Perceptions of Higher Education Reforms

Survey among teaching professionals in higher education institutions, in the 27 Member States, and Croatia, Iceland, Norway and Turkey

Special Target Survey

Fieldwork: January/February 2007
Report: March 2007

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.
Survey on Higher Education Reforms

Special Target Survey

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

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Introduction

The creation of a “Europe of knowledge” has been a prime objective for the European Union since the Lisbon European Council of March 2000. The Lisbon agenda calls for efforts from a wide range of players, and these include the universities, which have a particularly important role to play. This is because of their twofold traditional vocation of research and teaching and their increasing role in the complex process of innovation. The creation of a “Europe of knowledge” is for the universities a source of opportunity, but also of major challenges.

To implement the Lisbon agenda, the European Union has embarked upon a series of actions and initiatives in the areas of research and education. One example in the area of education is the work to strengthen the convergence of higher education systems, in line with the Bologna process.

In June 1999, 29 European Ministers of Higher Education met in Bologna to lay the basis for establishing a European Higher Education Area by 2010 and promoting the European system of higher education worldwide. In the Bologna Declaration, the ministers affirmed their intention to:

- adopt a system of easily readable and comparable degrees
- adopt a system with two main cycles (undergraduate/graduate)
- establish a system of credits, such as the European Credit Transfer and Accommodation System (ECTS).
- promote mobility by overcoming obstacles
- promote European co-operation in quality assurance
- promote European dimensions in higher education

The Ministers of Higher Education of the Bologna Signatory States met again in 2001 (Prague), 2003 (Berlin) and 2005 (Bergen), taking note of progress made so far and formulating additional priorities.

European higher education institutions are currently in the implementation phase of Bologna and Lisbon reforms and the European Commission’s Directorate-General for Education and Culture wanted to hear the thoughts of teaching professionals about the Bologna Process and the Lisbon Strategy. The specific target group for this survey are teaching professionals in higher education institutions in the 27 Member States of the EU, Croatia, Iceland, Norway and Turkey.

This Flash Eurobarometer was carried out between the 23rd of January and 23rd of February 2007. Almost 5,800 randomly-selected teaching professionals of higher education institutions were interviewed in the 27 Member States of the EU, Croatia, Iceland, Norway and Turkey. The survey was primarily carried out by telephone, with WebCATT (web-based computer assisted telephone interviewing). To correct for sampling disparities, a post-stratification weighting of the results was implemented.

Some countries had a relatively small number of respondents (n = 50). In the graphs and tables, some of these countries are at one end or the other of the distribution, suggesting that these countries differ from other countries. However, some differences may be exaggerated as a result of the small number of respondents, and it is therefore important to use caution when interpreting results for these countries.

Furthermore, when summary measures (such as percent distributions) are computed on a small subgroups of the population, they probably do not reveal useful information because of the large standard errors involved. As a consequence, caution should also be used when looking at the differences between teaching professionals with different positions within higher education institutions or by field of specialisation because the number of respondents in some categories is very small (e.g., the number of doctoral candidates that participated in the survey is equal to 89).
Main findings

1. Evaluation of the higher education reform and the need for European Quality standards for higher education

A core condition for the success of the Lisbon Strategy is the modernisation of Europe’s universities. The Bologna process is continuing to drive reforms in higher education structures, particularly in relation to introducing the three cycle structure of degrees, enhancing quality assurance and the recognition of degrees and study periods.

- Almost half of teaching professionals agree that the introduction of the three cycle system will improve or has improved the quality of education. Nevertheless, 32% of respondents state that it would have been better if the old one-tier system without the distinction between Bachelors and Masters was kept.
- A large majority of respondents in the EU27 acknowledge the need for European quality standards for higher education and for European quality labels for certifying the quality of institutions and programmes.
- Almost half of respondents (49%) agree that first cycle graduates will find a suitable job on the labour market, however, a similar proportion of respondents (46%) agree that that first cycle graduates should first follow a Master programme in the same field of study before entering the labour market.
- Four out of five respondents agree that the European Credit Transfer and Accommodation System (ECTS) should be used in all programmes of study.

Individual country results

- Respondents in the NMS12 are more likely than respondents in the EU15 to positively evaluate the influence of the introduction of the three cycle system on the quality of education.
- Respondents in Germany, Hungary, Italy and Estonia are the most likely to agree that it would have been better that the old one-tier system was kept; 53% of respondents in Germany, 46% of respondents in Estonia and 42% of respondents in both Hungary and Italy agree with this statement.
- Germany and the United Kingdom have the lowest percentages of respondents agreeing that there is a need for European quality labels to certify the quality of institutions and programmes; 53% of German respondents and 58% of respondents in the United Kingdom agree with the statement on European quality labels.
- Teaching professionals in Ireland are the most likely to believe that first cycle graduates will find a suitable job; 82% of respondents agree with this statement. On the contrary, only 34% of respondents in Italy believe that first cycle graduates will find suitable jobs.

Results by ‘type’ of teaching professionals

- Teaching experience. Respondents teaching for more than 30 years are the least likely to agree that the introduction of the three cycle system will improve or has improved the quality of education.
- Field of specialisation. Teaching professionals in the field of engineering are the least positive about the introduction of the three cycle system. Teaching professionals in the field of teacher training and medical studies or nursing, on the contrary, are the most positive about the introduction of the three cycle system.
- Respondents in the fields of engineering and economic studies are the most likely to say that first cycle graduates will find a suitable job (61% and 64%, respectively), while respondents in the fields of social sciences and other hard sciences are more inclined to say that first cycle graduates should follow a Master programme before entering the labour market.
- Type of institution. Teaching professionals in institutions providing only Master programmes are the least likely to agree that the introduction of the three-cycle system has improved the quality of education and the quality of research training for doctoral students.
2. Adult learners, joint degrees, student mobility and study programmes in the higher education system

European universities have enormous potential, but to achieve this potential in an increasingly global and knowledge-based economy, efforts should be made to implement the core Bologna reforms. Flexible and modernised curricula should be created at all levels which correspond to the needs of the labour market and which include training in communication, networking, entrepreneurship and team-working. The Bologna Process also aims to enhance student mobility and to refocus courses to allow greater participation at later stages of the life-cycle.

- Almost three out of four teaching professionals agree that study and training programmes should encompass more generic competences, such as communication, teamwork and entrepreneurship, and that study programmes need to be changed to answer better to labour market needs.
- A majority of respondents agrees that student mobility should be an obligatory part in the curriculum for students in general (58%) and for doctoral candidates in particular (65%).
- A large majority of teaching professionals in the EU27 (87%) agree that universities should open up for adult learners.
- 70% of teaching professionals think that more opportunities should be created for double and joint degrees at the Bachelor and Master level, while 54% agree that double and joint degrees should also be promoted at doctoral level.

Individual country results

- In the Netherlands 53% of respondents disagree with the statement that study and training programmes should encompass more generic competences, and 51% disagree with the statement that study programmes need to adapt more to labour market needs.
- Respondents in the NMS12 are more likely than respondents in the EU15 to think that mobility should be an obligatory part of the curriculum for students in general and for doctoral candidates.
- Less than one out of three teaching professionals in the United Kingdom agree that mobility should be an obligatory part of the curriculum for students.
- Denmark, Slovakia and Latvia are the only countries where less than one out of two teaching professionals agrees that more opportunities should be created for double and joint degrees at the Bachelor and Master level.
- The highest percentages of respondents that disagree that universities should open up for adult learners are found in Germany (19%), the Netherlands (18%) and Luxembourg (18%).

Results by ‘type’ of teaching professionals

- Position in higher education institution. Rectors and Deans are the most likely to agree that study and training programmes should encompass more generic competences (90% and 87%, respectively, agree with this statement).
- Field of specialisation. Teaching professionals in the fields of teacher training and other humanities are the most likely to agree that universities should serve adult learners, teaching professionals in the fields of engineering and business are the most likely to agree that study programmes should encompass more generic competences, and teaching professionals in medical studies are the most likely to agree that study programmes need to adapt more to labour market needs.
- Type of institution. Teaching professionals in higher education institutions with only Bachelor programmes are the most likely to agree that study programmes need to be adapted to labour market needs.
- Teaching professionals in higher education institutions with only Master programmes are most likely to agree that more opportunities should be created for double and joint degrees at the Bachelor and Master level.
3. Governance and funding in the higher education system

Modernising Europe’s higher education institutions also means solving governance and funding problems. Over-regulation of university life can hinder modernisation and efficiency, and universities can suffer from bureaucracy and lack of autonomy. Most higher education institutions also have to cope with increasing budgetary constraints. The European Commission proposes to modernise European universities by allowing universities greater autonomy and accountability and by reviewing systems for funding universities to be more focused on outputs.

- Four out of five teaching professionals of higher education institutions in the EU27 agree that universities are in need of better internal management.
- Three out of four teaching professionals also agree that universities need more autonomy from public authorities.
- Three out of four respondents agree that partnerships with businesses will reinforce universities, and 68% think that competition between universities will lead to better quality.
- A large majority of teaching professional in higher education institutions (83%) agree that universities should be allowed to select and refuse students.
- Slightly less than three out of four respondents agree that private funding would help universities to gain extra income and to perform better and 68% also agree that student fees are an acceptable source of extra income for universities.

Individual country results

- More than nine out of ten respondents in Greece, Turkey and Malta think that universities need more autonomy from public authorities. On the other hand, more than one out of three respondents in Portugal, Italy, Spain and Croatia agree that universities need stronger guidance from the public authorities.
- Belgium has the lowest percentage of teaching professionals who support competition between universities as a way to improve quality, with only 42% of respondents agreeing with the statement.
- In Belgium, only 44% of respondents agree that universities should be allowed to select and refuse students.
- Danish teaching professionals are the most likely to agree that universities should be publicly funded and not seek more private funding; 77% of respondents agree with this statement. Respondents from the Czech Republic, on the other hand, are the most likely to disagree with this statement; 77% of Czech teaching professionals disagree that universities should be publicly funded and not seek more private funding.
- In the NMS12 countries student fees are more accepted as a source of extra income than in the EU15.

Results by ‘type’ of teaching professionals

- Teaching experience. Teaching professionals with longer teaching experience appear to be more willing than teaching professionals with less experience to accept private funding and student fees as extra income sources, and they are also more willing to allow universities to select and refuse students.
- Position in higher education institution. Rectors and Deans are the most likely to state that partnerships with the business world will reinforce universities (86% and 81%, respectively, agree with this statement) and that competition between universities will lead to an improvement of the quality (78% and 73%, respectively, agree with this statement).
- Rectors and Deans are also the most likely to agree that private funding and student fees are acceptable as extra income sources.
- Field of specialisation. Teaching professionals in engineering and economic studies are the most likely to agree that partnerships with businesses will reinforce universities.
- Respondents in the field of teacher training are the least likely to agree that universities should be allowed to select and refuse students. Only 68% of respondents in teacher training agree
with this statement compared to, for example, almost nine out of ten respondents (88%) in engineering.

4. Confidence in the involvement of several bodies in the higher education reform

European higher education institutions are currently in the implementation phase of reform and many partners are involved in this reform.

- Teaching professionals in higher education institutions in EU27 countries have most confidence in their own faculty, followed by the university leadership and the national Rectors’ conference or national associations of universities. We find that 59% of respondents have full confidence in their own faculty, 42% have full confidence in the university leadership and 34% have full confidence in the national Rectors’ conference or the national association of universities.
- Teaching professionals in higher education institutions in the EU27 have the least confidence in the involvement of private enterprises in the higher education reform; 32% of respondents report to have no confidence at all in private enterprises as a partner to be involved in the higher education reform. In addition, 19% of respondents report to have no confidence at all in professional associations.
- One out of four respondents has no confidence at all in the involvement of the European Commission.

Individual country results

- Respondents in Luxembourg are the least confident about the involvement of their own faculty in the higher education reform (35%) and they are also among the lowest to be confident about the university leadership’s involvement (22%).
- While 38% of respondents in the NMS12 state that they have full confidence in involvement in the higher education reform of European university associations, only 19% of respondents in EU15 report to be fully confident.
- In Greece, the largest proportion of respondents (46%) report to have no confidence at all in the national or regional authorities, and in Germany, 47% of respondents reporting to have no confidence at all in the European Commission.
- We find that 61% of teaching professionals in Greece and 57% of teaching professionals in Luxembourg state to have no confidence at all in the involvement of private enterprises in the higher education reform.

Results by ‘type’ of teaching professionals

- Teaching experience. Respondents with more teaching experience are more confident than respondents with less teaching experience about the involvement in the higher education reform of the university leadership, the national Rectors’ conference, the European University Association and the European Commission. Respondents who are teaching less than 20 years, however, are more confident about the involvement of their own faculty.
- Position in higher education institution. The Rectors and Deans are more confident than teaching professionals in other positions about the involvement of their own faculty, the university leadership and the national Rectors’ conference in the higher education reform. Doctoral candidates are the most confident about the involvement in the higher education reform of national and regional authorities and professional associations.
- Field of specialisation. Teaching professionals in the field of teacher training are the most confident about the involvement of their own faculty, the university leadership and the national Rectors’ conference. Respondents in medical studies and nursing are more confident than other respondents about the involvement of the national or regional authorities and of the European Commission, and respondents in the field of engineering are most confident about the involvement of professional associations and private enterprises.
- **Type of institution.** Respondents of higher education institutions that only grant Master degrees are the most confident about the involvement of their own faculty, however, they are less confident than other respondents about the involvement of most other partners.
1. Evaluation of higher education reforms and the need for European quality standards for higher education

We find that a majority of respondents in the EU27 agree with the statements on European quality standards and European quality labels for certifying the quality of institutions and programmes. Slightly more than four out of five respondents (82%) acknowledge the need for European quality standards for higher education and 72% accept the need for European quality labels for certifying the quality of institutions and programmes.

Four out of five respondents agree that the European Credit Transfer and Accumulation System (ECTS) should be used in all programmes of study.

Almost half of respondents (49%) agree that the introduction of the three cycle system (Bachelor, Master, Doctor) will improve or has improved the quality of education in general and 44% agree that the introduction will improve or has improved the quality of research training for doctoral candidates. On the other hand, 32% of respondents agree that it would have been better if the old one-tier system without the distinction between Bachelors and Masters was kept.

Almost half of respondents (49%) agree that first cycle graduates will find a suitable job on the labour market, however, a similar proportion of respondents (46%) agree that that first cycle graduates should first follow a Master programme in the same field of study before they enter the labour market.

<table>
<thead>
<tr>
<th>Agreement with statements regarding the higher education system – Question 1</th>
<th>% of disagree and strongly disagree</th>
<th>% of agree and strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a need for European quality standards for higher education</td>
<td>16</td>
<td>82</td>
</tr>
<tr>
<td>The European Credit Transfer and Accumulation System (ECTS) should be used in all programmes of study</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>There is a need for European quality labels for certifying the quality of institutions and programmes</td>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>First cycle graduates (Bachelor) will find suitable jobs on the labour market</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>The introduction of the three cycle system (Bachelor-Master-Doctor) will improve (or has improved) the quality of education</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>First cycle graduates (Bachelor) should follow a master programme in the same field of study before entering the labour market</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>The introduction of the three cycle system (bachelor-master-doctor) will improve (or has improved) the quality of research training for doctoral candidates</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>It would have been better if the old one-tier system (without a split in Bachelor and Master) was kept</td>
<td>59</td>
<td>32</td>
</tr>
</tbody>
</table>

Q1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree?

We find the highest percentages of respondents agreeing with the statements on European quality standards and European quality labels in Malta and Portugal. In Malta, 98% of respondents agree that there is a need for European quality standards for higher education and 94% accept the need for
European quality labels for certifying the quality of institutions and programmes. In Portugal, 96% agrees there is a need for quality standards and 93% for quality labels.

Germany and the United Kingdom, on the other hand, have the lowest percentages of respondents agreeing with these statements. We find that 64% of respondents in the United Kingdom and 71% of respondents in Germany agree that there is a need for European quality standards for higher education, and 53% of German respondents and 58% of respondents in the United Kingdom agree with the statement on European quality labels.

There is a need for European quality standards for higher education

Support to use the European Credit Transfer and Accumulation System (ECTS) for all programmes of study ranges from 94% in Croatia and Slovenia to 58% in the United Kingdom. In
the United Kingdom more than one out of four teaching professionals (26%) disagree that the ECTS should be used in all programmes of study.

We also find that teaching professionals of higher education institutions in the NMS12 are more likely than their counterparts in the EU15 to agree that the ECTS should be used in all study programmes (88% compared to 78%).

The individual country results show a large variation in the percentages of teaching professionals who agree with the statements regarding the improvement of the quality of education and research training. For example, the percentage of teaching professionals who agree that the introduction of the three cycle system will improve or has improved the quality of education is 94% in Cyprus but only 33% in Estonia.

Respondents in the NMS12 are more likely than respondents in the EU15 to positively evaluate the influence of the introduction of the three cycle system on the quality of education (57% compared to 47%) and on the quality of research training of doctoral candidates (50% compared to 43%).

Teaching professionals of higher education institutions in Cyprus are the most likely to agree that the introduction of the three cycle system will improve or has improved both the quality of education in general and the quality of research training of doctoral students; 94% of respondents agree with the statement about the quality of education and 92% agree with the statement on the quality of research training of doctoral students. Other countries with high percentages of respondents agreeing with both statements on the quality of education and training are Malta, Turkey, Bulgaria and Romania.

Teaching professionals in Germany, Hungary, Italy and Estonia, on the other hand, are the most likely to disagree that the introduction of the three cycle system will improve or has improved the quality of education and the quality of research training of doctoral students. For example, we find that 62% of respondents in Germany disagree with the statement about the quality of education and 56% disagree with the statement on the quality of research training of doctoral students.

At least one out of four respondents in Iceland (28%), the United Kingdom (26%) and Denmark (25%) reported not knowing if the introduction of the three cycle system will improve or has improved the quality of education in general and at least one out of four respondents in Denmark (43%), Iceland
(38%), Poland (28%), Finland (28%) and France (26%) could not evaluate the effect of the three cycle system on the quality of the research training of doctoral candidates.

**The introduction of the three cycle system (Bachelor-Master-Doctor) will improve (or has improved) the quality of education**

- **disagree**
- **agree**
- **DK/NA**

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Respondents in Germany, Hungary, Italy and Estonia are also the most likely to agree that it would have been **better that the old one-tier system, without a split between Bachelor and Master degrees, was kept**; 53% of respondents in Germany, 46% of respondents in Estonia and 42% of respondents in both Hungary and Italy agree with this statement.
Cyprus and Malta again are among the most positive about the introduction of the three cycle system; only 6% of respondents in Malta and 8% of respondents in Cyprus agree that it would have been better if the one-tier system was kept. We find the lowest percentage of teaching professionals agreeing with the statement that it would have been better if the one-tier system was kept in Iceland (4%) and we find the highest percentage that disagrees with the statement in Latvia (85%).

Teaching professionals in Ireland are the most likely to believe that first cycle graduates will find a suitable job: 82% of respondents agree with this statement. Ireland is followed by Latvia and the United Kingdom, where 75% and 70%, respectively, agree with the statement. In addition, respondents in the United Kingdom are also the most likely to disagree that first cycle graduates should follow a Master programme in the same field of study before entering the labour market; 74% of respondents disagree with the statement.

On the contrary, only 34% of respondents in Italy believe that first cycle graduates will find suitable jobs on the labour market and a much larger proportion of respondents (61%) agree that first cycle graduates should follow a Master programme in the same field of study before entering the labour market. In Romania we also find that two out of three respondents agree that first cycle graduates should follow a Master programme in the same field of study before entering the labour market, however, a larger proportion of respondents than in Italy (50%) agree that it will also be possible for first cycle graduates to find a suitable job.
First cycle graduates (Bachelor) will find suitable jobs on the labour market

Q1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree?

First cycle graduates (Bachelor) should follow a master programme in the same field of study before entering the labour market

Q1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree?

When looking at the differences between teaching professionals with different positions within the higher education institutions and with different teaching experience, we first of all notice that respondents who are teaching in a higher education institution for less than 10 years are the most likely to agree that there is a need for European quality standards for higher education (85%), while those who are teaching for more than 30 years are the most likely to be in favour of quality labels for certifying the quality of institutions and programmes (76%).

We also notice that assistant professors and other teaching staff are more likely to be in favour of quality standards and quality labels for certifying the quality of institutions than their counterparts in other positions within the higher education institutions. For example, while 76% of assistant professors agree that there is need for quality labels to certify the quality of institutions and
programmes, only 71% of full professors agree with this statement. Rectors, on the other hand, are the most likely to be in favour of using the Credit Transfer and Accumulation System (ECTS) in all study programmes.

Respondents with more teaching experience are less likely than respondents with less teaching experience to state that first cycle graduates will find suitable jobs and more likely to agree that first cycle graduates should follow a Master programme in the same field of study before entering the labour market. For example, while 54% of respondents with less than 10 years of teaching experience agree that first cycle graduates will find suitable jobs, only 45% of those with more than 30 years of experience say the same.

Rectors and Deans are the most likely to state that first cycle graduates will find suitable jobs (60% and 59%, respectively, agree with the statement) and assistant professors and doctoral candidates are the least likely to agree with the statement (44% and 43%, respectively). In addition, doctoral candidates are the most likely to agree that first cycle graduates should follow a Master programme in the same field of study before entering the labour market (55%).

### Agreement with statements regarding the higher education system – Question 1

<table>
<thead>
<tr>
<th>Question</th>
<th>EU27</th>
<th>Years Teaching in Higher Education</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a need for European quality standards for higher education</td>
<td>82%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>There is a need for European quality labels for certifying the quality of institutions and programmes</td>
<td>72%</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>The ECTS should be used in all programmes of study</td>
<td>80%</td>
<td>80%</td>
<td>89%</td>
</tr>
<tr>
<td>The introduction of the three cycle system will improve (or has improved) the quality of education</td>
<td>49%</td>
<td>51%</td>
<td>92%</td>
</tr>
<tr>
<td>First cycle graduates should follow a Master programme in the same field of study before entering the labour market</td>
<td>44%</td>
<td>45%</td>
<td>48%</td>
</tr>
<tr>
<td>It would have been better if the old one-cycle system was kept</td>
<td>32%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>First cycle graduates will find suitable jobs on the labour market</td>
<td>49%</td>
<td>54%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Looking at the field of study, we find that teaching professionals in the field of medical studies and nursing are the most likely to acknowledge the need for European quality standards and quality labels for certifying the quality of study programmes, while teaching professionals in the field of engineering are the least likely to acknowledge this need. For example, while 91% of teaching professionals in the field of medical studies and nursing agree that there is a need for European quality standards for higher education, only 77% of teaching professionals in the field of engineering agree with this statement. Teaching professionals in the field of languages, on the other hand, are the most likely to be in favour of using the Credit Transfer and Accumulation System (ECTS) in all study programmes.
Looking at the type of institution, we find that teaching professionals in institutions granting only Bachelor degrees are the most likely to acknowledge the need for European quality standards and quality labels for certifying the quality of study programmes, while teaching professionals in institutions granting only Master degrees are the least likely to acknowledge these needs. For example, while 80% of teaching professionals in institutions providing only Bachelor programmes agree that there is a need for European quality labels to certify institutions and programmes, only 71% of teaching professionals in institutions providing only Master programmes agree with this statement.

Teaching professionals in institutions providing only Bachelor programmes are also the most likely to be in favour of using the Credit Transfer and Accumulation System (ECTS) in all study programmes, with 85% of respondents agreeing with this statement, while teaching professionals in institutions granting both Bachelor and Master degrees but no doctoral degrees are the least likely to be in favour of using the ECTS in all study programmes (70% agree with the statement).

Teaching professionals in the field of engineering are the least positive about the introduction of the three cycle system. We find that only 44% of respondents in this field agree that the introduction of the three cycle system will improve or has improved the quality of education, 37% agree that the introduction will improve or has improved the quality of doctoral research training and 42% agree that it would have been better if the one-tier system was kept. Teaching professionals in the field of teacher training and medical studies or nursing, on the contrary, are the most positive about the introduction of the three cycle system.

Teaching professionals in institutions providing only Master programmes are the least likely to agree that the introduction of the three-cycle system has improved the quality of education and the quality of research training for doctoral students. Teaching professionals in institutions providing only Bachelor programmes, on the contrary, are the least likely to agree that it would have been better if the one-tier system was kept. We find that only 23% of respondents in institutions providing only Bachelor programmes agree that it would have been better if the one-tier system was kept compared to 33% of respondents in institutions providing only Master programmes.

Respondents in the fields of engineering and economic studies are the most likely to say that first cycle graduates will find a suitable job (61% and 64%, respectively, agree with this statement), while respondents in the fields of social sciences and other hard sciences are more inclined to say that first cycle graduates should follow a Master programme before entering the labour market.

Finally, teaching professionals in institutions granting only Master degrees are less likely than teaching professionals in other institutions to say that first cycle graduates will find a suitable job and more likely to agree that first cycle graduates should follow a Master in the same field of study before entering the labour market.
Agreement with statements regarding the higher education system – Question 1

**Base: all respondents, EU27**
% “agree”

**QUESTION: Q1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree?**

<table>
<thead>
<tr>
<th>EU27</th>
<th>82</th>
<th>72</th>
<th>80</th>
<th>49</th>
<th>44</th>
<th>32</th>
<th>49</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a need for European quality standards for higher education</td>
<td>72</td>
<td>80</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a need for European quality labels for certifying the quality of institutions and programmes</td>
<td>80</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ECTS should be used in all programmes of study</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The introduction of the three cycle system will improve the quality of education (or has improved)</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
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</table>
2. Adult learners, joint degrees, student mobility and study programmes in the higher education system

A large majority of teaching professionals in the EU27 (87%) agree that universities should open up for adult learners.

Three out of four teaching professionals also agree that study and training programmes should encompass more generic competences, such as communication, teamwork and entrepreneurship, and 70% agree that study programmes need to be changed to answer better to labour market needs.

We find that 70% of teaching professionals think that more opportunities should be created for double and joint degrees at the Bachelor and Master level, while 54% agree that double and joint degrees should also be promoted at doctoral level.

More respondents agree that student mobility should be an obligatory part in the curriculum for doctoral candidates than for students in general (65% compared to 58%).

A large majority of teaching professionals in all countries agree that universities should open up for adult learners. We even find that all of the teaching professionals interviewed in Estonia and Malta agree that universities should also serve adult learners. The highest percentages of respondents that disagree with this statement are found in Germany (19%), the Netherlands (18%) and Luxembourg (18%).
Teaching professionals in the NMS12 are more likely than their counterparts in the EU15 to agree that **study and training programmes** should encompass more generic competences, such as communication, teamwork and entrepreneurship (86% compared to 73%), and they are also more likely to agree that study programmes need to be adapted to labour market needs (87% compared to 66%).

In all countries, except the Netherlands, a majority of respondents think that study and training programmes should encompass more generic competences, such as communication, teamwork and entrepreneurship. We find the highest percentages of respondents who agree with this statement in Turkey (97%), followed by Romania (91%), Slovakia (89%) and Bulgaria (89%). More than half of the respondents in the Netherlands (53%) disagree with the statement that study and training programmes should encompass more generic competences, such as communication, teamwork and entrepreneurship.

More than half of Dutch teaching professionals in higher education institutions (51%) also disagree with the statement that study programmes need to adapt more to labour market needs, while in all other countries less than half of the teaching professionals disagree with this statement. In Bulgaria, Croatia, Romania and Slovakia even more than nine out of ten respondents agree with this statement.
Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship and learning to learn

Study programmes need to adapt more to labour market needs

The individual country results again show a large variation in the percentages of respondents who agree with the statements on double and joint degrees at Bachelor, Master or doctoral level. The percentage of respondents who state that more opportunities should be created for double and joint degrees at Bachelor and Master level is 92% in Malta but only 42% in Latvia (according to table on page 21). The percentage of respondents who state that double and joint degrees should also be promoted at doctoral level ranges from 84% in Italy to 29% in Denmark.

Focussing on the proportions of respondents who disagree with the statements on joint and double degrees, a slightly different picture appears. Respondents in Latvia are the least likely to agree and also the most likely to disagree with the statement that more opportunities should be created for double
and joint degrees at Bachelor and Master level. This is however not true for respondents in Denmark when looking at the statement for doctoral students. Although teaching professionals in Denmark are the least likely to agree that more opportunities should be created for double and joint degrees at doctoral level, they are also among the least likely to disagree with the statement (17%). More than half of respondents in Denmark (54%) state that they do not know if double and joint degrees should be promoted for doctoral students. The highest percentage of respondents who disagree that double and joint degrees should be promoted at doctoral level is found in the United Kingdom (50%).

We also find that teaching professionals in the EU15 are more likely than their counterparts in the NMS12 to agree that more opportunities should be created for double and joint degrees for Bachelor and Master students (71% compared to 61%), however, we do not observe this difference when studying agreement on the statement for doctoral students.

**More opportunities should be created for double and joint degrees, at Bachelor and Master level**

Q2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?

% Base: all respondents, by country
Double and joint degrees should also be promoted at doctoral level

Respondents in the NMS12 are more likely than respondents in the EU15 to think that mobility should be an obligatory part of the curriculum for students in general (68% compared to 56%) and for doctoral candidates (79% compared to 62%).

Teaching professionals of higher education institutions in the Czech Republic are the most likely to state that mobility should be an obligatory part of the curriculum for students in general (84%) and for doctoral candidates in specific (94%). Teaching professionals in the United Kingdom, on the other hand, are the least likely to agree with these two statements (28% and 29%, respectively).

Mobility should be an obligatory part in the curriculum for doctoral candidates

Q2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?

%, Base: all respondents, by country
Mobility should be an obligatory part in the curriculum for all students

Q2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?

The most interesting difference between respondents with different experience in teaching in higher education institutions is that teaching professionals with more experience are more likely than those with less experience to agree that mobility should be an obligatory part in the curriculum for all students. For example, while 71% of respondents with more than 30 years of experience state that mobility should be obligatory for doctoral students, only 64% of those with less than 10 years of experience agree with this.

Rectors and Deans are the most likely to agree that study and training programmes should encompass more generic competences, such as communication, teamwork and entrepreneurship (90% and 87%, respectively, agree with this statement). Rectors are also the most likely to state that mobility should be an obligatory part of all students’ curriculum. Doctoral candidates, on the contrary, are the least likely to agree that mobility should be part of their curriculum. For example, while 74% of Rectors agree that mobility should be an obligatory part in the curriculum for doctoral candidates, only 58% of the doctoral candidates agree with them.
Agreement with statements regarding the higher education system – Question 2

**Base: all respondents, EU27 % “agree”**

**QUESTION: Q2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?**

<table>
<thead>
<tr>
<th>Universities should open up and also serve adult learners</th>
<th>Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship</th>
<th>Study programmes need to adapt more to labour market needs</th>
<th>More opportunities should be created for double and joint degrees, at Bachelor and Master level</th>
<th>Double and joint degrees should also be promoted at doctoral level</th>
<th>Mobility should be an obligatory part in the curriculum for doctoral candidates</th>
<th>Mobility should be an obligatory part in the curriculum for all students</th>
</tr>
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<tr>
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In comparison with teaching professional in other fields, teaching professionals in the fields of teacher training and other humanities are the most likely to agree that universities should also serve adult learners, teaching professionals in the fields of engineering and economic studies are the most likely to agree that study and training programmes should encompass more generic competences, and teaching professionals in medical studies and nursing are the most likely to agree that study programmes need to adapt more to labour market needs.

Respondents in the fields of languages and teacher training more often than respondents in other fields agree that more opportunities should be created for double and joint degrees and that mobility should be an obligatory part in the curriculum of all students, including doctoral students. For example, 70% of respondents in the field of languages agree that mobility should be an obligatory part in the curriculum for all students compared to only 54% of respondents in the field of engineering.

The most interesting differences by type of institution are that teaching professionals in higher education institutions with only Bachelor programmes are the most likely to agree that study programmes need to be adapted to labour market needs, and that teaching professionals in higher education institutions with only Master programmes are most likely to agree that more opportunities should be created for double and joint degrees at the Bachelor and Master level.
Agreement with statements regarding the higher education system – Question 2

**QUESTION:** Q2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?

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<thead>
<tr>
<th>Universities should open up and also serve adult learners</th>
<th>Study and training programmes should encompass competences like communication, teamwork, entrepreneurship</th>
<th>Study programmes need to adapt more to labour market needs</th>
<th>More opportunities should be created for double and joint degrees at Bachelor and Master level</th>
<th>Double and joint degrees should also be provided at doctoral level</th>
<th>Mobility should be an obligatory part in the curriculum for doctoral candidates</th>
<th>Mobility should be an obligatory part in the curriculum for all students</th>
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3. Governance and funding in the higher education system

Four out of five teaching professionals of higher education institutions in the EU27 agree that universities are in need of better internal management.

Three out of four teaching professionals also agree that universities need more autonomy from public authorities, while 20% agree that universities need stronger guidance from the public authorities.

Nine out of ten teaching professionals agree that universities need to interact more with the society to share knowledge and foster innovation, 73% agree that partnerships with businesses will reinforce universities, and 68% think that competition between universities will lead to better quality.

Slightly less than three out of four respondents (73%) agree that private funding would help universities to gain extra income and to perform better, however, 53% of respondents state that universities should be publicly funded and not seek private funding.

We find that 91% of respondents agree that student fees should be accompanied by support for less-advantaged students. However, 68% also agree that student fees are an acceptable source of extra income for universities.

Finally, 83% of teaching professional in higher education institutions agree that universities should be allowed to select and refuse students.

<table>
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<tr>
<th>Agreement with statements regarding governance and funding options in the higher education system</th>
<th>% of disagree and strongly disagree</th>
<th>% of agree and strongly agree</th>
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<td>Universities should be allowed to select and refuse students</td>
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<td>Partnerships with business will reinforce universities</td>
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<td>Competition between universities will lead to improvement of quality</td>
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<td>Universities should be publicly funded and not seek more private funding</td>
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<tr>
<td>Universities need stronger guidance from public authorities</td>
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Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?  
*N, Base: all respondents, EU27*

The largest percentage of teaching professionals who agree that universities are in need of a better internal management is found in Romania (98%), followed by Bulgaria (96%) and Italy (94%). The lowest percentages of respondents who agree with this statement are found in Belgium (57%), the Netherlands (59%) and Denmark (23%).
Universities are in need of better internal management

Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

More than half of the teaching professionals that were interviewed in each country agree that universities need more autonomy from public authorities, while less than half of all teaching professionals in each country state the opposite that universities need stronger guidance from the public authorities.

More than nine out of ten respondents in Greece (95%), Turkey (93%) and Malta (92%) think that universities need more autonomy from public authorities. On the other hand, more than one out of three respondents in Portugal (48%), Italy (37%), Spain (36%) and Croatia (36%) agree that universities need stronger guidance from the public authorities.
Universities need more autonomy from public authorities

Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

%, Base: all respondents, by country

Universities need stronger guidance from public authorities

Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

%, Base: all respondents, by country

Agreement with the statement that universities need to interact with society to share knowledge and to foster innovation ranges from 99% in Latvia to 75% in the Netherlands.

More than half of the teaching professionals in each country also agree that partnerships with businesses will reinforce universities, but the proportion of respondents agreeing with the statement differs more between the countries. We find the highest percentage of respondents agreeing with this statement in Bulgaria and Estonia (96% each) and the lowest percentage in Belgium (51%). Sweden has the highest percentage of respondents that disagree with the statement that partnership with business will reinforce universities (38%), followed by the Netherlands (35%).

Belgium also has the lowest percentage of teaching professionals who support competition between universities as a way to improve quality, with 42% of respondents agreeing with the statement,
followed by France and the United Kingdom, with 48% and 49%, respectively, agreeing with the statement. At the other side of the country distribution, we find that more than nine out of ten teaching professionals in Turkey (96%), Romania (94%) and Latvia (91%) agree that competition between universities will lead to a quality improvement.

Universities need to interact more with society for knowledge sharing and fostering innovation

Partnerships with business will reinforce universities

Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

% Base: all respondents, by country
Competition between universities will lead to improvement of quality

Respondents in the EU15 are less likely than respondents in the NMS12 to approve more **private funding** for universities to gain extra income and to perform better (70% compared to 83%) and they are more likely to state that universities should be publicly funded and thus should not seek more private funding (55% compared to 44%).

Teaching professionals in the higher education institutions of Romania, Malta and Cyprus are the most likely to agree that more private funding will help universities to gain extra income and to perform better; 95% of respondents in Romania and 92% of respondents in both Malta and Cyprus agree with this statement. In only two countries, Denmark and Norway, more than half of respondents disagree that more private funding will help universities to gain extra income and to perform better.

Danish teaching professionals are also the most likely to agree that universities should be publicly funded and not seek more private funding; 77% of respondents agree with this statement. Respondents from the Czech Republic, on the other hand, are the most likely to disagree with this statement; 77% of Czech teaching professionals disagree that universities should be publicly funded and only one out of five respondents agrees with the statement.
More private funding would help universities to gain extra income and perform better

Universities should be publicly funded and not seek more private funding

In a majority of countries (18 out of 31), more than nine out of ten respondents agree that student fees should be accompanied by support for less advantages students. However, in the Netherlands and Denmark we find that only, respectively, 59% and 63% of respondents agree with this statement and at least one out of four teaching professionals in these countries disagrees with the statement.

In the NMS12 countries student fees are more accepted as a source of extra income than in the EU15. While 78% of teaching professionals in the NMS12 agree that student fees are acceptable as a source of income, only 66% of teaching professionals in the EU15 agree with this. The percentage of respondents agreeing with this statement is highest in Poland (83%), Cyprus (82%) and Latvia (80%), and lowest in the Scandinavian countries. Only 26% of Danish teaching professionals, 32% of
Swedish teaching professionals, 35% of Norwegian teaching professionals and 37% of Finnish teaching professionals agree that student fees are acceptable as an extra income source.

Middle-aged teaching professionals, 35% of Norwegian teaching professionals and 37% of Finnish teaching professionals agree that student fees are acceptable as an extra income source.

Student fees should be accompanied by support for less-advantaged students

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Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

% Base: all respondents, by country

Student fees are acceptable as a source of extra income

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Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

% Base: all respondents, by country

Teaching professionals in the EU15 are less likely to agree that universities should be allowed to select and refuse students than their counterparts in the NMS12 (81% compared to 92%). Nevertheless, a large majority of teaching professionals in all countries included in the survey agree that universities should be allowed to select and refuse students, except in Belgium. In Belgium, only 44% of respondents agree that universities should be allowed to select and refuse students and 38% disagree with this statement.
Teaching professionals with longer teaching experience appear to be more willing than teaching professionals with less experience to accept private funding and student fees as extra income sources, and they are also more willing to allow universities to select and refuse students. For example, while 82% of respondents with more than 30 years of experience agree that more private funding would help universities to gain an extra income, only 71% of respondents with less than 10 years of teaching experience agree with this.

Doctoral students are the least likely to agree that universities are in need of better internal management (74%), while Deans are the most likely to agree that universities are in need of better internal management (85%). Deans are also the most likely to agree that universities need more autonomy from public authorities (83%), and doctoral students are again the least likely to agree with this (68%). Doctoral students are also the least willing to allow universities to select and refuse students (65%).

In addition, Rectors and Deans are the most likely to state that partnerships with the business world will reinforce universities (86% and 81%, respectively, agree with this statement) and that competition between universities will lead to an improvement of the quality (78% and 73%, respectively, agree with this statement). They are also the most likely to agree that private funding and student fees are acceptable as extra income sources.
### Agreement with statements regarding governance and funding options in the higher education system

**Base: all respondents, EU27 % “agree”**

Q3. I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

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<th>Universities need more autonomy from public authorities</th>
<th>Universities need stronger guidance from public authorities</th>
<th>Universities need to interact more with society for knowledge and innovation</th>
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Teaching professionals in the field of languages are less likely than teaching professionals in other fields to agree that universities are in need of better internal management and that universities need more autonomy from public authorities. Teaching professionals in the field of languages are also the least likely to agree that partnerships with business and competition between universities will reinforce universities and improve the quality. Teaching professionals in engineering and economic studies are the most likely to agree that partnerships with businesses will reinforce universities. For example, 86% of respondents in the field of economic studies agree that this kind of partnerships is positive to reinforce universities compared to only 59% of respondents in the field of languages.

In addition, teaching professionals in engineering and economic studies are most willing to accept private funding as extra income source (80% and 79%, respectively, agree with this statement) and teaching professionals in the field of languages are again the least likely to agree with this statement (55%). However, teaching professionals in the field of languages are more likely than respondents in most other fields to accept student fees as a source of extra income.

Finally, respondents in the field of teacher training are the least likely to agree that universities should be allowed to select and refuse students. Only 68% of respondents in teacher training agree with this statement compared to, for example, almost nine out of ten respondents (88%) in engineering.

Comparing respondents in different types of institutions, we first of all notice that teaching professionals in institutions with only Master programmes are less likely than teaching professionals in other institutions to agree that universities are in need of better internal management and that universities need more autonomy from public authorities. Respondents in institutions with only Master
programmes are also the least likely to agree that partnerships with businesses and competition between universities will reinforce universities and improve the quality.

In addition, respondents in institutions with only Master programmes are the most likely to agree that more private funding would help universities to gain extra income (75%), while respondents in higher education institutions with Master and doctoral level students are the least likely to agree with this statement (68%).

Finally, respondents in institutions with only Master programmes are the most likely to agree that student fees should be accompanied by support for less-advantaged students (95%), and they are also less likely than respondents in most other institutions to accept student fees as an additional income source. For example, we find that 66% of respondents in institutions with only Master programmes accept student fees as additional income compared to 71% of respondents in institutions with both Master and doctoral level students. However, respondent in institutions with only Bachelor students are the least likely to accept student fees as an additional income source (61%).

Agreement with statements regarding governance and funding options in the higher education system

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4. Confidence in the involvement of several bodies in the higher education reform

When evaluating the involvement of different bodies in the higher education reform, teaching professionals in higher education institutions in EU27 countries have most confidence in their own faculty, followed by the university leadership and the national Rectors’ conference or national associations of universities. We find that 59% of respondents have full confidence in their own faculty, 42% have full confidence in the university leadership and 34% have full confidence in the national Rectors’ conference or the national association of universities.

Teaching professionals in higher education institutions in the EU27 have the least confidence in the involvement of private enterprises in the higher education reform; 32% of respondents report to have no confidence at all in private enterprises as a partner to be involved in the higher education reform. In addition, 19% of respondents report to have no confidence at all in professional associations. One out of four of respondents (26%) has no confidence at all in the involvement of the European Commission and one out of five respondents (19%) has no confidence at all in the involvement of national or regional authorities.

Teaching professionals in Latvia are the most confident about the involvement of their own faculty and of the university leadership in the higher education reform; 89% of respondents in Latvia have full confidence in their own faculty and 86% in the university leadership (Rector – Board). Respondents in Luxembourg are the least confident about the involvement of their own faculty in the higher education reform (35%) and they are also among the lowest to be confident about the university leadership’s involvement (22%). Respondents in France are even less likely than respondents in Luxembourg to have full confidence in the university leadership’s involvement in the higher education reform (14%) and they are also the most likely to state that they have no confidence at all in their involvement (14%).
Teaching professionals in the EU15 are less confident than teaching professionals in NMS12 about the involvement in the higher education reform of their own faculty (56% reporting full confidence compared to 72%) and of the faculty leadership (36% reporting full confidence compared to 70%).

### Your own faculty

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### Q4. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have ...

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% Base: all respondents, by country
We find that respondents in the NMS12 are also more confident than respondents in the EU15 about the involvement in the higher education reform of the national Rectors’ conference or the national associations of universities. The percentage of respondents reporting full confidence is the highest in the Czech Republic (68%), Latvia (65%), Poland (65%) and Slovakia (60%) and the lowest in France (13%), Luxembourg and the United Kingdom (16% each).

Respondents in France and the United Kingdom are the most likely to state that they cannot answer the question on the involvement of the national Rectors’ conference or the national associations of universities (35% and 33%, respectively). Respondents in Iceland are the most likely to state that they have no confidence at all in the involvement of the national Rectors’ conference or the national associations of universities (18%).

### National Rectors’ conference - National association of universities

- **Full confidence**
- **Some confidence**
- **No confidence at all**
- **DK/NA**

While 38% of respondents in the NMS12 state that they have full confidence in involvement in the higher education reform of European university associations, only 19% of respondents in EU15 report to be fully confident. At the higher end of the country distribution we find Cyprus and Malta, where 66% and 65% of respondents, respectively, report full confidence. At the lower end, we find Germany, where only 4% of teaching professionals report to be fully confident and 27% report to have no confidence at all in the involvement of European university associations in the higher education reform.
Q4. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have...

% Base: all respondents, by country

In most countries, less than half of the teaching professionals report to be fully confident about the involvement of national or regional authorities and of the European Commission in the higher education reform. Exceptions are Iceland, where half of the respondents report to have full confidence in the national or regional authorities, and Romania, Italy and Malta, where 61%, 59% and 55% of respondents, respectively, report having full confidence in the European Commission.

In almost all countries, the largest group of respondents report to have some confidence in the involvement of national or regional authorities and of the European Commission in the higher education reform. Exceptions are Greece, where the largest proportion of respondents (46%) report to have no confidence at all in the national or regional authorities, and Germany, with 47% of respondents reporting to have no confidence at all in the European Commission.
Q4. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you...% , Base: all respondents, by country

In all but two countries (Latvia and Malta), less than four out of ten teaching professionals report to be fully confident about the involvement of professional associations in the higher education reform, and in all countries, less than three out of ten teaching professionals state that they have full confidence in the involvement of private enterprises in the higher education reform.

Looking at confidence in professional associations more than half of the respondents in all countries have at least some confidence in their involvement. However, when it comes to private enterprises, there are two countries where more than half of the respondents have no confidence at all in their...
involvement. We find that 61% of teaching professionals in Greece and 57% of teaching professionals in Luxembourg state to have no confidence at all in the involvement of private enterprises in the higher education reform.

**Professional associations**

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Q4. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have...

% Base: all respondents, by country

**Private enterprises**

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Q4. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have...

% Base: all respondents, by country
Respondents with more teaching experience are more confident than respondents with less teaching experience about the involvement in the higher education reform of the university leadership, the national Rectors’ conference, European university associations and the European Commission. For example, we find that 22% of respondents with more than 30 years of teaching experience but only 17% of those with less than 10 years of experience have full confidence in the involvement of the European Commission. Respondents who are teaching less than 20 years, however, are more confident about the involvement of their own faculty.

The Rectors and Deans are more confident than teaching professionals in other positions about the involvement of their own faculty, the university leadership and the national Rectors’ conference in the higher education reform. Assistant professors, doctoral candidates and other teaching staff, on the other hand, are more confident than teaching professionals in other positions about the involvement of European university associations and European Commission. For example, 31% of assistant professors believe in the involvement of the European university associations compared to 21% of full professors. Finally, doctoral candidates are the most confident about the involvement in the higher education reform of national and regional authorities and professional associations.

### Involvement in the higher education reform

**Base: all respondents, EU27 % “full confidence”**

**QUESTION: Q4. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have ...**

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Teaching professionals in the field of teacher training are the most confident about the involvement of their own faculty, the university leadership and the national Rectors’ conference or the national associations of universities. Teaching professionals in the field of languages, on the other hand, are the least confident about the involvement in the higher education reform of these aforementioned institutions, but they are more confident than respondents in other fields about the involvement of European university associations.

Respondents in medical studies and nursing are more confident than other respondents about the involvement of the national or regional authorities and of the European Commission, and respondents in the field of engineering are most confident about the involvement of professional associations and private enterprises. For example, 15% of teaching professionals in the field of engineering state that they are fully confident about the involvement of private enterprises, however, only 5% of respondents in the field of law say the same.

Looking at the differences between teaching professionals in different types of institutions, we especially notice that respondents of higher education institutions that only grant Master degrees are the most confident about the involvement of their own faculty, however, they are less confident than other respondents about the involvement of most other partners in the higher education reform. For example, in institutions that grant all degrees, 45% of teaching professional claim to have full confidence in the involvement of their university leadership, while only 11% of respondents in institutions granting only Master degrees state the same.

### Involvement in the higher education reform

**Base: all respondents, EU27 % “full confidence”**

**QUESTION: Q4. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ...**

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Survey on Higher Education Reforms
*Special Target Survey*

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Tables and Survey Details

The Gallup Organization
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QUESTION: Q1_A1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - The introduction of the three cycle system (Bachelor-Master-doctor) will improve (or has improved) the quality of education

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**QUESTION:** Q1_A1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - The introduction of the three cycle system (Bachelor-Master-doctor) will improve (or has improved) the quality of education

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Table 2a. The introduction of the three cycle system (Bachelor-Master-doctor) will improve (or has improved) the quality of research training for doctoral candidates.

**QUESTION:** Q1_A2. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - The introduction of the three cycle system (Bachelor-Master-doctor) will improve (or has improved) the quality of research training for doctoral candidates.

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Table 2b. The introduction of the three cycle system (Bachelor-Master-doctor) will improve (or has improved) the quality of research training for doctoral candidates

QUESTION: Q1_A2. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - The introduction of the three cycle system (Bachelor-Master-doctor) will improve (or has improved) the quality of research training for doctoral candidates

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Table 3a. It would have been better if the old one-tier system without a split in Bachelor and Master) was kept

QUESTION: Q1_B. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - It would have been better if the old one-tier system without a split in Bachelor and Master) was kept

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Table 4a. First cycle graduates (Bachelors) will find suitable jobs on the labour market

**QUESTION:** Q1_C. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - First cycle graduates (Bachelors) will find suitable jobs on the labour market

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## Table 4b. First cycle graduates (Bachelors) will find suitable jobs on the labour market

**QUESTION:** Q1_C. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - First cycle graduates (Bachelors) will find suitable jobs on the labour market

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Table 5a. First cycle graduates (Bachelors) should follow a Master programme in the same field of study before entering the labour market

**QUESTION:** Q1_D. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - First cycle graduates (Bachelors) should follow a Master programme in the same field of study before entering the labour market

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Table 5b. First cycle graduates (Bachelors) should follow a Master programme in the same field of study before entering the labour market

**QUESTION:** Q1_D. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - First cycle graduates (Bachelors) should follow a Master programme in the same field of study before entering the labour market

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Table 6a. There is a need for European quality standards for higher education

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Table 6b. There is a need for European quality standards for higher education

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Table 7a. There is a need for European quality labels for certifying the quality of institutions and programmes

**QUESTION:** Q1_F. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - There is a need for European quality labels for certifying the quality of institutions and programmes

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Table 7b. There is a need for European quality labels for certifying the quality of institutions and programmes

**QUESTION:** Q1_F. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - There is a need for European quality labels for certifying the quality of institutions and programmes

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Table 8a. The European Credit Transfer and Accumulation System (ECTS) should be used in all programmes of study

**QUESTION:** Q1_G. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - The European Credit Transfer and Accumulation System (ECTS) should be used in all programmes of study

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Table 8b. The European Credit Transfer and Accumulation System (ECTS) should be used in all programmes of study

**QUESTION:** Q1.G. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree? - The European Credit Transfer and Accumulation System (ECTS) should be used in all programmes of study

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Table 9a. More opportunities should be created for double and joint degrees, at Bachelor and Master level

**QUESTION:** Q2_A1. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?

More opportunities should be created for double and joint degrees, at Bachelor and Master level

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Table 9b. More opportunities should be created for double and joint degrees, at Bachelor and Master level

**QUESTION:** Q2_A1. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - More opportunities should be created for double and joint degrees, at Bachelor and Master level

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Table 10a. Double and joint degrees should also be promoted at doctoral level

**QUESTION:** Q2_A2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Double and joint degrees should also be promoted at doctoral level

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Table 10b. Double and joint degrees should also be promoted at doctoral level

QUESTION: Q2_A2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Double and joint degrees should also be promoted at doctoral level

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Table 11a. Mobility should be an obligatory part in the curriculum for all students

**QUESTION:** Q2_B1. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Mobility should be an obligatory part in the curriculum for all students

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Table 11b. Mobility should be an obligatory part in the curriculum for all students

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Table 12a. Mobility should be an obligatory part in the curriculum for doctoral candidates

**QUESTION:** Q2_B2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Mobility should be an obligatory part in the curriculum for doctoral candidates

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Table 12b. Mobility should be an obligatory part in the curriculum for doctoral candidates

**QUESTION: Q2_B2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Mobility should be an obligatory part in the curriculum for doctoral candidates**

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Table 13a. Study programmes need to adapt more to labour market needs

QUESTION: Q2_C. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Study programmes need to adapt more to labour market needs

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**QUESTION:** Q2_C. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Study programmes need to adapt more to labour market needs

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Table 14a. Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship and learning to learn

QUESTION: Q2_D. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship and learning to learn

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Table 14b. Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship and learning to learn

**QUESTION: Q2_D. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?**

Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship and learning to learn

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Table 15a. Universities should open up and also serve adult learners

**QUESTION:** Q2_E. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Universities should open up and also serve adult learners

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Table 15b. Universities should open up and also serve adult learners

QUESTION: Q2_E. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree? - Universities should open up and also serve adult learners

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Table 16a. Universities need more autonomy from public authorities

**QUESTION:** Q3_A1. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities need more autonomy from public authorities

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Table 16b. Universities need more autonomy from public authorities

**QUESTION:** Q3_A1. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities need more autonomy from public authorities

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Table 17a. Universities need stronger guidance from public authorities

**QUESTION:** Q3_A2. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities need stronger guidance from public authorities

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Table 17b. Universities need stronger guidance from public authorities

**QUESTION: Q3_A2. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities need stronger guidance from public authorities**

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Table 18a. Universities are in need of better internal management

QUESTION: Q3_B. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities are in need of better internal management

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Table 18b. Universities are in need of better internal management

**QUESTION: Q3_B. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities are in need of better internal management**

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### Table 19a. Competition between universities will lead to improvement of quality

**QUESTION:** Q3_C. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Competition between universities will lead to improvement of quality

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Table 19b. Competition between universities will lead to improvement of quality

QUESTION: Q3_C. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Competition between universities will lead to improvement of quality

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Table 20a. Universities need to interact more with society for knowledge sharing and fostering innovation

QUESTION: Q3_D. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities need to interact more with society for knowledge sharing and fostering innovation

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Table 20b. Universities need to interact more with society for knowledge sharing and fostering innovation

**QUESTION:** Q3_D. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities need to interact more with society for knowledge sharing and fostering innovation

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Table 21a. Universities should be publicly funded and not seek more private funding

**QUESTION:** Q3_E1. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities should be publicly funded and not seek more private funding

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Table 22a. More private funding would help universities to gain extra income and perform better

QUESTION: Q3.E2. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - More private funding would help universities to gain extra income and perform better

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Table 23b. More private funding would help universities to gain extra income and perform better

QUESTION: Q3_E2. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - More private funding would help universities to gain extra income and perform better

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Table 24a. Partnerships with business will reinforce universities

**QUESTION:** Q3_F. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Partnerships with business will reinforce universities

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Table 25b. Partnerships with business will reinforce universities

**QUESTION:** Q3_F. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Partnerships with business will reinforce universities

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Table 26a. Universities should be allowed to select and refuse students

**QUESTION:** Q3.G. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities should be allowed to select and refuse students

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Table 26b. Universities should be allowed to select and refuse students

QUESTION: Q3 G. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Universities should be allowed to select and refuse students

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Table 27a. Student fees are acceptable as a source of extra income for universities

**QUESTION:** Q3_H. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Student fees are acceptable as a source of extra income for universities

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Table 27b. Student fees are acceptable as a source of extra income for universities

**QUESTION: Q3_H. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Student fees are acceptable as a source of extra income for universities**

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Table 28a. Student fees should be accompanied by support for less-advantaged students

QUESTION: Q3_I. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Student fees should be accompanied by support for less-advantaged students

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Table 28b. Student fees should be accompanied by support for less-advantaged students

**QUESTION:** Q3.I. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree? - Student fees should be accompanied by support for less-advantaged students

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Table 29a. Involvement in the higher education reform - National or regional authorities

**QUESTION:** Q4.A. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have... - National or regional authorities

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<th>% Some confidence</th>
<th>% Not confidence at all</th>
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Table 29b. Involvement in the higher education reform - National or regional authorities

QUESTION: Q4_A. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - National or regional authorities

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Table 30a. Involvement in the higher education reform - National Rectors’ conference - National association of universities

**QUESTION:** Q4_B. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - National Rectors’ conference - National association of universities

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Table 30b. Involvement in the higher education reform - National Rectors’ conference - National association of universities

QUESTION: Q4_B. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - National Rectors’ conference - National association of universities

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Table 31a. Involvement in the higher education reform - University Leadership (Rector - Board)

**QUESTION:** Q4_C. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have... - University Leadership (Rector - Board)

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### Table 31b. Involvement in the higher education reform - University Leadership (Rector - Board)

**QUESTION:** Q4_C. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have full confidence, some confidence or not confidence at all? - University Leadership (Rector - Board)

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Table 32a. Involvement in the higher education reform - European Commission

QUESTION: Q4_D. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - European Commission

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Table 32b. Involvement in the higher education reform - European Commission

**QUESTION:** Q4_D. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have … - European Commission

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Table 33a. Involvement in the higher education reform - European university associations

QUESTION: Q4_E. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have .. - European university associations

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<th>COUNTRY</th>
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<th>% Some confidence</th>
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<th>% DK/NA</th>
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Table 33b. Involvement in the higher education reform - European university associations

**QUESTION:** Q4. E. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - European university associations

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Table 34a. Involvement in the higher education reform - Faculty you are part of

QUESTION: Q4_F. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have... - Faculty you are part of

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Table 34b. Involvement in the higher education reform - Faculty you are part of

**QUESTION:** Q4_F. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - Faculty you are part of

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<th>% Not confidence at all</th>
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Table 35a. Involvement in the higher education reform - Private enterprises

**QUESTION:** Q4 G. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have ... - Private enterprises

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<th>% Not confidence at all</th>
<th>% DK/NA</th>
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Table 35b. Involvement in the higher education reform - Private enterprises

**QUESTION:** Q4_G. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - Private enterprises

<table>
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Table 36a. Involvement in the higher education reform - Professional associations

QUESTION: Q4_H. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - Professional associations

<table>
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<th>COUNTRY</th>
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<th>% Some confidence</th>
<th>% Not confidence at all</th>
<th>% DK/NA</th>
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### Table 36b. Involvement in the higher education reform - Professional associations

**QUESTION:** Q4_H. Several bodies could be involved in higher education reform. I will list a couple if them. Could you indicate how much confidence do you have in their involvement: do you have ... - Professional associations

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II. Survey Details

This survey ("Survey on Higher Education Reforms") was conducted for the Directorate-General for Education and Culture, A-2, School Education and Higher Education. The objective of the survey is to study the perception of teaching professionals about the current situation in the HIE system, and measure their attitude on the ongoing or planned higher education reforms in the system.

The telephone interviews were conducted between the 23/1/2007 and the 23/2/2007 by these Institutes:

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<td>IFAK</td>
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Target groups

Gallup interviewed teaching professionals in randomly selected institutions in each country surveyed during a two-stage sampling process. In the first stage institutions were selected randomly from the full list of institutions. This list was provided by DG EAC for each country except Croatia. In Croatia our partner provided a full list of institutions. The DG EAC designated contacts facilitated to compilation of the list of possible teaching professionals to be interviewed – and using this compiled list, the respondent were selected using a random procedure.

The targeted number of main interviews varied somewhat by country size. In the largest EU countries (Germany, Spain, France, Italy, Netherlands, Poland, Portugal, Sweden Romania, UK and Turkey) the target sample size was 250. In Estonia, Latvia, Slovenia and Croatia, the targeted number of main interviews was 100. In Cyprus, Luxembourg, Malta and Iceland, the target was 50 interviews. In the other countries it was 200. The following table shows the achieved sample size by country.

Greece presented a special situation; the originally targeted number of finished interviews were 200. However, during the time of fieldwork there was a general strike in institutions of higher education. The targeted sample (200 interviews) in Greece could not be reached due to the strike.

It was not possible to find out how many universities’ professors are on strike or are going on strike, or how many university departments have student sit-ins.

Due to the difficulty of reaching university professors at their workplace, Gallup and the local partner institute decided to seek out the private phone numbers of university professors (through various sources, such as public phone directories, etc). Despite all efforts, the final number of completed interviews is only 56.
Sizes of the samples

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<th>Country</th>
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<tr>
<td>Hungary</td>
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<td>5782</td>
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A weighting factor was applied to the national results in order to compute a marginal total where each country contributes to the European Union result in proportion of their total number of teaching staff in higher education.

The table below presents, for each of the 27 Member States:
(1) the number of interviews actually carried out in each country
(2) the weighted total number of interviews for each Member State
### TOTAL INTERVIEWS

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<thead>
<tr>
<th>Country</th>
<th>Number of teachers in higher education</th>
<th>Completed interviews</th>
<th>% of Total</th>
<th>EU27 Weighted</th>
<th>% on Total EU27 (weighted)</th>
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**Questionnaires**

1. The questionnaire prepared for this survey is reproduced at the end of this results volume, in English (see hereafter).
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 data tables results volumes.

**Tables of results**

**VOLUME A : COUNTRY BY COUNTRY**
The VOLUME A presents the European Union results country by country.

**VOLUME B : RESPONDENTS’ DEMOGRAPHICS**
The VOLUME B presents the European Union results with the following segmentations of respondents as breakdowns:

- **Sex** (Male, Female)
- **Age** (-40 years, 41-55 years, 55+ years)
- **Target groups** (Rector / Head of Institution, Dean / Director of studies, Full professor, Lecturer, Assistant professor, Doctoral candidate, Other teaching staff)
- **Field of teachers** (Engineering, Business and economic studies, Languages, Law, Teacher training, Medical Studies, Nursing, Other social sciences, Other hard sciences, Other humanities)
- **Teaching in higher education** (-10 years, 11-20 years, 21 -30 years, 30 + years)
- **Type of institution** (only Bachelor (first cycle) degrees, only Masters (second cycle) degrees, both Bachelor (first cycle) and Masters (second cycle) degrees, both Masters (second cycle) degrees and Doctorate (or PhD)degrees, all degrees: Bachelor (first cycle), Masters (second cycle) degrees, and Doctorate (or PhD) degrees)
III. Questionnaire

Q1. Could you please tell me how much do you agree with the following statements regarding the higher education system: do you strongly agree, agree, disagree or strongly disagree?

- strongly agree...................................................... 1
- agree........................................................................ 2
- disagree.................................................................... 3
- strongly disagree................................................... 4
- [DK/NA] ................................................................. 9

A1. The introduction of the three cycle system (Bachelor-Master-doctor)
will improve (or has improved) the quality of education................................. 1 2 3 4 9

A2. The introduction of the three cycle system (Bachelor-Master-doctor)
will improve (or has improved) the quality of research training for
doctoral candidates................................................................................... 1 2 3 4 9

B. It would have been better if the old one-tier system
(without a split in Bachelor and Master) was kept........................................ 1 2 3 4 9

C. First cycle graduates (Bachelors) will find suitable
jobs on the labour market........................................................................ 1 2 3 4 9

D. First cycle graduates (Bachelors) should follow a Master programme
in the same field of study before entering the labour market...................... 1 2 3 4 9

E. There is a need for European quality standards
for higher education.................................................................................. 1 2 3 4 9

F. There is a need for European quality labels for
certifying the quality of institutions and programmes............................... 1 2 3 4 9

G. The European Credit Transfer and Accumulation System (ECTS)
should be used in all programmes of study............................................... 1 2 3 4 9
Q2. I am going to read more statements about the higher education system. Again, could you please tell me how much do you agree with these statements: do you strongly agree, agree, disagree or strongly disagree?

**READ OUT – ROTATE – ONE ANSWER PER LINE**

- strongly agree ...................................................... 1
- agree ........................................................................ 2
- disagree ..................................................................... 3
- strongly disagree ..................................................... 4
- [DK/NA] ...................................................................... 9

A.1 More opportunities should be created for double and joint degrees, at Bachelor and Master level

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A.2 Double and joint degrees should also be promoted at doctoral level

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B1. Mobility should be an obligatory part in the curriculum for all students

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B2. Mobility should be an obligatory part in the curriculum for doctoral candidates

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C. Study programmes need to adapt more to labour market needs

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D. Study and training programmes should encompass more generic competences like communication, teamwork, entrepreneurship and learning to learn

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E. Universities should open up and also serve adult learners

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Q3. And lastly, I am going to read some statements about governance and funding options in the higher education system. Please tell me how much do you agree with these statements: do you agree strongly, agree, disagree or strongly disagree?

**READ OUT – ROTATE – ONE ANSWER PER LINE**

- strongly agree ...................................................... 1
- agree ........................................................................ 2
- disagree ..................................................................... 3
- strongly disagree ..................................................... 4
- [DK/NA] ...................................................................... 9

A1. Universities need more autonomy from public authorities

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A2. Universities need stronger guidance from public authorities

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B. Universities are in need of better internal management

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C. Competition between universities will lead to improvement of quality

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D. Universities need to interact more with society for knowledge sharing and fostering innovation

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E. 1 Universities should be publicly funded and not seek more private funding

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E. 2 More private funding would help universities to gain extra income and perform better

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F. Partnerships with business will reinforce universities

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G. Universities should be allowed to select and refuse students

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H. Student fees are acceptable as a source of extra income for universities

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I. Student fees should be accompanied by support for less-advantaged students

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Q4. Several bodies could be involved in higher education reform. I will list a couple of them. Could you indicate how much confidence do you have in their involvement: do you have …

- Full confidence ..................................................... 1
- Some confidence ................................................... 2
- Not confidence at all .............................................. 3
- [DK/NA] ................................................................. 9

A: National or regional authorities ......................................................... 1 2 3 9
B. National Rectors’ conference - National association of universities .......... 1 2 3 9
C. University Leadership (Rector - Board) .............................................. 1 2 3 9
D. European Commission ..................................................................... 1 2 3 9
E. European university associations ...................................................... 1 2 3 9
F. Faculty you are part of ...................................................................... 1 2 3 9
G. Private enterprises .......................................................................... 1 2 3 9
H. Professional associations .................................................................. 1 2 3 9

DEMOGRAPHICS

D1. Gender
(Do not ask - mark appropriate)
Male ............................................................................................. 1
Female .......................................................................................... 2

D2. How old are you?

[ ] [ ] years old [99] [Refusal/No Answer]

D2A. Could you indicate which category best describes your position?

Rector / Head of Institution ............................................................. 1
Dean / Director of studies ............................................................... 2
Full professor .................................................................................. 3
Lecturer ......................................................................................... 4
Assistant professor ........................................................................ 5
Doctoral candidate ......................................................................... 6
Other teaching staff ....................................................................... 8
[DK/NA] .......................................................................................... 9

D3. What is your field?

Engineering .................................................................................... 1
Business and economic studies ...................................................... 2
Languages ....................................................................................... 3
Law ................................................................................................. 4
Teacher training ............................................................................ 5
Medical Studies ............................................................................. 6
Nursing ............................................................................................ 7
Other social sciences ..................................................................... 8
D4. How long have you been teaching in higher education?

[ ] [ ] number of years

[99] [REFUSAL/NO ANSWER]

D5. Type of institution:

- It awards only Bachelor (first cycle) degrees .................................................. 1
- It awards both Bachelor (first cycle) and Masters (second cycle) degrees ................................................................. 3
- It awards all degrees: Bachelor (first cycle), Masters (second cycle) degrees, and Doctorate (or PhD) degrees ................................................................................................................................. 5
- It awards only Masters (second cycle) degrees ................................................. 2
- It awards both Masters (second cycle) degrees and Doctorate (or PhD) degrees .................................................................................................................................................. 4
- [DK/NA] ................................................................................................................................. 9