

Flash Eurobarometer 260  
February 2009

Students and Higher Education Reform  
Special Target Survey

Basic questionnaire

The GALLUP Organization

# FLASH 260

## STUDENTS AND HIGHER EDUCATION REFORM

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Your local interviewer ID				
Settlement name				
Respondent ID				
Date of the interview	Month		Day	
Start time of the interview	Hour		Minute	
End time of the interview	Hour		Minute	
Region ID				

Good morning / afternoon, I'm \_\_\_\_\_ from COMPANY. I would like to ask you to participate in a brief survey among students in higher education . The survey is commissioned by the European Commission. Please help me with your answers, it will not take more than 7-8 minutes. The questionnaire is anonymous; your responses will be used to generate statistics for our country. You can refuse to answer any of the questions if you wish so.

- 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

Please, specify:.....

- Other hard sciences ..... 9

Please, specify:.....

- Other humanities ..... 10

Please, specify:.....

- [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

Flash EB 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



EUROBAROMETER

Coordinated by Directorate-General  
Communication

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

**THE GALLUP ORGANIZATION**



## 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	Vitosh	(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

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

Gallup interviewed students in randomly selected institutions in each country surveyed during a more stage sampling process. The sampling strategy we have designed resulted in a 5 stage, stratified sample.

1. After establishing the proper universe of the sampling frame, and creating an up-to-date inventory of all the higher education institution in a given country, in order to allocate the total number of available 500 student interviews within those institutions. ( in 3 small countries the sample size was 250 only). To do the allocation, we have collected the information on the number of students attending to each of these institution.

2. As a second step, we created a different sampling stratification in countries where the number of HEIs were less than 90.

Here, sampling was using allocation that was simply 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.

3. In the third step, for countries with over 90 institutions we have categorized the HEIS into large, mid size and small segments. Having the preliminary information on what proportion of the country's students study in each of these segments, we have determined the number of students who should be interviewed IN TOTAL in each of these segments.

This created a sampling stratification, allocating to represent to true proportions students from the different size / segment institutions.

The criteria on what we designate to the "large" and to the "mid" / "small" segment varies with individual countries to reflect the institutional realities of the individual countries (please see it in the next page).

4. The fourth step of the sampling process involved a simple random selection of the designated number of Institutions randomly within each size/ segment category.

5. The selection of the students were done randomly within each of the selected institutions, with the following conditions. A minimum of 5 and a maximum of 15 students could be interviewed with personal interviews in each selected institution. In case of an institution had more faculties the number of students to be asked were allocated among the different faculties. The interviewers used an "exit-poll" type selection at the most frequent traffic point of the institutions (in case of several faculties, in the different buildings). The interviewers were instructed to stop every 5th students in order to assure randomness. There was one screener question applied to screen out first year students as required by the content of the inquiry.

**SAMPLE STRATIFICATION**

**INSTITUTE SIZE**

<b>DE</b>	large	medium	small
<b>institute size</b>	18000>	4500<x<18000	4500<
<b>student proportion of these size institutes</b>	50%	40	10%
<b>number of assigned institutes</b>	10	10	5
<b>No. of planned interviews</b>	250	200	50
<b>ES</b>	large	medium	small
<b>institute size</b>	26000>	9000<x<26000	9000<
<b>student proportion of these size institutes</b>	50%	40%	10%
<b>number of assigned institutes</b>	10	10	5
<b>No. of planned interviews</b>	250	200	50
<b>FR</b>	large	medium	small
<b>institute size</b>	22000>	8000<x<22000	8000<
<b>student proportion of these size institutes</b>	40%	45%	15%
<b>number of assigned institutes</b>	10	12	8
<b>No. of planned interviews</b>	200	220	80
<b>IT</b>	large	medium	small
<b>institute size</b>	35000>	8000<x<35000	8000<
<b>student proportion of these size institutes</b>	50%	40%	10%
<b>number of assigned institutes</b>	10	10	5
<b>No. of planned interviews</b>	250	200	50
<b>NL</b>	large	medium	small
<b>institute size</b>	20000>	4000<x<20000	4000<
<b>student proportion of these size institutes</b>	50%	40%	10%
<b>number of assigned institutes</b>	10	10	5
<b>No. of planned interviews</b>	250	200	50
<b>PL</b>	large	medium	small
<b>institute size</b>	15000>	8000<x<15000	8000<
<b>student proportion of these size institutes</b>	40%	30%	30%
<b>number of assigned institutes</b>	10	10	10
<b>No. of planned interviews</b>	200	150	150

<b>SAMPLE STRATIFICATION</b>		<b>INSTITUTE SIZE</b>		
<b>PT</b>		large	medium	small
<b>institute size</b>		5000>	2000<x<5000	2000<
<b>student proportion of these size institutes</b>		30%	30%	40%
<b>number of assigned institutes</b>		10	10	10
<b>No. of planned interviews</b>		150	150	200
<b>UK</b>		large	medium	small
<b>institute size</b>		15000>	8000<x<16000	8000<
<b>student proportion of these size institutes</b>		50%	40%	10%
<b>number of assigned institutes</b>		15	10	5
<b>No. of planned interviews</b>		250	200	50
<b>TR</b>		large	medium	small
<b>institute size</b>		40000>	10000<x<40000	10000<
<b>student proportion of these size institutes</b>		50%	40%	10%
<b>number of assigned institutes</b>		10	10	5
<b>No. of planned interviews</b>		250	200	50

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*)

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