

## About this survey

Dear Participant,

this survey is part of a European study conducted by the Erasmus+ funded project *Partnership for Initial Entrepreneurship Teacher Education* (PIETE) and examines various aspects of entrepreneurial competence development within pre-service teacher education.

The survey is not an examination or test. There are no good or bad answers. The quality of the data depends highly on your honest opinion. It will only take about 10 minutes to complete the survey.

Being an international survey, it is possible that some questions or answers do not completely fit to your national context. In these cases, please answer as appropriate as you can.

We thank you for your support!

The PIETE project team

## Confidentiality

All information that is collected in this survey will be treated confidentially and processed anonymously. While results will be made available by country, you are guaranteed that neither you, your university, nor any university personnel will be identified in any report of the results of the study. Thus, we guarantee that all personal data will be handled with care and in full compliance with General Data Protection Regulation (EU) 2016/679.

## - SURVEY START -

### INITIAL FILTER: RELEVANCE FOR PARTICIPANTS

*{Start Filter Question:}*

**Before we start, we would like to make sure that the survey is relevant to you.**

**MANDATORY QUESTION – CANNOT BE SKIPPED!**

- 1. A) Are you teaching students enrolled in study programmes that qualify them to become school teachers after graduating from university?**

*Please select one of the following answers.*

- ☐ Yes, this is my main group of students. *{continue with survey = Group A}*
- ☐ Yes, but only some of my students belong to this group. *{continue with survey = Group B}*
- ☐ No.

**MANDATORY QUESTION – CANNOT BE SKIPPED!**

*{Filter: only if answered “No” in question before}*

- 1. B) Do you teach students at your university?**

*Please select one of the following answers.*

- ☐ Yes. *{most questions of survey will be asked = Group C}*
- ☐ No. *{survey not relevant for these participants! -> will be sent to end of survey = Group D}*

## SECTION A: INTRODUCTORY QUESTIONS / WARM-UP

*{Relevant for Groups A - C}* **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**2. To what extent do you think the role of school teachers has changed in the last 10 years?**

*Please select your answer.*

Item	Not at all	Very little	To some extent	Very much
I think the role of school teachers has changed...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*{Relevant for Groups A - C}*

**3. In your function as educator, which of the following competences do you consider most relevant for lifelong learning?**

*Please select at least one answer - multiple answers possible.*

*{Items to be shuffled randomly}*

- ☐ Literacy competence
- ☐ Multilingual competence
- ☐ Mathematical competence and competence in science, technology and engineering
- ☐ Digital competence
- ☐ Personal, social and learning to learn competence
- ☐ Citizenship competence
- ☐ Entrepreneurship competence
- ☐ Cultural awareness & expression competence
- ☐ None of the above *{exclusive, always last item}*

{Relevant for Groups A – C} **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**4. How much do you personally agree or disagree with the following statements related to entrepreneurship education?**

Please select one choice in each row.

{Items to be shuffled randomly}

Items	Strongly Disagree	Disagree	Agree	Strongly agree
Entrepreneurs are good role models for young people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To act and think entrepreneurially is an important feature of modern work life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-service teacher students should learn to think and act entrepreneurially during their time at university {Filter: only relevant for Group A-B}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should learn to think and act entrepreneurially during their time at university {Filter: only relevant for Group C}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurship education should be an integral part of the curriculum at all levels of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School teachers should be able to motivate pupils to think and act entrepreneurially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

{Relevant for Groups A - C} **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**5. A) {Group A}**

Thinking about your colleagues responsible for pre-service teacher education at the university you work at, how strongly do you agree or disagree with the following statements?

B) {Group B & C}

Thinking about your educator colleagues at the university you work at, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

{Items to be shuffled randomly}.

Items	Strongly Disagree	Disagree	Agree	Strongly agree
Most educators strive to develop new ideas for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most educators are open to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Most educators search for new ways to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most educators provide practical support to each other for the application of new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION B: IMPORTANCE OF ENTREPRENEURSHIP COMPETENCES

*{Relevant for Groups A - C}*

6. A) *{Group A}*

Generally speaking, how important or unimportant do you find the development of the following cross-curricular competences within pre-service teacher study programmes?

B) *{Group B & C}*

Generally speaking, how important or unimportant do you find the development of the following cross-curricular competences in university study programmes?

*Please select one choice in each row.*

Items	Not at all important	Slightly important	Moderately important	Important	Extremely important
<b>Creativity</b> “Develop creative and purposeful ideas”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Valuing ideas</b> “Make the most of ideas and opportunities”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ethical &amp; sustainable thinking</b> “Assess the consequences and impact of ideas, opportunities and actions”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Spotting opportunities</b> “Ability to identify opportunities for creating value.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Vision</b> “Work towards your vision of the future”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Self-awareness &amp; self-efficacy</b> “Believe in yourself and keep developing”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Motivation &amp; perseverance</b> “Stay focused and don't give up”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Mobilising resources</b> “Get and manage the resources you need”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Financial literacy</b> “Develop financial and economic know-how”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mobilising others</b> “Inspire, engage and get others on board”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Taking the initiative</b> “Go for it”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Planning &amp; management</b> “Prioritise, organise and follow up”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Coping with uncertainty, ambiguity &amp; risk</b> “Make decisions to deal with uncertainty, ambiguity and risk”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Working with others</b> “Team up, work together, and network”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Learning through experience</b> “Learning by doing”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

{Relevant for Groups A - C}

7. A) {Group A} In terms of actual learning objectives, how present is the development of the following cross-curricular competences in the pre-service teacher study programme(s) you are involved in?

B) {Group B & C} In terms of actual learning objectives, how present is the development of the following cross-curricular competences in the study programme(s) you are involved in?

Please select one answer for each row.

Items	Not at all present	Slightly present	Moderately present	Very present	Extremely present
<b>Creativity</b> “Develop creative and purposeful ideas”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Valuing ideas</b> “Make the most of ideas and opportunities”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ethical &amp; sustainable thinking</b> “Assess the consequences and impact of ideas, opportunities and actions”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Spotting opportunities</b> “Ability to identify opportunities for creating value”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Vision</b> “Work towards your vision of the future”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Self-awareness &amp; self-efficacy</b> <i>“Believe in yourself and keep developing”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Motivation &amp; perseverance</b> <i>“Stay focused and don't give up”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mobilising resources</b> <i>“Get and manage the resources you need”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Financial literacy</b> <i>“Develop financial and economic know-how”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mobilising others</b> <i>“Inspire, engage and get others on board”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Taking the initiative</b> <i>“Go for it”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Planning &amp; management</b> <i>“Prioritise, organise and follow up”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Coping with uncertainty, ambiguity &amp; risk</b> <i>“Make decisions to deal with uncertainty, ambiguity and risk”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Working with others</b> <i>“Team up, work together, and network”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Learning through experience</b> <i>“Learning by doing”</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION C: UNDERSTANDING OF EE & MOTIVATION

*{Relevant for Groups A – C}* **MANDATORY QUESTION – CANNOT BE SKIPPED!**

8. According to your understanding, which of the following explanations best describes entrepreneurship education?

*Please select one of the following answers.*

- ☐ Teaching efforts that focus on entrepreneurship as an academic discipline and research subject.  
*{=Teaching about entrepreneurship, scientific EE view}*
- ☐ Teaching efforts that help students to acquire the knowledge base and the skills needed to start, develop and grow one or several successful businesses.  
*{=Teaching for entrepreneurship, narrow EE view}*
- ☐ Teaching efforts that help students to act and think in an entrepreneurial and innovative way when searching for, discovering and exploiting opportunities for renewal and change.  
*{=Teaching through entrepreneurship, wide EE view}*

**MANDATORY QUESTION – CANNOT BE SKIPPED!**

9. A) *{Group A}*

Given your expressed understanding, are there any learning opportunities (courses, seminars, etc.) offered regularly to students in the pre-service teacher study programme(s) you are involved in that focus on entrepreneurship education?

B) *{Groups B & C}*

Given your expressed understanding, are there any learning opportunities (courses, seminars, etc.) offered regularly to students in the study programme(s) you are involved in that focus on entrepreneurship education?

*Please select one of the following answers.*

- ☐ Yes.
- ☐ No.



*{Filter: only if selected “yes” in question before}* **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**10. Are you offering some of these learning opportunities as part of your own teaching activities?**

*Please select one of the following answers.*

- ☐ Yes.
- ☐ No.

*{Filter: only when answered “Yes” in question 9}*

**11. Which of the following topics come closest to the content focus of entrepreneurship education learning opportunities that are regularly offered to your students?**

*Please select at least one answer - multiple answers possible.*

*{Items to be shuffled randomly}*

- |   |   |
|---|---|
| <input type="checkbox"/> Business planning / Business development <i>{Narrow EE Item}</i> | <input type="checkbox"/> Social initiative <i>{Wide EE Item}</i>                |
| <input type="checkbox"/> Finance management <i>{Narrow EE Item}</i>                       | <input type="checkbox"/> (Self-)motivation & perseverance <i>{Wide EE Item}</i> |
| <input type="checkbox"/> Business marketing <i>{Narrow EE Item}</i>                       | <input type="checkbox"/> Creativity & idea creation <i>{Wide EE Item}</i>       |
| <input type="checkbox"/> Target group & market analysis <i>{Narrow EE Item}</i>           | <input type="checkbox"/> Mobilising others <i>{Wide EE Item}</i>                |
| <input type="checkbox"/> Risk Taking & risk analysis <i>{Narrow EE Item}</i>              | <input type="checkbox"/> Valuing working with others <i>{Wide EE Item}</i>      |
|   | <input type="checkbox"/> Other(s) [open question]                               |

*{Filter: only, only when answered “Yes” in question 9}*

**12. In which curricular form are these learning opportunities (courses, seminars, etc.) mostly offered?**

*Please select one of the following answers.*

- ☐ Compulsory Module *(i.e. inherent part of the educational pathway and cannot be dropped or exchanged in favour of other learning content; fixed amount of ECTS Credits)*
- ☐ Elective modules *(i.e. inherent part of the training, but the students can choose between several options; fixed amount of ECTS Credits)*
- ☐ Extra-curricular activities *(i.e. not part of the regular curriculum and the study programme, ECTS credits not necessarily given)*
- ☐ Cross-curricular approach *(i.e. entrepreneurial culture across entire university and integral part of each study programme)*

{Relevant for Groups A – C} **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**13. Thought experiment: Provided you could fully autonomously decide to integrate learning objectives and content related to entrepreneurship education into your teaching efforts. Which of the following approaches would you consider most beneficial for your students?**

*Please select one of the following answers.*

- ☐ Offering learning opportunities that focus on entrepreneurship as an academic discipline and research subject.  
*{=Teaching about entrepreneurship, scientific EE view}*
- ☐ Offering learning opportunities that help students to acquire the knowledge base and the skills needed to start, develop and grow one or several successful businesses.  
*{=Teaching for entrepreneurship, narrow EE view}*
- ☐ Offering learning opportunities that help students to act and think in an entrepreneurial and innovative way when searching for, discovering and exploiting opportunities for renewal and change.  
*{=Teaching through entrepreneurship, wide EE view}*
- ☐ None of the above.

*{Filter: only if selected answers 1-3 in previous question}*

**14. In which curricular form would you prefer to offer these learning opportunities most?**

*Please select one of the following answers.*

- ☐ Compulsory Module (*i.e. inherent part of the educational pathway and cannot be dropped or exchanged in favour of other learning content; fixed amount of ECTS Credits*)
- ☐ Elective modules (*i.e. inherent part of the training, but the students can choose between several options; fixed amount of ECTS Credits*)
- ☐ Extra-curricular activities (*i.e. not part of the regular curriculum and the study programme, ECTS credits not necessarily given*)
- ☐ Cross-curricular approach (*i.e. entrepreneurial culture across entire university and integral part of each study programme*)

## SECTION D: BARRIERS TO ENTREPRENEURSHIP EDUCATION INTEGRATION

{Relevant for Groups A - C} **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**15. Generally speaking, how autonomous are you in terms of selecting content and defining learning objectives for your teaching activities?**

Item	Very low	Low	Moderate	High	Very high
I consider my level of autonomy as ...	○	○	○	○	○

{Relevant for Groups A – C} **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**16. Which of the following would you consider to be main barriers for the introduction of new learning content and objectives at your institution?**

*Please select at least one answer – multiple answers possible.*

*{Items to be shuffled randomly}*

- |   |   |
|---|---|
| <input type="checkbox"/> Study programme accreditation constraints                          | <input type="checkbox"/> Institutional constraints coming from faculty/department rules & regulations                       |
| <input type="checkbox"/> Lack of time to prepare new lectures/courses                       | <input type="checkbox"/> Lack of training or professional development   |
| <input type="checkbox"/> Educational policy constraints (regional, state or national level) | <input type="checkbox"/> No supportive atmosphere at the institution  |
| <input type="checkbox"/> Not enough resources at faculty/department                         | <input type="checkbox"/> Others: <i>{open question}</i>   |
| <input type="checkbox"/> Lack of influence on learning objectives                           | <input type="checkbox"/> There are no barriers for the introduction of new learning content and objectives at my university |
| <input type="checkbox"/> Limitations of existing curricula                                  |   |

{Relevant for Groups A - C} **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**17. If provided with free teaching materials to develop entrepreneurial competences, would you generally be open to integrate them into your teaching efforts?**

*Please select one of the following answers.*

Item	Not at all open	Rather not open	Rather open	Absolutely open
I would be ...	○	○	○	○

## SECTION E: PROFESSIONAL BACKGROUND & EXPERIENCE

In this final section of the survey, we would like to ask you some basic questions regarding your professional and personal background.

*{Relevant for Groups A - C}* **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**18. Have you ever received specific training to improve your entrepreneurial competences?**

*Please select at least one answer - multiple answers possible.*

- ☐ Yes, it was part of my studies at university.
- ☐ Yes, it was part of my professional development (formal and informal) as part of my employment.
- ☐ Yes, but different as above answers.
- ☐ No, I have not received such kind of specific training. *[exclusive option]*

*{Relevant for Groups A - C}*

**19. Do you know the Entrepreneurship Competence Framework of the European Union (“EntreComp”)?**

*Please select one of the following answers.*

- ☐ Yes, I do have a clear understanding of this framework.
- ☐ Yes, I’ve heard of it but have not dealt with it in detail yet.
- ☐ No, I don’t know this framework.

*{Filter: only if “Yes, I do have a clear understanding of this framework” marked in question before}*

**20. Have you made use of *EntreComp* yet (e.g. to develop and structure teaching material)?**

*Please select one of the following answers.*

- ☐ Yes.
- ☐ No.

*{only Group A & B}* **MANDATORY QUESTION – CANNOT BE SKIPPED!**

**21. For which level(s) of education do you instruct pre-service teacher students?**

*Please select at least one answer according to the International Standard Classification of Education (ISCED) - multiple answers possible.*

- ☐ ISCED level 0 - Early childhood education
- ☐ ISCED level 1 - Primary education

- ☐ ISCED level 2 - Lower secondary education
- ☐ ISCED level 3 - Upper secondary education
- ☐ ISCED level 4 - Post-secondary non-tertiary education
- ☐ I don't know. *{Filter: only if Group B, exclusive option}*

*{Relevant for Groups A – C}*

**22. A) {Group A}**

**How many years have you been working as a pre-service teacher educator?**

*B) {Groups B & C}*

**How many years have you been working as a higher education educator?**

*Please select one of the following answers.*

- ☐ 0-5 year(s)
- ☐ >5-10 years
- ☐ >10-15 years
- ☐ >15-20 years
- ☐ >20-25 years
- ☐ >25-30 years
- ☐ More than 30 years

*{Relevant for Groups A - C}*

**23. In which country is the higher education institution/university you work at located? *MANDATORY QUESTION – CANNOT BE SKIPPED***

*Please select relevant Institution in the drop-down menu below.*

*{Include drop down Menu to show PIETE Partner countries or EU 28}*

No.	Country	Translation	No.	Country	Translation
1	Austria		15	Italy	
2	Belgium		16	Latvia	
3	Bulgaria		17	Lithuania	
4	Croatia		18	Luxembourg	
5	Cyprus		19	Malta	
6	Czechia		20	Netherlands	
7	Denmark		21	Poland	
8	Estonia		22	Portugal	

9	Finland		23	Romania	
10	France		24	Slovakia	
11	Germany		25	Slovenia	
12	Greece		26	Spain	
13	Hungary		27	Sweden	
				United	
14	Ireland		28	Kingdom	
			29	Other	

{Relevant for Groups A - C}

**24. What kind of professional status / academic rank do you currently have?**

Please select one of the following answers.

- ☐ {See below}
- ☐ {See below}
- ☐ {See below} ...

{Survey will map each country's academic ranks according to [Eurodyce Report 2017](#) and sum them up into aggregate categories}

	Junior	Intermediate	Senior	Other
<b>Germany</b>	<i>Wissenschaftliche oder künstlerische MitarbeiterInnen</i>	<i>Dozenten und Assistenten</i>	<i>JuniorprofessorInnen, ProfessorInnen</i>	<i>Lehrbeauftragte, Lehrkräfte für besondere Aufgaben</i>
<b>Austria</b>	<i>Universitätsassistent</i>	<i>Hochschullehrperson (ph1, ph2, ph3) Assistenzprofessor, Assoziierter Professor, Universitätsdozent (Ao. Univ.-Prof.)</i>	<i>Universitätsprofessor</i>	<i>Senior Scientist/Senior Artist, Projektmitarbeiter, Lehrbeauftragter, Studentischer Mitarbeiter</i>
<b>Hungary</b>	<i>Tanársegéd, Tudományos segédmunkatárs</i>	<i>Adjunktus, Tudományos munkatárs, Tudományos főmunkatárs,</i>	<i>Docens, Tanár, Tudományos tanácsadó, Kutató professzor</i>	-
<b>Poland</b>	<i>Wykładowca, Lektor,</i>	<i>Starszy wykładowca, Adiunkt,</i>	<i>Profesor nadzwyczajny, Profesor zwyczajny</i>	-

	<i>Instruktor, Aystent</i>			
<b>UK</b>	<i>Teaching assistant Research assistant</i>	<i>Teaching fellow Lecturer Senior lecturer Principal lecturer Research fellow Senior research fellow Principal research fellow</i>	<i>Professor Function head Head of school Senior management</i>	-

{Relevant for Groups A - C}

**25. At what type of higher education institution / university do you work at?**

Please select one of the following answers.

- ☐ Public institution
- ☐ Private and government dependent institution
- ☐ Private and government independent institution

{Relevant for Groups A - C}

**26. How old are you?**

Please select your answer from the ranges below.

I am:

- ☐ Under 25 years old
- ☐ 25- 29 years old
- ☐ 30 - 39 years old
- ☐ 40 - 49 years old
- ☐ 50 - 59 years old
- ☐ 60 or more years old

{Relevant for Groups A - C}

**27. Gender: I am...**

Please select one of the following answers.

- ☐ Male.
- ☐ Female.

☐ Diverse.

*{Relevant for Groups A - C}*

**28. This survey is part of the European Erasmus+ project “Partnership for Initial Entrepreneurship Teacher Education” (PIETE). Would you be interested to stay informed about the project results through our semi-annual newsletter?**

*Please select one of the following answers.*

- ☐ Yes, please sign me up!  
☐ No, I am not interested.

*{if answered “YES” in question before}*

**29. To which E-mail address should the newsletter be sent to?**

*Please use box below to enter your E-Mail address. Your email address will be stored separately from the rest of your answers.*

Email: *{open format}*

*Note: Personal data will be handled with care and in compliance with General Data Protection Regulation (EU) 2016/679. You can redraw from the newsletter reception at any time.*

*{Relevant for Groups A - C}*

**30. Do you have any other further comments or recommendations concerning this survey?**

*Please enter any comments or recommendations below.*

*{open question}*

*{Groups A-C}*

**Thank you for participating in this survey!**

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*The information and views set out in this survey are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.*



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*{Group D}*

**Thank you for showing interest in our survey. However, it is only relevant for university educators. You have answered that you are not responsible for teaching activities at the higher education institutions you work at.**

**- SURVEY END -**

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