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**DIPLOMA THESIS**

**Quality of formal education for  
international development in EU and the Czech  
Republic**

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## **Declaration**

I hereby declare that I have written presented master thesis “Quality of formal education for international development in EU and the Czech Republic” by myself with help of the literature listed in resources.

Prague, 16 April 2014

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## **Abstract**

Due to the increasing challenging demand on labour market the concept of quality in higher education has become significant nowadays. The number of institutions which provide higher education has increased in result of which the diploma granted even by a high level and well-known university is not able to guarantee an employment in the field of graduates' study therefore the institutions make an effort to reach high level of quality. This situation occurs in all fields and also in the field of international development which prepares experts who could improve the living conditions in developing countries so the fact if these people are sufficiently prepared by institution of higher education which they study is really important.

The purpose of this thesis was to evaluate quality of higher education based on opinions of students and graduates from four chosen universities in the Czech Republic which provide higher education for international development. The research was based on survey using three types of online questionnaire (currently enrolled students, graduates 2013 and graduates before 2013) as a main tool. Gained qualitative and quantitative data were analyzed by use of descriptive statistics.

The results pointed that the quality of education for international development at chosen universities is better than average. The most significant gap which occurred is preparation of students for practice which is caused by insufficient cooperation of universities with companies in the field. However this situation is already improving.

**Key words:** University; developing countries; employment; students; graduates; evaluation; quality assurance; higher education

## **Abstrakt**

Pojetí kvality na vysokých školách se v poslední době stalo významné kvůli rostoucí náročné poptávce ze strany pracovního trhu. Počet institucí, které poskytují vysokoškolské vzdělání, se zvýšil, což má za následek, že i diplom udělený uznávanou univerzitou výborné úrovně nemůže absolventovi zaručit zaměstnání v oboru. Univerzity se proto snaží zvýšit úroveň kvality vzdělávání. Je žádoucí připravovat studenty ve všech odvětvích, zvláště v oblasti mezinárodního rozvoje, kde je třeba mít experty pro zlepšování životních podmínek v rozvojových zemích, takže fakt, zda jsou tyto lidé dostatečně připraveni svojí univerzitou, je velmi důležitý.

Cílem této diplomové práce je ohodnotit kvalitu vysokého školství na základě názorů studentů a absolventů čtyř vybraných univerzit v České republice, které poskytují vzdělání pro mezinárodní rozvoj. Výzkum byl založen na průzkumu, jehož hlavním nástrojem byly tři druhy online dotazníku (pro současné studenty, absolventy z roku 2013 a absolventy před rokem 2013). Získaná kvalitativní a kvantitativní data byla vyhodnocena pomocí popisné statistiky.

Výsledky ukázaly, že kvalita vzdělávání pro mezinárodní rozvoj na vybraných univerzitách je více než průměrná. Nejvýraznějším nedostatkem se zdá být příprava studentů pro praxi, což je zapříčiněno nedostatečnou spoluprací univerzit se společnostmi zabývajícími se daným odvětvím. Podle názorů současných studentů se ale tato situace zlepšuje.

**Klíčová slova:** Univerzita; rozvojové země; zaměstnanost; studenti; absolventi; zhodnocení; zajištění kvality; vysoké školství

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## **Abbreviations**

BSI	The British Standard Institution
AMGD	"Gheorghe Dima" Music Academy, Cluj-Napoca
BUTE	Budapest University of Technology and Economics
NWO	Dutch Organisation for Scientific Research
VNG	International Cooperation Agency of the Association of Netherlands Municipalities
SOAS	School of Oriental and African Studies
NGO	Non-governmental organization
EQF	European Qualifications Framework
ENQA	Network for Quality Assurance in Higher Education
CHEERS	Careers after Higher Education: a European Research Study
REFLEX	The Flexible Professional in the Knowledge Society New Demands on Higher Education in Europe
HEGESCO	Higher Education as a Generator of Strategic Competences
PROFLEX	Profesional Flexible en la Sociedad del Conocimiento
FORS	Swiss Centre of Expertise in the Social Sciences
CULS	Czech University of Life Sciences Prague
UPOL	Palacky University Olomouc
VŠE	The University of Economics, Prague
MENDELU	Mendel University in Brno

## **1. INTRODUCTION**

The concept of quality in higher education has gained major significance in the recent times. That was generated by the labour market which has become more narrowed lately and at the same time, high and challenging demand has occurred. Nowadays a diploma which is granted even by a high level and well-known university is not able to guarantee an employment in the field the graduate attended specialization.

Among students' major concern is not only the higher education system quality but also their parents and the prospective employers, government, as well as society as a whole. Together with the university teachers and also entire staff who in point of fact provide a quality educational process.

These facts go for all fields including international development in which the preparation of experts who will participate on improvement of the future of developing countries is very important. Due to the focus of development studies on some of main problems which are actual these days the interest of students in this field has increased recently. The reason is probably that the society is more concerned in issues such as poverty, equity, social justice and sustainability predominant levels of global poverty and inequality. Because of these opinions students are more willing to apply to courses which prepare them and give them the abilities to help to solve these problems. However the development studies are simultaneously criticised because of quality and some ways of researches which the field includes.

This thesis should provide evaluation of quality in such a field based on subjective opinions of students and graduates. The thesis starts with literature review which represents the theoretical part and deals with conception of quality in higher education and similar surveys by which the thesis is inspired. The first chapter of literature review deals with the term quality and history of quality movement. The quality is later introduced in the field of higher education in the second chapter. In this chapter the mentioned surveys are also introduced. The third chapter concentrates on defining of development studies and the last describes approaches

for evaluation of quality in higher education in Europe and also international surveys. The practical part consists of survey aimed at four universities in the Czech Republic which provide education concerning international development and tries to evaluate the quality of the education according to subjective opinions of students and their success on labor market.

## 2. LITERATURE REVIEW

### 2.1. Defining quality

To understand the quality of high education it is necessary to understand the quality as a term because many definitions of quality especially what is concerning the customer satisfaction were created and connected with set of typical features or just connected in relation with excellence. Other descriptions of quality focuses on conformance to specified features connected mainly with manufacturing or finally to customer's perceptions and expectations which are linked to services.

The point is that the term of quality has been described and defined in different ways and in different contexts many times but still the quality is much used yet less understood.

*"The term quality originates from Latin word 'qualis' and is defined as essential character or nature... an inherent or distinguishable attribute or property, a character trait and is defined as superiority of kind and degree or grade of excellence; when quality relates to logic, quality is the positive or negative character of a proposition"* (Merriam-Webster' s 2000, p. 905).

Defining quality according to The British Standard Institution (BSI) means *"the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs"* (BSI, 1991).

For the use of quality in this work the defining quality of services as satisfaction of customer is more appropriate. In this case it is possible to appraised the quality thanks to comparison of perceptions of the customer and his/her expectations. The customer's perception means the judgment of customers towards services which are provided to them. On the other hand the expectations of the customer mean what customers expect to be included and present in received services (Takalo, Sadr Abadi, Reza Naser, Vesal, Mirzaei, & Nawaser, 2013). For the defining of quality is the difference between expectations and perceptions very important because when the expectations of customer are higher than their

perceptions or performance of received services, it shows that the service quality is low and will definitely result in the customers' dissatisfaction (Zeithaml, et al. 1985). With quality the services performance is also connected. This means presence of certain features, characteristics or properties that customer expects in received services.

### 2.1.1. History of quality movement

This subhead is not intended to provide whole comprehensive historical review, but it should provide to reader a background of the quality movement.

Concept of quality occurred in 20<sup>th</sup> century. This phenomenon has its roots in the management and industry. Quality started to be an issue when industrialization and new scientific approaches aimed to management came. Because of mass-production and sorting of work into smaller and repetitive tasks which were handled by machines, the self-checking of quality by workers was reduced however there was the necessity of need to inspect the products to ensure that they met all required specifications before they were dispatched from the factory. This process is known as quality control (Mishra, 2007).

This movement became the most popular in the United States and Japan where mainly statistical approaches were used for this field. The representative of this movement was W. Edwards Deming, who helped engineers during the World War II to produce bullets and after the World War he focused on his theory of management based on quality principles (Mishra, 2007).

Table 1: The chronology of quality movement

Pre-1900	Quality as an integral element of craftsmanship
1900-1920	Quality control by foreman
1920-1940	Inspection-based quality control
1940-1960	Statistical process control
1960-1980	Quality assurance/total quality control (the quality department)
1980-1990	Total quality management (TQM)
1990-Present	TQM, the culture of continuous improvement, organization-wide quality management

Source: Mishra, 2007

## **2.2. Quality in higher education**

### **2.2.1. Higher education**

The meaning of higher education in nowadays society which is full of diversity, ideologies and opinions, can be explained in different ways. In case of the level, higher education includes university teaching-learning and college teaching-learning as well. These levels aim towards students' progress to gain higher educational qualification. Higher education should also help the students to advance to new borders of knowledge in various walks of life. It concerns also the desire to know more and more about less and less. The education develops and challenges the student's ability to question and seek correct answer and it makes him/her competent to criticise contemporary issues. It helps to enlarge intellectual powers of the individual within a narrow specialization though the education also gives him/her a broader perspective of the world around.

The general understanding of the higher education is to cover teaching, research and extension. It includes also various roles which the higher education plays in the society. One role is e.g. to support system by supplementation of the human resources which are much needed in management, planning, design, teaching and research (Mishra, 2007). Economic growth of country and also scientific and technological advancements are as dependent on the system of higher education as they are on the working class. This field also provides opportunities for life long learning which allows people to increase their skills and knowledge based on their needs.

According to Ronald Barnett (1992) four predominant concept of higher education exist:

1. The higher education is the production of qualified human resources. According to this view the higher education is possible to see as a process in which the students are believed to be "products" which are absorbed in the labour market. So higher education then is considered as an input to the



development and growth of business and industry.

2. The higher education as preparatory training for a research career. In this case, the higher education prepares students to be qualified scientists and researchers who would constantly move the borders of knowledge forwards. Concerning this opinion, the quality consists mainly of research publications and transmission of the academic severity to do quality research.
3. The higher education as the efficient management of teaching provision. There is a strong belief that teaching is the point of educational institutions. Therefore the institutions which are engaged in the higher education focus on sufficient management of teaching-learning provisions by improvement of the quality of teaching, which enables a better completion rate among the students.
4. The higher education as an implement of extended life chances. According to this view the higher education presents an opportunity to participate in the process of development of the individual by flexible and continuing education mode.

### **2.2.2. Quality in higher education**

During the several last decades the education quality and quality of learning at colleges and universities has become important issue across the whole world and there is much more discussions nowadays concerning quality in higher education than before (Dew, 2009). This goes throughout the whole parts of the higher education community and through the outside environment as well. This means that topic of quality in higher education hit the whole chain from faculty and faculty development specialists, institutional researchers, university administrators, accrediting agencies, employers to government officials. Everyone of them has something to add to this topic. And sometimes thanks to these discussion despite the fact that there does not exist any general definition of the term “quality” a lot of

institutions engaged in higher education especially in Europe have set up systems which manage quality and are trying to secure and improve the quality of teaching and learning. But these efforts tend to be compromised to some extent by quality seen as an aspect of standard-setting or accountability. Increasingly the management of internal quality is partially completed by external quality-assurance mechanisms and concluded with quantifiable indicators that reflect a significant loss of public trust in higher education. Furthermore also even within higher education the quality gauges that focusing on teaching and learning come into conflict with quality as it is defined by reputation (Kehm, 2010).

The quality in higher education as other public services has attributes that can not be seen, felt, or touched in advance. Production and consumption of the service are not possible to be separated from each other because of personal contact (e.g. between students and lecturer) which plays an important role; and the quality differ noticeably in different circumstances (from class to class, students to students, lecturer to lecturer, etc.) (Owlia & Aspinwall, 1996).

Generally there are five popular ways how to determine the quality in higher education (Dew, 2009):

1. Quality as endurance. What is concerning endurance it is possible to begin e.g. from European automakers who often praised the endurance of their automobiles as the primary feature of quality. Something similar is possible to use in higher education. If an institution passes the test of time for more than a century it is probable that this endurance means quality. Some people could see the institutions which exist only a few decades as newcomers and if it would be only a few years they would even think that these institutions are not able to provide quality education at all.
2. Quality as luxury and prestige. Objects that are luxurious, beautiful, or prestigious are often considered to be great quality. The same view of quality is partially seen also in higher education where universities and colleges invest their capital to beautiful campuses with gardens, stately buildings,

luxurious suites in athletic stadiums, and every convenience to which the students from wealthy backgrounds are used to. This kind of quality allows use of the most modern facilities for research, light teaching loads for faculty and rich scholarships which can attract the most promising new students and support rankings that signify prestige.

3. Quality as conformance to requirements. This approach means reduction of quality into a set of specified features or attributes which are necessary to achieve. Huge majority of approaches to accreditation are based on this framework. The accrediting authority define a set of necessary requirements that a college, university or certain educational program has to meet, and then reviews performance to investigate if there is congruity to the requirements. Educational institutions can set up requirements for learning outcomes, support services, financial well-being, library resources, and also for demonstrating effective planning, assessment, and improvement.
4. Quality as continuous improvement. Although the quality is accepted as the need for conformance to requirements, the framework is also broaden by focusing on the reduction of change in repeatable processes which would resulted to continuous improvement and encouraged innovation through use of new technology. This is also possible to find in higher education as it is believed that strict requirements can never keep up with organizational learning and technology. So in this case the quality should be connected with achieving the fastest rate of improvement and innovation in all aspects of an institution. In this point of view the adaptation of requirements means that an institution can pass criteriums based on quality expectations that may already be outdated.
5. Quality as value added. From this perspective the process such as education, should add value to the consumer or society. In education this view suggests that students should simply know more after they finish an academic program than before they started to study. Graduation and gaining of a college degree

should mean some improvement which is possible to measure and concerns student learning, social skills, social contacts, writing skills, reading skills, critical thinking or other attributes that are consistent with the mission of an institution, such as the ability to speak another language, how to prepare marketing campaign or run a developing project in developing country.

The most important point for this thesis from the five definitions is quality as value added. It shows whether the institution really improves skills, abilities and knowledge of students and prepares them for their future career.

### **2.2.3. Employability of graduates as important criterion for quality in higher education**

According to Adriana Serban (2013) another important criterion used for evaluation of the teaching activity in higher education institutions is the employability of graduates. In her study she tried to identify this factor according to data gained from "Gheorghe Dima" Music Academy, Cluj-Napoca (AMGD) on the basis of five main criterions:

- Validation by employability within the field of the academic qualification
- Validation by access to the next level of academic studies
- Level of students' satisfaction with regard to their professional and personal development ensured by the higher education institution
- Focus on student-centered learning methods
- Student career guidance

An opinion inquiry on employability among students and teachers which was carried out in GDMA was used as method for gaining data. The main considered variables in case of students were specialization and level of education and specialization and academic degree for teachers. The inquiry was indirect based on two questionnaires - one for students and another for teachers. For the purpose of increasing the power of analysis, a series of five post-investigation, individual

interviews were carried out with members of GDMA's faculty and a focus group with students of the institution was organized.

Another study aimed at evaluation of higher education quality from the perspective of university graduates was based on designed questionnaire distributed among graduates of one university in Iran. This study introduced four basic approaches for evaluation of quality in higher education:

- input-output creditability
- self-evaluation
- rate of return to investment
- outcome evaluation approach

To evaluate the quality of the education the research aimed at five main areas based on mentioned approaches:

- The adequacy of the curriculum
- The status of the graduates in the job market
- Third, graduates' perception of their educational experience
- Desire to engage in future research
- Ability of graduates to interact with the university

Even though the studies mentioned above came up with obviously meaningful strategies how to contribute to quality evaluation in higher education through university graduates, they brought only one side view on the problem. More effective strategy seems to be not only involvement of students or graduates but also involvement of opinions of employers who employ those graduates.

Example of this strategy is experiment based on questionnaires which have been going for several years at the Budapest University of Technology and Economics (BUTE). The University asked about the opinion of three key groups about the quality of education at the university. These key groups were freshly graduated students, companies employing those graduates and freshmen students.

The part concerning graduates covers key aspects for the evaluation of quality of education. The most important for this case were:

- opinion on the studies
- needs for postgraduate studies
- spread of actual job positions
- workplace satisfaction of graduates
- income situation

This assessment not only contribute to the evaluation of the curriculum but also show the prestige of the profession, overall atmosphere at the faculty and also existential satisfaction. The part for the employers was aimed at questions about graduates they employ. The main factors in this case were solution of professional problems, trustworthiness, creativity, cooperativeness or task management and problem solution. In the third part concentrated on enrolling freshmen the main factors were choice of future profession, accommodation, social circumstances, expectations towards the university or Ideas about the chosen profession.

This strategy seems to be effective due to the fact that covers the situation of beginning students and especially graduates and their evaluation by their employers.

## **2.3. Education for international development**

### **2.3.1. Defining development**

According to Hickey and Mohan (2003) the development is a set of ideas that de facto shapes and frames reality and power relations. Development is considered as a concept which is basically both complex and vague. Nowadays it became limited to the meaning of the practice of development agencies which especially have the objective of poverty reduction and the Millenium Development Goals (Summer and Tribe2008). This fighting with poverty aims to allow developing countries to get closer to the rest of the world. It pays attention to sustainable strategies that focus on development in long run rather than short-term fixes. The first vision of the liberation of people which was characteristic for development strategies in the 50s and 60s of

twentieth century has been replaced with the target of economic liberalization. The long-lasting change of economies and societies has moved from sight and everything started to be concentrated on short-term growth and re-establishing financial equality (Gore, 2000).

According to Summer and Tribe (2008) there are three different definitions of development which consider different dimensions (economic, political, social etc.). The first opinion is a long-lasting process of transformation as probably value free development. The second opinion is related to policy and is led by specific indicators and evaluation and it is base on value judgments and the duration has short or medium-lasting period. The third opinion is post-modernist, concentrated on ethnocentric and ideologically conceptions of development which are typical for Western countries.

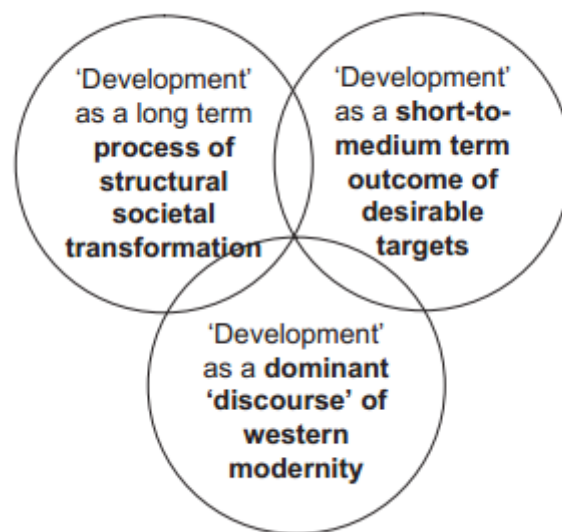


Figure 1: Three dimensions of development  
Source: Summer and Tribe, 2008

### 2.3.2. Development studies

During a few last decades the interest in the subject of international development has significantly increased. The topic of international development has attracted higher number of people thanks to some sense of concern and

responsibility about social justice and predominant levels of global poverty and inequality (Molteberg and Bergstrom, 2000). There are more taught courses which focus on international development in schools and universities at different levels. Nevertheless during the same time international development studies have been under pressure by prolonged critiques because of the basic character of the studies and its quality and rigour of research. According to Corbridge (2005) the development studies have been accused of being irrelevant, of being hopelessly evolutionary, of having colonial purpose, of being dirigiste and of being a tool for depoliticisation and the extension of bureaucratic state power.

Education for international development is a multidisciplinary and heterogeneous field of knowledge and practice which takes part in the study and development of poor and underdeveloped regions mainly in countries of the developing countries. This kind of studies for the first time appeared in the 1950s only as a specialized branch of fields such as economics and political science. Not only economics and political sciences but also other disciplines had remarkable role in the institutionalization of studies for international development. In the beginnings sociological theories helped to shape and determine basic orientations. Human geography and anthropology also contributed with its subject to the new developing field. The studies become the multidisciplinary field of knowledge and investigation during 60s of twentieth century. Despite mentioned facts it is necessary to stress that international development studies are not interdisciplinary field at all. Although this field covers areas from most social sciences and humanities, most individual research remains more limited in its effort to combine concepts, empirical data and inquiry from two or more disciplines. Therefore international development studies should be characterized as an indefinite aggregate of multiple disciplines more than a field of knowledge that exceeds disciplinary divide (Della Faille, 2011). It is also necessary to mention that nowadays a lot of impacted journals of development studies exist. World Development published by Elsevier, Journal of Development Studies, Oxford Development Studies both published by Taylor & Francis group, Development Policy Review by The Overseas Development Institute or Springer US' Studies in Comparative International Development count among such journals.



Nowadays a lot of various study programs which concentrate on the field of international development exist and it is possible to find such programs at universities in majority of countries in the world. It is not possible to find one definition how the studies should look like or definition of graduate's competencies because the programs vary at different universities. The reason for this fact can be the focus of projects on different developing countries. Therefore it is necessary to bring forward several points of view at educational programs for international development from different universities.

### **2.3.3. European examples of study programmes for international development**

#### Box 1: Case study of University of Amsterdam

According to University of Amsterdam which is one of the front continental European universities in field of social sciences the international development studies concentrates on the main issues of global development. Regarding to this everyone who intends to work on solving of international affairs or just work on international level is confronted with topics such as poverty, equity, social justice and sustainability. The university offers education in this field via study program called International development Studies on MSc level. In this program students should go through the mentioned issues in both rural and urban contexts and have the opportunity to specialise in e.g.

- the role of education in development,
- economics,
- children's rights,
- natural resources and environmental concerns
- or urbanisation and urban inequalities.

The university also gives students the opportunity of 8-10 weeks long fieldwork in developing country in which they conduct their own project.

The study program guarantees that it's interdisciplinary and problem oriented training should equip students with both academic and professional skills which are necessary for a career in the development sector. That means that the graduates are prepared for an employment in international and national organisations that work on international development issues (University of Amsterdam, 2014).

The graduates of this programme have following job positions:

- Staff Officer at Dutch organisation for scientific research (NWO)
- Project member at Food First Coalition, United Kingdom
- Executive partner at Emic Research; Consultancy in East-West relations
- Lecturer and researcher on "Education in Conflict Areas", University of Amsterdam
- Marketing Manager at D.light Design East Africa Ltd., Tanzania
- Junior Project Manager at International Cooperation Agency of the Association of Netherlands Municipalities (VNG)

#### Box 2: Case study of University of Helsinki

The Institute of Development Studies at Faculty of Social Sciences of University of Helsinki is example of institution where students can participate in development projects even during their studies. The research activities of the Institute of Development Studies are mainly focused to the following topics:

Relation of Finland with developing countries. The Institute is involved in Finnish development aid and prepares wider approach towards development policies in Finland and whole European Union. Other Institute's research activities have basis in topics such as political, social, economic and cultural systems in developing countries. These topics are the Institute's research activities. Before the research projects were mainly aimed on Eastern and Southern Africa but nowadays the involvement increase in countries of Asia, the Middle East and Latin America.

The projects also concern the global economy and governance, development discourse and civil society and include research projects dealing with key natural resources such as forests and community-based natural resource management systems.

Except applied research the institute concentrates on theoretical and historical aspects of development. Many projects which are connected with the academic activities have been funded by the Academy of Finland and the Ministry for Foreign Affairs.

(University of Helsinki, 2006)

Box 3: Case study of SOAS University of London

Another example of MSc Development studies program exists at the Department of Development Studies of SOAS University of London. *“This program provides a firm interdisciplinary social science formation in development theory and practice and develops students’ capacities for independent and critical analysis.”* (SOASS University of London, 2007)

Main topics are:

- the meanings of development and the challenges it faces
- neoliberalism and its critiques
- industrialisation, labour and capital
- state failure, poverty and insecurity
- gender and class analysis
- NGOs, civil society and social movements
- globalisation, commodity chains and trade
- the agrarian question, peasantry and land

After finishing of this study program, the graduate should be prepared for professional career in development in international organisations, government agencies and non-government organisations. The graduate should also possess specific skills, including: critical skills; the ability to research extensively; a high level of cultural awareness; and the ability to solve problems.

### **2.3.4. Education for international development in the Czech Republic**

The field of international development in the Czech Republic is connected mainly with development cooperation and humanitarian aid which represents significant part of activities of the Czech Republic abroad and has long lasted tradition which began in the fifties of twentieth century. Before the year 1989 this field was influenced by Cold War. After 1989 the development cooperation was restored in the half of nineties in connection with integration of the Czech Republic into western political and economical structures and continues at present with plans to the future.

Some of Czech universities also participate in the implementation of the projects in this field. The universities contribute to the modernization of higher, secondary and primary education in developing countries and also provide information to the public. Some of those universities offer the possibility to study international development as principal or minor specialization. This kind of education was in the history closely connected to the Czech development cooperation and from sixties of twentieth century existed in the form of small departments or specializations as e.g. at Czech University of Life Sciences Prague which is one of the front universities which provide education for international development. Other chief universities which provide such education as Palacky University Olomouc, The University of Economics, Prague, Mendel University in Brno or University of West Bohemia in Pilsen engaged in the field of international development in the last twenty years.

## **2.4. Approaches for evaluation of higher education quality in Europe**

### **2.4.1. Approaches for management of quality of higher education**

In the sixties and seventies of the twentieth century the higher education started to be seen as kind of a product and have been pushed by competition to inspect the quality of university services, to redefine the product and to rate satisfaction of the customer in ways according to service marketing specialists (Kotler, 1985). The long-term survival of universities depends on the level of provided services and this differ one university from the rest (Aly and Akpovi, 2001).

This situation increases public concern over quality of higher education institutions, leading to the appearance of devices for quality measurement and improvement which are e.g. indicators of performance, accreditation, programme and institutional assessment and quality audits. Simultaneously such attempts as importing of models from the other sectors into higher education systems and institutions have appeared (Sarrico, Rosa, Teixeira and Cardoso, 2010). *“This has led to the emergence of a debate on the applicability of quality management principles, methodologies and tools to the higher education sector. As reported in the literature on higher education, several voices have been heard about the non-applicability at all of those management theories, especially because they derived from industry and had nothing to do with the higher education ethos”* (Rosa, Sarrico and Amaral, 2012).

For the purpose of increasing of competitiveness and effectiveness an extent level is being searched by organisations across functions and processes. To realise those objectives the quality management systems are considered an appropriate intervention (Baidoun, 2003). A lot of kinds of quality management frameworks have been already introduced; nevertheless the most widely used example is the ISO9000 series. This is based on the eight quality management principles<sup>1</sup> (Lin and Wa, 2005). However this quality management approach is not so easily applied to the field of higher education. One of the reasons is that the academic culture of the organisations is quite strong and resistant to the concepts, principles and practices of the approach (Rosa, Sarrico & Amaral, 2012). The mentioned resistance is connected with terminology including terms such as product, client, empowerment or strategy and also quality management or reengineering do not easily fit to higher education (Rosa, Sarrico & Amaral, 2012). Another factors which are reasons or the unsuccessful application of quality management to higher education are: insufficient administration commitment; higher time investment due to personal training; difficulty in applying quality management tools to the higher education institution’s environment; little experience of team leaders and staff in team-work; and the

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<sup>1</sup> Customer focus, leadership, involvement of people, process management, system approach to management, continuous improvement, factual approach to decision making and mutually beneficial supplier relationships

concerns of higher education institution's have with their own results not being sufficient enough (1991, referred in Pratasavitskaya and Stensaker, 2010).

The conception of quality in European union is broaden by an initiative of the European Commission, mainly the development of a European Qualifications Framework (EQF). All national qualifications frameworks have to adapt to this framework. In the case of Czech Republic is the national framework represented by National System of Qualifications which has being developed since 2005 with financial support by European Union. The aim of the National System of Qualifications is to support connection between initial and further education and allow comparing of results of different forms of teaching and qualification levels in the Czech Republic and European Union. It should also inform public about all nationwide accepted qualifications.

EQF which is working within a framework of lifelong learning, sets up the levels of education as a still progressing series of learning and the gaining of competences. It comes with eight levels of education and brings descriptors for each level in three scopes: knowledge, skills and competences.

Description of qualifications of higher education is in levels six to eight corresponding to the bachelor's, master's, and PhD degrees. Both professional and academic practice is determined by the all descriptors. So it is made possible to decouple fitness for access into higher education from levels of school-leaving certificates. *„For example, people who can prove that they have acquired the knowledge, skills and competences that characterize level six through professional practice or informal learning become eligible for admission into a master's program. Thus the quality agenda has been linked to the aim of widening participation in higher education“* (Kehm, 2010).

Basis for accreditation and evaluation at the European level are formed especially by tuning level descriptors and curricular models. The leading body for encouragement of European cooperation in assurance of quality is the European Network for Quality Assurance in Higher Education (ENQA). This network introduced

a European Register of Quality Assurance Agencies in which agencies such as national quality assurance and accreditation agencies can become members.

ENQA has participated in the development of the EQF because it provides experts to the European Commission and acts as an advisory body to the process. ENQA is also active in widening of the EQF and supports its implementation at the national level through its members, the national quality-assurance and accreditation agencies.

The national agencies who are members of ENQA have to follow the standards and guidelines for assurance of quality which were set up by ENQA, which in turn takes its lead from the Tuning Project<sup>2</sup> in settling the standards for the degree programs evaluation and quality-assurance procedures of institutions of higher education. It is really hard to not to be a member of the network because if a national or regional quality assurance or accreditation agency is not a member, the programs or institutions it accredits or evaluates will not be recognised as being of comparable quality to those of the ENQA members. (Kehm, 2010)

Although ENQA (2007) asserts that the standards and guidelines are not meant to dictate practice or be explained as prescriptive and changeless. The fact is that only the existence of the system pushed governments and higher education institutions to pay more attention to the realization of quality assurance systems in higher education institutions. In all countries which are engaged in the Bologna Declaration higher education institutions are bound to implement internal systems for quality assurance according to basic idea that quality and its assurance are mainly their responsibility. In majority of the countries the organisation and function of

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<sup>2</sup> “The Tuning Project provides guidelines for the implementation of comparable degree structures; for a credit transfer and accumulation system; for the transmission of generic and subject- specific competences; for changes that are needed in teaching, learning, and assessment; and finally for the enhancement of educational quality. It strongly supports the shift in focus from teaching to learning and has developed model curricula for nine subjects so far.”(Kehm, 2010)

internal quality assurance systems is not so specified, it depends on each institution to define and implement its own system (Santos, 2011).

#### **2.4.2. Surveys concerning quality of higher education in Europe**

Already mentioned examples of small scale-surveys which help to determine evaluation of quality through employment of graduates and feedback from their employers are foundation for large-scale surveys on the international or national level which try to evaluate the outputs of whole education systems. Such surveys have been already carried out and mainly in Europe. The chief surveys are described in the overview below.

##### **2.4.2.1. Careers after Higher Education: a European Research Study (CHEERS)**

Careers after Higher Education: a European Research Study (CHEERS) was the one of the first projects whose aim was to make an analysis of work and employment of graduates from institutions engaged in the field of higher education. The study was aimed to ten European countries and one developed country outside Europe.

The objectives of study were to determine contemporary issues of employment of graduates, to find out if the relationship between socio-biographic background, education and career was different in 1990s than before. The study was the first of its kind which aimed to provide valuable information about situation of employment of graduates on European and international labour market. Other objectives were the analysis concerning the transition from higher education to employment in the first four years after graduation, to provide evidence of various levels of success or failure in preparing students for professional life and to contribute to innovation and bring improvement to theory and methodology in the area of research into higher education and employment. The last aim of the study was to function as a first step for a regular data base on graduate employment and work in Europe.



CHEERS' methodology was based on developing concepts, questionnaires and survey approaches which were most suitable for wide analysis of Europe and to survey sample groups of graduates from universities and colleges in the specific countries. As the sample group of graduates the people who graduated between autumn 1994 and summer 1995 were chosen. The questionnaires were aimed at the socio-biographic profile of the graduates, their study experiences and (self-perceived) competencies acquired, their employment, work and careers since graduation and the links they perceive between education and work. The questionnaire survey was supplemented by interviews with graduates and employers which help to understand relationship between education and work. The research concentrated on gaining and use of competencies and also on the needs of the employment system in various European countries. Finally, special attention was paid to graduates who were not finding suitable employment or facing unemployment.

As a result the study provided a unique chance to examine how much is the relationship between higher education and work different among specific countries in Europe. The survey also helped to understand the various fields of study and occupational areas and especially the elements and differences between them. As another result the study helped to create look at current important issues of higher education, i.e. equality, the role which educational levels play, specialized or general competencies demand, the growing role of international mobility and of life-long education and the regional diversity in higher education. Finally the study allowed understanding how the early career and linkages between competencies and work assignments are determined by socio-biographic backgrounds, educational experiences and achievements as well as the transition process (CHEERS, 2001).

#### **2.4.2.2. The Flexible Professional in the Knowledge Society New Demands on Higher Education in Europe (REFLEX)**

REFLEX study includes several similar surveys in various groups of European countries. The aim of the studies is very resembling already mentioned CHEERS in the contribution to the long-term development of knowledge about employment and

success of the graduates of universities and colleges, about their transition from education to labour market and evaluation of gained higher education. Another aim is also to contribute to creation of such oriented database of pieces of knowledge and information and to subsequent analysis of this knowledge.

#### Box 4: REFLEX

The REFLEX project which lasts from 2004 in fifteen countries of Europe so far focuses on three general questions: (REFLEX, 2008)

I. Which competencies are required by higher education graduates in order to function adequately in the knowledge society?

II. What role is played by higher education institutions in helping graduates to develop these competencies?

III. What tensions arise as graduates, higher education institutions, employers and other key players each strive to meet their own objectives, and how can these tensions be resolved?

The project developed a series of instruments which were designed to provide the necessary information to answer the questions. The instruments are:

I. A country study highlighting the main structural and institutional factors that shape the relation between higher education and work in nine European countries.

II. A qualitative study on graduate competences in the knowledge society.

III. Survey of higher education graduates in these countries.

Latest surveys REFLEX 2010 and 2013 in the Czech Republic followed up the previous REFLEX surveys and added another important aim to provide comparable data about graduates to the universities and by this step allow them to practise their

own analyses directly aimed to their specific needs. The universities obtain sufficient and comparable information and arguments for their annual reports and long-term conclusions though in the first place for future strategic steps in the further orientation of the institution.

The results of Reflex 2013 research will be included into the wider program “What the graduates do” which will provide information for future applicants for higher education. The information concerns mainly how successful the graduates of specific universities, faculties and study programs are on labour market, what kinds of job they do and what perspectives the fields and job positions in which they work have. How the graduates use their knowledge which they gained at university, level of their pay and if they are satisfied with the job they do. Such information will surely affect the choice of university by future students and provision of information concerning former graduates is advantageous for institutions as well.

What is concerning methodology of the REFLEX 2013 the main tool was questionnaire which is comparable to questionnaires from both international projects CHEERS 1998 and REFLEX 2006 and also partly comparable to project REFLEX 2010. This questionnaire served as the tool for collection of information concerning employment and success of graduates on labour market and evaluation of gained higher education. For finding of other important information the questionnaire for employers which had been already used in several countries was used (REFLEX, 2013).

#### **2.4.2.3. Higher Education as a Generator of Strategic Competences (HEGESCO)**

HEGESCO is the project which was carried out in eight countries of Eastern Europe.

##### **Box 5: HEGESCO**

The project closely followed its predecessor – REFLEX and were looking for answers to two major questions:

I. Which competences are required by higher education graduates in order to be better equipped for the world of work and active citizenship?

II. How should higher education institutions best contribute to the development of these competences?

Two mentioned questions shaped a main framework for the requirements of the survey in the labour market. The match between competencies which graduates acquired and which are required. The general characteristics of higher education institutions which have academic or vocation orientation, and the role of different modes of learning and teaching.

Data were collected by questionnaire as it was in the previous cases and the target group of graduates was five years after graduation. A questionnaire was sent by mail asking about their educational and career experience in five years after graduation, giving a quasi-longitudinal character to the data (Allen and Van der Velden 2009).

The results were also based on qualitative interviews among employers and institutions of higher education. As a result every community engaged in this field gained some valuable information. The institutions of higher education in specific countries were provided with empirically based evidence for planning their curricula, strategies and general orientations. On the other hand employers got information about how skills, qualifications and job descriptions are developed, identified, interpreted, adapted, transferred, selected and rewarded. Policy makers at the national and European level received evidence on the implementation of the Bologna process. Higher education graduates learnt and reflected on their higher education learning experiences and about the importance of other factors of their career success. Finally database of the survey, which together with the Reflex database giving one of the largest graduate employability surveys in Europe and worldwide was provided to the scientific community. The results are compatible with the results of the Reflex project which allows a cross-country comparison of 19 European countries elaborated in the following main project results:

- a) Report on the Large-Scale Graduate Survey: Competencies and Early Labour Market Careers of Higher Education Graduates;
- b) Report on the Qualitative Analysis of Higher Education Institutions and Employers in Five Countries: Development of Competencies in the World of Work and Education;
- c) Methodological recommendations and consideration tools for HE stakeholders;
- d) An international conference, entitled Development of Competencies in the World of Work and Education, held at the University of Ljubljana from 24-26 September, 2009, which has coined a base for self-regulated networks focused towards skill development (HEGESCO, 2007).

#### **2.4.2.4. Other surveys**

Another projects which is similar to those already mentioned are Profesional Flexible en la Sociedad del Conocimiento (PROFLEX) survey in Latin America which as HEGESCO closely follows the methodology of the REFLEX survey. PROFLEX was designed to gain data which would be comparable with those of the REFLEX study. The PROFLEX surveys were realized in ten countries which are situated in South America during 2008 - 2010 (FORS, 2010).

To summarise mentioned surveys it is clear that all the surveys aimed to map the relationship between the higher education institutions and their graduates and how the graduates are prepared for their future career. The key survey seems to be the CHEERS project because later surveys are based on it in many features such as methodology and objectives. This way seems to be the appropriate way how to measure quality of education so far due to the relationship between gained education and needs of labour market.

### **3. OBJECTIVE OF THE THESIS**

International development is without any doubt one of the main topics nowadays. For many young people it is also a chance to get interesting job opportunity but of course this kind of work needs also highly qualified workers with the interest in the topic who should be adequately prepared by first-quality education which is the springboard for future professional success in all fields including international development.

With the facts mentioned above raises the question whether the education in the field of international development is sufficient for preparation of students in this field for their future career.

Therefore this thesis deals with term of quality in higher education and education for international development. The main objective of this thesis is to analyse quality and effectiveness of provided education at four Czech universities which provide education for international development that should contribute to better knowledge of the situation of education in the field. The quality of education is mainly investigated by opinions of current students and fresh graduates and effectiveness with opinions of former graduates who are able to judge this factor because they can compare if the education prepared them sufficiently for their job. For such investigations the key indicators are personal satisfaction of students and graduates with education, difficulties during job searching and their employment in the field.

## **4. METHODOLOGY**

Although a lot of ways how to evaluate quality exist, for purpose of this thesis evaluation of subjective opinions of students and graduates and their success on labour market was chosen. This could also prove if students are satisfied with the education and attitude of the institutions of higher education towards them according to five ways of determining quality in higher education which were mentioned in chapter 2.2.2. The main role from those five ways has the last one where quality is mentioned as value added which means that the institution really improves skills, abilities and knowledge of students and prepare them for their future career.

Even though this way can bring realistic view on the matter the results can not be used as objective evaluation of education for this field because of already mentioned subjective opinions and also because it concentrates just on four chosen, particular universities.

### **4.1. Research design**

For the purpose of the thesis non-experimental descriptive survey design based on one shot assessment of three different groups without reference group was chosen.

The descriptive design was chosen due to its high rate of representativeness and the ease in which the opinion of participants can be reached. Although the descriptive design has low internal validity which means that is not sure what caused the effects that are observed, on the other hand the external validity is high. (Brink 2000:209).

Survey is a technique of a research in which collection of data is realised from a sample through structured instrument. The researcher gathers data from a part of a population with the aim of examining the characteristics, opinions or intentions of that part of population (Couchman & Dawson 1995: 70). For example such a kind of research was chosen according to resembling survey projects from the past especially

REFLEX and HEGESCO which are based on the first survey of this kind – CHEERS and deal with employment and success of the graduates of universities and colleges, about their transition from education to labour market and evaluation of gained higher education.

## 4.2. Data collection

Data was collected from September 2013 to February 2014. For the purpose of data collection three types of questionnaires distributed at several universities in the Czech Republic were used. It was impossible to reach larger number of respondents, therefore snowball method of data collection was used and the questionnaires were send to the key representatives who were supposed to have contacts of broader range of respondents.

At first four Czech universities at which the study programs concerning international development are taught were chosen. The chosen universities were Czech University of Life Sciences Prague (CULS), Palacky University Olomouc (UPOL), The University of Economics, Prague (VŠE) and Mendel University in Brno (MENDELU). It is possible to mark these universities as the front universities for development studies in the Czech Republic because except already mentioned institutions, there are just few universities which offer related study programs though these are primarily aimed to the different fields. As an example it is possible to mention University of Hradec Kralove which offers to students political studies connected among others to African studies or Latin American studies.

For the purpose of this research qualitative and quantitative method of data collection via electronic questionnaire to the specific universities was chosen and expected representative sample size from selected populations at universities was calculated. Sample size calculator by Creative Research Systems (2012) using formula  $SS = Z^2 \cdot (p) \cdot (1-p) / C^2$ <sup>3</sup> was used. With confidence level 95% and confidence interval

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<sup>3</sup> SS = sample size; Z = Z value; p = percentage picking a choice; C = confidence interval



10 occurred that for contemporary students of CULS the representative sample size was 83 students and for graduates 2013 the required sample was 37 students which means that at CULS the sample is representative only in case of contemporary students. At the rest of universities the representative sample was not able to reach because at UPOL the number of students necessary for representative sample was 59 and in case of VŠE and MENDELU the representative sample should have been around 20 students. For other groups of respondents the representative sample size was not calculated because of complications which are mentioned further in the text.

After the choice of universities, the emails with the request to participate in the research were sent to contact persons and to representatives of specific departments at the universities.

When the representatives replied and approved questionnaire distribution at their departments they received two questionnaires. One type of questionnaire was for contemporary students and one type for the students who graduated in 2013. Later on they received third type of questionnaire for those students who graduated before year 2013.

Only in case of the University of Economics, Prague just one type of questionnaire (for contemporary students) was used because the representative of the Faculty of International Relations expressed that the data concerning graduates in 2013 and before 2013 had been impossible to reach. Also from Palacký University Olomouc and Mendel University in Brno sufficient data concerning graduates were not collected due to problems connected with contacting of graduates.

Finally 208 students from the four universities responded to the questionnaires. The detailed structure of statistical data of respondents is mentioned in the table 4.1. in chapter 4.2.1.1. Structure of respondents together with figures 4.1. and 4.2. which express reason of respondents' choice of study.

## **4.2.1. Questionnaires**

### **4.2.1.1. Structure of respondents**

The following table expresses structure of all students and graduates who participated in survey according to single group and university. The respondents are further divided according to sex and highest university level they reached so far. Also summarizing data about total number of respondents and the nationalities of respondents are included.

Table 2: Structure of respondents

University	Contemporary students							Graduates 2013							Graduates before 2013						
	Total number of respondents	M	F	Nationalities	Bc.	MSc.	Ph.D.	Total number of respondents	M	F	Nationalities	Bc.	MSc.	Ph.D.	Total number of respondents	M	F	Nationalities	Bc.	MSc.	Ph.D.
Czech University of Life Sciences Prague	111	37	74	Czech Slovak Ukrainian Spanish Syrian Mongolian Angolan Ghanaian Namibian Benin Indonesian Vietnamese	63	47	0	31	4	27	Czech Ugandan Togo	10	20	1	15	7	8	Czech Ghanaian Afghan	0	15	0
Palacky University Olomouc	30	6	24	Czech Slovak	18	11	1	1	1	0	Czech	0	1	0	0	0	0	0	0	0	0
The University of Economics, Prague	8	0	8	Czech Slovak Byelorussian	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mendel University in Brno	10	8	2	Czech	10	0	0	1	0	1	Czech	1	0	0	1	1	0	Czech	1	0	0

(M – males; F – females; Bc. – Bachelor; MSc. – Master; Ph.D. - doctoral)

#### 4.2.1.2. Questionnaire for contemporary students

To analyze the quality and effectiveness of provided study the questionnaire was focused mainly on why students chose to study at the university/faculty/department and given study programme, the opinions of students about the way, techniques and methods through which the education is provided to them, if they see any imperfections and positives or if they are offered any extra programmes such as internship and finally if they already work in the field of their studies or if they plan to. The aim was to get the student's opinion about the provided education at the university at which they study the international development studies. The questionnaire was distributed in electronic form and was addressed to students who contemporary study full-time study programmes aimed to international development. This questionnaire included 18 questions for students from CULS, 17 for UPOL, 14 for VŠE, Prague and 15 for MENDELU. The difference in number of question occurred only in the part connected with statistical data and was caused by the fact that e.g. CULS offers students wide range of study programmes for international development on different levels unlike MENDELU which offers only on study programme on bachelor level. In questionnaire both open and closed questions were included.

The questionnaire was divided into four parts according to surveyed fields:

**1. Statistical data.** Besides the gender, nationality, study programme and grade, a question about course of study was asked. For this purpose closed format questions were used.

**2. Reason of choice of studied programme and university/department/faculty**

The aim of this part by usage of closed format questions was to find out whether the students chose their higher education because they had been interested in the topic or just because e.g. they wanted to gain degree etc.

**3. Satisfaction with quality of provided education.** This was the key part of this questionnaire because the aim of questions included in this part was to find out whether students are generally satisfied with the approach which is used to teach

them and value of provided knowledge. Another aim of this part was to reach students' opinion about other services provided them by the institution e.g. Summer schools, involvement in development projects etc. and also to pinpoint which positives and negatives they see in their studies. What is concerning the types of questions open types, likert questions with scale of five statements and rating questions with scale from 1 as the best mark to 5 as the worst mark were used.

**4. Employment.** Final part was dedicated to the problems of employment of students in the studied field during their studies or if they study more universities and different fields and also if they plan to work in the sector of their studies and how students feel about employment in the sector after the graduation. These kinds of information were found out by usage of close format questions, likert questions with scale of five statements and rating questions with scale from 1 as the best mark to 5 as the worst mark.

#### **4.2.1.3. Questionnaire for graduates who finished studies in 2013**

Although second questionnaire was aimed to fresh graduates the first part was very similar to the previous questionnaire. In the first half the questionnaire was concentrated on why graduates chose to study at the university/faculty/department and given study programme, the opinions of graduates about the way, techniques and methods through which the education is provided to them, if they retrospectively see any imperfections and positives or if they were offered any extra programmes such as internship. The second half of the questionnaire was aimed to gain opinions of the fresh graduates about how they were prepared for their careers or if they have job right after the graduation. The questionnaire consisted of opened and closed questions at number of 21 questions for CULS, 21 for UPOL and 19 questions for MENDELU. The number of questions was different because the already mentioned availability of statistical data.

The questionnaire was divided also into four parts according to surveyed fields:

**1. Statistical data.** Besides the gender, nationality and highest study level achieved, a question about course of study was asked. For this purpose closed format questions were used.

**2. Reason of choice of studied programme and university/department/faculty**

The aim of this part was to find out by closed format questions if the graduates chose their higher education because they had been interested in the topic or just because e.g. they wanted to gain degree etc.

**3. Satisfaction with quality of provided education.** The aim of this part was to find out whether graduates were generally satisfied with the approach which was used to teach them and value of provided knowledge. Another aim of this part was to reach graduates' opinion about other services provided them by the institution e.g. Summer schools, involvement in development projects etc. and also to highlight which positives and negatives they see in their studies. Final question was targeted to reach graduates' opinion how the studies prepared them for their future career. Used types of questions were open types, likert questions with scale of five statements and rating questions with scale from 1 as the best mark to 5 as the worst mark were used.

**4. Employment.** This part was the most important part of the questionnaire due to focus on the situation of graduates several months after the graduation which proves effectiveness of provided education. This part included questions concerning employment of graduates, if they are employed or not and whether they are employed in the sector of their studies or in different sector. The part was also intended to find out whether graduates see obstacles in working in the field of their studies and how difficult it is to find a job in the field according to them. In this part close format questions, likert questions with scale of five statements and rating questions with scale from 1 as the best mark to 5 as the worst mark were used.

#### **4.2.1.4. Questionnaire for graduates who graduated before 2013**

This questionnaire has some parts similar to previous ones though it was aimed to get feedback from graduates about their situation long time after graduation which would help analyze the quality and effectiveness of provided education. The questionnaire was focused on feelings towards studies and backward evaluation of teaching approaches and provided knowledge. The main part was concentrated on the employment of graduates, how many job positions they have had after graduation and if they work in the sector of the studies or not. Opened and closed questions were included in the questionnaire. The number of questions was 27 questions for CULS, 27 for UPOL and 25 questions for MENDELU. Variation of number of questions was caused by the availability of statistical data.

The questionnaire was divided also into four parts according to surveyed fields:

**1. Statistical data.** Besides the gender, nationality and highest study level achieved, a question about course of study was asked. The types of questions in this part were closed format.

**2. Reason of choice of studied programme and university/department/faculty**

The aim of this part was to find out by closed format questions if the graduates chose their higher education because they had been interested in the topic or just because e.g. they wanted to gain degree etc.

**3. Satisfaction with quality of provided education.** The aim of this part was to find out whether graduates were generally satisfied with the approach which was used to teach them and value of provided knowledge. Another aim of this part was to reach graduates' opinion about other services provided them by the institution e.g. Summer schools, involvement in development projects etc. and also to highlight which positives and negatives they see in their studies. Final question was targeted to reach graduates' opinion how the studies prepared them for their future career. The aims were discovered by open type questions, likert questions with scale of five statements and rating questions with scale from 1 as the best mark to 5 as the worst mark.

**4. Employment.** As in the second questionnaire this part was the most important because it was aimed to reach information about graduates' situation which would help to analyze the quality and effectiveness in the long run. This part was concerning employment of graduates, how many job positions they had, if they are employed or not and whether they are/were employed in the sector of their studies or in different sector. The part was also intended to ask the graduates if they are able to express which factors limit the employment in the sector and how difficult it is to find a job in the field according to them. This part of the questionnaire was based on close format questions, "choose from the list" questions, likert questions with scale of five statements and rating questions with scale from 1 as the best mark to 5 as the worst mark were used.

### **4.3. Data analysis**

Analysis of gained data was done by evaluation of 6 questionnaires and description of value of responses which were key for the determination of quality and effectiveness of provided education at the chosen universities. The described questionnaires were divided according to their target group – contemporary students, graduates in 2013 and graduates before 2013. Results are described in tables containing e.g. average marks and standard deviation and graphs by use of STATISTICA 12 software and MS Excel.

### **4.4. Limitations**

The main limitation for this research was the lack of connection with graduates at majority of surveyed universities. To the request of distribution of questionnaire among the graduates, the representatives of three fourths of chosen universities answered that they are out of touch with graduates or that contacting of graduates would be really complicated. Another limitation was reluctance of graduates which occurred when the questionnaire was distributed to them and only limited number responded to questionnaire which shows that the graduates were not



willing to fill the questionnaire. The last limitation which is necessary to mention was probably the subjective opinions of respondents whose number in this case was not sufficient enough so it could influence the results.

## 5. RESULTS

For purpose of evaluation of results the two main parts of questionnaires were chosen. The part dealing with satisfaction of students and graduates and the part concentrated on employment.

Figures 2. and 3. describe the reasons why all respondents from chosen universities chose to study programs concerning international development.

According to figure 2. is clear that for majority of respondents the choice of study for international development was the first one. This fact suggests that majority of students who enrol such programs really want to gain education for international development.

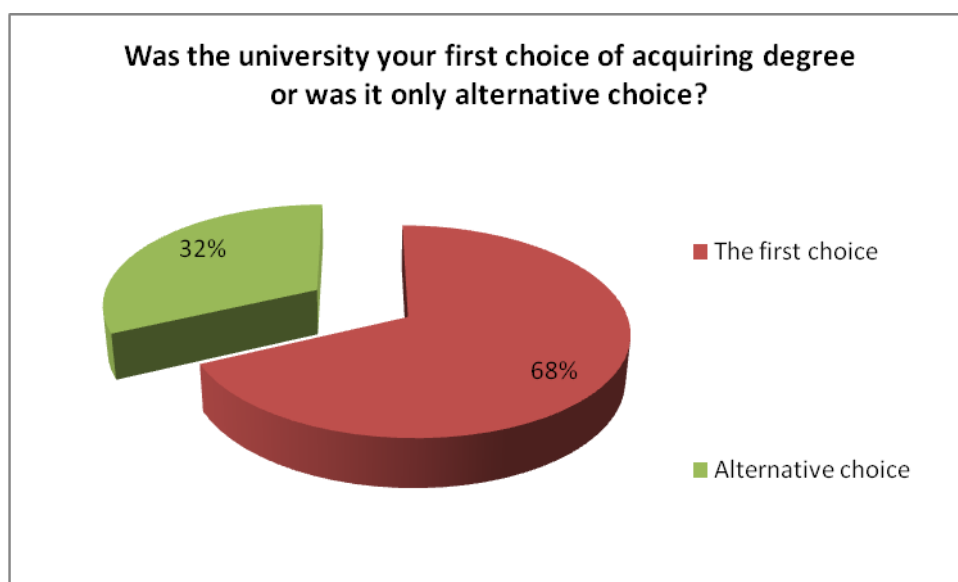


Figure 2: First or alternative choice

The figure 3. express answers of respondents to the question about the reasons why they chose to study international development. Respondents could choose not more than three reasons. The respondents chose three main reasons from six offered possibilities. The main reason why they came to study this field was interest in the topic which confirms the first choice of the programs for international development. The second and third reasons were potential for interesting job and desire to work abroad.

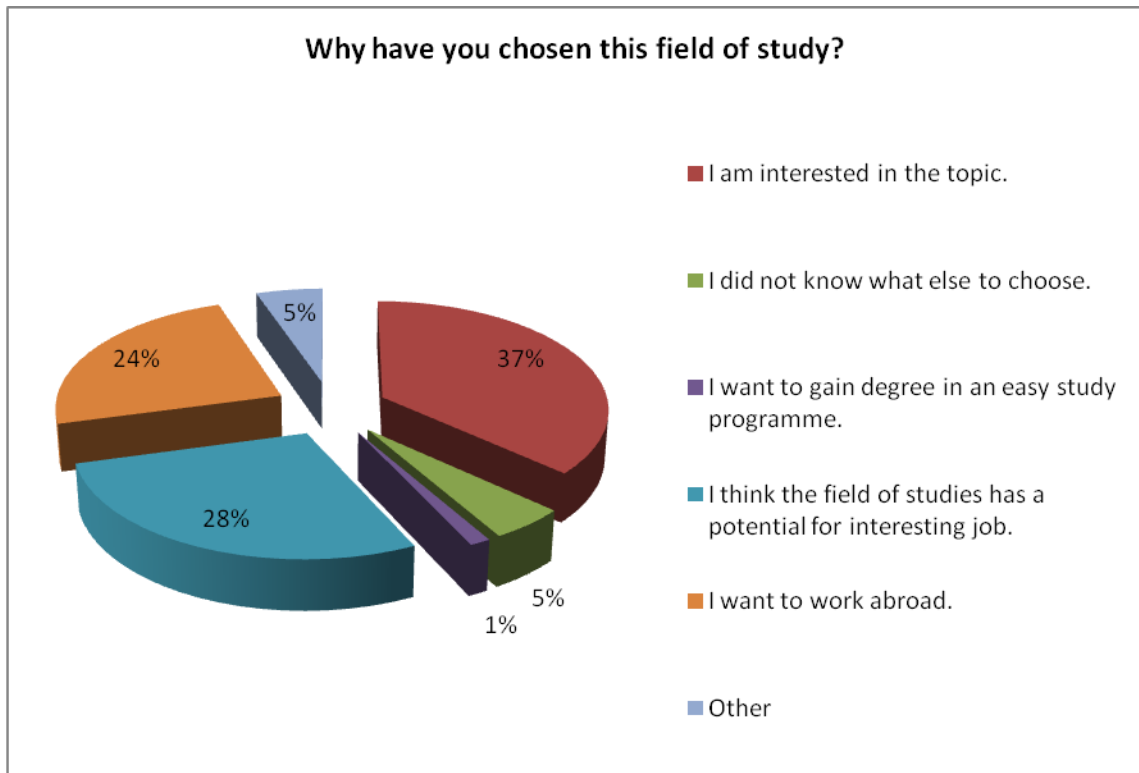


Figure 3: Reason of choice

## 5.1. Questionnaire for contemporary students of four chosen universities

### 5.1.1. Satisfaction of students with quality of provided education

This part of questionnaire concentrated on satisfaction of students began with the direct question for the general feeling of satisfaction. The Figure 4. shows that majority of students at all universities feel rather satisfied with their studies. However in the case of VŠE 38% of students are not sure whether they are satisfied or not and 20% of students of MENDELU are rather not satisfied.

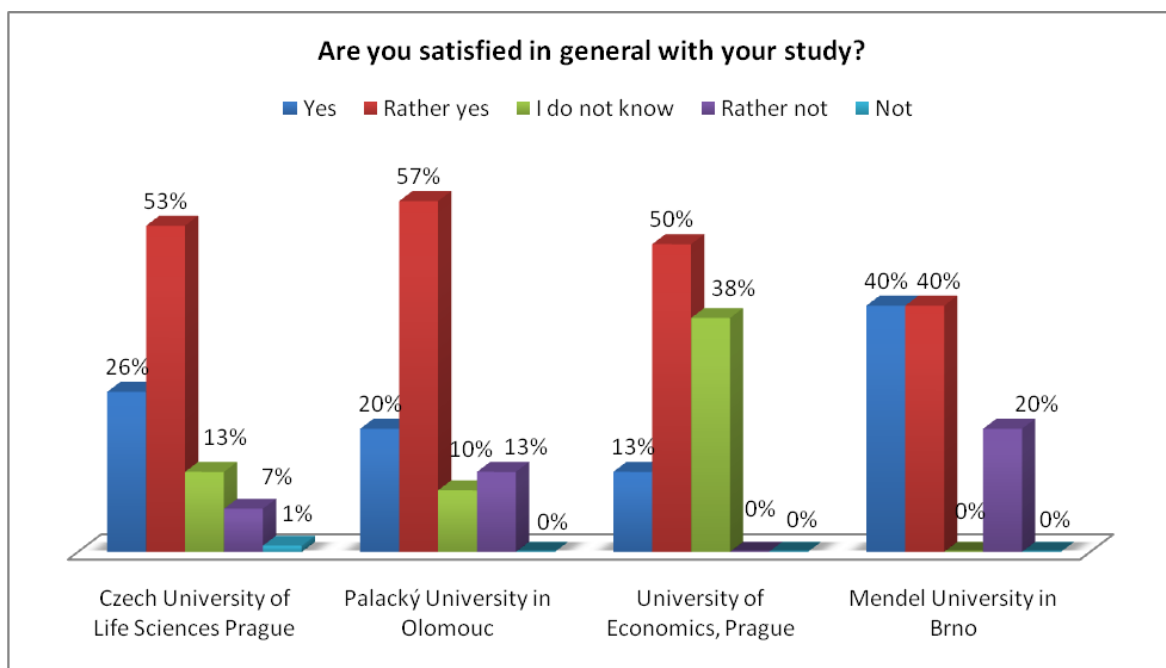


Figure 4: Overall satisfaction of currently enrolled students (CULS n=110, UPOL n=30, VŠE n=8, MENDELU n=10)

For detailed evaluation of students' satisfaction several factors which can specify more closely their satisfaction were chosen. The Table 3. express this evaluation of approaches and way of teaching including the factors such as quality of provided study materials, language and lecturing skills of teachers or participation of external experts. Students could evaluate the factors by the scale ranged from 1 as the best mark to 5 as the worst mark. The table is divided according to chosen universities and includes data such as average mark and standard deviation which were calculated for each factor. Nevertheless for highlighting of students' satisfaction with individual factors total average, the best and the worst marks were calculated.

Overall evaluation of the factors at all universities is from 2.3 to 2.7. The best average mark occurred at CULS and the worst at VŠE. At CULS the best evaluated factor is multicultural environment and international students on the other hand majority of the respondents think that they do not obtain valuable contacts for future during their studies so this factor was marked by worst value. In case of UPOL and VŠE the students are most satisfied with attitude of the teachers towards students and the factor of multicultural environment and international students received worst mark. The students of MENDELU gave the worst mark also to the multicultural environment and international students. The best mark at this university was again

given to attitude of teachers but moreover to participation of external experts.

From the results mentioned above is clear that there are few or no students from foreign countries who study international development and would be fundamental for multicultural environment at majority of chosen universities except CULS where this factor was evaluated as cardinal virtue.

Table 3: Evaluation of factors by currently enrolled students (CULS n=110, UPOL n=30, VŠE n=8, MENDELU n=10)

Evaluate following factors	Czech University of Life Sciences Prague		Palacký University in Olomouc		University of Economics, Prague		Mendel University in Brno	
	Average mark	Standard deviation	Average mark	Standard deviation	Average mark	Standard deviation	Average mark	Standard deviation
Quality of provided study materials	2,34	0,88	2,23	0,82	2,13	0,64	2,20	0,92
Quality and relevance of information and connection with reality in the field of international development and tropical agriculture	2,15	0,83	2,80	0,85	2,50	0,76	2,50	1,08
Language and lecturing skills of teachers	2,34	1,03	2,23	0,94	1,75	0,46	2,70	1,34
Attitude of the teachers towards students	1,95	0,78	1,47	0,63	1,38	0,52	1,80	0,42
Active interaction and participation during classes	2,24	0,86	2,07	0,64	2,25	1,16	2,50	1,27
New information usable in my future profession	2,27	0,90	2,60	0,93	2,63	1,06	2,00	1,05
Participation of external experts	2,85	1,09	1,87	0,82	2,25	1,04	1,80	0,79
Wider variety of offered programs and optional courses	2,55	1,07	2,10	0,99	3,38	0,92	2,20	1,14
Acquiring theoretical knowledge in the field	2,19	0,88	2,20	1,10	2,75	1,16	2,30	0,82
Acquiring professional practical skills during studies	2,65	1,04	3,43	0,73	3,88	0,64	2,40	1,07
Acquiring general competencies like skills of presenting, discussing or defending opinions	2,15	0,98	2,53	0,94	2,50	0,93	2,40	0,97
Gaining important contacts for future	2,88	1,15	3,13	1,01	3,88	0,35	2,70	1,25
Multicultural environment and international classmates	1,70	0,91	4,10	0,92	4,13	0,64	3,20	1,23
Gaining of scientific and research skills	2,23	0,83	3,00	1,23	2,63	0,52	2,90	1,66
Access to information regarding the organization of studies	2,25	0,93	2,10	0,84	1,75	0,71	2,30	0,95

Last question of this part was prepared as evaluation of extra programs which are offered for students and could show if the students are fond of such a programs and which of those have the best quality. Only students who participated in such a programs evaluated e.g. summer school, involvement in development projects or extra research works on scale from 1 to 5. The related Table 4. is divided according to chosen universities and includes data such as average mark and standard deviation which were calculated for each factor. Again for highlighting of students' satisfaction with single programs overall average, the best and the worst marks were calculated.

The average mark at all universities is from 2.1 at CULS to 3 at VŠE. Erasmus program was evaluated as the best at all universities. The worst evaluated program at CULS and MENDELU is internship and at UPOL the worst program is extra laboratory work. In case of VŠE the students are less satisfied in general with offered programs than at other universities. The worst evaluated programs are extra laboratory work, extra research work and also with excursions and practical training.

Table 4: Evaluation of extra programs by currently enrolled students (CULS n=110, UPOL n=30, VŠE n=8, MENDELU n=10)

Evaluate following extra programs	Czech University of Life Sciences Prague		Palacký University in Olomouc		University of Economics, Prague		Mendel University in Brno	
	Average mark	Standard deviation	Average mark	Standard deviation	Average mark	Standard deviation	Average mark	Standard deviation
Erasmus	1,65	0,83	1,40	0,71	2,00	1,73	1,57	0,98
Summer school	1,66	0,92	1,58	1,00	2,67	1,15	2,50	1,38
Involvement in development projects	1,98	0,88	2,00	0,75	3,00	1,41	1,88	1,46
Internship	2,55	1,13	2,06	1,12	3,00	1,41	2,75	1,26
Extra laboratory work	2,50	1,15	3,50	1,17	3,50	2,12	2,60	1,34
Extra research work	2,43	1,06	2,82	0,75	3,50	2,12	2,50	1,38
Excursions and practical training	2,13	0,87	2,08	0,81	3,50	2,12	2,44	1,42



### 5.1.2. Employment of students in the sector

This part of the questionnaire is dedicated to employment of students in the sector during their studies and to their expectations.

The Figure 5. describes whether the students already work in the sector of their studies or not. It is clear that more than half of students of the CULS, UPOL and MENDELU do not have a job in the sector of international development during their studies but at VŠE 38% of respondents work in the sector during their studies.

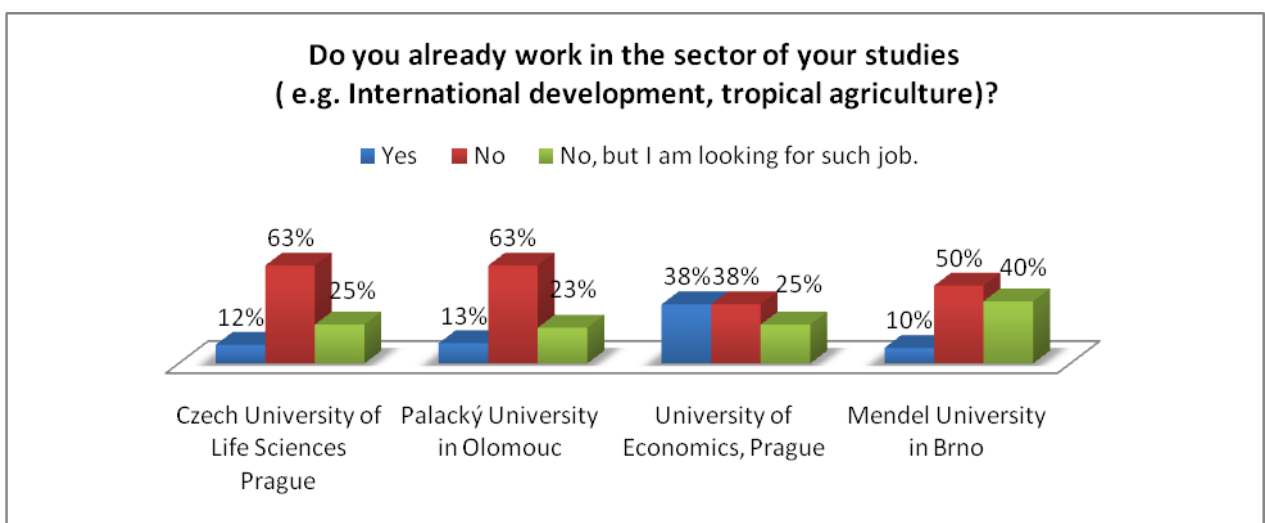


Figure 5: Employment of currently enrolled students in the sector of the study (CULS n=110, UPOL n=30, VŠE n=8, MENDELU n=10)

In the second part are expressed opinions of students about the difficulty of finding a job position in the sector of international development. Students could evaluate the difficulty by the scale ranged from 1 as the best mark to 5 as the worst mark. The result is described in Table 5. which is divided according to chosen universities and contains data such as average mark and standard deviation which were calculated for each factor.

According to the average mark which is nearly similar for each university in rate from 3.3. to 3.8. is possible to claim that students are inclined to the fact that finding a job position in the field is difficult.

Table 5: Difficulties of currently enrolled students with job searching in the field (CULS n=110, UPOL n=30, VŠE n=8, MENDELU n=10)

	Czech University of Life Sciences Prague		Palacký University in Olomouc		University of Economics, Prague		Mendel University in Brno	
	Average mark	Standard deviation	Average mark	Standard deviation	Average mark	Standard deviation	Average mark	Standard deviation
How difficult is to get the job in the sector of your studies ( e.g. International development, tropical agriculture) according to you?	3,52	0,85	3,53	0,68	3,75	0,89	3,30	1,16

Final part concentrates whether the students plan to work in the sector after their graduation. According to the Figure 6. is clear that more than half of students from all chosen universities plan to work in the sector or are inclined to work in the sector. Only in case of VŠE and MENDELU around 10% of students do not intend to work or do not plan to work in the sector.

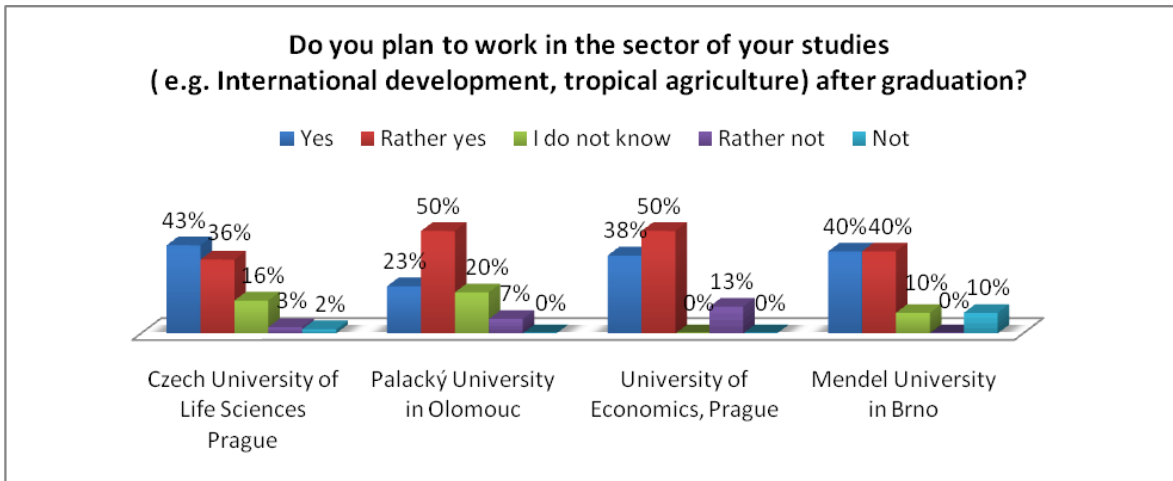


Figure 6: Plans for future job position in the sector (CULS n=110, UPOL n=30, VŠE n=8, MENDELU n=10)

## 5.2. Questionnaire for graduates who graduated in 2013 at Faculty of Tropical AgriSciences at Czech University of Life Sciences Prague

### 5.2.1. Satisfaction of graduates 2013 with quality of provided education

The main aim of this part of questionnaire for graduates 2013 was to find out their general satisfaction with provided study and evaluate the factor which influenced the way how education was provided to them.

To gain general opinion concerning contentment the graduates were asked by direct question for this feeling. The Figure 7. shows that majority of respondents are satisfied with their former studies.

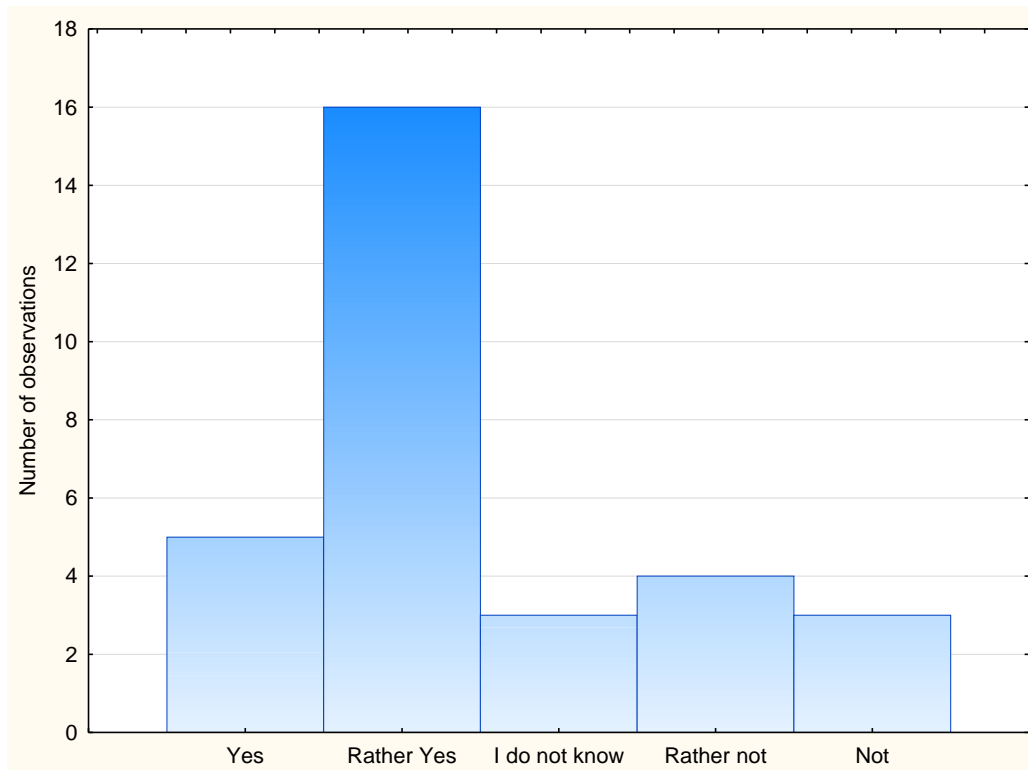


Figure 7: Satisfaction of graduates 2013 with study (n=31)

In another question graduates had to evaluate several factors which influence quality of the way of teaching such as information usable in profession, participation of external experts, wider variety of offered programs and optional courses etc.

The average mark given by graduates was 2.9. Worst mark was given to factor of acquiring professional practical skills during studies and again meeting international classmates received the best mark. This result confirms also the opinion of contemporary students that CULS has really good multicultural environment on the other hand the graduates does not think that they received sufficient practical skills during their studies, which may be a big disadvantage in future career.

Table 6: Evaluation of factors by graduates 2013 (n=31)

Evaluate following factors	Average mark	Standard deviation
Quality of provided study materials	3,03	0,75
Quality and relevance of information and connection with reality in the field of international development and tropical agriculture	2,48	0,93
Language and lecturing skills of teachers	3,26	0,89
Attitude of the teachers towards students	2,65	1,17
Active interaction and participation during classes	2,71	0,90
Information usable in my profession	3,00	1,00
Participation of external experts	3,16	1,07
Wider variety of offered programs and optional courses	3,19	1,25
Acquiring theoretical knowledge in the field	2,52	0,89
Acquiring professional practical skills during studies	3,48	1,06
Acquiring general competencies like skills of presenting, discussing or defending opinions	2,48	1,00
Gaining important contacts for future	3,35	1,45
Multicultural environment and international classmates	1,94	1,12

Another question dealing with extra programmes provided by faculty offered respondents opportunity to evaluate programs such as Internship, Erasmus, laboratory work etc. The average mark was 2.4 and the graduates were the most satisfied with Erasmus program which received the best mark and the worst evaluated program was internship with the worst mark. The highest standard deviation appears to be in case of Erasmus program. It is possibly caused by different experience of respondents from different countries which influenced their satisfaction with this program.

Table 7: Evaluation of extra programs by graduates 2013 (n=31)

Evaluate following extra programs	Average mark	Standard deviation
Erasmus	1,92	1,44
Summer school	1,87	1,19
Involvement in development projects	2,14	1,17
Internship	3,00	1,22
Extra laboratory work	2,89	1,27
Extra research work	2,17	1,11
Excursions and practical training	2,35	1,03

In this case the final question was aimed to evaluate how the study at the faculty prepared students for their job according to competencies such as knowledge, skills and abilities. Which can also specify the graduates satisfaction with provided education and approaches. Graduates could give 1 as maximal best mark and 5 as maximal worst mark. The table includes data such as standard deviation which were calculated for each factor. For highlighting of graduates' satisfaction with individual factors total average, the best and the worst marks were calculated. As a result the final average mark was 2.7 and from competencies general ability of searching and processing of information was evaluated by the best mark and on the other hand the worst mark was given to rational economic thinking.

Table 8: Evaluation of competencies of graduates 2013 gained during the study (n=31)

How has the university prepared you for your future job according to following competencies (knowledge, skills, abilities)	Average mark	Standard deviation
General university knowledge and understanding of current events	2,26	0,93
Knowledge related to selected study programs of tropical agriculture or international development	2,35	0,80
Special theoretical and methodological scientific and research knowledge and skills	2,32	1,01
Ability to put acquired knowledge into practice	2,87	1,15
Ability to use basic steps of research which are typical for the field of study	2,52	1,03
Language skills in foreign languages	2,77	1,18
IT skills	3,32	1,17
General ability of searching and processing of information	2,13	0,99
Ability of identifying and solving of problems	2,52	1,12
Ability of creative thinking	2,45	1,18
Presentation and writing skills	2,45	1,15
Ability to make independent decisions	2,71	1,16
Teamwork skills	2,58	1,26
Sense of responsibility and duties	2,58	1,15
Organization and management of people	3,06	1,06
Rational economic thinking	3,35	1,05
Communication skills	2,39	1,17
Ability to accommodate to changed circumstances and conditions	2,35	1,17
Ability to work in international environment	2,32	1,33
Technical qualification for your current or planned position	3,26	1,06

### 5.2.2. Employment of graduates 2013 in the sector

To find out situation of graduates several months after they finished their studies the respondents in this part answered questions aimed at their employment

In the Table 9. opinions of graduates about the difficulty of finding job position in the sector of international development are expressed. The majority of graduates responded negatively which is proved by average mark 3.8 which proves the concerns expressed by contemporary students that finding job in the sector after graduation is difficult.

Table 9: Difficulties of graduates 2013 with job searching in the field right after graduation (n=31)

How difficult is to get the job in the sector of your studies ( e.g. International development, tropical agriculture) the studies are according to you?	Average mark	Standard deviation
	3,84	0,82

Following Figure 8. express the graduates employment in the sector after graduation. It occurs that 13% of all respondents work in the field of their studies. Other 55% of graduates work in different sectors such as services and administration and the rest 32% does not have a job. According to this result it is certain that really small number of students find job in the sector of international development after their graduation.

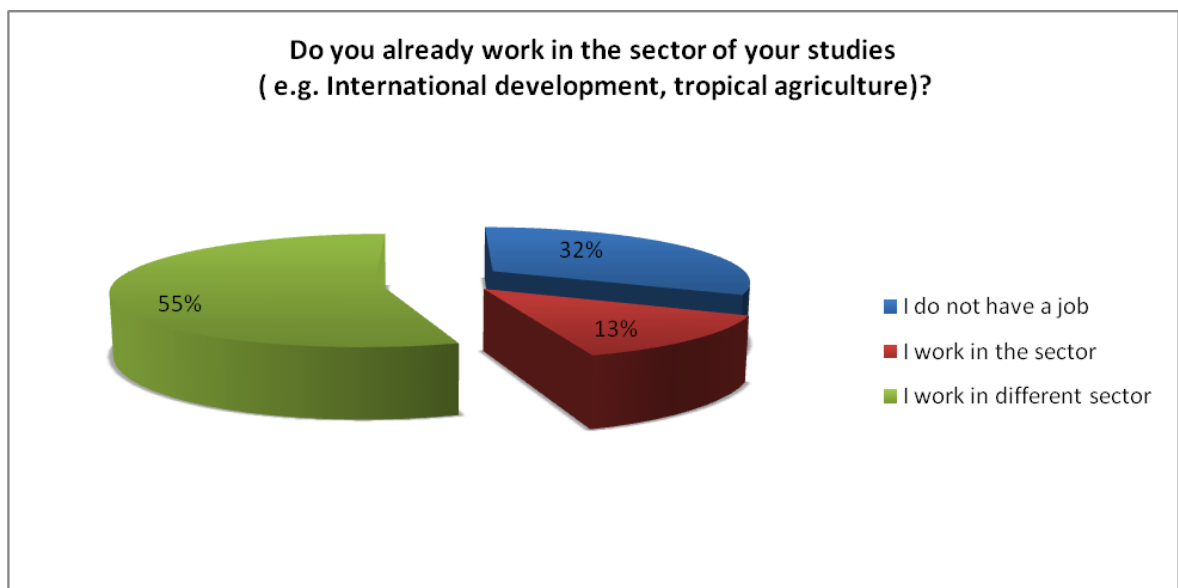


Figure 8: Employment of graduates 2013 in the sector (n=31)



The Figure 9. shows graduates responses to final question asking for obstacles which the graduates see in working in the sector of international development. The majority of graduates chose four main answers from nine possibilities. Those four main obstacles are lack of employment opportunities (almost one third of graduates), underpaid jobs, lack of practical experience which graduates have right after their graduation and lack of access to information regarding job procurement.

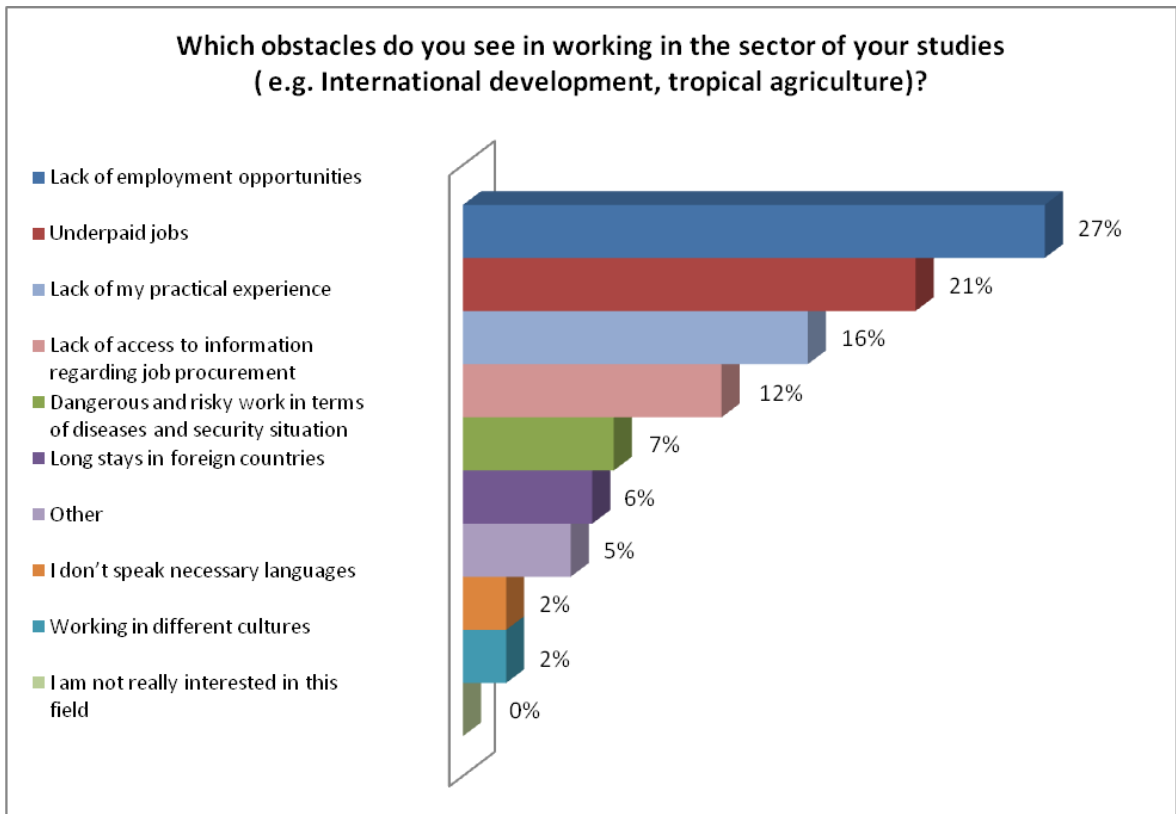


Figure 9: Obstacles in working in the sector of studies of graduates 2013 (n=31)

### 5.3. Questionnaire for graduates who graduated before 2013 at Faculty of Tropical AgriSciences at Czech University of Life Sciences Prague

#### 5.3.1. Satisfaction of graduates with quality of provided education

This part focuses on the satisfaction of graduates with already mentioned factors and programs.

The Figure 10. shows graduates' responses to the question about general satisfaction with their former studies. It is possible to say that bigger half of graduates is inclined to be satisfied.

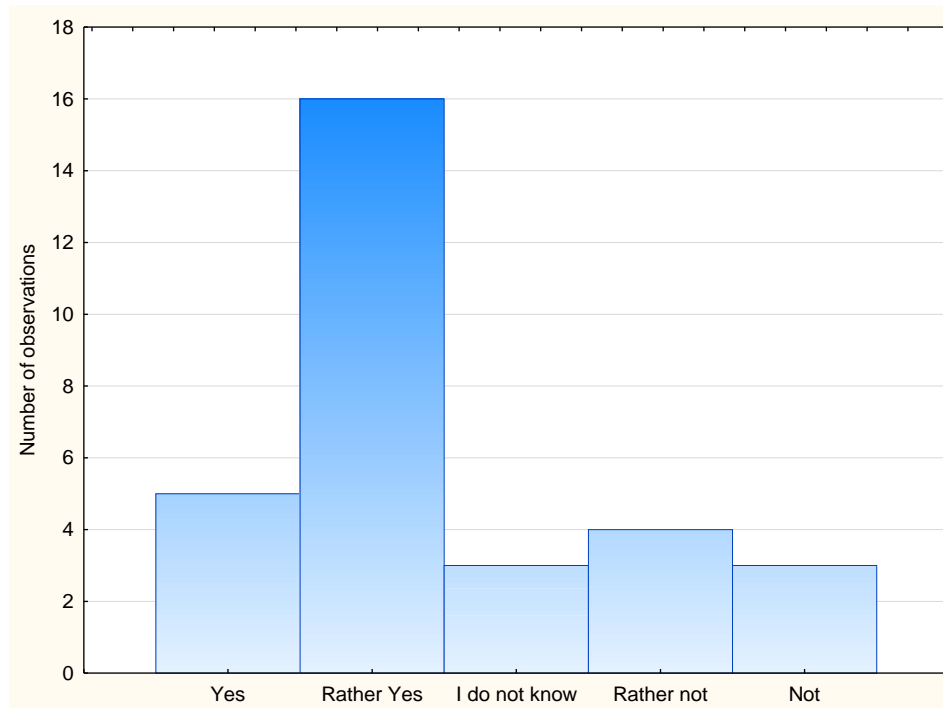


Figure 10: Satisfaction of graduates with study (n=14)

The second question asked graduates to retrospectively evaluate several factors which influenced quality of the way of teaching during their studies.

The average mark given by graduates was 2.9. Worst mark 3.6 was given to factor of participation of external experts. By the best mark 2 once again the international classmates and multicultural environment was evaluated. This result contributes to previous responses of contemporary students and graduates 2013 that the CULS has very well developed multicultural environment but in comparison with graduates 2013 the graduates were not satisfied with insufficient participation of external experts.

Table 10: Evaluation of factors by graduates (n=14)

Evaluate following factors	Average mark	Standard deviation
Quality of provided study materials	3,43	0,65
Quality and relevance of information and connection with reality in the field of international development and tropical agriculture	2,93	0,73
Language and lecturing skills of teachers	3,14	0,95
Attitude of the teachers towards students	2,21	1,05
Active interaction and participation during classes	2,43	0,65
Information usable in my profession	2,71	0,91
Participation of external experts	3,64	0,93
Wider variety of offered programs and optional courses	2,86	1,10
Acquiring theoretical knowledge in the field	3,00	1,11
Acquiring professional practical skills during studies	3,36	1,01
Acquiring general competencies like skills of presenting, discussing or defending opinions	2,71	0,99
Gaining important contacts for future	3,29	0,91
Multicultural environment and international classmates	2,00	0,96

Results of question concentrated on evaluation of extra programmes provided by faculty are described in Table 11. The average mark was 2. By the best mark 1 the Erasmus program was evaluated which affirms that the Erasmus program is the best provided program according to contemporary students and graduates. The worst mark 3 was given to internship.

Table 11: Evaluation of extra programs by graduates (n=14)

Evaluate following extra programs	Average mark	Standard deviation
Erasmus	1,38	0,74
Summer school	2,00	1,41
Involvement in development projects	2,57	1,27
Internship	3,17	1,33
Extra laboratory work	2,00	0,89
Extra research work	2,67	0,82
Excursions and practical training	2,63	1,41

Results of final question engaged in the evaluation of preparation which is usable for respondents' job are expressed in Table 12. In this case the average mark

was 2.5. What is concerning the best mark 1.7 this was given to ability to work in international environment which could be based on the multicultural and international environment at the faculty during the studies of the graduates. On the other hand the respondents think they did not gain any usable IT skills for their job and evaluated this factor with the worst mark 3.4.

Table 12: Evaluation of competencies of graduates gained during the study (n=14)

How has the university prepared you for your future job according to following competencies (knowledge, skills, abilities)	Average mark	Standard deviation
General university knowledge and understanding of current events	2,43	0,65
Knowledge related to selected study programs of tropical agriculture or international development	2,50	0,85
Special theoretical and methodological scientific and research knowledge and skills	2,50	0,85
Ability to put acquired knowledge into practice	2,79	0,70
Ability to use basic steps of research which are typical for the field of study	2,50	0,76
Language skills in foreign languages	2,71	1,14
IT skills	3,43	0,85
General ability of searching and processing of information	2,57	0,76
Ability of identifying and solving of problems	2,64	0,50
Ability of creative thinking	2,50	1,09
Presentation and writing skills	2,36	1,01
Ability to make independent decisions	2,43	0,51
Teamwork skills	2,43	1,09
Sense of responsibility and duties	2,50	0,94
Organization and management of people	2,50	0,94
Rational economic thinking	2,64	1,01
Communication skills	2,21	0,97
Ability to accommodate to changed circumstances and conditions	2,36	0,74
Ability to work in international environment	1,71	0,83
Technical qualification for your current or planned position	2,93	1,14

### 5.3.2. Employment of graduates in the sector

This part of questionnaire maps the employment situation of graduates several years after their graduation. The first question aimed at marking the level of difficulty in finding job position in the sector of international development is described in the Table 13. The graduates responded with average mark 3.4 which is little bit less negative than the mark given by graduates 2013 (3.8) and shows that it is easier to find job in the sector in the long run than right after graduation though it still points that to find job in the sector is difficult.

Table 13: Difficulties of graduates with job searching in the field of study (n=14)

How difficult is to get the job in the sector of your studies ( e.g. International development, tropical agriculture) the studies are according to you?	Average mark	Standard deviation
	3,43	1,02

Another question expressed in Figure 11. shows that situation of graduates several years after graduation is completely different than right after the graduation. Majority of graduates work in the sector, small number work in different sector and minimum of graduates do not have a job.

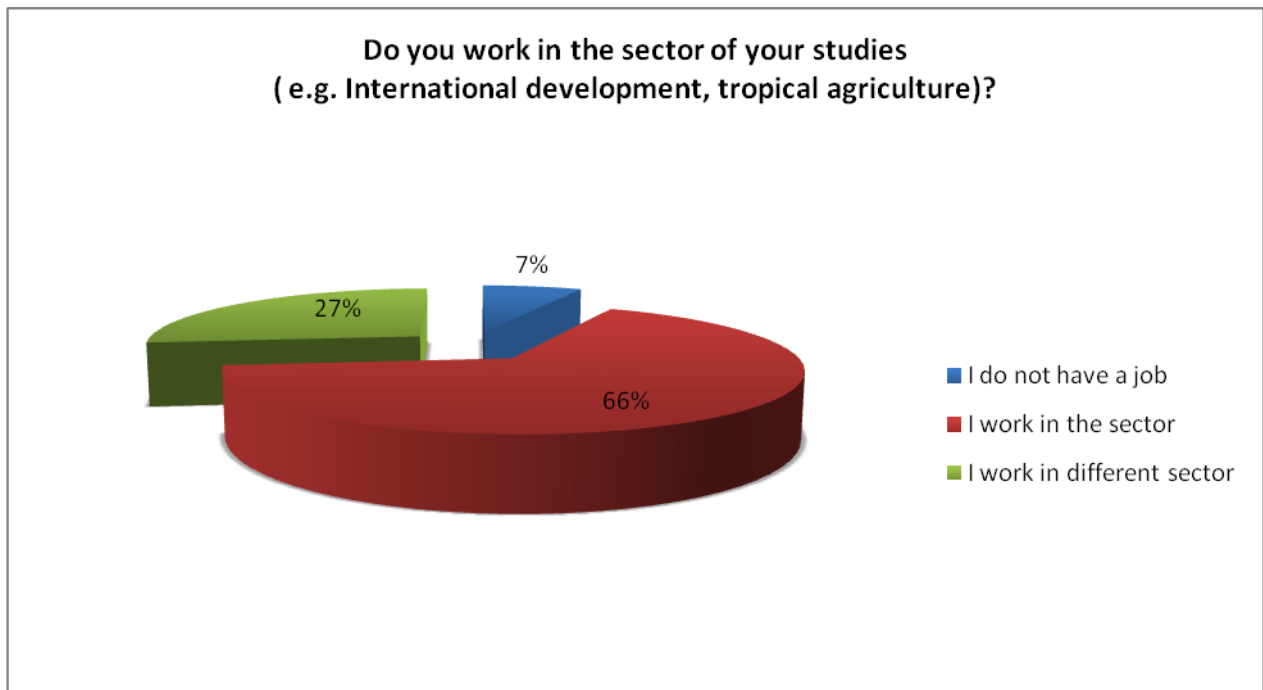


Figure 11: Employment of graduates in the sector (n=14)

The final question points the responses of graduates about factors which limit the employment in the sector of studies. From the offered factors is possible to choose four main factors which are lack of practical experience, underpaid jobs, lack of employment opportunities and that the graduates do not speak languages which are necessary for the job. What is concerning the most significant factors in comparison with graduates 2013 who as the major obstacle see the lack of employment opportunities the graduates who graduated in years before 2013 think that the major limitation is lack of their practical experience. However both groups

agreed on the second significant limitation which points that the job positions in the sector are underpaid which means that the employment in the sector is not so attractive.

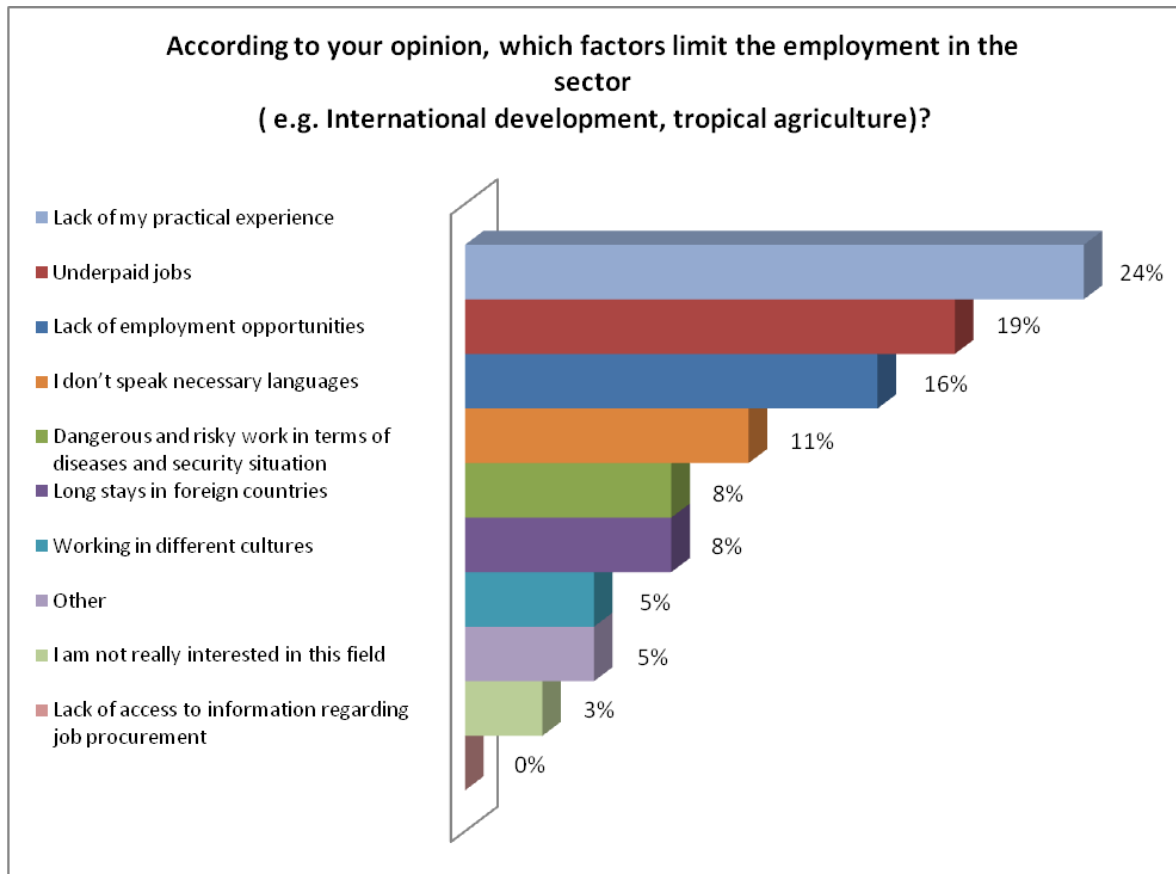


Figure 12: Factors limiting the employment of graduates in the sector of studies (n=14)

## 6. DISCUSSION

This thesis contributes to the evaluation of higher education at four front universities in the Czech Republic in the field of international development on the basis of opinions of currently enrolled students, graduates who finished their studies in 2013 and graduates who graduated before 2013. The final results though can not be considered as representative results for the whole field of higher education for international development in the Czech Republic because each university have completely different organisation of its bodies which provide this kind of education. For example at CULS the education for international development is provided by the whole faculty with different study programs aimed at this field and on the other hand at the rest of universities which were surveyed is this education provided only by single department, single study program or even just by minor specialisation. Also due to this fact the comparison of universities was not possible since this disproportion caused disparity of surveyed samples. Another significant obstacle was inability of contacting graduates at three from the four universities. Based on the communication with representatives of surveyed university bodies was found out that the contacting of graduates is very complicated or even that they were not able to contact them so complete evaluation was possible just in case of CULS. In any case this fact points that universities do not keep any contact with graduates so probably they are not able to carry on self-evaluation based on feedback from graduates which means that the measurement of their quality as value added is not possible and also it shows the lack of interest in graduates situation.

What is concerning currently enrolled students at all surveyed universities, majority of them seems to be satisfied with their studies and also with factors influencing quality of provided education as they are mentioned in the table 3. The students at CULS are really satisfied with multicultural environment and international classmates on the other hand at the rest of universities this factor was evaluated as the worst. This can be caused by the difference in the size of university body which is probably connected to the attractiveness meaning that the CULS unlike other universities can attract students from abroad because it includes specialized faculty with wide range of study programs focused on this field providing teaching in

English. Also the attractiveness can be increased by the multicultural environment itself because it is obviously developing and also can be the cause of attractiveness. Nevertheless the best factor evaluated at other universities is attitude of the teachers toward students which proves the matter of size of university body because teachers can devote themselves to students better when the students are in smaller number. At majority of chosen universities the students are satisfied with offer of extra programs except at VŠE where students evaluated extra programs with the worst result from all universities. The reason for this result is provision of education for international development just by minor specialisation which suggests that possibly the students of minor specialisation do not have such opportunities as students of proper study programs. The most evaluated program at all universities was Erasmus program which is understandable because the students who participate in the Erasmus program have the opportunity to stay in foreign country and meet students from the whole world. On the other hand the worst evaluated programs were extra laboratory work, extra research work and excursions and practical training at VŠE this is probably again the result of organisation of education for international development just into minor specialisation to which management of whole university do not attach great value. What is concerning employment of students in the field during their studies only small percentage of students from chosen universities work in the sector of the studies which is probably caused by lack of part-time job opportunities for students in this sector. This statement is also supported by the fact that majority of students consider finding of job in the sector really difficult still more than half of them plan to work in the sector. The desire to work in the sector even if there are problems with employment shows that those who study international development are really interested in the field which is also shown in the table 3. However the lack of employment in the field of study is not only the problem of the field of international development but also other fields. This fact is confirmed by results of REFLEX 2010 which pointed that less than 30% of students were employed in the field during their studies. This concerned the fields such as health service, forestry or technical fields etc.

In case of evaluation of quality of education at CULS from perspective of graduates is clear that situation has got better because graduates from year 2013 are more retrospectively satisfied with studies than graduates before 2013. Both groups



of graduates are inclined to be rather satisfied with factors influencing their studies and confirm the opinions of currently enrolled students by evaluating multicultural environment of university as the best factor which is still getting better as it is proved in table 2. The worst evaluated factor in case of graduates 2013 was factor of acquiring professional practical skills during studies which is surely connected to another worst evaluated factor which is internship. It means that if graduates who finished in 2013 had limited opportunity for internship they were not able to gain much professional practical skills. The graduates before 2013 evaluated as the worst factor the participation of external experts and as the worst extra offered program the internship was again evaluated. Again these two points can be connected due to the fact that if university was not able to provide sufficient internship for its students at that time it could mean that there was not much connection to the companies in this field which could influenced the participation of external experts. Although the situation has already got better according to average marks given by current students of the university the internship still remains worst evaluated. Both groups of graduates confirmed the opinion of current students that Erasmus program is the best and proper program provided by universities. It also occurred that both groups of graduates are rather satisfied with competencies which they gained during their studies and the most valuable of these competencies according to graduates 2013 is general ability of searching and processing of information which is probably the result of the academic drill connected to presentations and essays which are required during the studies for e.g. credit. On the other hand the graduates evaluated the benefit of rational economic thinking as the worst however this is based on the fact that majority of graduates 2013 who responded to this questionnaire studied mainly courses of study which are not primarily aimed at agriculture economy. In case of graduates before year 2013 the respondents are the most satisfied with ability to work in international environment which surely originate in the multicultural environment. The worst evaluated competency was IT skills which are usable for current job position of graduates though this result does not testify anything because the graduates can do the work requiring unusable specific IT skills which are not provided by the courses for international development where IT skills are not the main content. As for employment of graduates 2013 they consider that finding job in the sector of their studies is really difficult because of lack of employment

opportunities, underpaid jobs, lack of practical experience and lack of access to information regarding job procurement. These obstacles result from the situation of graduates after the graduation because they come to the labour market where the job opportunities are obviously limited and the job positions in the sector are underpaid. Taking into consideration that the graduates 2013 according to their responses did not gain any valuable contacts for the future during their studies which can be connected to the information about job procurement and with lack of practical experience which can be result of insufficient offer of internship during the studies must be clear that the situation right after the graduation is not optimistic. Output of mentioned problems is that more than half of graduates 2013 work in different sector, only few of them work in the sector and the rest does not have a job several months after their graduation. The graduates who finished university before year 2013 answered a bit more positive as far as the difficulty of finding the job in the sector is concerned nevertheless they still think that it is difficult. The graduates see the main obstacle in the lack of their practical experience which can be caused by the lack of employment opportunities and also by already mentioned insufficient offer of internship during the studies. Finally both groups agreed on the second significant limitation pointing at underpaid job positions which means that the employment in the sector is not so attractive. Despite mentioned facts the situation of graduates before 2013 is completely different than the situation of graduates 2013 because majority of them work in the sector small number work in different sector and minimum of graduates do not have a job. This can be result of integration of graduates into labour market where they can get contacts after some time and finally can find job in the field.

## 7. CONCLUSION

The quality of learning at colleges and universities and the quality of higher education as whole become really important issue nowadays. Its importance is not reflected only in attractiveness and popularity of university or college but also in employment and abilities of students and graduates of these institutions. In spite of its importance the quality in higher education is not much defined and scientific opinions about the factor are still developing and also governments try to set standards to define and measure quality in higher education. Five popular ways of determination of quality in higher education were so far developed. In mentioned ways the quality is determined as endurance which means that quality institution can be measured according to its lifespan, than according to luxury and prestige which are connected with how modern and rich the background provided by institution is. Another way is quality determined by requirements which is the most widespread approach especially in European Union. It allows mentioned determination of quality reduction of quality by a set of specified features or attributes declared by government or university and which are necessary to achieve. The fourth was is quality connected to improvement pointing that universities should do their best to reach the fastest rate of improvement and innovation in all aspects and quality as value added. The last mentioned way should be considered as the most significant one because it determines position and success of students on labour market. That means if students work in the field which they studied and if the university prepared them sufficiently and provided them skills, contacts and abilities which they can use in practice. Simply speaking the quality is here defined by satisfaction of students and graduates' feeling whether they gained necessary skills for their profession from the institution.

The quality in higher education is important for all fields and also in the field of international development in which can support the preparation of experts who are going to contribute to the future of developing countries. Even if this field has been becoming more and more important since sixties of twentieth century and nowadays is relatively actual, there is no straight definition how the higher education for this field should look like and what exactly should be included in the preparation

of future experts. Form of this kind of education differs from university to university and from country to country which is also caused by the developing countries where the countries run their projects.

According to results of this diploma thesis is possible to claim that the quality of education for international development at chosen universities is better than average though there are gaps from which the most significant one is preparation of students for practice. This problem roots in insufficient cooperation of universities with institutions which are engaged in the field of international development. For example at CULS the graduates pointed at lack of practical preparation for future profession. Therefore the universities should aim at improvement of cooperation with institutions or companies from the field which could provide part-time job and internship opportunities for students during their studies or more experts participating in teaching. This could help to improve the future situation of students who study this kind of education not only by better practical training but also by important contacts which could contribute to future employment. This situation is probably better in European Union according to mentioned examples of universities which are able to point exact positions for their graduates. On the other hand the responses of contemporary students confirm that this factor is already improving in the Czech Republic.

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## **ANNEXES**

- Annex 1: Example of questionnaire for currently enrolled students from Palacký University Olomouc
- Annex 2: Example of questionnaire for graduates 2013 from Czech University of Life Sciences Prague
- Annex 3: Example of questionnaire for graduates before 2013 from Mendel University Brno

**Annex 1: Example of questionnaire for currently enrolled students from  
Palacký University Olomouc**

Dear respondents,

I am student of Faculty of Tropical AgriSciences at Czech University of Life Sciences Prague and I would like to ask you to express your opinions about quality of studies at Department of Development Studies at the Faculty of Science, Palacký University in Olomouc.

This questionnaire is absolutely anonymous and will be used only for my diploma thesis - "Quality of formal education for international development in EU and the Czech Republic".

This questionnaire is intended for currently enrolled students only.

In some questions you can choose more than one option but not more than three!!!!

Thank you very much for your time.

Yours faithfully

Vít Ledvinka

2nd year SRD study program.

- 1) **Gender**
  - a) Male
  - b) Female
  
- 2) **Nationality**
  
- 3) **Study programme**
  - a) Bachelor /Under-graduate/
  - b) Master /Graduate/
  - c) Doctorate /Ph.D./
  
- 4) **In which grade do you study your study programme?**
  - a) 1. Grade
  - b) 2. Grade
  - c) 3. Grade
  
- 5) **Course of study.**
  - a) Bachelor – Mezinárodní rozvojová studia
  - b) Bachelor – Environmentální studia a udržitelný rozvoj
  - c) Master – Mezinárodní rozvojová studia
  - d) Master – International Development Studies
  - e) Doctorate – Mezinárodní rozvojová studia
  
- 6) **Was the Department of Development Studies your first choice or was it only alternative choice?**
  - a) The first choice.
  - b) Alternative choice.
  
- 7) **Why have you chosen this department? Do not forget to choose not more than three options!**
  - a) I am interested in the topic.
  - b) I did not know what else to choose.
  - c) I want to gain degree in an easy study programme.
  - d) I think the field of study has a potential for interesting job.
  - e) I want to work abroad.
  - f) Other:

**8) Are you satisfied in general with the Department of Development Studies?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not

**9) Evaluate following factors**

*Mark 1-5. 1 = the best, 5 = the worst*

- a) Quality of provided study materials. 1 2 3 4 5
- b) Quality and relevance of information and connection with reality in the field of international development and tropical agriculture. 1 2 3 4 5
- c) Language and lecturing skills of teachers. 1 2 3 4 5
- d) Attitude of the teachers towards students. 1 2 3 4 5
- e) Active interaction and participation during classes. 1 2 3 4 5
- f) New information usable in my future profession. 1 2 3 4 5
- g) Participation of external experts. 1 2 3 4 5
- h) Wider variety of offered programs and optional courses. 1 2 3 4 5
- i) Acquiring theoretical knowledge in the field. 1 2 3 4 5
- j) Acquiring professional practical skills during studies. 1 2 3 4 5
- k) Acquiring general competencies like skills of presenting discussion or defending opinions. 1 2 3 4 5
- l) Gaining important contacts for future. 1 2 3 4 5
- m) Multicultural environment and international classmates. 1 2 3 4 5
- n) Gaining of scientific and research skills. 1 2 3 4 5
- o) Access to information regarding the organisation of studies. 1 2 3 4 5

**10) Evaluate following extra programmes which are offered for students of the department. Do not fill this question if you do not have opinion or you have not participated. However, even if you have not participated your opinion is still welcomed.**

*Mark 1-5. 1 = the best, 5 = the worst*

- a) Erasmus 1 2 3 4 5
- b) Summer school 1 2 3 4 5

- |  |           |
|--|-----------|
| c) Involvement in development projects | 1 2 3 4 5 |
| d) Internship                          | 1 2 3 4 5 |
| e) Extra laboratory work               | 1 2 3 4 5 |
| f) Extra research work                 | 1 2 3 4 5 |
| g) Excursions and practical training   | 1 2 3 4 5 |

**11) Do you work or study at other faculty or university except Department of Development Studies?**

- a) I work.
- b) I study other faculty.
- c) I study other university.

**12) Do you already work in the sector of your studies (e.g. International development, tropical agriculture)?**

- a) Yes
- b) No
- c) No, but I am looking for such job.

**13) Do you plan to work in the sector of your studies (e.g. International development, tropical agriculture) after graduation?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not

**14) What major imperfections do you see in study at the department?**

*Write not more than three imperfections.*

**15) What major positives do you see in study at the department?**

*Write not more than three positives*

**16) How difficult is to get the job in the sector of your studies (e.g. International development, tropical agriculture) according to you?**

*Mark 1-5. 1 = very easy, 5 = very difficult*

1 2 3 4 5

**17) Would you recommend this department to your friend?**

- a) Yes
- b) Rather yes
- c) I do not know
- d) Rather not
- e) Not



**Annex 2: Example of questionnaire for graduates 2013 from Czech University of Life Sciences Prague**

Dear respondents,

I am student of Faculty of Tropical AgriSciences and I would like to ask you to express your opinions about quality of studies at this faculty in terms of quality of preparation for your professional career.

This questionnaire is absolutely anonymous and will be used only for my diploma thesis - "Quality of formal education for international development in EU and the Czech Republic". At the same time, the questionnaire is distributed with assistance from the management of the faculty and your answers will be taken into regard as important feedback from graduates.

This questionnaire is intended for recent graduates (B.Sc. or M.Sc. Graduation in 2013) who do not continue with their studies and started their professional career. In some questions you can choose more than one option but not more than three!!!!

Thank you very much for your time.

Yours faithfully

Vít Ledvinka

2nd year SRD study program.

**1) Gender**

- a) Male
- b) Female

**2) Nationality**

**3) The highest study level you achieved.**

- a) Bachelor
- b) Master
- c) Doctorate

**4) Your final study programme in which you graduated.**

- a) Bachelor – Tropical and Subtropical Agriculture /Zemědělství tropů a subtropů/
- b) Bachelor – Sustainable development in Tropics and Subtropics /Trvale udržitelný rozvoj tropů a subtropů/
- c) Master – Animal and Food Sciences in Tropics and Subtropics
- d) Master – International Economic Development
- e) Master – Management of Wild Animals and their Breeding in the Tropics and Subtropics
- f) Master – Sustainable Rural Development in the Tropics and Subtropics
- g) Master – Tropical Crop Management and Ecology
- h) Master – Tropical Forestry and Agroforestry
- i) Doctorate – Agriculture in Tropics and Subtropics /Zemědělství tropů a subtropů/
- j) Doctorate – Sustainable Rural Development /Trvale udržitelný rozvoj/

**5) Was FTA your first choice of acquiring university degree or was it only alternative choice?**

- a) The first choice
- b) Alternative choice

**6) Why did you choose the faculty? Do not forget to choose not more than three options!**

- a) I was interested in the topic.
- b) I did not know what else to choose.
- c) I wanted to gain degree in an easy study programme.
- d) I thought the field of study has a potential for interesting job.

- e) I wanted to work abroad.
- f) Other:

**7) Did you feel satisfied in general with study at FTA?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not

**8) Evaluate following factors.**

*Mark 1-5. 1 = the best, 5 = the worst*

- |   |           |
|---|-----------|
| a) Quality of provided study materials.   | 1 2 3 4 5 |
| b) Quality and relevance of information and connection with reality in the field of international development and tropical agriculture. | 1 2 3 4 5 |
| c) Language and lecturing skills of teachers.   | 1 2 3 4 5 |
| d) Attitude of the teachers towards students.   | 1 2 3 4 5 |
| e) Active interaction and participation during classes.   | 1 2 3 4 5 |
| f) Information usable in my profession.   | 1 2 3 4 5 |
| g) Participation of external experts.   | 1 2 3 4 5 |
| h) Wider variety of offered programs and optional courses.  | 1 2 3 4 5 |
| i) Acquiring theoretical knowledge in the field.  | 1 2 3 4 5 |
| j) Acquiring professional practical skills during studies.  | 1 2 3 4 5 |
| k) Acquiring general competencies like skills of presenting discussion or defending opinions.   | 1 2 3 4 5 |
| l) Gaining important contacts for future.   | 1 2 3 4 5 |
| m) Multicultural environment and international classmates.  | 1 2 3 4 5 |

**9) Evaluate following extra programmes which are offered for students of the faculty.**

**Do not fill this question if you do not have opinion or you have not participated.**

**However, even if you have not participated your opinion is still welcomed.**

*Mark 1-5. 1 = the best, 5 = the worst*

- |  |           |
|--|-----------|
| a) Erasmus                             | 1 2 3 4 5 |
| b) Summer school                       | 1 2 3 4 5 |
| c) Involvement in development projects | 1 2 3 4 5 |

- |  |           |
|--|-----------|
| d) Internship  | 1 2 3 4 5 |
| e) Extra laboratory work                               | 1 2 3 4 5 |
| f) Extra research work                                 | 1 2 3 4 5 |
| g) Excursions and practical training outside of campus | 1 2 3 4 5 |

**10) Did you take part in e.g. project, short-term attachment in NGO or laboratory in the Czech Republic etc. During your studies?**

- a) Yes (*Go to questions 11 and 12*)  
 b) No (*Go to question 13*)

**11) Write how long it lasted.**

**12) Choose whether the project or short-term attachment etc. was arranged by FTA or by you.**

- a) Arranged by FTA.  
 b) Arranged by myself.

**13) How has the university prepared you for your future job according to following competencies (knowledge, skills and abilities)?**

*Mark 1-5. 1= the best, 5 = the worst*

- |   |           |
|---|-----------|
| a) General university knowledge and understanding of current events.                                  | 1 2 3 4 5 |
| b) Knowledge related to selected study programs of tropical agriculture or international development. | 1 2 3 4 5 |
| c) Special theoretical and methodological scientific and research knowledge and skills.               | 1 2 3 4 5 |
| d) Ability to put acquired knowledge into practice.   | 1 2 3 4 5 |
| e) Ability to use basic steps of research which are typical for the field of study.                   | 1 2 3 4 5 |
| f) Language skills in foreign languages.  | 1 2 3 4 5 |
| g) IT skills.   | 1 2 3 4 5 |
| h) General ability of searching and processing of information.  | 1 2 3 4 5 |
| i) Ability of identifying and solving of problems.  | 1 2 3 4 5 |
| j) Ability of creative thinking.  | 1 2 3 4 5 |
| k) Presentation and writing skills.   | 1 2 3 4 5 |

- |   |           |
|---|-----------|
| l) Ability to make independent decisions.                             | 1 2 3 4 5 |
| m) Teamwork skills.   | 1 2 3 4 5 |
| n) Sense of responsibility and duties.                                | 1 2 3 4 5 |
| o) Organization and management of people.                             | 1 2 3 4 5 |
| p) Rational economic thinking.  | 1 2 3 4 5 |
| q) Communication skills.  | 1 2 3 4 5 |
| r) Ability to accommodate to changed<br>circumstances and conditions. | 1 2 3 4 5 |
| s) Ability to work in international environment.                      | 1 2 3 4 5 |
| t) Technical qualification for your current or<br>planned position.   | 1 2 3 4 5 |

**14) What major imperfections did you see in studies at the faculty?**

*Write not more than three imperfections.*

**15) What major positives did you see in studies at the faculty?**

*Write not more than three positives.*

**16) How difficult is to get the job in the sector of your studies (e.g. International development, tropical agriculture)?**

*Mark 1-5. 1 = very easy, 5 = very difficult*

1 2 3 4 5

**17) Do you already work in the sector of your studies (e.g. International development, tropical agriculture)?**

- a) I do not have a job. *(Go to question 20)*
- b) I work in the sector. *(Go to question 19)*
- c) I work in different sector. *(Go to question 18)*

**18) If you work in different sector (Question 17), write in which sector you work.**

**19) If you work in the sector of your studies in which part?**

- a) International development (NGOs, International organisations, Governmental structures).
- b) Private business oriented on international trade, international relations.
- c) Research institutions.

- d) Working directly for any organisation in developing country.
- e) Other:

**20) If you do not work in the sector of your studies (e.g. International development, tropical agriculture), do you plan to work in the sector?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not

**21) Which obstacles do you see in working in the sector of your studies (e.g. International development, tropical agriculture)?**

*Choose not more than three answers.*

- a) Lack of employment opportunities.
- b) Underpaid jobs.
- c) Dangerous and risky work in terms of diseases and security situation.
- d) Long stays in foreign countries.
- e) Working in different cultures.
- f) I do not speak necessary languages.
- g) Lack of my practical experience.
- h) Lack of access to information regarding job procurement.
- i) I am not really interested in this field.
- j) Other.

**Annex 3: Example of questionnaire for graduates before 2013 from Mendel University Brno**

Dear respondents,

I am student of Faculty of Tropical AgriSciences at Czech University of Life Sciences Prague and I would like to ask you to express your opinions about quality of studies of your study programme Management of Natural Resources in the Tropics and Subtropics at the Faculty of Forestry and Wood Technology.

This questionnaire is absolutely anonymous and will be used only for my diploma thesis - "Quality of formal education for international development in EU and the Czech Republic".

This questionnaire is intended for former graduates (B.Sc., Graduation before 2013). In some questions you can choose more than one option but not more than three!!!!

Thank you very much for your time.

Yours faithfully

Vít Ledvinka

2nd year SRD study program.

**1) Gender**

- a) Male
- b) Female

**2) Nationality**

**3) Was the study programme your first choice or was it only alternative choice?**

- a) The first choice
- b) Alternative choice

**4) Why did you choose this study programme? Do not forget to choose not more than three options!**

- a) I was interested in the topic.
- b) I did not know what else to choose.
- c) I wanted to gain degree in an easy study programme.
- d) I thought the field of study has a potential for interesting job.
- e) I wanted to work abroad.
- f) Other:

**5) Did you feel satisfied in general with study of Management of Natural Resources in the Tropics and Subtropics?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not

**6) Evaluate following factors.**

*Mark 1-5. 1 = the best, 5 = the worst*

- a) Quality of provided study materials 1 2 3 4 5
- b) Quality and relevance of information and connection with reality in the field of international development and tropical agriculture. 1 2 3 4 5
- c) Language and lecturing skills of teachers. 1 2 3 4 5
- d) Attitude of the teachers towards students. 1 2 3 4 5
- e) Active interaction and participation during classes. 1 2 3 4 5



- f) Information usable in my profession. 1 2 3 4 5
- g) Participation of external experts. 1 2 3 4 5
- h) Wider variety of offered programs and optional courses. 1 2 3 4 5
- i) Acquiring theoretical knowledge in the field. 1 2 3 4 5
- j) Acquiring professional practical skills during studies. 1 2 3 4 5
- k) Acquiring general competencies like skills of presenting discussion or defending opinions. 1 2 3 4 5
- l) Gaining important contacts for future. 1 2 3 4 5
- m) Multicultural environment and international classmates. 1 2 3 4 5

**7) Evaluate following extra programmes which are offered for students of Management and Natural Resources in the Tropics and Subtropics by the Faculty of Forestry and Wood Technology. Do not fill this question if you do not have opinion or you have not participated. However, even if you have not participated your opinion is still welcomed.**

*Mark 1-5. 1 = the best, 5 = the worst*

- a) Erasmus 1 2 3 4 5
- b) Summer school 1 2 3 4 5
- c) Involvement in development projects 1 2 3 4 5
- d) Internship 1 2 3 4 5
- e) Extra laboratory work 1 2 3 4 5
- f) Extra research work 1 2 3 4 5
- g) Excursions and practical training outside of campus 1 2 3 4 5

**8) Did you take part in e.g. project, short-term attachment in NGO or laboratory in the Czech Republic etc. during your studies?**

- a) Yes (*Go to questions 9 and 10*)
- b) No (*Go to question 11*)

**9) Write how long it lasted.**

*E.g. 3 months*

**10) Choose whether the project or short-term attachment etc. was arranged by the Faculty of Forestry and Wood Technology or by you.**

- a) Arranged by the Faculty of Forestry and Wood Technology.
- c) Arranged by myself.

**11) How has the university prepared you for your future job according to following competencies (knowledge, skills, abilities)?**

*Mark 1-5. 1= very well, 5 = poorly*

- |   |           |
|---|-----------|
| a) General university knowledge and understanding of current events.                                  | 1 2 3 4 5 |
| b) Knowledge related to selected study programs of tropical agriculture or international development. | 1 2 3 4 5 |
| c) Special theoretical and methodological scientific and research knowledge and skills.               | 1 2 3 4 5 |
| d) Ability to put acquired knowledge into practice.   | 1 2 3 4 5 |
| e) Ability to use basic steps of research which are typical for the field of study.                   | 1 2 3 4 5 |
| f) Language skills in foreign languages.  | 1 2 3 4 5 |
| g) IT skills.   | 1 2 3 4 5 |
| h) General ability of searching and processing of information.  | 1 2 3 4 5 |
| i) Ability of identifying and solving of problems.  | 1 2 3 4 5 |
| j) Ability of creative thinking.  | 1 2 3 4 5 |
| k) Presentation and writing skills.   | 1 2 3 4 5 |
| l) Ability to make independent decisions.   | 1 2 3 4 5 |
| m) Teamwork skills.   | 1 2 3 4 5 |
| n) Sense of responsibility and duties.  | 1 2 3 4 5 |
| o) Organization and management of people.   | 1 2 3 4 5 |
| p) Rational economic thinking.  | 1 2 3 4 5 |
| q) Communication skills.  | 1 2 3 4 5 |
| r) Ability to accommodate to changed circumstances and conditions.                                    | 1 2 3 4 5 |
| s) Ability to work in international environment.  | 1 2 3 4 5 |
| t) Technical qualification for your current or planned position.                                      | 1 2 3 4 5 |

**12) What major imperfections did you see in study of the Management of Natural Resources in the Tropics and Subtropics study programme?**

*Write not more than three imperfections.*

**13) What major positives did you see in study of the Management of Natural Resources in the Tropics and Subtropics study programme?**

*Write not more than three positives.*

**14) How difficult is to get the job in the sector of your studies (e.g. International development, tropical agriculture)?**

*Mark 1-5. 1 = very easy, 5 = very difficult*

1 2 3 4 5

**15) Do you already work in the sector of your studies (e.g. International development, tropical agriculture)?**

- a) I do not have a job. *(Go to question 23)*
- b) I work in the sector. *(Go to question 17)*
- c) I work in different sector. *(Go to question 16)*

**16) A) If you work in different sector (Question 15), write in which sector you work.**

**B) If you do not work in the sector of your studies (e.g. International development, tropical agriculture), do you plan to work in the sector?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not

**17) If you work in the sector of your studies in which part?**

- a) International development (NGOs, International organisations, Governmental structures).
- b) Private business oriented on international trade, international relations.
- c) Research institutions.
- d) Working directly for any organisation in developing country.
- e) Other.

**18) Have you had one or more job positions since you graduated?**

- a) One *(Go to question 19)*
- b) More *(Go to question 20)*

**19)A) Choose from the list the field of your employment.**

**B) Choose from the list the occupation of your employment.**

**C) Choose from the list the country of your employment.**

**D) Write down the period of your employment.**

*Period in years, example – 2001 – 2010*

**20)A) Choose from the list the field of your first employment.**

**B) Choose from the list the occupation of your first employment.**

**C) Choose from the list the country of your first employment.**

**D) Write down the period of your first employment.**

*Period in years, example – 2001 – 2010*

**21)A) Choose from the list the field of your second employment.**

**B) Choose from the list the occupation of your second employment.**

**C) Choose from the list the country of your second employment.**

**D) Write down the period of your second employment.**

*Period in years, example – 2001 – 2010*

**22)A) Choose from the list the field of your third employment.**

**B) Choose from the list the occupation of your third employment.**

**C) Choose from the list the country of your third employment.**

**D) Write down the period of your third employment.**

*Period in years, example – 2001 – 2010*

**23)If you do not work in the sector of your studies (e.g. International development, tropical agriculture), do you plan to work in the sector?**

a) Yes

b) Rather Yes

c) I do not know

d) Rather not

e) Not

**24)According to your opinion, which factors limit the employment in the sector (e.g. International development, tropical agriculture)?**

*Choose not more than three answers.*

a) Lack of employment opportunities.

- b) Underpaid jobs.
- c) Dangerous and risky work in terms of diseases and security situation.
- d) Long stays in foreign countries.
- e) Working in different cultures.
- f) I do not speak necessary languages.
- g) Lack of my practical experience.
- h) Lack of access to information regarding job procurement.
- i) I am not really interested in this field.
- j) Other:

**25) When you look back would you choose study of the Management of Natural Resources in the Tropics and Subtropics study programme again?**

- a) Yes
- b) Rather Yes
- c) I do not know
- d) Rather not
- e) Not