
	Spain	504	6,5	7,3	35,1	47,8	3,2
	France	502	2,8	7,6	35,9	52,6	1,2
	Ireland	521	2,7	7,9	42,6	41,7	5,2
	Italy	500	2,2	9,2	50	34	4,6
	Cyprus	250	3,6	8,8	36,8	48,4	2,4
	Latvia	525	3,8	14,7	44,8	33,3	3,4
	Lithuania	501	1,6	7,8	43,1	35,7	11,8
	Luxembourg	257	0,4	7,8	55,6	36,2	0
	Hungary	507	5,3	16,6	38,5	38,7	1
	Malta	254	2,8	6,7	28,7	58,3	3,5
	Netherlands	500	7,8	25,4	43,4	17,4	6
	Austria	501	6,2	15,8	37,1	37,5	3,4
	Poland	506	4,2	12,6	50,6	29,1	3,6
	Portugal	500	1,2	11,8	44,6	37,6	4,8
	Romania	500	1,4	10	44,6	42,6	1,4
	Slovenia	506	5,3	3,6	34,2	56,5	0,4
	Slovakia	502	1	11,4	52,8	32,7	2,2
	Finland	500	8,6	34	41,6	13,4	2,4
	Sweden	503	6,2	22,1	43,5	23,7	4,6
	United Kingdom	581	1	8,1	44,2	41,1	5,5
	Croatia	500	2,8	6,6	33,4	57	0,2
	Turkey	500	1,4	7,6	28,2	61,6	1,2
	Norway	501	3,4	15,8	53,1	22,4	5,4
	Iceland	501	6,2	15,6	37,1	25	16,2



Table 5b. HEIs should do more to ensure that a variety of social and cultural backgrounds are represented at universities – *by segment*

QUESTION: Q2\_B. How much would you agree or disagree with the following statements? - HEIs should do more to ensure that a variety of social and cultural backgrounds are represented at universities






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	3,8	12,6	42,3	37,7	3,5
 <b>SEX</b>						
Male	6831	4,7	14,2	41,8	35,4	3,9
Female	8133	3,1	11,2	42,8	39,7	3,2
 <b>AGE</b>						
18 - 20	3256	3,3	11,2	42,7	39,8	3
21 - 22	5058	3,6	12,5	43,8	36,8	3,2
23 - 24	3376	3,9	12,2	43,8	36,5	3,6
25 +	3227	4,6	14,4	38,2	38,3	4,5
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	3,6	12,1	41,6	39,2	3,5
Master/second cycle	3570	3,9	12,9	44,5	34,9	3,8
Doctorate/third cycle	345	2,3	13,9	41,4	40,9	1,4
Part-time/further education at BA-level	349	7,2	14,3	43	32,1	3,4
Part-time/further education at MA-level	210	4,3	11,4	45,7	34,3	4,3
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	3,9	12,3	42,5	37,7	3,6
2	4430	3,5	12,8	43,7	36,4	3,5
3	3385	3,6	11,9	43,3	38,2	3
4	2164	4,5	12,6	40,7	38,3	3,9
5+	2046	4,1	13,7	38,9	39,3	4
 <b>FIELD OF STUDY</b>						
Engineering	2426	4,7	15,5	42,7	33,4	3,8
Business and economic studies	3035	4,1	13,4	42,5	37,1	2,9
Languages	694	4,2	10,7	38,6	43,8	2,7
Law	960	4,3	11,6	43,8	37,6	2,8
Teacher training	1282	2,2	10	44	40,5	3,4
Medical Studies	844	4,3	14,3	42,2	35	4,3
Health studies incl. Nursing	832	2,6	11,3	43,5	37,3	5,3
Other social sciences	1906	3	10,8	42	40,7	3,5
Other hard sciences	1660	4,5	12,5	42,2	37,5	3,4
Other humanities	1282	3,4	12,3	39,6	40,2	4,4

Table 6a. Study programmes should focus on teaching specialised knowledge in a given field of study – *by country*

QUESTION: Q2\_C. How much would you agree or disagree with the following statements? - Study programmes should focus on teaching specialised knowledge in a given field of study

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	2,8	9,9	38,6	46,7	2,1
	<b>COUNTRY</b>						
	Belgium	500	0,2	6,4	73,4	20	0
	Bulgaria	500	1,2	6	26,6	65	1,2
	Czech Rep.	507	3,7	9,1	43,4	43,4	0,4
	Denmark	500	5	19,8	43,8	23,2	8,2
	Germany	533	3	17,8	38,6	39	1,5
	Estonia	502	2	10	36,9	49,8	1,4
	Greece	500	14,4	14	21,2	49,8	0,6
	Spain	504	5,2	10,3	34,3	46,6	3,6
	France	502	6	15,3	41,4	34,9	2,4
	Ireland	521	1,3	6,1	42,2	44,1	6,1
	Italy	500	3	9,6	39,4	46,4	1,6
	Cyprus	250	6,8	18,8	34	37,6	2,8
	Latvia	525	0	3,8	29,1	66,3	0,8
	Lithuania	501	1,2	6	29,7	62,3	0,8
	Luxembourg	257	1,9	12,8	44,7	39,7	0,8
	Hungary	507	4,7	12,6	38,5	43,2	1
	Malta	254	3,9	8,3	31,5	53,9	2,4
	Netherlands	500	1,6	11,4	54	30,4	2,6
	Austria	501	3	16,4	35,3	43,5	1,8
	Poland	506	0,4	5,1	33,4	60,5	0,6
	Portugal	500	2	15,8	39,4	40,2	2,6
	Romania	500	0,6	7,2	23,6	68,4	0,2
	Slovenia	506	2,2	9,1	34,8	53,8	0,2
	Slovakia	502	1,4	5,8	40,2	52,2	0,4
	Finland	500	3,8	18,6	46	29,4	2,2
	Sweden	503	1,4	6	50,7	35,2	6,8
	United Kingdom	581	0,5	4,1	43,7	49,9	1,7
	Croatia	500	3,2	4,2	26	66	0,6
	Turkey	500	2,4	8,2	26,6	61,4	1,4
	Norway	501	1	6,8	51,9	38,1	2,2
	Iceland	501	1,8	7,8	38,3	47,1	5

Table 6b. Study programmes should focus on teaching specialised knowledge in a given field of study – *by segment*

QUESTION: Q2\_C. How much would you agree or disagree with the following statements? - Study programmes should focus on teaching specialised knowledge in a given field of study






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	2,8	9,9	38,6	46,7	2,1
 <b>SEX</b>						
Male	6831	3	10,2	38,1	46,9	1,8
Female	8133	2,6	9,7	39	46,5	2,2
 <b>AGE</b>						
18 - 20	3256	2,8	8,7	40	46,5	2
21 - 22	5058	2,9	9,7	37,5	48,3	1,6
23 - 24	3376	2,6	10,3	39	46,2	1,9
25 +	3227	2,8	11,1	38,4	44,7	3,1
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	2,8	9,7	38,1	47,4	2
Master/second cycle	3570	2,5	10,9	39,2	45	2,3
Doctorate/third cycle	345	2,3	7,5	44,3	44,6	1,2
Part-time/further education at BA-level	349	3,4	7,4	41,8	45,8	1,4
Part-time/further education at MA-level	210	1,4	8,1	36,2	53,8	0,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	2,3	9,7	38,8	47,2	2
2	4430	2,7	8,5	39,7	46,9	2,2
3	3385	3	11,1	38,2	46,2	1,5
4	2164	2,7	9,9	37,5	47,8	2,2
5+	2046	3,4	11,3	37,7	45	2,7
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,6	9	37,8	48,9	1,7
Business and economic studies	3035	2,3	10,3	37,4	48,4	1,6
Languages	694	2	10,8	41,5	43,1	2,6
Law	960	4,3	10,5	39,6	44,4	1,2
Teacher training	1282	3,2	11,5	38,1	44,8	2,3
Medical Studies	844	2,1	8,6	43	44,7	1,5
Health studies incl. Nursing	832	2,2	7,5	41,2	46,8	2,4
Other social sciences	1906	3,3	9	37,4	47,7	2,6
Other hard sciences	1660	3,1	9,7	37,4	47,8	2
Other humanities	1282	2,7	12,2	39,4	42,7	3,1

Table 7a. Study programmes should also include generic competences like communication skills, teamwork , and learning to learn – *by country*

QUESTION: Q2\_D. How much would you agree or disagree with the following statements? - Study programmes should also include generic competences like communication skills, teamwork , and learning to learn (acquire learning skills for later life)

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	2,2	7,2	34,5	55	1,1
	<b>COUNTRY</b>						
	Belgium	500	0,2	6,2	62,6	31	0
	Bulgaria	500	1	5,6	25,8	66,4	1,2
	Czech Rep.	507	3,2	7,9	39,6	49,1	0,2
	Denmark	500	3	11,4	37,8	46,2	1,6
	Germany	533	1,7	10,5	35,1	52,2	0,6
	Estonia	502	2,6	11,2	34,7	49,2	2,4
	Greece	500	4,6	7,4	19,2	68	0,8
	Spain	504	5	8,5	32,9	52,4	1,2
	France	502	3,8	7,2	34,1	54,4	0,6
	Ireland	521	1,5	6,3	35,9	54,1	2,1
	Italy	500	4,2	8	33,4	53,4	1
	Cyprus	250	2	6,4	29,2	61,2	1,2
	Latvia	525	1,3	11,4	35,6	50,3	1,3
	Lithuania	501	0,2	3,8	36,3	58,3	1,4
	Luxembourg	257	1,2	6,6	42	49,8	0,4
	Hungary	507	3,7	14	35,9	45,6	0,8
	Malta	254	3,1	7,1	19,3	70,1	0,4
	Netherlands	500	1	5	46,2	46,8	1
	Austria	501	2,8	11,4	29,5	54,5	1,8
	Poland	506	0,8	3,2	40,5	55,3	0,2
	Portugal	500	0,4	5,2	40,2	53,2	1
	Romania	500	0,6	2,4	27,2	69,8	0
	Slovenia	506	1,6	4,2	27,7	66,6	0
	Slovakia	502	2	4,8	42,8	50,2	0,2
	Finland	500	1,6	5,4	33	59,8	0,2
	Sweden	503	2,4	10,1	44,7	39,2	3,6
	United Kingdom	581	1,5	7,2	34,8	54	2,4
	Croatia	500	2,8	3,2	17,6	76,2	0,2
	Turkey	500	1,4	4,8	22,4	70,6	0,8
	Norway	501	2,6	8,8	35,9	51,5	1,2
	Iceland	501	3,2	7,8	31,5	53,9	3,6

Table 7b. Study programmes should also include generic competences like communication skills, teamwork , and learning to learn – *by segment*

**QUESTION: Q2\_D. How much would you agree or disagree with the following statements? - Study programmes should also include generic competences like communication skills, teamwork , and learning to learn (acquire learning skills for later life)**






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	2,2	7,2	34,5	55	1,1
 <b>SEX</b>						
Male	6831	2,6	8,3	36,6	51,3	1,2
Female	8133	1,7	6,4	32,8	58,1	1
 <b>AGE</b>						
18 - 20	3256	2	6,2	35,5	55,3	1
21 - 22	5058	2,4	7	34,1	55,4	1,1
23 - 24	3376	1,7	8,1	35	54,3	0,9
25 +	3227	2,4	7,7	33,8	54,6	1,5
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	2,1	6,9	33,8	56	1,2
Master/second cycle	3570	2,3	8	35,8	52,9	1
Doctorate/third cycle	345	2,3	9	37,7	50,7	0,3
Part-time/further education at BA-level	349	2	4,9	38,4	53,9	0,9
Part-time/further education at MA-level	210	1	7,1	38,6	53,3	0
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	1,9	7,7	33,8	55,2	1,4
2	4430	2,2	6,1	36,1	54,5	1,1
3	3385	2,5	7,3	34,5	54,8	0,9
4	2164	1,7	7,9	33,4	55,9	1,2
5+	2046	2,4	8,1	33,5	54,9	1,1
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,6	8,2	37,3	50,6	1,3
Business and economic studies	3035	2,1	6,7	32,4	57,8	1
Languages	694	1,7	7,1	33,4	57,2	0,6
Law	960	3,6	9,4	37,8	48,5	0,6
Teacher training	1282	1,4	5	33,1	59,5	1
Medical Studies	844	1,9	10,4	37,4	49,4	0,8
Health studies incl. Nursing	832	1,2	5,8	35,2	57	0,8
Other social sciences	1906	2	5,2	31,8	59,4	1,5
Other hard sciences	1660	2,6	7,2	34,9	53,9	1,4
Other humanities	1282	1,6	9,4	35,3	52,7	1,1

Table 8a. Providing students with the knowledge and competences they need to be successful in the labour market – *by country*

QUESTION: Q2.1\_A. According to you how important is each of the following purposes of higher education? - To provide students with the knowledge and competences they need to be successful in the labour market (employability)

































		Total N	% Not important at all	% Rather not important	% Rather important	% Very important	% DK/NA
	<b>ALL</b>	14964	1	2,4	22,5	73,6	0,5
	<b>COUNTRY</b>						
	Belgium	500	0	0	6,6	93,4	0
	Bulgaria	500	0	0,4	13,4	86,2	0
	Czech Rep.	507	3	3,2	28,4	63,9	1,6
	Denmark	500	0,6	2,4	29,6	66,4	1
	Germany	533	0,2	5,4	28,1	66,2	0
	Estonia	502	0,6	3,6	19,5	75,9	0,4
	Greece	500	3,4	4	13,4	78	1,2
	Spain	504	1,8	4,4	28	65,9	0
	France	502	1,2	2	19,3	76,7	0,8
	Ireland	521	0,6	3,1	34,5	59,7	2,1
	Italy	500	1,2	5,2	27,4	65,8	0,4
	Cyprus	250	0,8	1,2	20,4	77,6	0
	Latvia	525	0	0,4	16,4	83	0,2
	Lithuania	501	0	0,6	15,4	83,6	0,4
	Luxembourg	257	0	1,9	41,2	56,4	0,4
	Hungary	507	0,6	2,8	22,9	72,8	1
	Malta	254	3,9	0,8	13,4	81,5	0,4
	Netherlands	500	0,4	3,6	31,4	64,4	0,2
	Austria	501	2	7,4	24,2	66,1	0,4
	Poland	506	0	1,4	30,2	68,4	0
	Portugal	500	0	0,6	26,6	72,8	0
	Romania	500	0,2	0,4	12,6	86,6	0,2
	Slovenia	506	0,4	1,8	16,6	81,2	0
	Slovakia	502	2,2	4	26,3	67,5	0
	Finland	500	0	0,6	16,4	82,8	0,2
	Sweden	503	0,2	2,6	26,8	70	0,4
	United Kingdom	581	1,5	2,2	30,3	65,4	0,5
	Croatia	500	3	1,4	14	81,2	0,4
	Turkey	500	1,2	2,2	16,4	79,8	0,4
	Norway	501	0,4	1,4	28,1	69,3	0,8
	Iceland	501	1,8	2,8	20,2	73,5	1,8

Table 8b. Providing students with the knowledge and competences they need to be successful in the labour market – *by segment*

QUESTION: Q2.1\_A. According to you how important is each of the following purposes of higher education? - To provide students with the knowledge and competences they need to be successful in the labour market (employability)






	Total N	% Not important at all	% Rather not important	% Rather important	% Very important	% DK/NA
<b>ALL</b>	14964	1	2,4	22,5	73,6	0,5
 <b>SEX</b>						
Male	6831	1,1	2,9	25,6	69,9	0,5
Female	8133	0,8	2	19,9	76,8	0,5
 <b>AGE</b>						
18 - 20	3256	0,9	1,9	20,9	75,9	0,4
21 - 22	5058	1,1	2,2	21,4	74,8	0,5
23 - 24	3376	1,1	2,6	22,9	72,9	0,5
25 +	3227	0,7	3,2	25,1	70,4	0,6
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	0,9	2,2	22,1	74,2	0,6
Master/second cycle	3570	1,1	3	23,4	72,1	0,4
Doctorate/third cycle	345	1,2	2,6	22,6	73,6	0
Part-time/further education at BA-level	349	0,3	1,1	21,2	77,4	0
Part-time/further education at MA-level	210	1,4	2,4	24,8	71	0,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	0,6	2,5	19,6	76,9	0,4
2	4430	0,7	2,3	22,7	73,8	0,5
3	3385	1,7	2,4	23,9	71,5	0,5
4	2164	1,1	2,4	22,8	73,1	0,6
5+	2046	0,8	2,7	23,4	72,6	0,4
 <b>FIELD OF STUDY</b>						
Engineering	2426	0,9	2,7	23,9	72,2	0,4
Business and economic studies	3035	1,4	1,8	20,5	75,9	0,4
Languages	694	0,9	3,2	23,9	71,2	0,9
Law	960	0,7	2,2	22,7	73,2	1,1
Teacher training	1282	0,8	3,5	23,4	72	0,3
Medical Studies	844	0,8	2,4	21,9	74,4	0,5
Health studies incl. Nursing	832	0,6	1,7	18,9	78,2	0,6
Other social sciences	1906	1	2,2	22,5	74	0,3
Other hard sciences	1660	0,8	1,6	21	76,1	0,5
Other humanities	1282	1,2	4,1	27	66,8	0,9



Table 9a. Enhancing personal development – *by country*

QUESTION: Q2.1\_B. According to you how important is each of the following purposes of higher education? - To enhance personal development

































		Total N	% Not important at all	% Rather not important	% Rather important	% Very important	% DK/NA
	<b>ALL</b>	14964	1,4	6,3	37,3	54,3	0,6
	<b>COUNTRY</b>						
	Belgium	500	0	2,2	69	28,8	0
	Bulgaria	500	0,6	5,6	30,6	63,2	0
	Czech Rep.	507	1,4	5,9	47,5	43,6	1,6
	Denmark	500	2,2	10,4	51,6	35	0,8
	Germany	533	1,5	18	43,7	36,6	0,2
	Estonia	502	1	3,8	38,2	55,8	1,2
	Greece	500	3	1,8	17,2	77,6	0,4
	Spain	504	2	6,3	38,1	53,6	0
	France	502	1,8	5,6	35,5	56,2	1
	Ireland	521	1,7	6,3	39,5	50,7	1,7
	Italy	500	2	8,2	31,6	57,2	1
	Cyprus	250	0,4	3,2	22,8	72	1,6
	Latvia	525	0,4	6,9	36,6	56	0,2
	Lithuania	501	1	9,4	33,7	53,9	2
	Luxembourg	257	1,2	6,2	43,2	49	0,4
	Hungary	507	1,2	7,9	33,7	57	0,2
	Malta	254	4,7	2,4	22,8	70,1	0
	Netherlands	500	1	5,2	39,8	54	0
	Austria	501	3,4	11	37,7	47,3	0,6
	Poland	506	0,4	2,4	38,1	59,1	0
	Portugal	500	0,4	10,2	43,6	45,4	0,4
	Romania	500	0,8	4	30	65,2	0
	Slovenia	506	2	5,7	42,5	49,8	0
	Slovakia	502	1	7,8	30,3	61	0
	Finland	500	0,2	5,8	49,4	44,6	0
	Sweden	503	0,6	5,4	42,3	50,9	0,8
	United Kingdom	581	1,2	3,4	36,8	57,7	0,9
	Croatia	500	3	2,6	21	73,4	0
	Turkey	500	0,4	3,2	14,8	81,4	0,2
	Norway	501	1,2	9,2	50,1	39,3	0,2
	Iceland	501	2,8	7	33,5	54,3	2,4

Table 9b. Enhancing personal development – *by segment*

QUESTION: Q2.1\_B. According to you how important is each of the following purposes of higher education? - To enhance personal development






	Total N	% Not important at all	% Rather not important	% Rather important	% Very important	% DK/NA
<b>ALL</b>	14964	1,4	6,3	37,3	54,3	0,6
 <b>SEX</b>						
Male	6831	1,7	7,8	38,6	51,3	0,5
Female	8133	1,1	5,2	36,2	56,9	0,6
 <b>AGE</b>						
18 - 20	3256	1,1	5	37,4	55,9	0,6
21 - 22	5058	1,5	6,6	37,6	53,8	0,5
23 - 24	3376	1,6	6,3	37,3	54,4	0,5
25 +	3227	1,4	7,3	37,1	53,4	0,7
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	1,4	6,1	37	54,9	0,6
Master/second cycle	3570	1,4	7	38,7	52,4	0,5
Doctorate/third cycle	345	1,2	7	38,3	53,6	0
Part-time/further education at BA-level	349	1,7	4,6	34,1	59,3	0,3
Part-time/further education at MA-level	210	1,9	5,2	36,2	56,7	0
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	1	6,4	37,6	54,5	0,5
2	4430	1,5	6,4	37,3	54,2	0,6
3	3385	1,5	5,8	37,4	54,5	0,7
4	2164	1,3	6,8	37,5	53,8	0,6
5+	2046	1,6	6,5	36,7	54,7	0,5
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,2	8	40,6	48,6	0,6
Business and economic studies	3035	1	6	37,1	55,3	0,5
Languages	694	1,7	6,3	37,6	53,9	0,4
Law	960	2,3	8,2	37,4	51,2	0,8
Teacher training	1282	1,1	4,8	37,7	55,9	0,5
Medical Studies	844	0,9	5,5	41,4	52,1	0,1
Health studies incl. Nursing	832	0,8	4,6	39,2	54,3	1,1
Other social sciences	1906	1	5,4	32,4	60,9	0,3
Other hard sciences	1660	1,6	7,9	36,6	53,1	0,8
Other humanities	1282	1	5,5	35,4	57,5	0,6

Table 10a. Educate for active citizenship – *by country*

QUESTION: Q2.1\_C. According to you how important is each of the following purposes of higher education? - To educate for active citizenship (learn to develop a critical mind and play an active role in society)

































		Total N	% Not important at all	% Rather not important	% Rather important	% Very important	% DK/NA
	<b>ALL</b>	14964	2	10,2	37,6	49,2	1
	<b>COUNTRY</b>						
	Belgium	500	0,4	18,2	67,2	14,2	0
	Bulgaria	500	1,6	9	28,6	60,4	0,4
	Czech Rep.	507	1,4	15,4	44,8	36,1	2,4
	Denmark	500	5	18,6	42,4	32,4	1,6
	Germany	533	4,1	19,9	40,2	34,1	1,7
	Estonia	502	3	13,1	40,8	40,4	2,6
	Greece	500	2	4,4	18,6	73,8	1,2
	Spain	504	3,8	11,9	35,1	49	0,2
	France	502	1,6	8,2	33,1	55,8	1,4
	Ireland	521	1,7	7,9	39,7	47,2	3,5
	Italy	500	2,2	5,4	27,8	64	0,6
	Cyprus	250	0	8	30,8	60,4	0,8
	Latvia	525	0,4	7,6	42,3	49,1	0,6
	Lithuania	501	1,2	7,6	41,7	47,9	1,6
	Luxembourg	257	1,6	10,1	40,9	47,1	0,4
	Hungary	507	1,6	13,2	37,7	47,3	0,2
	Malta	254	3,5	3,1	23,6	69,7	0
	Netherlands	500	1,2	12,2	52,4	32,8	1,4
	Austria	501	2,4	9,4	35,9	50,9	1,4
	Poland	506	1	6,5	42,7	48,8	1
	Portugal	500	0,4	4,4	35,6	59,4	0,2
	Romania	500	1	5,4	27,6	65,8	0,2
	Slovenia	506	2,2	12,3	43,7	41,9	0
	Slovakia	502	3	11,6	38,8	46	0,6
	Finland	500	1,2	20,2	47,6	30,8	0,2
	Sweden	503	2,4	11,7	39,8	44,1	2
	United Kingdom	581	2,4	7,4	36,5	52,7	1
	Croatia	500	3,4	8,8	36,6	50,6	0,6
	Turkey	500	1,4	4,6	19,2	74,6	0,2
	Norway	501	1,6	9,8	40,5	47,7	0,4
	Iceland	501	2,4	4,6	25,1	65,3	2,6

Table 10b. Educate for active citizenship – *by segment*

QUESTION: Q2.1\_C. According to you how important is each of the following purposes of higher education? - To educate for active citizenship (learn to develop a critical mind and play an active role in society)






	Total N	% Not important at all	% Rather not important	% Rather important	% Very important	% DK/NA
<b>ALL</b>	14964	2	10,2	37,6	49,2	1
 <b>SEX</b>						
Male	6831	2,7	11,8	38,2	46,1	1,2
Female	8133	1,4	8,8	37,1	51,8	0,9
 <b>AGE</b>						
18 - 20	3256	1,8	8,7	38	50,7	0,8
21 - 22	5058	2	10,2	39,2	47,4	1,2
23 - 24	3376	2,1	11,5	37,1	48,3	1
25 +	3227	2	10,3	35,4	51,2	1,1
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	1,9	9,4	37,3	50,3	1,1
Master/second cycle	3570	2,1	11,9	37,8	47,3	1
Doctorate/third cycle	345	2	12,2	42,6	43,2	0
Part-time/further education at BA-level	349	2,6	12,3	33,8	50,7	0,6
Part-time/further education at MA-level	210	3,8	5,7	43,3	47,1	0
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	2,2	9,2	37,5	50,2	0,9
2	4430	1,9	9,5	37,8	49,6	1,2
3	3385	1,9	10,7	37,8	48,4	1,2
4	2164	2	11,6	37,7	47,7	1,1
5+	2046	2,1	10,7	37	49,6	0,6
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,8	14,5	40,2	40,9	1,6
Business and economic studies	3035	1,9	10,2	40,4	47	0,6
Languages	694	1,3	8,5	34,7	55,2	0,3
Law	960	2,1	9,1	39,3	48,5	1
Teacher training	1282	1,2	7,8	37,6	52,3	1,2
Medical Studies	844	1,7	12,2	38	47,9	0,2
Health studies incl. Nursing	832	1,4	8,4	39,4	49,5	1,2
Other social sciences	1906	1,5	8	32,5	56,9	1,1
Other hard sciences	1660	2,8	10,3	36	49,8	1
Other humanities	1282	2	8,7	34,3	53,4	1,6

Table 11a. Students choose where to study on the basis of the quality/reputation of the institution and its study programmes – *by country*

QUESTION: Q3\_A. To what extent would you agree or disagree with the following statements? - Students choose where to study on the basis of the quality/reputation of the institution and its study programmes

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	3,7	12,8	44,5	37,8	1,2
	<b>COUNTRY</b>						
	Belgium	500	0,2	7,6	52,6	39,6	0
	Bulgaria	500	0,8	7	30	61,6	0,6
	Czech Rep.	507	2	9,9	49,3	38,7	0,2
	Denmark	500	2,8	11,6	38	44,8	2,8
	Germany	533	2,6	22,3	49,5	24,4	1,1
	Estonia	502	0,4	11	40	47,6	1
	Greece	500	15,2	18,8	31,6	34	0,4
	Spain	504	13,1	23,4	42,9	19	1,6
	France	502	7,6	15,5	35,5	39,4	2
	Ireland	521	1	7,1	45,9	44,7	1,3
	Italy	500	4	15,2	50,8	28,8	1,2
	Cyprus	250	0,8	11,2	36	51,6	0,4
	Latvia	525	0,4	5,3	42,9	50,9	0,6
	Lithuania	501	1,6	17	42,7	37,1	1,6
	Luxembourg	257	0,8	17,9	55,6	25,7	0
	Hungary	507	3,2	16,2	48,1	31,6	1
	Malta	254	5,5	10,6	29,5	50,4	3,9
	Netherlands	500	1,2	11,8	52,6	34	0,4
	Austria	501	6,6	27,7	41,7	23	1
	Poland	506	0,4	5,3	51,6	42,3	0,4
	Portugal	500	0,6	10,4	50	38,6	0,4
	Romania	500	2,2	9,8	41,4	46,4	0,2
	Slovenia	506	9,3	8,9	36,8	45,1	0
	Slovakia	502	3,6	10,6	52,6	33,3	0
	Finland	500	2,2	19,2	60,6	17,8	0,2
	Sweden	503	2,4	13,3	59,4	18,1	6,8
	United Kingdom	581	0,2	4	39,2	56,1	0,5
	Croatia	500	15,4	21,6	31,2	31,4	0,4
	Turkey	500	3,8	10,4	39,2	45,6	1
	Norway	501	2,4	12,2	53,1	29,9	2,4
	Iceland	501	2	6,8	41,9	44,5	4,8

Table 11b. Students choose where to study on the basis of the quality/reputation of the institution and its study programmes – *by segment*

QUESTION: Q3\_A. To what extent would you agree or disagree with the following statements? - Students choose where to study on the basis of the quality/reputation of the institution and its study programmes






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	3,7	12,8	44,5	37,8	1,2
 <b>SEX</b>						
Male	6831	3,9	13,5	45,1	36,2	1,3
Female	8133	3,5	12,3	43,9	39,2	1,1
 <b>AGE</b>						
18 - 20	3256	4,9	11,5	43,2	39,7	0,7
21 - 22	5058	3,1	11,7	44,7	39,4	1
23 - 24	3376	3,6	13,8	44,8	36,3	1,5
25 +	3227	3,6	14,9	44,9	34,9	1,8
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	4	12,3	43,8	38,8	1,1
Master/second cycle	3570	3	14,1	46	35,5	1,4
Doctorate/third cycle	345	4,1	10,1	47,8	37,1	0,9
Part-time/further education at BA-level	349	3,4	11,7	44,7	38,4	1,7
Part-time/further education at MA-level	210	2,4	11	40,5	45,7	0,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	3,7	11,3	45,2	38,4	1,4
2	4430	3,4	12,3	43,5	39,8	1
3	3385	3,8	13	44,7	37,4	1,1
4	2164	4	13,4	45,4	35,5	1,6
5+	2046	4	15,3	43,9	35,7	1
 <b>FIELD OF STUDY</b>						
Engineering	2426	3,7	12,5	45	38,2	0,7
Business and economic studies	3035	2,9	12,5	44,1	39,4	1,1
Languages	694	3,7	15,3	42,9	36,9	1,2
Law	960	2,5	11,1	48,1	37,6	0,6
Teacher training	1282	3,8	14,6	44,5	36	1
Medical Studies	844	2,5	10,3	45,3	40,9	1,1
Health studies incl. Nursing	832	4,9	11,4	42,9	39,3	1,4
Other social sciences	1906	5,4	14,2	42,5	36,4	1,5
Other hard sciences	1660	4	12,8	44,2	37,2	1,7
Other humanities	1282	3,8	13,1	45,9	35,3	1,9

Table 12a. Students choose where to study on the basis of other factors, such as location, friends, cost, etc – *by country*

QUESTION: Q3\_B. To what extent would you agree or disagree with the following statements? - Students choose where to study on the basis of other factors, such as location, friends, cost, etc

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	5,7	19,6	45,6	28	1,2
	<b>COUNTRY</b>						
	Belgium	500	2,6	27,8	45,4	24,2	0
	Bulgaria	500	7,4	21,2	36,6	33,2	1,6
	Czech Rep.	507	3,9	25	47,3	23,5	0,2
	Denmark	500	3	14,6	49,6	31,2	1,6
	Germany	533	2,3	19,5	44,7	32,6	0,9
	Estonia	502	12,2	27,9	42,6	14,9	2,4
	Greece	500	8,2	14,2	35,6	41	1
	Spain	504	5	16,5	38,7	38,9	1
	France	502	9	15,9	39	34,9	1,2
	Ireland	521	3,6	10,2	41,3	44	1
	Italy	500	7,8	21	41,8	27	2,4
	Cyprus	250	6	15,6	44	34	0,4
	Latvia	525	4,4	25,3	50,3	18,5	1,5
	Lithuania	501	5,8	20	48,3	24,8	1,2
	Luxembourg	257	1,9	14,4	58	25,7	0
	Hungary	507	6,3	31,6	43,2	17,9	1
	Malta	254	16,9	22,4	35,8	21,7	3,1
	Netherlands	500	6,2	20	54,6	18,6	0,6
	Austria	501	3,8	16,8	46,9	30,9	1,6
	Poland	506	0	10,7	51,8	37,4	0,2
	Portugal	500	1,6	16,6	49,4	31,8	0,6
	Romania	500	6,4	24	43,6	26	0
	Slovenia	506	12,8	20,8	40,7	25,5	0,2
	Slovakia	502	2,8	20,9	49	27,3	0
	Finland	500	1,8	25	61,4	11,8	0
	Sweden	503	3,6	15,3	60	16,9	4,2
	United Kingdom	581	7,7	16,7	43,5	31	1
	Croatia	500	13	22	30,6	33,4	1
	Turkey	500	7,8	19,2	38,4	33,6	1
	Norway	501	2,8	17,8	56,7	22	0,8
	Iceland	501	3,8	15,2	45,5	30,5	5

Table 12b. Students choose where to study on the basis of other factors, such as location, friends, cost, etc – *by segment*

QUESTION: Q3\_B. To what extent would you agree or disagree with the following statements? - Students choose where to study on the basis of other factors, such as location, friends, cost, etc






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	5,7	19,6	45,6	28	1,2
 <b>SEX</b>						
Male	6831	5,3	19,4	46,5	27,7	1,2
Female	8133	6	19,7	44,9	28,2	1,2
 <b>AGE</b>						
18 - 20	3256	6,7	20,2	43,9	28,3	1
21 - 22	5058	6	20,4	45,9	26,8	0,9
23 - 24	3376	4,9	19	45,8	28,9	1,4
25 +	3227	5,1	18,3	46,9	28,2	1,5
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	6,2	19,5	45	28,2	1,2
Master/second cycle	3570	4,4	19,6	47,7	27,1	1,1
Doctorate/third cycle	345	5,8	23,2	43,2	26,7	1,2
Part-time/further education at BA-level	349	7,4	19,5	39,5	32,4	1,1
Part-time/further education at MA-level	210	5,2	15,2	45,7	32,9	1
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	6,7	20,9	45,4	25,4	1,7
2	4430	5,6	19,8	44,6	29	1
3	3385	5,5	18	46,3	29,1	1,2
4	2164	6,1	19,7	44,7	28,2	1,2
5+	2046	4,5	19,6	47,9	27,3	0,7
 <b>FIELD OF STUDY</b>						
Engineering	2426	5,6	21,1	46,9	25,5	0,9
Business and economic studies	3035	5,8	21,7	45,4	26,1	0,9
Languages	694	5,8	17,4	42,9	32,6	1,3
Law	960	4,8	18,2	46,2	30,3	0,4
Teacher training	1282	6,3	20,8	43,6	28	1,2
Medical Studies	844	6,9	20,7	44,8	26,4	1,2
Health studies incl. Nursing	832	5,5	17,7	45,4	29,8	1,6
Other social sciences	1906	5,6	17,5	45,7	29,5	1,7
Other hard sciences	1660	5,9	19,7	44,9	28,4	1,1
Other humanities	1282	4,8	15,8	47,9	29,6	2



Table 13a. Students have enough information to choose where to study – *by country*

QUESTION: Q3\_C. To what extent would you agree or disagree with the following statements? - Students have enough information to choose where to study

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	9,2	26,6	36,3	26,6	1,4
	<b>COUNTRY</b>						
	Belgium	500	1,6	32,2	40,2	26	0
	Bulgaria	500	4,8	19,6	31,6	43,4	0,6
	Czech Rep.	507	1,6	18,7	42,4	37,3	0
	Denmark	500	4,4	21,4	40,8	30,6	2,8
	Germany	533	9	35,3	37,1	16,9	1,7
	Estonia	502	2	15,1	40,8	40,2	1,8
	Greece	500	42	25,2	15	17,6	0,2
	Spain	504	16,9	26,4	37,9	16,9	2
	France	502	23,9	33,3	24,1	17,3	1,4
	Ireland	521	3,8	17,5	40,1	36,3	2,3
	Italy	500	19,6	35,6	27,6	16,4	0,8
	Cyprus	250	6,4	31,2	32,4	27,6	2,4
	Latvia	525	1,7	18,5	42,5	36,8	0,6
	Lithuania	501	5,6	24,2	46,9	22	1,4
	Luxembourg	257	6,6	32,7	38,9	21	0,8
	Hungary	507	13,8	32,3	33,7	19,1	1
	Malta	254	17,3	31,9	29,1	19,7	2
	Netherlands	500	3,6	23,6	48,2	23,6	1
	Austria	501	5,6	27,7	33,9	29,9	2,8
	Poland	506	4,3	22,5	44,3	28,5	0,4
	Portugal	500	7,4	37,6	36	18	1
	Romania	500	12,2	35,8	29,2	22,8	0
	Slovenia	506	11,1	24,1	35,4	29,2	0,2
	Slovakia	502	3,6	21,7	47,6	26,9	0,2
	Finland	500	5,4	34	37	22,4	1,2
	Sweden	503	7,8	28,6	38,4	20,3	5
	United Kingdom	581	2,8	14,5	39,6	42	1,2
	Croatia	500	14,6	28	31	25,8	0,6
	Turkey	500	16	29	28,8	25,8	0,4
	Norway	501	8	36,1	34,7	20	1,2
	Iceland	501	3,6	21,4	33,1	35,7	6,2

Table 13b. Students have enough information to choose where to study – *by segment*

QUESTION: Q3\_C. To what extent would you agree or disagree with the following statements? - Students have enough information to choose where to study






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	9,2	26,6	36,3	26,6	1,4
 <b>SEX</b>						
Male	6831	8,8	25,3	37,2	27,3	1,4
Female	8133	9,4	27,8	35,5	26	1,4
 <b>AGE</b>						
18 - 20	3256	10,3	26,9	35	26,9	0,9
21 - 22	5058	9,2	26,8	36,8	26,2	0,9
23 - 24	3376	9,7	25,9	36,9	26,2	1,3
25 +	3227	7,4	27	35,9	27,2	2,5
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	9,7	26,4	35,7	27	1,2
Master/second cycle	3570	8,5	27,8	37,7	24,4	1,5
Doctorate/third cycle	345	6,7	27,2	38	26,4	1,7
Part-time/further education at BA-level	349	8	21,8	35,2	32,1	2,9
Part-time/further education at MA-level	210	5,7	21,9	38,1	33,8	0,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	9	27,1	33,7	28,9	1,3
2	4430	8,1	25,7	37,7	27,2	1,3
3	3385	9,5	25,1	38,2	26	1,2
4	2164	10,2	28,3	35,3	24,8	1,5
5+	2046	10	28,7	34,8	24,8	1,7
 <b>FIELD OF STUDY</b>						
Engineering	2426	8,5	25,9	37,5	26,9	1,2
Business and economic studies	3035	8,8	26,6	36,2	27,2	1,2
Languages	694	10,7	27,7	35,9	24,6	1,2
Law	960	9,6	27,2	36,9	25,4	0,9
Teacher training	1282	9,2	27,9	36	25,5	1,3
Medical Studies	844	6,5	26,1	38,4	27,8	1,2
Health studies incl. Nursing	832	8,8	25,6	34,4	29	2,3
Other social sciences	1906	10,5	28,3	35	24,7	1,4
Other hard sciences	1660	9,9	26,1	37,2	25,1	1,6
Other humanities	1282	9	25,2	34,4	29,5	1,9

Table 14a. Independent reports on the quality of universities and programmes would help students to decide where to study – *by country*

QUESTION: Q3\_D. To what extent would you agree or disagree with the following statements? - Independent reports on the quality of universities and programmes would help students to decide where to study

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	3	12,3	43,9	38,5	2,3
	<b>COUNTRY</b>						
	Belgium	500	0	31,8	40,8	27,4	0
	Bulgaria	500	2,2	11,8	40,4	44,2	1,4
	Czech Rep.	507	1,6	13,4	50,5	34,1	0,4
	Denmark	500	5,4	20,6	47,8	24,6	1,6
	Germany	533	2,1	14,4	45,4	36,4	1,7
	Estonia	502	3,4	11,8	40	41	3,8
	Greece	500	6,2	8,8	34	48,8	2,2
	Spain	504	4,2	8,3	41,5	42,9	3,2
	France	502	6,8	12,4	38,6	39,8	2,4
	Ireland	521	1,3	7,1	48,2	39,9	3,5
	Italy	500	2,6	13	49,2	30,2	5
	Cyprus	250	0,4	10,4	40	45,6	3,6
	Latvia	525	1,3	7,6	52,8	34,5	3,8
	Lithuania	501	0,6	10,4	44,5	39,7	4,8
	Luxembourg	257	1,2	13,6	45,5	38,9	0,8
	Hungary	507	3,6	18,7	44,2	32,1	1,4
	Malta	254	5,5	5,9	36,2	48	4,3
	Netherlands	500	2	18,8	50,6	26,6	2
	Austria	501	3,6	15,8	40,1	38,7	1,8
	Poland	506	1,2	8,9	49,2	39,3	1,4
	Portugal	500	1	5,8	49,4	42,2	1,6
	Romania	500	1	9,2	38	51,4	0,4
	Slovenia	506	3,6	7,5	42,1	46,8	0
	Slovakia	502	2,2	9,6	47,4	40	0,8
	Finland	500	0,8	17,6	47,8	32,4	1,4
	Sweden	503	1,8	9,1	51,5	30,8	6,8
	United Kingdom	581	1,2	5,2	41,1	51,1	1,4
	Croatia	500	14,4	14,4	30,4	40,8	0
	Turkey	500	7,8	22	39,8	28,8	1,6
	Norway	501	0,8	9,8	53,5	33,5	2,4
	Iceland	501	3,4	7,2	33,7	50,1	5,6

Table 14b. Independent reports on the quality of universities and programmes would help students to decide where to study – *by segment*

QUESTION: Q3\_D. To what extent would you agree or disagree with the following statements? - Independent reports on the quality of universities and programmes would help students to decide where to study






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	3	12,3	43,9	38,5	2,3
 <b>SEX</b>						
Male	6831	3,1	12,8	43,4	38,5	2,2
Female	8133	3	12	44,2	38,6	2,3
 <b>AGE</b>						
18 - 20	3256	3,3	10,6	44,8	39,5	1,8
21 - 22	5058	2,9	12,9	43,3	38,8	2
23 - 24	3376	3,1	12,6	44,4	37,6	2,4
25 +	3227	2,9	13	43,2	37,9	2,9
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	3,2	11,9	43,4	39,4	2,1
Master/second cycle	3570	2,6	13,6	45	36,4	2,4
Doctorate/third cycle	345	3,5	16,8	40,6	38,3	0,9
Part-time/further education at BA-level	349	2,9	7,2	47,6	39,3	3,2
Part-time/further education at MA-level	210	1,4	8,6	45,2	43,3	1,4
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	2,3	11,2	44,2	39,8	2,4
2	4430	3,1	11,9	43,8	39,1	2,1
3	3385	3,4	12,3	43,7	38,4	2,2
4	2164	2,7	14	43,2	37,3	2,8
5+	2046	3,4	13,3	44,3	37	2
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,7	12,8	44,1	38,2	2,3
Business and economic studies	3035	2,6	11,8	44,8	39	1,8
Languages	694	3	13,5	43,9	37	2,4
Law	960	3,4	14,3	42,6	38,3	1,4
Teacher training	1282	2,9	15,4	44,2	34,8	2,7
Medical Studies	844	1,8	13,3	46,3	36,5	2,1
Health studies incl. Nursing	832	2,4	12,3	42,2	40,9	2,3
Other social sciences	1906	4,6	11,1	43,6	38,3	2,5
Other hard sciences	1660	3,3	10,9	42,7	41,1	2
Other humanities	1282	3,1	11,1	43,1	39,5	3,3

Table 15a. Performance rankings of universities and programmes would help students to choose where to study – *by country*

QUESTION: Q3\_E. To what extent would you agree or disagree with the following statements? - Performance rankings of universities and programmes would help students to choose where to study

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	5,1	17,3	42,9	32,2	2,5
	<b>COUNTRY</b>						
	Belgium	500	0	22,4	35	42,6	0
	Bulgaria	500	3,2	9,6	40,8	45,6	0,8
	Czech Rep.	507	2,2	17,8	50,5	28,2	1,4
	Denmark	500	10,6	24,6	47,8	14,2	2,8
	Germany	533	5,6	27,6	37,3	27,6	1,9
	Estonia	502	3	15,1	44,2	32,7	5
	Greece	500	11	11,2	36	41	0,8
	Spain	504	8,7	9,9	43,7	34,5	3,2
	France	502	10	19,3	35,7	33,5	1,6
	Ireland	521	4	9,4	48,4	34	4,2
	Italy	500	5,2	20,2	45	24,8	4,8
	Cyprus	250	1,2	10,4	43,2	42	3,2
	Latvia	525	2,1	11,8	54,5	26,7	5
	Lithuania	501	2,6	16,6	45,9	32,1	2,8
	Luxembourg	257	4,3	18,3	47,9	28,4	1,2
	Hungary	507	3,2	17,6	48,7	29,6	1
	Malta	254	2,4	7,9	35,4	50	4,3
	Netherlands	500	3,8	24,4	53,4	16	2,4
	Austria	501	8,6	30,1	34,3	24,2	2,8
	Poland	506	0,6	11,7	46,2	40,5	1
	Portugal	500	1,8	9	46	41,8	1,4
	Romania	500	0,8	7	38,2	53,8	0,2
	Slovenia	506	9,1	15,2	44,5	31,2	0
	Slovakia	502	3	14,7	43,6	38	0,6
	Finland	500	11,8	50,6	30,2	6,2	1,2
	Sweden	503	4,4	19,5	50,7	12,1	13,3
	United Kingdom	581	1,5	8,3	39,2	49,6	1,4
	Croatia	500	13,6	14	34,8	37,6	0
	Turkey	500	5,8	15,2	39,4	38,6	1
	Norway	501	6,2	22,8	49,3	18	3,8
	Iceland	501	5,6	16,8	38,9	32,3	6,4

Table 15b. Performance rankings of universities and programmes would help students to choose where to study – *by segment*

QUESTION: Q3\_E. To what extent would you agree or disagree with the following statements? - Performance rankings of universities and programmes would help students to choose where to study






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	5,1	17,3	42,9	32,2	2,5
 <b>SEX</b>						
Male	6831	5,6	17,2	42,7	32,1	2,4
Female	8133	4,7	17,3	43,1	32,2	2,7
 <b>AGE</b>						
18 - 20	3256	4,2	15,9	42,6	35,4	1,9
21 - 22	5058	4,8	16	43,9	33,1	2,2
23 - 24	3376	5,3	17	43,5	32	2,2
25 +	3227	6,4	20,9	41,3	27,4	4
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	5,3	16,7	43,1	32,6	2,4
Master/second cycle	3570	4,8	18,2	43	31,5	2,5
Doctorate/third cycle	345	4,3	15,7	42	36,5	1,4
Part-time/further education at BA-level	349	4	14,6	37,8	40,1	3,4
Part-time/further education at MA-level	210	4,3	17,1	47,6	27,6	3,3
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	4	18,3	42,5	32,2	2,9
2	4430	4,9	16,5	43	33,1	2,5
3	3385	4,8	15,4	44	33,4	2,4
4	2164	6,4	17,5	42,4	30,8	2,8
5+	2046	6,3	20,1	41,9	29,6	2,2
 <b>FIELD OF STUDY</b>						
Engineering	2426	5,1	16,4	44,7	31,8	2
Business and economic studies	3035	3,7	16,2	43,6	34,4	2,1
Languages	694	6,8	17	39,6	33	3,6
Law	960	4,9	16,5	43,5	33,4	1,7
Teacher training	1282	5,2	20,4	43,1	28,6	2,7
Medical Studies	844	3,1	16,8	44,4	32,2	3,4
Health studies incl. Nursing	832	4,3	15,5	42,5	33,8	3,8
Other social sciences	1906	7,1	16,4	42,7	31	2,8
Other hard sciences	1660	4,8	19,7	40,3	33,4	1,8
Other humanities	1282	6,8	18,6	41,6	29,6	3,4

Table 16a. Students should be involved in quality reports and rankings – *by country*

QUESTION: Q3\_F. To what extent would you agree or disagree with the following statements? - Students should be involved in quality reports and rankings

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	4,2	12,1	38,9	41,8	3
	<b>COUNTRY</b>						
	Belgium	500	3,8	32,6	32,2	31,4	0
	Bulgaria	500	4	13,8	32,4	46,8	3
	Czech Rep.	507	3,4	9,5	46,5	39,3	1,4
	Denmark	500	3,6	13,6	47	34,4	1,4
	Germany	533	2,8	8,6	37,7	48,4	2,4
	Estonia	502	3,4	13,9	36,1	42	4,6
	Greece	500	9,2	9,6	29,4	49	2,8
	Spain	504	3,4	5,2	42,3	45,4	3,8
	France	502	11,2	16,3	36,9	31,3	4,4
	Ireland	521	3,6	6	38,8	46,6	5
	Italy	500	5,8	16	41,4	29,8	7
	Cyprus	250	1,6	12,4	41,2	37,2	7,6
	Latvia	525	2,5	13,5	46,5	31,6	5,9
	Lithuania	501	4,2	14,8	41,1	31,9	8
	Luxembourg	257	2,3	12,8	42,8	40,9	1,2
	Hungary	507	4,3	14	37,9	43	0,8
	Malta	254	4,7	7,1	31,5	51,6	5,1
	Netherlands	500	2,6	15,2	48,4	31	2,8
	Austria	501	1,8	11,6	39,7	44,5	2,4
	Poland	506	2,2	7,5	41,9	47	1,4
	Portugal	500	1,6	7	48,4	40,4	2,6
	Romania	500	1,6	8,8	34,8	54,2	0,6
	Slovenia	506	2	4,7	32	61,3	0
	Slovakia	502	1,4	6,6	36,1	55,4	0,6
	Finland	500	13,8	39,2	34,8	11,2	1
	Sweden	503	1,8	7,2	50,3	34,4	6,4
	United Kingdom	581	1	7,1	41,8	47,2	2,9
	Croatia	500	17,6	11,6	19,2	50,6	1
	Turkey	500	2,8	12,8	39	40,6	4,8
	Norway	501	2	8,2	40,9	47,7	1,2
	Iceland	501	4,2	6,6	35,1	49,3	4,8

Table 16b. Students should be involved in quality reports and rankings – *by segment*

QUESTION: Q3\_F. To what extent would you agree or disagree with the following statements? - Students should be involved in quality reports and rankings






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	4,2	12,1	38,9	41,8	3
 <b>SEX</b>						
Male	6831	4,7	12,5	38,8	41	3,1
Female	8133	3,9	11,7	38,9	42,4	3
 <b>AGE</b>						
18 - 20	3256	4,5	12,7	38,9	40,9	2,9
21 - 22	5058	4	12,4	37,8	42,6	3,1
23 - 24	3376	4,2	11,4	40,1	42	2,3
25 +	3227	4,3	11,8	39,3	40,7	3,8
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	4,4	12,4	38,4	41,7	3,2
Master/second cycle	3570	3,8	11	40,4	42,1	2,6
Doctorate/third cycle	345	4,1	14,8	39,7	39,1	2,3
Part-time/further education at BA-level	349	3,7	9,5	38,1	45,8	2,9
Part-time/further education at MA-level	210	2,4	11,4	42,9	40,5	2,9
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	4	13,2	39,4	40,3	3,1
2	4430	3,7	11,9	39,4	42,1	2,8
3	3385	4,5	11	37,7	43,7	3
4	2164	4,4	11,6	38,9	41,5	3,7
5+	2046	4,9	13	39	40,2	2,8
 <b>FIELD OF STUDY</b>						
Engineering	2426	4,1	12,7	40,9	39,8	2,5
Business and economic studies	3035	3,6	12	39	42,3	3,1
Languages	694	5	12,5	38,6	39,2	4,6
Law	960	5,3	13,6	40,4	38,2	2,4
Teacher training	1282	3,7	11,8	38,9	42,7	2,8
Medical Studies	844	2,6	13,7	40,3	41,2	2,1
Health studies incl. Nursing	832	3,8	10,1	36,7	47,2	2,2
Other social sciences	1906	5,1	11,6	37,1	42,3	3,8
Other hard sciences	1660	4	11,6	39,3	41,7	3,4
Other humanities	1282	5,5	11,2	36,3	43,4	3,6



Table 17a. Planning to study abroad – *by country*

QUESTION: Q4. Are you planning to pursue part of your studies in another country?

































		Total N	% Yes	% No, I have already studied abroad	% I applied but was not selected	% No, I planned to, but then gave up	% No, I never planned to study abroad	% DK/NA
	<b>ALL</b>	14964	33,3	7,4	1,7	10,8	41,1	5,7
	<b>COUNTRY</b>							
	Belgium	500	29,4	18,8	4,8	14,8	32,2	0
	Bulgaria	500	32,2	1,4	1	12,2	49,6	3,6
	Czech Rep.	507	28,8	6,9	5,5	15,8	41,2	1,8
	Denmark	500	38	8,4	0,4	9,8	40	3,4
	Germany	533	35,1	17,4	1,3	14,6	27,8	3,8
	Estonia	502	28,5	6	6,2	14,3	35,9	9,2
	Greece	500	41,4	0,6	0	10	41,6	6,4
	Spain	504	40,7	5,8	1	11,7	35,5	5,4
	France	502	41,2	9	0,6	10,2	36,1	3
	Ireland	521	39	10,7	3,3	6,9	38	2,1
	Italy	500	33,6	5,6	2,2	10,2	40,6	7,8
	Cyprus	250	58	4,8	0	11,2	18,4	7,6
	Latvia	525	33,5	3,6	2,1	7	38,1	15,6
	Lithuania	501	23,4	4,8	3,8	23,2	43,7	1,2
	Luxembourg	257	70,8	27,2	0	0,4	1,2	0,4
	Hungary	507	35,1	3	0,2	12,8	47,3	1,6
	Malta	254	42,9	4,7	0	9,4	33,9	9,1
	Netherlands	500	39,2	9,8	0,6	14,8	31,4	4,2
	Austria	501	29,1	15,8	1,6	16	28,5	9
	Poland	506	11,7	2,4	2	8,1	61,7	14,2
	Portugal	500	28,8	3,6	2	10,6	53	2
	Romania	500	28	1,4	2	10,6	54,4	3,6
	Slovenia	506	31,2	1	0,4	13	47,2	7,1
	Slovakia	502	22,3	7,6	4,8	16,3	45	4
	Finland	500	30,6	8,6	0,2	3,4	55,8	1,4
	Sweden	503	24,3	6,2	0,6	4,6	56,1	8,3
	United Kingdom	581	28,6	11	0,9	3,6	46,3	9,6
	Croatia	500	17,6	0,6	1,2	13	67,6	0
	Turkey	500	48	1,8	1,6	11,4	35,8	1,4
	Norway	501	33,9	14,6	0	7	34,9	9,6
	Iceland	501	42,5	12,2	0,8	4,4	20,8	19,4

Table 17b. Planning to study abroad – *by segment*

QUESTION: Q4. Are you planning to pursue part of your studies in another country?






	Total N	% Yes	% No, I have already studied abroad	% I applied but was not selected	% No, I planned to, but then gave up	% No, I never planned to study abroad	% DK/NA
<b>ALL</b>	14964	33,3	7,4	1,7	10,8	41,1	5,7
 <b>SEX</b>							
Male	6831	34,3	8,1	1,7	9,7	40,6	5,6
Female	8133	32,4	6,8	1,7	11,8	41,5	5,8
 <b>AGE</b>							
18 - 20	3256	43,1	2,2	1	8,8	38,5	6,4
21 - 22	5058	37	4,3	1,9	11,1	40,2	5,4
23 - 24	3376	30,2	9,3	2,1	12,2	41,1	5
25 +	3227	20,9	15,3	1,7	11	45,1	5,9
 <b>LEVEL OF STUDY</b>							
Bachelor/first cycle	10151	37,4	4,6	1,5	9,6	40,8	6,1
Master/second cycle	3570	25,2	14	2,5	14,1	39,5	4,6
Doctorate/third cycle	345	28,1	20,3	1,2	11,3	35,7	3,5
Part-time/further education at BA-level	349	22,6	8	1,7	11,5	53,9	2,3
Part-time/further education at MA-level	210	11,4	10,5	3,8	12,9	57,6	3,8
 <b>NUMBER OF FINISHED YEARS</b>							
1	2939	44	3,2	0,9	7,2	37,5	7,2
2	4430	36,9	4	2	9,8	41,2	6,2
3	3385	31,1	6,9	2	11,7	43,4	4,8
4	2164	26,5	12,2	2,2	12,9	41,5	4,7
5+	2046	20,9	16,4	1,5	14,7	41,8	4,8
 <b>FIELD OF STUDY</b>							
Engineering	2426	28,9	6,6	2,2	12	44,7	5,6
Business and economic studies	3035	35,2	6,8	1,8	11,2	39,2	5,8
Languages	694	44,5	13,1	1,4	8,1	27,1	5,8
Law	960	33,8	9	1,6	11,4	39,9	4,5
Teacher training	1282	26,5	7,7	1,7	12,3	48	3,7
Medical Studies	844	38,5	6,2	1,7	7,7	40,8	5,2
Health studies incl. Nursing	832	26,6	6	0,7	11,1	49,5	6,1
Other social sciences	1906	33,5	7,2	1,4	10,1	41,4	6,3
Other hard sciences	1660	34,6	6,5	1,7	11,1	39,4	6,7
Other humanities	1282	36,2	8,8	2,3	10,1	36,3	6,2

Table 18a. Lack of information on the opportunities to study abroad – *by country*

**QUESTION: Q5\_A. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Lack of information on the opportunities to study abroad**

*Base: who planned to, but then gave up or who never planned to study abroad*

































		Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
	<b>ALL</b>	7770	11,3	23,7	31	28,1	5,8
	<b>COUNTRY</b>						
	Belgium	235	23,8	22,6	27,2	26,4	0
	Bulgaria	309	16,8	27,8	25,6	27,2	2,6
	Czech Rep.	289	6,9	21,1	42,6	24,2	5,2
	Denmark	249	10,8	9,2	21,7	53	5,2
	Germany	226	4,4	18,1	41,6	30,5	5,3
	Estonia	252	6	17,1	43,3	29,4	4,4
	Greece	258	24	18,6	26,7	24,8	5,8
	Spain	238	8,4	28,6	39,9	20,6	2,5
	France	232	14,2	19,8	33,2	32,3	0,4
	Ireland	234	1,7	7,3	15,4	19,7	56
	Italy	254	7,5	25,2	40,2	25,2	2
	Cyprus	74	17,6	24,3	31,1	10,8	16,2
	Latvia	237	4,2	19	52,3	21,1	3,4
	Lithuania	335	8,1	25,1	32,8	20,9	13,1
	Luxembourg	4	25	25	25	0	25
	Hungary	305	10,2	29,5	33,4	25,2	1,6
	Malta	110	10,9	16,4	39,1	25,5	8,2
	Netherlands	231	4,3	21,6	36,8	31,6	5,6
	Austria	223	4,5	24,2	25,1	43,5	2,7
	Poland	353	18,1	38	31,7	9,9	2,3
	Portugal	318	27,4	28,9	22,3	20,4	0,9
	Romania	325	17,5	36	30,5	14,2	1,8
	Slovenia	305	11,1	29,2	32,5	25,6	1,6
	Slovakia	308	7,5	33,4	38,3	19,8	1
	Finland	296	2	11,1	39,9	46,6	0,3
	Sweden	305	3,6	14,8	22	51,1	8,5
	United Kingdom	290	10	17,9	17,2	39	15,9
	Croatia	403	16,4	32,5	26,8	24,1	0,2
	Turkey	236	21,2	39,4	19,9	19,1	0,4
	Norway	210	2,4	12,4	26,7	46,7	11,9
	Iceland	126	11,9	13,5	15,1	49,2	10,3

Table 18b. Lack of information on the opportunities to study abroad – *by segment*

**QUESTION: Q5\_A. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Lack of information on the opportunities to study abroad**

*Base: who planned to, but then gave up or who never planned to study abroad*






	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
<b>ALL</b>	7770	11,3	23,7	31	28,1	5,8
 <b>SEX</b>						
Male	3433	10,1	22,9	31,3	29,1	6,5
Female	4337	12,3	24,3	30,8	27,3	5,3
 <b>AGE</b>						
18 - 20	1540	12,1	25,3	30,4	24,2	8,1
21 - 22	2597	12,1	26,3	32,7	23,8	5,2
23 - 24	1800	11,9	23,7	31,4	28,7	4,3
25 +	1811	8,9	18,6	29,1	37,2	6,2
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	5120	12	24	30,7	26,8	6,5
Master/second cycle	1914	9,6	24,3	32,9	29,8	3,4
Doctorate/third cycle	162	12,3	17,9	32,1	32,1	5,6
Part-time/further education at BA-level	228	14,5	20,2	25,9	29,8	9,6
Part-time/further education at MA-level	148	12,8	26,4	29,1	25,7	6,1
 <b>NUMBER OF FINISHED YEARS</b>						
1	1315	11,8	22,5	33,2	28	4,6
2	2256	11,7	25,2	29,3	26,2	7,7
3	1865	11,3	24,8	30,8	27,1	6
4	1179	11	22,8	31,5	29,6	5,1
5+	1155	10,4	21,3	31,8	32,3	4,2
 <b>FIELD OF STUDY</b>						
Engineering	1376	10,4	28,7	32	24,5	4,4
Business and economic studies	1530	10,7	24,6	33	25,9	5,8
Languages	244	12,7	23,8	27,5	29,9	6,1
Law	492	7,1	25,8	32,1	29,9	5,1
Teacher training	773	11,3	22,6	29,5	32,7	3,9
Medical Studies	409	10,8	18,6	31,5	32	7,1
Health studies incl. Nursing	504	12,7	21,2	28,4	30	7,7
Other social sciences	983	14,6	22,2	28,5	29,9	4,8
Other hard sciences	838	11,8	22,8	32,7	27,3	5,4
Other humanities	596	11,4	19,8	30	27,3	11,4

Table 19a. Lack of funds – *by country*

**QUESTION: Q5\_B. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Lack of funds**

*Base: who planned to, but then gave up or who never planned to study abroad*

































	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
 <b>ALL</b>	7770	30	30,9	18,5	17,1	3,6
<b>COUNTRY</b>						
 Belgium	235	30,6	39,1	27,2	3	0
 Bulgaria	309	52,4	30,7	7,8	7,4	1,6
 Czech Rep.	289	26,6	31,8	23,2	13,1	5,2
 Denmark	249	6	24,5	21,3	44,2	4
 Germany	226	31,4	26,5	23	15	4
 Estonia	252	23,4	44,4	23	6,3	2,8
 Greece	258	38,8	15,1	14	32,2	0
 Spain	238	44,5	31,1	10,1	12,2	2,1
 France	232	22,8	30,6	19,4	26,3	0,9
 Ireland	234	32,1	32,5	15	10,7	9,8
 Italy	254	18,1	40,9	22,8	16,9	1,2
 Cyprus	74	29,7	28,4	17,6	8,1	16,2
 Latvia	237	28,3	38,8	22,4	5,5	5,1
 Lithuania	335	35,2	34,6	16,4	6,3	7,5
 Luxembourg	4	25	25	25	25	0
 Hungary	305	39,7	32,8	16,1	9,2	2,3
 Malta	110	26,4	24,5	16,4	25,5	7,3
 Netherlands	231	15,2	27,3	28,1	26,4	3
 Austria	223	17,5	33,6	20,6	26	2,2
 Poland	353	39,4	40,2	15	4,8	0,6
 Portugal	318	51,6	25,2	12,6	9,7	0,9
 Romania	325	49,2	34,2	8,9	5,8	1,8
 Slovenia	305	31,1	34,8	20,3	13,1	0,7
 Slovakia	308	23,7	42,9	20,1	12,3	1
 Finland	296	7,4	30,1	39,2	22,6	0,7
 Sweden	305	6,9	19	22	42,3	9,8
 United Kingdom	290	26,6	21	12,4	27,9	12,1
 Croatia	403	43,7	29,8	13,4	13,2	0
 Turkey	236	41,9	34,7	11,4	10,2	1,7
 Norway	210	6,2	16,2	21,9	43,3	12,4
 Iceland	126	16,7	13,5	22,2	41,3	6,3

Table 19b. Lack of funds – *by segment*

**QUESTION: Q5\_B. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Lack of funds**

*Base: who planned to, but then gave up or who never planned to study abroad*






	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
<b>ALL</b>	7770	30	30,9	18,5	17,1	3,6
 <b>SEX</b>						
Male	3433	27,4	31,1	19,6	18	3,9
Female	4337	32	30,8	17,6	16,4	3,3
 <b>AGE</b>						
18 - 20	1540	32,4	31,4	17,7	14,5	4
21 - 22	2597	31,3	33,7	17,8	14	3,2
23 - 24	1800	31,5	30,6	19,6	15,8	2,5
25 +	1811	24,5	26,8	19,3	24,7	4,7
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	5120	31	30,9	18,4	16,2	3,6
Master/second cycle	1914	28,3	31,5	18,5	19	2,8
Doctorate/third cycle	162	22,8	34	27,2	12,3	3,7
Part-time/further education at BA-level	228	39,5	25	12,7	15,4	7,5
Part-time/further education at MA-level	148	32,4	38,5	13,5	11,5	4,1
 <b>NUMBER OF FINISHED YEARS</b>						
1	1315	29,8	31,1	19,2	16	4
2	2256	31,7	31,8	17,4	15,1	4
3	1865	29,5	33,2	17,1	16,9	3,3
4	1179	29,6	29	19,8	18,3	3,3
5+	1155	27,7	27,3	20,9	21,3	2,9
 <b>FIELD OF STUDY</b>						
Engineering	1376	30,9	33,7	18,8	14,1	2,5
Business and economic studies	1530	31,2	31,6	18,2	15,1	3,9
Languages	244	34,4	27	15,2	20,9	2,5
Law	492	27	28,9	23,2	17,7	3,3
Teacher training	773	29,5	31,6	19,7	16,4	2,8
Medical Studies	409	28,6	26,2	18,3	22,5	4,4
Health studies incl. Nursing	504	27,2	30,4	15,3	22	5,2
Other social sciences	983	29,2	31	17,6	18,5	3,7
Other hard sciences	838	33,1	29,7	17,4	16,8	3
Other humanities	596	27,2	31,2	20	16,9	4,7

Table 20a. Lack or difficulty to obtain recognition for study periods abroad – *by country*

QUESTION: Q5\_C. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Lack or difficulty to obtain recognition for study periods abroad

Base: who planned to, but then gave up or who never planned to study abroad

































		Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
	<b>ALL</b>	7770	10,5	24,9	29,2	25,4	10
	<b>COUNTRY</b>						
	Belgium	235	5,1	28,5	37	29,4	0
	Bulgaria	309	19,1	33,3	23,9	16,5	7,1
	Czech Rep.	289	9	23,2	37,7	22,5	7,6
	Denmark	249	3,6	13,3	22,5	52,6	8
	Germany	226	7,5	21,7	33,6	20,4	16,8
	Estonia	252	2,4	15,1	35,3	34,1	13,1
	Greece	258	21,7	15,9	22,5	34,5	5,4
	Spain	238	12,2	45	26,5	13,9	2,5
	France	232	19	23,7	23,7	27,6	6
	Ireland	234	6,4	18,4	24,8	25,2	25,2
	Italy	254	11	29,1	29,5	23,2	7,1
	Cyprus	74	10,8	24,3	32,4	13,5	18,9
	Latvia	237	4,2	21,1	40,5	20,3	13,9
	Lithuania	335	11,6	26	30,4	15,2	16,7
	Luxembourg	4	0	25	25	50	0
	Hungary	305	10,8	34,4	27,9	20	6,9
	Malta	110	10,9	14,5	26,4	30,9	17,3
	Netherlands	231	3,5	16	31,2	35,9	13,4
	Austria	223	9,4	25,6	25,6	30,9	8,5
	Poland	353	13,3	40,2	29,2	9,3	7,9
	Portugal	318	15,7	33,3	31,4	12,6	6,9
	Romania	325	16	33,5	26,5	16,3	7,7
	Slovenia	305	11,1	18,4	34,1	24,6	11,8
	Slovakia	308	5,5	34,4	38,3	14,9	6,8
	Finland	296	2,4	11,8	40,5	40,9	4,4
	Sweden	305	6,2	16,1	17,7	41	19
	United Kingdom	290	8,6	16,6	20,3	31,7	22,8
	Croatia	403	11,7	31	37,7	17,6	2
	Turkey	236	28	30,9	23,3	16,1	1,7
	Norway	210	2,4	13,8	17,6	45,7	20,5
	Iceland	126	11,9	7,1	12,7	55,6	12,7

Table 20b. Lack or difficulty to obtain recognition for study periods abroad – *by segment*

**QUESTION: Q5\_C. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Lack or difficulty to obtain recognition for study periods abroad**

*Base: who planned to, but then gave up or who never planned to study abroad*






	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
<b>ALL</b>	7770	10,5	24,9	29,2	25,4	10
 <b>SEX</b>						
Male	3433	9,6	23,5	29,4	26,7	10,7
Female	4337	11,2	26	29,1	24,3	9,5
 <b>AGE</b>						
18 - 20	1540	12,3	24,3	29,9	22,1	11,4
21 - 22	2597	10,7	27,1	29,8	22,6	9,7
23 - 24	1800	10,9	24,8	32,1	24,5	7,7
25 +	1811	8,3	22,3	25,2	32,7	11,5
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	5120	11,2	24,1	28,8	25,2	10,8
Master/second cycle	1914	9	27,7	30,8	25	7,5
Doctorate/third cycle	162	11,1	24,1	32,7	27,2	4,9
Part-time/further education at BA-level	228	11	21,9	25,9	26,8	14,5
Part-time/further education at MA-level	148	10,1	26,4	36,5	15,5	11,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	1315	10,2	23,8	29,4	24,4	12,2
2	2256	10,9	25,3	28,4	24,3	11,1
3	1865	11,4	25,5	28,9	24,1	10
4	1179	10	25,4	30,5	26,7	7,3
5+	1155	9,1	23,9	29,7	29	8,3
 <b>FIELD OF STUDY</b>						
Engineering	1376	9	28,1	31,1	23,5	8,4
Business and economic studies	1530	10	25,5	31,9	22,1	10,5
Languages	244	8,2	25,8	24,6	32,8	8,6
Law	492	11,8	28	28,3	24,8	7,1
Teacher training	773	10,6	25,9	26,9	26,8	9,8
Medical Studies	409	14,4	26,4	25,7	23,2	10,3
Health studies incl. Nursing	504	11,5	20,4	26	31,7	10,3
Other social sciences	983	12,3	22,9	29,2	25,8	9,8
Other hard sciences	838	9,8	22,7	30,5	26,5	10,5
Other humanities	596	9,9	21,8	27,3	26,7	14,3



Table 21a. The different quality of education abroad – *by country*

**QUESTION: Q5\_D. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - The different quality of education abroad**

*Base: who planned to, but then gave up or who never planned to study abroad*

































	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
 <b>ALL</b>	7770	7,8	20,4	33,1	30,3	8,4
<b>COUNTRY</b>						
 Belgium	235	1,3	28,5	24,7	45,5	0
 Bulgaria	309	11,7	23	28,8	31,1	5,5
 Czech Rep.	289	5,5	20,4	42,2	26	5,9
 Denmark	249	4,4	12,4	26,1	49	8
 Germany	226	7,1	23,5	29,2	28,8	11,5
 Estonia	252	3,6	13,1	43,7	30,6	9,1
 Greece	258	20,9	13,6	26,4	35,7	3,5
 Spain	238	9,7	25,2	42,4	18,9	3,8
 France	232	13,8	16,4	30,2	32,3	7,3
 Ireland	234	3,8	15	23,5	31,2	26,5
 Italy	254	4,7	19,3	42,1	28,3	5,5
 Cyprus	74	21,6	16,2	25,7	17,6	18,9
 Latvia	237	6,8	19	38,8	25,7	9,7
 Lithuania	335	3,3	21,5	34,9	26,6	13,7
 Luxembourg	4	0	0	25	75	0
 Hungary	305	7,2	20,7	36,4	30,5	5,2
 Malta	110	11,8	25,5	28,2	23,6	10,9
 Netherlands	231	8,2	18,6	32,5	28,6	12,1
 Austria	223	8,1	23,3	28,3	32,7	7,6
 Poland	353	13,9	37,4	31,2	8,8	8,8
 Portugal	318	11,6	34	32,7	18,9	2,8
 Romania	325	7,1	22,8	39,4	25,8	4,9
 Slovenia	305	6,2	17,7	38	37	1
 Slovakia	308	4,9	21,1	44,8	23,7	5,5
 Finland	296	1,4	10,1	45,6	37,8	5,1
 Sweden	305	2	13,8	24,6	41,3	18,4
 United Kingdom	290	8,3	16,6	21,7	33,4	20
 Croatia	403	10,2	25,6	38,2	25,6	0,5
 Turkey	236	13,6	23,7	25	33,1	4,7
 Norway	210	3,3	9	24,3	42,4	21
 Iceland	126	11,9	7,1	13,5	54	13,5

Table 21b. The different quality of education abroad – *by segment*

**QUESTION: Q5\_D. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - The different quality of education abroad**

*Base: who planned to, but then gave up or who never planned to study abroad*






	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
<b>ALL</b>	7770	7,8	20,4	33,1	30,3	8,4
 <b>SEX</b>						
Male	3433	7,2	19,3	33	31,7	8,8
Female	4337	8,3	21,3	33,2	29,3	8
 <b>AGE</b>						
18 - 20	1540	8,6	21,9	33,1	27,5	8,8
21 - 22	2597	7,7	21,8	34,2	28,2	8
23 - 24	1800	8,6	20,8	34,1	29,9	6,6
25 +	1811	6,5	16,6	30,6	36,2	10,2
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	5120	8,2	20,7	32,3	30,1	8,7
Master/second cycle	1914	7,2	19,7	35,9	30,8	6,3
Doctorate/third cycle	162	5,6	23,5	26,5	40,1	4,3
Part-time/further education at BA-level	228	8,8	18,9	28,5	29,4	14,5
Part-time/further education at MA-level	148	11,5	25	35,1	18,2	10,1
 <b>NUMBER OF FINISHED YEARS</b>						
1	1315	8,1	21,4	33,5	28,2	8,8
2	2256	8,3	21,9	32,7	27,6	9,5
3	1865	7,5	20,7	32,3	31	8,5
4	1179	7	18,8	34,7	32,1	7,4
5+	1155	8	17,7	33	35,2	6,2
 <b>FIELD OF STUDY</b>						
Engineering	1376	7,5	24,1	35,8	25,2	7,4
Business and economic studies	1530	8,4	20,9	35,6	27,5	7,6
Languages	244	7,8	18,4	32,4	35,2	6,1
Law	492	8,5	19,9	35,8	29,3	6,5
Teacher training	773	6,7	18,6	32,9	33,1	8,7
Medical Studies	409	9,3	24,4	28,1	29,3	8,8
Health studies incl. Nursing	504	6,3	19,2	28	34,9	11,5
Other social sciences	983	9,9	19,1	29,6	33,5	7,9
Other hard sciences	838	6,7	17,7	32,9	34,1	8,6
Other humanities	596	6,5	19,1	32,6	30,7	11,1

Table 22a. Language barriers – *by country*

**QUESTION: Q5\_E. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Language barriers**

*Base: who planned to, but then gave up or who never planned to study abroad*

































	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
 <b>ALL</b>	7770	14,6	22,6	31,9	27,2	3,6
<b>COUNTRY</b>						
 Belgium	235	0,9	24,3	33,2	41,7	0
 Bulgaria	309	24,6	24,3	28,5	21,4	1,3
 Czech Rep.	289	15,9	26,3	32,9	19,7	5,2
 Denmark	249	1,6	12,9	24,9	55,4	5,2
 Germany	226	6,6	13,3	42,5	35	2,7
 Estonia	252	8,7	22,2	37,3	30,2	1,6
 Greece	258	23,6	13,2	33,3	29,8	0
 Spain	238	21,8	34	22,7	19,3	2,1
 France	232	20,7	23,7	29,3	25,4	0,9
 Ireland	234	23,9	26,1	20,1	15	15
 Italy	254	13	30,7	39,8	15,4	1,2
 Cyprus	74	28,4	12,2	27	13,5	18,9
 Latvia	237	11,8	28,3	40,1	18,6	1,3
 Lithuania	335	14,3	27,2	36,1	16,1	6,3
 Luxembourg	4	0	0	50	50	0
 Hungary	305	13,8	19,3	33,8	31,1	2
 Malta	110	11,8	17,3	27,3	36,4	7,3
 Netherlands	231	7,8	19,5	32	37,2	3,5
 Austria	223	10,3	22,9	27,8	35,4	3,6
 Poland	353	20,1	31,7	36,3	9,9	2
 Portugal	318	32,1	22,6	29,9	14,2	1,3
 Romania	325	12,9	27,4	37,5	20,3	1,8
 Slovenia	305	17	24,9	30,8	27,2	0
 Slovakia	308	17,5	31,5	33,1	16,9	1
 Finland	296	3,4	13,2	41,2	41,6	0,7
 Sweden	305	4,6	13,4	25,9	47,9	8,2
 United Kingdom	290	18,3	22,4	17,9	27,2	14,1
 Croatia	403	9,9	23,1	40,4	26,1	0,5
 Turkey	236	29,2	31,8	23,3	14	1,7
 Norway	210	2,9	6,7	29	48,6	12,9
 Iceland	126	12,7	7,9	20,6	53,2	5,6

Table 22b. Language barriers – *by segment*

**QUESTION: Q5\_E. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - Language barriers**

*Base: who planned to, but then gave up or who never planned to study abroad*






	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
<b>ALL</b>	7770	14,6	22,6	31,9	27,2	3,6
 <b>SEX</b>						
Male	3433	13,5	22,5	32	27,8	4,1
Female	4337	15,5	22,7	31,7	26,8	3,3
 <b>AGE</b>						
18 - 20	1540	18,2	23,2	31,9	22,7	4
21 - 22	2597	15,1	24,1	33,5	23,6	3,7
23 - 24	1800	13,9	23,6	32,2	27,7	2,6
25 +	1811	11,7	18,9	29,5	35,7	4,3
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	5120	15,7	22,8	31,4	26,4	3,7
Master/second cycle	1914	12,2	23,2	33,6	28,5	2,5
Doctorate/third cycle	162	8,6	18,5	32,7	37,7	2,5
Part-time/further education at BA-level	228	18,9	19,7	32	21,1	8,3
Part-time/further education at MA-level	148	19,6	27	27	20,3	6,1
 <b>NUMBER OF FINISHED YEARS</b>						
1	1315	16,5	21,7	31,8	26,5	3,5
2	2256	15,7	23,5	31,7	24,7	4,3
3	1865	15,4	23,7	31,7	25,4	3,8
4	1179	13,5	21	33	29,4	3,1
5+	1155	10,3	21,9	31,3	33,7	2,8
 <b>FIELD OF STUDY</b>						
Engineering	1376	15,6	25,4	34,7	21,9	2,5
Business and economic studies	1530	15,7	23,7	32	25	3,6
Languages	244	10,2	12,7	30,7	43	3,3
Law	492	8,7	25,6	36	26	3,7
Teacher training	773	14,4	20,8	32	29,6	3,2
Medical Studies	409	12	22,5	31,3	29,8	4,4
Health studies incl. Nursing	504	17,5	18,5	27,6	30,2	6,3
Other social sciences	983	15,4	20,3	32,3	28,4	3,6
Other hard sciences	838	16	24,9	29,6	26,6	2,9
Other humanities	596	13,6	22,5	28,4	30,9	4,7

Table 23a. The professors/teachers in university do not encourage mobility – *by country*

**QUESTION: Q5\_F. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - The professors/teachers in university do not encourage mobility**

*Base: who planned to, but then gave up or who never planned to study abroad*

































		Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
	<b>ALL</b>	7770	7,3	15,4	25,9	40,1	11,4
	<b>COUNTRY</b>						
	Belgium	235	0	20	33,2	46,8	0
	Bulgaria	309	12	18,1	22,3	38,5	9,1
	Czech Rep.	289	6,9	17,3	37,4	29,1	9,3
	Denmark	249	5,2	10	21,3	57,8	5,6
	Germany	226	3,5	13,7	26,5	28,3	27,9
	Estonia	252	1,2	4	13,1	62,3	19,4
	Greece	258	23,3	15,1	20,9	36,4	4,3
	Spain	238	13,9	22,3	26,1	32,4	5,5
	France	232	13,4	15,9	23,3	37,5	9,9
	Ireland	234	5,6	6,8	15,8	44,4	27,4
	Italy	254	8,3	22	22	35	12,6
	Cyprus	74	8,1	17,6	21,6	17,6	35,1
	Latvia	237	3	11,4	29,5	44,3	11,8
	Lithuania	335	7,8	23,3	31,6	20,9	16,4
	Luxembourg	4	0	0	0	75	25
	Hungary	305	6,9	18,7	36,1	29,8	8,5
	Malta	110	7,3	9,1	20,9	47,3	15,5
	Netherlands	231	3,5	13	22,9	43,3	17,3
	Austria	223	4	13,5	26	41,7	14,8
	Poland	353	6,8	26,9	37,4	18,1	10,8
	Portugal	318	13,2	23	32,7	27,7	3,5
	Romania	325	9,8	20,9	28,9	32,6	7,7
	Slovenia	305	3	18,7	24,9	50,5	3
	Slovakia	308	4,5	20,1	38,3	29,5	7,5
	Finland	296	1	5,4	32,4	58,4	2,7
	Sweden	305	2,3	9,5	21,6	50,2	16,4
	United Kingdom	290	3,1	8,3	18,3	42,8	27,6
	Croatia	403	6,2	8,7	19,6	60,8	4,7
	Turkey	236	22	19,9	18,2	35,2	4,7
	Norway	210	4,3	6,2	17,6	52,4	19,5
	Iceland	126	11,9	7,9	10,3	51,6	18,3

Table 23b. The professors/teachers in university do not encourage mobility – *by segment*

**QUESTION: Q5\_F. Please tell me wheter the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad: - The professors/teachers in university do not encourage mobility**

*Base: who planned to, but then gave up or who never planned to study abroad*






	Total N	% Very big obstacle	% Big obstacle	% Small obstacle	% No obstacle at all	% DK/NA
<b>ALL</b>	7770	7,3	15,4	25,9	40,1	11,4
 <b>SEX</b>						
Male	3433	7	14,8	25	41,3	11,9
Female	4337	7,5	15,8	26,6	39	11,1
 <b>AGE</b>						
18 - 20	1540	6,9	15,3	25,2	40,5	12,1
21 - 22	2597	7,4	17,1	27,1	37,4	11
23 - 24	1800	8,3	14,8	27,4	39,7	9,8
25 +	1811	6,4	13,6	23,2	43,7	13,1
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	5120	7,5	15,2	24,9	40,4	12
Master/second cycle	1914	7	15,7	28,4	39,7	9,2
Doctorate/third cycle	162	8	16,7	32,7	35,8	6,8
Part-time/further education at BA-level	228	7	16,2	27,2	34,2	15,4
Part-time/further education at MA-level	148	4,7	20,3	23,6	36,5	14,9
 <b>NUMBER OF FINISHED YEARS</b>						
1	1315	6,2	15,7	24,3	40,9	13
2	2256	6,6	14,9	26,6	38,5	13,3
3	1865	7,5	15,9	26,2	40,6	9,8
4	1179	7,5	14,9	26,5	40,1	10,9
5+	1155	9,3	15,4	25	41,1	9,2
 <b>FIELD OF STUDY</b>						
Engineering	1376	8,1	18	27,1	37	9,8
Business and economic studies	1530	5,9	16,9	27,3	38,4	11,6
Languages	244	6,1	11,9	28,3	44,3	9,4
Law	492	6,5	17,1	27,6	39,6	9,1
Teacher training	773	7,2	14	26,3	40,9	11,6
Medical Studies	409	9	15,6	25,7	36,2	13,4
Health studies incl. Nursing	504	8,5	12,9	27,4	38,5	12,7
Other social sciences	983	7,8	16,4	21,9	43,5	10,4
Other hard sciences	838	8,2	11,8	24,2	43,2	12,5
Other humanities	596	5,5	13,3	25	42,1	14,1

Table 24a. Short study periods abroad are in most cases fully recognised by the home university upon return – *by country*

QUESTION: Q6\_A. How much would you agree or disagree with the following statements? - Short study periods abroad (e.g. Erasmus type) are in most cases fully recognised by the home university upon return (no need to re-sit exams)

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	4,6	13,9	38,4	28,8	14,2
	<b>COUNTRY</b>						
	Belgium	500	0	22,4	40,2	37,2	0,2
	Bulgaria	500	4,6	16,2	31,8	32,8	14,6
	Czech Rep.	507	4,3	18,9	40,6	23,9	12,2
	Denmark	500	6	11,6	39	31,8	11,6
	Germany	533	3,6	21	37,1	16,1	22,1
	Estonia	502	3,4	11,8	41,2	30,3	13,3
	Greece	500	9,2	16,2	26,8	38	9,8
	Spain	504	10,9	17,5	38,7	22,4	10,5
	France	502	4,4	12,2	37,1	33,5	12,9
	Ireland	521	3,6	7,9	33	44,3	11,1
	Italy	500	6,2	14,6	40,2	29,4	9,6
	Cyprus	250	2,8	11,6	36,8	45,2	3,6
	Latvia	525	2,1	7,6	39,8	32,4	18,1
	Lithuania	501	5,2	14,8	35,9	27,1	17
	Luxembourg	257	1,6	11,3	43,2	39,7	4,3
	Hungary	507	8,7	21,9	36,3	16,6	16,6
	Malta	254	7,5	9,4	25,6	42,5	15
	Netherlands	500	2,2	8	48	17,8	24
	Austria	501	4	20	31,3	22,2	22,6
	Poland	506	2,2	8,7	54	23,7	11,5
	Portugal	500	3,2	17,2	50,2	23,4	6
	Romania	500	3,8	13	38,2	29,6	15,4
	Slovenia	506	2,2	7,1	36,6	50	4,2
	Slovakia	502	3,4	16,9	44,8	26,3	8,6
	Finland	500	1,6	8,8	43	24,6	22
	Sweden	503	4,4	10,3	34	16,3	35
	United Kingdom	581	1,5	11	44,4	20,3	22,7
	Croatia	500	17,6	28,2	32,2	18,4	3,6
	Turkey	500	6	16,6	38,4	34,6	4,4
	Norway	501	2,2	7,4	40,3	28,1	22
	Iceland	501	5,2	7,2	25	37,5	25,1

Table 24b. Short study periods abroad are in most cases fully recognised by the home university upon return – *by segment*

QUESTION: Q6\_A. How much would you agree or disagree with the following statements? - Short study periods abroad (e.g. Erasmus type) are in most cases fully recognised by the home university upon return (no need to re-sit exams)






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	4,6	13,9	38,4	28,8	14,2
 <b>SEX</b>						
Male	6831	4,6	13,8	38,9	28,5	14,2
Female	8133	4,7	14	37,9	29,1	14,3
 <b>AGE</b>						
18 - 20	3256	3,5	13,1	38,8	31,1	13,5
21 - 22	5058	4,7	14,9	38,3	29,2	12,8
23 - 24	3376	5,2	14,2	39,9	28,1	12,6
25 +	3227	5	12,8	36,6	26,9	18,7
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	4,3	13,4	38,3	30	14
Master/second cycle	3570	5,2	15,7	39,7	27,1	12,3
Doctorate/third cycle	345	7,2	16,2	39,1	30,7	6,7
Part-time/further education at BA-level	349	5,2	12,6	35	24,4	22,9
Part-time/further education at MA-level	210	4,8	12,4	36,2	26,2	20,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	3,8	13,7	37,2	27,9	17,3
2	4430	4,1	13,1	39,8	28,9	14,1
3	3385	5,3	13,7	38	29,6	13,4
4	2164	4,6	15,3	37,2	29,9	12,9
5+	2046	5,8	14,7	38,9	27,8	12,9
 <b>FIELD OF STUDY</b>						
Engineering	2426	5	15,3	41,1	25,4	13,2
Business and economic studies	3035	4,4	13,8	39,4	30	12,5
Languages	694	3,9	11,8	34,9	38,8	10,7
Law	960	5,2	17,3	38,5	27,9	11
Teacher training	1282	4,5	14,5	39,9	26,4	14,7
Medical Studies	844	6,4	15,6	35,2	29	13,7
Health studies incl. Nursing	832	3,7	12,9	37,1	27,9	18,4
Other social sciences	1906	5,4	14,5	37	27,9	15,2
Other hard sciences	1660	3,5	10,3	37,8	31,8	16,6
Other humanities	1282	4,4	12,9	36,5	29,1	17



Table 25a. All study programmes should include a short study period in another country as an integrated part of the studies – *by country*

QUESTION: Q6\_B. How much would you agree or disagree with the following statements? - All study programmes should include a short study period in another country as an integrated part of the studies

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	11,5	20,3	34	30,4	3,8
	<b>COUNTRY</b>						
	Belgium	500	17,4	23,6	28,6	30,4	0
	Bulgaria	500	3,4	13,2	33,6	46,2	3,6
	Czech Rep.	507	5,1	21,7	40,2	27,2	5,7
	Denmark	500	28,2	29,6	27,2	13,2	1,8
	Germany	533	16,3	27,6	33,2	20,3	2,6
	Estonia	502	11	27,1	31,3	25,1	5,6
	Greece	500	8,6	10,4	25,8	53,2	2
	Spain	504	14,3	23	34,5	25	3,2
	France	502	6,6	14,1	31,3	46,6	1,4
	Ireland	521	8,4	15	36,5	34,9	5,2
	Italy	500	4,6	15,2	33,4	45,4	1,4
	Cyprus	250	2,8	13,6	34,4	47,6	1,6
	Latvia	525	3	20,8	39,2	29,3	7,6
	Lithuania	501	8,4	12,8	38,9	29,1	10,8
	Luxembourg	257	6,2	14,4	42	36,2	1,2
	Hungary	507	5,1	16,8	36,3	34,3	7,5
	Malta	254	15	15,7	27,2	38,2	3,9
	Netherlands	500	13,2	28,2	38	17,6	3
	Austria	501	20	24,2	27,5	21,8	6,6
	Poland	506	4,5	18,6	46	28,3	2,6
	Portugal	500	6,6	19,8	41	30	2,6
	Romania	500	3	12	36,6	45,6	2,8
	Slovenia	506	20,6	15,8	30	33	0,6
	Slovakia	502	3,2	15,9	37,6	42,2	1
	Finland	500	31	38	21,2	8,4	1,4
	Sweden	503	27,6	36,4	19,7	10,1	6,2
	United Kingdom	581	8,8	19,6	42,2	20	9,5
	Croatia	500	13,6	21,4	31,4	32,6	1
	Turkey	500	2,4	12,4	40	41,8	3,4
	Norway	501	20,8	28,9	32,7	15,8	1,8
	Iceland	501	11,8	15,4	34,5	30,3	8

Table 25b. All study programmes should include a short study period in another country as an integrated part of the studies – *by segment*

QUESTION: Q6\_B. How much would you agree or disagree with the following statements? - All study programmes should include a short study period in another country as an integrated part of the studies






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	11,5	20,3	34	30,4	3,8
 <b>SEX</b>						
Male	6831	11,9	21,1	33,9	29,4	3,8
Female	8133	11,1	19,6	34,1	31,3	3,9
 <b>AGE</b>						
18 - 20	3256	8,8	19,7	34,5	33,2	3,8
21 - 22	5058	10,9	19,5	34,7	31,3	3,7
23 - 24	3376	10,9	20,9	33,7	30,9	3,5
25 +	3227	15,6	21,6	32,7	25,7	4,4
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	10,7	19,9	34,3	31,1	4
Master/second cycle	3570	11,5	20,5	34,4	30,3	3,2
Doctorate/third cycle	345	14,2	20,9	32,5	31	1,4
Part-time/further education at BA-level	349	10,9	19,8	36,7	26,9	5,7
Part-time/further education at MA-level	210	11,9	21,9	34,3	26,2	5,7
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	11,6	21,8	32,9	30,1	3,7
2	4430	10	19,8	35,6	30,5	4,2
3	3385	11,6	20,1	34,2	29,9	4,2
4	2164	12,4	19,5	33,5	31,1	3,4
5+	2046	13,2	20,5	32,4	30,7	3,2
 <b>FIELD OF STUDY</b>						
Engineering	2426	11,2	21,1	35,6	28,2	3,9
Business and economic studies	3035	10,2	20	35,3	30,9	3,6
Languages	694	10,1	15,1	28,7	43,2	2,9
Law	960	10,2	22,1	34,6	28,9	4,3
Teacher training	1282	12,2	19,8	34,7	29,7	3,6
Medical Studies	844	11,3	21,4	34,6	30,2	2,5
Health studies incl. Nursing	832	17,4	21,3	32,8	22,7	5,8
Other social sciences	1906	10,4	19,7	33,5	32,1	4,4
Other hard sciences	1660	12,8	19,9	31,7	31,4	4,2
Other humanities	1282	11,7	20,9	33,9	30,1	3,4

Table 26a. Most non-mobile students obtain ECTS credit points for studies completed at their institution – *by country*

QUESTION: Q6\_C. How much would you agree or disagree with the following statements? - Most non-mobile students obtain ECTS credit points for studies completed at their institution

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	3,9	11,7	34	23,6	26,7
	<b>COUNTRY</b>						
	Belgium	500	0	7,2	54,4	37	1,4
	Bulgaria	500	2,8	18,2	29,4	22	27,6
	Czech Rep.	507	0,6	16	38,3	25,4	19,7
	Denmark	500	2	10	41	34,6	12,4
	Germany	533	5,4	15,6	27,4	17,8	33,8
	Estonia	502	5,8	16,9	39,6	16,1	21,5
	Greece	500	13,6	12	19,2	17	38,2
	Spain	504	10,1	23	33,9	10,1	22,8
	France	502	4,2	10,2	29,5	25,9	30,3
	Ireland	521	1,2	5,8	29	23,8	40,3
	Italy	500	3,6	10,6	29,6	12,8	43,4
	Cyprus	250	2,4	11,2	36,4	30,4	19,6
	Latvia	525	5,7	15,4	33	17,1	28,8
	Lithuania	501	0,6	7,2	35,9	15,6	40,7
	Luxembourg	257	1,9	8,9	50,6	32,3	6,2
	Hungary	507	5,7	16	33,9	17,2	27,2
	Malta	254	12,2	9,1	28,3	37	13,4
	Netherlands	500	1,8	12	49,4	15	21,8
	Austria	501	1,6	7,8	21,4	41,5	27,7
	Poland	506	0,4	9,3	37,5	33,6	19,2
	Portugal	500	5,4	16,8	42,2	25	10,6
	Romania	500	2,6	13	35,4	16,2	32,8
	Slovenia	506	1	7,5	39,5	45,7	6,3
	Slovakia	502	1	11,8	46,4	27,5	13,3
	Finland	500	1,6	8,2	29	10,4	50,8
	Sweden	503	1,6	7	28,4	8,9	54,1
	United Kingdom	581	1,4	9,5	36,3	6,5	46,3
	Croatia	500	14,4	18	34,8	28,4	4,4
	Turkey	500	5,2	18,4	27,6	24,6	24,2
	Norway	501	3,8	6,2	24	16	50,1
	Iceland	501	3,4	1,6	20,4	58,9	15,8

Table 26b. Most non-mobile students obtain ECTS credit points for studies completed at their institution – *by segment*

QUESTION: Q6\_C. How much would you agree or disagree with the following statements? - Most non-mobile students obtain ECTS credit points for studies completed at their institution






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	3,9	11,7	34	23,6	26,7
 <b>SEX</b>						
Male	6831	3,6	12,2	34,3	23,9	26
Female	8133	4,1	11,3	33,8	23,4	27,3
 <b>AGE</b>						
18 - 20	3256	4,5	11,8	35,1	22	26,7
21 - 22	5058	4,1	11,9	35,2	23,3	25,5
23 - 24	3376	3,3	13	35,2	24,3	24,2
25 +	3227	3,5	10,1	30,1	25,1	31,1
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	4,1	11,5	34,5	23,7	26,2
Master/second cycle	3570	3,6	12,6	34,8	24,2	24,7
Doctorate/third cycle	345	4,3	10,7	35,4	24,1	25,5
Part-time/further education at BA-level	349	1,7	9,7	29,5	22,1	37
Part-time/further education at MA-level	210	2,9	12,9	32,4	24,3	27,6
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	4,4	11,9	31,7	22,7	29,2
2	4430	3,6	12	35,3	23,5	25,6
3	3385	4	11,9	34,8	23,7	25,6
4	2164	3,8	11,7	34,3	25,7	24,5
5+	2046	3,7	10,6	33,1	22,9	29,8
 <b>FIELD OF STUDY</b>						
Engineering	2426	3	12,7	36,9	22,3	25,2
Business and economic studies	3035	4,4	13,4	35,6	24,2	22,5
Languages	694	3,3	7,6	35	25,9	28,1
Law	960	3,8	10,8	34,6	24,9	25,9
Teacher training	1282	4,6	12,4	36,2	22,5	24,3
Medical Studies	844	4,3	10,7	33,4	19,5	32,1
Health studies incl. Nursing	832	4,4	10,3	32	21,8	31,5
Other social sciences	1906	4,6	13,8	32	22,4	27,3
Other hard sciences	1660	2,7	10,1	31	27,2	29
Other humanities	1282	4,1	8,7	31	25,5	30,7

Table 27a. Most mobile students obtain ECTS credit points for their study period abroad – *by country*

QUESTION: Q6\_D. How much would you agree or disagree with the following statements? - Most mobile students obtain ECTS credit points for their study period abroad

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	2,9	10,2	35,5	24,1	27,2
	<b>COUNTRY</b>						
	Belgium	500	0	3,8	46,4	48,8	1
	Bulgaria	500	2,4	11,2	33,2	24,8	28,4
	Czech Rep.	507	2,2	11,8	46,4	19,7	19,9
	Denmark	500	1,8	12,6	43	31,2	11,4
	Germany	533	5,8	14,1	28,5	13,3	38,3
	Estonia	502	5,2	21,3	33,5	16,3	23,7
	Greece	500	7,8	9	22,6	22,4	38,2
	Spain	504	8,3	19,6	30,4	11,7	30
	France	502	1,8	8,6	32,7	28,7	28,3
	Ireland	521	1,7	7,1	31,3	20,9	39
	Italy	500	2,8	10,2	30,6	17,6	38,8
	Cyprus	250	1,6	10,4	33,2	38	16,8
	Latvia	525	1,3	7,4	38,3	22,9	30,1
	Lithuania	501	1,8	8,6	34,1	15,8	39,7
	Luxembourg	257	2,7	7	44,7	38,9	6,6
	Hungary	507	2,2	9,9	35,5	27,6	24,9
	Malta	254	8,7	7,9	25,2	43,7	14,6
	Netherlands	500	2,4	10	50,2	18	19,4
	Austria	501	1,2	8	26,9	33,3	30,5
	Poland	506	0,4	8,9	35,6	31,6	23,5
	Portugal	500	7,4	17,8	43,8	19,8	11,2
	Romania	500	1,6	8,8	38,8	18,8	32
	Slovenia	506	1	5,7	44,1	41,3	7,9
	Slovakia	502	2,6	12,5	46,8	24,9	13,1
	Finland	500	0	3,8	33,8	14,2	48,2
	Sweden	503	1,4	5	30	9,3	54,3
	United Kingdom	581	0,5	9	37,9	6,7	46
	Croatia	500	9,2	24	36,4	25,6	4,8
	Turkey	500	3,2	13,6	31,2	27	25
	Norway	501	2,6	3,4	27,9	16,6	49,5
	Iceland	501	2,2	3,6	26,7	44,3	23,2

Table 27b. Most mobile students obtain ECTS credit points for their study period abroad – *by segment*

QUESTION: Q6\_D. How much would you agree or disagree with the following statements? - Most mobile students obtain ECTS credit points for their study period abroad






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	2,9	10,2	35,5	24,1	27,2
 <b>SEX</b>						
Male	6831	3,1	10,2	35,6	24,4	26,7
Female	8133	2,8	10,3	35,4	23,8	27,7
 <b>AGE</b>						
18 - 20	3256	3	10,2	36,1	23,7	27
21 - 22	5058	3	10,8	37	23,5	25,7
23 - 24	3376	3,1	10	36,6	25,8	24,6
25 +	3227	2,8	9,5	31,9	23,7	32,3
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	3,2	10,1	35,6	24,4	26,7
Master/second cycle	3570	2,5	11,4	36,9	24,1	25,2
Doctorate/third cycle	345	2,6	9,6	36,2	28,4	23,2
Part-time/further education at BA-level	349	2,3	8	30,7	18,6	40,4
Part-time/further education at MA-level	210	3,8	11	33,3	24,8	27,1
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	3,1	9,9	34,1	23,1	29,8
2	4430	3	10,6	36	23,7	26,7
3	3385	3	11	35,8	24	26,1
4	2164	2,8	10,2	36,6	26,2	24,3
5+	2046	2,6	8,6	35	24,1	29,6
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,8	12	36,8	21,6	26,8
Business and economic studies	3035	3,4	10,7	38,6	24,4	22,9
Languages	694	2,7	6,3	36,9	28,8	25,2
Law	960	2,6	11	33,5	26	26,8
Teacher training	1282	3,9	9,8	36,3	24,1	25,8
Medical Studies	844	2,1	8,9	33,8	22,2	33,1
Health studies incl. Nursing	832	3,4	9,3	35,2	21,2	31
Other social sciences	1906	3,4	11,3	34,5	24,1	26,7
Other hard sciences	1660	2,3	10,1	32,8	24,9	29,9
Other humanities	1282	2,1	7,9	32,7	26,1	31,3

Table 28a. There should be a possibility to undertake work placements in private enterprises as part of the study programme – *by country*

QUESTION: Q6\_E. How much would you agree or disagree with the following statements? - There should be a possibility to undertake work placements in private enterprises as part of the study programme

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	3	7,8	35,5	50,5	3,2
	<b>COUNTRY</b>						
	Belgium	500	0,8	4	43,2	52	0
	Bulgaria	500	0,2	4	22,2	69,6	4
	Czech Rep.	507	1,4	7,5	48,7	37,1	5,3
	Denmark	500	6,8	17,4	39	33	3,8
	Germany	533	2,1	13,1	39,4	39,8	5,6
	Estonia	502	2,2	10	34,3	51,2	2,4
	Greece	500	14	8,8	27,2	49,4	0,6
	Spain	504	5,4	10,5	35,7	47,4	1
	France	502	4,2	10,8	31,3	52,8	1
	Ireland	521	2,1	6,9	38,8	48,4	3,8
	Italy	500	2,2	6	32,6	58,2	1
	Cyprus	250	0,4	5,2	33,2	58,4	2,8
	Latvia	525	1	5	38,1	49,3	6,7
	Lithuania	501	1	5,8	31,1	56,5	5,6
	Luxembourg	257	1,6	4,3	34,2	58,8	1,2
	Hungary	507	3	8,1	29,8	50,7	8,5
	Malta	254	3,5	4,3	18,1	73,6	0,4
	Netherlands	500	0,4	6	46	43,6	4
	Austria	501	2,6	13	31,7	45,7	7
	Poland	506	1,8	6,7	43,5	45,5	2,6
	Portugal	500	0,6	7,8	37,8	53	0,8
	Romania	500	0,8	2,4	24,8	71	1
	Slovenia	506	3,2	7,9	33,4	54,9	0,6
	Slovakia	502	3	10,4	47,4	37,5	1,8
	Finland	500	1	5	31,8	61,6	0,6
	Sweden	503	1,8	6,2	39,4	44,3	8,3
	United Kingdom	581	0,9	5,9	46,3	41,5	5,5
	Croatia	500	16,2	10,4	21,4	51,8	0,2
	Turkey	500	2,4	10,2	32,6	51,2	3,6
	Norway	501	1,6	7,8	38,3	50,5	1,8
	Iceland	501	3,6	5,8	36,5	49,5	4,6

Table 28b. There should be a possibility to undertake work placements in private enterprises as part of the study programme – *by segment*

QUESTION: Q6\_E. How much would you agree or disagree with the following statements? - There should be a possibility to undertake work placements in private enterprises as part of the study programme






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	3	7,8	35,5	50,5	3,2
 <b>SEX</b>						
Male	6831	3,2	8	35,9	49,8	3
Female	8133	2,8	7,6	35,2	51,1	3,4
 <b>AGE</b>						
18 - 20	3256	3,2	7,2	35,5	51,2	2,9
21 - 22	5058	2,9	7,2	35,6	51,1	3,2
23 - 24	3376	2,6	8,3	35,7	50,9	2,6
25 +	3227	3,3	8,8	35,4	48,5	4
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	3,2	7,4	35	51,3	3,1
Master/second cycle	3570	2,5	8,6	36,6	49,2	3,1
Doctorate/third cycle	345	3,5	7	39,4	47,5	2,6
Part-time/further education at BA-level	349	2,6	9,2	36,4	47,3	4,6
Part-time/further education at MA-level	210	2,9	11,9	32,9	49,5	2,9
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	2,9	6,8	35,1	51,9	3,2
2	4430	2,6	8	36,6	49,2	3,6
3	3385	3,6	7,7	36,2	49,3	3,2
4	2164	2,8	8,4	33,4	52,7	2,8
5+	2046	3,1	8,4	34,8	51	2,7
 <b>FIELD OF STUDY</b>						
Engineering	2426	2,2	6,8	32,9	55,4	2,7
Business and economic studies	3035	2,5	6,9	34,2	53,7	2,7
Languages	694	3,9	8,5	38,6	47	2
Law	960	2,6	8,4	34,8	51,8	2,4
Teacher training	1282	3,8	9,8	38,6	43,4	4,3
Medical Studies	844	2,4	10	41,4	42,4	3,9
Health studies incl. Nursing	832	2,4	8,8	40,6	44,1	4,1
Other social sciences	1906	4	8	34,9	49,5	3,6
Other hard sciences	1660	2,5	6,4	34	54,2	3
Other humanities	1282	4,4	8,4	34,9	48,2	4,1



Table 29a. It is important for HEIs to foster innovation and an entrepreneurial mindset among students and staff – *by country*

QUESTION: Q6\_F. How much would you agree or disagree with the following statements? – It is important for HEIs to foster innovation and an entrepreneurial mindset among students and staff

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	2,6	7,8	39,1	47,6	2,9
	<b>COUNTRY</b>						
	Belgium	500	0,8	7,4	49,8	42	0
	Bulgaria	500	0,6	3	22	70,6	3,8
	Czech Rep.	507	1,6	10,3	43,6	41,2	3,4
	Denmark	500	1,6	14,6	48,2	33,4	2,2
	Germany	533	2,3	19,9	41,8	33,8	2,3
	Estonia	502	3	13,5	45,8	33,9	3,8
	Greece	500	13,8	7,6	29,6	47,8	1,2
	Spain	504	4,4	10,9	36,3	46,4	2
	France	502	5	8	36,9	48	2,2
	Ireland	521	1,3	4,8	50,3	39	4,6
	Italy	500	6,2	12,4	39,4	40,6	1,4
	Cyprus	250	0,8	4	40	51,6	3,6
	Latvia	525	0	2,9	37,9	53,3	5,9
	Lithuania	501	0,6	2,4	38,3	53,5	5,2
	Luxembourg	257	0,4	8,2	42,4	49	0
	Hungary	507	1,2	8,5	34,7	48,1	7,5
	Malta	254	0,8	6,3	22,8	67,3	2,8
	Netherlands	500	0,4	6,4	57,2	32,2	3,8
	Austria	501	3,4	14,6	37,1	39,1	5,8
	Poland	506	0,2	2,2	43,5	53,8	0,4
	Portugal	500	0,4	6,2	34,8	58,4	0,2
	Romania	500	0,2	1,8	28,2	68,6	1,2
	Slovenia	506	0,6	2,6	26,9	69,4	0,6
	Slovakia	502	1,8	8,6	48,4	40	1,2
	Finland	500	1,4	10,4	50,2	37,4	0,6
	Sweden	503	1,8	6,2	42,7	42,1	7,2
	United Kingdom	581	0,7	5,3	50,9	36,1	6,9
	Croatia	500	18,4	7,2	24,4	49,8	0,2
	Turkey	500	3,6	11,8	27,6	53,6	3,4
	Norway	501	0,4	7,8	49,7	38,1	4
	Iceland	501	2	2,4	22	72,5	1,2

Table 29b. It is important for HEIs to foster innovation and an entrepreneurial mindset among students and staff – *by segment*

QUESTION: Q6\_F. How much would you agree or disagree with the following statements? – It is important for HEIs to foster innovation and an entrepreneurial mindset among students and staff






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	2,6	7,8	39,1	47,6	2,9
 <b>SEX</b>						
Male	6831	2,9	8	38,7	47,6	2,8
Female	8133	2,4	7,5	39,4	47,6	3
 <b>AGE</b>						
18 - 20	3256	2,8	6,8	39,4	48	3
21 - 22	5058	2,6	7	40,1	47,4	2,8
23 - 24	3376	2,5	8,2	38,8	47,8	2,5
25 +	3227	2,7	9,3	37,5	47,2	3,3
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	2,8	7,3	38,5	48,5	2,9
Master/second cycle	3570	2,3	8,7	40,7	45,6	2,7
Doctorate/third cycle	345	1,2	8,4	40	49	1,4
Part-time/further education at BA-level	349	2,3	8,3	33,2	51	5,2
Part-time/further education at MA-level	210	1,4	8,6	44,8	44,3	1
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	1,7	7,8	39,2	48,5	2,7
2	4430	2,5	7,2	39,5	47,6	3,2
3	3385	3,5	8,3	38,2	46,8	3,3
4	2164	2,7	8,1	38,8	47,4	2,9
5+	2046	2,8	7,7	39,8	47,8	1,9
 <b>FIELD OF STUDY</b>						
Engineering	2426	1,3	6,8	39,3	49,8	2,8
Business and economic studies	3035	1,7	6,8	36,3	52,6	2,7
Languages	694	4	9,7	41,6	42,4	2,3
Law	960	3,9	9,1	41,5	43,6	2
Teacher training	1282	3,7	8,5	39,5	45,2	3,2
Medical Studies	844	1,8	9,1	42,3	44	2,8
Health studies incl. Nursing	832	3	6,4	41	44,7	4,9
Other social sciences	1906	4	8,6	38,2	45,4	3,7
Other hard sciences	1660	1,9	6,8	38,5	50,2	2,5
Other humanities	1282	3,8	9,1	40,1	44,3	2,7

Table 30a. HEIs should provide tailor-made study programmes for enterprises to help upgrade their work force – *by country*

QUESTION: Q6\_G. How much would you agree or disagree with the following statements? - HEIs should provide tailor-made study programmes for enterprises to help upgrade their work force

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	5,7	14,2	40	36,3	3,7
	<b>COUNTRY</b>						
	Belgium	500	1	6,8	53,4	38,8	0
	Bulgaria	500	0,6	5,6	29	59,6	5,2
	Czech Rep.	507	3,2	19,5	44,8	28,8	3,7
	Denmark	500	12	22	45,6	17,2	3,2
	Germany	533	11,4	33,2	36,8	15	3,6
	Estonia	502	3,2	14,3	38,6	40	3,8
	Greece	500	23	9,8	21	45,6	0,6
	Spain	504	7,7	11,9	41,7	36,7	2
	France	502	10,6	19,1	35,9	31,3	3,2
	Ireland	521	2,3	8,3	51,8	31,5	6,1
	Italy	500	8,6	20,8	38,4	29	3,2
	Cyprus	250	1,6	5,6	36	54,4	2,4
	Latvia	525	0,6	6,3	41,9	45,5	5,7
	Lithuania	501	2	6,8	41,9	42,5	6,8
	Luxembourg	257	1,2	13,6	51,8	33,5	0
	Hungary	507	2,6	13	38,1	38,1	8,3
	Malta	254	3,1	3,9	31,1	60,6	1,2
	Netherlands	500	2,6	19,8	51	17,8	8,8
	Austria	501	11,2	29,1	34,1	19,4	6,2
	Poland	506	0,6	6,3	43,3	49,4	0,4
	Portugal	500	2,4	9,8	40,6	44,8	2,4
	Romania	500	1,8	6,4	24,6	66,2	1
	Slovenia	506	13,8	16	38,1	31,8	0,2
	Slovakia	502	3,8	16,7	44,2	33,9	1,4
	Finland	500	6,4	25,6	47	19	2
	Sweden	503	7,8	19,5	43,9	18,3	10,5
	United Kingdom	581	1,9	9,3	46,1	33,9	8,8
	Croatia	500	12	13	30,2	43,8	1
	Turkey	500	3,2	11,8	33,8	48,6	2,6
	Norway	501	6,6	19,8	46,5	23,8	3,4
	Iceland	501	2,6	7,2	37,3	49,3	3,6

Table 30b. HEIs should provide tailor-made study programmes for enterprises to help upgrade their work force – *by segment*

QUESTION: Q6\_G. How much would you agree or disagree with the following statements? - HEIs should provide tailor-made study programmes for enterprises to help upgrade their work force






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	5,7	14,2	40	36,3	3,7
 <b>SEX</b>						
Male	6831	6,6	15,5	39,2	35,2	3,4
Female	8133	4,9	13,1	40,7	37,3	4
 <b>AGE</b>						
18 - 20	3256	5,2	12,5	40,9	37,4	4
21 - 22	5058	5	13,6	40,5	37,4	3,5
23 - 24	3376	6	14,1	41,6	35,3	2,9
25 +	3227	6,8	17	37,1	34,6	4,6
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	5,5	13,4	40,1	37,3	3,7
Master/second cycle	3570	6	16,2	40,3	34	3,6
Doctorate/third cycle	345	6,4	16,8	38,6	35,4	2,9
Part-time/further education at BA-level	349	4,6	10,6	35,2	44,4	5,2
Part-time/further education at MA-level	210	7,1	13,3	41	35,2	3,3
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	4,6	13,7	40,3	37,7	3,7
2	4430	4,7	13,1	40,9	37,2	4,2
3	3385	6,3	13,6	40,9	35,8	3,3
4	2164	6,3	15,1	39	35,6	3,9
5+	2046	7,7	17,2	37,5	34,3	3,3
 <b>FIELD OF STUDY</b>						
Engineering	2426	4,5	15,3	39,8	37,7	2,8
Business and economic studies	3035	4,1	12,3	40,1	40,2	3,3
Languages	694	5,9	15	40,6	34,7	3,7
Law	960	7,3	15,2	42,2	32,8	2,5
Teacher training	1282	5	13,1	41,9	36,3	3,7
Medical Studies	844	4,7	15,5	42,1	32,6	5,1
Health studies incl. Nursing	832	4,8	12,4	41,2	35,8	5,8
Other social sciences	1906	7,6	13,3	39,8	35,2	4,1
Other hard sciences	1660	6,6	15,1	37,3	37,2	3,9
Other humanities	1282	8,3	17	38,1	32,1	4,5

Table 31a. Enterprises should be more involved in higher education management, curricula design and funding – *by country*

QUESTION: Q6\_H. How much would you agree or disagree with the following statements? - Enterprises should be more involved in higher education management, curricula design and funding

































		Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
	<b>ALL</b>	14964	9	15,7	36,1	35,4	3,8
	<b>COUNTRY</b>						
	Belgium	500	8	24,8	33,2	34	0
	Bulgaria	500	2,4	10,2	29,8	52,2	5,4
	Czech Rep.	507	5,7	18,1	47,3	25,6	3,2
	Denmark	500	13	23,8	44,6	15,2	3,4
	Germany	533	21,6	32,8	25,1	16,3	4,1
	Estonia	502	4,4	19,9	35,5	35,1	5,2
	Greece	500	40,4	10,4	17,6	30,4	1,2
	Spain	504	13,3	13,1	40,7	31	2
	France	502	16,5	16,3	33,5	32,3	1,4
	Ireland	521	3,5	9,4	43,6	36,7	6,9
	Italy	500	12	13,4	42,6	30,6	1,4
	Cyprus	250	1,6	10,4	38,4	47,6	2
	Latvia	525	1,5	9,1	36,2	47	6,1
	Lithuania	501	1,6	3,8	32,1	57,1	5,4
	Luxembourg	257	6,2	17,5	47,9	28	0,4
	Hungary	507	5,1	13,8	32	40,6	8,5
	Malta	254	3,1	10,2	31,5	51,6	3,5
	Netherlands	500	5	20,8	44	24,8	5,4
	Austria	501	16,2	24,2	29,1	23	7,6
	Poland	506	2	10,5	41,9	44,3	1,4
	Portugal	500	3,8	12,2	41	39,8	3,2
	Romania	500	1,6	5	28	64,4	1
	Slovenia	506	5,3	8,7	30,4	55,5	0
	Slovakia	502	3,8	14,1	44	36,1	2
	Finland	500	16	30,8	37	14,6	1,6
	Sweden	503	10,7	17,9	41,4	20,5	9,5
	United Kingdom	581	2,2	10,3	46,1	34,3	7,1
	Croatia	500	13,6	13	26	46,4	1
	Turkey	500	1,4	11,4	35,2	47,8	4,2
	Norway	501	15,2	26,7	35,7	19,4	3
	Iceland	501	14	19,4	30,9	26,9	8,8

Table 31b. Enterprises should be more involved in higher education management, curricula design and funding – *by segment*

QUESTION: Q6\_H. How much would you agree or disagree with the following statements? - Enterprises should be more involved in higher education management, curricula design and funding






	Total N	% Strongly disagree	% Rather disagree	% Rather agree	% Strongly agree	% DK/NA
<b>ALL</b>	14964	9	15,7	36,1	35,4	3,8
 <b>SEX</b>						
Male	6831	9,8	16,1	35,6	35	3,5
Female	8133	8,2	15,3	36,6	35,7	4,1
 <b>AGE</b>						
18 - 20	3256	7,9	14,5	36,8	36,9	3,9
21 - 22	5058	7,6	14,7	36,5	37,7	3,5
23 - 24	3376	8,6	15,7	36,8	35,5	3,3
25 +	3227	12,7	18,3	34,2	30,1	4,7
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	10151	8,3	15,1	35,7	37,2	3,8
Master/second cycle	3570	10,3	17,2	37,5	31,4	3,6
Doctorate/third cycle	345	11,3	16,8	35,1	35,1	1,7
Part-time/further education at BA-level	349	8,3	12,9	36,4	36,4	6
Part-time/further education at MA-level	210	7,1	19,5	34,8	35,7	2,9
 <b>NUMBER OF FINISHED YEARS</b>						
1	2939	8,2	16,4	36,9	34,4	4
2	4430	7,2	14,6	35,5	38,6	4,2
3	3385	9	14,4	37,2	35,5	3,9
4	2164	9,2	15,9	37,4	33,6	3,8
5+	2046	13,6	18,9	33	31,7	2,8
 <b>FIELD OF STUDY</b>						
Engineering	2426	4,8	13,8	38,2	40,3	2,9
Business and economic studies	3035	5,7	13	38,4	39,7	3,2
Languages	694	14,6	16,4	32,7	32,6	3,7
Law	960	10,6	16,8	36,8	32,3	3,5
Teacher training	1282	9,8	17,5	33,7	34,5	4,5
Medical Studies	844	9	21,4	37,4	27,8	4,3
Health studies incl. Nursing	832	6,2	18,1	35,6	34,7	5,3
Other social sciences	1906	12,7	15,2	34,9	32,7	4,5
Other hard sciences	1660	10,5	16,2	33,6	35,4	4,3
Other humanities	1282	13,7	17,1	34,3	30,6	4,3

Table 32a. Future plans for BA students – *by country*

QUESTION: Q7A. What are your plans after graduation?

Base : who study at Bachelor-level

































		Total N	% Continue on to a second cycle degree (master programme)	% Find work and never study again	% Find work and resume studies later on a part-time basis	% DK/NA
	<b>ALL</b>	10500	50,4	17,5	24,5	7,7
	<b>COUNTRY</b>					
	Belgium	216	47,7	38	14,4	0
	Bulgaria	398	64,3	9,8	18,3	7,5
	Czech Rep.	309	61,2	14,9	11,3	12,6
	Denmark	324	41,7	27,5	24,4	6,5
	Germany	279	59,9	17,2	16,5	6,5
	Estonia	402	51,5	12,7	29,1	6,7
	Greece	486	54,7	24,7	14,8	5,8
	Spain	153	49	17,6	20,9	12,4
	France	308	74,7	13,3	8,1	3,9
	Ireland	449	50,1	11,8	19,4	18,7
	Italy	324	67,3	13,3	11,4	8
	Cyprus	242	68,6	11,6	10,7	9,1
	Latvia	426	45,8	9,2	35,9	9,2
	Lithuania	441	27,7	16,8	45,1	10,4
	Luxembourg	208	50	33,7	12	4,3
	Hungary	395	50,6	12,7	33,2	3,5
	Malta	227	30,8	12,3	46,7	10,1
	Netherlands	407	54,5	13,5	16,2	15,7
	Austria	267	60,7	13,1	17,6	8,6
	Poland	242	75,2	5,4	11,6	7,9
	Portugal	397	35,3	20,9	40,8	3
	Romania	396	79,5	5,8	11,4	3,3
	Slovenia	498	38,2	17,5	38	6,4
	Slovakia	170	81,2	10	6,5	2,4
	Finland	340	27,4	27,4	40	5,3
	Sweden	258	26,7	33,7	33,7	5,8
	United Kingdom	463	40	21,4	26,8	11,9
	Croatia	367	56,4	19,6	21,5	2,5
	Turkey	431	38,5	37,4	21,8	2,3
	Norway	293	26,3	24,6	40,3	8,9
	Iceland	384	55,7	2,1	28,4	13,8

Table 32b. Future plans for BA students – *by segment*

QUESTION: Q7A. What are your plans after graduation?

Base : who study at Bachelor-level






	Total N	% Continue on to a second cycle degree (master programme)	% Find work and never study again	% Find work and resume studies later on a part-time basis	% DK/NA
<b>ALL</b>	10500	50,4	17,5	24,5	7,7
 <b>SEX</b>					
Male	4731	49,5	19,3	23,1	8,2
Female	5769	51,1	16	25,6	7,3
 <b>AGE</b>					
18 - 20	3024	55,8	15,1	21	8,2
21 - 22	4084	55,6	14,1	23,3	7,1
23 - 24	1849	42,5	23,2	27,4	6,9
25 +	1517	34,9	24,7	31,1	9,3
 <b>LEVEL OF STUDY</b>					
Bachelor/first cycle	10151	50,8	17,1	24,5	7,6
Master/second cycle	0	0	0	0	0
Doctorate/third cycle	0	0	0	0	0
Part-time/further education at BA-level	349	38,7	26,6	22,3	12,3
Part-time/further education at MA-level	0	0	0	0	0
 <b>NUMBER OF FINISHED YEARS</b>					
1	2660	53	16,1	23,5	7,4
2	3985	54,5	16,1	21,7	7,7
3	2352	47,5	18,5	26,2	7,8
4	922	42,8	19,8	29,5	7,8
5+	581	33,7	25,1	32,7	8,4
 <b>FIELD OF STUDY</b>					
Engineering	1666	48,2	18,5	26,5	6,8
Business and economic studies	2275	49,8	16,7	25,9	7,5
Languages	506	54,5	15,2	20,6	9,7
Law	541	61	13,5	18,3	7,2
Teacher training	897	43,4	22,6	27,1	6,9
Medical Studies	482	56	19,3	18,9	5,8
Health studies incl. Nursing	612	32,4	22,7	38,7	6,2
Other social sciences	1417	49,6	17,2	24,6	8,5
Other hard sciences	1193	56,2	15,7	20,6	7,5
Other humanities	885	57,2	13,9	18,1	10,8



Table 33a. Future plans for MA students – *by country*

QUESTION: Q7B. After graduation, do you intend to

Base : who study at Master-level






































		Total N	% Do a third cycle - (doctorate/PhD)	% Do further studies (e.g. another MA)	% Neither of these	% Both of these	% DK/NA
	<b>ALL</b>	3780	23,1	16,8	43,5	2,7	13,9
	<b>COUNTRY</b>						
	Belgium	222	41	18,5	40,1	0,5	0
	Bulgaria	89	14,6	44,9	18	3,4	19,1
	Czech Rep.	189	21,7	11,6	50,3	7,4	9
	Denmark	154	18,2	9,7	60,4	0,6	11
	Germany	238	21,4	11,8	53,8	2,1	10,9
	Estonia	93	38,7	24,7	22,6	2,2	11,8
	Greece	13	46,2	0	46,2	7,7	0
	Spain	341	16,1	27,3	34,6	2,1	19,9
	France	179	33	20,1	38,5	3,4	5
	Ireland	41	31,7	7,3	41,5	2,4	17,1
	Italy	168	17,3	16,7	43,5	2,4	20,2
	Cyprus	6	0	16,7	83,3	0	0
	Latvia	96	21,9	18,8	46,9	3,1	9,4
	Lithuania	56	17,9	14,3	39,3	1,8	26,8
	Luxembourg	44	9,1	11,4	70,5	2,3	6,8
	Hungary	99	17,2	22,2	47,5	1	12,1
	Malta	14	21,4	35,7	21,4	0	21,4
	Netherlands	77	22,1	13	48,1	2,6	14,3
	Austria	144	27,1	14,6	31,9	4,9	21,5
	Poland	260	18,1	22,3	37,7	2,3	19,6
	Portugal	94	30,9	12,8	28,7	10,6	17
	Romania	84	29,8	22,6	29,8	2,4	15,5
	Slovenia	7	42,9	14,3	42,9	0	0
	Slovakia	303	28,1	8,3	53,8	1,7	8,3
	Finland	93	18,3	6,5	60,2	2,2	12,9
	Sweden	126	10,3	18,3	58,7	3,2	9,5
	United Kingdom	82	28	14,6	31,7	1,2	24,4
	Croatia	131	13,7	19,1	45	0,8	21,4
	Turkey	63	57,1	9,5	27	6,3	0
	Norway	166	14,5	10,8	59,6	1,2	13,9
	Iceland	108	18,5	9,3	35,2	5,6	31,5

Table 33b. Future plans for MA students – *by segment*

QUESTION: Q7B. After graduation, do you intend to

Base : who study at Master-level

	Total N	% Do a third cycle - (doctorate/ PhD)	% Do further studies (e.g. another MA)	% Neither of these	% Both of these	% DK/NA
<b>ALL</b>	3780	23,1	16,8	43,5	2,7	13,9
 <b>SEX</b>						
Male	1788	22,9	15,7	45,2	2,5	13,8
Female	1992	23,3	17,8	42,1	3	13,9
 <b>AGE</b>						
18 - 20	171	23,4	25,7	35,1	2,3	13,5
21 - 22	868	25,9	20,2	39,4	3,2	11,3
23 - 24	1351	23,8	16,2	42,6	2,7	14,7
25 +	1377	20,6	14,1	48,1	2,5	14,7
 <b>LEVEL OF STUDY</b>						
Bachelor/first cycle	0	0	0	0	0	0
Master/second cycle	3570	23,5	16,9	43,4	2,7	13,5
Doctorate/third cycle	0	0	0	0	0	0
Part-time/further education at BA-level	0	0	0	0	0	0
Part-time/further education at MA-level	210	16,7	14,8	45,7	3,3	19,5
 <b>NUMBER OF FINISHED YEARS</b>						
1	166	24,1	24,1	33,7	2,4	15,7
2	326	22,4	19,3	40,5	2,5	15,3
3	950	23,4	15,8	42,8	3,5	14,5
4	1166	23,4	19	43,2	2,4	11,9
5+	1172	22,6	13,6	46,7	2,6	14,6
 <b>FIELD OF STUDY</b>						
Engineering	654	14,8	16,1	54,4	1,4	13,3
Business and economic studies	679	20	19,7	44,8	1,6	13,8
Languages	165	23,6	21,8	39,4	1,8	13,3
Law	373	22,8	17,4	42,1	2,4	15,3
Teacher training	331	22,4	19,6	44,7	3,9	9,4
Medical Studies	268	53	13,8	16,4	4,5	12,3
Health studies incl. Nursing	158	27,2	15,8	38,6	4,4	13,9
Other social sciences	427	16,9	17,1	46,8	3,7	15,5
Other hard sciences	383	30	10,2	43,1	3,7	13,1
Other humanities	330	20,6	16,7	41,2	2,7	18,8

## II. Survey details

This general population survey “*Perception of Higher Education System*” among students in higher education institutions, in the 27 Member States, and, Croatia, Iceland, Norway, Romania, Turkey (N° 260) was conducted for the European Commission - Directorate General for Education and Culture Unit B3 - Higher Education; "Erasmus".

The interviews were conducted in each country between the 12/02/2009 and the 20/02/2009 by the following institutes:

Belgium	BE	Gallup Europe	(Interviews: 12/02/2009 - 20/02/2009)
Czech Republic	CZ	Focus Agency	(Interviews: 12/02/2009 - 20/02/2009)
Denmark	DK	Hermelin	(Interviews: 12/02/2009 - 20/02/2009)
Germany	DE	IFAK	(Interviews: 12/02/2009 - 20/02/2009)
Estonia	EE	Saar Poll	(Interviews: 12/02/2009 - 20/02/2009)
Greece	EL	Metroanalysis	(Interviews: 12/02/2009 - 20/02/2009)
Spain	ES	Gallup Spain	(Interviews: 12/02/2009 - 20/02/2009)
France	FR	Effience3	(Interviews: 12/02/2009 - 20/02/2009)
Ireland	IE	Gallup UK	(Interviews: 12/02/2009 - 20/02/2009)
Italy	IT	Demoskopoea	(Interviews: 12/02/2009 - 20/02/2009)
Cyprus	CY	CYMAR	(Interviews: 12/02/2009 - 20/02/2009)
Latvia	LV	Latvian Facts	(Interviews: 12/02/2009 - 20/02/2009)
Lithuania	LT	Baltic Survey	(Interviews: 12/02/2009 - 20/02/2009)
Luxembourg	LU	Gallup Europe	(Interviews: 12/02/2009 - 20/02/2009)
Hungary	HU	Gallup Hungary	(Interviews: 12/02/2009 - 20/02/2009)
Malta	MT	MISCO	(Interviews: 12/02/2009 - 20/02/2009)
Netherlands	NL	MSR	(Interviews: 12/02/2009 - 20/02/2009)
Austria	AT	Spectra	(Interviews: 12/02/2009 - 20/02/2009)
Poland	PL	Gallup Poland	(Interviews: 12/02/2009 - 20/02/2009)
Portugal	PT	Consulmark	(Interviews: 12/02/2009 - 20/02/2009)
Slovenia	SI	Cati d.o.o	(Interviews: 12/02/2009 - 20/02/2009)
Slovakia	SK	Focus Agency	(Interviews: 12/02/2009 - 20/02/2009)
Finland	FI	Norstat Finland Oy	(Interviews: 12/02/2009 - 20/02/2009)
Sweden	SE	Hermelin	(Interviews: 12/02/2009 - 20/02/2009)
United Kingdom	UK	Gallup UK	(Interviews: 12/02/2009 - 20/02/2009)
Bulgaria	BG	Vitosha	(Interviews: 12/02/2009 - 20/02/2009)
Romania	RO	Gallup Romania	(Interviews: 12/02/2009 - 20/02/2009)
Croatia	HR	Gallup Croatia	(Interviews : 12/02/2009 - 20/02/2009)
Turkey	TR	Konsensus	(Interviews : 12/02/2009 - 20/02/2009)
Norway	NO	Fieldwork Scandinavia	(Interviews : 12/02/2009 - 20/02/2009)
Iceland	IS	IGM	(Interviews : 12/02/2009 - 20/02/2009)

### Target groups

Gallup interviewed students in randomly selected institutions in each country surveyed during a more stage sampling process.

- In countries where the number of HEIs is less than 90, sampling has done proportionally to the size of the universities.
- In countries where there are more than 90 higher education institutions in order to better represent the different types of institutions a stratified random sample selection method was applied.

In the first step based on the size they was categorized as large, mid size and small institutions. We have determined the number of students who should have been interviewed IN TOTAL from each of these category.

As a second step institutions selected randomly in each size category.

- In the third step students were selected randomly within each of the selected institutions, and a minimum of 5 and a maximum of 15 students would be interviewed with personal interviews in each selected HEI.

The targeted number of interviews were 500 on all countries, except in Cyprus, Luxembourg, Malta where the target was 250 interviews.

The table below presents, for each of the countries the number of interviews actually carried out

## TOTAL INTERVIEWS

Interviews conducted		Interviews conducted	
Belgium	500	Malta	254
Bulgaria	500	Netherlands	500
Czech Republic	507	Austria	501
Denmark	500	Poland	506
Germany	533	Portugal	500
Estonia	502	Romania	500
Greece	500	Slovenia	506
Spain	504	Slovakia	502
France	502	Finland	500
Ireland	521	Sweden	503
Italy	500	United Kingdom	581
Cyprus	250	Croatia	500
Latvia	525	Turkey	500
Lithuania	501	Norway	501
Luxembourg	257	Iceland	501
Hungary	507	Total	14964

## Questionnaires

1. The questionnaire prepared for this survey is reproduced at the end of this results volume, in English.
2. The institutes listed above translated the questionnaire in their respective national language(s).
3. One copy of each national questionnaire is annexed to the results.

**Tables of results****VOLUME A: COUNTRY BY COUNTRY**

The VOLUME A tables present the total results country by country.

**VOLUME B: RESPONDENTS' DEMOGRAPHICS**

The VOLUME B tables present the European Union results with the following socio-demographic characteristics of respondents as breakdowns:

Volume B:

Sex (*Male, Female*)

Age (*18-20, 21-22, 23-24, 25+*)

Level of study (*Bachelor/first cycle, Master/second cycle, Doctorate/third cycle, Part-time/further education at BA-level, Part-time/further education at MA-level*)

Number of years as a student in higher education (*1,2 3,4,5+*)

Field of study (*Engineering, Business and economic studies, Languages, Law, Teacher training, Medical Studies, Health studies incl. Nursing, Other social sciences ,Other hard sciences, Other humanities*)

### III. Questionnaire

#### D0. In which institute do you study ?

(List of national HEIs)

Other ..... 9999

**IF OUT OF QUOTA → THANK AND TERMINATE**

#### D7. Are you a full-time or part-time student?

Full-time ..... 1

Part-time ..... 2

[DK/NA] ..... 9

#### D5. What is your field of study?

Engineering ..... 1

Business and economic studies ..... 2

Languages ..... 3

Law ..... 4

Teacher training ..... 5

Medical Studies ..... 6

Health studies incl. Nursing ..... 7

Other social sciences ..... 8

Other hard sciences ..... 9

Other humanities ..... 10

[DK/NA] ..... 99

**IF OUT OF QUOTA → THANK AND TERMINATE**

#### BACKGROUND QUESTIONS:

#### D1. Gender

[DO NOT ASK - MARK APPROPRIATE]

Male ..... 1

Female ..... 2

#### D2. How old are you?

[ ][ ] years old

[00] ..... [REFUSAL/NO ANSWER]

#### D6. How long have you been a student in higher education?

[ ][ ] number of finished years

[98] [less than a year]

[99] [REFUSAL/NO ANSWER]

**IF D6=98 OR D6=99 THANK AND TERMINATE**

#### D3. In what country did you obtain your upper secondary diploma?

#### D4. Could you indicate how advanced you are in your studies?

Bachelor/first cycle ..... 1

Master/second cycle ..... 2

Doctorate/third cycle ..... 3

Part-time/further education at BA-level ..... 4

Part-time/further education at MA-level ..... 5

[DK/NA] ..... 9

**D8. Please indicate which kind of degrees your institution awards?**

It awards only Bachelor (first cycle) degrees.....	1
It awards both Bachelor (first cycle) and Masters (second cycle) degrees .....	2
It awards all degrees: Bachelor (first cycle), Masters (second cycle) degrees, and Doctorate (or PhD) degrees .....	3
It awards only Masters (second cycle) degrees .....	4
It awards both Masters (second cycle) degrees and Doctorate (or PhD) degrees but no Bachelor (first cycle) degrees .....	5
[DK/NA] .....	9

**Access and Equity**

**I would like to ask you a few questions on your opinion about the higher education system in general.**

**Q1A. Which statement do you agree with more?**

All qualified students should have the right to study OR .....	1
Only the very best student should have the right to study .....	2
[DK/NA] .....	9

**Q1B. Which statement do you agree with more?**

Universities should admit all students OR .....	1
Universities should have the right to select students which match their profile .....	2
[DK/NA] .....	9

**Q1C. Which statement do you agree with more?**

Higher education should be free of charge OR .....	1
Student fees are acceptable, when combined with grants and loans .....	2
[DK/NA] .....	9

**Q2. How much would you agree or disagree with the following statements?**

Strongly agree .....	4
Rather agree .....	3
Rather disagree .....	2
Strongly disagree .....	1
[DK/NA] .....	9

A) HEIs should provide more programmes for part-time students (lifelong learning) 1 2 3 4 9

B) HEIs should do more to ensure that a variety of social and cultural backgrounds are represented at universities ..... 1 2 3 4 9

C) Study programmes should focus on teaching specialised knowledge in a given field of study..... 1 2 3 4 9

D) Study programmes should also include generic competences like communication skills, teamwork, and learning to learn (acquire learning skills for later life)1 2 3 4

9

**Purpose of studies****Q2.1 According to you how important is each of the following purposes of higher education?**

Very important .....	4
Rather important .....	3

Rather not important .....	2
Not important at all .....	1
[DK/NA] .....	9
A) To provide students with the knowledge and competences they need to be successful in the labour market (employability) .....	1 2 3 4 9
B) To enhance personal development .....	1 2 3 4 9
C) To educate for active citizenship (learn to develop a critical mind and play an active role in society) .....	1 2 3 4 9

### Quality and Transparency

#### Q3. To what extent would you agree or disagree with the following statements?

Strongly agree .....	4
Rather agree .....	3
Rather disagree .....	2
Strongly disagree .....	1
[DK/NA] .....	9
A) Students choose where to study on the basis of the quality/reputation of the institution and its study programmes .....	1 2 3 4 9
B) Students choose where to study on the basis of other factors, such as location, friends, cost, etc. ....	1 2 3 4 9
C) Students have enough information to choose where to study .....	1 2 3 4 9
D) Independent reports on the quality of universities and programmes would help students to decide where to study .....	1 2 3 4 9
E) Performance rankings of universities and programmes would help students to choose where to study .....	1 2 3 4 9
F) Students should be involved in quality reports and rankings .....	1 2 3 4 9

### Mobility and recognition

#### Q4. Are you planning to pursue part of your studies in another country?

Yes 1	
No, I have already studied abroad .....	2
I applied but was not selected .....	3
No, I planned to, but then gave up .....	4
No, I never planned to study abroad .....	5
[DK/NA] .....	9

#### [IF THE ANSWER IS 4 OR 5 IN Q4]

#### Q5. Please tell me whether the following issues represented a very big, big, small, or no obstacle at all to your ambition of studying abroad:

Very big obstacle .....	1
Big obstacle .....	2
Small obstacle .....	3
No obstacle at all .....	4
[DK/NA] .....	9
A) Lack of information on the opportunities to study abroad .....	1 2 3 4 9



- B) Lack of funds ..... 1 2 3 4 9
- C) Lack or difficulty to obtain recognition for study periods spent abroad . 1 2 3 4 9
- D) The different quality of education abroad ..... 1 2 3 4 9
- E) Language barriers ..... 1 2 3 4 9
- F) The professors/teachers in my university do not encourage mobility ..... 1 2 3 4 9

**Q6. How much would you agree or disagree with the following statements?**

- Strongly agree ..... 4
- Rather agree ..... 3
- Rather disagree ..... 2
- Strongly disagree ..... 1
- [DK/NA] ..... 9
- A) Short study periods abroad (e.g. Erasmus type) are in most cases fully recognised by the home university upon return (no need to re-sit exams) ..... 1 2 3 4 9
- B) All study programmes should include a short study period in another country as an integrated part of the studies ..... 1 2 3 4 9
- C) Most non-mobile students obtain ECTS credit points for studies completed at their institution ..... 1 2 3 4 9
- D) Most mobile students obtain ECTS credit points for their study period abroad 1 2 3 4 9
- E) There should be a possibility to undertake work placements in private enterprises as part of the study programme ..... 1 2 3 4 9
- F) It is important for HEIs to foster innovation and an entrepreneurial mindset among students and staff ..... 1 2 3 4 9
- G) HEIs should provide tailor-made study programmes for enterprises, to help upgrade their work force ..... 1 2 3 4 9
- H) Enterprises should be more involved in higher education management, curricula design and funding ..... 1 2 3 4 9

**Future plans**

**[FOR BA STUDENTS:]**

**[ADDRESSED TO THOSE WORKING TOWARDS THEIR FIRST CYCLE DEGREE - 'BACHELOR', 'LICENCE' ETC]**

**Q7A. What are your plans after graduation?**

- Continue on to a second cycle degree (master programme) ..... 1
- Find work and never study again..... 2
- Find work and resume studies later on a part-time basis..... 3
- [DK/NA] ..... 9

**[FOR MA STUDENTS:]**

**Q7B. After graduation, do you intend to**

- Do a third cycle - (doctorate/PhD) ..... 1
- Do further studies (e.g. another MA) ..... 2
- [Neither of these] ..... 7
- [Both of these]..... 8
- [DK/NA] ..... 9