

EUROSTUDENT V

TECHNICAL MANUAL FOR THE EXECUTION OF THE DATA DELIVERY MODULE

Second FULL DRAFT
(28.10.2013)

NB: This may not be the final version. If updates are necessary they will be available on the project wiki-pages. Please consult the status of updates before using this handbook.

Glossary

Purpose of the glossary and how to use it

The glossary explains international classifications used (e.g. ISCED and ISCO) as well as general and – particularly – project-specific definitions utilised for data calculation and analyses. The terms are arranged in alphabetical order and by subject matter (e.g. if you look at the entry “student” you will find in alphabetical order the expressions **Student, Bachelor**; **Student, delayed transition**; **Student, direct transition**; **Student, full-time**; etc.).

It is of utmost importance for the national research teams to use the glossary in combination with the *Manual for Data Processing and Delivery* when analysing and editing the data for delivery! Even if tables that have to be filled with data seem to look rather simple and self-explanatory, it is necessary to look up the terms and definitions used in order to accurately define and calculate the data. **Users of this manual are asked to always consult the updated version of the manual on the EUROSTUDENT wikispaces.**

Student groups subject to the EUROSTUDENT project

In accordance with the *EUROSTUDENT V Technical Manual for the execution of the EUROSTUDENT survey in national settings* a standard target group was defined to be surveyed by all participating countries. The core report of EUROSTUDENT V and the EUROSTUDENT databank (filled via the Data Delivery Module [DDM]) will only include data on the standard target group. However, if a minimum number of countries can also provide data on any optional groups, we will consider including special chapters or producing special (online) reports on these groups.

Standard target group to be covered by all participating countries ("minimum"):

- All students in your country, i.e. national and foreign students who are pursuing their studies for a degree in the country of the survey¹, except students on leave and excluding students on incoming and outgoing credit mobility.
- Full-time and part-time students by status.
- Students in all ISCED 5, 6 and 7 programmes, regardless of their character as general or professional, as long as the programmes are considered higher education in your national context.²
- All higher education institutions offering programmes considered “normal”. In many cases this means only public, non-specialist institutions of higher education.
- All national degrees corresponding to ISCED 5, 6 and 7 (e.g. BA, MA, traditional diploma, Lizentiat, national degrees in medicine. Short courses only if they are based on ISCED 5.)
- Distance students who study at a "normal" higher education institution, i.e. excluding institutions solely for long distance students like open universities, Fernuniversität Hagen and similar.

¹ Widening the focus of EUROSTUDENT towards students who obtained their prior education in another country but the country of the survey is a major change in the definition of the standard target group. We have thereby taken into account the increasing mobility throughout Europe on all educational levels.

² EUROSTUDENT V now refers to the new ISCED 2011 classification. For further information see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

Optional groups:

- ISCED 8, Doctoral/PhD-Students
- Higher education institutions not considered for the standard target group (e.g. specialist institutions).

Please note again that the optional groups are not part of the EUROSTUDENT V target group and data on them will not be entered into the DDM. It is up to the participating countries whether they want to collect data on such groups.

Definitions and instructions:

Abroad: Any country which is different from the country where the Eurostudent V survey is carried out.

Absolute numbers: With respect to absolute numbers to be delivered to the Data Delivery Module, we expect to receive results only for the sample that has been drawn, but not extrapolated data for the whole Eurostudent target population within the student body. For example, if the standard target group to be covered by Eurostudent amounts to 300,000 students in your country and the number of all students (only valid cases) in your sample amounts to 8,000 students, then the figure 8,000 should be entered into the Data Delivery Module. If you weighted your data, please enter the frequencies after weighting into the Data Delivery Module.

Accommodation: See term **Housing, Form of**

Activities, job-related: This refers to the sum of hours spent on gainful employment.

Activities, study-related: This refers to the sum of hours spent on taught studies (e.g. lectures, tutorials) and on personal study time (i.e. time of self-preparation).

Activities abroad, study-related: This refers to all kinds of study-related activities abroad other than enrolment abroad. The category includes 5 sub-categories: 1) Research/fieldtrip, 2) internship/work placement, 3) summer/winter school, 4) language course and 5) other. This is designed to collect data on the different types of short-term international mobility by duration, country of destination, part of study programme and ECTS.

Age: It is distinguished between four different age groups: a) students up to the age of 21, b) students between 22 and 24, c) students from 25 to 29 years and finally d) students who are 30 years or older.

Background, education/social: This refers to the socio-economic background of a student due to his/her parents' social position. The parents' social position is approximated by their highest educational qualification according to the International Standard Classification of Education (ISCED 2011). The highest educational attainment of either the father or the mother is taken into account. Only two social groups will be differentiated:

- **Without** HE background: This comprises all students whose parents' highest educational attainment belongs to the ISCED levels 0-4.

- With HE background: This comprises all students whose parents' highest educational attainment belongs to the ISCED levels 5-8.

Children: See term **Dependents**

Cost, out-of-own-pocket: This contains living expenses and study-related expenditures that are incurred by the students themselves. The students do not necessarily have to make cash payments; also transfer orders and charging of credit cards are taken into account. It does not matter by which source the funds were provided (e.g. by family/partner [which may also include money in cash from them], state or own job activities). It is also irrelevant, whether the students received the funds for a specific purpose (e.g. housing benefit from the state to pay rent) or not; the point is that the funds used to cover the expenses are essentially at the students' disposal (contrary to **cost paid by parents/ partner/others**).

Cost, study-related: These are costs that are directly related to HE studies. Study-related cost is reported per semester, however, for the DDM they need to be recalculated in monthly amounts for analysis. Four categories are distinguished:

- Fees (cp. for **Fees**)
- Contributions: This contains social welfare contributions to the higher education institution and to student organisations which provide support services for students.
- Learning materials: This includes expenditure on books, photocopies, study-related CDs and DVDs, study trips, etc.
- Other regular study-related cost: This contains expenses for training, private lessons and additional courses.

Cost of living: For cost of living the target is clearly on students' „ordinary, running cost“, not on extraordinary expenses, like buying a car or furniture. Cost of living is reported and calculated per month. Students' cost of living is divided into nine categories:

- Total accommodation cost: This includes expenses for rent or mortgage (= cost for students' own residential property), but also other related cost such as water, electricity, heating, etc.
- Food
- Transportation: This contains expenses for all common means of transport, e.g. public transport, cars, motorbikes, bicycles etc. It covers expenses for e.g. daily commuting between home and the higher education institution, but not travel expenses for holidays.
- Communication: This contains expenses for telephone (fixed network, mobile phone, smart phone), Internet, physical mail, and others.
- Health cost: This includes contribution to health insurance, cost for health services, pharmaceuticals, dressing material, etc.
- Childcare
- Debt payment: This comprises cost for borrowings (e.g. for consumer credits) except for mortgage (which must be assigned to the category *Total accommodation cost*).
- Social and leisure activities
- Other regular living cost: This is a residual category for expenditures which are not classified in the other categories. Examples for other regular cost are expenses for clothes, toiletries, tobacco, pets, and insurance (except health insurance).

Cost paid by parents/partner/others: These are the students' living expenses and study-related expenditures, which are incurred by another person (e.g. payments made by the students' parents or partner). The students don't have the respective money at their disposal as the respective good/service is paid for by someone else directly to the students' creditor. This is most likely to be the case with accommodation, tuition fees, communication and transportation. These **transfers in kind** will be taken into account irrespective of whether students are living with their parents or not.

Degree, long national: National degree from higher education programmes at level ISCED 7. This type of degree is traditional for the country, but does not comply with the Bologna-agreement. The traditional long courses, awarding master degrees in certain subject areas (e.g. Law, Medicine, and Architecture) must be listed as types of long national degree.

Degree, short national: National degree from higher education programmes at level ISCED 6. This type of degree is traditional for the country, but does not comply with the Bologna-agreement.

Dependency on income source: This refers to students' income structure. It is differentiated by the three main sources of student income: 1) support from family/partner (plus **transfers in kind**), 2) self-earned income and 3) public support. A student is considered dependent on an income source if it provides more than 50 % of the student's total income (total income includes **transfers in kind**). These student groups are of special interest as the dependency on only one income source is likely to create different framework conditions for the student groups. Students with a mixed budget (i.e. where no source provides more than 50 % of total income) are disregarded.

Dependents: Any kind of children who depend on the student in social and economic ways, e.g. own children, adopted children, stepchildren, foster children, the partner's children, etc.

Disability: See term **Impairment of study**

Education, distance: Formally defined educational and academic models characterized by the spatial separation between the academic unit (faculty, department, etc.) and some or all of the students.

Education level: Within our framework of analysis, five different levels of education based on the International Standard Classification of Education ISCED 2011 are used:

- Lower secondary education: This comprises **ISCED 0**: Early childhood education, **ISCED 1**: Primary level of education, and **ISCED 2**: Lower secondary level of education (ISCED 24 and 25).
- Upper secondary education: This comprises **ISCED 3**: Upper secondary level of education (ISCED 34 and 35).
- Post-secondary non-tertiary education: This comprises **ISCED 4**: Post-secondary non-tertiary education (ISCED 44 and 45).
- Non-tertiary education: All qualification levels lower than ISCED 5 (i.e. **ISCED 0, 1, 2, 3 and 4**) are considered as non-tertiary education.
- Tertiary education: All qualification levels from ISCED 5 or above (i.e. **ISCED 5, 6, 7 and 8**) are considered as tertiary education.

For more detailed information see OECD manual for ISCED 2011 (<http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>).

Employment during the semester: This refers to students who work alongside their studies. It is differentiated between two kinds of jobs: a) jobs during the whole semester and b) jobs from time to time during the semester. **Jobs during the whole semester** would tend to be those, which the students carry out continuously (e.g. the same job which is performed once or twice a week during the whole semester, perhaps even for more than one semester). There is no constituting time limit for jobs during the whole semester with respect to working hours per week (i.e. such a job would be recorded even if the student worked only one hour per week, but, of course, the basic attribute of continuity during the whole semester must apply). **Jobs from time to time during the semester** may be considered in general as unspecialised jobs, carried out casually and for low pay. Within our framework, such kind of job may be characterised best by the fact that the student takes up the job on a case-by-case basis, but not steadily. If the student does a paid internship during the semester this should also be reported in this category. Internships without payment should not be counted in any categories of paid jobs; instead they should be reported in the category “no paid job”.

Enrolment, formal status of: Formal status of enrolment is any student modus which is officially registered and recognized as such by the state’s order and/or the higher education institutions in the respective country. It may contain the categories full-time, part-time and other. A full-time/part-time student is a student who formally holds the respective status irrespective of the weekly number of hours spent on study-related activities (= taught studies + personal study time). Countries, where a differentiation between full-time and part-time students does not exist should report that 100 % of the students are full-time students.

Enrolment abroad: This relates to being temporarily abroad for a regular course of study (e.g. via Erasmus programme). If the student fully undertook a study programme abroad, this is not taken into account.

Enrolment abroad, obstacles to: The 12 obstacles to temporary enrolment abroad are grouped in the following way:

- institutional/administrative obstacles = (items 2, 8, 10, 12)
- financial insecurities = (items 4, 5)
- impact on studies = (items 7, 9)
- attitudinal/social obstacles = (items 3, 6)
- performance-related obstacles = (items 1, 11).

Expenditure, key: These are certain categories of student expenditure which are considered being of special interest for analysis. This refers to the categories “accommodation”, “transportation” and “fees” (see also **Cost of living** and **Fees**).

Fees: In this category four different types of fees are covered: a) tuition fees, b) registration fees, c) examination fees and d) administrative fees. Although fees are usually paid per

semester, for the Data Delivery Module fees need to be re-calculated in monthly amounts for analysis.

Funding, source of: This refers to the different sources of funding students use for supporting their temporary study abroad period. In case students undertook more than one stay abroad, only the most recent stay abroad is taken into account.

Gini coefficient: The Gini coefficient is an aggregated measure which quantifies the relative concentration of a statistical distribution (e.g. income distribution) by one index. For the value of the Gini coefficient the following holds true: $0 \leq G < 1$. The higher the value of the Gini coefficient, the higher is the degree of concentration. Usually this measure of concentration is used to complement the analysis of the Lorenz curve. With respect to the graphic of the Lorenz curve, the Gini coefficient can then be described as:

$$G = \frac{\text{area between the diagonal and the Lorenz curve}}{\text{area between the diagonal and the horizontal axis}}$$

Headcounts: For certain questions in the survey students are allowed to give multiple answers. If the calculation of indicators for the DDM refers to headcounts, then each student who answered is counted only once even if he/she gave valid multiple answers (see also **Number of cases**).

Home country: The country which carries out the survey and which classified the student as being part of the EUROSTUDENT target group.

Host country: A foreign country which the student has visited either for an enrolment or for a study-related activity abroad (this could be any country different from the one carrying out the EUROSTUDENT survey). Whether or not the host country of an enrolment abroad or of a study-related activity should be referred to is explained in the respective DDM subtopic.

Housing, Form of: The Data Delivery Module differentiates between four forms of housing: 1) with parents, 2) alone, 3) with partner/child(ren) and 4) with other person(s), (but see also **Student accommodation**). The period of time refers to students study term/semester. The vacation periods or any other non-study periods are excluded.

- Living with parents: This means living with those persons who are/were in legal custody of the student, i.e. own parents, other relatives, step-parents, foster parents, guardians, etc. If a student lives together with his/her parents plus other persons (e.g. with parents and partner, with parents and children or with parents and partner and children), those cases are always (and only) classified in the category “with parents”.
- Living alone: This category captures any form of housing where the student is living by him-/herself irrespective of the type of supply of accommodation (for example, this may be in a private accommodation or in a public student hall, where the student is living in a single room).
- Living with partner/child(ren): On the one hand, this refers to the person the student is sharing his/her period of life and accommodation with (= partner), regardless of the legal status (married or not married) or sex (same or different). On the other hand it refers to any kind of children the student is living with (e.g. own children, adopted children, stepchildren, foster children, the partner’s children etc., see also

Dependents). Note: According to the questionnaire, data for living with “partner/spouse” and living with “children” are collected separately, but in the tables for the DDM those data are merged in the category “living with partner/child(ren)”.

- Living with other person(s): This comprises any sort of shared accommodation other than “with parents” or “with partner/children”.

Impairment of study: Health impairments which the students consider to impede any stage of their studies (i.e. access, retention or graduation). Health impairments are classified in six categories: 1) chronic diseases, 2) mental health problems, 3) mobility impairments, 4) sensory impairments (vision or hearing), 5) learning disabilities (ADHD, Dyslexia) and 6) other longstanding health problems. According to the E:V questionnaire, the assessment of study impairment due to health problems is only based on the students’ personal view. Multiple answers are possible.

Income, base: The base income is a theoretical construct which is used for comparison with the student’s income from employment. Its relevance is based on the fact that state support is often introduced to compensate for a lack of family support, and paid employment is used by students to compensate for the resulting income gap. The category “base income” comprises provisions from family/partner and financial support from public sources (i.e. non-repayable grant/scholarship and repayable loan) a student receives.

Income, disposable: Disposable income is financial means which the student has at his/her disposal (that means he/she is free to choose what to spend it on). This comprises any money in cash or bank deposits that the student can use for monthly spending. For our purpose it does not matter when the financial means were earned or received (i.e. disposable income also includes the average amount of savings a student uses per month for living/studying, see also **Income by source**).

Interruption of educational career: This category covers different kinds of breaks, starting at a length of at least one year, in the student’s educational career after entering higher education. Two types of breaks are considered: 1) between entering HE and graduating from HE for the first time, 2) between graduating from HE and re-entering HE.

Income by source: It is distinguished between four sources of student income: Provisions from 1) family/partner, 2) public sources, 3) self-earned income and 4) other.

- Provisions from family/partner: On the one hand this includes cash money which the student receives from his/her parents, other relatives or the partner. On the other hand this category also includes **transfers in kind**.
- Provisions from public sources: This comprises financial contributions from the state, which the student receives directly, usually because of his/her student status (see also **Public support**). The category includes repayable support (= loans) and non-repayable support (= grants/scholarships). Any other kind of public support must be classified in the category „other“.
- Self-earned income: This refers to income which the student receives/received from current or previous gainful employment. With respect to income from previous jobs (= savings), we are looking for the average amount a student uses per month for living/studying.

- **Other:** The category “other (sources)” includes financial means from other private or public sources, which are not included in the categories mentioned afore. Other private sources would be e.g. capital income from holding stocks or grants and loans from private sources. Other public sources include e.g. housing benefit or child benefit for students (which – in particular cases – might not be paid directly to the students, but to the students’ parents instead).

ISCED: International Standard Classification of Education (<http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>, see also **Education**). For the current project round we will use the ISCED 2011 code.

ISCO: International Standard Classification of Occupations (<http://www.ilo.org/public/english/bureau/stat/isco/index.htm>). For the current project round we will use the ISCO-08 code.

Lorenz curve: The Lorenz curve is a frequency polygon which is used to graph the concentration of a statistical distribution. In general, this curve shows how the sum of characteristic values concentrates on statistical units. In the EUROSTUDENT context the Lorenz curve is used to describe the concentration of students’ income (either total income or income from employment). The curve then indicates for every aggregated percentage of the student body (on the horizontal axis) the corresponding aggregated percentage of income they receive (on the vertical axis). One could then state, for example, that “the bottom 20 % of all students has 10 % of the total income”.

Missing value: If there are any missing values the research teams distinguish between and report two different types of missing values in the metadata and – where necessary – in the comment boxes for each subtopic: **Missing type A:** Due to missing values the case was excluded from analysis. **Missing type B:** Based on other information, the missing values could reasonably be replaced by “0” (this refers to data on time budget and finances). Please report the number of “Missing type B” in the respective subtopic comment box (only the number of headcounts of students to whom “Missing type B” applies). (See also *Manual for Data Processing and Delivery* for special instructions on common rules for dealing with missing values in each case. These rules are also listed in the respective topics “expenses”, “funding and state assistance” and “employment and time budget”).

Non-university: This is a residual category which captures all institutions which are not universities (see entry **University**), but offering higher education programmes/degrees for the EUROSTUDENT standard target group. Non-universities are for instance Universities of applied sciences/Polytechnics and similar higher education institutions.

Number of cases: For certain questions in the survey students are allowed to give multiple answers. If the calculation of indicators for the DDM refers to the number of cases, then each student who answered is counted according to the valid number of answers (e.g. if a student ticked three boxes in the questionnaire and this is a valid number of answers then the student is counted three times) (see also **Headcounts**).

Occupational status of parents: Some tables in the topic “Social background” make use of the ISCO-08 and put the major occupational groups in an ordinal classification (from highest 1 to lowest 9). However, the ordinal ranking does not apply to the category “0: Armed forces occupations”. This category is very heterogeneous as it takes e.g. occupations for seaman as well as for Admirals into account. Therefore, when it comes to identifying the highest occupational status of a student's parents (= column “of students’ parents” in table) of which one belongs to the category “0: Armed forces occupations”, as a compromise this category should be considered as being equivalent to the category “3: Technicians and associate professionals”. Examples: If the father works for the military and his wife is a cleaner (group 9), the father is considered as having the higher occupational status. If the father works for the military and his wife is a teaching professional (group 2), then the mother would have the higher occupational status. In those cases, where the parent with the highest occupational status belongs to the military, he/she is reported in the category “0: Armed forces occupations”. For the columns “of students’ fathers” and “of students’ mothers”, members of the armed forces are always reported in the category “0: Armed forces occupations”, irrespective of the occupational status of the spouse.

Prior experience on the labour market before entering HE: If students gained labour market experience before taking up studies for the first time, their jobs are assigned to two categories: a) casual minor jobs and b) regular paid jobs. According to our definition a **casual minor job** is a labour condition that lasted for less than one year or on which the student spent less than 20 hours per week and for which he/she received a salary (or a comparable sort of payment). A **regular paid job** is a labour condition that lasted for at least one year and on which the student spent at least 20 hours per week or more and for which he/she received a salary (or a comparable sort of payment). Compulsory military service or alternative civilian service are not considered paid jobs even though in some countries the persons concerned may receive money for this (see topic “Access and entry to higher education”).

Programme, another: This refers only to question 1.7 of the questionnaire. The category “another programme” contains all higher education programmes, which are not (yet) covered by the Bologna-agreement on three-cycle qualification degrees. That means BA, MA and PhD-programmes complying with the Bologna-agreement do not belong to the category “another programme”.

Programmes, other postgraduate: Other postgraduate programmes are those university courses that provide students with qualifications or certificates different from traditionally awarded academic/university qualifications. These programmes aim to enhance professional development or improve career opportunities (often no longer than 2 years). This refers only to programmes at ISCED 7 level, i.e. this does not include doctoral courses (ISCED 8).

Public support: Support which a student receives from the state usually because of his/her student status. With respect to student income, this category contains non-repayable support (= grants/scholarships) and repayable support (= loans) from public sources. Other types of public support like housing benefit or child benefit (which in some countries may be paid to the student’s parents instead of directly to the student) are reported in the income category “other” (see also **Income by source**).

Route, regular: Qualification for entering higher education which is acquired within the school system at upper secondary level (ISCED 34/35). For students with foreign qualifications the regular route cannot be defined.

Route, second chance: Second chance routes can generally be defined as introduced measures which provide prospective students with an additional opportunity for entering higher education. Second chance routes are considered to be those, where HE entrance qualifications were obtained after graduating from school for the first time at no higher than lower secondary level and e.g. after entering the labour market or vocational training. For students with foreign qualifications second chance routes cannot be defined.

Skill level occupation: The International Standard Classification of Occupations (ISCO-08, see <http://www.ilo.org/public/english/bureau/stat/isco/index.htm>) assigns the major occupational groups to different skill levels. We are basically making use of this concept with a slight variation to define a certain reference group of employees which is of special interest for EUROSTUDENT. This reference group of employees (formerly described as “blue collar workers”) comprises two out of four skill levels: **Skill level 1** = elementary occupations. **Skill level 2** = a) clerical support workers, b) services and sales workers, c) skilled agricultural, forestry and fishery workers, d) craft and related trades workers, e) plant and machine operators and assemblers. Within our framework, Armed forces occupations are not added to skill level 1-2 as this occupational group is highly heterogeneous (nevertheless you have to report the number of employees for the group of Armed forces occupations in the DDM, see also **Occupational status of parents**). The “skill level 1-2 group” covers persons who typically perform unskilled or low-skill tasks - often manual or technical labour - and have a comparatively low wage level. The focus of our differentiation is on “skill level 1-2 occupations” as opposed to “not skill level 1-2 occupations”. The countries should try to meet these categories as precisely as possible. Any deviations from the standard categories must be documented.

Student, Bachelor: A student who is enrolled in a programme which is completed with a Bachelor’s degree according to the Bologna-agreement.

Student, delayed transition: Characteristic used to define a type of student who entered the higher education sector for the first time at a later stage in his/her life. All students whose delay between leaving the school system for the first time and entering HE for the first time amounts to more than 2 years are considered delayed transition students (see also **student, direct transition**).

Student, direct transition: Characteristic used to define a type of student who entered the higher education sector at a rather early stage of his/her life. This is the counterpart to the focus group “delayed transition students”. All students who have a delay of not more than 2 years between leaving the school system for the first time and entering HE for the first time are considered direct transition students (see also **student, delayed transition**).

Student, full-time: See **Enrolment, formal status of**.

Student, high-intensity: A student who spends more than 40 hours per week on study-related activities (= taught studies + personal study time) irrespective of his/her formal

status. That means for instance, a student who is formally holding the status of a part-time student but who spends more than 40 hours per week on study-related activities is considered a high-intensity student.

Student, international: A student who is studying in the country of the survey and who left the school system for the first time outside of the country of the survey. That means the status as international student is not related to place of birth, nationality or citizenship.

Student, low-intensity: A student who spends 20 hours per week or less on study-related activities (= taught studies + personal study time) irrespective of his/her formal status. That means for instance, a student who is formally holding the status of a full-time student but who spends 20 hours per week or less on study-related activities is considered a low-intensity student.

Student, Master: A student who is enrolled in a programme which is completed with a Master's degree according to the Bologna-agreement (consecutive Master programmes only).

Student, medium-intensity: A student who spends more than 20 hours but not more than 40 hours per week on study-related activities (= taught studies + personal study time) irrespective of his/her formal status.

Student, migrant: The concept refers to the place of birth of the student and that of his/her parents. The status of (non-)migrant students is defined as follows: **a)** 2nd generation migrant = at least one parent was born abroad and the student was born in the country of the survey; **b)** 1st generation migrant = at least one parent and the student were born abroad; **c)** domestic student = both parents and the student were born in the country of the survey; **d)** other = both parents were born in the country of the survey and the student was born abroad.

Student, national: A student who is studying in the country of the survey and who left the school system for the first time in the country of the survey as well. That means the status as national student is not related to place of birth, nationality or citizenship.

Student, other degree: This category comprises all students who study for a qualification other than Bachelor and Master. This refers to short cycle degrees, short national degrees, long national degrees and other postgraduate programmes. PhD/Doctoral students are not part of the EUROSTUDENT standard target group (see also entries for **Degree**).

Student, out-going: Students who went abroad during their studies for either an enrolment abroad or for other study-related activities (see also **Enrolment abroad** and **Activities abroad, study-related**). It is specified in the respective DDM subtopic whether it must be referred to enrolment abroad or to other study-related activities abroad.

Student, part-time: See **Enrolment, formal status of**.

Student accommodation: This includes all sorts of accommodation in dormitories or halls of residence, i.e. living in single rooms as well as living in rooms that are shared with others.

The category “living in a student accommodation” is shown in separate tables in the DDM as students who have chosen this form of housing are also included in the categories “alone”, “with partner/children” or “with other person(s)” depending on whether they have a room of their own or share it with others (see [Housing, Form of](#)). That’s why the category “living in a student accommodation” cannot be integrated in the table for all forms of housing without double counting. **Not living in a student accommodation** captures all forms of housing outside of dormitories/halls of residence.

Studies, continuation of: Students may wish to continue their studies after completing their current higher education programme. This is asked in questions 1.6., 1.7. and 1.8. of the questionnaire. Please note: Continuation of studies does not necessarily mean to continue on a higher level. It may well be that after obtaining a Bachelor’s degree, a student starts a second Bachelor programme instead of continuing on a higher level within the same discipline (e.g. after receiving a BA in Humanities a student starts studying for a BA in Business Administration in order to increase his/her employability).

Studies, taught: Taught studies refers to a student’s contact hours. This includes for instance lessons, seminars, hours in laboratories, tests, etc. Taught studies must be reported in clock hours (= 60-minutes-hours), even though course hours may differ from this format.

Study, fields of: This category contains the following subject groups: 1) Education, 2) Humanities and arts, 3) Social sciences, business and law, 4) (natural) Science, 5) Engineering, manufacturing and construction, 6) Agriculture, 7) Health and welfare, 8) Services. These categories are taken from the ISCED 2011 classification. In a number of subtopics, the fields of humanities and engineering are opposed to each other under the assumption that study conditions in these fields are quite different. See ISCED 2011 at <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

Study location: Location where students normally attend their HE programmes. With respect to analysing students’ form of housing and expenditure by size of study location, the capital city is a category of its own, irrespective of its population size.

Time, personal study: This includes time spent on e.g. preparation, learning, reading, writing homework, etc. Personal study time must be reported in clock hours (= 60-minutes-hours).

Time, travelling: This is time which students spend on commuting between their homes and their higher education institution. The commuting time is measured in minutes for one way. A “typical day” is defined as a day during the study term/semester that reflects the student’s routine as accurately as possible. The expression “home” is understood as the place where the student usually lives during the study term/semester; it might or might not coincide with the parent’s house (which is often thought of as the student’s “home”).

Time budget in typical week: The students’ time budget consists of study-related and job-related activities. The students are asked to report the time spent on study-related activities (= taught studies and personal study time) and on job-related activities for a typical week. A typical week is defined as a week during the study term/semester which can be regarded as

being representative for this period (i.e. that reflects the student's routine as accurately as possible).

Total number of students in respective group: Some tables in the DDM display students' multiple answers (e.g. Demographics, subtopic A10). In order to calculate percentages, you then have to manually enter the total number of students for the respective student group (e.g. for Bachelor students). This refers to the valid number of **headcounts** which you receive after filtering for the respective subtopic (i.e. due to students' response behaviour the total number of students in a respective group may differ between subtopics).

Transfers in kind: The category "Transfers in kind" contains a student's costs of living and study-related costs that are paid for by the parents, partner or other persons in favour of the student. An important feature of transfers in kind is that the payments are going directly to the student's creditor, i.e. the respective money is intangible for the student. A typical example for transfers in kind: a student is not living with his/her parents and the parents pay the rent for their collegiate child directly to the landlord. Transfers in kind are reported for both groups, students who are living with parents and those who are not living with parents. Note: With respect to calculating the student's total income, transfers in kind must be taken into account as well (i.e. they need to be added to the students' income, otherwise the income side would be underestimated) (see also **Income by source**).

University: A higher education institution offering those programmes/degrees which are in the focus of the EUROSTUDENT standard target group. These programmes/degrees are: short cycle (ISCED 5), Bachelor (ISCED 6), Master (ISCED 7), short national degree (ISCED 6), long national degrees (more than 3 years, ISCED 7), other postgraduate programmes (ISCED 7). It does not include Universities of applied sciences/Polytechnics and similar higher education institutions which are assigned to the category **Non-university**.

Vocational training: A programme which prepares for an employment, that is traditionally non-academic and related to a specific trade, occupation or vocation (e.g. apprenticeship).

Workload: The workload refers to the student's time spent on study-related activities and on job-related activities. It is measured in clock hours (= 60-minutes-hours).

EUROSTUDENT V Background information on national data

Metadata on national survey

Purpose of subtopic	The purpose of this sheet is to summarise background data (metadata) on the national survey used to contribute to EUROSTUDENT V.
General instructions	Table: Please enter core background data for your country's contribution to EUROSTUDENT V. Data should refer to the student target group detailed in the handbook to the core set of questions. Please detail in the box below entitled 'comment' any deviations from these stipulations. The comment should also include: a general assessment of the representativity of the survey, details on the coverage of different types of universities or institutions of higher education (private, public, university, university of applied sciences, etc.). Also, please report to what degree the core set of EUROSTUDENT questions was implemented and whether additional data sources besides the national survey were used. Data on exchange rate and its source will be entered by HIS.

Country	[Text]
National currency	[Text]
Exchange rate: 1 national currency unit = ...Euro	will be inserted by HIS
Date and source of exchange rate	will be inserted by HIS
Survey method	[Text]
Size of final sample	[Text]
Sampling method	[Text]
Return rate	[Text]
Reference period of survey (semester, year)	[Text]
Weighting scheme	[Text]
Project sponsor	[Text]
Implementation	[Text]
Comment	[Text, long]

EUROSTUDENT V Background information on national data

Overview of student target groups

Purpose of subtopic	This sheet provides an overview of the absolute and relative size of different student groups, which are focussed on throughout the whole Eurostude V project.
General instructions	<p>Tables: Please insert the absolute number of all students in your sample (only valid cases) and also differentiated by various characteristics of students. For instructions how to define the different groups, please see glossary and 'Manual for Data Processing and Delivery'. Shares are automatically calculated by referring the absolute values to the total number of all students (only valid cases). If you collected data on PhD-students you may enter the number of those students in the respective box below (please note that PhD-students are an optional group, they are not part of the E-V standard target group and their data will not enter the following subtopics).</p> <p>Please report also the number of missing data where asked for. Missing data is classified in Missing A and Missing B. Missing A means due to missing values the case was excluded from analysis. Missing B means based on other information the missing value could reasonably be replaced by '0'. Please report the number of Missing B in the respective subtopic comment boxes (only number of headcounts of students to whom Missing B applies). See glossary for: national/international students, bachelor/master students, low-/medium-/high-intensity students, age, direct/delayed transition students, education/social background, missing value. See also 'Manual for Data Processing and Delivery' for rules for data cleaning.</p>

Student target groups

1. General	all students (only valid cases)	all students (only valid cases)
	numbers	percent
	1.000	100,0

2. Sex	female students	female students	male students	male students
	numbers	percent	numbers	percent
	516	51,6	484	48,4

3. Age groups	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
	335	33,5	350	35,0	165	16,5	150	15,0

4. Qualification	bachelor students	bachelor students	master students	master students	other degree students	other degree students	PhD/Doctoral students (not part of standard target groups)
	numbers	percent	numbers	percent	numbers	percent	
	546	54,6	304	30,4	150	15,0	200

5. Type of Higher Education Institution (HEI)	university	university	non-university	non-university
	numbers	percent	numbers	percent
	620	62,0	380	38,0

6. Field of study	education	education	humanities, arts	humanities, arts	social sc., business, law	social sc., business, law	(natural) science	(natural) science	engineering, manuf., constr.	engineering, manuf., constr.	agriculture	agriculture	health, welfare	health, welfare	services	services	missing A	missing A
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
	72	7,2	240	24,0	227	22,7	186	18,6	143	14,3	56	5,6	38	3,8	34	3,4	4	0,4

7. Educational attainment of parents	without HE background (ISCED 0-4)	without HE background (ISCED 0-4)	with HE background (ISCED 5-8)	with HE background (ISCED 5-8)	missing A	missing A
	numbers	percent	numbers	percent	numbers	percent
	440	44,0	560	56,0	0	0,0

8. Transition into HE	direct transition students	direct transition students	delayed transition students	delayed transition students	missing A	missing A
	numbers	percent	numbers	percent	numbers	percent
	335	33,5	665	66,5	0	0,0

9. Study intensity	low-intensity students	low-intensity students	medium-intensity students	medium-intensity students	high-intensity students	high-intensity students	missing A	missing A
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
	280	28,0	620	62,0	90	9,0	10	1,0

10. Dependency on income source	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support	missing A	missing A
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
	300	30,0	300	30,0	300	30,0	20	2,0

11. Origin of leaving school system for first time	national students	national students	international students	international students	missing A	missing A
	numbers	percent	numbers	percent	numbers	percent
	690	69,0	290	29,0	20	2,0

A1 Demographics

Age profile by characteristics of students (I)

Source	Survey question 5.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Age is an important characteristic of students, which influences and impacts on the way students enter and organise their studies and which influences the conditions under which they study.
General instructions	Table: Calculate absolute number of students by age and by study-related characteristics of students. Bottom rows of table (below total): calculate the students' average age (arithm. mean) and median for age. Standard deviation measures the deviation from the arithmetic mean. See glossary for: age, bachelor/master students, low-/high-intensity students, university, non-university.

Age profile by study-related characteristics of students

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to 21 years	200	20,0	150	27,5	30	9,9	15	5,4	40	44,4	150	24,2	50	13,2	10	15,4	30	16,7
22-24 years	300	30,0	200	36,6	60	19,7	90	32,1	25	27,8	190	30,6	110	28,9	15	23,1	60	33,3
25-29 years	400	40,0	180	33,0	154	50,7	95	33,9	20	22,2	230	37,1	170	44,7	25	38,5	60	33,3
30 years or over	100	10,0	16	2,9	60	19,7	80	28,6	5	5,6	50	8,1	50	13,2	15	23,1	30	16,7
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0
average age (arithm.mean)	27	x	22	x	25	x	25	x	20	x	28	x	25	x	20	x	20	x
median age	25	x	23	x	24	x	27	x	20	x	26	x	24	x	20	x	20	x
standard deviation (arithm. mean)	3	x	3	x	7	x	10	x	3	x	4	x	6	x	3	x	2	x
deviation -	24	x	19	x	18	x	15	x	17	x	24	x	19	x	17	x	18	x
deviation +	30	x	25	x	32	x	35	x	23	x	32	x	31	x	23	x	22	x

Average age (arithm.mean) in years - all students

27

Median age in years - all students

25

Average age (arithm.mean) in years - BA students

22

Average age (arithm.mean) in years - MA students

25

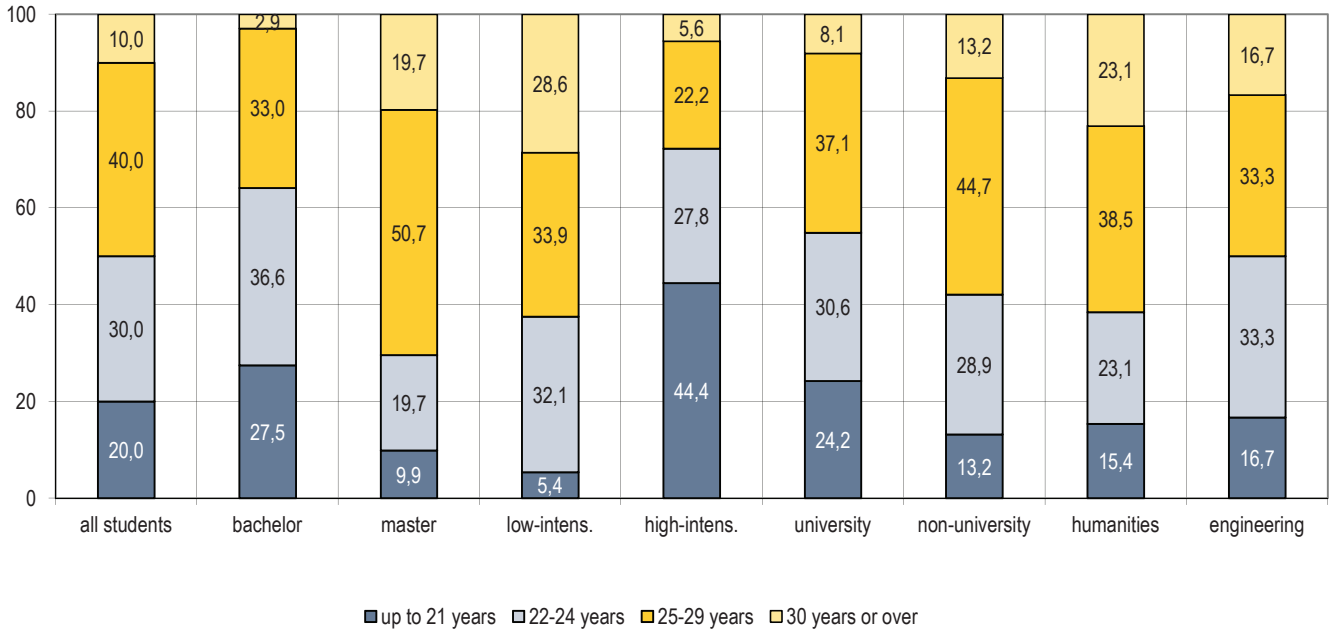
A1 Demographics

Age profile by characteristics of students (I)

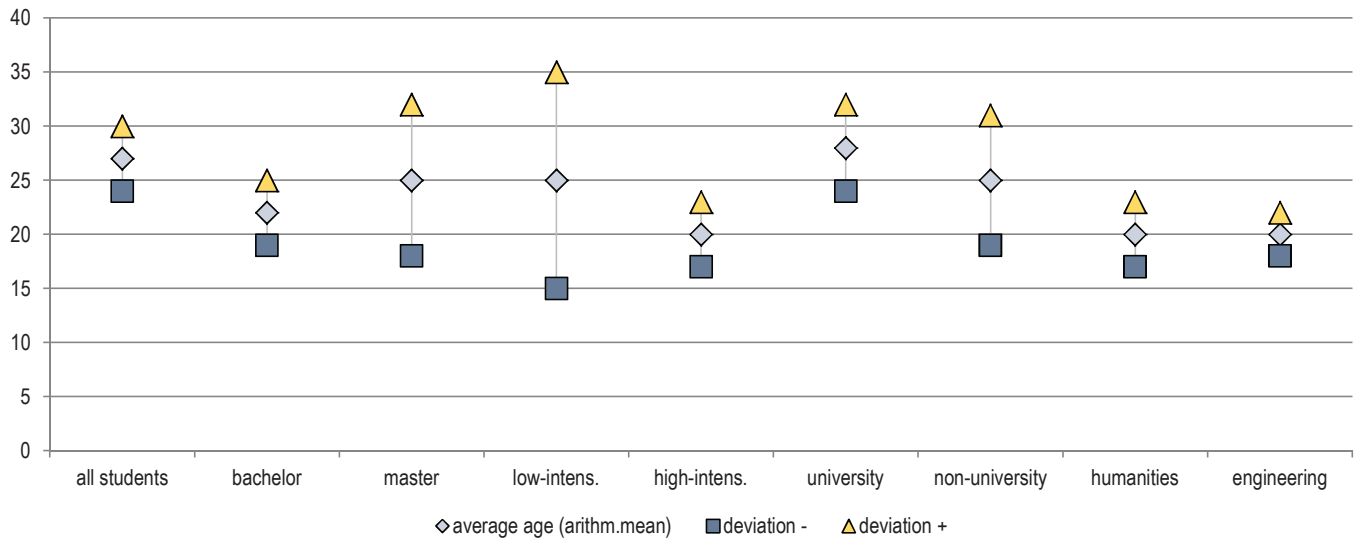
Age profile by study-related characteristics of students

Indicators:	Average age (arithm.mean) in years - all students	27
	Median age in years - all students	25
	Average age (arithm.mean) in years - BA students	22
	Average age (arithm.mean) in years - MA students	25

Grouped age profile by study-related characteristics of students (in %)



Average age by study-related characteristics of students (in years)



A2 Demographics

Age profile by characteristics of students (II)

Source	Survey question 5.1, 5.2, 6.1, 2.4, 2.5, 2.6, 2.1
Purpose of subtopic	Age is an important characteristic of students, which influences and impacts on the way students enter and organise their studies and which influences the conditions under which they study.
General instructions	Table: Calculate absolute number of students by age and by socio-demographic characteristics of students. Bottom rows of table (below total): calculate the students' average age (arithm. mean) and median for age. Standard deviation measures the deviation from the arithmetic mean. See glossary for: age, education/social background, delayed transition students, international students.

Age profile by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to 21 years	100	19,4	100	20,7	75	17,0	110	19,6	50	7,5	x	x	x	x	x	x	x	x	30	10,3
22-24 years	156	30,2	144	29,8	130	29,5	180	32,1	230	34,6	x	x	x	x	x	x	x	x	140	48,3
25-29 years	200	38,8	200	41,3	145	33,0	250	44,6	325	48,9	x	x	x	x	x	x	x	x	100	34,5
30 years or over	60	11,6	40	8,3	90	20,5	20	3,6	60	9,0	x	x	x	x	x	x	x	x	20	6,9
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	x	x	x	x	x	x	x	x	290	100,0
average age (arithm.mean)	27	x	28	x	25	x	25	x	20	x	20	x	23	x	27	x	35	x	20	x
median age	25	x	26	x	24	x	27	x	20	x	20	x	23	x	26	x	33	x	20	x
standard deviation (arithm. mean)	3	x	4	x	7	x	10	x	3	x	1	x	1	x	2	x	4	x	3	x
deviation -	24	x	24	x	18	x	15	x	17	x	19	x	22	x	25	x	31	x	17	x
deviation +	30	x	32	x	32	x	35	x	23	x	21	x	24	x	29	x	39	x	23	x

Average age (arithm.mean) in years - students without HE background

25

Average age (arithm.mean) in years - delayed transition students

20

Average age (arithm.mean) in years - international students

20

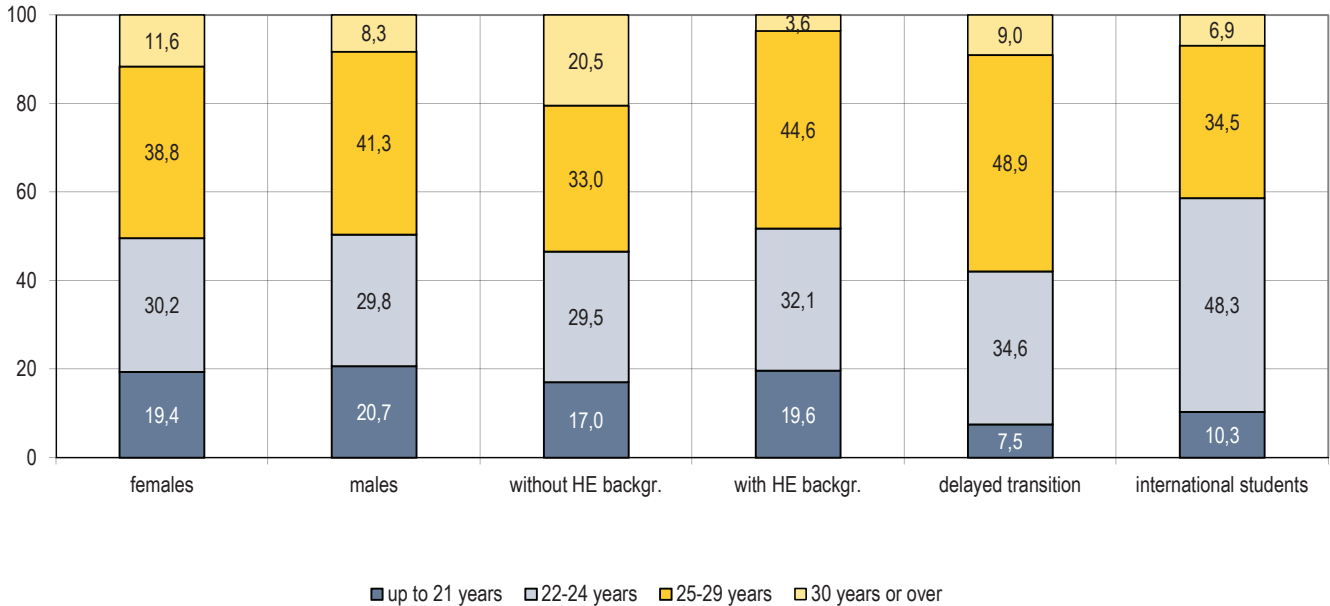
A2 Demographics

Age profile by characteristics of students (II)

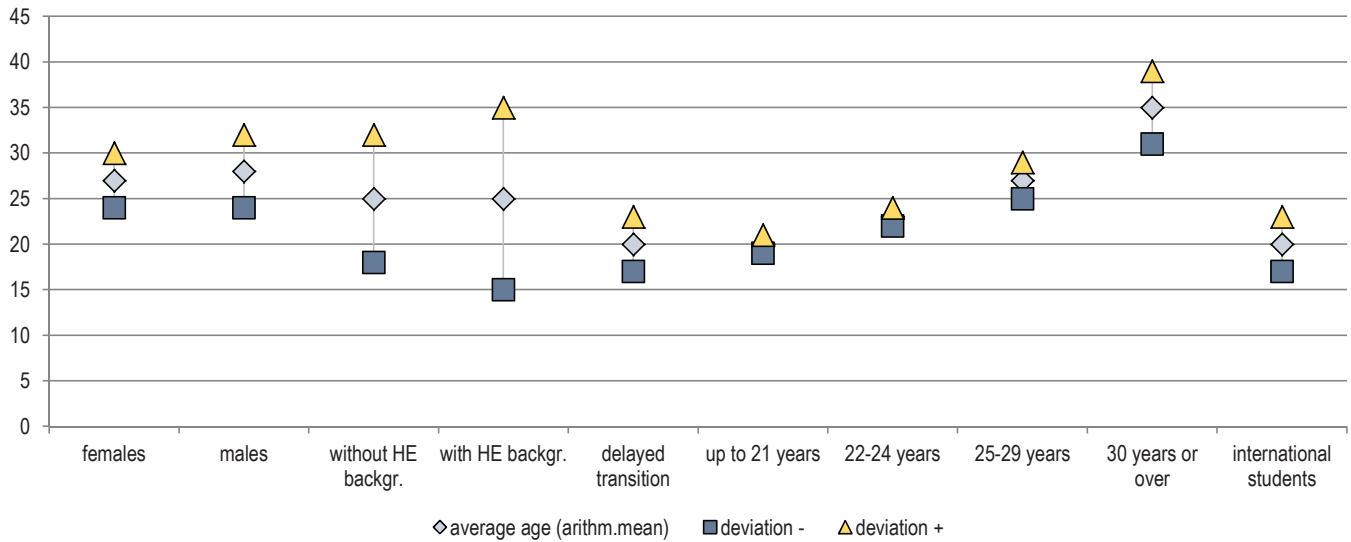
Age profile by socio-demographic characteristics of students

Indicators: Average age (arithm.mean) in years - students without HE background	25
Average age (arithm.mean) in years - delayed transition students	20
Average age (arithm.mean) in years - international students	20

Grouped age profile by socio-demographic characteristics of students (in %)



Average age by socio-demographic characteristics of students (in years)



A3 Demographics

Age profile by characteristics of students (III)

Source	Survey question 5.1, 3.6, 3.7
Purpose of subtopic	Age is an important characteristic of students, which influences and impacts on the way students enter and organise their studies and which influences the conditions under which they study.
General instructions	Table: Calculate absolute number of students by age and by finance-related characteristics of students. Bottom rows of table (below total): calculate the students' average age (arithm. mean) and median for age. Standard deviation measures the deviation from the arithmetic mean. See glossary for: age, dependency on income source.

Age profile by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
up to 21 years	150	50,0	30	10,0	60	20,0
22-24 years	110	36,7	100	33,3	130	43,3
25-29 years	30	10,0	110	36,7	80	26,7
30 years or over	10	3,3	60	20,0	30	10,0
total	300	100,0	300	100,0	300	100,0
average age (arithm.mean)	27	x	22	x	25	x
median age	25	x	23	x	24	x
standard deviation (arithm. mean)	3	x	3	x	7	x
deviation -	24	x	19	x	18	x
deviation +	30	x	25	x	32	x

Average age (arithm.mean) in years - students depending on family support

27

Average age (arithm.mean) in years - students depending on own earnings

22

Average age (arithm.mean) in years - students depending on public support

25

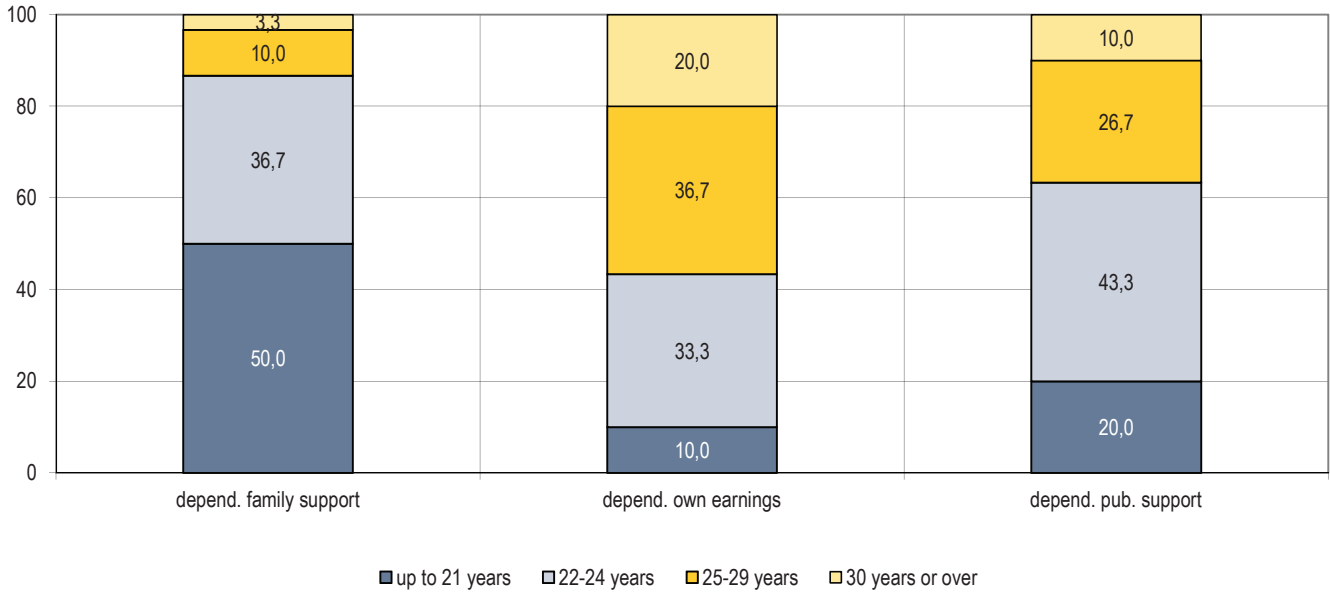
A3 Demographics

Age profile by characteristics of students (III)

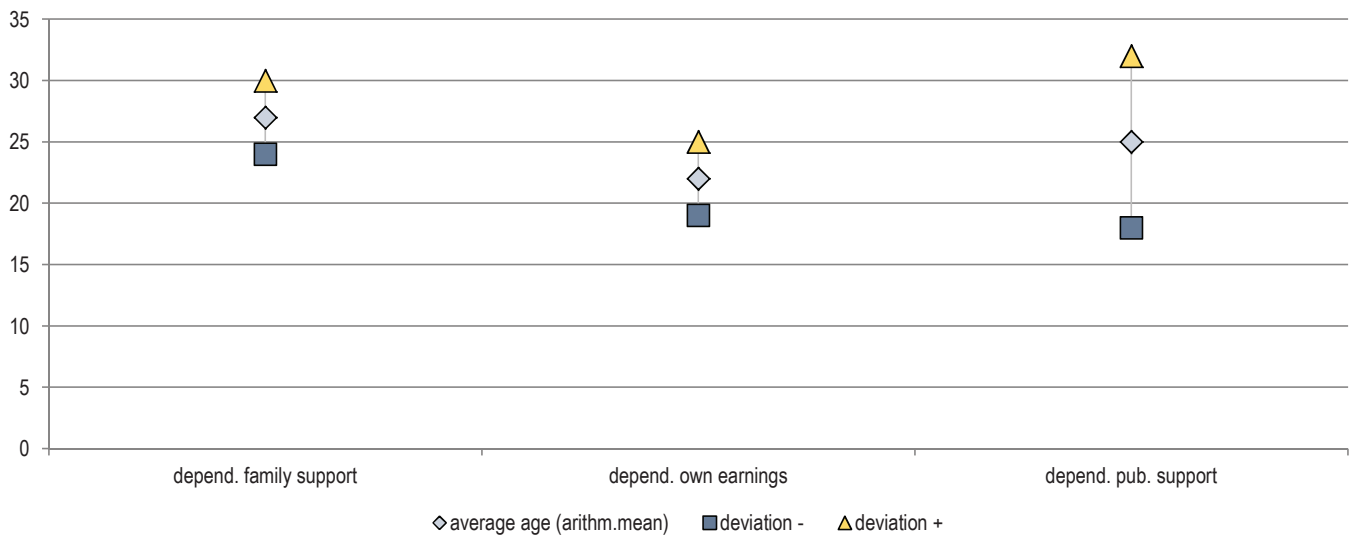
Age profile by finance-related characteristics of students

Indicators: Average age (arithm.mean) in years - students depending on family support	27
Average age (arithm.mean) in years - students depending on own earnings	22
Average age (arithm.mean) in years - students depending on public support	25

Grouped age profile by finance-related characteristics of students (in %)



Average age by finance-related characteristics of students (in years)



A4 Demographics

Sex profile by characteristics of students (I)

Source	Survey question 5.2, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	The shares of male and female students are not equally distributed (neither by study subject nor by different student groups). The sex profile also changes over time as now most higher education systems have more female participants than male. As the sex profile is often subject to politics, here it is looked at by certain characteristics of students.
General instructions	Table: Calculate absolute number of students differentiating by sex and by study-related characteristics of students. See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Sex by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
female	516	51,6	280	51,3	154	50,7	120	42,9	40	44,4	340	54,8	180	47,4	40	61,5	60	33,3
male	484	48,4	266	48,7	150	49,3	160	57,1	50	55,6	280	45,2	200	52,6	25	38,5	120	66,7
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Share of females among all students, in %

51,6

Share of females among BA students, in %

51,3

Share of females among MA students, in %

50,7

A4 Demographics

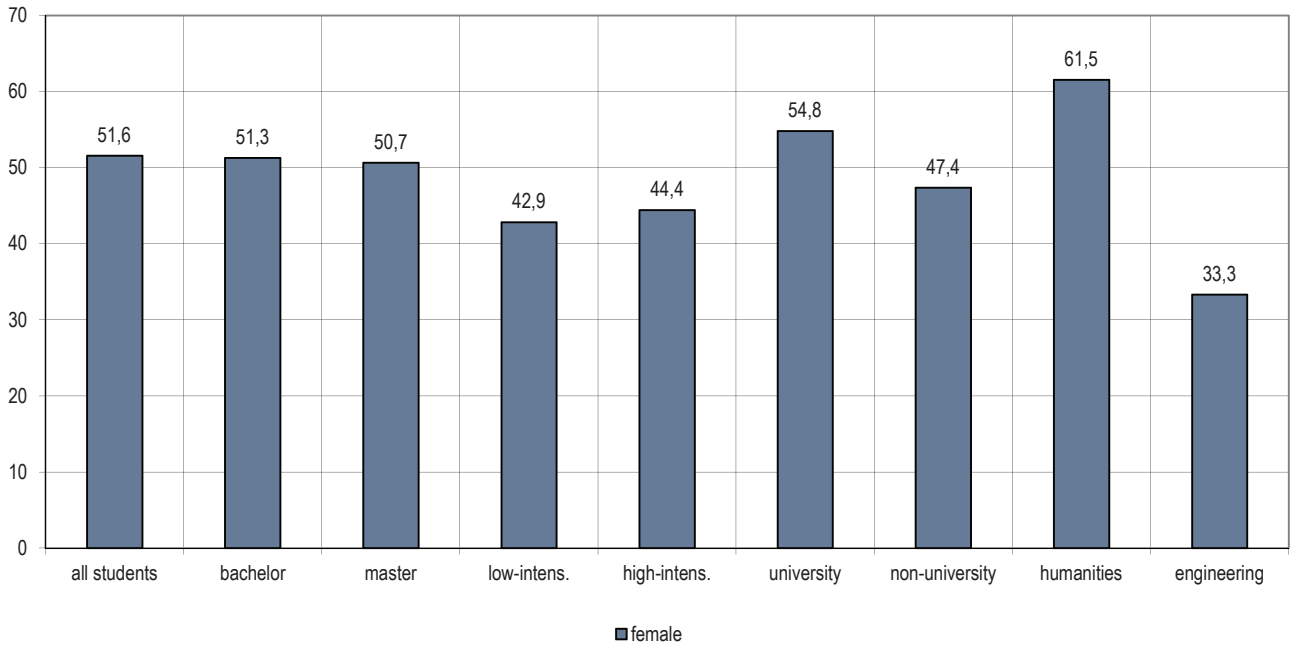
Sex profile by characteristics of students (I)

Sex by study-related characteristics of students

Indicators: Share of females among all students, in %
Share of females among BA students, in %
Share of females among MA students, in %

51,6
51,3
50,7

Sex profile by study-related characteristics of students (in %)



A5 Demographics

Sex profile by characteristics of students (II)

Source	Survey question 5.2, 5.1, 6.1, 2.4, 2.5, 2.6, 2.1
Purpose of subtopic	The shares of male and female students are not equally distributed (neither by study subject nor by different student groups). The sex profile also changes over time as now most higher education systems have more female participants than male. As the sex profile is often subject to politics, here it is looked at by certain characteristics of students.
General instructions	Table: Calculate absolute number of students differentiating by sex and by socio-demographic characteristics of students. See glossary for: age, education/social background, delayed transition students, international students.

Sex by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
female	x	x	x	x	290	65,9	290	51,8	380	57,1	185	55,2	180	51,4	80	48,5	60	40,0	120	41,4
male	x	x	x	x	150	34,1	270	48,2	285	42,9	150	44,8	170	48,6	85	51,5	90	60,0	170	58,6
total	x	x	x	x	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Share of females among students without HE background, in %

65,9

Share of females among delayed transition students, in %

57,1

Share of females among students 30 years (or older), in %

40,0

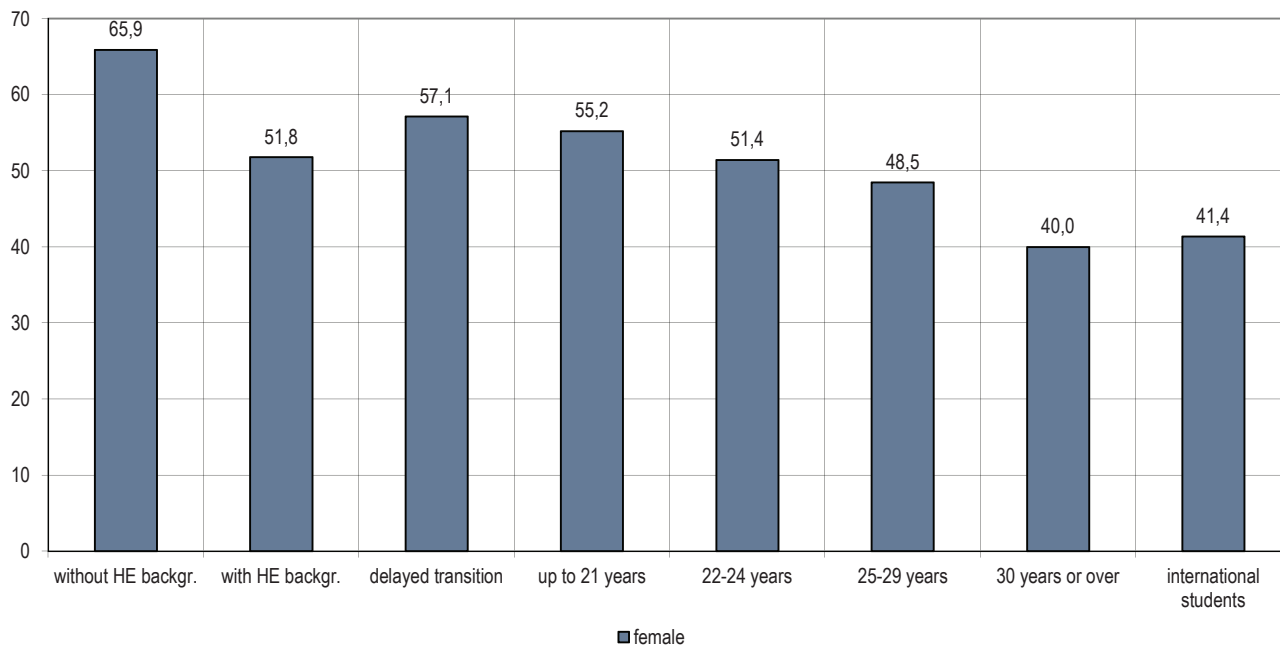
A5 Demographics

Sex profile by characteristics of students (II)

Sex by socio-demographic characteristics of students

Indicators:	Share of females among students without HE background, in %	65,9
	Share of females among delayed transition students, in %	57,1
	Share of females among students 30 years (or older), in %	40,0

Sex profile by socio-demographic characteristics of students (in %)



A6 Demographics

Sex profile by characteristics of students (III)

Source	Survey question 5.2, 3.6, 3.7
Purpose of subtopic	The shares of male and female students are not equally distributed (neither by study subject nor by different student groups). The sex profile also changes over time as now most higher education systems have more female participants than male. As the sex profile is often subject to politics, here it is looked at by certain characteristics of students.
General instructions	Table: Calculate absolute number of students differentiating by sex and by finance-related characteristics of students. See glossary for: dependency on income source.

Sex by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
female	160	53,3	120	40,0	130	43,3
male	140	46,7	180	60,0	170	56,7
total	300	100,0	300	100,0	300	100,0

Share of females among students depending on family support, in %

53,3

Share of females among students depending on own earnings, in %

40,0

Share of females among students depending on public support, in %

43,3

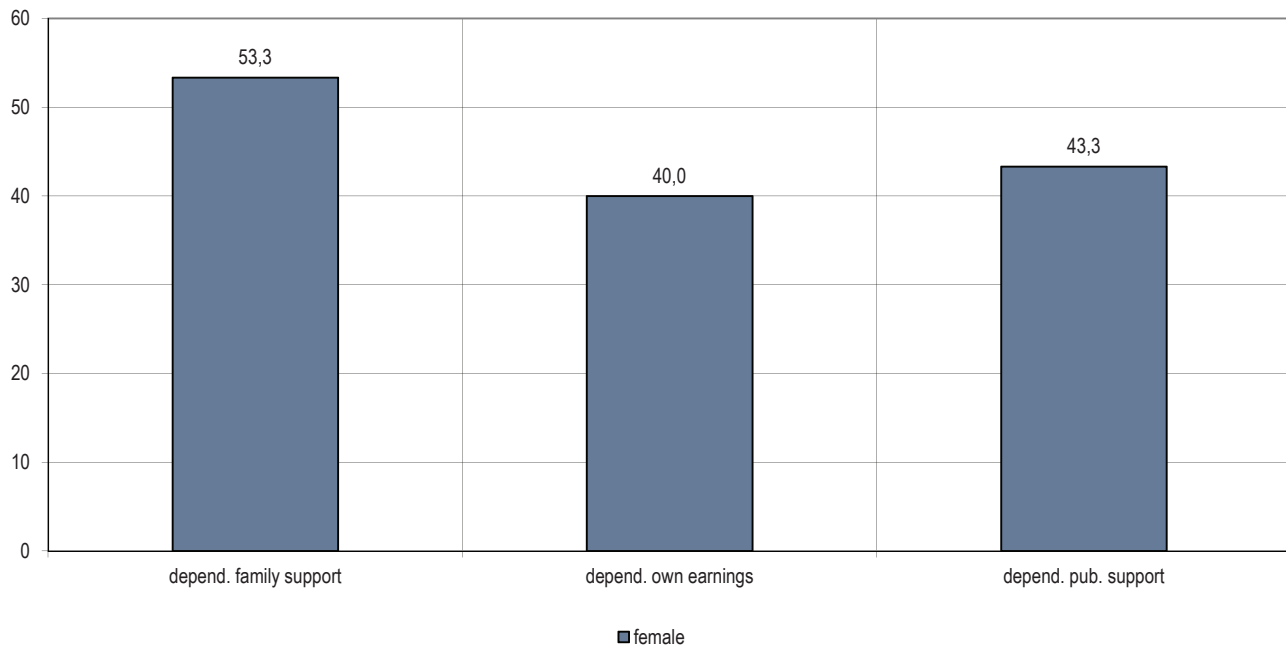
A6 Demographics

Sex profile by characteristics of students (III)

Sex by finance-related characteristics of students

Indicators:	Share of females among students depending on family support, in %	53,3
	Share of females among students depending on own earnings, in %	40,0
	Share of females among students depending on public support, in %	43,3

Sex profile by finance-related characteristics of students (in %)



A7 Demographics

Dependents by characteristics of students (I)

Source	Survey question 5.5, 5.6, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Some students must divide their resources (time, money) between themselves and their dependent children. This leads to different study conditions compared to their peers without children. Not only the number of children but also the age of the youngest child is of interest as young children may require more parental resources in terms of time and maybe out-of-pocket-cost compared to older children.
General instructions	Children collated here are dependents irrespective of biological parenthood. Table 1: Calculate absolute number of students with and without children differentiating by study-related characteristics of students. Table 2: Calculate absolute number of students by age of the youngest child and by study-related characteristics of students. See glossary for: age, dependents, bachelor/master students, low-/high-intensity students, university, non-university.

Students with children by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
without child	340	34,0	110	20,1	144	47,4	100	35,7	20	22,2	260	41,9	80	21,1	10	15,4	30	16,7
1 child	440	44,0	310	56,8	90	29,6	70	25,0	40	44,4	230	37,1	210	55,3	25	38,5	65	36,1
2 children	110	11,0	56	10,3	40	13,2	60	21,4	20	22,2	70	11,3	40	10,5	20	30,8	55	30,6
3 or more children	110	11,0	70	12,8	30	9,9	50	17,9	10	11,1	60	9,7	50	13,2	10	15,4	30	16,7
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Age of the youngest child by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to 3 years	400	60,6	294	67,4	90	56,3	120	66,7	30	42,9	230	63,9	170	56,7	25	45,5	50	33,3
4-6 years	160	24,2	90	20,6	40	25,0	30	16,7	15	21,4	60	16,7	100	33,3	15	27,3	30	20,0
7-9 years	70	10,6	40	9,2	20	12,5	20	11,1	11	15,7	40	11,1	30	10,0	8	14,5	50	33,3
10-15 years	20	3,0	10	2,3	5	3,1	7	3,9	8	11,4	20	5,6	0	0,0	4	7,3	14	9,3
older than 15 years	10	1,5	2	0,5	5	3,1	3	1,7	6	8,6	10	2,8	0	0,0	3	5,5	6	4,0
total	660	100,0	436	100,0	160	100,0	180	100,0	70	100,0	360	100,0	300	100,0	55	100,0	150	100,0

Share of students with children among all students, in %

66,0

Share of students with children among BA students, in %

79,9

Share of students with children among MA students, in %

52,6

Share of students with children among low-intensity students, in %

64,3

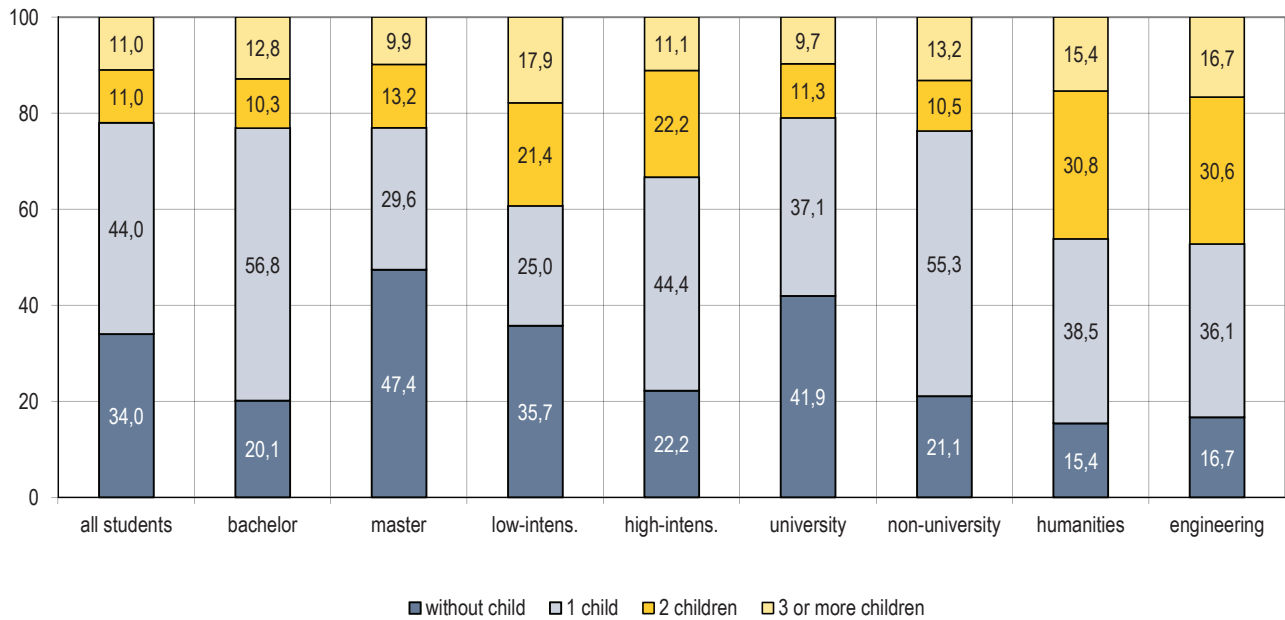
A7 Demographics

Dependents by characteristics of students (I)

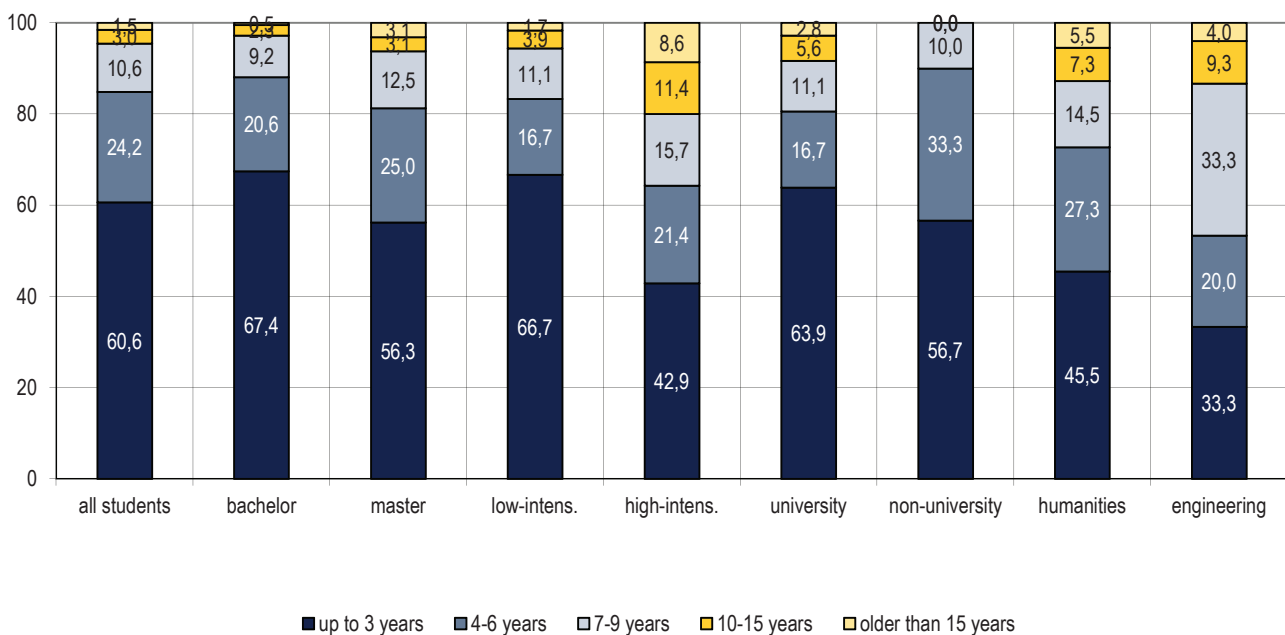
Students with children by study-related characteristics of students

Indicators:	Share of students with children among all students, in %	66,0
	Share of students with children among BA students, in %	79,9
	Share of students with children among MA students, in %	52,6
	Share of students with children among low-intensity students, in %	64,3

Students with dependents by study-related characteristics of students (in %)



Age of youngest child by study-related characteristics of students (in %)



A8 Demographics

Dependents by characteristics of students (II)

Source	Survey question 5.5, 5.6, 5.2, 6.1, 2.4, 2.5, 2.6 . 5.1, 2.1
Purpose of subtopic	Some students must divide their resources (time, money) between themselves and their dependent children. This leads to different study conditions compared to their peers without children. Not only the number of children but also the age of the youngest child is of interest as young children may require more parental resources in terms of time and maybe out-of-pocket-cost compared to older children.
General instructions	Children collated here are dependents irrespective of biological parenthood. Table 1: Calculate absolute number of students with and without children differentiating by socio-demographic characteristics of students. Table 2: Calculate absolute number of students by age of the youngest child for the various groups of students. See glossary for: age, dependents, education/social background, delayed transition students, international students.

Students with children by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
without child	160	31,0	180	37,2	160	36,4	180	32,1	120	18,0	155	46,3	160	45,7	20	12,1	20	13,3	180	62,1
1 child	230	44,6	210	43,4	200	45,5	240	42,9	370	55,6	50	14,9	160	45,7	65	39,4	55	36,7	60	20,7
2 children	60	11,6	50	10,3	40	9,1	70	12,5	100	15,0	70	20,9	15	4,3	35	21,2	45	30,0	30	10,3
3 or more children	66	12,8	44	9,1	40	9,1	70	12,5	75	11,3	60	17,9	15	4,3	45	27,3	30	20,0	20	6,9
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Age of the youngest child by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to 3 years	220	61,8	180	59,2	180	64,3	220	57,9	260	47,7	80	44,4	130	68,4	70	48,3	40	30,8	40	36,4
4-6 years	86	24,2	74	24,3	60	21,4	100	26,3	165	30,3	50	27,8	40	21,1	45	31,0	20	15,4	20	18,2
7-9 years	35	9,8	35	11,5	25	8,9	45	11,8	80	14,7	30	16,7	12	6,3	20	13,8	50	38,5	30	27,3
10-15 years	10	2,8	10	3,3	9	3,2	11	2,9	30	5,5	15	8,3	5	2,6	6	4,1	14	10,8	14	12,7
older than 15 years	5	1,4	5	1,6	6	2,1	4	1,1	10	1,8	5	2,8	3	1,6	4	2,8	6	4,6	6	5,5
total	356	100,0	304	100,0	280	100,0	380	100,0	545	100,0	180	100,0	190	100,0	145	100,0	130	100,0	110	100,0

Share of students with children among students without HE background, in %

63,6

Share of students with children among delayed transition students, in %

82,0

Share of students with children among 30 year old (or older) students, in %

86,7

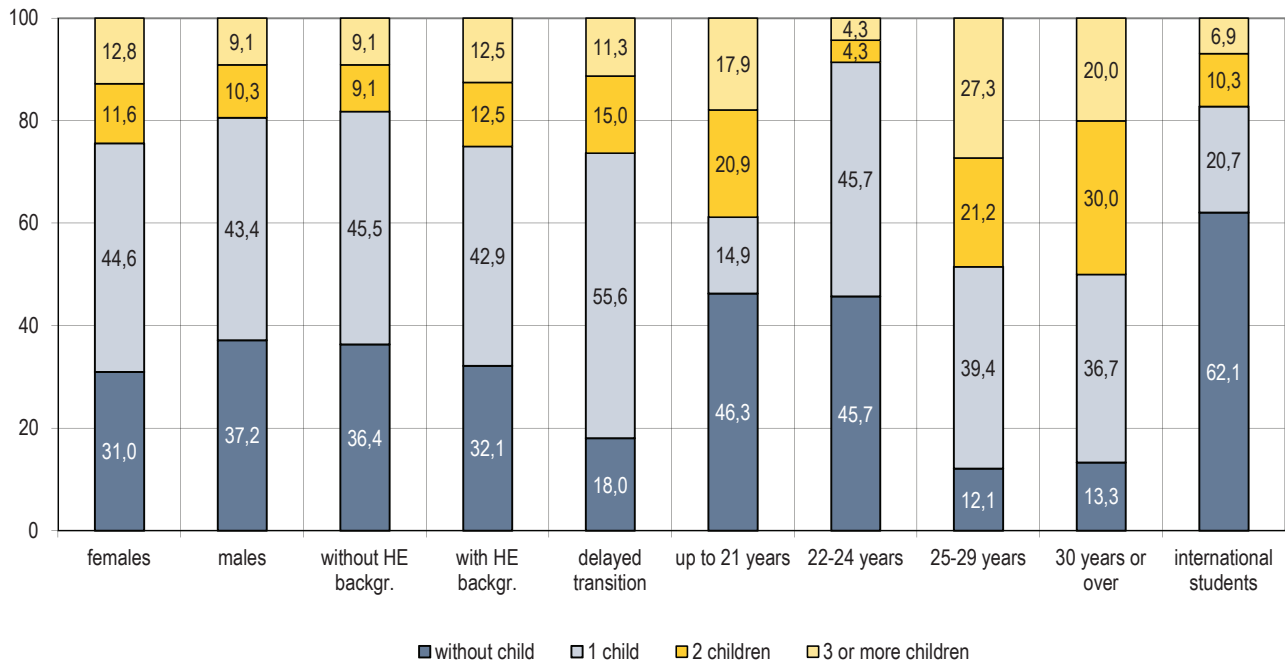
A8 Demographics

Dependents by characteristics of students (II)

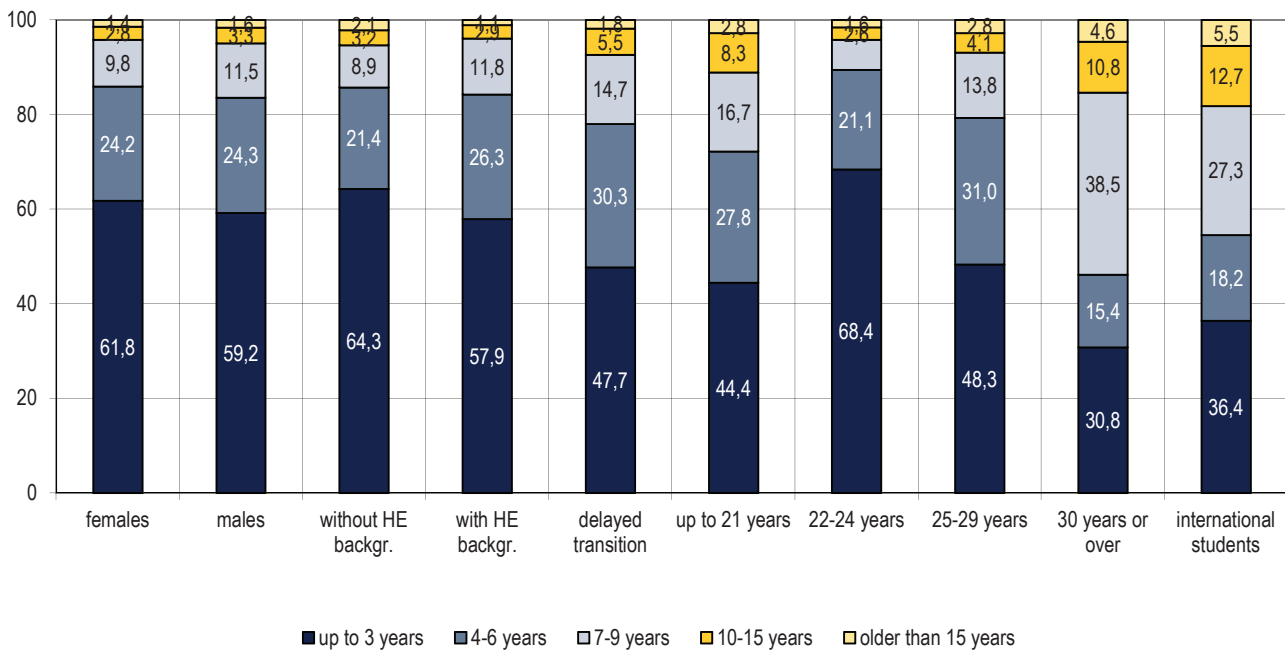
Students with children by socio-demographic characteristics of students

Indicators:	Share of students with children among students without HE background, in %	63,6
	Share of students with children among delayed transition students, in %	82,0
	Share of students with children among 30 year old (or older) students, in %	86,7

Students with dependents by socio-demographic characteristics of students (in %)



Age of youngest child by socio-demographic characteristics of students (in %)



A9 Demographics

Dependents by characteristics of students (III)

Source	Survey question 5.5, 5.6, 3.6, 3.7
Purpose of subtopic	Some students must divide their resources (time, money) between themselves and their dependent children. This leads to different study conditions compared to their peers without children. Not only the number of children but also the age of the youngest child is of interest as young children may require more parental resources in terms of time and maybe out-of-pocket-cost compared to older children.
General instructions	Children collated here are dependents irrespective of biological parenthood. Table 1: Calculate absolute number of students with and without children differentiating by finance-related characteristics of students. Table 2: Calculate absolute number of students by age of the youngest child for the various groups of students. See glossary for: age, dependents, dependency on income source.

Students with children by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
without child	110	36,7	150	50,0	200	66,7
1 child	90	30,0	80	26,7	60	20,0
2 children	60	20,0	50	16,7	30	10,0
3 or more children	40	13,3	20	6,7	10	3,3
total	300	100,0	300	100,0	300	100,0

Age of the youngest child by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
up to 3 years	100	52,6	80	53,3	64	64,0
4-6 years	50	26,3	30	20,0	17	17,0
7-9 years	20	10,5	20	13,3	11	11,0
10-15 years	15	7,9	15	10,0	5	5,0
older than 15 years	5	2,6	5	3,3	3	3,0
total	190	100,0	150	100,0	100	100,0

Share of students with children among students depending on family support, in %

63,3

Share of students with children among students depending on own earnings, in %

50,0

Share of students with children among students depending on public support, in %

33,3

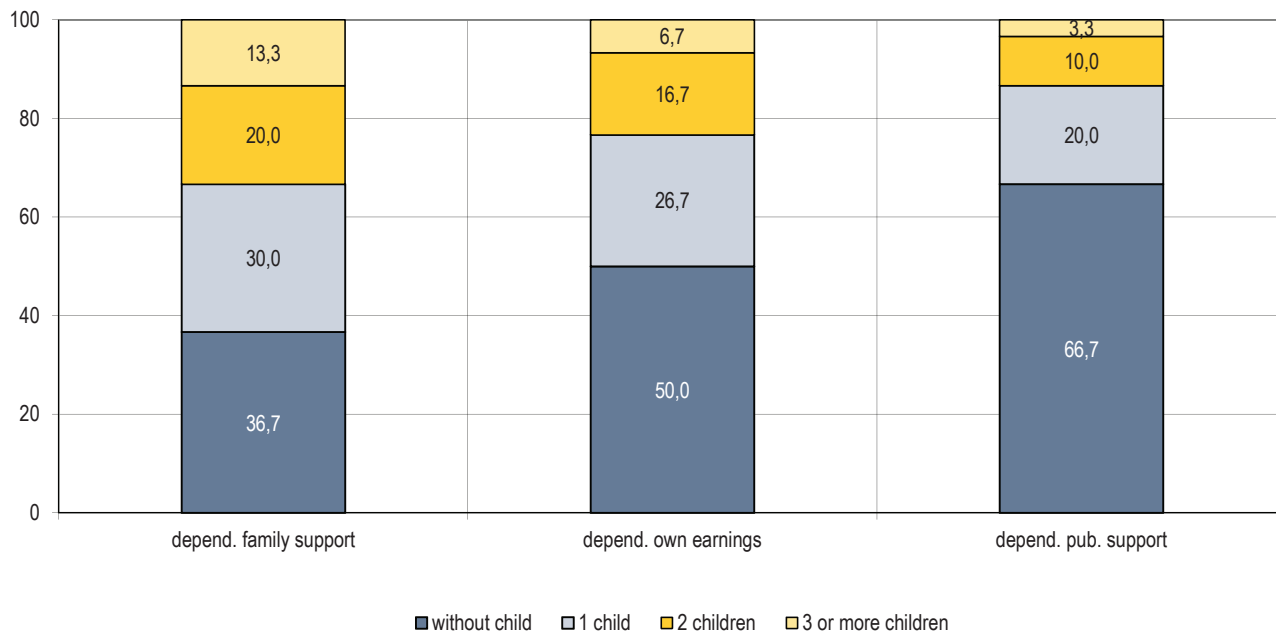
A9 Demographics

Dependents by characteristics of students (III)

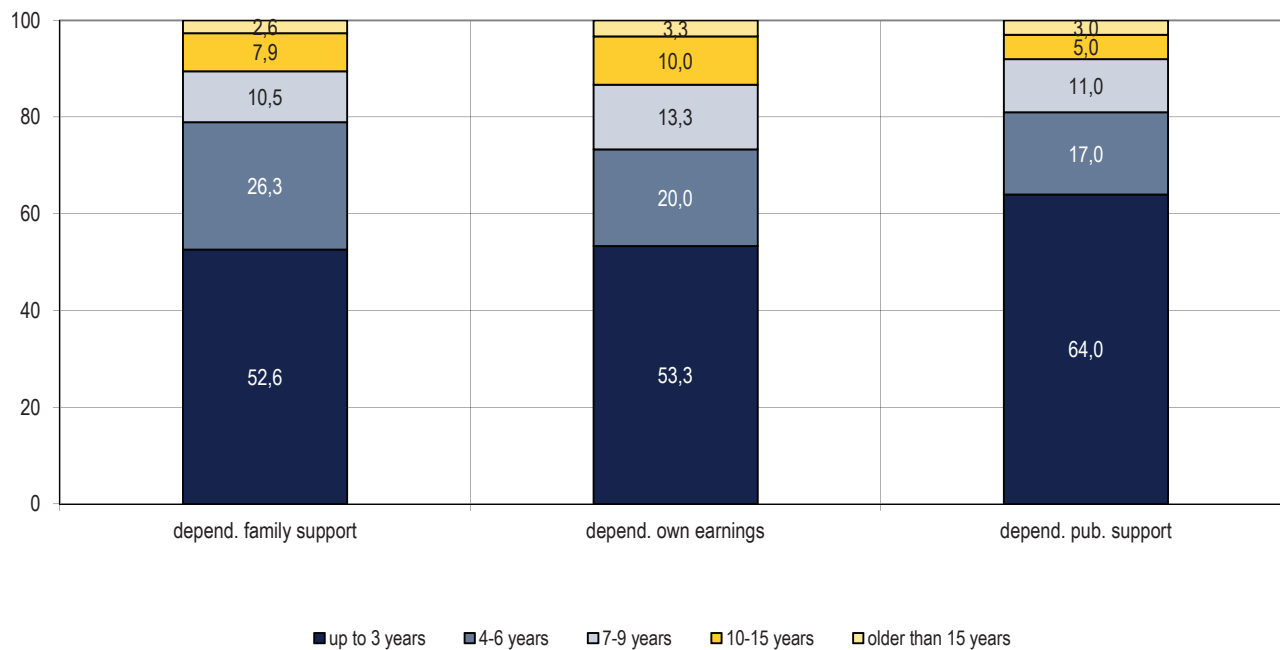
Students with children by finance-related characteristics of students

Indicators:	Share of students with children among students depending on family support, in %	63,3
	Share of students with children among students depending on own earnings, in %	50,0
	Share of students with children among students depending on public support, in %	33,3

Student with dependents by finance-related characteristics of students (in %)



Age of youngest child by finance-related characteristics of students (in %)



A10 Demographics

Students' assessment on whether they have study impairments by characteristics of students (I)

Source	Survey question 5.7, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Chronic disease, mobility impairment or other kinds of health problems may impair students in taking up or completing studies. In many countries, policy or national law stipulates that prospective students should not be deterred from entering or completing their studies due to e.g. physical disabilities. Students with severe health problems are more likely to require counselling and support during their studies than their counterparts. This subtopic is based on the self-assessment of students and, therefore, gives a first indication in which way they might be impaired in their studies by various health problems.
General instructions	Table: Calculate absolute number of students by type of health impairment and by study-related characteristics of students. It's possible for a student to have more than one impairment. Insert also the total number of students for every student group (valid headcounts per student group for this subtopic); that means the total number of students per group is <u>not</u> the sum of the different categories above. Shares will be calculated automatically by referring the number of cases of students with a specific impairment to the total number of students in respective student group (valid headcounts). See glossary for: impairment of study, headcounts, number of cases, bachelor/master students, low-/high-intensity students, university, non-university, total number of students in respective group.

Students' assessment of their health condition and/or functional disabilities by study-related characteristics of students

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
chronic diseases	150	15,0	60	11,0	70	23,0	40	14,3	15	16,7	90	14,5	60	15,8	5	7,7	20	11,1
mental health problems	120	12,0	50	9,2	40	13,2	30	10,7	10	11,1	60	9,7	60	15,8	4	6,2	15	8,3
mobility impairment	70	7,0	20	3,7	30	9,9	20	7,1	11	12,2	30	4,8	40	10,5	3	4,6	12	6,7
sensory impairment	200	20,0	80	14,7	50	16,4	60	21,4	40	44,4	120	19,4	80	21,1	23	35,4	50	27,8
learning disability	50	5,0	20	3,7	20	6,6	20	7,1	12	13,3	30	4,8	20	5,3	7	10,8	15	8,3
other long standing health problems	60	6,0	15	2,7	20	6,6	40	14,3	15	16,7	30	4,8	30	7,9	12	18,5	25	13,9
no such impairments	700	70,0	350	64,1	100	32,9	100	35,7	30	33,3	400	64,5	300	78,9	25	38,5	60	33,3
total number of students in respective group (valid headcounts for this subtopic)	1.000		546		304		280		90		620		380		65		180	
students with impairments (headcounts)	300	30,0	196	35,9	204	67,1	180	64,3	60	66,7	220	35,5	80	21,1	40	61,5	120	66,7

All students who feel impaired in their studies, in %

30,0

BA students who feel impaired in their studies, in %

35,9

Low-intensity students who feel impaired in their studies, in %

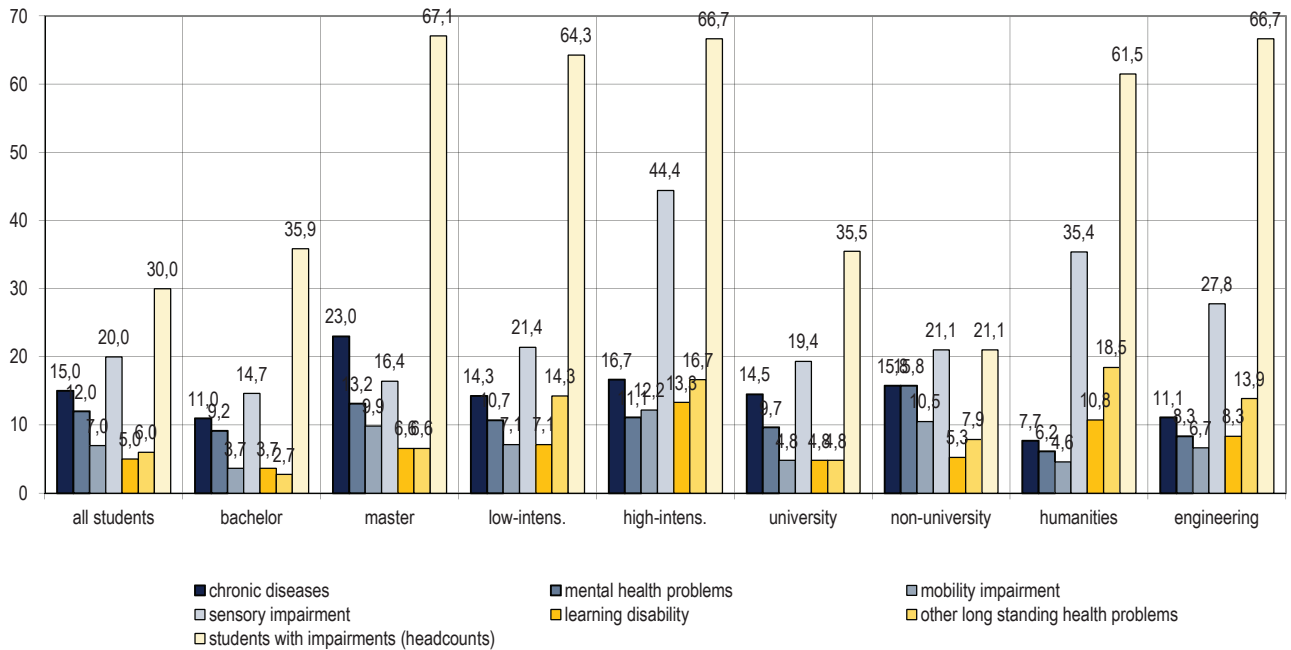
64,3

Students' assessment on whether they have study impairments by characteristics of students (I)

Students' assessment of their health condition and/or functional disabilities by study-related characteristics of students

Indicators:	All students who feel impaired in their studies, in %	30,0
	BA students who feel impaired in their studies, in %	35,9
	Low-intensity students who feel impaired in their studies, in %	64,3

Students' assessment of their study impairments by study-related characteristics of students (in %)



All Demographics

Students' assessment on whether they have study impairments by characteristics of students (II)

Source	Survey question 5.7, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Chronic disease, mobility impairment or other kinds of health problems may impair students in taking up or completing studies. In many countries, policy or national law stipulates that prospective students should not be deterred from entering or completing their studies due to e.g. physical disabilities. Students with severe health problems are more likely to require counselling and support during their studies than their counterparts. This subtopic is based on the self-assessment of students and, therefore, gives a first indication in which way they might be impaired in their studies by various health problems.
General instructions	Table: Calculate absolute number of students by type of health impairment and by socio-demographic characteristics of students. It's possible for a student to have more than one impairment. Insert also the total number of students for every student group (valid headcounts per student group for this subtopic); that means the total number of students per group is not the sum of the different categories above. Shares will be calculated automatically by referring the number of cases of students with a specific impairment to the total number of students in respective student group (valid headcounts). See glossary for: impairment of study, headcounts, number of cases, age, education/social background, delayed transition students, international students, total number of students in respective group.

Students' assessment of their health condition and/or functional disabilities by socio-demographic characteristics of students

	females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
chronic diseases	75	14,5	75	15,5	85	19,3	75	13,4	70	10,5	30	9,0	35	10,0	18	10,9	20	13,3	40	13,8
mental health problems	60	11,6	60	12,4	71	16,1	10	1,8	40	6,0	35	10,4	40	11,4	20	12,1	25	16,7	45	15,5
mobility impairment	35	6,8	35	7,2	32	7,3	30	5,4	50	7,5	20	6,0	25	7,1	15	9,1	18	12,0	35	12,1
sensory impairment	100	19,4	100	20,7	95	21,6	100	17,9	100	15,0	40	11,9	45	12,9	30	18,2	30	20,0	50	17,2
learning disability	25	4,8	25	5,2	30	6,8	25	4,5	50	7,5	25	7,5	30	8,6	15	9,1	15	10,0	30	10,3
other long standing health problems	30	5,8	30	6,2	21	4,8	30	5,4	40	6,0	20	6,0	25	7,1	18	10,9	18	12,0	25	8,6
no such impairments	350	67,8	350	72,3	165	37,5	400	71,4	350	52,6	240	71,6	230	65,7	90	54,5	50	33,3	140	48,3
total number of students in respective group (valid headcounts for this subtopic)	516		484		440		560		665		335		350		165		150		290	
students with impairments (headcounts)	166	32,2	134	27,7	275	62,5	160	28,6	315	47,4	95	28,4	120	34,3	75	45,5	100	66,7	150	51,7

Students without HE background who feel impaired in their studies, in %

62,5

Delayed transition students who feel impaired in their studies, in %

47,4

22-24 year old students who feel impaired in their studies, in %

34,3

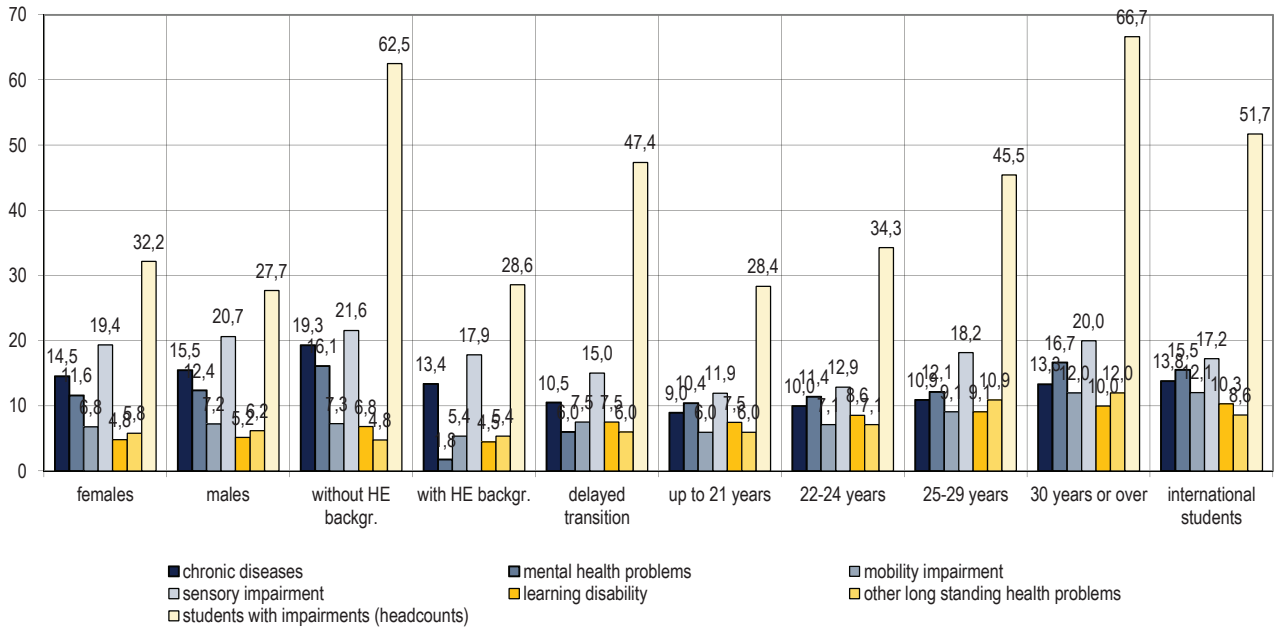
A11 Demographics

Students' assessment on whether they have study impairments by characteristics of students (II)

Students' assessment of their health condition and/or functional disabilities by socio-demographic characteristics of students

Indicators:	Students without HE background who feel impaired in their studies, in %	62,5
	Delayed transition students who feel impaired in their studies, in %	47,4
	22-24 year old students who feel impaired in their studies, in %	34,3

Students' assessment of their study impairments by socio-demographic characteristics of students (in %)



A12 Demographics

Students' assessment on whether they have study impairments by characteristics of students (III)

Source	Survey question 5.7, 3.6, 3.7
Purpose of subtopic	Chronic disease, mobility impairment or other kinds of health problems may impair students in taking up or completing studies. In many countries, policy or national law stipulates that prospective students should not be deterred from entering or completing their studies due to e.g. physical disabilities. Students with severe health problems are more likely to require counselling and support during their studies than their counterparts. This subtopic is based on the self-assessment of students and, therefore, gives a first indication in which way they might be impaired in their studies by various health problems.
General instructions	Table: Calculate absolute number of students by type of health impairment and by finance-related characteristics of students. It's possible for a student to have more than one impairment. Insert also the total number of students for every student group (valid headcounts per student group for this subtopic); that means the total number of students per group is <u>not</u> the sum of the different categories above. Shares will be calculated automatically by referring the number of cases of students with a specific impairment to the total number of students in respective student group (valid headcounts). See glossary for: impairment of study, headcounts, number of cases, dependency on income source, total number of students in respective group.

Students' assessment of their health condition and/or functional disabilities by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
chronic diseases	50	16,7	60	20,0	55	18,3
mental health problems	30	10,0	40	13,3	35	11,7
mobility impairment	20	6,7	20	6,7	15	5,0
sensory impairment	70	23,3	80	26,7	75	25,0
learning disability	30	10,0	35	11,7	25	8,3
other long standing health problems	20	6,7	25	8,3	22	7,3
no such impairments	150	50,0	130	43,3	140	46,7
total number of students in respective group (valid headcounts for this subtopic)	300		300		300	
students with impairments (headcounts)	150	50,0	170	56,7	160	53,3

Students depending on family support who feel impaired in their studies, in %

50,0

Students depending on own earnings who feel impaired in their studies, in %

56,7

Students depending on public support who feel impaired in their studies, in %

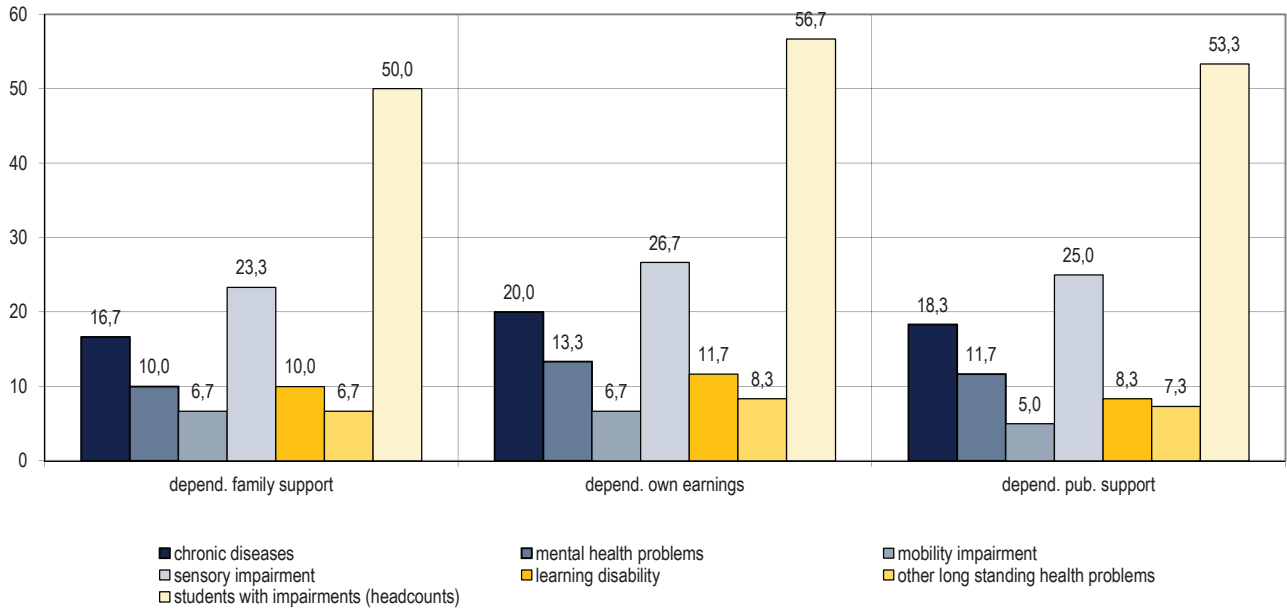
53,3

Students' assessment on whether they have study impairments by characteristics of students (III)

Students' assessment of their health condition and/or functional disabilities by finance-related characteristics of students

Indicators:	Students depending on family support who feel impaired in their studies, in %	50,0
	Students depending on own earnings who feel impaired in their studies, in %	56,7
	Students depending on public support who feel impaired in their studies, in %	53,3

Students' assessment of their study impairments by finance-related characteristics of students (in %)



A13 Demographics

Students' assessment of the impact of impairment on studies by characteristics of students (I)

Source	Survey question 5.7, 5.8, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	This subtopic complements the previous one. Based on students' self-assessment it quantifies to what extent impairments obstruct students in their studies.
General instructions	Table: Calculate absolute number of students by assessment of impact on studies. Analysis is restricted to those students who reported to have impairments (question 5.7). Students who gave multiple answers for impairments in the previous subtopic are counted <u>only once</u> here (= headcounts). Shares must sum up to 100%. Key indicators: The category '(quite) big obstacle' is the sum of the values for 'big obstacle' and 'quite big obstacle', left of the middle scale value in the questionnaire. The same holds mutatis mutandis for 'small obstacle' and 'no obstacle'. See glossary for: impairment of study, headcounts, bachelor/master students, low-/high-intensity students, university, non-university.

Students' assessment of impact of study impairments by study-related characteristics of students

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(quite) big obstacle	100	33,3	56	28,6	75	36,8	40	22,2	30	50,0	90	40,9	30	37,5	15	37,5	40	33,3
moderate obstacle	50	16,7	40	20,4	35	17,2	60	33,3	20	33,3	70	31,8	10	12,5	7	17,5	20	16,7
small / no obstacle	150	50,0	100	51,0	94	46,1	80	44,4	10	16,7	60	27,3	40	50,0	18	45,0	60	50,0
total	300	100,0	196	100,0	204	100,0	180	100,0	60	100,0	220	100,0	80	100,0	40	100,0	120	100,0

BA students who consider impairments as (quite) big obstacle for their studies, in %

28,6

Low-intensity students who consider impairments as (quite) big obstacle for their studies, in %

22,2

Non-university students who consider impairments as (quite) big obstacle for their studies, in %

37,5

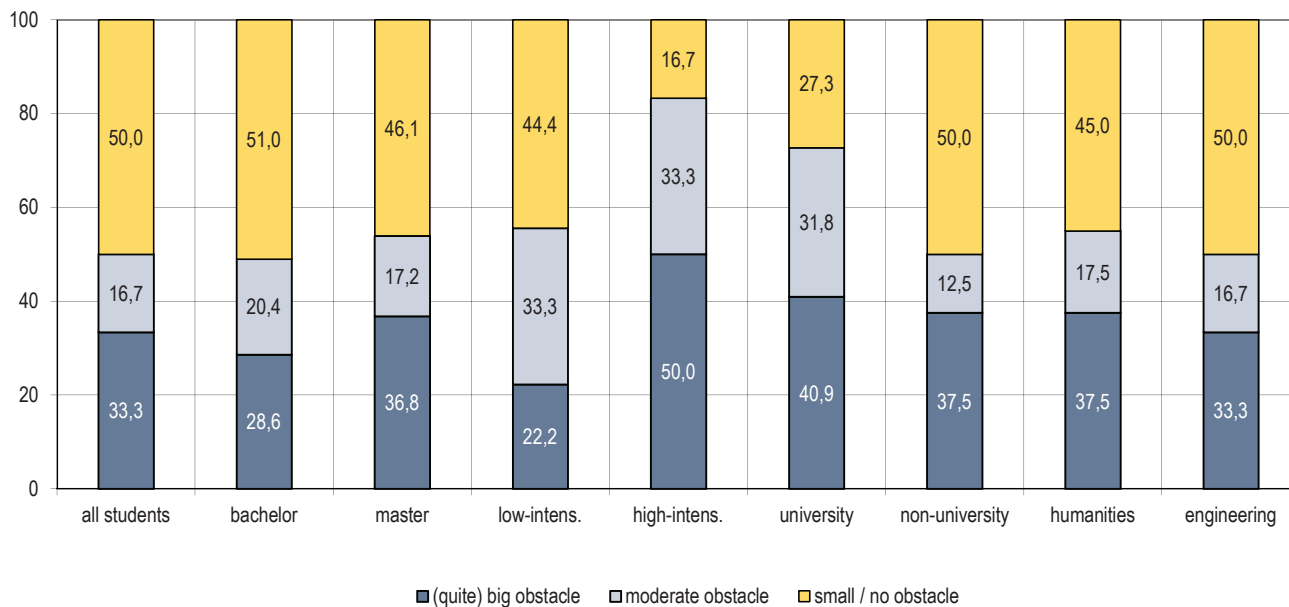
A13 Demographics

Students' assessment of the impact of impairment on studies by characteristics of students (I)

Students' assessment of impact of study impairments by study-related characteristics of students

Indicators:	BA students who consider impairments as (quite) big obstacle for their studies, in %	28,6
	Low-intensity students who consider impairments as (quite) big obstacle for their studies, in %	22,2
	Non-university students who consider impairments as (quite) big obstacle for their studies, in %	37,5

Students' assessment of the impact of impairment on studies by study-related characteristics of students (in %)



A14 Demographics

Students' assessment of the support provided to alleviate study impairments by characteristics of students (I)

Source	Survey question 5.7, 5.8, 5.9, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	This subtopic aims at quantifying the students' assessment of how their health impairments are taken account of in their studies. It is designed to capture a general assessment of support (e.g. financially, technically, etc.), no matter from which source it is provided (i.e. whether it is supplied by the state, the respective higher education institution or other public or private institutions).
General instructions	This subtopic captures only those students who reported to have any health impairment (question 5.7). Table 1: Calculate absolute number of students by level of satisfaction. Students who gave multiple answers on number of health impairments (question 5.7) are counted only once (= headcounts). Shares must sum up to 100%. Table 2: Calculate absolute number of students who stated in question 5.8 that their impairment was a big obstacle or quite big obstacle (left of the middle scale value in the questionnaire). Key indicators: The category '(very) well' comprises the values for the categories 'very well' and 'well'. See glossary for: impairment of study, headcounts, bachelor/master students, low-/high-intensity students, university, non-university.

Students' assessment of the support provided to alleviate study impairments by study-related characteristics of students

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) well	150	50,0	58	29,6	89	43,6	30	16,7	5	8,3	20	9,1	5	6,3	8	20,0	80	66,7
moderately well	45	15,0	50	25,5	70	34,3	60	33,3	15	25,0	60	27,3	25	31,3	10	25,0	15	12,5
weak / not at all	90	30,0	28	14,3	35	17,2	70	38,9	20	33,3	100	45,5	45	56,3	18	45,0	20	16,7
support not needed/wanted	15	5,0	60	30,6	10	4,9	20	11,1	20	33,3	40	18,2	5	6,3	4	10,0	5	4,2
total	300	100,0	196	100,0	204	100,0	180	100,0	60	100,0	220	100,0	80	100,0	40	100,0	120	100,0

Students' assessment of the support provided to alleviate study impairments by study-related characteristics of students - only students with (quite) big obstacle

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) well	55	55,0	30	53,6	20	26,7	10	25,0	8	26,7	24	26,7	5	16,7	2	13,3	10	25,0
moderately well	13	13,0	9	16,1	25	33,3	16	40,0	12	40,0	36	40,0	10	33,3	5	33,3	14	35,0
weak / not at all	28	28,0	15	26,8	30	40,0	13	32,5	10	33,3	28	31,1	13	43,3	8	53,3	15	37,5
support not needed/wanted	4	4,0	2	3,6	0	0,0	1	2,5	0	0,0	2	2,2	2	6,7	0	0,0	1	2,5
total	100	100,0	56	100,0	75	100,0	40	100,0	30	100,0	90	100,0	30	100,0	15	100,0	40	100,0

All students who feel impaired in their studies, who consider themselves to be supported (very) well, in %

50,0

BA students who feel impaired in their studies, who consider themselves to be supported (very) well, in %

29,6

Low-intensity students who feel impaired in their studies, who consider themselves to be supported (very) well, in %

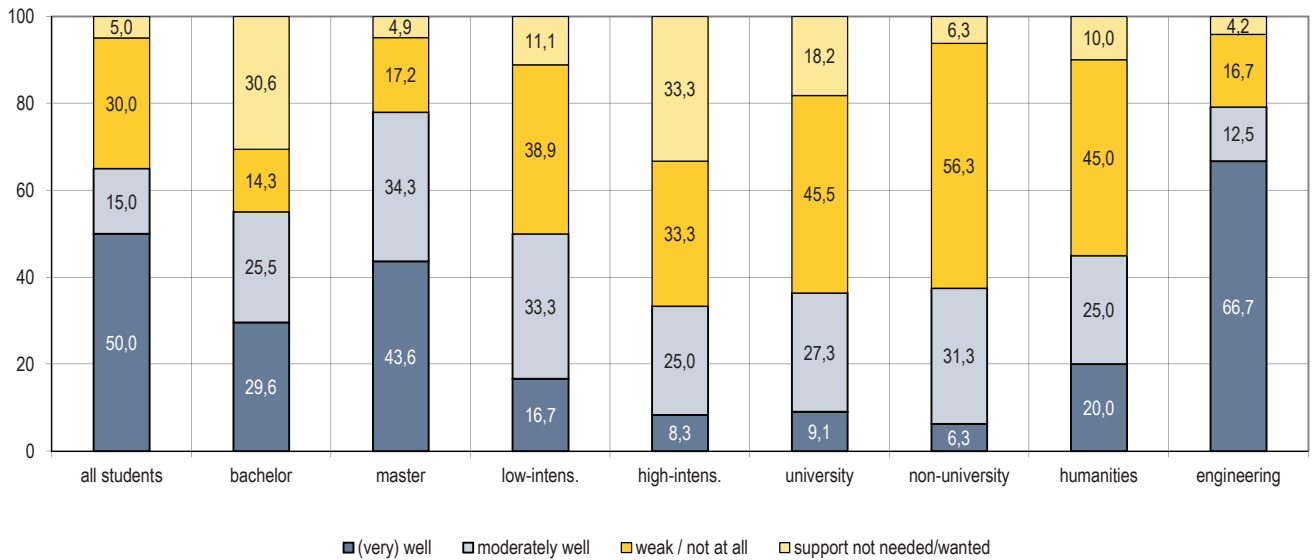
16,7

Students' assessment of the support provided to alleviate study impairments by characteristics of students (I)

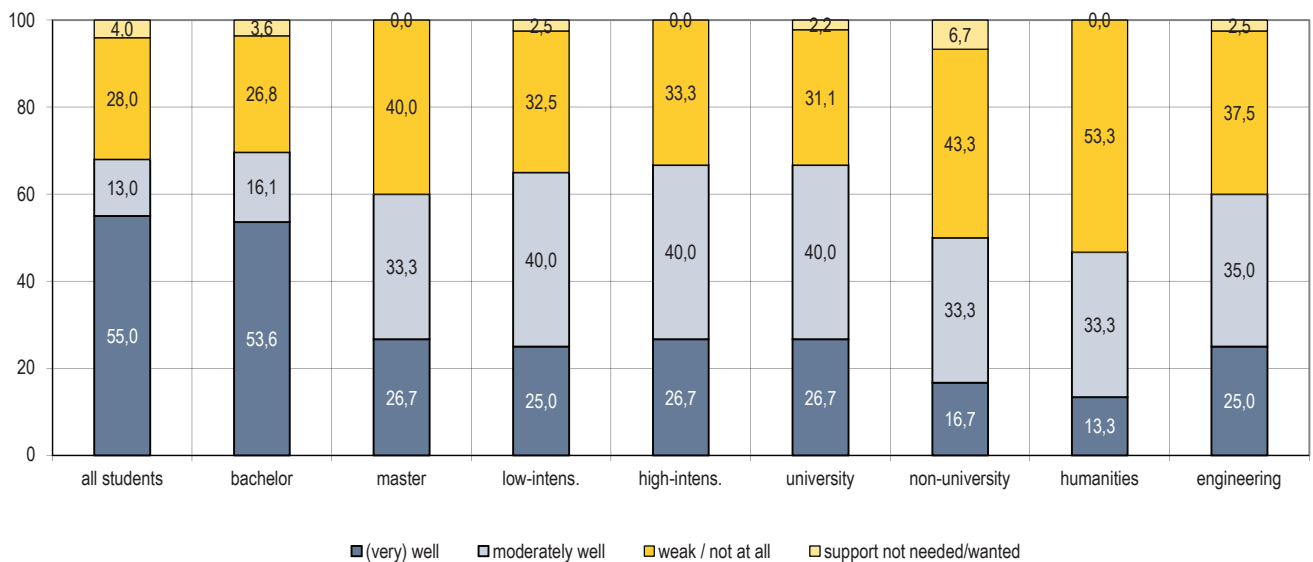
Students' assessment of the support provided to alleviate study impairments by study-related characteristics of students

Indicators: All students who feel impaired in their studies, who consider themselves to be supported (very) well, in %	50,0
BA students who feel impaired in their studies, who consider themselves to be supported (very) well, in %	29,6
Low-intensity students who feel impaired in their studies, who consider themselves to be supported (very) well, in %	16,7

Students' assessment of the support provided to alleviate study impairments by study-related characteristics of students (in %)



Students' assessment of the support provided to alleviate study impairments by study-related characteristics of students (in %) - only students with (quite) big obstacle



A15 Demographics

Migrant students according to own and to parents' place of birth by characteristics of students (I)

Source	Survey question 5.3, 1.1, 3.14, 1.0, 1.5, cross-reference with national statistics
Purpose of subtopic	Students with migration background may have different/additional needs compared to their domestic peers. Even though students may have prior education from the country in which they are studying, they may not have been born in this country (e.g. foreign students with domestic education). Therefore, this subtopic broaches the issue of the origin of students by looking at their place of birth and that of their parents.
General instructions	This subtopic analyses the responses to question 5.3 in order to differentiate between first and second generation migrant and domestic students. Definitions: 2nd generation migrant = at least one parent was born abroad and the student was born in country of survey; 1st generation migrant = at least one parent and student were born abroad; domestic student = both parents and student were born in country of survey; other = both parents were born in country of survey and student was born abroad. If data on the student's parents' place of birth are missing completely, the case should be excluded from analysis of the subtopic. The number of excluded cases should be reported in the subtopic comment box. Table: Calculate absolute number of students by migration status and by study-related characteristics. Insert also in row below total the share of second generation migrants of the general population aged 25-54 in your country (share of people with at least one parent born abroad). See glossary for: migrant students, bachelor/master students, low-/high-intensity students, university, non-university.

Migrant students according to own and to parents' place of birth by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
2nd generation	170	17,0	100	18,3	30	9,9	97	34,6	10	11,1	90	14,5	80	21,1	20	30,8	22	12,2
1st generation	215	21,5	136	24,9	40	13,2	50	17,9	30	33,3	140	22,6	75	19,7	5	7,7	33	18,3
domestic students	600	60,0	300	54,9	232	76,3	130	46,4	46	51,1	380	61,3	220	57,9	40	61,5	123	68,3
other	15	1,5	10	1,8	2	0,7	3	1,1	4	4,4	10	1,6	5	1,3	0	0,0	2	1,1
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0
share of people in general population aged 25-54, who were born in the country of survey, with at least one parent born abroad	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0
index: share of 2nd generation migrant students to share of second generation migrant young people	x	121,4	x	130,8	x	70,5	x	247,4	x	79,4	x	103,7	x	150,4	x	219,8	x	87,3

Index value for second generation migrants among BA students, in %

130,8

Index value for second generation migrants among MA students, in %

70,5

Index value for second generation migrants among non-university students, in %

150,4

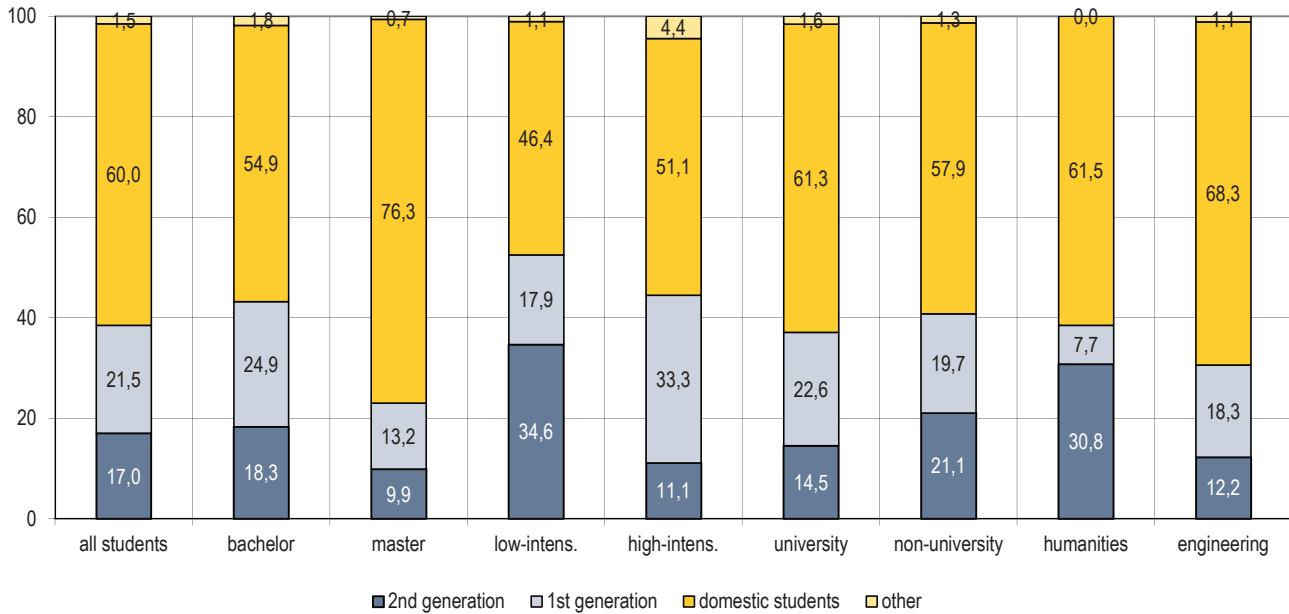
A15 Demographics

Migrant students according to own and to parents' place of birth by characteristics of students (I)

Migrant students according to own and to parents' place of birth by study-related characteristics of students

Indicators:	Index value for second generation migrants among BA students, in %	130,8
	Index value for second generation migrants among MA students, in %	70,5
	Index value for second generation migrants among non-university students, in %	150,4

Migrant students according to own and to parents' place of birth by study-related characteristics of students (in %)



A16 Demographics

Migrant students according to own and to parents' place of birth by characteristics of students (II)

Source	Survey question 5.3, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1 cross-reference with national statistics
Purpose of subtopic	Students with migration background may have different/additional needs compared to their domestic peers. Even though students may have prior education from the country in which they are studying, they may not have been born in this country (e.g. foreign students with domestic education). Therefore, this subtopic broaches the issue of the origin of students by looking at their place of birth and that of their parents.
General instructions	<p>This subtopic analyses the responses to question 5.3 in order to differentiate between first and second generation migrant and domestic students. Definitions: 2nd generation migrant = at least one parent was born abroad and the student was born in country of survey; 1st generation migrant = at least one parent and student were born abroad; domestic student = both parents and student were born in country of survey; other = both parents were born in country of survey and student was born abroad. If data on the student's parents' place of birth are missing completely, the case should be excluded from analysis of the subtopic. The number of excluded cases should be reported in the subtopic comment box.</p> <p>Table: Calculate absolute number of students by migration status and by socio-demographic characteristics. Insert also in row below total the share of second generation migrants of the general population aged 25-54 in your country (share of people with at least one parent born abroad). See glossary for: migrant students, age, education/social background, delayed transition students, international students.</p>

Migrant students according to own and to parents' place of birth by socio-demographic characteristics of students

	females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
2nd generation	85	16,5	85	17,6	120	27,3	50	8,9	120	18,0	60	17,9	70	20,0	50	30,3	40	26,7	70	24,1
1st generation	100	19,4	115	23,8	185	42,0	30	5,4	89	13,4	30	9,0	100	28,6	12	7,3	20	13,3	100	34,5
domestic students	324	62,8	276	57,0	122	27,7	478	85,4	450	67,7	240	71,6	173	49,4	100	60,6	90	60,0	80	27,6
other	7	1,4	8	1,7	13	3,0	2	0,4	6	0,9	5	1,5	7	2,0	3	1,8	0	0,0	40	13,8
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0
share of people in general population aged 25-54, who were born in the country of survey, with at least one parent born abroad	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0	x	14,0
index: share of 2nd generation migrant students to share of second generation migrant young people	x	117,7	x	125,4	x	194,8	x	63,8	x	128,9	x	127,9	x	142,9	x	216,5	x	190,5	x	172,4

Index value for second generation migrants among students without HE background, in %

194,8

Index value for second generation migrants among delayed transition students, in %

128,9

Index value for second generation migrants among 30 year old (or older) students, in %

190,5

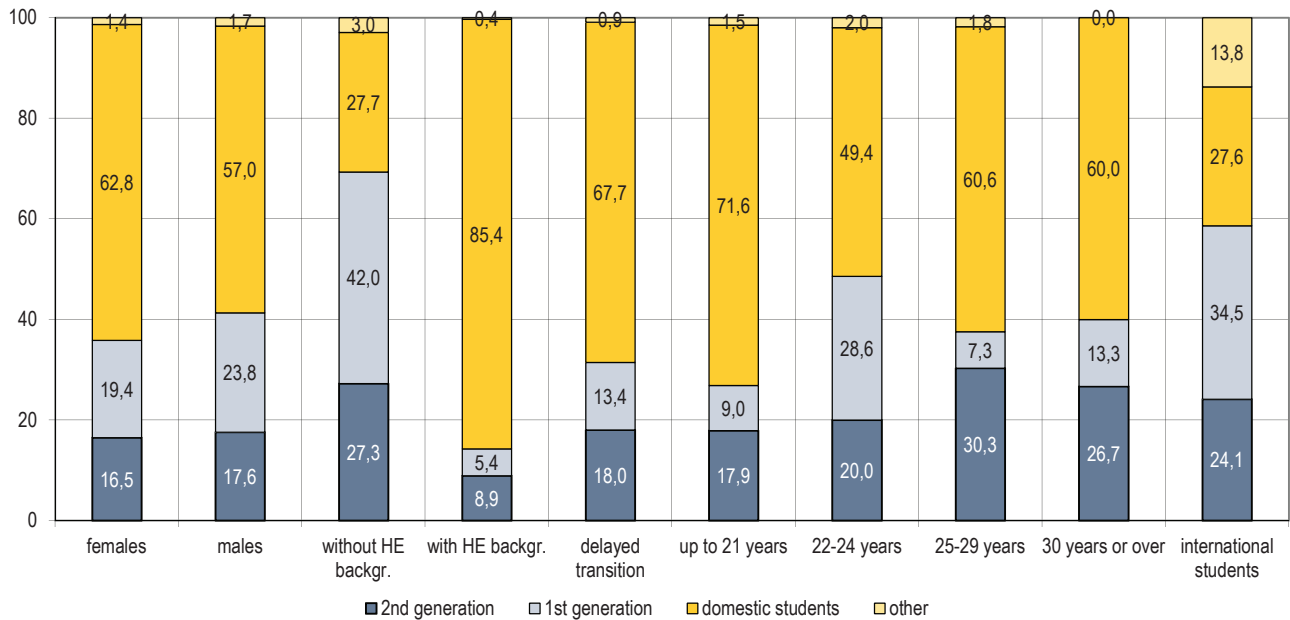
A16 Demographics

Migrant students according to own and to parents' place of birth by characteristics of students (II)

Migrant students according to own and to parents' place of birth by socio-demographic characteristics of students

Indicators:	Index value for second generation migrants among students without HE background, in %	194,8
	Index value for second generation migrants among delayed transition students, in %	128,9
	Index value for second generation migrants among 30 year old (or older) students, in %	190,5

Migrant students according to own and to parents' place of birth by socio-demographic characteristics of students (in %)



A17 Demographics

Migrant students according to own and to parents' place of birth by characteristics of students (III)

Source	Survey question 5.3, 3.6, 3.7, cross-reference with national statistics
Purpose of subtopic	Students with migration background may have different/additional needs compared to their domestic peers. Even though students may have prior education from the country in which they are studying, they may not have been born in this country (e.g. foreign students with domestic education). Therefore, this subtopic broaches the issue of the origin of students by looking at their place of birth and that of their parents.
General instructions	This subtopic analyses the responses to question 5.3 in order to differentiate between first and second generation migrant and domestic students. Definitions: 2nd generation migrant = at least one parent was born abroad and the student was born in country of survey; 1st generation migrant = at least one parent and student were born abroad; domestic student = both parents and student were born in country of survey; other = both parents were born in country of survey and student was born abroad. If data on the student's parents' place of birth are missing completely, the case should be excluded from analysis of the subtopic. The number of excluded cases should be reported in the subtopic comment box. Table: Calculate absolute number of students by migration status and by finance-related characteristics. Insert also in row below total the share of second generation migrants of the general population aged 25-54 in your country (share of people with at least one parent born abroad). See glossary for: migrant students, dependency on income source.

Migrant students according to own and to parents' place of birth by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
2nd generation	60	20,0	40	13,3	60	20,0
1st generation	80	26,7	100	33,3	10	3,3
domestic students	159	53,0	160	53,3	230	76,7
other	1	0,3	0	0,0	0	0,0
total	300	100,0	300	100,0	300	100,0
share of people in general population aged 25-54, who were born in the country of survey, with at least one parent born abroad	x	14,0	x	14,0	x	14,0
index: share of 2nd generation migrant students to share of second generation migrant young people	x	142,9	x	95,2	x	142,9

Index value for second generation migrants among students depending on family support, in %

Index value for second generation migrants among students depending on own earnings, in %

Index value for second generation migrants among students depending on public support, in %

142,9

95,2

142,9

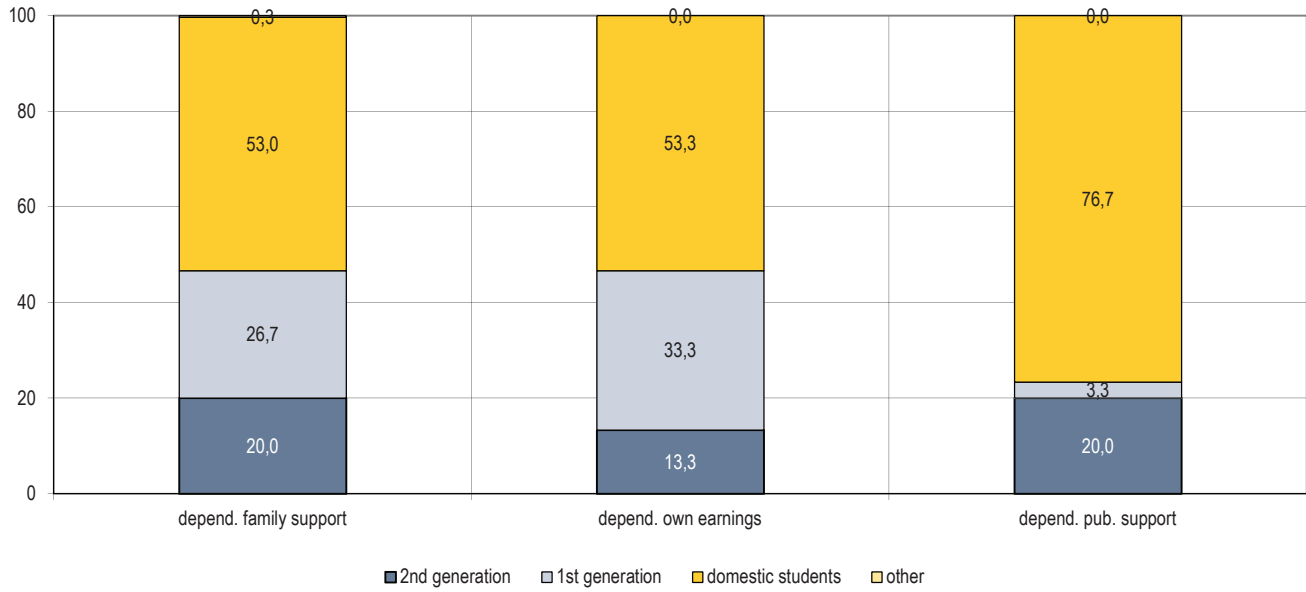
A17 Demographics

Migrant students according to own and to parents' place of birth by characteristics of students (III)

Migrant students according to own and to parents' place of birth by finance-related characteristics of students

Indicators:	Index value for second generation migrants among students depending on family support, in %	142,9
	Index value for second generation migrants among students depending on own earnings, in %	95,2
	Index value for second generation migrants among students depending on public support, in %	142,9

Migrant students according to own and to parents' place of birth by finance-related characteristics of students (in %)



B1 Access

Leaving qualification from school system by characteristics of students (I)

Source	Survey question 2.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Countries usually offer different ways for potential students to enter higher education. In many countries, the school leaving certificate of upper secondary level often gives direct access to higher education institutions. However, the route through the school system to higher education is not always a straight one. This subtopic (in conjunction with the following subtopics) aims at identifying the students' different pathways into higher education and to indicate breaks on this path that were taken before entering higher education.
General instructions	Table: Calculate absolute number of students differentiated by school leaving qualification and by students' study-related characteristics. To do so, you have to assign your national school leaving certificates to the qualification levels given in the table. See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Students' school leaving qualification by study-related characteristics

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to lower secondary (ISCED 24, 25)	90	9,0	50	9,2	20	6,6	35	12,5	5	5,6	65	10,5	25	6,6	5	7,7	20	11,1
upper secondary academic track (ISCED 34)	300	30,0	200	36,6	64	21,1	50	17,9	20	22,2	170	27,4	130	34,2	22	33,8	40	22,2
upper secondary dual track (ISCED 34/35)	240	24,0	130	23,8	80	26,3	100	35,7	25	27,8	130	21,0	110	28,9	10	15,4	30	16,7
upper secondary vocational track (ISCED 35)	80	8,0	30	5,5	30	9,9	60	21,4	5	5,6	55	8,9	25	6,6	10	15,4	20	11,1
other national qualification	90	9,0	30	5,5	40	13,2	15	5,4	15	16,7	65	10,5	25	6,6	3	4,6	30	16,7
foreign qualification	200	20,0	106	19,4	70	23,0	20	7,1	20	22,2	135	21,8	65	17,1	15	23,1	40	22,2
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

All students with upper secondary academic track, in %

30,0

Low-intensity students with upper secondary academic track, in %

17,9

Students at non-universities with upper secondary academic track, in %

34,2

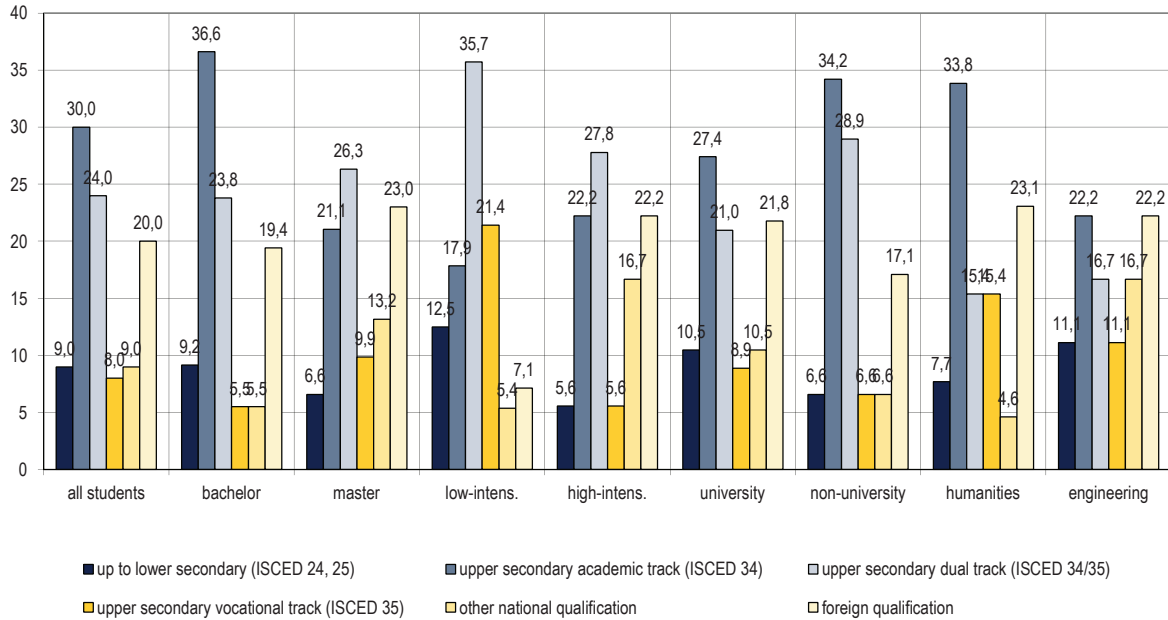
B1 Access

Leaving qualification from school system by characteristics of students (I)

Students' school leaving qualification by study-related characteristics

Indicators:	All students with upper secondary academic track, in %	30,0
	Low-intensity students with upper secondary academic track, in %	17,9
	Students at non-universities with upper secondary academic track, in %	34,2

School leaving qualification by study-related characteristics of students (in %)



B2 Access

Leaving qualification from school system by characteristics of students (II)

Source	Survey question 2.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1
Purpose of subtopic	Countries usually offer different ways for potential students to enter higher education. In many countries, the school leaving certificate of upper secondary level often gives direct access to higher education institutions. However, the route through the school system to higher education is not always a straight one. This subtopic (in conjunction with the following subtopics) aims at identifying the students' different pathways into higher education and to indicate breaks on this path that were taken before entering higher education.
General instructions	Table: Calculate absolute number of students differentiated by school leaving qualification and by students' socio-demographic characteristics. To do so, you have to assign your national school leaving certificates to the qualification levels given in the table. See glossary for: education/social background, delayed transition students, age, international students.

Students' school leaving qualification by socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to lower secondary (ISCED 24, 25)	50	9,7	40	8,3	35	8,0	60	10,7	40	6,0	40	11,9	50	14,3	10	6,1	15	10,0	20	6,9
upper secondary academic track (ISCED 34)	155	30,0	145	30,0	140	31,8	110	19,6	250	37,6	95	28,4	60	17,1	60	36,4	40	26,7	80	27,6
upper secondary dual track (ISCED 34/35)	125	24,2	115	23,8	110	25,0	200	35,7	140	21,1	65	19,4	120	34,3	25	15,2	30	20,0	50	17,2
upper secondary vocational track (ISCED 35)	41	7,9	39	8,1	30	6,8	120	21,4	30	4,5	30	9,0	70	20,0	10	6,1	15	10,0	20	6,9
other national qualification	45	8,7	45	9,3	40	9,1	30	5,4	45	6,8	35	10,4	20	5,7	15	9,1	17	11,3	40	13,8
foreign qualification	100	19,4	100	20,7	85	19,3	40	7,1	160	24,1	70	20,9	30	8,6	45	27,3	33	22,0	80	27,6
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Students without HE background with upper secondary academic track, in %

31,8

Delayed transition students with upper secondary academic track, in %

37,6

30 year old (or older) students with upper secondary academic track, in %

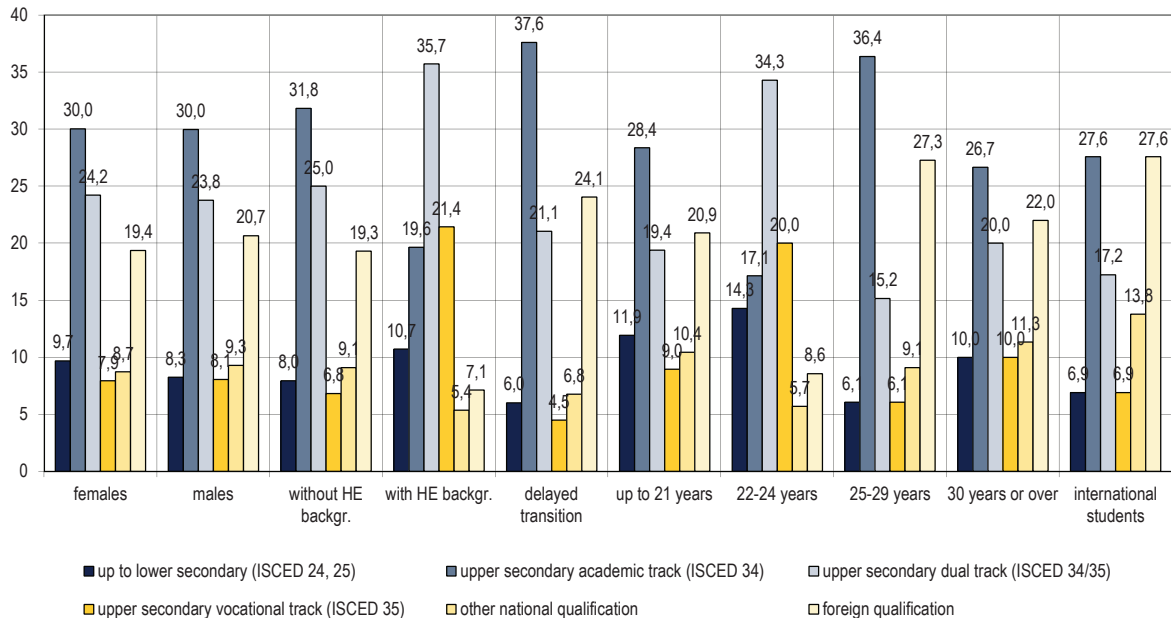
26,7

Leaving qualification from school system by characteristics of students (II)

Students' school leaving qualification by socio-demographic characteristics

Indicators:	Students without HE background with upper secondary academic track, in %	31.8
	Delayed transition students with upper secondary academic track, in %	37.6
	30 year old (or older) students with upper secondary academic track, in %	26.7

School leaving qualification by socio-demographic characteristics of students (in %)



B3 Access

Leaving qualification from school system by characteristics of students (III)

Source	Survey question 2.1, 3.6, 3.7
Purpose of subtopic	Countries usually offer different ways for potential students to enter higher education. In many countries, the school leaving certificate of upper secondary level often gives direct access to higher education institutions. However, the route through the school system to higher education is not always a straight one. This subtopic (in conjunction with the following subtopics) aims at identifying the students' different pathways into higher education and to indicate breaks on this path that were taken before entering higher education.
General instructions	Table: Calculate absolute number of students differentiated by school leaving qualification and by students' finance-related characteristics. To do so, you have to assign your national school leaving certificates to the qualification levels given in the table. See glossary for: dependency on income source.

Students' school leaving qualification by finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
up to lower secondary (ISCED 24, 25)	30	10,0	20	6,7	40	13,3
upper secondary academic track (ISCED 34)	80	26,7	110	36,7	60	20,0
upper secondary dual track (ISCED 34/35)	70	23,3	50	16,7	80	26,7
upper secondary vocational track (ISCED 35)	20	6,7	20	6,7	30	10,0
other national qualification	30	10,0	30	10,0	40	13,3
foreign qualification	70	23,3	70	23,3	50	16,7
total	300	100,0	300	100,0	300	100,0

Students depending on family support with upper secondary academic track, in %

Students depending on own earnings with upper secondary academic track, in %

Students depending on public support with upper secondary academic track, in %

26,7
36,7
20,0

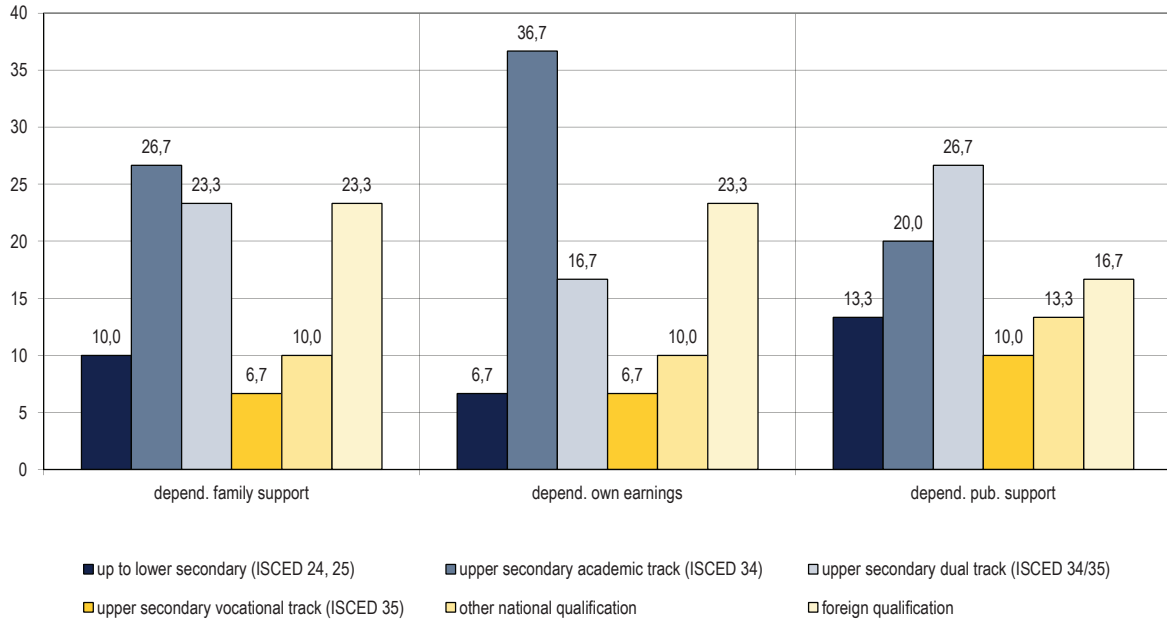
B3 Access

Leaving qualification from school system by characteristics of students (III)

Students' school leaving qualification by finance-related characteristics

Indicators:	Students depending on family support with upper secondary academic track, in %	26,7
	Students depending on own earnings with upper secondary academic track, in %	36,7
	Students depending on public support with upper secondary academic track, in %	20,0

School leaving qualification by finance-related characteristics of students (in %)



Instruction for standardised data on qualifications

For the subtopic 'Qualification used for entry into higher education' we ask you to provide us with entry statistics in three ways:

1. Country specific: In table 1, you should assign the letters A, B, C etc. to the national (and foreign) certificates used by students to enter into higher education in your country. This table is necessary to show the specific transition routes taken through the education system in your country. The information should be drawn from question 2.1 and 2.4 in the core questionnaire.
2. Standardised: In table 2, we ask you to provide us with the same information in a standardised format. This will facilitate a more direct comparison between the EUROSTUDENT countries. The categories used were initially drawn from case studies in a comparative background report from Orr/Riechers 2010 and then further elaborated in a working group at the start of round 5 of the project. Since the categories are the same as those suggested in the handbook for the EUROSTUDENT survey (https://eurostudent.his.de/wiki/index.php/Q_Study_Background), there may be little difference in the data in tables 1 and 2.
3. Standardised: Table 3 is based only on those students who left the school system for the first time at lower secondary level. The answers to question 2.1 in the core questionnaire will be used as filter for identifying those students. Table 3 will be used to display second chance routes into HE. Therefore, the categories 'upper secondary qualification' and 'foreign qualification' are not incorporated into the table.

Standardised categories for entries in table 2

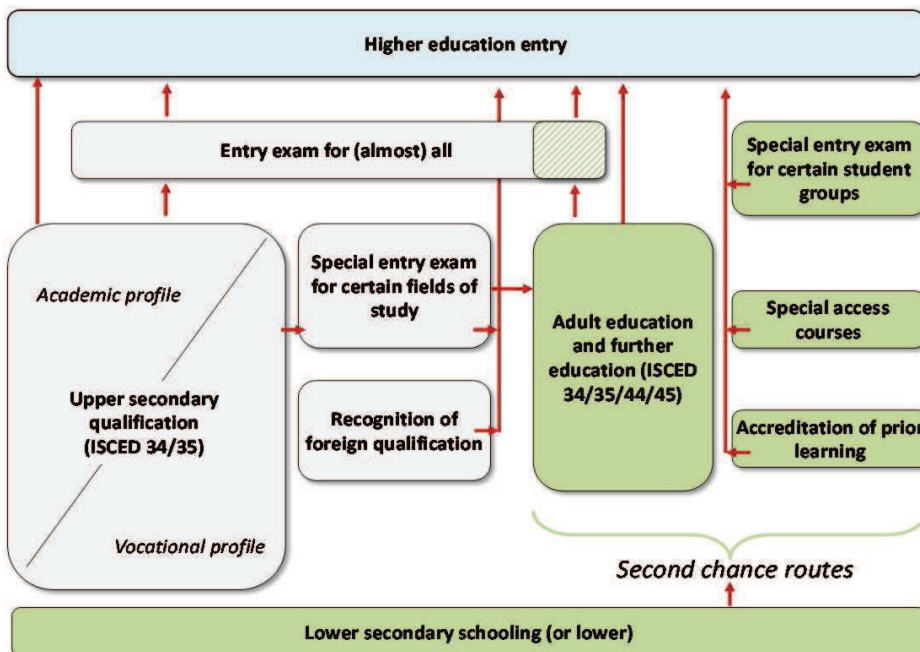
Please note that question 2.4 was multiple response since we assume that some students may have to accumulate various qualifications in order to enter higher education.

1. **Upper secondary qualification (ISCED 34/35):** This is often the traditional direct entry route into most higher education institutions (typical certificate: A-level, Abitur, Matura, Maturita,...). In some countries and school types, it may combine both elements of academic and vocational training. Please note this difference in the commentaries.
2. **Central HE entrance exam for all students:** In some countries, (almost) all students have to pass a central examination in order to gain access to higher education.
3. **Upper secondary school academic track through adult learning (ISCED 34/35/44/45):** In most countries it is possible to take the normal secondary leaving qualification after leaving the school system, often through courses for mature/adult learners.
4. **Special exam for certain student groups:** In some countries, special examinations are used to assess the capabilities of candidates for higher education entry, who don't have the normal formal qualifications. In some cases, for instance, these are offered for persons over the age of 25 years.
5. **Special access courses:** It may be that a candidate receives a conditional acceptance to university or college on the basis of prior learning or experience. The condition is that they graduate from a special access course, usually offered by a university or a college for specific subject areas such as mathematics.
6. **Accreditation of prior learning and/or vocational experience (APR):** In some systems the key criteria used to assess entry into higher education is accreditation of prior experience and learning. In this case, it is often the institution of higher education itself and not a public authority which assesses the applicant's fitness for entry.
7. **Special entrance qualification for certain fields of study:** Institutions of higher education or public authorities might introduce special examinations in order to assess an applicant's fitness for entry in specific fields of study, e.g. for medical or artistic disciplines.
8. **Foreign qualification:** Some students may gain access to higher education through the recognition of qualifications from other education systems.

Standardised categories for entries in table 3

What is second chance entry?

The term 'second chance' route is used here for all opportunities, which enable a person to enter higher education on the basis of a qualification or recognition of competencies gained outside of the school system and the regular qualification route. Second chance routes are considered to be those, where HE entrance qualifications were obtained after graduating from school no higher than at lower secondary level when leaving the school system for the first time and e.g. after entering the labour market or vocational training. For students with foreign qualifications second chance routes cannot be defined.



B4 Access

Qualification used for entry into higher education by characteristics of students (I)

Source	Survey question 2.4, 2.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Countries usually offer different ways for potential students to enter higher education. Knowledge of these routes is important if, for instance, access is to be broadened in order to widen participation beyond graduates of academic schooling. This subtopic looks at the routes of students into higher education in each national system. It focuses on different routes to direct entry from secondary education, which are often termed 'second chance-routes'.
General instructions	Table 1: Calculate absolute number of <u>cases</u> differentiated by entry qualification and by students' study-related characteristics. It's possible that a student holds more than one entry qualification, therefore number of <u>cases</u> is counted, not heads (except for bottom row). Shares are computed by referring the number of <u>cases</u> to the total number of students in the respective student group (= <u>headcounts</u>). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. Explain the type of entry qualification for HE in the comment box, e.g. A = Abitur, B = entrance qualification for universities of applied sciences (<i>Fachhochschulen</i>), C = ... Table 2: Calculate absolute number of <u>cases</u> by qualification level. Based on table 1 you have to assign the cases to the qualification levels of table 2. See special note for this. Table 2 is the most important table in this subtopic. Please note that for the respective groups the totals in table 1 and 2 (= <u>headcounts</u>) must be the same. Table 3: Calculate absolute number of <u>cases</u> by qualification level and by students' study-related characteristics. This is based only on those students who graduated from the school system for the first time at lower secondary level (ISCED 24/25). It's possible that a student holds more than one entry qualification, therefore number of <u>cases</u> is counted, not heads (except for bottom row). Shares are computed by referring the number of cases to the total number of students in the respective student group (= <u>headcounts</u>). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. See glossary for: headcounts, number of cases, bachelor/master students, low-/high-intensity students, university, non-university, total number of students in respective group.

Entry qualification type 1: National qualifications and measures by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
A	120	12.0	50	9.2	40	13.2	40	14.3	30	33.3	80	12.9	40	10.5	10	15.4	30	16.7
B	610	61.0	300	54.9	180	59.2	100	35.7	10	11.1	310	50.0	200	52.6	20	30.8	50	27.8
C	250	25.0	110	20.1	60	19.7	80	28.6	20	22.2	150	24.2	125	32.9	15	23.1	40	22.2
D	70	7.0	60	11.0	30	9.9	50	17.9	25	27.8	50	8.1	30	7.9	15	23.1	40	22.2
E	30	3.0	30	5.5	10	3.3	30	10.7	15	16.7	40	6.5	10	2.6	10	15.4	30	16.7
F	20	2.0	20	3.7	10	3.3	10	3.6	10	11.1	30	4.8	5	1.3	10	15.4	20	11.1
total number of students in respective group (valid headcounts for this subtopic)	1.000		546		304		280		90		620		380		65		180	

Entry qualification type 2: Standardised qualifications and measures by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
upper secondary qualification (ISCED 34/35)	710	71.0	375	68.7	200	65.8	180	64.3	55	61.1	560	90.3	130	34.2	50	76.9	110	61.1
central HE entrance exam for all students	40	4.0	30	5.5	15	4.9	30	10.7	5	5.6	30	4.8	25	6.6	5	7.7	20	11.1
upper second. school acad. track through adult learning	80	8.0	35	6.4	45	14.8	25	8.9	5	5.6	10	1.6	60	15.8	8	12.3	25	13.9
special exam for certain student groups	70	7.0	30	5.5	15	4.9	5	1.8	10	11.1	10	1.6	50	13.2	4	6.2	12	6.7
special access courses	50	5.0	30	5.5	15	4.9	15	5.4	15	16.7	5	0.8	45	11.8	2	3.1	8	4.4
accreditation of prior learning and/or voc. experience (APR)	30	3.0	20	3.7	5	1.6	5	1.8	12	13.3	5	0.8	20	5.3	4	6.2	10	5.6
special entrance qual. for certain fields of study	20	2.0	10	1.8	5	1.6	10	3.6	3	3.3	10	1.6	10	2.6	4	6.2	5	2.8
foreign qualification	100	10.0	40	7.3	30	9.9	40	14.3	5	5.6	30	4.8	70	18.4	3	4.6	20	11.1
total number of students in respective group (valid headcounts for this subtopic)	1.000		546		304		280		90		620		380		65		180	

Second chance routes by students' study-related characteristics - only students who graduated from school system for the first time at lower secondary level

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
central HE entrance exam for all students	15	16.7	13	26.0	3	15.0	9	25.7	2	40.0	14	21.5	4	16.0	1	20.0	5	25.0
upper second. school acad. track through adult learning	25	27.8	11	22.0	5	25.0	10	28.6	1	20.0	17	26.2	8	32.0	2	40.0	6	30.0
special exam for certain student groups	23	25.6	10	20.0	7	35.0	6	17.1	2	40.0	18	27.7	5	20.0	2	40.0	3	15.0
special access courses	15	16.7	11	22.0	4	20.0	6	17.1	2	40.0	10	15.4	6	24.0	1	20.0	5	25.0
accreditation of prior learning and/or voc. experience (APR)	10	11.1	7	14.0	2	10.0	4	11.4	1	20.0	6	9.2	4	16.0	3	60.0	4	20.0
special entrance qual. for certain fields of study	7	7.8	4	8.0	3	15.0	5	14.3	1	20.0	4	6.2	3	12.0	1	20.0	3	15.0
total number of students in respective group (valid headcounts for this subtopic)	90		50		20		35		5		65		25		5		20	

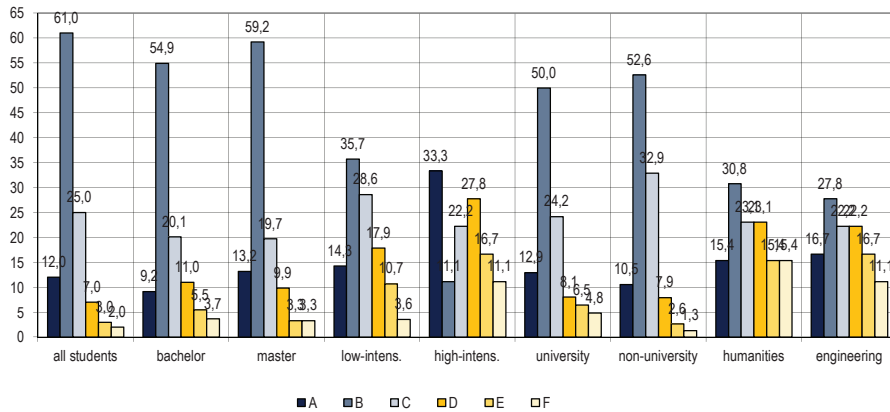
All students via APR, in %
 BA students via APR, in %
 MA students via APR, in %

3.0
3.7
1.6

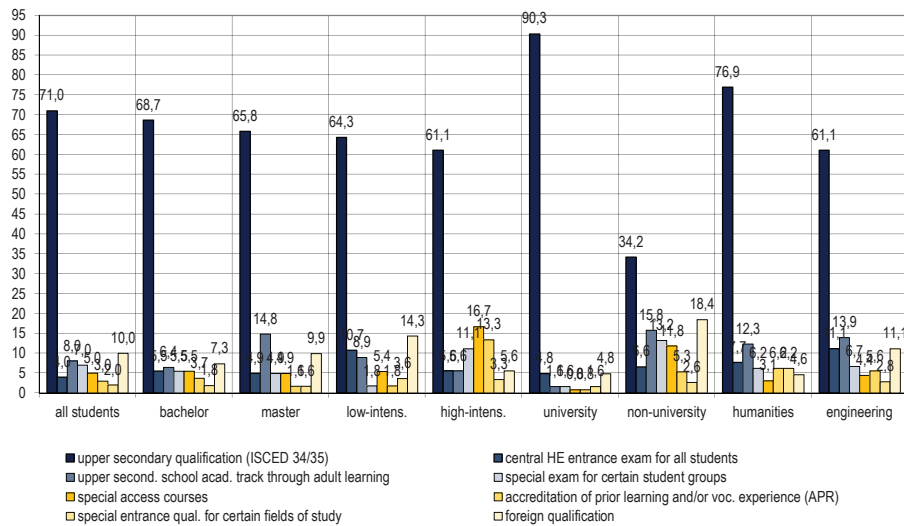
Qualification used for entry into higher education by characteristics of students (I)

Indicators:	All students via APR, in %	3.0
	BA students via APR, in %	3.7
	MA students via APR, in %	1.6

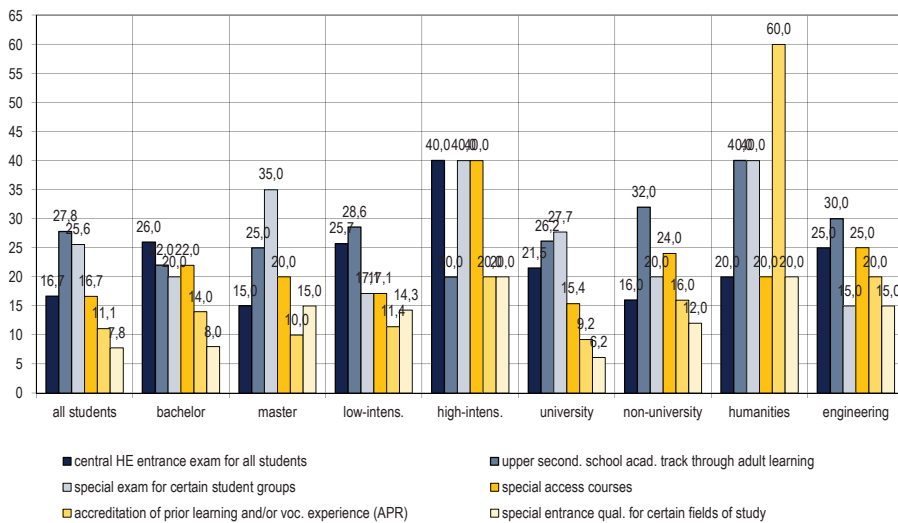
Entry qualification type 1: National qualifications and measures by study-related characteristics of students (in %)



Entry qualification type 2: Standardised qualifications and measures by study-related characteristics of students (in %)



Entry qualification type 3: Second chance routes of school leavers at lower sec. level by study-related characteristics of students (in %)



Qualification used for entry into higher education by characteristics of students (II)

Source	Survey question 2.4, 2.1, 5.2, 6.1, 2.5, 2.6, 5.1
Purpose of subtopic	Countries usually offer different ways for potential students to enter higher education. Knowledge of these routes is important if, for instance, access is to be broadened in order to widen participation beyond graduates of academic schooling. This subtopic looks at the routes of students into higher education in each national system. It focuses on different routes to direct entry from secondary education, which are often termed 'second chance-routes'.
General instructions	<p>Table 1: Calculate absolute number of cases differentiated by entry qualification and by students' socio-demographic characteristics. It's possible that a student holds more than one entry qualification, therefore number of cases is counted, not heads (except for bottom row). Shares are computed by referring the number of cases to the total number of students in the respective student group (= headcounts). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. Explain the type of entry qualification for HE in the comment box, e.g. A = Abitur, B = entrance qualification for universities of applied sciences (Fachhochschulen), C = ...</p> <p>Table 2: Calculate absolute number of cases by qualification level. Based on table 1 you have to assign the cases to the qualification levels of table 2. See special note for this. Table 2 is the most important table in this subtopic. Please note that for the respective groups the totals in table 1 and 2 (= headcounts) must be the same.</p> <p>Table 3: Calculate absolute number of cases by qualification level and by students' socio-demographic characteristics. This is based only on those students who graduated from the school system for the first time at lower secondary level (ISCED 24/25). It's possible that a student holds more than one entry qualification, therefore number of cases is counted, not heads (except for bottom row). Shares are computed by referring the number of cases to the total number of students in the respective student group (= headcounts). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. See glossary for: headcounts, number of cases, education/social background, delayed transition students, age, international students, total number of students in respective group.</p>

Entry qualification type 1: National qualifications and measures by students' socio-demographic characteristics

	females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
A	80	15.5	40	8.3	85	19.3	90	16.1	80	12.0	50	14.9	50	14.3	80	48.5	20	13.3	0	0.0
B	220	42.6	390	80.6	200	45.5	170	30.4	350	52.6	120	35.8	120	34.3	30	18.2	40	26.7	4	1.4
C	130	25.2	120	24.8	130	29.5	120	21.4	80	12.0	80	23.9	90	25.7	25	15.2	45	30.0	6	2.1
D	60	11.6	10	2.1	72	16.4	95	17.0	70	10.5	45	13.4	60	17.1	20	12.1	35	23.3	3	1.0
E	30	5.8	0	0.0	43	9.8	60	10.7	60	9.0	30	9.0	30	8.6	10	6.1	20	13.3	7	2.4
F	20	3.9	0	0.0	30	6.8	45	8.0	40	6.0	25	7.5	20	5.7	10	6.1	10	6.7	280	96.6
total number of students in respective group (valid headcounts for this subtopic)	516		484		440		560		665		335		350		165		150		290	

Entry qualification type 2: Standardised qualifications and measures by students' socio-demographic characteristics

	females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
upper secondary qualification (ISCED 34/35)	360	69.8	350	72.3	150	34.1	420	75.0	290	43.8	230	68.7	230	65.7	110	86.7	60	40.0	0	0.0
central HE entrance exam for all students	25	4.8	15	3.1	90	20.5	40	7.1	60	9.0	15	4.5	35	10.0	5	3.0	20	13.3	7	2.4
upper second. school acad. track through adult learning	40	7.8	40	8.3	107	24.3	30	5.4	90	13.5	25	7.5	20	5.7	10	6.1	25	16.7	0	0.0
special exam for certain student groups	30	5.8	40	8.3	60	13.6	15	2.7	60	9.0	15	4.5	15	4.3	5	3.0	10	6.7	3	1.0
special access courses	20	3.9	30	6.2	30	6.8	10	1.8	70	10.5	20	6.0	12	3.4	10	6.1	19	12.7	4	1.4
accreditation of prior learning and/or voc. experience (APR)	15	2.9	15	3.1	28	6.4	5	0.9	60	9.0	5	1.5	8	2.3	15	9.1	5	3.3	0	0.0
special entrance qual. for certain fields of study	10	1.9	10	2.1	35	8.0	5	0.9	30	4.5	10	3.0	10	2.9	5	3.0	6	4.0	6	2.1
foreign qualification	40	7.8	60	12.4	60	13.6	55	9.8	20	3.0	30	9.0	40	11.4	15	9.1	25	16.7	280	96.6
total number of students in respective group (valid headcounts for this subtopic)	516		484		440		560		665		335		350		165		150		290	

Second chance routes by students' socio-demographic characteristics - only students who graduated from school system for the first time at lower secondary level

	females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
central HE entrance exam for all students	11	22.0	4	10.0	10	28.6	5	8.3	7	17.5	7	17.5	15	30.0	0	0.0	3	20.0	x	x
upper second. school acad. track through adult learning	17	34.0	8	20.0	18	51.4	7	11.7	14	35.0	12	30.0	11	22.0	2	20.0	3	20.0	x	x
special exam for certain student groups	13	26.0	10	25.0	17	48.6	6	10.0	6	15.0	6	15.0	8	16.0	3	30.0	2	13.3	x	x
special access courses	7	14.0	8	20.0	12	34.3	3	5.0	7	17.5	9	22.5	7	14.0	1	10.0	4	26.7	x	x
accreditation of prior learning and/or voc. experience (APR)	5	10.0	5	12.5	8	22.9	2	3.3	6	15.0	4	10.0	6	12.0	3	30.0	3	20.0	x	x
special entrance qual. for certain fields of study	2	4.0	5	12.5	4	11.4	3	5.0	4	10.0	5	12.5	7	14.0	2	20.0	3	20.0	x	x
total number of students in respective group (valid headcounts for this subtopic)	50		40		35		60		40		40		50		10		15		x	x

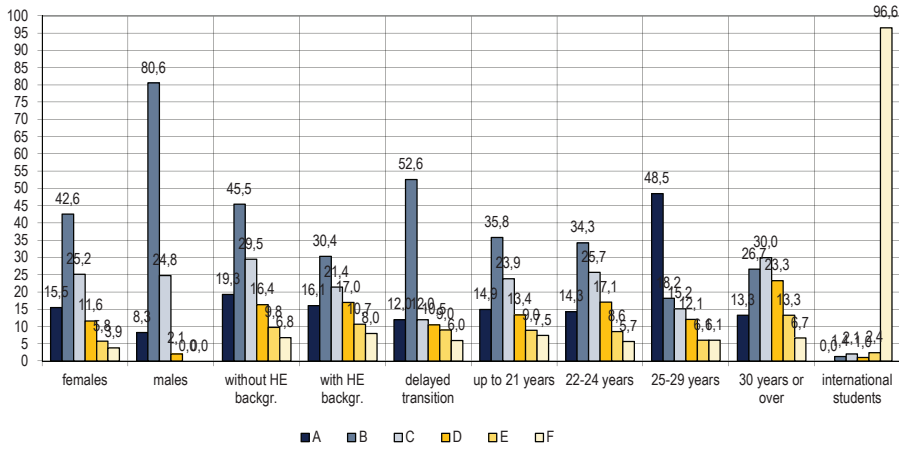
Students without HE background via APR, in %
 Students with HE background via APR, in %
 22-24 year old students via APR, in %

6.4
0.9
2.3

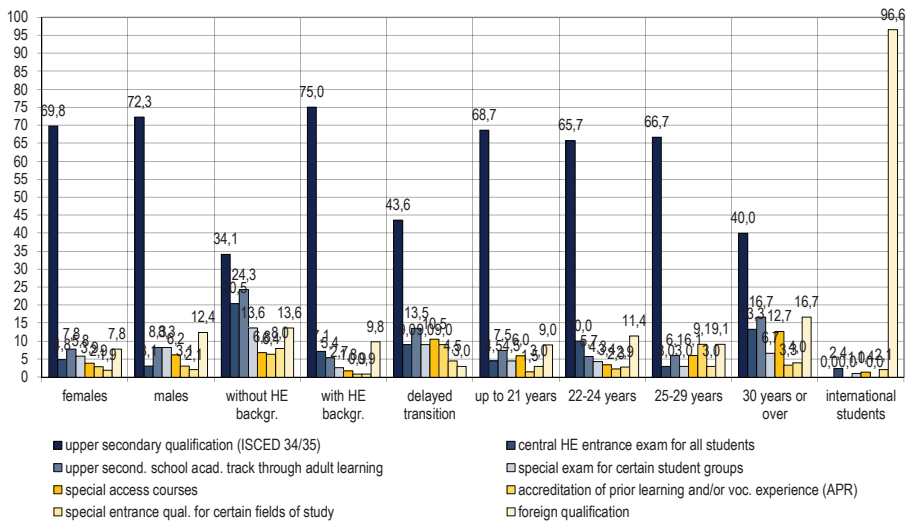
Qualification used for entry into higher education by characteristics of students (II)

Indicators:	Students without HE background via APR, in %	6.4
	Students with HE background via APR, in %	0.9
	22-24 year old students via APR, in %	2.3

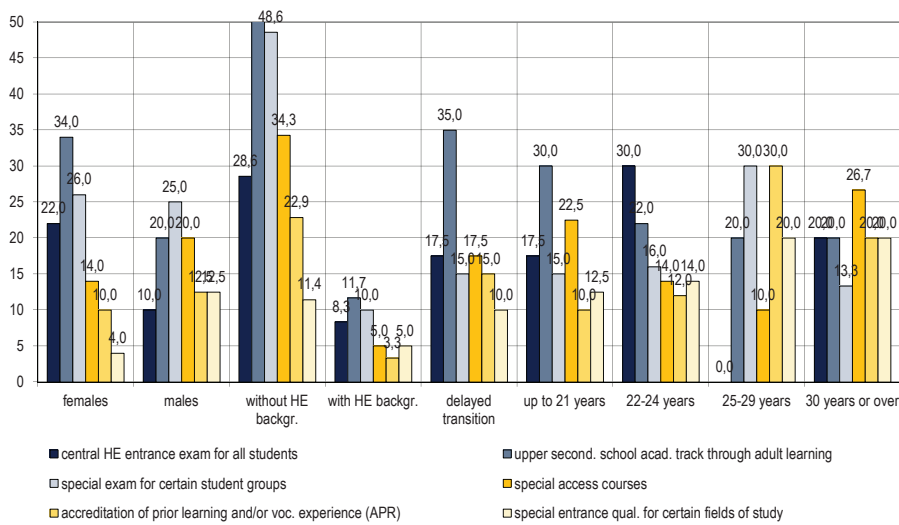
Entry qualification type 1: National qualifications and measures by socio-demographic characteristics of students (in %)



Entry qualification type 2: Standardised qualifications and measures by socio-demographic characteristics of students (in %)



Entry qualification type 3: Second chance routes of school leavers at lower sec. level by socio-demographic characteristics of students (in %)



Qualification used for entry into higher education by characteristics of students (III)

Source	Survey question 2.4, 2.1, 3.6, 3.7
Purpose of subtopic	Countries usually offer different ways for potential students to enter higher education. Knowledge of these routes is important if, for instance, access is to be broadened in order to widen participation beyond graduates of academic schooling. This subtopic looks at the routes of students into higher education in each national system. It focuses on different routes to direct entry from secondary education, which are often termed 'second chance-routes'.
General instructions	<p>Table 1: Calculate absolute number of <u>cases</u> differentiated by entry qualification and by students' finance-related characteristics. It's possible that a student holds more than one entry qualification, therefore number of <u>cases</u> is counted, not heads (except for bottom row). Shares are computed by referring the number of <u>cases</u> to the total number of students in the respective student group (= <u>headcounts</u>). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. Explain the type of entry qualification for HE in the comment box, e.g. A = Abitur, B = entrance qualification for universities of applied sciences (Fachhochschulen), C = ...</p> <p>Table 2: Calculate absolute number of <u>cases</u> by qualification level. Based on table 1 you have to assign the cases to the qualification levels of table 2. See special note for this. Table 2 is the most important table in this subtopic. Please note that for the respective groups the totals in table 1 and 2 (= <u>headcounts</u>) must be the same.</p> <p>Table 3: Calculate absolute number of <u>cases</u> by qualification level and by students' finance-related characteristics. This is based only on those students who graduated from the school system for the first time at lower secondary level (ISCED 24/25). It's possible that a student holds more than one entry qualification, therefore number of <u>cases</u> is counted, not heads (except for bottom row). Shares are computed by referring the number of cases to the total number of students in the respective student group (= <u>headcounts</u>). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. See glossary for: headcounts, number of cases, dependency on income source, total number of students in respective group.</p>

Entry qualification type 1: National qualifications and measures by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
A	50	16,7	60	20,0	30	10,0
B	150	50,0	120	40,0	115	38,3
C	75	25,0	60	20,0	75	25,0
D	30	10,0	50	16,7	50	16,7
E	15	5,0	20	6,7	20	6,7
F	10	3,3	15	5,0	17	5,7
total number of students in respective group (valid headcounts for this subtopic)	300		300		300	

Entry qualification type 2: Standardised qualifications and measures by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
upper secondary qualification (ISCED 34/35)	230	76,7	210	70,0	247	82,3
central HE entrance exam for all students	40	13,3	30	10,0	20	6,7
upper second. school acad. track through adult learning	25	8,3	30	10,0	12	4,0
special exam for certain student groups	10	3,3	15	5,0	6	2,0
special access courses	8	2,7	10	3,3	5	1,7
accreditation of prior learning and/or voc. experience (APR)	5	1,7	8	2,7	3	1,0
special entrance qual. for certain fields of study	3	1,0	12	4,0	4	1,3
foreign qualification	9	3,0	10	3,3	10	3,3
total number of students in respective group (valid headcounts for this subtopic)	300		300		300	

Second chance routes by students' finance-related characteristics - only students who graduated from school system for the first time at lower secondary level

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
central HE entrance exam for all students	12	40,0	5	25,0	15	37,5
upper second. school acad. track through adult learning	10	33,3	9	45,0	10	25,0
special exam for certain student groups	4	13,3	3	15,0	6	15,0
special access courses	3	10,0	2	10,0	5	12,5
accreditation of prior learning and/or voc. experience (APR)	2	6,7	1	5,0	3	7,5
special entrance qual. for certain fields of study	3	10,0	3	15,0	4	10,0
total number of students in respective group (valid headcounts for this subtopic)	30		20		40	

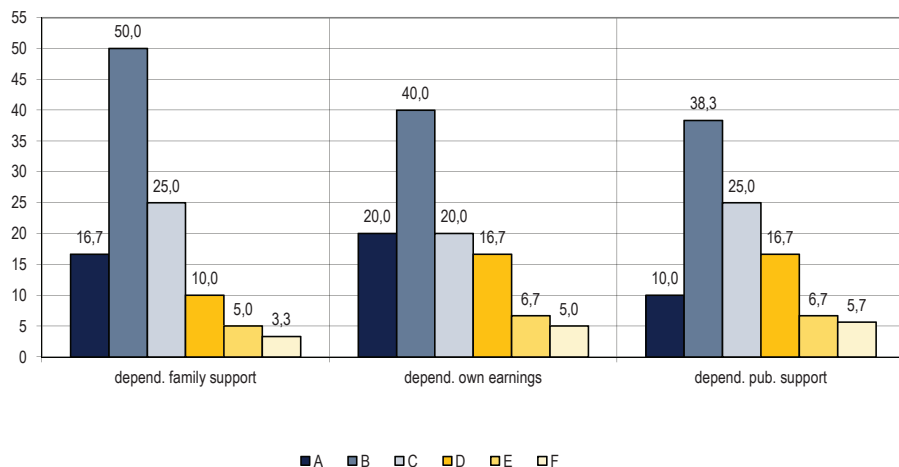
Students depending on family support via APR, in %
 Students depending on own earnings via APR, in %
 Students depending on public support via APR, in %

1,7
2,7
1,0

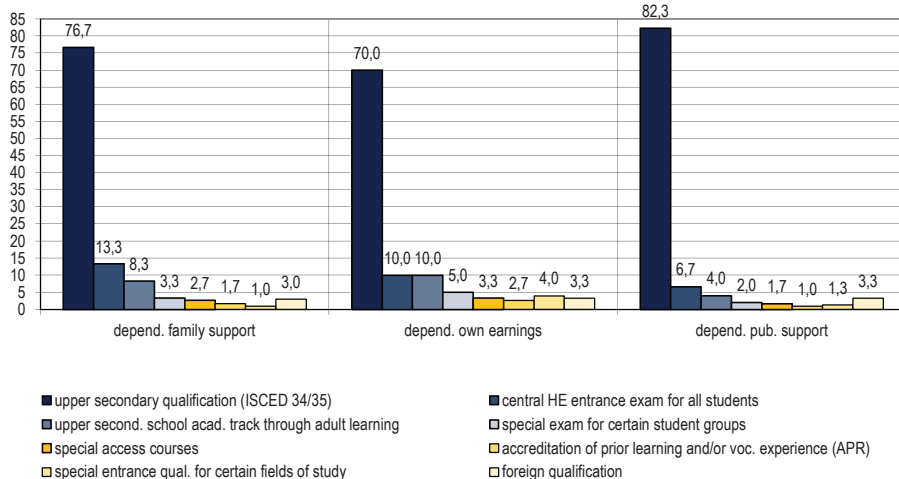
Qualification used for entry into higher education by characteristics of students (III)

Indicators:	Students depending on family support via APR, in %	1,7
	Students depending on own earnings via APR, in %	2,7
	Students depending on public support via APR, in %	1,0

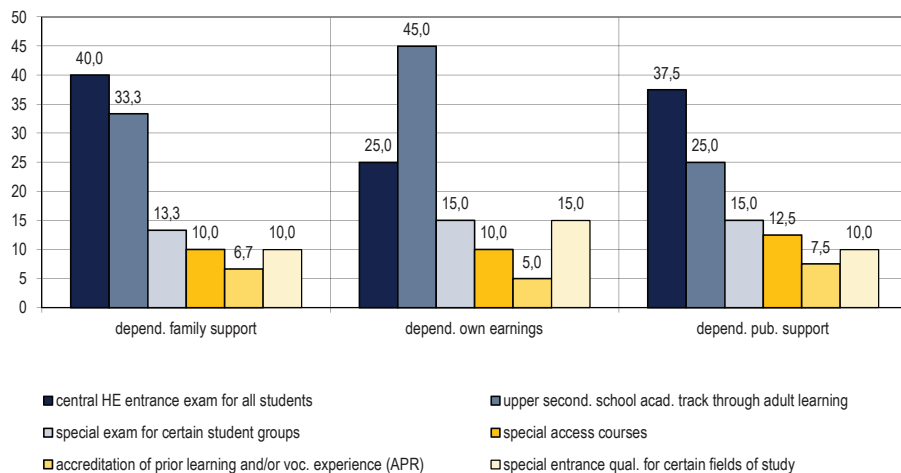
Entry qualification type 1: National qualifications and measures by finance-related characteristics of students (in %)



Entry qualification type 2: Standardised qualifications and measures by finance-related characteristics of students (in %)



Entry qualification type 3: Second chance routes of school leavers at lower sec. level by finance-related characteristics of students (in %)



B7 Access

Prior experience of the labour market before entering higher education by characteristics of students (I)

Source	Survey question 2.9, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Vocational training and regular work are ways of gaining experience on the labour market before entering higher education and often indicate an indirect route between secondary schooling and higher education. Students who participated in vocational training and/or had regular work are probably studying differently than those who have not gained such experience.
General instructions	Table: Calculate absolute number of students for the different categories of labour market experience and by study-related characteristics. On the one hand prior experience is due to nation-specific regulations, e.g. military service, access rules, and the structure of the job market (particularly for low skilled occupations). On the other hand it is related to factors such as age of students and students' personal strategies (e.g. double qualifications for diversification of risk). Please add explanations for your country in the comment box. See glossary for: Prior experience on the labour market before entering HE, bachelor/master students, low-/high-intensity students, university, non-university.

Students with experience in the labour market before entering HE by study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Regular: Working/vocational training for at least one year <u>and</u> at least 20h per week	350	35,0	166	30,4	140	46,1	220	78,6	10	11,1	300	48,4	50	13,2	26	40,0	70	38,9
Casual minor: Working/vocational training for less than 1 year <u>or</u> less than 20h per week	100	10,0	50	9,2	40	13,2	40	14,3	20	22,2	80	12,9	20	5,3	13	20,0	25	13,9
No experience	550	55,0	330	60,4	124	40,8	20	7,1	60	66,7	240	38,7	310	81,6	26	40,0	85	47,2
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

All students with regular paid job before entering HE, in %

35,0

BA students with regular paid job before entering HE, in %

30,4

Students of non-universities with regular paid job before entering HE, in %

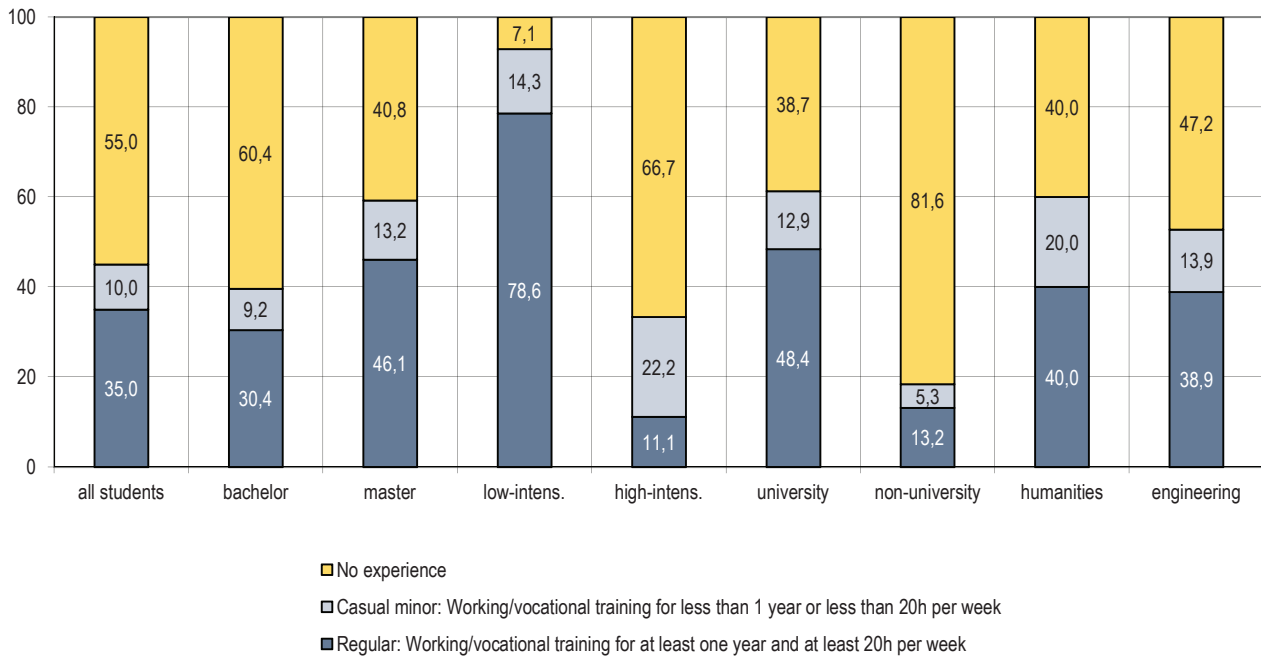
13,2

Prior experience of the labour market before entering higher education by characteristics of students (I)

Students with experience in the labour market before entering HE by study-related characteristics

Indicators:	All students with regular paid job before entering HE, in %	35,0
	BA students with regular paid job before entering HE, in %	30,4
	Students of non-universities with regular paid job before entering HE, in %	13,2

Prior experience of labour market before HE entry by study-related characteristics of students (in %)



Prior experience of the labour market before entering higher education by characteristics of students (II)

Source	Survey question 2.9, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Vocational training and regular work are ways of gaining experience on the labour market before entering higher education and often indicate an indirect route between secondary schooling and higher education. Students who participated in vocational training and/or had regular work are probably studying differently than those who have not gained such experience.
General instructions	Table: Calculate absolute number of students for the different categories of labour market experience and by socio-demographic characteristics. On the one hand prior experience is due to nation-specific regulations, e.g. military service, access rules, and the structure of the job market (particularly for low skilled occupations). On the other hand it is related to factors such as age of students and students' personal strategies (e.g. double qualifications for diversification of risk). Please add explanations for your country in the comment box. See glossary for: Prior experience on the labour market before entering HE, education/social background, delayed transition students, age, international students.

Students with experience in the labour market before entering HE by socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Regular: Working/vocational training for at least one year and at least 20h per week	150	29,1	200	41,3	290	65,9	60	10,7	280	42,1	45	13,4	60	17,1	95	57,6	100	66,7	50	17,2
Casual minor: Working/vocational training for less than 1 year or less than 20h per week	66	12,8	34	7,0	90	20,5	10	1,8	70	10,5	30	9,0	50	14,3	50	30,3	40	26,7	80	27,6
No experience	300	58,1	250	51,7	60	13,6	490	87,5	315	47,4	260	77,6	240	68,6	20	12,1	10	6,7	160	55,2
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Students without HE background with regular paid job before entering HE, in %

65,9

Delayed transition students with regular paid job before entering HE, in %

42,1

22-24 year old students with regular paid job before entering HE, in %

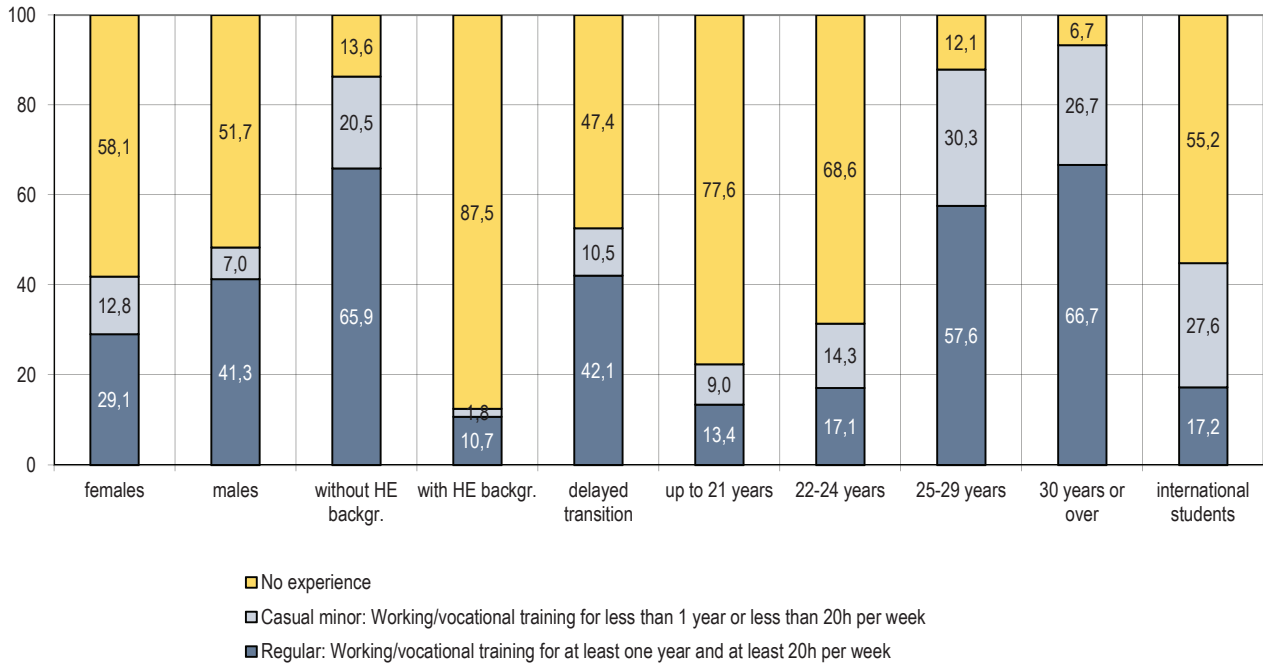
17,1

Prior experience of the labour market before entering higher education by characteristics of students (II)

Students with experience in the labour market before entering HE by socio-demographic characteristics

Indicators:	Students without HE background with regular paid job before entering HE, in %	65,9
	Delayed transition students with regular paid job before entering HE, in %	42,1
	22-24 year old students with regular paid job before entering HE, in %	17,1

Prior experience of labour market before HE entry by socio-demographic characteristics of students (in %)



Prior experience of the labour market before entering higher education by characteristics of students (III)

Source	Survey question 2.9, 3.6, 3.7
Purpose of subtopic	Vocational training and regular work are ways of gaining experience on the labour market before entering higher education and often indicate an indirect route between secondary schooling and higher education. Students who participated in vocational training and/or had regular work are probably studying differently than those who have not gained such experience.
General instructions	Table: Calculate absolute number of students for the different categories of labour market experience and by finance-related characteristics. On the one hand prior experience is due to nation-specific regulations, e.g. military service, access rules, and the structure of the job market (particularly for low skilled occupations). On the other hand it is related to factors such as age of students and students' personal strategies (e.g. double qualifications for diversification of risk). Please add explanations for your country in the comment box. See glossary for: Prior experience on the labour market before entering HE, dependency on income source.

Students with experience in the labour market before entering HE by finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
Regular: Working/vocational training for at least one year <u>and</u> at least 20h per week	180	60,0	200	66,7	150	50,0
Casual minor: Working/vocational training for less than 1 year <u>or</u> less than 20h per week	70	23,3	60	20,0	90	30,0
No experience	50	16,7	40	13,3	60	20,0
total	300	100,0	300	100,0	300	100,0

Students depending on family support with regular paid job before entering HE, in %
 Students depending on own earnings with regular paid job before entering HE, in %
 Students depending on public support with regular paid job before entering HE, in %

60,0
66,7
50,0

Prior experience of the labour market before entering higher education by characteristics of students (III)

Students with experience in the labour market before entering HE by finance-related characteristics

Indicators:	Students depending on family support with regular paid job before entering HE, in %	60,0
	Students depending on own earnings with regular paid job before entering HE, in %	66,7
	Students depending on public support with regular paid job before entering HE, in %	50,0

Prior experience of labour market before HE entry by finance-related characteristics of students (in %)



Interruption of education career after entering higher education by characteristics of students (I)

Source	Survey question 2.8, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Students may interrupt their educational career for different reasons and at different stages. This subtopic looks at the extent to which different groups of students interrupt their studies and at what period in their educational career. This is of importance as such interruptions must be taken into account for the planning of the supply-side of higher education and the steering of the demand-side. In countries with highly-modularised studies, for instance, an interruption during a study programme may be due to labour market demands. In this, a student may return after an interruption without any negative consequences for study success.
General instructions	Table: Calculate absolute number of students for the different categories of interruption of education career by study-related characteristics. An interruption is defined as a break, which lasts minimum for one year. For the columns in the table totals will not be calculated. As multiple answers are permitted, figures might sum up to more than 100%. For automatic computing of percentages the absolute values in columns are referred to the total number of students (headcounts) in each target group (last row of table), please insert those numbers. See glossary for: interruption of educational career, bachelor/master students, low-/high-intensity students, university, non-university, total number of students in respective group.

Interruption of studies by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
...between entering HE and graduating from HE	400	40,0	250	45,8	120	39,5	210	75,0	20	22,2	200	32,3	200	52,6	40	61,5	80	44,4
...between graduating from HE and re-entering HE	300	30,0	50	9,2	110	36,2	120	42,9	40	44,4	140	22,6	160	42,1	25	38,5	30	16,7
no interruption after entering HE	600	60,0	300	54,9	250	82,2	30	10,7	50	55,6	360	58,1	240	63,2	15	23,1	90	50,0
total number of students in respective group (valid headcounts for this subtopic)	1.000		546		304		280		90		620		380		65		180	

BA students with interruption between entering HE and graduating from HE, in %

45,8

Low-intensity students with interruption between entering HE and graduating from HE, in %

75,0

Non-university students with interruption between entering HE and graduating from HE, in %

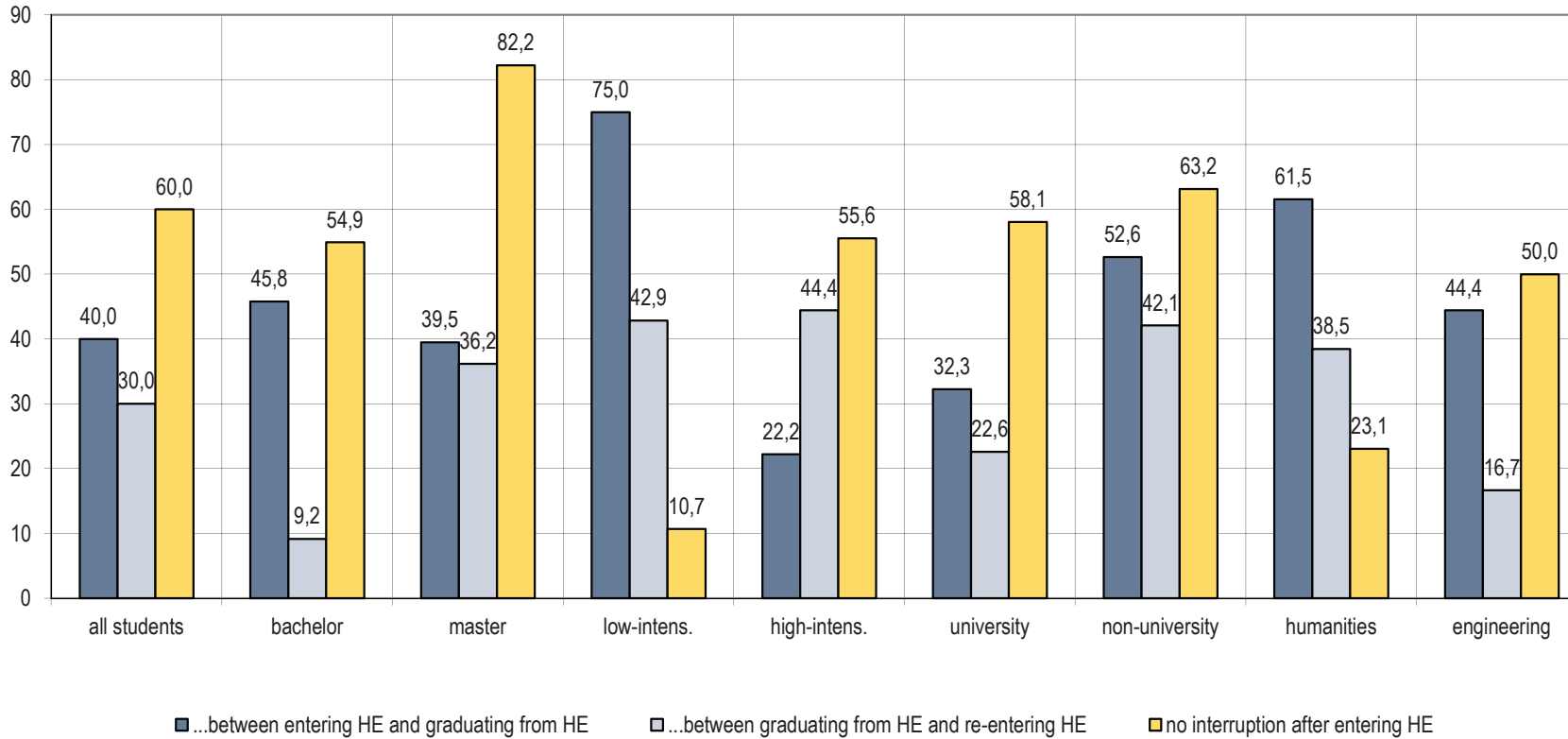
52,6

Interruption of education career after entering higher education by characteristics of students (I)

Interruption of studies by study-related characteristics of students

Indicators:	BA students with interruption between entering HE and graduating from HE, in %	45,8
	Low-intensity students with interruption between entering HE and graduating from HE, in %	75,0
	Non-university students with interruption between entering HE and graduating from HE, in %	52,6

Interruption of education career by study-related characteristics of students (in %)



Interruption of education career after entering higher education by characteristics of students (II)

Source	Survey question 2.8, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Students may interrupt their educational career for different reasons and at different stages. This subtopic looks at the extent to which different groups of students interrupt their studies and at what period in their educational career. This is of importance as such interruptions must be taken into account for the planning of the supply-side of higher education and the steering of the demand-side. In countries with highly-modularised studies, for instance, an interruption during a study programme may be due to labour market demands. In this, a student may return after an interruption without any negative consequences for study success.
General instructions	Table: Calculate absolute number of students for the different categories of interruption of education career by socio-demographic characteristics. An interruption is defined as a break, which lasts minimum for one year. For the columns in the table totals will not be calculated. As multiple answers are permitted, figures might sum up to more than 100%. For automatic computing of percentages the absolute values in columns are referred to the total number of students (headcounts) in each target group (last row of table), please insert those numbers. See glossary for: interruption of educational career, education/social background, delayed transition students, age, international students, total number of students in respective group.

Interruption of studies by socio-demographic characteristics of students

	females	females	males	males	without HE	without HE	with HE	with HE	delayed	delayed	up to 21	up to 21	22-24	22-24	25-29	25-29	30 years or	30 years or	international	international
	numbers	percent	numbers	percent	backgr.	backgr.	backgr.	backgr.	transition	transition	years	years	years	years	years	years	over	over	students	students
					numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
...between entering HE and graduating from HE	170	32,9	230	47,5	200	45,5	60	10,7	220	33,1	100	29,9	150	42,9	80	48,5	100	66,7	120	41,4
...between graduating from HE and re-entering HE	120	23,3	180	37,2	150	34,1	130	23,2	140	21,1	80	23,9	110	31,4	70	42,4	70	46,7	70	24,1
no interruption after entering HE	290	56,2	310	64,0	230	52,3	440	78,6	340	51,1	220	65,7	130	37,1	50	30,3	30	20,0	160	55,2
total number of students in respective group (valid headcounts for this subtopic)	516		484		440		560		665		335		350		165		150		290	

Students without HE background with interruption between entering HE and graduating from HE, in %
 Delayed transition students with interruption between entering HE and graduating from HE, in %
 30 year old (or older) students with interruption between entering HE and graduating from HE, in %

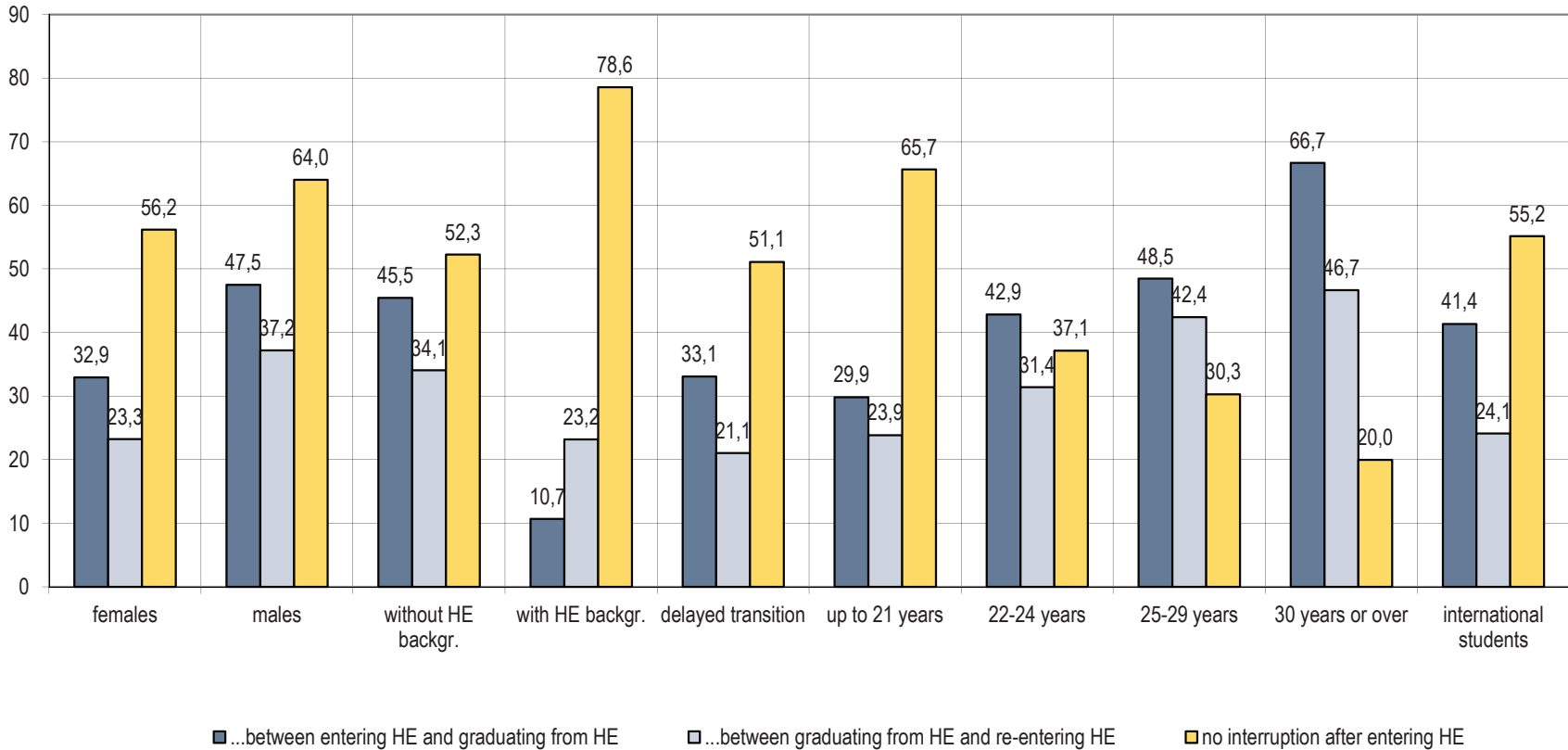
45,5
33,1
66,7

Interruption of education career after entering higher education by characteristics of students (II)

Interruption of studies by socio-demographic characteristics of students

Indicators:	Students without HE background with interruption between entering HE and graduating from HE, in %	45,5
	Delayed transition students with interruption between entering HE and graduating from HE, in %	33,1
	30 year old (or older) students with interruption between entering HE and graduating from HE, in %	66,7

Interruption of education career by socio-demographic characteristics of students (in %)



Interruption of education career after entering higher education by characteristics of students (III)

Source	Survey question 2.8, 3.6, 3.7
Purpose of subtopic	Students may interrupt their educational career for different reasons and at different stages. This subtopic looks at the extent to which different groups of students interrupt their studies and at what period in their educational career. This is of importance as such interruptions must be taken into account for the planning of the supply-side of higher education and the steering of the demand-side. In countries with highly-modularised studies, for instance, an interruption during a study programme may be due to labour market demands. In this, a student may return after an interruption without any negative consequences for study success.
General instructions	Table: Calculate absolute number of students for the different categories of interruption of education career by finance-related characteristics. An interruption is defined as a break, which lasts minimum for one year. For the columns in the table totals will not be calculated. As multiple answers are permitted, figures might sum up to more than 100%. For automatic computing of percentages the absolute values in columns are referred to the total number of students (headcounts) in each target group (last row of table), please insert those numbers. See glossary for: interruption of educational career, dependency on income source, total number of students in respective group.

Interruption of studies by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
...between entering HE and graduating from HE	110	36,7	130	43,3	110	36,7
...between graduating from HE and re-entering HE	50	16,7	60	20,0	50	16,7
no interruption after entering HE	190	63,3	150	50,0	170	56,7
total number of students in respective group (valid headcounts for this subtopic)	300		300		300	

Students depending on family support with interruption between entering HE and graduating from HE, in %
 Students depending on own earnings with interruption between entering HE and graduating from HE, in %
 Students depending on public support with interruption between entering HE and graduating from HE, in %

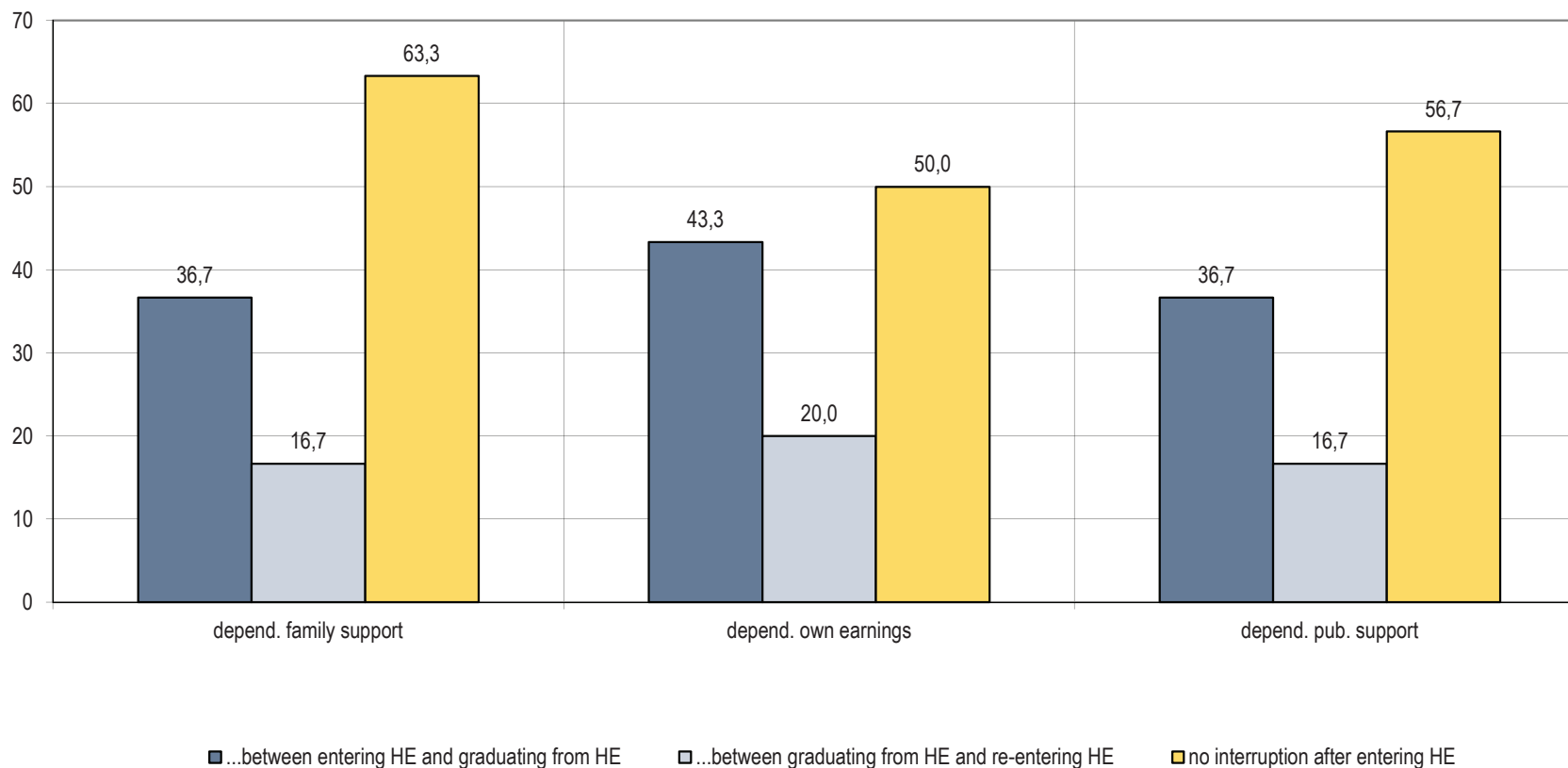
36,7
43,3
36,7

Interruption of education career after entering higher education by characteristics of students (III)

Interruption of studies by finance-related characteristics of students

Indicators:	Students depending on family support with interruption between entering HE and graduating from HE, in %	36,7
	Students depending on own earnings with interruption between entering HE and graduating from HE, in %	43,3
	Students depending on public support with interruption between entering HE and graduating from HE, in %	36,7

Interruption of education career by finance-related characteristics of students (in %)



B13 Access

Time between obtaining school leaving qualification and entering higher education by characteristics of students (I)

Source	Survey question 2.3, 2.6, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	This subtopic takes a closer look at the time-lag between obtaining the school leaving qualification and entering the higher education system for the first time. In this case the duration of time-lag is examined. This data is also used to define the focus groups 'direct/delayed transition students'.
General instructions	Table: Calculate absolute number of students for the different categories of time-lag for entering HE and by study-related characteristics. Calculate also the extent of time-lag by arithmetic mean, median and standard deviation. The standard deviation is based on the arithmetic mean. See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Time between school leaving and HE entry in months by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
less than 12 months	500	50,0	380	69,6	80	26,3	31	11,1	50	55,6	370	59,7	130	34,2	30	46,2	100	55,6
12 to 24 months	400	40,0	146	26,7	160	52,6	179	63,9	25	27,8	200	32,3	200	52,6	20	30,8	40	22,2
more than 24 months	100	10,0	20	3,7	64	21,1	70	25,0	15	16,7	50	8,1	50	13,2	15	23,1	40	22,2
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0
arithm. mean	11,0	x	8,7	x	15,3	x	15,0	x	8,0	x	8,7	x	15,0	x	5,0	x	7,0	x
median	9,0	x	8,0	x	14,0	x	14,3	x	7,0	x	8,0	x	14,0	x	3,0	x	6,0	x
standard deviation (arithm.mean)	3,9	x	2,7	x	3,2	x	2,5	x	2,2	x	2,7	x	3,2	x	2,5	x	2,2	x

Average delay in months for all students

11,0

Average delay in months for BA students

8,7

Average delay in months for low-intensity students

15,0

Average delay in months for non-university students

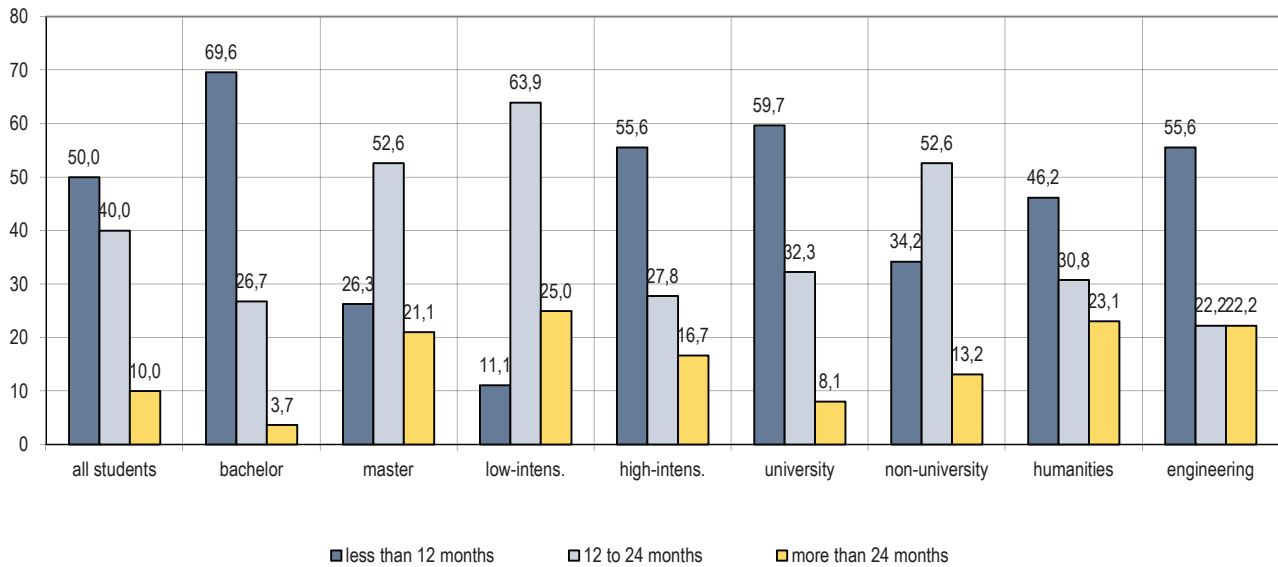
15,0

Time between obtaining school leaving qualification and entering higher education by characteristics of students (I)

Time between school leaving and HE entry in months by students' study-related characteristics

Indicators:	Average delay in months for all students	11,0
	Average delay in months for BA students	8,7
	Average delay in months for low-intensity students	15,0
	Average delay in months for non-university students	15,0

Time between school leaving and entry to higher education by study-related characteristics of students (in %)



B14 Access

Time between obtaining school leaving qualification and entering higher education by characteristics of students (II)

Source	Survey question 2.3, 2.6, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	This subtopic takes a closer look at the time-lag between obtaining the school leaving qualification and entering the higher education system for the first time. In this case the duration of time-lag is examined. This data is also used to define the focus groups 'direct/delayed transition students'.
General instructions	Table: Calculate absolute number of students for the different categories of time-lag for entering HE and by socio-demographic characteristics. Calculate also the extent of time-lag by arithmetic mean, median and standard deviation. The standard deviation is based on the arithmetic mean. See glossary for: education/social background, delayed transition students, age, international students.

Time between school leaving and HE entry in months by students' socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
less than 12 months	260	50,4	240	49,6	150	34,1	350	62,5	0	0,0	275	82,1	120	34,3	55	33,3	60	40,0	210	72,4
12 to 24 months	206	39,9	194	40,1	210	47,7	190	33,9	0	0,0	50	14,9	200	57,1	70	42,4	70	46,7	70	24,1
more than 24 months	50	9,7	50	10,3	80	18,2	20	3,6	665	100,0	10	3,0	30	8,6	40	24,2	20	13,3	10	3,4
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0
arithm. mean	9,0	x	9,5	x	15,8	x	8,5	x	30,0	x	8,0	x	14,0	x	14,3	x	7,0	x	7,0	x
median	7,0	x	7,6	x	14,3	x	7,0	x	27,0	x	7,1	x	12,4	x	13,0	x	6,2	x	5,9	x
standard deviation (arithm.mean)	3,9	x	4,1	x	4,8	x	2,6	x	4,2	x	2,7	x	3,2	x	2,5	x	2,2	x	2,2	x

Average delay in months for students without HE background

15,8

Average delay in months for delayed transition students

30,0

Average delay in months for 30 year old (or older) students

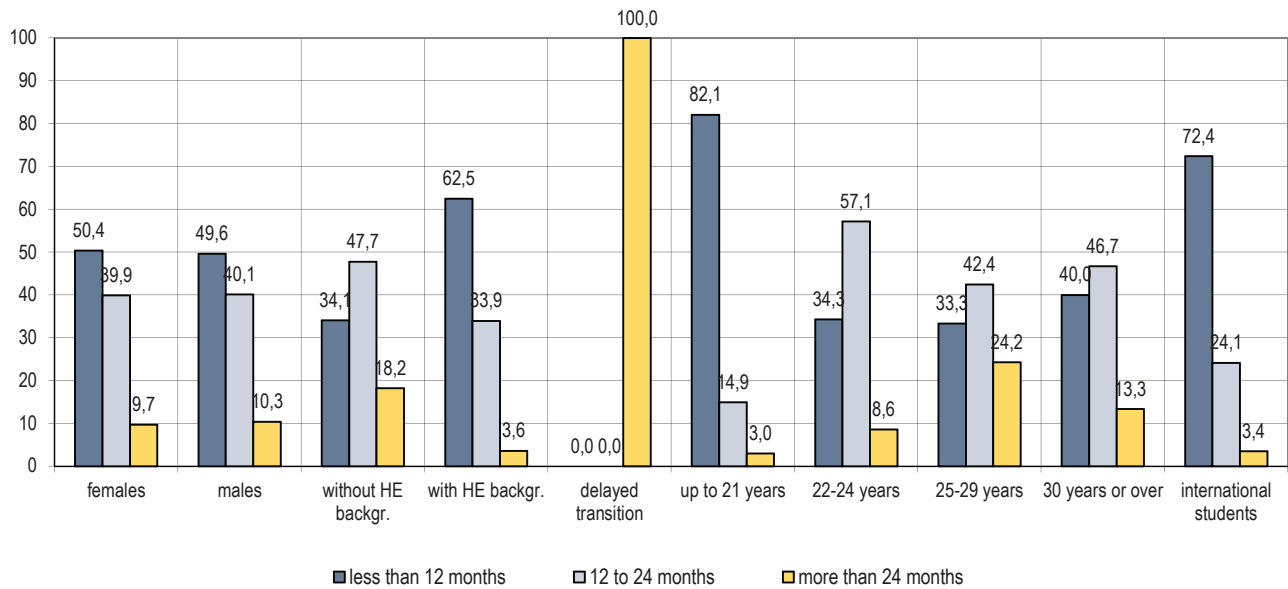
7,0

Time between obtaining school leaving qualification and entering higher education by characteristics of students (II)

Time between school leaving and HE entry in months by students' socio-demographic characteristics

Indicators:	Average delay in months for students without HE background	15,8
	Average delay in months for delayed transition students	30,0
	Average delay in months for 30 year old (or older) students	7,0

Time between school leaving and entry to higher education by socio-demographic characteristics of students (in %)



Time between obtaining school leaving qualification and entering higher education by characteristics of students (III)

Source	Survey question 2.3, 2.6, 3.6, 3.7
Purpose of subtopic	This subtopic takes a closer look at the time-lag between obtaining the school leaving qualification and entering the higher education system for the first time. In this case the duration of time-lag is examined. This data is also used to define the focus groups 'direct/delayed transition students'.
General instructions	Table: Calculate absolute number of students for the different categories of time-lag for entering HE and by finance-related characteristics. Calculate also the extent of time-lag by arithmetic mean, median and standard deviation. The standard deviation is based on the arithmetic mean. See glossary for: dependency on income source.

Time between school leaving and HE entry in months by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
less than 12 months	170	56,7	150	50,0	160	53,3
12 to 24 months	80	26,7	80	26,7	100	33,3
more than 24 months	50	16,7	70	23,3	40	13,3
total	300	100,0	300	100,0	300	100,0
arithm. mean	9,0	x	8,0	x	14,0	x
median	8,0	x	7,2	x	13,3	x
standard deviation (arithm.mean)	3,9	x	2,7	x	3,2	x

Average delay in months for students depending on family support

9,0

Average delay in months for students depending on own earnings

8,0

Average delay in months for students depending on public support

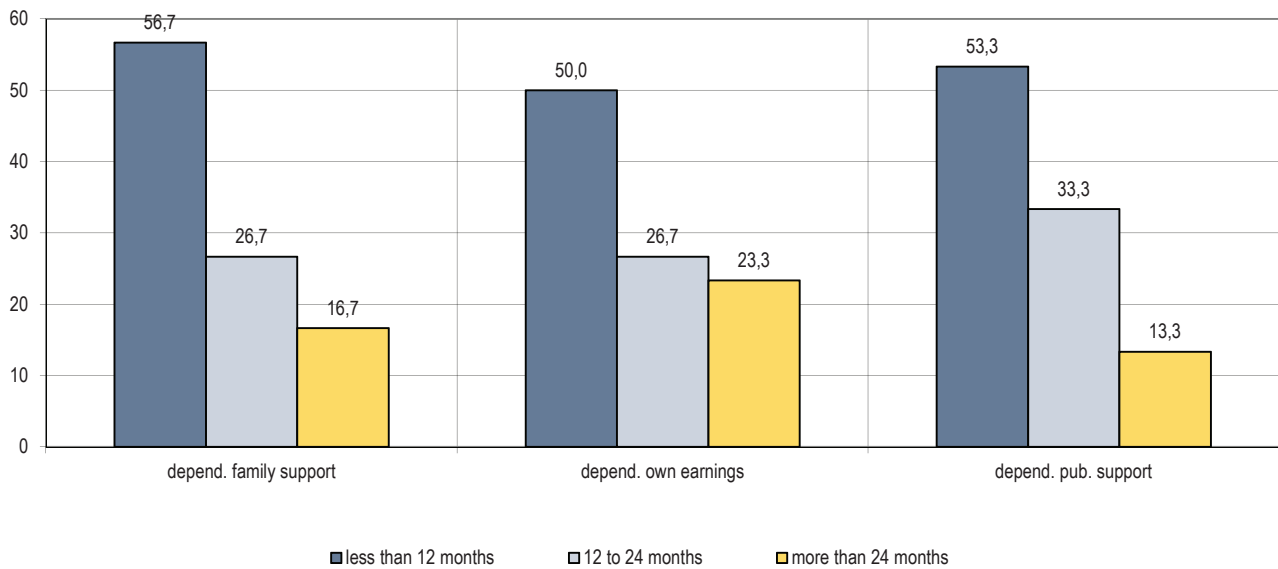
14,0

Time between obtaining school leaving qualification and entering higher education by characteristics of students (III)

Time between school leaving and HE entry in months by students' finance-related characteristics

Indicators:	Average delay in months for students depending on family support	9,0
	Average delay in months for students depending on own earnings	8,0
	Average delay in months for students depending on public support	14,0

Time between school leaving and entry to higher education by finance-related characteristics of students (in %)



C1 Access

Student enrolment by programme by characteristics of students (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	The objective of this subtopic is to give insight into the spread of qualification types studied in the national system, especially Bachelor and Master courses. It should be noted that some countries continue to provide students in certain subject areas (e.g. law, medicine) with the traditional long courses and other countries have recently introduced short-cycle programmes.
General instructions	Table: Calculate absolute number of students by qualification being studied for and by study-related characteristics. Since the spread of qualifications is dependent on national study structures, please provide context information on this in the subtopic comment box (e.g. extent of use of special national programmes, which are not BA or MA). If you collected data on PhD-students you <u>cannot</u> report them here as they are only an optional group. See glossary for: long/short national degree, other postgraduate programmes, bachelor/master students, low-/high-intensity students, university, non-university.

Qualification being studied for by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Short Cycle [ISCED 5]	20	2,0	x	x	x	x	10	3,6	6	6,7	12	1,9	8	2,1	6	9,2	4	2,2
Bachelor [ISCED 6]	546	54,6	x	x	x	x	130	46,4	40	44,4	310	50,0	236	62,1	26	40,0	80	44,4
Master [ISCED 7]	304	30,4	x	x	x	x	80	28,6	30	33,3	210	33,9	94	24,7	16	24,6	60	33,3
Short national degree [ISCED 6]	80	8,0	x	x	x	x	30	10,7	7	7,8	59	9,5	21	5,5	8	12,3	20	11,1
Long national degree [ISCED 7]	25	2,5	x	x	x	x	20	7,1	2	2,2	15	2,4	10	2,6	5	7,7	10	5,6
Other postgraduate programmes [ISCED 7]	25	2,5	x	x	x	x	10	3,6	5	5,6	14	2,3	11	2,9	4	6,2	6	3,3
total	1.000	100,0	x	x	x	x	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Low-intensity students studying for BA, in %

46,4

Low-intensity students studying for MA, in %

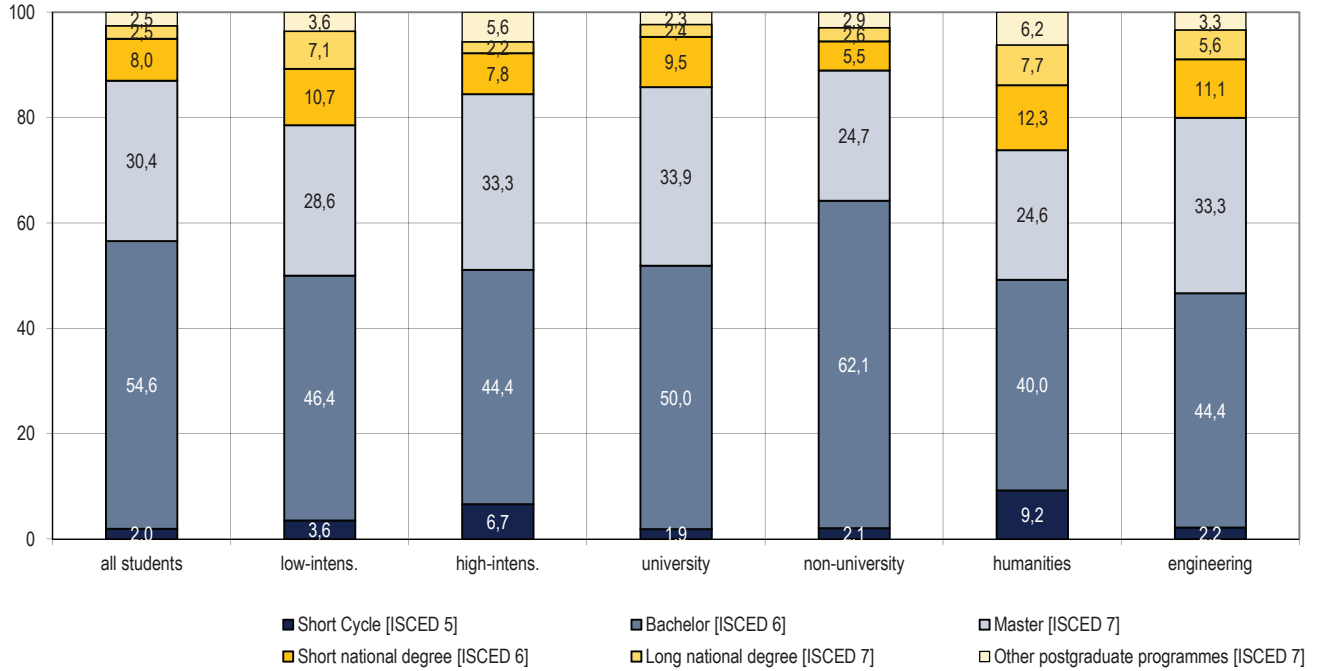
28,6

Student enrolment by programme by characteristics of students (I)

Qualification being studied for by students' study-related characteristics

Indicators:	Low-intensity students studying for BA, in %	46,4
	Low-intensity students studying for MA, in %	28,6

Student enrolment by programme and by study-related characteristics of students (in %)



Student enrolment by programme by characteristics of students (II)

Source	Survey question 1.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	The objective of this subtopic is to give insight into the spread of qualification types studied in the national system, especially Bachelor and Master courses. It should be noted that some countries continue to provide students in certain subject areas (e.g. law, medicine) with the traditional long courses and other countries have recently introduced short-cycle programmes.
General instructions	Table: Calculate absolute number of students by qualification being studied for and by socio-demographic characteristics. Since the spread of qualifications is dependent on national study structures, please provide context information on this in the subtopic comment box (e.g. extent of use of special national programmes, which are not BA or MA). If you collected data on PhD-students you <u>cannot</u> report them here as they are only an optional group. See glossary for: long/short national degree, other postgraduate programmes, education/social background, delayed transition students, age, international students.

Qualification being studied for by students' socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Short Cycle [ISCED 5]	10	1,9	10	2,1	15	3,4	5	0,9	12	1,8	10	3,0	5	1,4	3	1,8	2	1,3	8	2,8
Bachelor [ISCED 6]	250	48,4	296	61,2	195	44,3	351	62,7	350	52,6	240	71,6	210	60,0	60	36,4	36	24,0	130	44,8
Master [ISCED 7]	171	33,1	133	27,5	150	34,1	154	27,5	230	34,6	20	6,0	106	30,3	84	50,9	94	62,7	107	36,9
Short national degree [ISCED 6]	50	9,7	30	6,2	50	11,4	30	5,4	50	7,5	40	11,9	20	5,7	10	6,1	10	6,7	30	10,3
Long national degree [ISCED 7]	15	2,9	10	2,1	15	3,4	10	1,8	10	1,5	15	4,5	5	1,4	3	1,8	2	1,3	10	3,4
Other postgraduate programmes [ISCED 7]	20	3,9	5	1,0	15	3,4	10	1,8	13	2,0	10	3,0	4	1,1	5	3,0	6	4,0	5	1,7
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Students without HE background studying for BA, in %

44,3

Delayed transition students studying for BA, in %

52,6

30 year old (or older) students studying for BA, in %

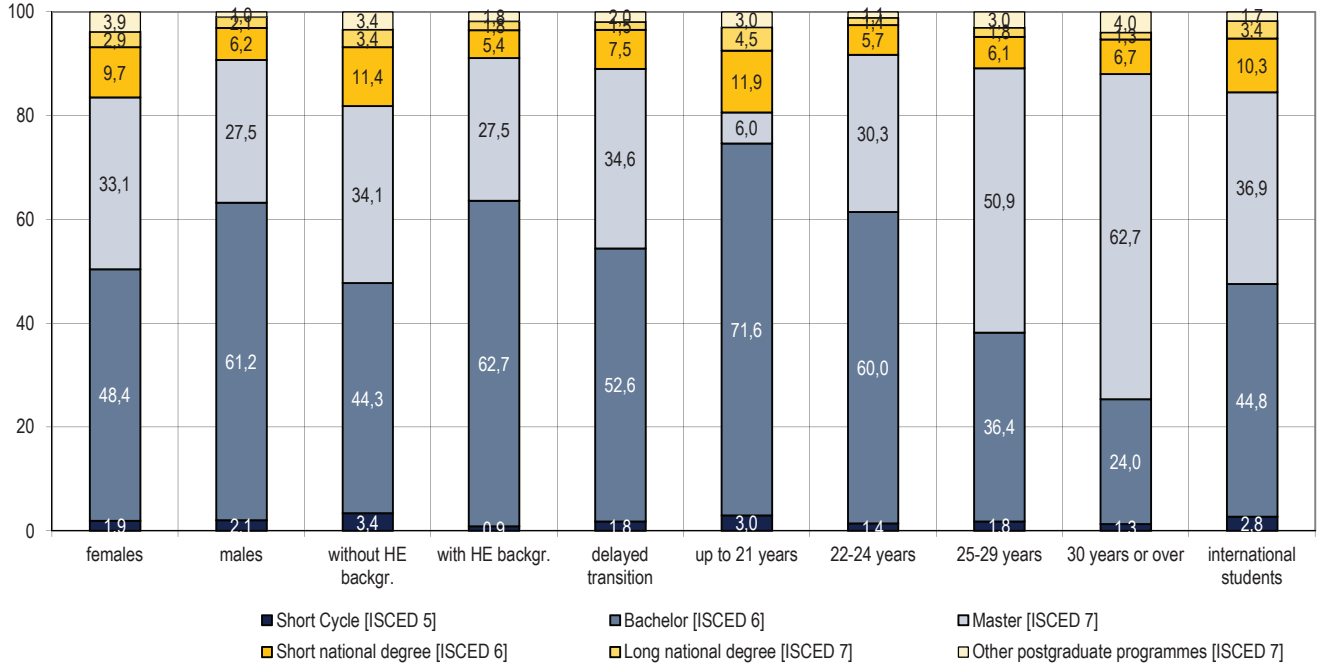
24,0

Student enrolment by programme by characteristics of students (II)

Qualification being studied for by students' socio-demographic characteristics

Indicators:	Students without HE background studying for BA, in %	44,3
	Delayed transition students studying for BA, in %	52,6
	30 year old (or older) students studying for BA, in %	24,0

Student enrolment by programme and by socio-demographic characteristics of students (in %)



Student enrolment by programme by characteristics of students (III)

Source	Survey question 1.1, 3.6, 3.7
Purpose of subtopic	The objective of this subtopic is to give insight into the spread of qualification types studied in the national system, especially Bachelor and Master courses. It should be noted that some countries continue to provide students in certain subject areas (e.g. law, medicine) with the traditional long courses and other countries have recently introduced short-cycle programmes.
General instructions	Table: Calculate absolute number of students by qualification being studied for and by finance-related characteristics. Since the spread of qualifications is dependent on national study structures, please provide context information on this in the subtopic comment box (e.g. extent of use of special national programmes, which are not BA or MA). If you collected data on PhD-students you <u>cannot</u> report them here as they are only an optional group. See glossary for: long/short national degree, other postgraduate programmes, dependency on income source.

Qualification being studied for by students' finance-related characteristics

	depend. family support numbers	depend. family support percent	depend. own earnings numbers	depend. own earnings percent	depend. pub. support numbers	depend. pub. support percent
Short Cycle [ISCED 5]	5	1,7	4	1,3	9	3,0
Bachelor [ISCED 6]	180	60,0	140	46,7	170	56,7
Master [ISCED 7]	81	27,0	120	40,0	85	28,3
Short national degree [ISCED 6]	25	8,3	28	9,3	25	8,3
Long national degree [ISCED 7]	5	1,7	6	2,0	6	2,0
Other postgraduate programmes [ISCED 7]	4	1,3	2	0,7	5	1,7
total	300	100,0	300	100,0	300	100,0

Students depending on family support studying for BA, in %

60,0

Students depending on own earnings studying for BA, in %

46,7

Students depending on public support studying for BA, in %

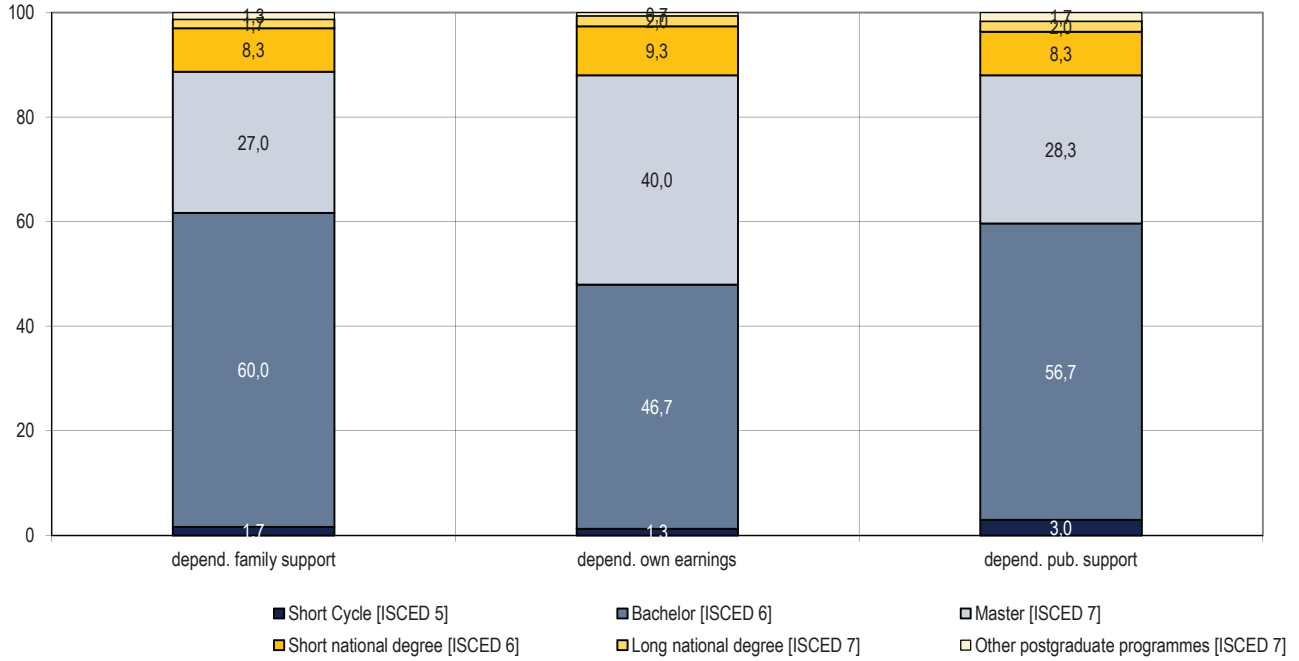
56,7

Student enrolment by programme by characteristics of students (III)

Qualification being studied for by students' finance-related characteristics

Indicators:	Students depending on family support studying for BA, in %	60,0
	Students depending on own earnings studying for BA, in %	46,7
	Students depending on public support studying for BA, in %	56,7

Student enrolment by programme by finance-related characteristics of students (in %)



C4 Access

Field of study by characteristics of students (I)

Source	Survey question 1.5, 1.1, 3.14, 1.0
Purpose of subtopic	Various fields of study tend to be organised in different curricular structures, attract different types of students and offer different opportunities for the students in the labour market. A cross-reference of field of study and characteristics of students is presented here.
General instructions	Table 1: Calculate absolute number of students by field of study and by study-related characteristics. Analysis is restricted to Bachelor students only. Table 2: Calculate absolute number of students by field of study and by study-related characteristics. Analysis is restricted to Master students only. See glossary for: fields of study, bachelor/master students, low-/high-intensity students, university, non-university.

Field of study programme by study-related characteristics of students - only BA students

	all students		bachelor		master		BA low-intens.		BA high-intens.		BA university		BA non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
education	x	x	85	15,6	x	x	20	13,3	6	12,5	60	17,9	25	11,8	x	x	x	x
humanities and arts	x	x	111	20,3	x	x	30	20,0	10	20,8	70	20,9	41	19,4	x	x	x	x
social sciences, business and law	x	x	100	18,3	x	x	35	23,3	8	16,7	60	17,9	40	19,0	x	x	x	x
(natural) science	x	x	70	12,8	x	x	15	10,0	7	14,6	40	11,9	30	14,2	x	x	x	x
engineering, manufacturing, construction	x	x	60	11,0	x	x	20	13,3	5	10,4	35	10,4	25	11,8	x	x	x	x
agriculture	x	x	50	9,2	x	x	10	6,7	4	8,3	30	9,0	20	9,5	x	x	x	x
health and welfare	x	x	40	7,3	x	x	5	3,3	3	6,3	20	6,0	20	9,5	x	x	x	x
services	x	x	30	5,5	x	x	15	10,0	5	10,4	20	6,0	10	4,7	x	x	x	x
not known/unspecified	x	x	0	0,0	x	x	0	0,0	0	0,0	0	0,0	0	0,0	x	x	x	x
total	x	x	546	100,0	x	x	150	100,0	48	100,0	335	100,0	211	100,0	x	x	x	x

Field of study programme by study-related characteristics of students - only MA students

	all students		bachelor		master		MA low-intens.		MA high-intens.		MA university		MA non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
education	x	x	x	x	40	13,2	6	10,0	5	16,7	30	14,3	10	10,6	x	x	x	x
humanities and arts	x	x	x	x	50	16,4	10	16,7	4	13,3	35	16,7	15	16,0	x	x	x	x
social sciences, business and law	x	x	x	x	64	21,1	11	18,3	5	16,7	50	23,8	14	14,9	x	x	x	x
(natural) science	x	x	x	x	45	14,8	6	10,0	4	13,3	30	14,3	15	16,0	x	x	x	x
engineering, manufacturing, construction	x	x	x	x	30	9,9	7	11,7	3	10,0	20	9,5	10	10,6	x	x	x	x
agriculture	x	x	x	x	20	6,6	5	8,3	2	6,7	15	7,1	5	5,3	x	x	x	x
health and welfare	x	x	x	x	15	4,9	7	11,7	3	10,0	10	4,8	5	5,3	x	x	x	x
services	x	x	x	x	40	13,2	8	13,3	4	13,3	20	9,5	20	21,3	x	x	x	x
not known/unspecified	x	x	x	x	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	x	x	x	x
total	x	x	x	x	304	100,0	60	100,0	30	100,0	210	100,0	94	100,0	x	x	x	x

Low-intensity BA students in engineering disciplines, in %

13,3

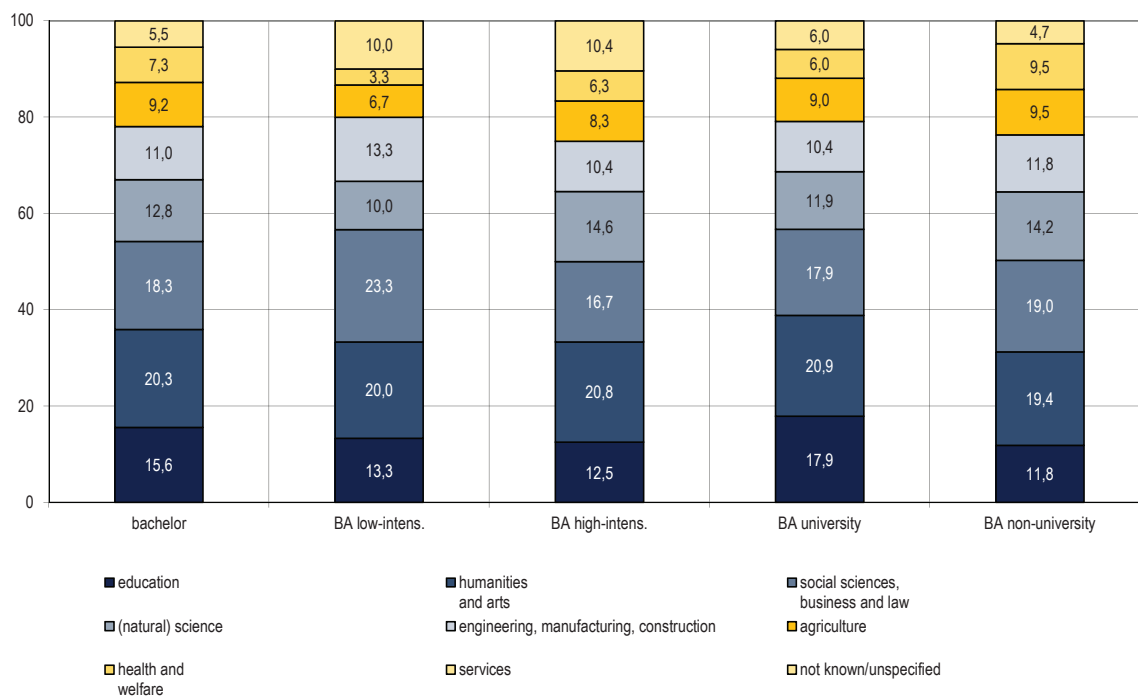
Low-intensity BA students in humanities and arts, in %

20,0

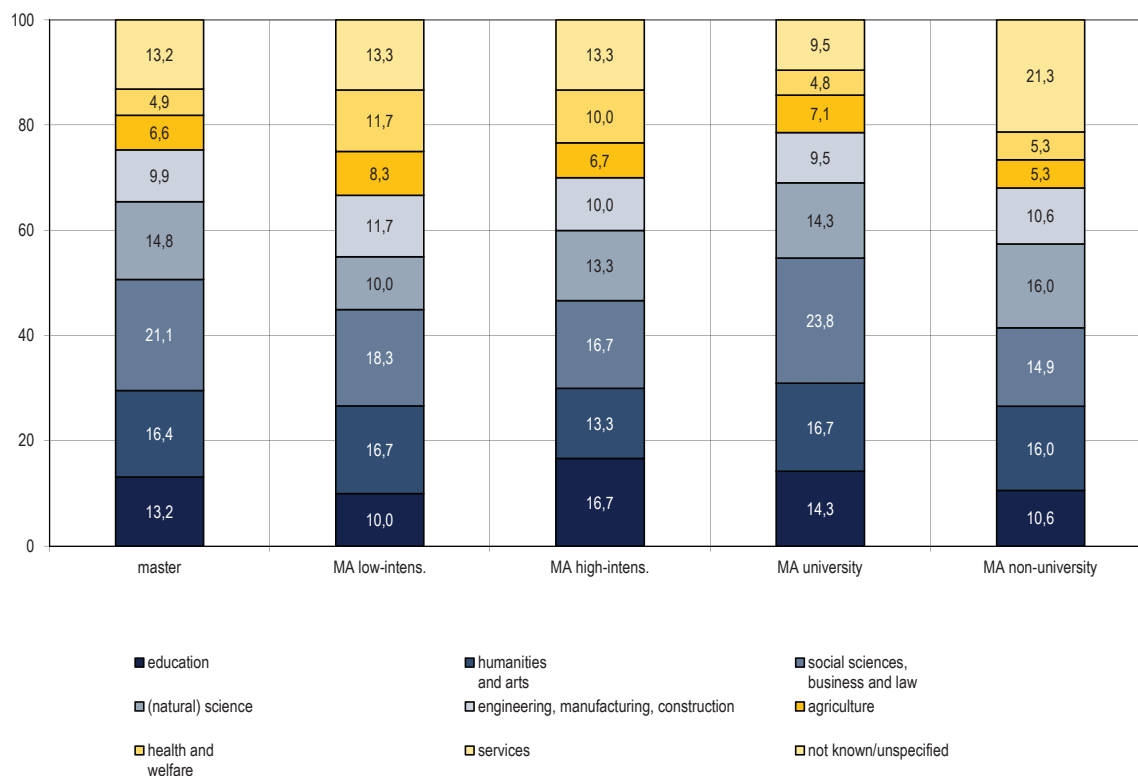
Field of study by characteristics of students (I)

Indicators:	Low-intensity BA students in engineering disciplines, in %	13,3
	Low-intensity BA students in humanities and arts, in %	20,0

Field of study by study-related characteristics of students - only BA students (in %)



Field of study by study-related characteristics of students - only MA students (in %)



Field of study by characteristics of students (II)

Source	Survey question 1.5, 1.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Various fields of study tend to be organised in different curricular structures, attract different types of students and offer different opportunities for the students in the labour market. A cross-reference of field of study and characteristics of students is presented here.
General instructions	Table 1: Calculate absolute number of students by field of study and by socio-demographic characteristics. Analysis is restricted to Bachelor students only. Table 2: Calculate absolute number of students by field of study and by socio-demographic characteristics. Analysis is restricted to Master students only. See glossary for: fields of study, education/social background, delayed transition students, age, international students.

Field of study programme by socio-demographic characteristics of students - only BA students

	BA females	BA females	BA males	BA males	BA without HE backgr.	BA without HE backgr.	BA with HE backgr.	BA with HE backgr.	BA delayed transition	BA delayed transition	BA up to 21 years	BA up to 21 years	BA 22-24 years	BA 22-24 years	BA 25-29 years	BA 25-29 years	BA 30 years or over	BA 30 years or over	BA international students	BA international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
education	45	16,4	45	16,6	42	14,7	40	15,4	60	24,7	48	22,1	38	22,4	15	14,6	7	12,5	20	15,4
humanities and arts	55	20,0	55	20,3	47	16,4	60	23,1	50	20,6	38	17,5	28	16,5	11	10,7	7	12,5	30	23,1
social sciences, business and law	50	18,2	49	18,1	41	14,3	50	19,2	40	16,5	39	18,0	25	14,7	15	14,6	8	14,3	20	15,4
(natural) science	35	12,7	34	12,5	45	15,7	30	11,5	30	12,3	28	12,9	18	10,6	10	9,7	6	10,7	20	15,4
engineering, manufacturing, construction	30	10,9	30	11,1	40	14,0	20	7,7	25	10,3	23	10,6	18	10,6	12	11,7	5	8,9	15	11,5
agriculture	25	9,1	24	8,9	26	9,1	25	9,6	20	8,2	17	7,8	14	8,2	15	14,6	6	10,7	10	7,7
health and welfare	20	7,3	20	7,4	21	7,3	20	7,7	12	4,9	13	6,0	15	8,8	16	15,5	7	12,5	10	7,7
services	15	5,5	14	5,2	24	8,4	15	5,8	6	2,5	11	5,1	14	8,2	9	8,7	10	17,9	5	3,8
not known/unspecified	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total	275	100,0	271	100,0	286	100,0	260	100,0	243	100,0	217	100,0	170	100,0	103	100,0	56	100,0	130	100,0

Field of study programme by socio-demographic characteristics of students - only MA students

	MA females	MA females	MA males	MA males	MA without HE backgr.	MA without HE backgr.	MA with HE backgr.	MA with HE backgr.	MA delayed transition	MA delayed transition	MA up to 21 years	MA up to 21 years	MA 22-24 years	MA 22-24 years	MA 25-29 years	MA 25-29 years	MA 30 years or over	MA 30 years or over	MA international students	MA international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
education	20	13,3	19	12,3	14	12,8	25	12,8	35	17,5	7	17,5	9	13,6	13	14,0	12	11,4	20	13,3
humanities and arts	25	16,7	23	14,9	18	16,5	30	15,4	35	17,5	9	22,5	13	19,7	15	16,1	15	14,3	25	16,7
social sciences, business and law	32	21,3	35	22,7	28	25,7	45	23,1	40	20,0	5	12,5	13	19,7	20	21,5	25	23,8	32	21,3
(natural) science	22	14,7	24	15,6	18	16,5	25	12,8	25	12,5	4	10,0	7	10,6	14	15,1	20	19,0	22	14,7
engineering, manufacturing, construction	15	10,0	20	13,0	7	6,4	15	7,7	20	10,0	3	7,5	6	9,1	10	10,8	10	9,5	15	10,0
agriculture	10	6,7	8	5,2	5	4,6	15	7,7	15	7,5	3	7,5	5	7,6	6	6,5	6	5,7	10	6,7
health and welfare	6	4,0	4	2,6	4	3,7	10	5,1	7	3,5	4	10,0	4	6,1	3	3,2	5	4,8	6	4,0
services	20	13,3	21	13,6	15	13,8	30	15,4	23	11,5	5	12,5	9	13,6	12	12,9	12	11,4	20	13,3
not known/unspecified	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total	150	100,0	154	100,0	109	100,0	195	100,0	200	100,0	40	100,0	66	100,0	93	100,0	105	100,0	150	100,0

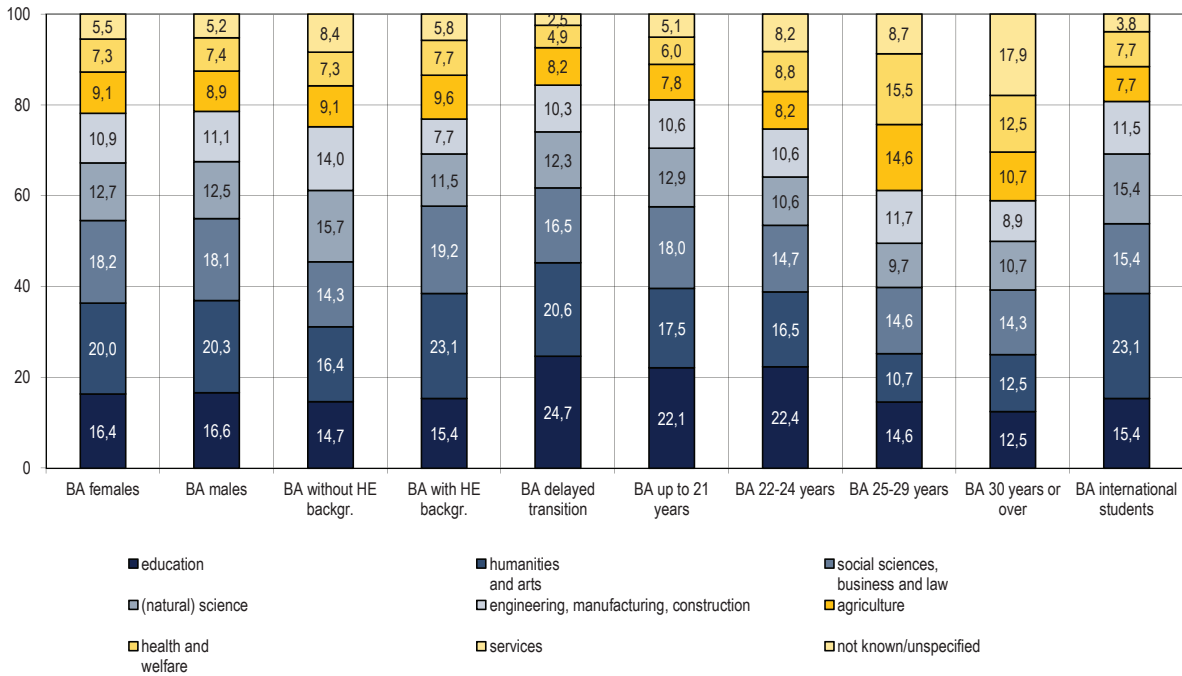
BA students without HE background in engineering disciplines, in %
 BA students without HE background in humanities and arts, in %
 Delayed transition BA students in engineering disciplines, in %
 Delayed transition BA students in humanities and arts, in %

14,0
16,4
10,3
20,6

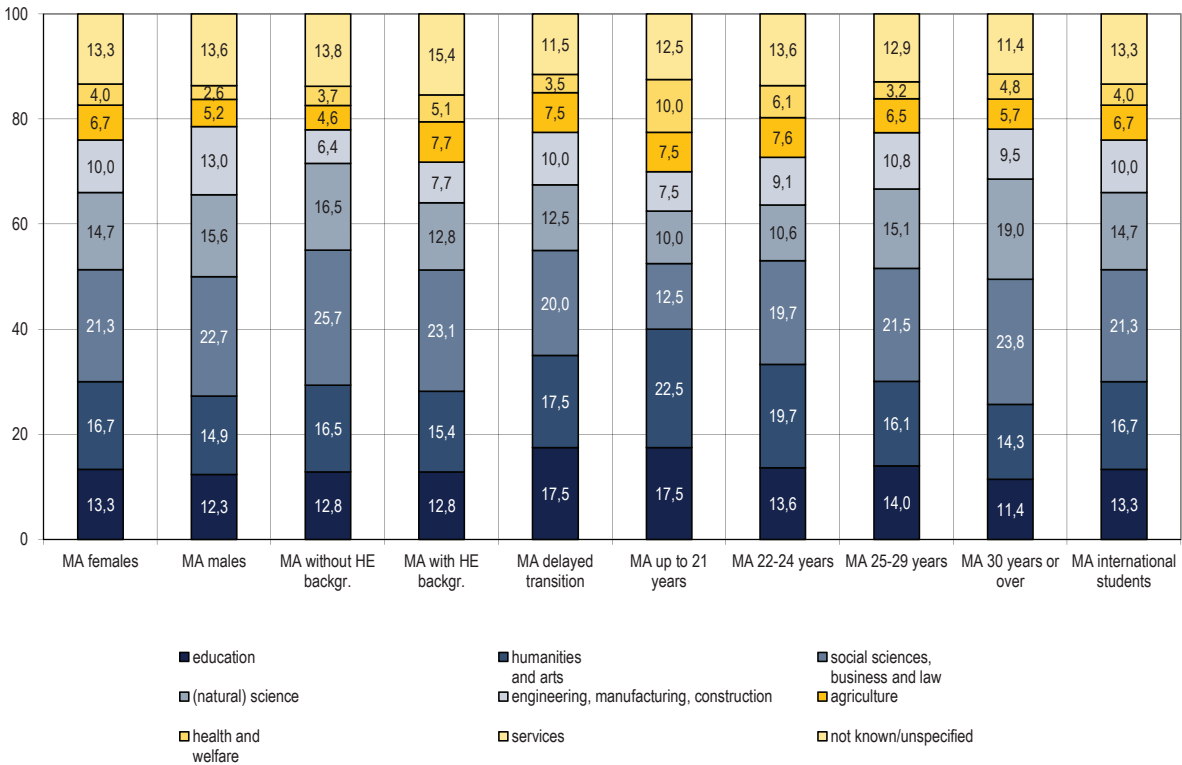
Field of study by characteristics of students (II)

Indicators:	BA students without HE background in engineering disciplines, in %	14.0
	BA students without HE background in humanities and arts, in %	16.4
	Delayed transition BA students in engineering disciplines, in %	10.3
	Delayed transition BA students in humanities and arts, in %	20.6

Field of study by socio-demographic characteristics of students - only BA students (in %)



Field of study by socio-demographic characteristics of students - only MA students (in %)



Field of study by characteristics of students (III)

Source	Survey question 1.5, 1.1, 3.6, 3.7
Purpose of subtopic	Various fields of study tend to be organised in different curricular structures, attract different types of students and offer different opportunities for the students in the labour market. A cross-reference of field of study and characteristics of students is presented here.
General instructions	Table 1: Calculate absolute number of students by field of study and by finance-related characteristics. Analysis is restricted to Bachelor students only. Table 2: Calculate absolute number of students by field of study and by finance-related characteristics. Analysis is restricted to Master students only. See glossary for: fields of study, dependency on income source.

Field of study programme by finance-related characteristics of students - only BA students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
education	35	15,2	10	13,2	20	14,8
humanities and arts	45	19,6	18	23,7	30	22,2
social sciences, business and law	65	28,3	23	30,3	40	29,6
(natural) science	35	15,2	7	9,2	15	11,1
engineering, manufacturing, construction	25	10,9	4	5,3	10	7,4
agriculture	10	4,3	5	6,6	10	7,4
health and welfare	10	4,3	3	3,9	5	3,7
services	5	2,2	6	7,9	5	3,7
not known/unspecified	0	0,0	0	0,0	0	0,0
total	230	100,0	76	100,0	135	100,0

Field of study programme by finance-related characteristics of students - only MA students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
education	3	10,0	22	15,7	14	16,5
humanities and arts	4	13,3	35	25,0	9	10,6
social sciences, business and law	6	20,0	38	27,1	14	16,5
(natural) science	4	13,3	12	8,6	15	17,6
engineering, manufacturing, construction	3	10,0	8	5,7	10	11,8
agriculture	2	6,7	7	5,0	8	9,4
health and welfare	5	16,7	5	3,6	3	3,5
services	3	10,0	13	9,3	12	14,1
not known/unspecified	0	0,0	0	0,0	0	0,0
total	30	100,0	140	100,0	85	100,0

BA students in engineering disciplines depending on own earnings, in %

5,3

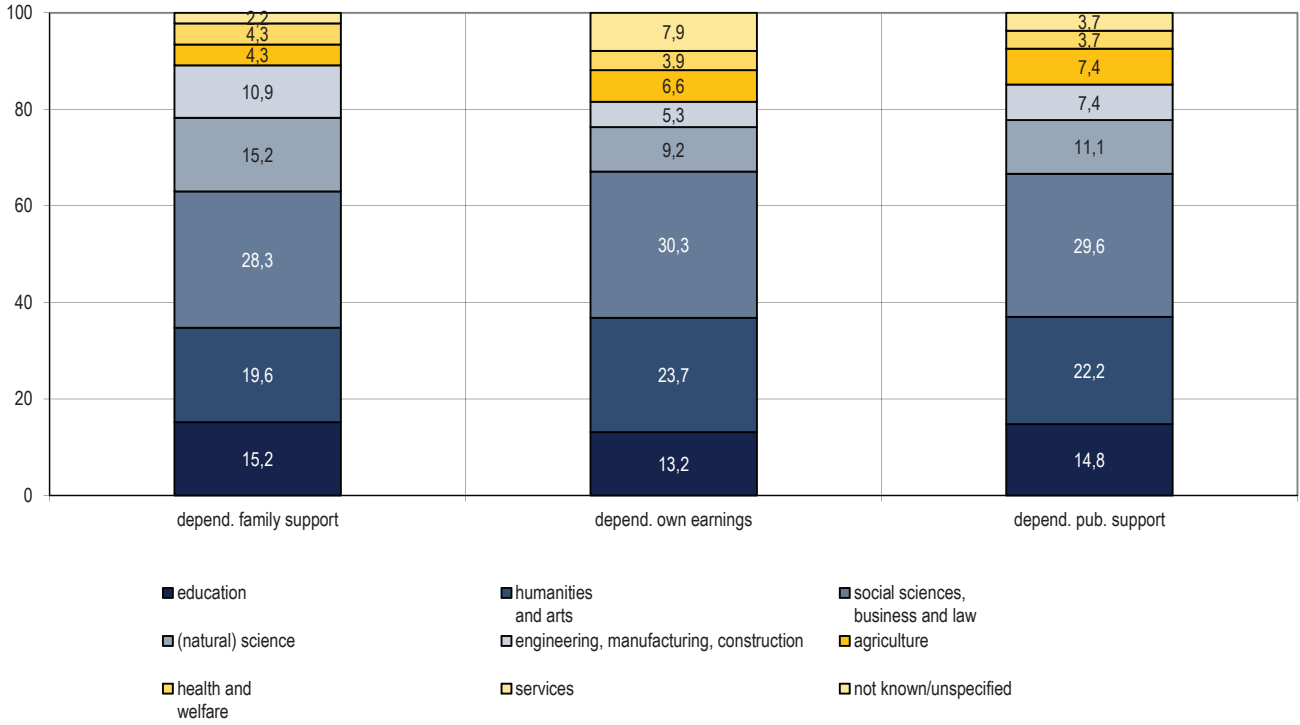
BA students in humanities and arts depending on own earnings, in %

23,7

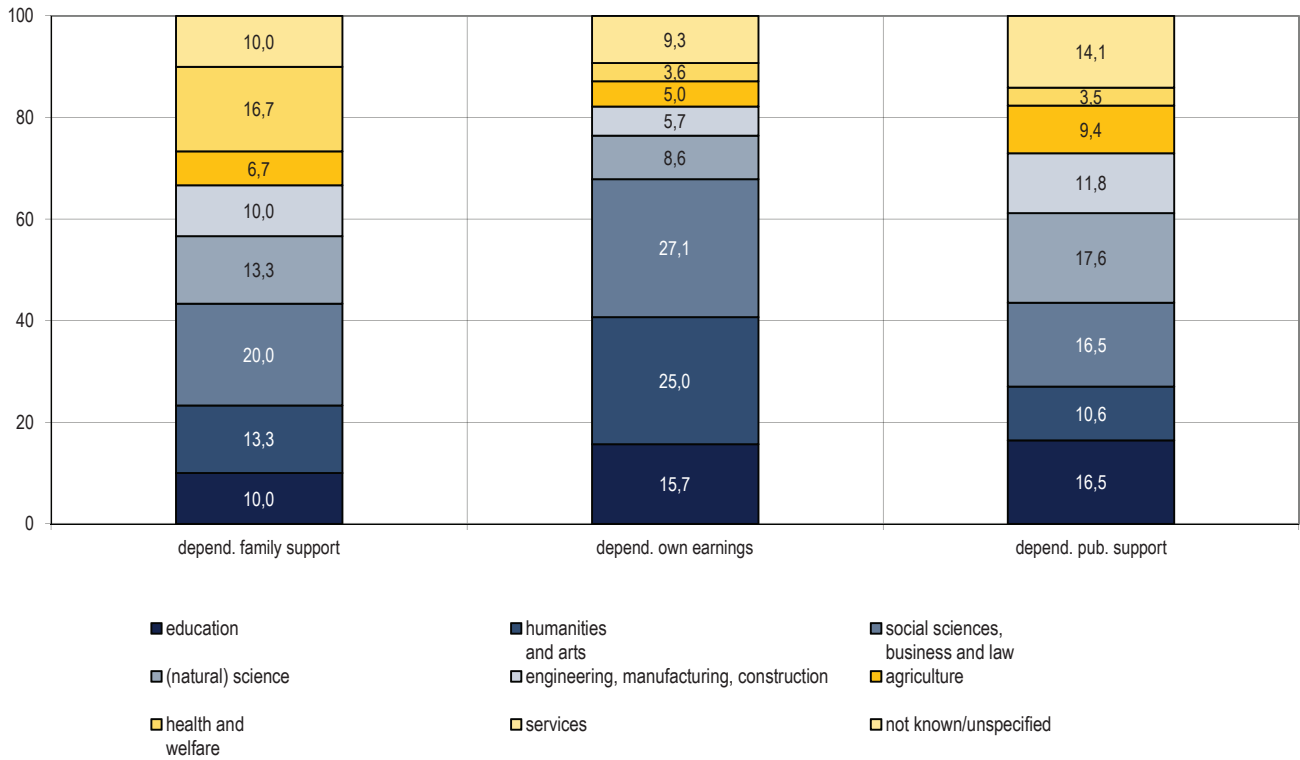
Field of study by characteristics of students (III)

Indicators:	BA students in engineering disciplines depending on own earnings, in %	5,3
	BA students in humanities and arts depending on own earnings, in %	23,7

Field of study by finance-related characteristics of students - only BA students (in %)



Field of study by finance-related characteristics of students - only MA students (in %)



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Formal status of enrolment by characteristics of students (I)

Source	Survey question 1.2, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	The formal status of students may provide background information on the needs and expectations of different groups of students in the respective country. However, it may not correlate completely to the actual intensity of the study programmes. Therefore, the formal status of enrolment is contrasted with the actual intensity of studies (see next subtopics).
General instructions	Table: Calculate absolute number of students by formal status and by study-related characteristics. See glossary for: formal status of enrolment, bachelor/master students, low-/high-intensity students, university, non-university.

Formal status according to students by study-related characteristics

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
full-time	600	60,0	380	69,6	200	65,8	180	64,3	60	66,7	450	72,6	150	39,5	40	61,5	130	72,2
part-time	200	20,0	96	17,6	70	23,0	60	21,4	25	27,8	100	16,1	100	26,3	15	23,1	30	16,7
other	200	20,0	70	12,8	34	11,2	40	14,3	5	5,6	70	11,3	130	34,2	10	15,4	20	11,1
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Part-time students among all students, in %

20,0

Part-time students among BA students, in %

17,6

Part-time students among MA students, in %

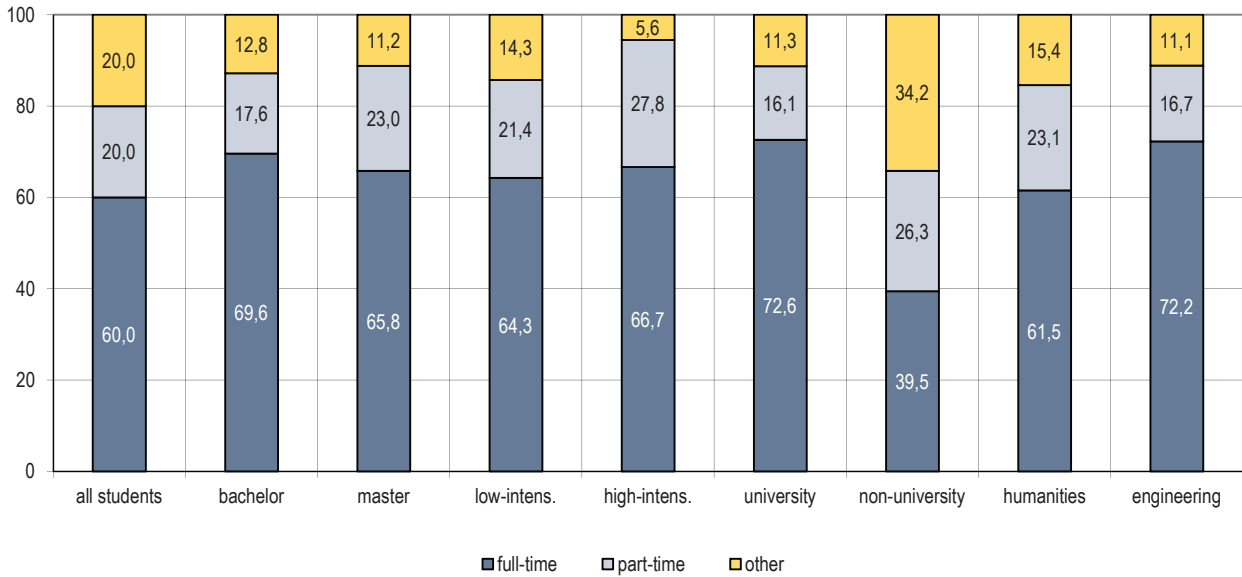
23,0

Formal status of enrolment by characteristics of students (I)

Formal status according to students by study-related characteristics

Indicators:	Part-time students among all students, in %	20,0
	Part-time students among BA students, in %	17,6
	Part-time students among MA students, in %	23,0

Formal status of enrolment of students by study-related characteristics (in %)



C8 Access

Formal status of enrolment by characteristics of students (II)

Source	Survey question 1.2, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	The formal status of students may provide background information on the needs and expectations of different groups of students in the respective country. However, it may not correlate completely to the actual intensity of the study programmes. Therefore, the formal status of enrolment is contrasted with the actual intensity of studies (see next subtopics).
General instructions	Table: Calculate absolute number of students by formal status and by socio-demographic characteristics. See glossary for: formal status of enrolment, education/social background, delayed transition students, age, international students.

Formal status according to students by socio-demographic characteristics

	females		males		without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
full-time	310	60,1	290	59,9	290	65,9	310	55,4	440	66,2	225	67,2	230	65,7	85	51,5	110	73,3	240	82,8
part-time	106	20,5	94	19,4	100	22,7	100	17,9	135	20,3	70	20,9	70	20,0	35	21,2	25	16,7	40	13,8
other	100	19,4	100	20,7	50	11,4	150	26,8	90	13,5	40	11,9	50	14,3	45	27,3	15	10,0	10	3,4
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Part-time students among students without HE background, in %

22,7

Part-time students among 22-24 year old students, in %

20,0

Part-time students among 30 year old (or older) students, in %

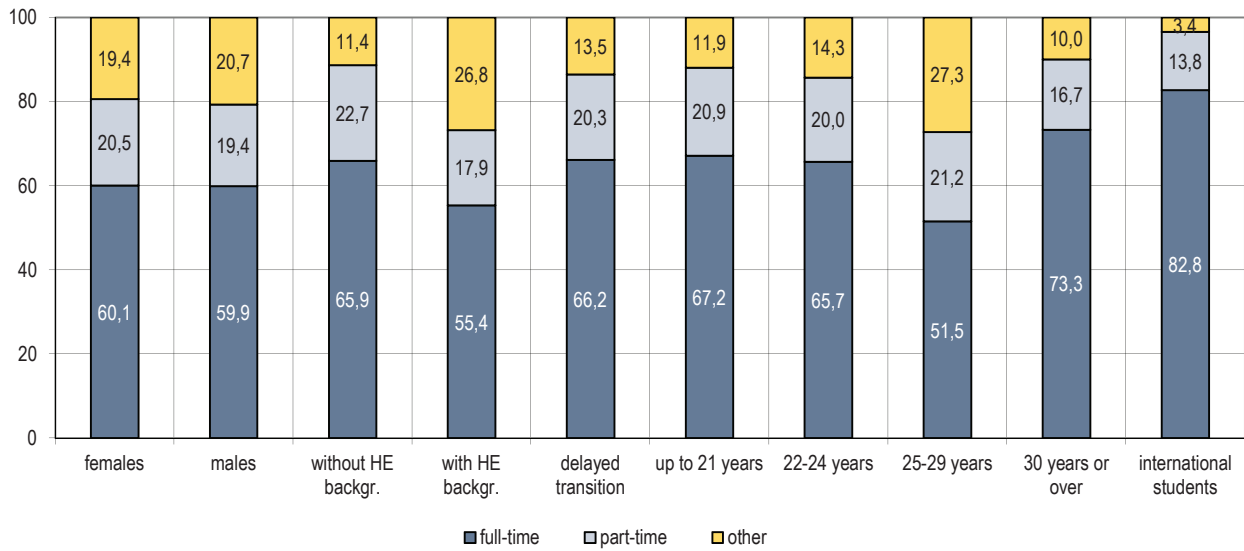
16,7

Formal status of enrolment by characteristics of students (II)

Formal status according to students by socio-demographic characteristics

Indicators:	Part-time students among students without HE background, in %	22,7
	Part-time students among 22-24 year old students, in %	20,0
	Part-time students among 30 year old (or older) students, in %	16,7

Formal status of enrolment of students by socio-demographic characteristics (in %)



C9 Access

Formal status of enrolment by characteristics of students (III)

Source	Survey question 1.2, 3.6, 3.7
Purpose of subtopic	The formal status of students may provide background information on the needs and expectations of different groups of students in the respective country. However, it may not correlate completely to the actual intensity of the study programmes. Therefore, the formal status of enrolment is contrasted with the actual intensity of studies (see next subtopics).
General instructions	Table: Calculate absolute number of students by formal status and by finance-related characteristics. See glossary for: formal status of enrolment, dependency on income source.

Formal status according to students by finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
full-time	220	73,3	170	56,7	250	83,3
part-time	50	16,7	110	36,7	40	13,3
other	30	10,0	20	6,7	10	3,3
total	300	100,0	300	100,0	300	100,0

Part-time students among students depending on family support, in %

16,7

Part-time students among students depending on own earnings, in %

36,7

Part-time students among students depending on public support, in %

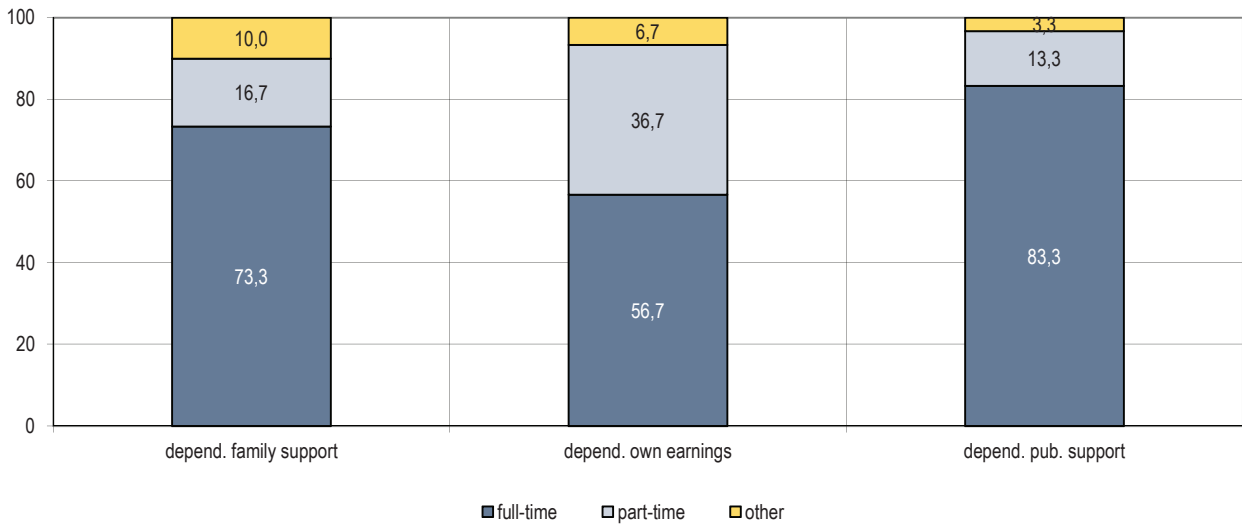
13,3

Formal status of enrolment by characteristics of students (III)

Formal status according to students by finance-related characteristics

Indicators:	Part-time students among students depending on family support, in %	16,7
	Part-time students among students depending on own earnings, in %	36,7
	Part-time students among students depending on public support, in %	13,3

Formal status of enrolment of students by finance-related characteristics (in %)



C10 Access

Formal status of enrolment and distance education courses

Source	Survey question 1.2, 1.3, 1.1
Purpose of subtopic	This subtopic looks at the connection between formal status of the students and distance education BA and MA courses, based on students' information.
General instructions	Table 1-2: Calculate absolute number of students by formal status of enrolment, by distance course or not and by qualification being studied for (BA or MA). For this subtopic the category part-time student contains only those students, who hold this status according to question 1.2. See glossary for: formal status of enrolment, full-time/part-time students, distance education.

Formal status of enrolment and distance education courses - BA students

	distance students	distance students	not distance students	not distance students
	numbers	percent	numbers	percent
full-time	80	54,8	310	77,5
part-time	50	34,2	70	17,5
other	16	11,0	20	5,0
total	146	100,0	400	100,0

Formal status of enrolment and distance education courses - MA students

	distance students	distance students	not distance students	not distance students
	numbers	percent	numbers	percent
full-time	30	55,6	180	72,0
part-time	19	35,2	55	22,0
other	5	9,3	15	6,0
total	54	100,0	250	100,0

BA distance students with part-time status, in %

34,2

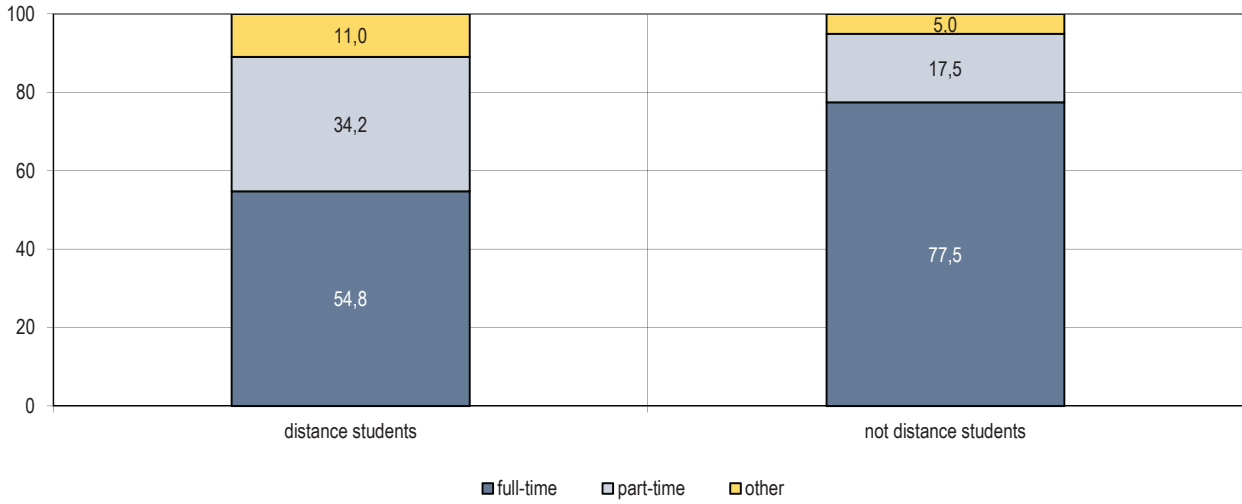
BA distance students with full-time status, in %

54,8

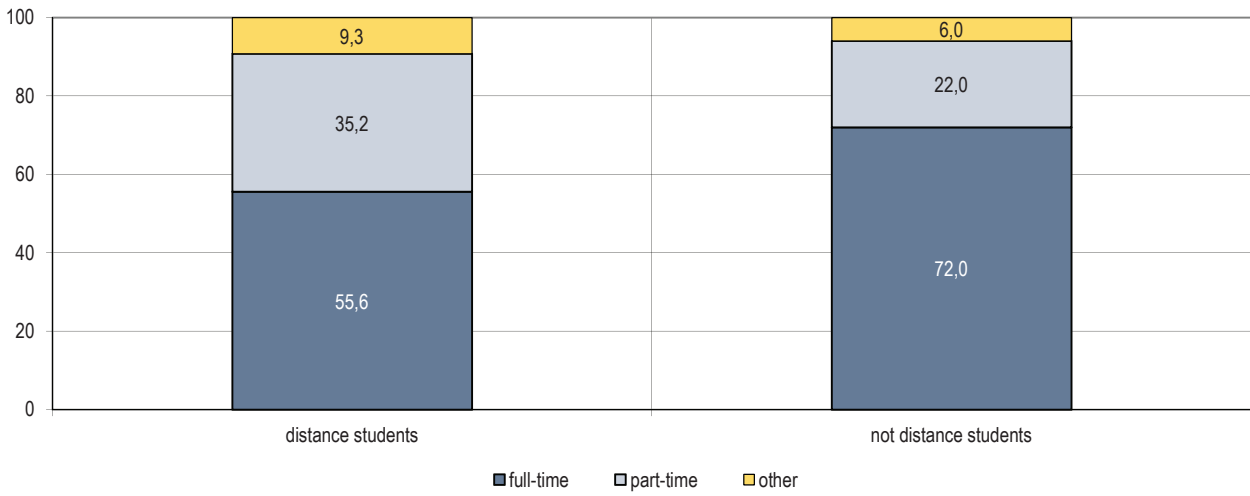
Formal status of enrolment and distance education courses

Indicators:	BA distance students with part-time status, in %	34,2
	BA distance students with full-time status, in %	54,8

Formal status of enrolment and distance education courses - only BA students (in %)



Formal status of enrolment and distance education courses - only MA students (in %)



C11 Access

Formal status of enrolment by size of academic workload

Source	Survey question 1.2, 3.14
Purpose of subtopic	This subtopic looks at the actual time students spend on study-related activities (i.e. taught studies plus personal study time) and cross-references this with formal enrolment status. A particular focus is on investigating the share of students who spend less than 21 hours a week on study-related activities (= definition for low-intensity students).
General instructions	Table: Calculate absolute number of all students by hours of study-related activities and by formal status of enrolment. Please note: The total of the absolute values for enrolment status is used to calculate the percentages in rows. See glossary for: formal status of enrolment, full-time/part-time students, study-related activities, taught studies, personal study time.

Students' formal enrolment status by study-related activities (hrs/wk)

	up to 10 h/w	up to 10 h/w	11-20 h/w	11-20 h/w	21-30 h/w	21-30 h/w	> 30 h/w	> 30 h/w	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
full-time	60	10,0	110	18,3	280	46,7	150	25,0	600	100,0
part-time	40	20,0	90	45,0	50	25,0	20	10,0	200	100,0
other	20	10,0	80	40,0	80	40,0	20	10,0	200	100,0

Students with full-time status and study-related activities below 21 hours per week, in %

28,3

Students with part-time status and study-related activities of 21 hours or more per week, in %

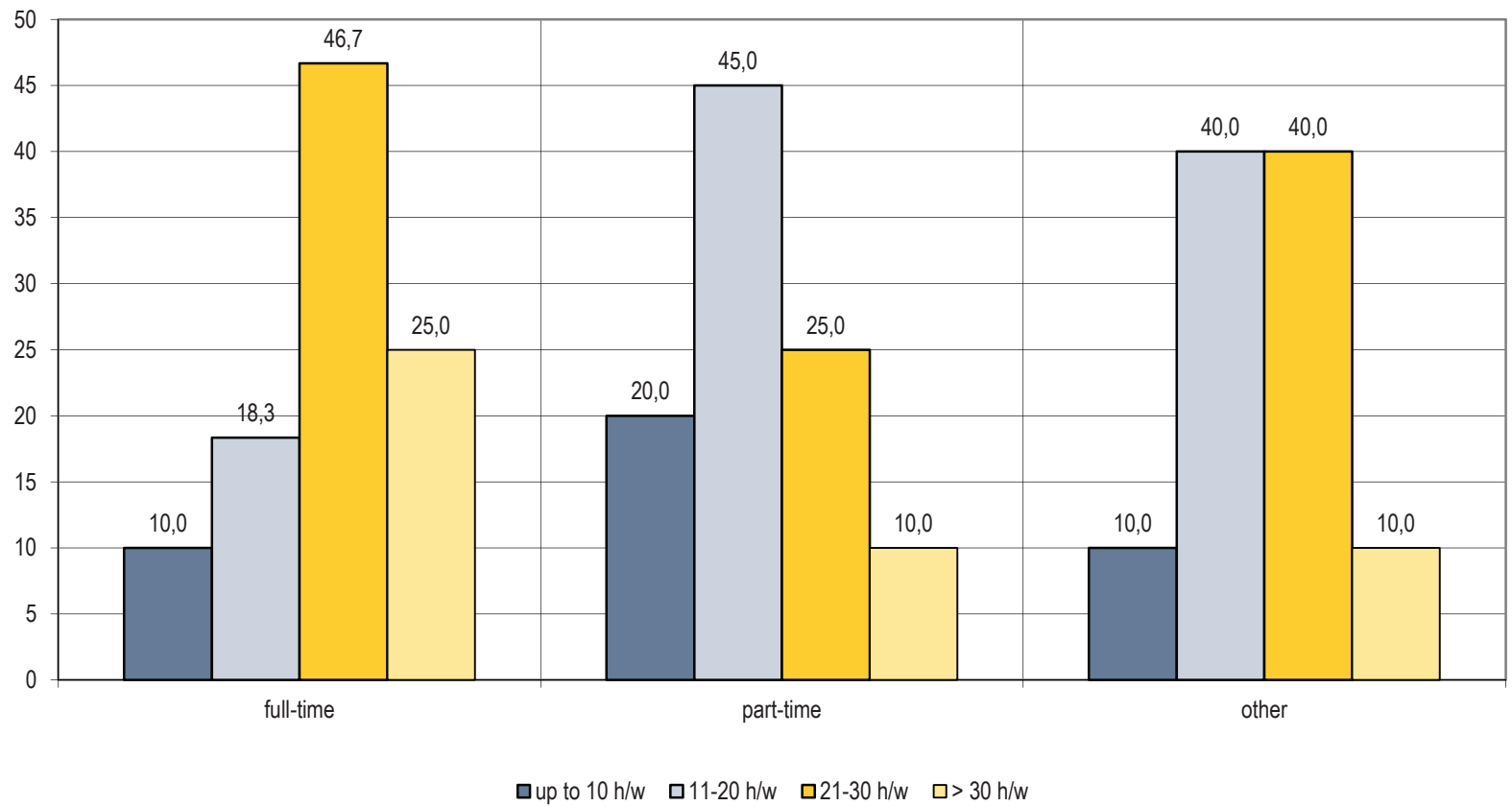
35,0

Formal status of enrolment by size of academic workload

Students' formal enrolment status by study-related activities (hrs/wk)

Indicators:	Students with full-time status and study-related activities below 21 hours per week, in %	28,3
	Students with part-time status and study-related activities of 21 hours or more per week, in %	35,0

Formal status of enrolment of students (in %) and size of academic workload (in hours per week)



D1 Social background

Occupational status of students' parents

Source	Survey question 6.2 and national statistics
Purpose of subtopic	The focal dimension here is the occupational status of students' fathers and mothers in comparison to the working population. The indicators focus on parents with a so-called "skill level 1-2 occupation" (widely based on ISCO 08), i.e. an occupational group which performs low-skill tasks (often manual or technical labour) and has a low wage level. This group is chosen because of its - in many countries - relatively low chances for their children to access higher education. In some countries the 'skill level 1-2'-group may be a rather small part of the working population.
General instructions	Table: Calculate absolute number of students by parents' occupational group and by their sex. For the category 'of students' parents' the highest occupational status of <u>either</u> the father <u>or</u> the mother must be counted. For comparison with students' fathers and mothers indicate also the absolute number of employees by occupational groups of the working(!) population in age group 40-60. Occupational categories according to ISCO-08. Categories 'don't know' and 'never been active' should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the category 'don't know' should be commented on in the commentary box on missings. The category 'skill level 1-2' includes occupation groups 4 to 9. Some countries will have difficulties meeting these categories exactly. It should be emphasised that the most important differential is that between 'skill level 1-2' occupation and 'not skill level 1-2' occupation. All deviations from the standard categories must be documented precisely in the commentary box. See glossary for: ISCO, occupational status of parents, skill level occupation.

Occupation of students' parents in comparison to working population

	of students' parents	of students' parents	of students' fathers	of students' fathers	of employed men aged 40-60	of employed men aged 40-60	of students' mothers	of students' mothers	of employed women aged 40-60	of employed women aged 40-60
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1: Managers	100	10,0	90	9,0	700	7,0	30	3,0	400	4,0
2: Professionals	260	26,0	240	24,0	500	5,0	160	16,0	200	2,0
3: Technicians, associate professionals	100	10,0	110	11,0	1.100	11,0	90	9,0	700	7,0
4: Clerical support workers	160	16,0	170	17,0	1.100	11,0	150	15,0	1.500	15,0
5: Services and sales workers	60	6,0	60	6,0	500	5,0	90	9,0	900	9,0
6: Skilled agricultural, forestry and fishery workers	90	9,0	100	10,0	3.200	32,0	120	12,0	2.800	28,0
7: Craft and related trades workers	100	10,0	100	10,0	1.100	11,0	140	14,0	1.400	14,0
8: Plant/machine operators and assemblers	60	6,0	60	6,0	500	5,0	90	9,0	1.000	10,0
9: Elementary occup.	40	4,0	40	4,0	600	6,0	70	7,0	800	8,0
0: Armed forces occup.	30	3,0	30	3,0	700	7,0	60	6,0	300	3,0
total	1.000	100,0	1.000	100,0	10.000	100,0	1.000	100,0	10.000	100,0
skill level 1 and 2 or national definition	510	51,0	530	53,0	7.000	70,0	660	66,0	8.400	84,0

Ratio of students' fathers with skill level 1-2 occupation to counterparts in working population

0,8

Ratio of students' mothers with skill level 1-2 occupation to counterparts in working population

0,8

D1 Social background

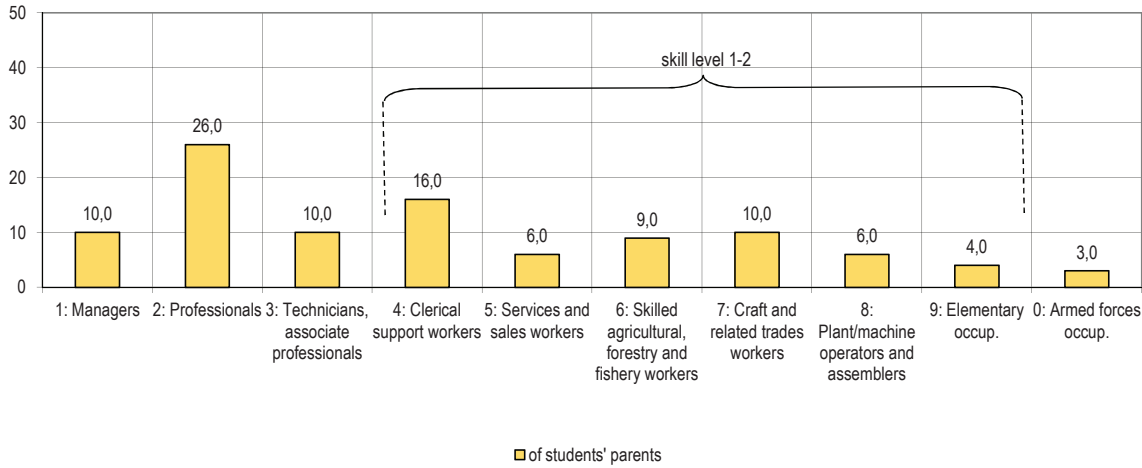
Occupational status of students' parents

Occupation of students' parents in comparison to working population

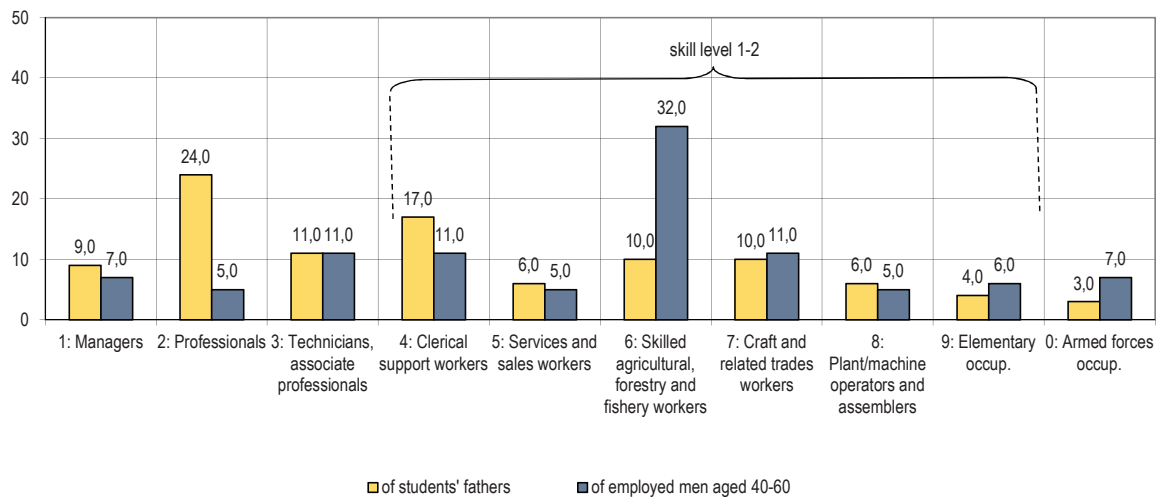
Indicators: Ratio of students' fathers with skill level 1-2 occupation to counterparts in working population
Ratio of students' mothers with skill level 1-2 occupation to counterparts in working population

0,8
0,8

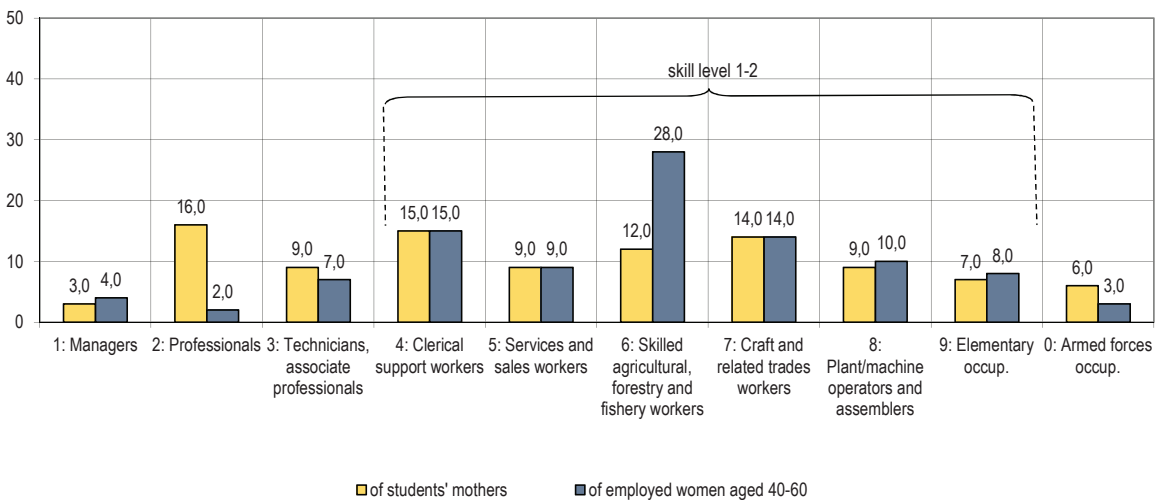
Occupational status of students' parents (in %)



Occupational status of students' fathers (in %)



Occupational status of students' mothers (in %)



D2 Social background

Highest educational attainment of students' parents

Source	Survey question 6.1 and national statistics
Purpose of subtopic	In international comparisons, the educational attainment of students' parents is often viewed as an indicator for the impact of socio-cultural and economic factors on students' access to higher education. This indicator may not encapsulate all socio-economic factors and, therefore, not achieve a comprehensive socio-economic homogeneity within the groups defined by educational attainment (at least not as well as a composite indicator). However, it is relatively reliable for international comparisons by applying the ISCED (International Standard Classification of Education) codes and it is thematically appropriate to look at the affect of parents' education on their children's education. The focus of the core indicators is on students who are expected to come from disadvantaged backgrounds.
General instructions	Educational groups: up to lower secondary = ISCED 0, 1, 2; upper secondary = ISCED 3; post-secondary non-tertiary = ISCED 4; short-cycle tertiary education = ISCED 5; Bachelor or equivalent = ISCED 6; Master or equivalent = ISCED 7; Doctoral or equivalent = ISCED 8. Table: Calculate absolute number of students by their parents' educational attainment. Educational attainment according to ISCED-2011. Priority for this table is the provision of data for both the students' parents population and the general population in a comparable age group on high education (ISCED 5-8) and low education (ISCED 0-2). For the category 'of students' parents' the highest educational attainment of <u>either</u> the father <u>or</u> the mother must be counted. For comparison with students' fathers and mothers always use the respective group of the total population aged between 40 and 60. The category 'don't know' should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the category 'don't know' should be commented on in the commentary box. See glossary for: ISCED, education level.

Educational attainment of all students' parents' in comparison to total population by ISCED classification

	of students' parents	of students' parents	of students' fathers	of students' fathers	of all men aged 40-60	of all men aged 40-60	of students' mothers	of students' mothers	of all women aged 40-60	of all women aged 40-60
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to lower sec.	160	16,0	100	10,0	1.700	17,0	280	28,0	1.600	16,0
upper sec.	90	9,0	80	8,0	2.480	24,8	160	16,0	2.700	27,0
post-sec. non-tert.	40	4,0	30	3,0	1.350	13,5	50	5,0	1.000	10,0
short-cycle tert. edu.	40	4,0	30	3,0	1.350	13,5	50	5,0	1.000	10,0
bachelor	210	21,0	250	25,0	1.200	12,0	210	21,0	1.000	10,0
master	310	31,0	360	36,0	1.700	17,0	210	21,0	2.600	26,0
doctoral	150	15,0	150	15,0	220	2,2	40	4,0	100	1,0
total	1.000	100,0	1.000	100,0	10.000	100,0	1.000	100,0	10.000	100,0

Ratio students' fathers without tertiary education to counterparts in total population

0,4

Ratio students' mothers without tertiary education to counterparts in total population

0,9

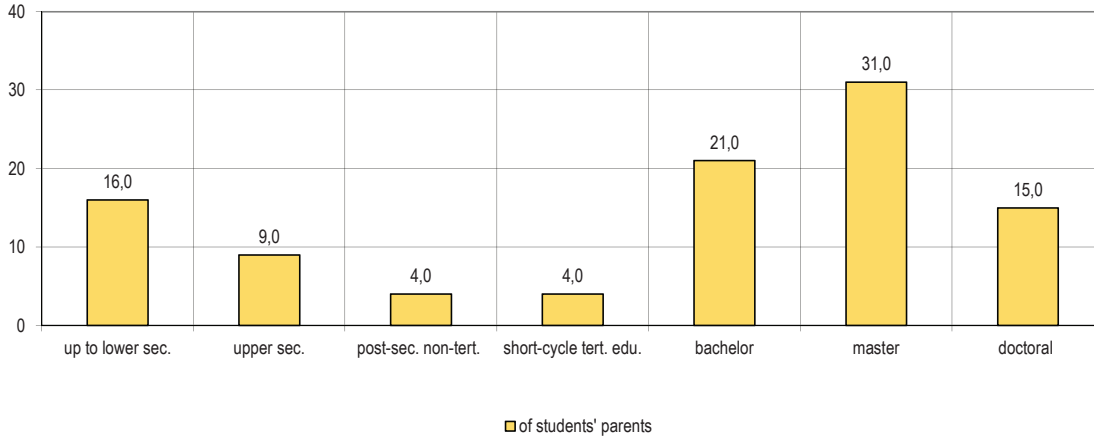
D2 Social background

Highest educational attainment of students' parents

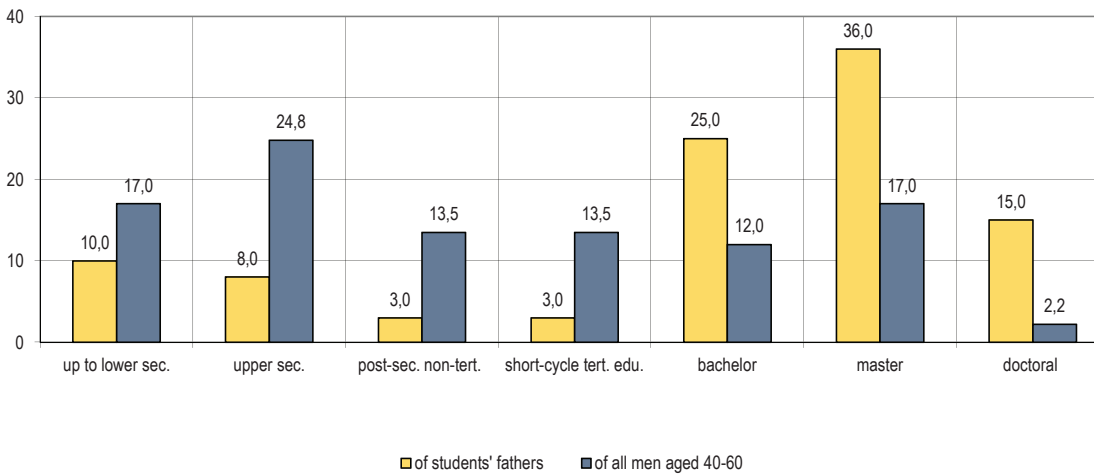
Educational attainment of all students' parents' in comparison to total population by ISCED classification

Indicators:	Ratio students' fathers without tertiary education to counterparts in total population	0,4
	Ratio students' mothers without tertiary education to counterparts in total population	0,9

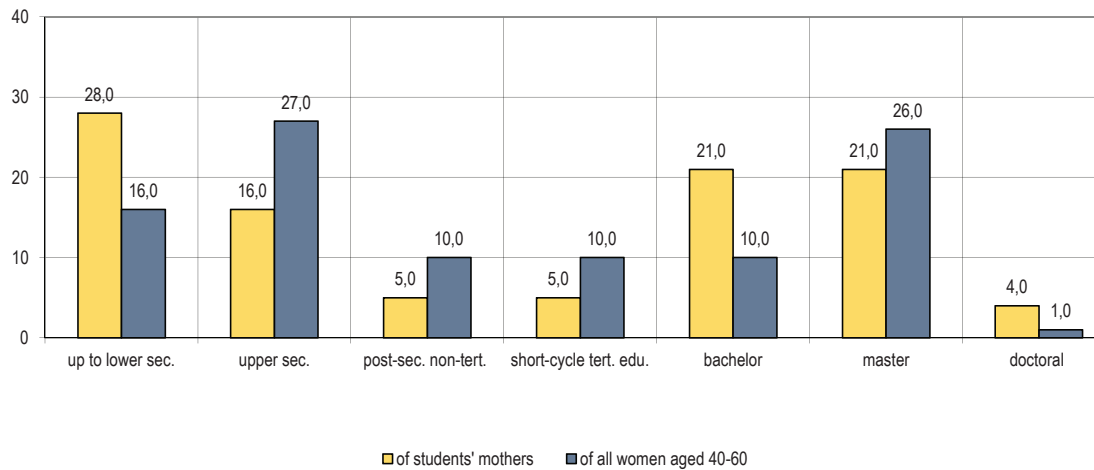
Highest educational attainment of students' parents (in %)



Highest educational attainment of students' fathers (in %)



Highest educational attainment of students' mothers (in %)



D3 Social background

Occupational status by highest educational attainment

Source	Survey question 6.2 and 6.1
Purpose of subtopic	This is a methodical addition to the report. It portrays the connection between parents' occupational status and highest educational attainment. Most of the reporting focuses on educational attainment as it is easier to compare across countries and presents a clear hierarchy. In a simple way, this subtopic indicates interrelation between output and outcome of an educational system and allows - to a certain degree - reflecting upon yield of investment in human capital.
General instructions	Educational groups: up to lower secondary = ISCED 0, 1, 2; upper secondary = ISCED 3; post-secondary non-tertiary = ISCED 4; short-cycle tertiary education = ISCED 5; Bachelor or equivalent = ISCED 6; Master or equivalent = ISCED 7; Doctoral or equivalent = ISCED 8. Table: Calculate absolute number of students by parents' occupational status and by parents' educational attainment. This is a cross-tabulation of the results for the two international classification systems ISCED and ISCO. For the categories the highest educational attainment of <u>either</u> the father <u>or</u> the mother must be counted. The same holds for the occupational status. The sum of the absolute values in rows (from 'up to lower sec.' to 'doctoral') must equal the value for 'all students' parents'. The category 'skill level 1-2' includes occupation groups 4 to 9. Countries may wish to include the results of regression analyses in the commentary box. Categories 'don't know' and 'never been active' (6.1 and 6.2) should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the categories 'don't know' should be commented on in the commentary box on missings. See glossary for: ISCO, skill level occupation, ISCED, education level, occupational status of parents.

Skill level 1-2 status and educational attainment of students' parents

	all students' parents	all students' parents	up to lower sec.	up to lower sec.	upper sec.	upper sec.	post-sec. non-tert.	post-sec. non-tert.	short-cycle tert. edu.	short-cycle tert. edu.	bachelor	bachelor	master	master	doctoral	doctoral
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1: Managers	100	10,0	0	0,0	5	6,2	7	7,2	18	8,7	48	14,6	14	18,4	8	15,7
2: Professionals	260	26,0	0	0,0	0	0,0	20	20,6	52	25,1	132	40,2	32	42,1	24	47,1
3: Technicians, Associate Professionals	100	10,0	5	3,1	0	0,0	7	7,2	27	13,0	40	12,2	11	14,5	10	19,6
4: Clerical Support Workers	160	16,0	5	3,1	2	2,5	12	12,4	37	17,9	86	26,2	12	15,8	6	11,8
5: Services and Sales workers	60	6,0	12	7,5	12	14,8	10	10,3	22	10,6	4	1,2	0	0,0	0	0,0
6: Skilled Agricultural, Forestry and Fishery Workers	90	9,0	43	26,9	12	14,8	9	9,3	22	10,6	4	1,2	0	0,0	0	0,0
7: Craft and Related Trades Workers	100	10,0	46	28,8	22	27,2	12	12,4	17	8,2	3	0,9	0	0,0	0	0,0
8: Plant/Machine Operators and Assemblers	60	6,0	22	13,8	17	21,0	10	10,3	7	3,4	0	0,0	4	5,3	0	0,0
9: Elementary Occup.	40	4,0	17	10,6	7	8,6	5	5,2	5	2,4	6	1,8	0	0,0	0	0,0
0: Armed Forces Occup.	30	3,0	10	6,3	4	4,9	5	5,2	0	0,0	5	1,5	3	3,9	3	5,9
total	1.000	100,0	160	100,0	81	100,0	97	100,0	207	100,0	328	100,0	76	100,0	51	100,0
skill level 1 and 2 or national definition	510	51,0	145	90,6	72	88,9	58	59,8	110	53,1	103	31,4	16	21,1	6	11,8

Students' parents with skill level 1-2 status and...

without tertiary education (not ISCED 5-8) of all students' parents with skill level 1-2 status, in %

53,9

with up to lower secondary education (ISCED 0-2) of all students' parents with skill level 1-2 status, in %

28,4

D3 Social background

Occupational status by highest educational attainment

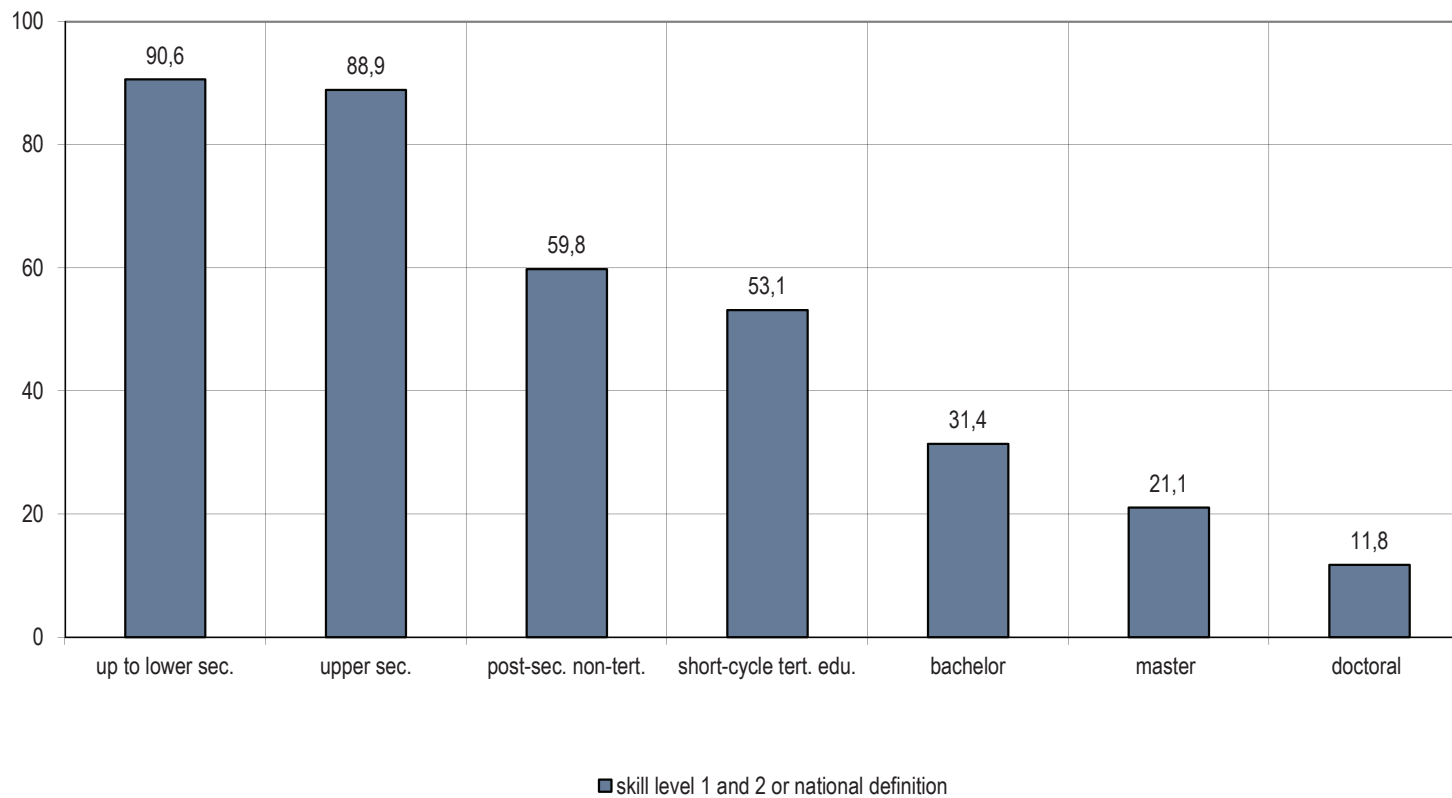
Skill level 1-2 status and educational attainment of students' parents

Indicators: Students' parents with skill level 1-2 status and...
without tertiary education (not ISCED 5-8) of all students' parents with skill level 1-2 status, in %
with up to lower secondary education (ISCED 0-2) of all students' parents with skill level 1-2 status, in %

53,9

28,4

Skill level 1-2 status of students' parents and educational attainment (in %)



D4 Social background

Highest educational attainment of students' parents by characteristics of students (I)

Source	Survey question 6.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	The analysis focuses on the characteristics of students' parents. The attribute of parents' educational attainment is surveyed for different groups of students, distinguishing by students' study-related characteristics. The focus of the key indicators is on students' parents who are likely to provide a disadvantageous social background for their children with respect to entering and completing HE.
General instructions	Educational groups: up to lower secondary = ISCED 0, 1, 2; upper secondary = ISCED 3; post-secondary non-tertiary = ISCED 4; short-cycle tertiary education = ISCED 5; Bachelor or equivalent = ISCED 6; Master or equivalent = ISCED 7; Doctoral or equivalent = ISCED 8. Table: Calculate absolute number of students by their parents' highest educational attainment (of either the mother or the father) for the various groups of students. The category 'don't know' should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the category 'don't know' should be commented on in the commentary box. See glossary for: ISCED, education level, bachelor/master students, low-/high-intensity students, university, non-university.

Education of students' parents by study-related characteristics of students

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to lower sec.	160	16,0	111	20,3	30	9,9	70	25,0	5	5,6	30	4,8	130	34,2	2	3,1	6	3,3
upper sec.	90	9,0	65	11,9	15	4,9	40	14,3	8	8,9	20	3,2	70	18,4	4	6,2	10	5,6
post-sec. non-tert.	40	4,0	20	3,7	10	3,3	10	3,6	9	10,0	15	2,4	25	6,6	6	9,2	16	8,9
short-cycle tert. edu.	40	4,0	20	3,7	10	3,3	10	3,6	10	11,1	25	4,0	15	3,9	8	12,3	23	12,8
bachelor	210	21,0	130	23,8	59	19,4	65	23,2	15	16,7	170	27,4	40	10,5	13	20,0	37	20,6
master	310	31,0	170	31,1	110	36,2	80	28,6	18	20,0	240	38,7	70	18,4	16	24,6	42	23,3
doctoral	150	15,0	30	5,5	70	23,0	5	1,8	25	27,8	120	19,4	30	7,9	16	24,6	46	25,6
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

All students without tertiary edu. background (not ISCED 5-8), in %
 BA students without tertiary edu. background (not ISCED 5-8), in %
 MA students without tertiary edu. background (not ISCED 5-8), in %

29,0
35,9
18,1

D4 Social background

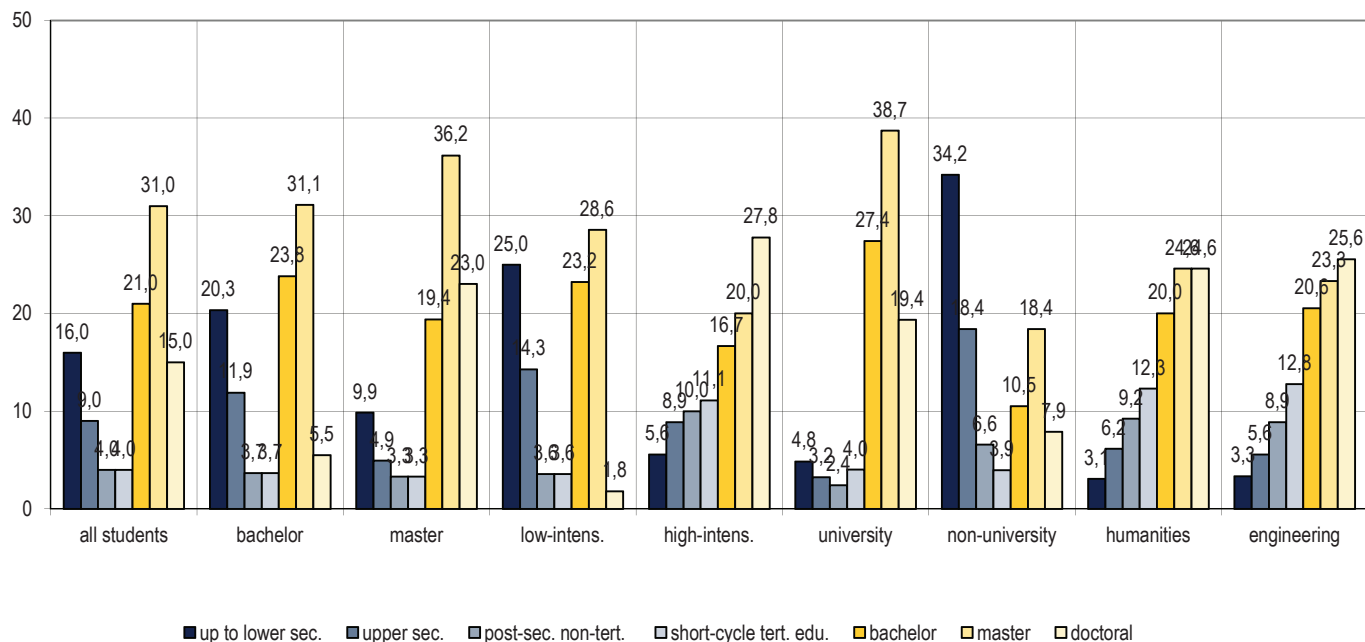
Highest educational attainment of students' parents by characteristics of students (I)

Education of students' parents by study-related characteristics of students

Indicators: All students without tertiary edu. background (not ISCED 5-8), in %
 BA students without tertiary edu. background (not ISCED 5-8), in %
 MA students without tertiary edu. background (not ISCED 5-8), in %

29,0
35,9
18,1

Students' parents' highest educational attainment by study-related characteristics of students (in %)



D5 Social background

Highest educational attainment of students' parents by characteristics of students (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	The analysis focuses on the characteristics of students' parents. The attribute of parents' educational attainment is surveyed for different groups of students, distinguishing by students' socio-demographic characteristics. The focus of the key indicators is on students' parents who are likely to provide a disadvantageous social background for their children with respect to entering and completing HE.
General instructions	Educational groups: up to lower secondary = ISCED 0, 1, 2; upper secondary = ISCED 3; post-secondary non-tertiary = ISCED 4; short-cycle tertiary education = ISCED 5; Bachelor or equivalent = ISCED 6; Master or equivalent = ISCED 7; Doctoral or equivalent = ISCED 8. Table: Calculate absolute number of students by their parents' highest educational attainment (of either the mother or the father) for the various groups of students. The category 'don't know' should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the category 'don't know' should be commented on in the commentary box. See glossary for: ISCED, education level, education/social background, delayed transition students, age, international students.

Education of students' parents by socio-demographic characteristics of students

	females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to lower sec.	70	13,6	90	18,6	160	55,2	0	0,0	130	19,5	30	9,0	40	11,4	50	30,3	40	26,7	50	17,2
upper sec.	35	6,8	55	11,4	90	31,0	0	0,0	70	10,5	30	9,0	20	5,7	10	6,1	30	20,0	30	10,3
post-sec. non-tert.	15	2,9	25	5,2	40	13,8	0	0,0	30	4,5	10	3,0	10	2,9	15	9,1	5	3,3	10	3,4
short-cycle tert. edu.	20	3,9	20	4,1	0	0,0	40	5,6	20	3,0	12	3,6	8	2,3	16	9,7	4	2,7	5	1,7
bachelor	110	21,3	100	20,7	0	0,0	210	29,6	135	20,3	90	26,9	60	17,1	40	24,2	20	13,3	70	24,1
master	180	34,9	130	26,9	0	0,0	310	43,7	220	33,1	100	29,9	140	40,0	30	18,2	40	26,7	100	34,5
doctoral	86	16,7	64	13,2	0	0,0	150	21,1	60	9,0	63	18,8	72	20,6	4	2,4	11	7,3	25	8,6
total	516	100,0	484	100,0	290	100,0	710	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Delayed transition students without tertiary edu. background (not ISCED 5-8), in %

Students 22-24 years old without tertiary edu. background (not ISCED 5-8), in %

International students without tertiary edu. background (not ISCED 5-8), in %

34,6
20,0
31,0

D5 Social background

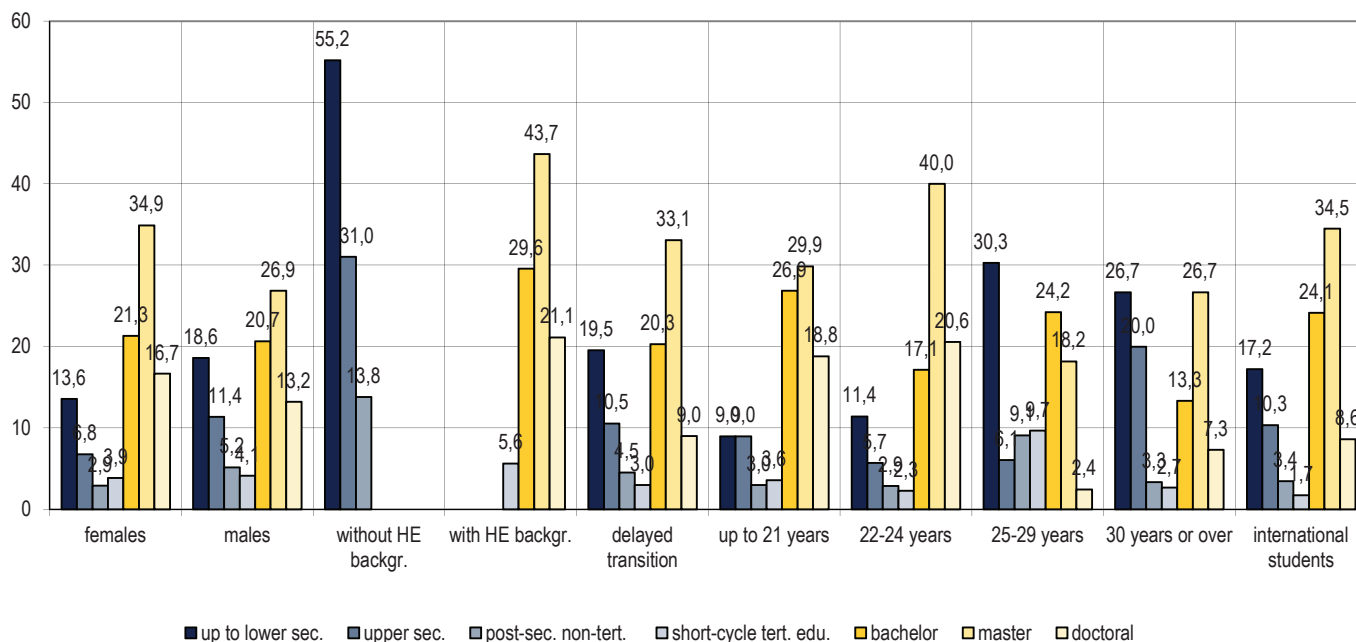
Highest educational attainment of students' parents by characteristics of students (II)

Education of students' parents by socio-demographic characteristics of students

Indicators: **Delayed transition students without tertiary edu. background (not ISCED 5-8), in %**
Students 22-24 years old without tertiary edu. background (not ISCED 5-8), in %
International students without tertiary edu. background (not ISCED 5-8), in %

34,6
20,0
31,0

Students' parents' highest educational attainment by socio-demographic characteristics of students (in %)



D6 Social background

Highest educational attainment of students' parents by characteristics of students (III)

Source	Survey question 3.6, 3.7, 6.1
Purpose of subtopic	The analysis focuses on the characteristics of students' parents. The attribute of parents' educational attainment is surveyed for different groups of students, distinguishing by students' finance-related characteristics. The focus of the key indicators is on students' parents who are likely to provide a disadvantageous social background for their children with respect to entering and completing HE.
General instructions	Educational groups: up to lower secondary = ISCED 0, 1, 2; upper secondary = ISCED 3; post-secondary non-tertiary = ISCED 4; short-cycle tertiary education = ISCED 5; Bachelor or equivalent = ISCED 6; Master or equivalent = ISCED 7; Doctoral or equivalent = ISCED 8. Table: Calculate absolute number of students by their parents' highest educational attainment (of <u>either</u> the mother <u>or</u> the father) for the various groups of students. The category 'don't know' should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the category 'don't know' should be commented on in the commentary box. See Glossary for: ISCED, education level, dependency on income source.

Education of students' parents by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
up to lower sec.	15	5,0	100	33,3	45	15,0
upper sec.	20	6,7	55	18,3	15	5,0
post-sec. non-tert.	10	3,3	20	6,7	10	3,3
short-cycle tert. edu.	10	3,3	15	5,0	15	5,0
bachelor	95	31,7	45	15,0	70	23,3
master	85	28,3	35	11,7	95	31,7
doctoral	65	21,7	30	10,0	50	16,7
total	300	100,0	300	100,0	300	100,0

Students depending on family support without tertiary edu. background (not ISCED 5-8), in %

15,0

Students depending on own earnings without tertiary edu. background (not ISCED 5-8), in %

58,3

Students depending on public support without tertiary edu. background (not ISCED 5-8), in %

23,3

D6 Social background

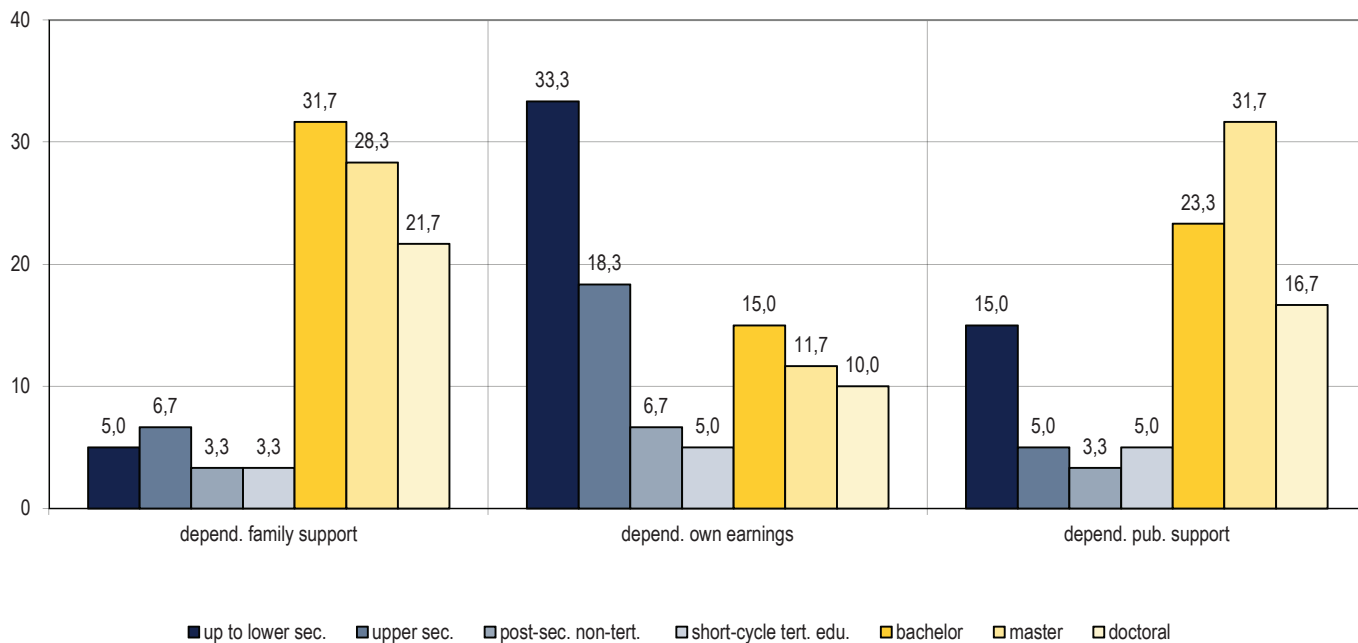
Highest educational attainment of students' parents by characteristics of students (III)

Education of students' parents by finance-related characteristics of students

Indicators: Students depending on family support without tertiary edu. background (not ISCED 5-8), in %
 Students depending on own earnings without tertiary edu. background (not ISCED 5-8), in %
 Students depending on public support without tertiary edu. background (not ISCED 5-8), in %

15,0
58,3
23,3

Students' parents' highest educational attainment by finance-related characteristics of students (in %)



D7 Social background

Assessment of social standing of parents (I)

Source	Survey question 6.3, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	The purpose of this subtopic is to attempt to evaluate students' social background on a more comprehensive level than occupational or educational level of their parents. A simple comparison of the student population can be achieved by looking at the share of students who ascribe themselves to the top or bottom groups.
General instructions	Table: This is a simple collation of data from the 10-point scale in the questionnaire. Calculate absolute number of students by their own assessment of their parents' social standing and by student group. The group 'higher social standing' comprises the categories 1-2 from the table, the group 'lower social standing' covers the categories 7-10. See glossary for: Bachelor/master students, low-/high-intensity students, university, non-university.

Subjective assessment of social standing on 10-point scale by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1: high social standing	80	8,0	50	9,2	22	7,2	20	7,1	12	13,3	60	9,7	20	5,3	11	16,9	33	18,3
2	200	20,0	110	20,1	71	23,4	50	17,9	13	14,4	170	27,4	30	7,9	10	15,4	30	16,7
3	100	10,0	60	11,0	30	9,9	25	8,9	11	12,2	75	12,1	25	6,6	10	15,4	28	15,6
4	140	14,0	80	14,7	41	13,5	35	12,5	11	12,2	100	16,1	40	10,5	9	13,8	25	13,9
5	70	7,0	40	7,3	20	6,6	15	5,4	12	13,3	45	7,3	25	6,6	7	10,8	20	11,1
6	100	10,0	51	9,3	30	9,9	20	7,1	9	10,0	60	9,7	40	10,5	6	9,2	15	8,3
7	120	12,0	60	11,0	40	13,2	30	10,7	8	8,9	50	8,1	70	18,4	4	6,2	10	5,6
8	90	9,0	45	8,2	30	9,9	30	10,7	6	6,7	30	4,8	60	15,8	3	4,6	8	4,4
9	50	5,0	25	4,6	10	3,3	30	10,7	4	4,4	20	3,2	30	7,9	3	4,6	7	3,9
10: low social standing	50	5,0	25	4,6	10	3,3	25	8,9	4	4,4	10	1,6	40	10,5	2	3,1	4	2,2
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

All students' parents with lower social standing (7-10), in %
 BA students' parents with lower social standing (7-10), in %
 MA students' parents with lower social standing (7-10), in %

31,0
28,4
29,6

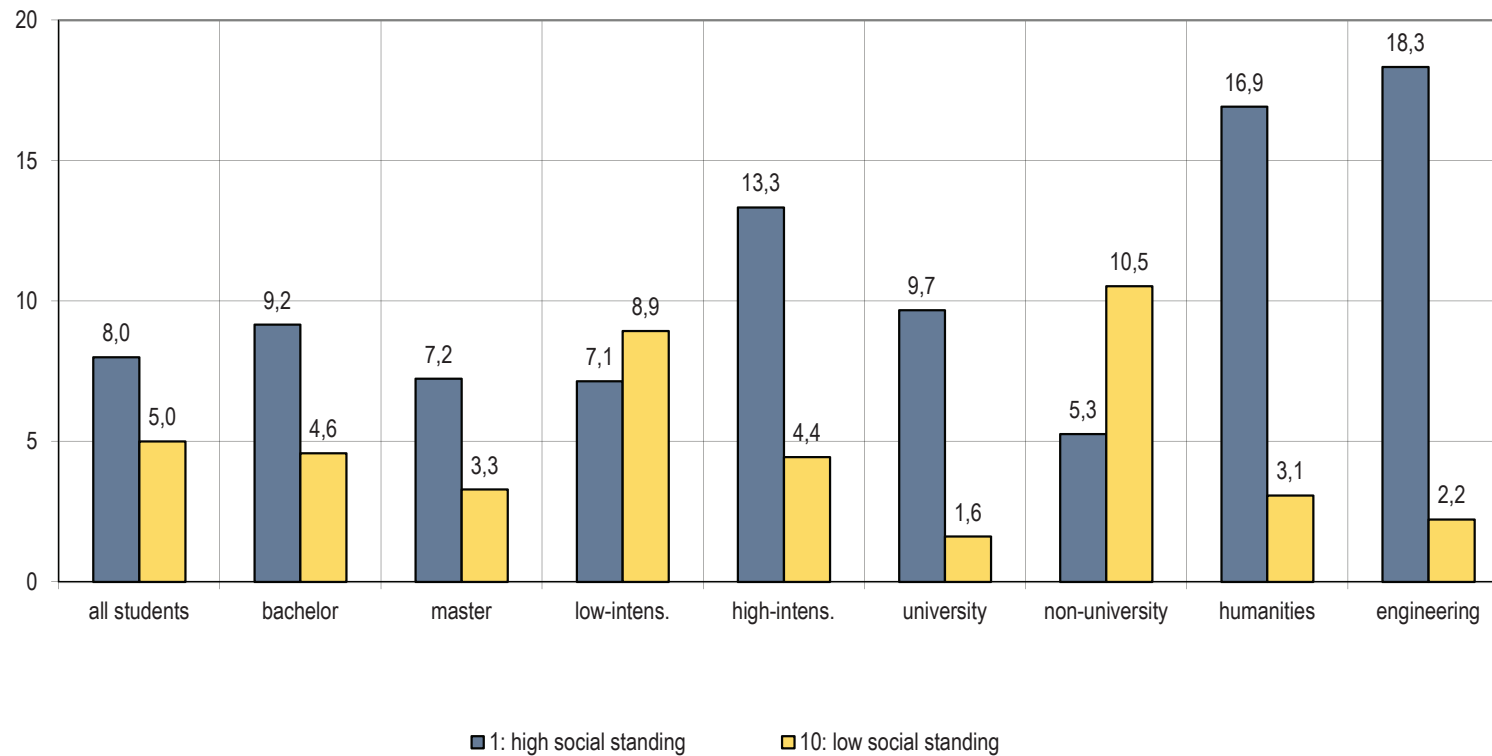
D7 Social background

Assessment of social standing of parents (I)

Subjective assessment of social standing on 10-point scale by study-related characteristics of students

Indicators: All students' parents with lower social standing (7-10), in %	31,0
BA students' parents with lower social standing (7-10), in %	28,4
MA students' parents with lower social standing (7-10), in %	29,6

Students' assessment of their parents' social standing by study-related characteristics of students (in %)



D8 Social background

Assessment of social standing of parents (II)

Source	Survey question 6.3, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	The purpose of this subtopic is to attempt to evaluate students' social background on a more comprehensive level than occupational or educational level of their parents. A simple comparison of the student population can be achieved by looking at the share of students who ascribe themselves to the top or bottom groups.
General instructions	Table: This is a simple collation of data from the 10-point scale in the questionnaire. Calculate absolute number of students by their own assessment of their parents' social standing and by student group. The group 'higher social standing' comprises the categories 1-2 from the table, the group 'lower social standing' covers the categories 7-10. See glossary for: education/social background, delayed transition students, age, international students.

Subjective assessment of social standing on 10-point scale by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1: high social standing	45	8,7	35	7,2	16	3,6	64	11,4	60	9,0	30	9,0	37	10,6	8	4,8	5	3,3	40	13,8
2	105	20,3	95	19,6	19	4,3	181	32,3	150	22,6	70	20,9	115	32,9	9	5,5	6	4,0	60	20,7
3	55	10,7	45	9,3	23	5,2	77	13,8	70	10,5	35	10,4	43	12,3	15	9,1	7	4,7	50	17,2
4	71	13,8	69	14,3	26	5,9	114	20,4	80	12,0	50	14,9	63	18,0	18	10,9	9	6,0	40	13,8
5	35	6,8	35	7,2	29	6,6	41	7,3	45	6,8	20	6,0	10	2,9	24	14,5	16	10,7	30	10,3
6	50	9,7	50	10,3	70	15,9	30	5,4	70	10,5	30	9,0	28	8,0	24	14,5	18	12,0	25	8,6
7	60	11,6	60	12,4	91	20,7	29	5,2	90	13,5	50	14,9	29	8,3	22	13,3	19	12,7	25	8,6
8	45	8,7	45	9,3	79	18,0	11	2,0	50	7,5	30	9,0	19	5,4	19	11,5	22	14,7	10	3,4
9	25	4,8	25	5,2	42	9,5	8	1,4	30	4,5	10	3,0	1	0,3	16	9,7	23	15,3	7	2,4
10: low social standing	25	4,8	25	5,2	45	10,2	5	0,9	20	3,0	10	3,0	5	1,4	10	6,1	25	16,7	3	1,0
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Students' parents with lower social standing (7-10) of 22-24 year old students, in %

15,4

Students' parents with lower social standing (7-10) of students 30 years old or over, in %

59,3

Students' parents with lower social standing (7-10) of international students, in %

15,5

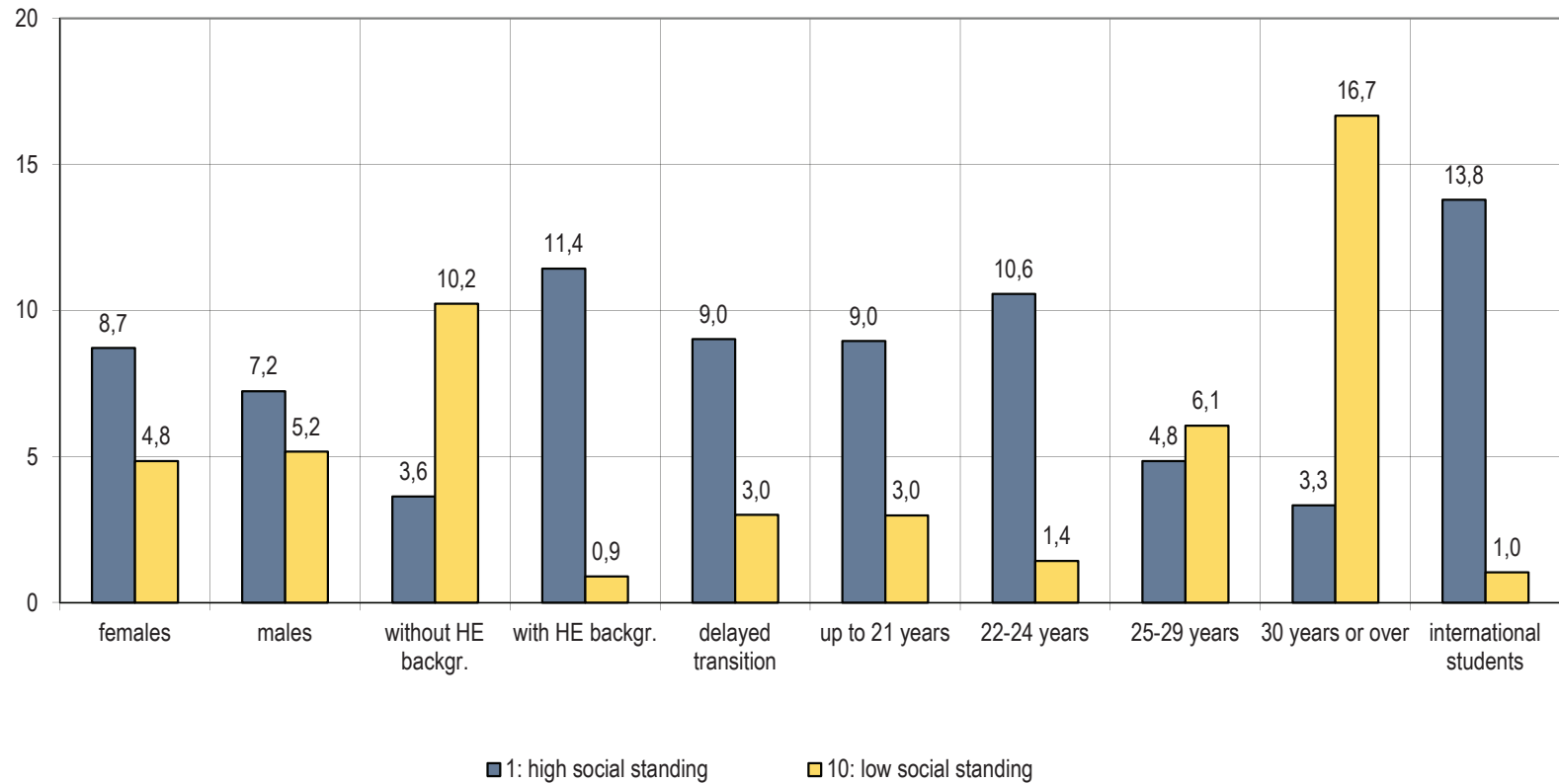
D8 Social background

Assessment of social standing of parents (II)

Subjective assessment of social standing on 10-point scale by socio-demographic characteristics of students

Indicators:	Students' parents with lower social standing (7-10) of 22-24 year old students, in %	15,4
	Students' parents with lower social standing (7-10) of students 30 years old or over, in %	59,3
	Students' parents with lower social standing (7-10) of international students, in %	15,5

Students' assessment of their parents' social standing by socio-demographic characteristics of students (in %)



D9 Social background

Assessment of social standing of parents (III)

Source	Survey question 6.3, 3.6, 3.7
Purpose of subtopic	The purpose of this subtopic is to attempt to evaluate students' social background on a more comprehensive level than occupational or educational level of their parents. A simple comparison of the student population can be achieved by looking at the share of students who ascribe themselves to the top or bottom groups.
General instructions	Table: This is a simple collation of data from the 10-point scale in the questionnaire. Calculate absolute number of students by their own assessment of their parents' social standing and by student group. The group 'higher social standing' comprises the categories 1-2 from the table, the group 'lower social standing' covers the categories 7-10. See glossary for: dependency on income source.

Subjective assessment of social standing on 10-point scale by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
1: high social standing	50	16,7	5	1,7	5	1,7
2	120	40,0	8	2,7	20	6,7
3	40	13,3	15	5,0	30	10,0
4	25	8,3	20	6,7	82	27,3
5	20	6,7	35	11,7	15	5,0
6	18	6,0	45	15,0	37	12,3
7	10	3,3	47	15,7	63	21,0
8	8	2,7	40	13,3	42	14,0
9	5	1,7	40	13,3	5	1,7
10: low social standing	4	1,3	45	15,0	1	0,3
total	300	100,0	300	100,0	300	100,0

Students' parents with lower social standing (7-10) of students depending on family support, in %
 Students' parents with lower social standing (7-10) of students depending on own earnings, in %
 Students' parents with lower social standing (7-10) of students depending on public support, in %

9,0
57,3
37,0

D9 Social background

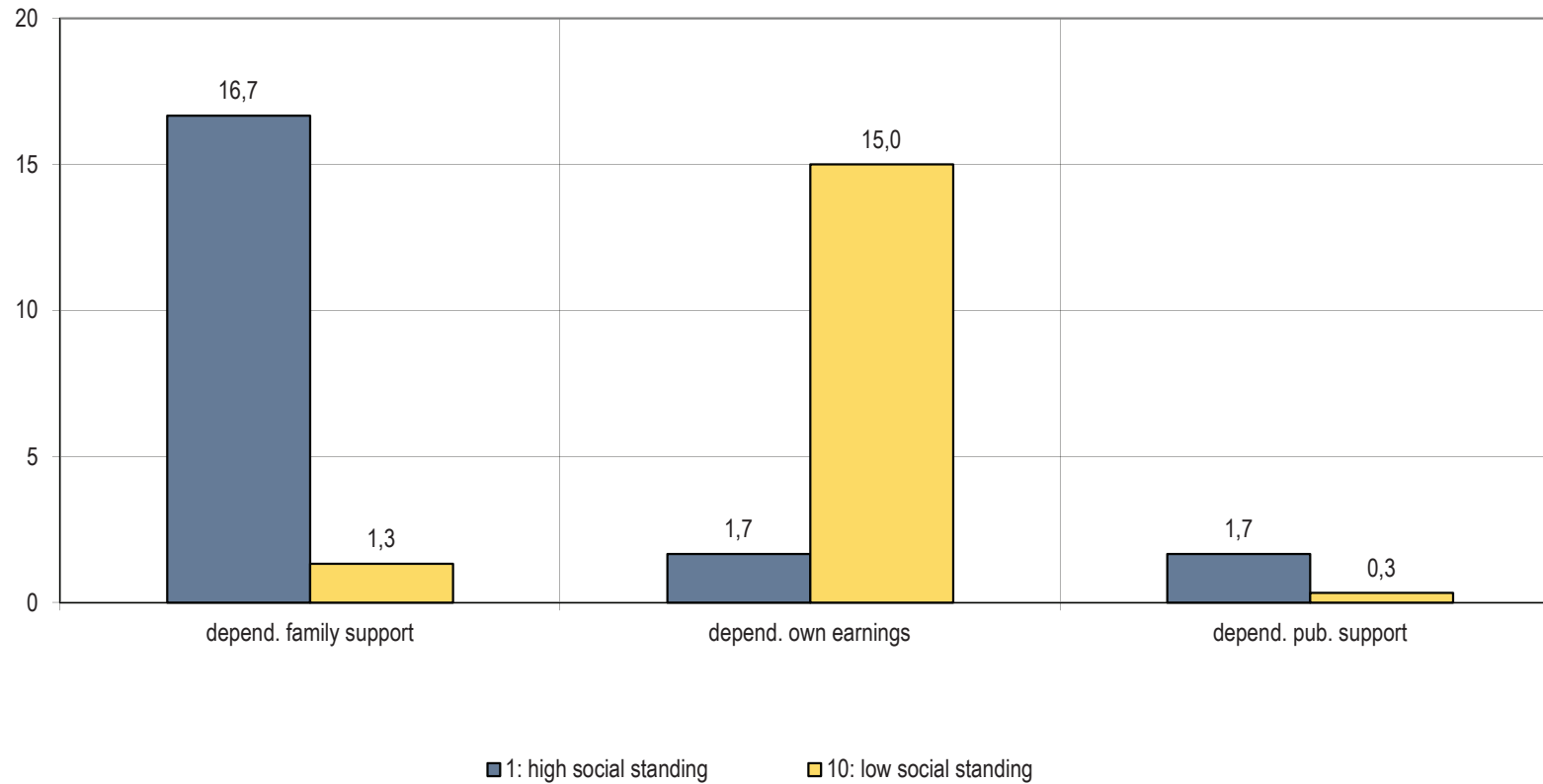
Assessment of social standing of parents (III)

Subjective assessment of social standing on 10-point scale by finance-related characteristics of students

Indicators: Students' parents with lower social standing (7-10) of students depending on family support, in %
Students' parents with lower social standing (7-10) of students depending on own earnings, in %
Students' parents with lower social standing (7-10) of students depending on public support, in %

9,0
57,3
37,0

Students' assessment of their parents' social standing by finance-related characteristics of students (in %)



D10 Social background

Assessment of social standing of parents by highest educational attainment of parents

Source	Survey question 6.3, 6.1
Purpose of subtopic	This is a methodical addition to the report. It portrays the connection between subjective evaluation of social standing of students' parents and their highest educational attainment. This subtopic will show the interrelation between the two factors; that way a subjective assessment is contrasted with rather 'hard' facts. The core indicators and chart focus on the top and bottom groups of subjective assessment.
General instructions	Educational groups: up to lower secondary = ISCED 0, 1, 2; upper secondary = ISCED 3; post-secondary non-tertiary = ISCED 4; short-cycle tertiary education = ISCED 5; Bachelor or equivalent = ISCED 6; Master or equivalent = ISCED 7; Doctoral or equivalent = ISCED 8. Table: Calculate absolute number of students by their own assessment of their parents' social standing and by parents' highest educational attainment (of either the father or the mother). In each row the sum of the columns from 'up to lower sec.' to 'doctoral' must equal the values for all students' parents. Key indicators: The group 'higher social standing' comprises the categories 1-2 from the table, the group 'lower social standing' covers the categories 7-10. The category 'don't know' (question 6.1) should be subtracted from the total sum in the survey and the values for the other categories should make a sum of 100%. The number of cases for the category 'don't know' should be commented on in the commentary box. See glossary for: ISCED, education level.

Subjective assessment of social standing on 10-point scale by highest educational attainment of parents

	all students' parents numbers	all students' parents percent	up to lower sec. numbers	up to lower sec. percent	upper sec. numbers	upper sec. percent	post-sec. non-tert. numbers	post-sec. non-tert. percent	short-cycle tert. edu. numbers	short-cycle tert. edu. percent	bachelor numbers	bachelor percent	master numbers	master percent	doctoral numbers	doctoral percent
1: high social standing	80	8,0	0	0,0	0	0,0	2	3,3	10	6,8	38	11,4	20	37,7	10	35,7
2	200	20,0	0	0,0	0	0,0	4	6,7	35	23,6	131	39,5	19	35,8	11	39,3
3	100	10,0	10	3,6	6	6,0	3	5,0	27	18,2	43	13,0	8	15,1	3	10,7
4	140	14,0	29	10,4	10	10,0	11	18,3	31	20,9	55	16,6	3	5,7	1	3,6
5	70	7,0	22	7,9	4	4,0	8	13,3	12	8,1	24	7,2	0	0,0	0	0,0
6	100	10,0	31	11,1	12	12,0	10	16,7	15	10,1	32	9,6	0	0,0	0	0,0
7	120	12,0	55	19,7	38	38,0	11	18,3	10	6,8	6	1,8	0	0,0	0	0,0
8	90	9,0	63	22,6	17	17,0	7	11,7	3	2,0	0	0,0	0	0,0	0	0,0
9	50	5,0	41	14,7	8	8,0	0	0,0	1	0,7	0	0,0	0	0,0	0	0,0
10: low social standing	50	5,0	28	10,0	5	5,0	4	6,7	4	2,7	3	0,9	3	5,7	3	10,7
total	1.000	100,0	279	100,0	100	100,0	60	100,0	148	100,0	332	100,0	53	100,0	28	100,0

Students' parents with higher social standing (1-2) and tertiary education (ISCED 5-8) of all parents, in %

27,4

Students' parents with higher social standing (1-2) and without tertiary education (not ISCED 5-8) of all parents, in %

0,6

Students' parents with lower social standing (7-10) and without tertiary education (not ISCED 5-8) of all parents, in %

27,7

Students' parents with lower social standing (7-10) and tertiary education (ISCED 5-8) of all parents, in %

3,3

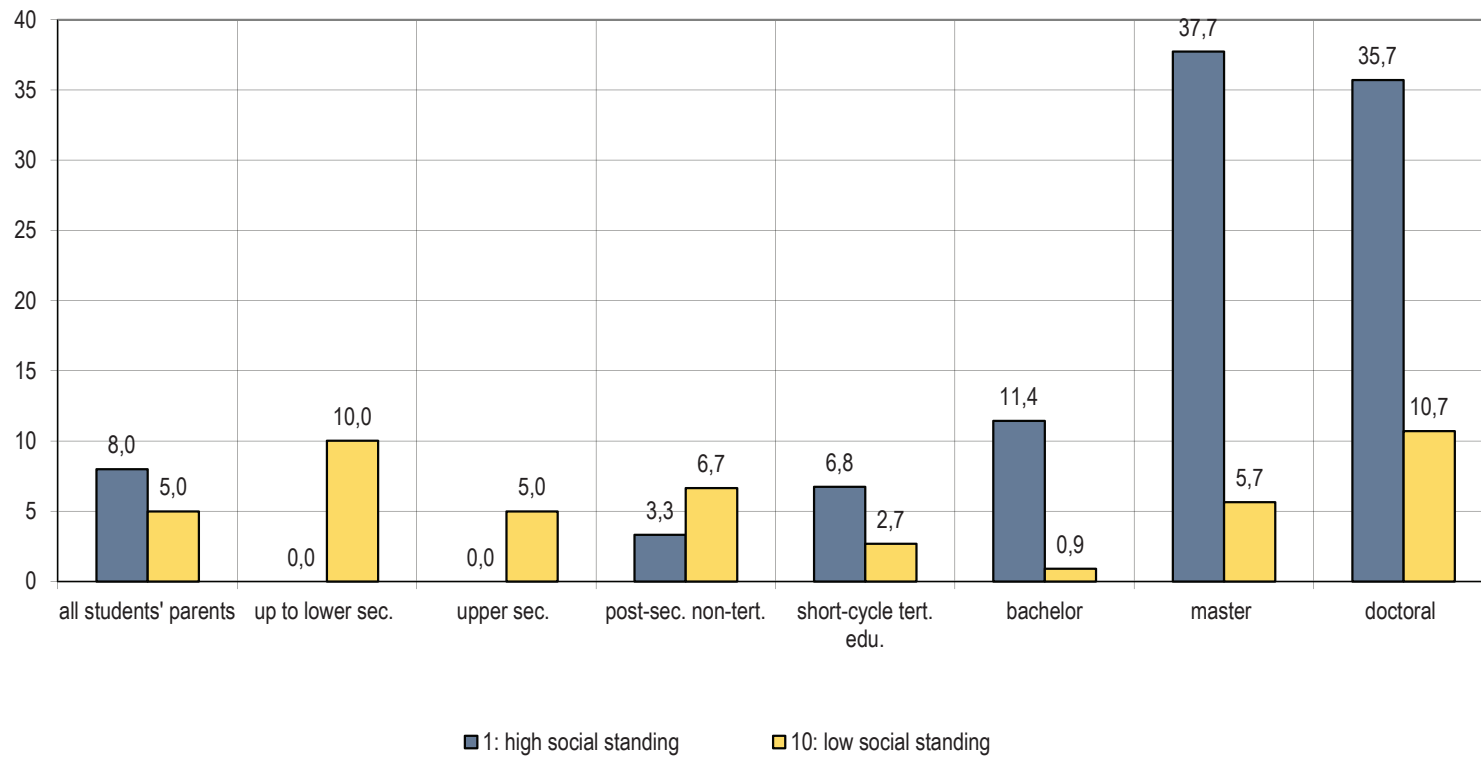
D10 Social background

Assessment of social standing of parents by highest educational attainment of parents

Subjective assessment of social standing on 10-point scale by highest educational attainment of parents

Indicators:	Students' parents with higher social standing (1-2) and tertiary education (ISCED 5-8) of all parents, in %	27,4
	Students' parents with higher social standing (1-2) and without tertiary education (not ISCED 5-8) of all parents, in %	0,6
	Students' parents with lower social standing (7-10) and without tertiary education (not ISCED 5-8) of all parents, in %	27,7
	Students' parents with lower social standing (7-10) and tertiary education (ISCED 5-8) of all parents, in %	3,3

Students' assessment of their parents' social standing by parental education level (in %)



E1 Accommodation

Form of housing by characteristics of students (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5, 3.1, 3.2
Purpose of subtopic	This indicator provides information on the number and share of students in five forms of accommodation. An analysis of these forms of housing is important because it does not merely show where students reside, but may also describe social and financial dependencies.
General instructions	For filling the tables it is important to look up the glossary for the term 'housing, form of' and follow instructions therein! Table 1: Calculate absolute number of students by form of housing and by their characteristics. The categories 'alone', 'with partner/child(ren)', 'with other person(s)' will be summed up to the category 'not with parents'. In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> category in the table (cp. for glossary). Table 2: The category 'living in a student accommodation' is shown separately as students who have chosen this form of housing are already included in the categories 'alone', 'with partner/child(ren)' and 'with other person(s)' depending on whether they have a room in a dormitory in which they live alone or share it with others. Therefore, the category 'living in a student accommodation' cannot be integrated into the first table without double counting. The category 'not living in a student accommodation' includes all forms of housing other than living in a student accommodation. See glossary for: Form of housing, bachelor/master students, low-/high-intensity students, university, non-university.

All forms of housing by study-related characteristics of students

form of housing	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
with parents	445	44,5	311	57,0	60	19,7	60	21,4	30	33,3	250	40,3	195	51,3	20	30,8	70	38,9
alone	100	10,0	20	3,7	70	23,0	30	10,7	5	5,6	60	9,7	40	10,5	15	23,1	20	11,1
with partner/child(ren)	345	34,5	180	33,0	110	36,2	150	53,6	15	16,7	240	38,7	105	27,6	20	30,8	60	33,3
with other person(s)	110	11,0	35	6,4	64	21,1	40	14,3	40	44,4	70	11,3	40	10,5	10	15,4	30	16,7
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0
not with parents	555	55,5	235	43,0	244	80,3	220	78,6	60	66,7	370	59,7	185	48,7	45	69,2	110	61,1

Students living in a student accommodation by study-related characteristics of students

form of housing	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
living in a student accommodation	130	13,0	90	16,5	30	9,9	70	25,0	30	33,3	90	14,5	60	15,8	20	30,8	30	16,7
not living in a student accommodation	870	87,0	456	83,5	274	90,1	210	75,0	60	66,7	530	85,5	320	84,2	45	69,2	150	83,3
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

All students living with parents, in %

44,5

All students not living with parents, in %

55,5

All students living in student accommodation, in %

13,0

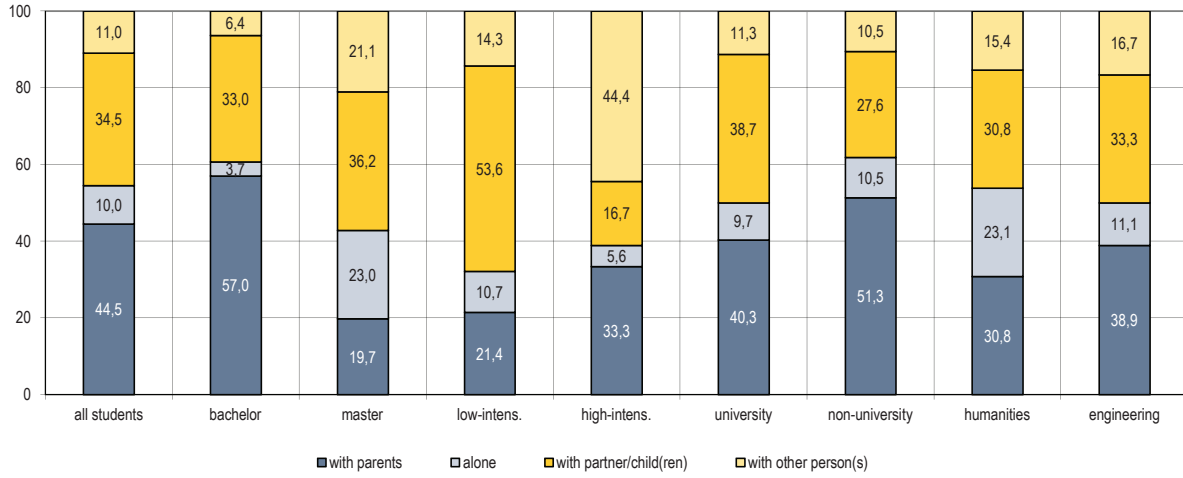
E1 Accommodation

Form of housing by characteristics of students (I)

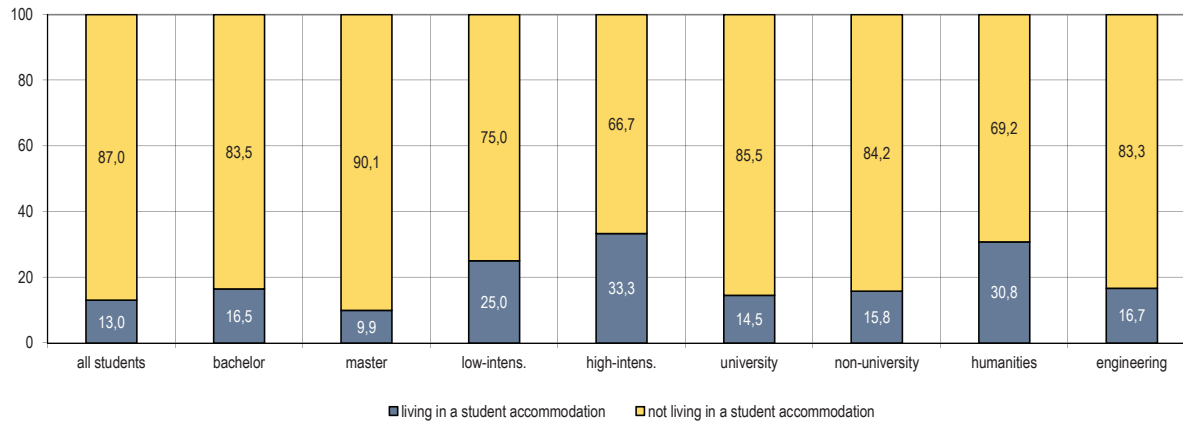
All forms of housing by study-related characteristics of students

Indicators:	All students living with parents, in %	44,5
	All students not living with parents, in %	55,5
	All students living in student accommodation, in %	13,0

Form of housing by study-related characteristics of students (in %)



Students living in a student accommodation (in %)



E2 Accommodation

Form of housing by characteristics of students (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.1, 3.2, 2.1
Purpose of subtopic	This indicator provides information on the number and share of students in five forms of accommodation. An analysis of these forms of housing is important because it does not merely show where students reside, but may also describe social and financial dependencies.
General instructions	For filling the tables it is important to look up the glossary for the term 'housing, form of' and follow instructions therein! Table 1: Calculate absolute number of students by form of housing and by socio-demographic characteristics. The categories 'alone', 'with partner/child(ren)', 'with other person(s)' will be summed up to the category 'not with parents' (bottom row). In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> category in the table (cp. for glossary). Table 2: The category 'living in a student accommodation' is shown separately as students who have chosen this form of housing are already included in the categories 'alone', 'with partner/child(ren)' and 'with other person(s)' depending on whether they have a room in a dormitory in which they live alone or share it with others. Therefore, the category 'living in a student accommodation' cannot be integrated into the first table without double counting. The category 'not living in a student accommodation' includes all forms of housing other than living in a student accommodation. See glossary for: Form of housing, education/social background, delayed transition students, age, international students.

All forms of housing by socio-demographic characteristics of students

form of housing	females numbers	females percent	males numbers	males percent	without HE backgr. numbers	without HE backgr. percent	with HE backgr. numbers	with HE backgr. percent	delayed transition numbers	delayed transition percent	up to 21 years numbers	up to 21 years percent	22-24 years numbers	22-24 years percent	25-29 years numbers	25-29 years percent	30 years or over numbers	30 years or over percent	international students numbers	international students percent
with parents	170	32,9	275	56,8	140	31,8	305	54,5	225	33,8	300	89,6	130	37,1	10	6,1	5	3,3	40	13,8
alone	51	9,9	49	10,1	45	10,2	55	9,8	70	10,5	10	3,0	35	10,0	25	15,2	30	20,0	50	17,2
with partner/child(ren)	220	42,6	125	25,8	165	37,5	180	32,1	290	43,6	10	3,0	125	35,7	110	66,7	100	66,7	130	44,8
with other person(s)	75	14,5	35	7,2	90	20,5	20	3,6	80	12,0	15	4,5	60	17,1	20	12,1	15	10,0	70	24,1
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0
not with parents	346	67,1	209	43,2	300	68,2	255	45,5	440	66,2	35	10,4	220	62,9	155	93,9	145	96,7	250	86,2

Students living in a student accommodation by socio-demographic characteristics of students

form of housing	females numbers	females percent	males numbers	males percent	without HE backgr. numbers	without HE backgr. percent	with HE backgr. numbers	with HE backgr. percent	delayed transition numbers	delayed transition percent	up to 21 years numbers	up to 21 years percent	22-24 years numbers	22-24 years percent	25-29 years numbers	25-29 years percent	30 years or over numbers	30 years or over percent	international students numbers	international students percent
living in a student accommodation	55	10,7	75	15,5	70	15,9	60	10,7	40	6,0	30	9,0	40	11,4	30	18,2	10	6,7	60	20,7
not living in a student accommodation	461	89,3	409	84,5	370	84,1	500	89,3	625	94,0	305	91,0	310	88,6	135	81,8	140	93,3	230	79,3
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Students without HE background living with parents, in %

31,8

Students with HE background living with parents, in %

54,5

Students without HE background living in student accommodation, in %

15,9

Students with HE background living in student accommodation, in %

10,7

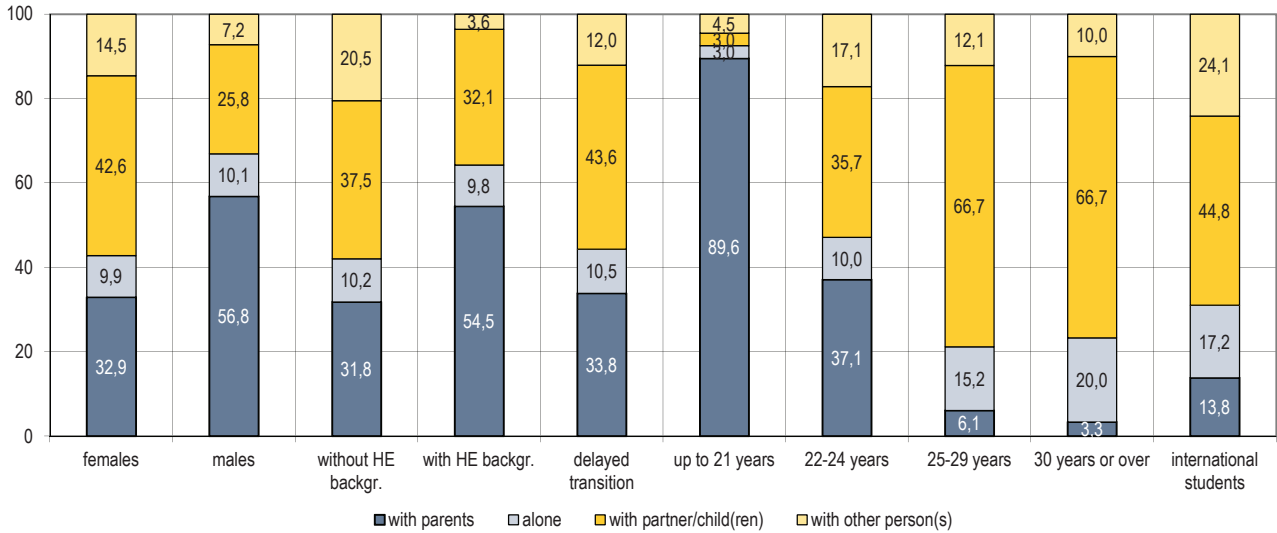
E2 Accommodation

Form of housing by characteristics of students (II)

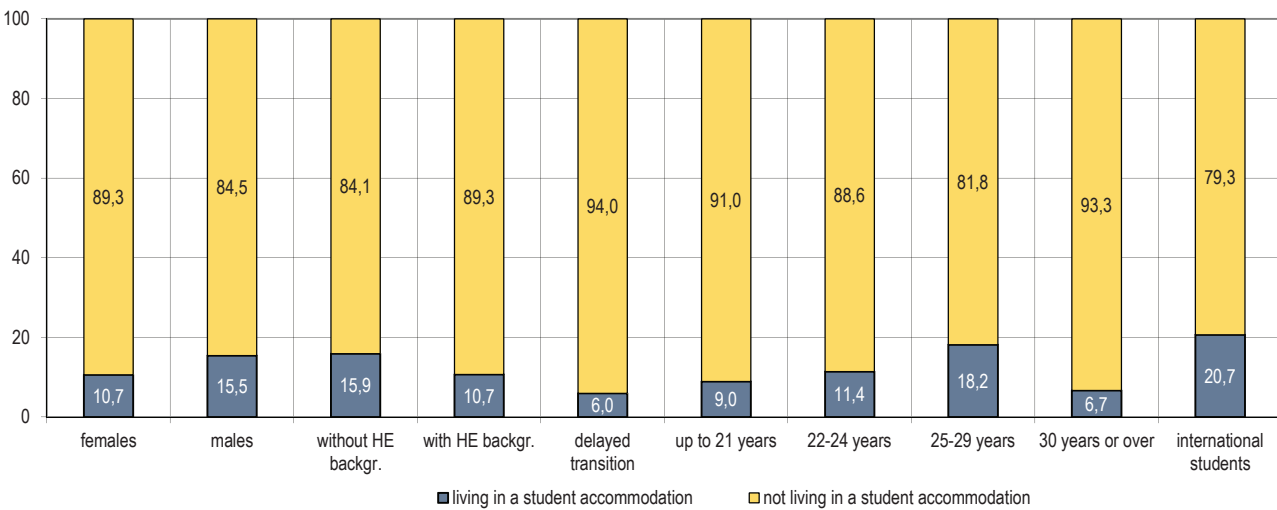
All forms of housing by socio-demographic characteristics of students

Indicators:	Students without HE background living with parents, in %	31,8
	Students with HE background living with parents, in %	54,5
	Students without HE background living in student accommodation, in %	15,9
	Students with HE background living in student accommodation, in %	10,7

Form of housing by socio-demographic characteristics of students (in %)



Students living in a student accommodation (in %)



E3 Accommodation

Form of housing by characteristics of students (III)

Source	Survey question 3.6, 3.7, 3.1, 3.2
Purpose of subtopic	This indicator provides information on the number and share of students in five forms of accommodation. An analysis of these forms of housing is important because it does not merely show where students reside, but may also describe social and financial dependencies.
General instructions	<p>For filling the tables it is important to look up the glossary for the term 'housing, form of' and follow instructions therein!</p> <p>Table 1: Calculate absolute number of students by form of housing and by their characteristics. For the calculation of income dependency, transfers in kind must be taken into account for total income. The categories 'alone', 'with partner/child(ren)', 'with other person(s)' will be summed up to the category 'not with parents'. In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> category in the table (cp. for glossary).</p> <p>Table 2: The category 'living in a student accommodation' is shown separately as students who have chosen this form of housing are already included in the categories 'alone', 'with partner/child(ren)' and 'with other person(s)' depending on whether they have a room in a dormitory in which they live alone or share it with others. Therefore, the category 'living in a student accommodation' cannot be integrated into the first table without double counting. The category 'not living in a student accommodation' includes all forms of housing other than living in a student accommodation. See glossary for: Form of housing, dependency on income source.</p>

All forms of housing by finance-related characteristics of students

form of housing	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
with parents	180	60,0	120	40,0	100	33,3
alone	20	6,7	50	16,7	20	6,7
with partner/child(ren)	50	16,7	90	30,0	175	58,3
with other person(s)	50	16,7	40	13,3	5	1,7
total	300	100,0	300	100,0	300	100,0
not with parents	120	40,0	180	60,0	200	66,7

Students living in a student accommodation by finance-related characteristics of students

form of housing	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
living in a student accommodation	80	26,7	60	20,0	90	30,0
not living in a student accommodation	220	73,3	240	80,0	210	70,0
total	300	100,0	300	100,0	300	100,0

Students with dependency on family support living with parents, in %

60,0

Students with dependency on own earnings living with parents, in %

40,0

Students with dependency on public support living with parents, in %

33,3

E3 Accommodation

Form of housing by characteristics of students (III)

All forms of housing by finance-related characteristics of students

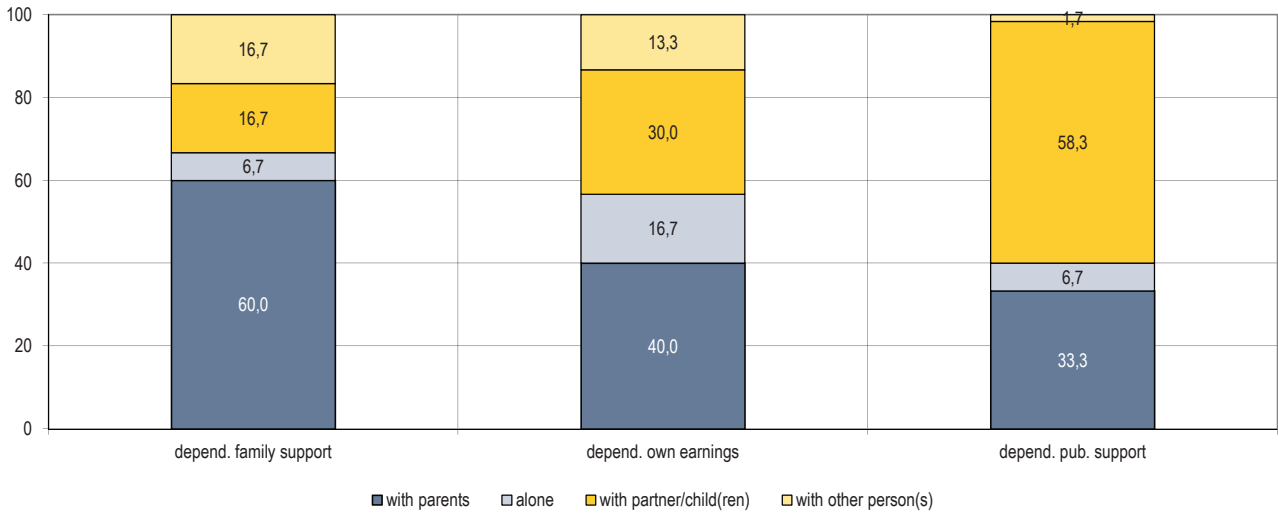
Indicators: Students with dependency on family support living with parents, in %
 Students with dependency on own earnings living with parents, in %
 Students with dependency on public support living with parents, in %

60,0

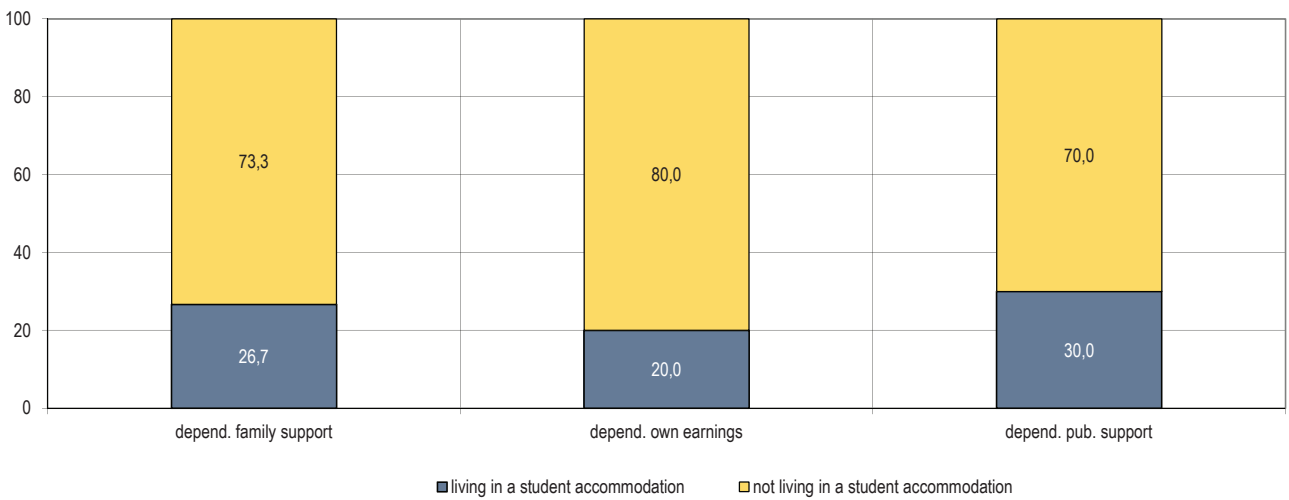
40,0

33,3

Form of housing by finance-related characteristics of students (in %)



Students living in a student accommodation (in %)



E4 Accommodation

Form of housing of all students by size of study location

Source	Survey question 1.4, 3.1, 3.2 and population census
Purpose of subtopic	These indicators show the effect of location on accommodation habits. It looks at the size of study location (i.e. urban vs. rural) and types of accommodation chosen by students. There may be differences between large and small cities concerning the share of students, who (are able to) continue to live with their parents/relatives. The category 'capital city' is used as in smaller countries the range of the size of cities is more limited compared with bigger countries. However, irrespective of its absolute size, the capital city in each country has always certain features (e.g. higher price level, bigger range of housing forms offered) that may influence students' housing behaviour.
General instructions	<p>Note: For this subtopic national contributors must provide contextual data on the size of urban conurbations in their respective country. The size of study location is defined by the number of its population. 'Capital city' refers to the capital of the whole country, not to capital cities on regional level. For both tables, 'capital city' is treated independently of its population size. The totals of numbers for the four categories (from 'up to 100' to '> 500') must sum up to the total number of all students, i.e. the number of students in the capital city is <u>already</u> included in one of the other categories and it is just shown separately in the category 'capital city' again.</p> <p>Table 1: Calculate absolute number of students by form of housing and by size of study location. In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> form of housing in the table (cp. for glossary).</p> <p>Table 2: Similar procedure as for table 1. The category 'not living in a student accommodation' includes all forms of housing other than living in a student accommodation.</p> <p>Please report in the comment box the number of study locations > 500,000 inhabitants. See glossary for: Form of housing, study location.</p>

Form of housing of all students by size of study location in thousand inhabitants

form of housing	up to 100	up to 100	>100-300	>100-300	>300-500	>300-500	> 500	> 500	capital city	capital city
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
with parents	132	60,0	103	44,0	90	52,6	120	32,0	50	22,7
alone	13	5,9	21	9,0	16	9,4	50	13,3	30	13,6
with partner/child(ren)	65	29,5	85	36,3	55	32,2	140	37,3	100	45,5
with other person(s)	10	4,5	25	10,7	10	5,8	65	17,3	40	18,2
total	220	100,0	234	100,0	171	100,0	375	100,0	220	100,0
not with parents	88	40,0	131	56,0	81	47,4	255	68,0	170	77,3

All students living in a student accommodation by size of study location in thousand inhabitants

form of housing	up to 100	up to 100	>100-300	>100-300	>300-500	>300-500	> 500	> 500	capital city	capital city
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
living in a student accommodation	15	6,8	20	8,5	40	23,4	55	14,7	40	18,2
not living in a student accommodation	205	93,2	214	91,5	131	76,6	320	85,3	180	81,8
total	220	100,0	234	100,0	171	100,0	375	100,0	220	100,0

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants

0,7

Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants

0,9

Ratio of students living (not with parents)/(with parents) in capital city

3,4

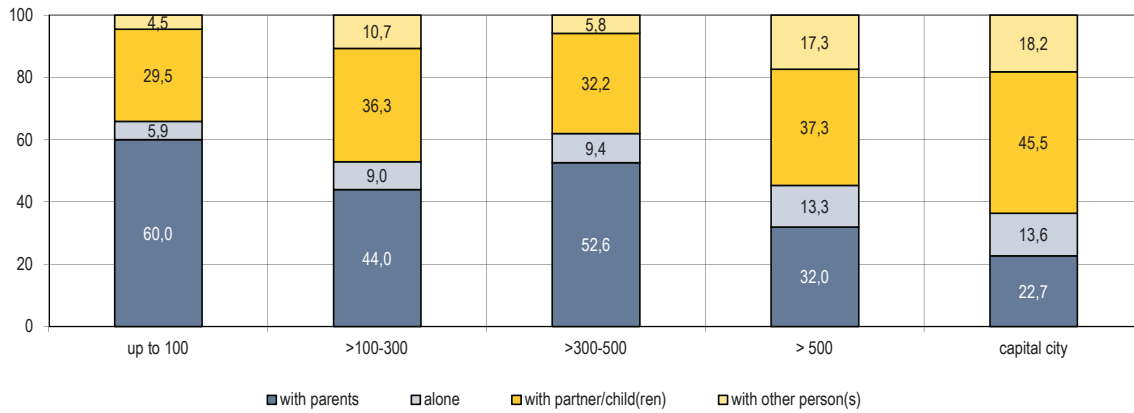
E4 Accommodation

Form of housing of all students by size of study location

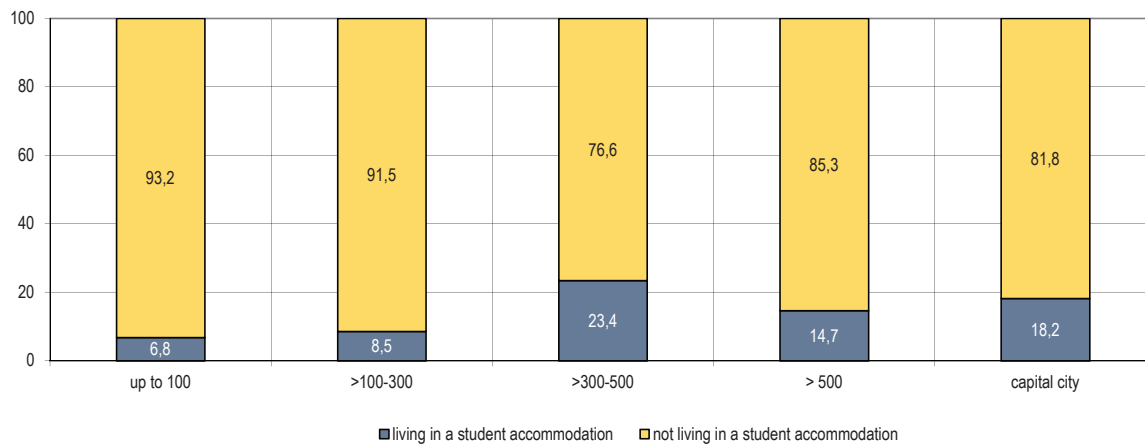
Form of housing of all students by size of study location in thousand inhabitants

Indicators:	Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	0,7
	Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	0,9
	Ratio of students living (not with parents)/(with parents) in capital city	3,4

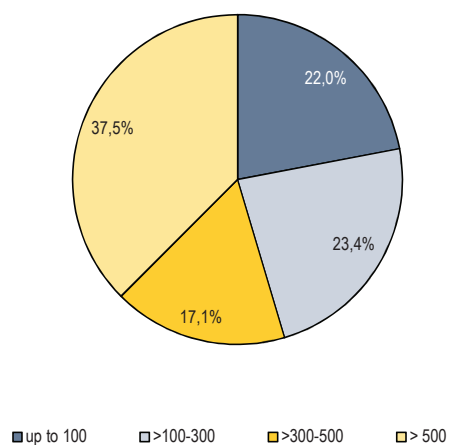
Type of housing by size of study location by 1,000 inhabitants (in %)



Students living in a student accommodation by size of study location by 1,000 inhabitants (in %)



Share of all students by size of study location by 1,000 inhabitants (in %)



E5 Accommodation

Assessment of accommodation by form of housing and characteristics of students

Source	Survey question 3.1, 3.2, 3.3, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	A student's choice of accommodation form may be motivated by need, but also by his/her preferences. The supply of accommodation for students is in many countries subject to social policies. It is, therefore, important to include students' assessment of the accommodation (e.g. student halls may be cheap, but may also be low standard). How is the level of (dis)satisfaction with accommodation among the student body in comparison with all forms of accommodation?
General instructions	Table 1: Calculate absolute number of students by basic form of housing and by level of satisfaction. The categories 'very satisfied' and 'not satisfied (at all)' are the sum of the first/last two response categories (cp. for questionnaire). In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> category of housing form (cp. for glossary). The category 'not living with parents' includes all other forms of housing but living with parents (also 'living in a student accommodation' is included). The category 'student accommodation' is a sub-category of 'not living with parents', which is shown separately again as it is of special interest. This means the sum of the total numbers of the categories 'living with parents' and 'not living with parents' must equal the total number of all students. Table 2: Calculate absolute number of students by their characteristics and level of satisfaction. Analysis is restricted to students not living with parents. See glossary for: Form of housing, education/social background, delayed transition students, age, international students.

Students' assessment of accommodation by form of housing

level of satisfaction	all forms of accommodation		living with parents		not living with parents		student accommodation	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
very satisfied	180	18,0	60	13,5	120	21,6	10	7,7
satisfied	155	15,5	45	10,1	110	19,8	35	26,9
acceptable	360	36,0	210	47,2	150	27,0	50	38,5
not satisfied	110	11,0	20	4,5	90	16,2	20	15,4
not satisfied at all	195	19,5	110	24,7	85	15,3	15	11,5
total	1.000	100,0	445	100,0	555	100,0	130	100,0

Students' assessment of accommodation by socio-demographic characteristics of students not living with parents

level of satisfaction	females		males		without HE backgr.		with HE backgr.		delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
very satisfied	70	20,2	50	23,9	64	21,2	56	22,1	95	21,6	7	20,0	46	20,9	34	21,9	33	22,8	60	24,0
satisfied	60	17,3	50	23,9	59	19,5	51	20,2	85	19,3	7	20,0	44	20,0	31	20,0	28	19,3	50	20,0
acceptable	91	26,3	59	28,2	81	26,8	69	27,3	130	29,5	9	25,7	60	27,3	42	27,1	39	26,9	70	28,0
not satisfied	65	18,8	25	12,0	49	16,2	41	16,2	70	15,9	5	14,3	36	16,4	25	16,1	24	16,6	40	16,0
not satisfied at all	60	17,3	25	12,0	49	16,2	36	14,2	60	13,6	7	20,0	34	15,5	23	14,8	21	14,5	30	12,0
total	346	100,0	209	100,0	302	100,0	253	100,0	440	100,0	35	100,0	220	100,0	155	100,0	145	100,0	250	100,0

Students in all forms of accommodation, who are (very) satisfied, in %

33,5

Students living with parents, who are (very) satisfied, in %

23,6

Students residing in student accommodation, who are (very) satisfied, in %

34,6

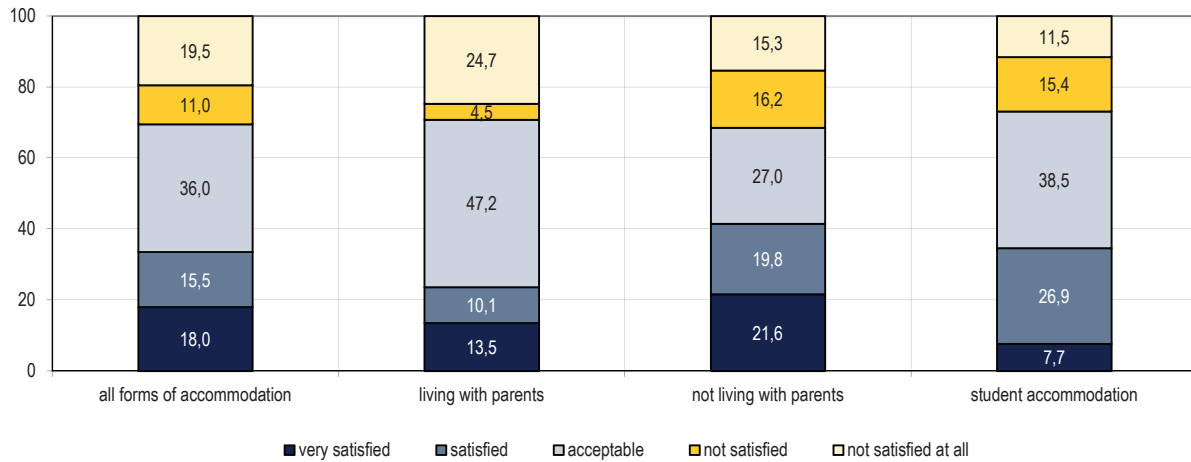
E5 Accommodation

Assessment of accommodation by form of housing and characteristics of students

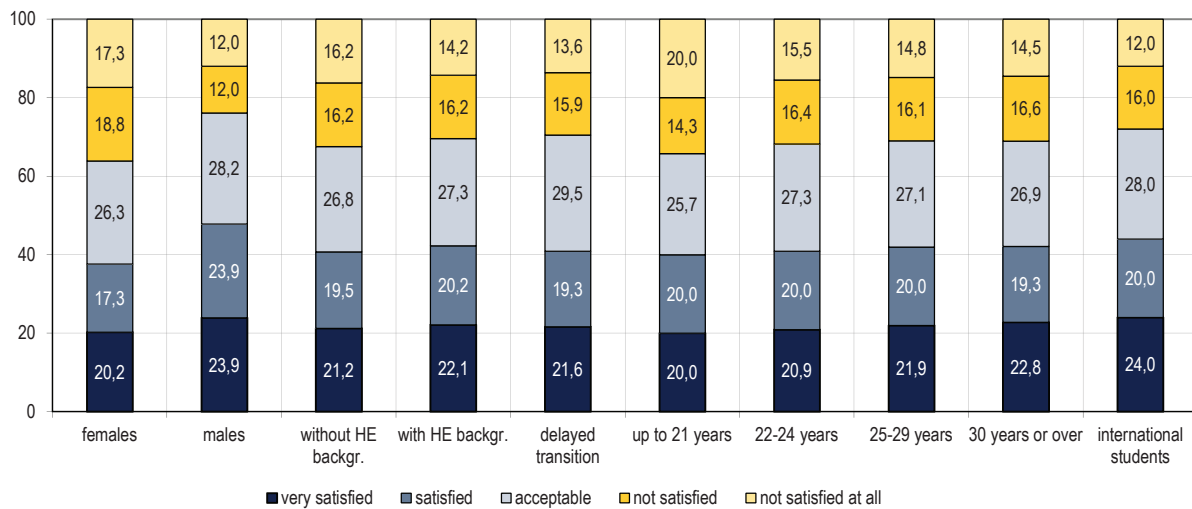
Students' assessment of accommodation by form of housing

Indicators:	Students in all forms of accommodation, who are (very) satisfied, in %	33,5
	Students living with parents, who are (very) satisfied, in %	23,6
	Students residing in student accommodation, who are (very) satisfied, in %	34,6

Students' assessment of accommodation by form of housing (in %)



Students' assessment of accommodation by socio-demographic characteristics of students not living with parents (in %)



E6 Accommodation

Cost of accommodation for students not living with parents

Source	Survey question 3.1, 3.2 and 3.7
Purpose of subtopic	This subtopic is particularly interesting since policy-makers may provide subsidised student accommodation in an effort to enable students to move away from their parents' home. The core questions cover the comparative difference in rent prices between the types of housing and the source of payments for rent, i.e. direct (out of own pocket) payments by students and indirect payments by students' parents (or others). This enables an assessment of the financial contribution to framework conditions by parents (or others).
General instructions	Table: Calculate average amount of payments by housing form and by source (i.e. by students or parents [others]). In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> category of housing form (cp. for glossary). The category 'all students not living with parents' includes the data for all students living in the forms of housing listed below (= from 'alone' to 'student accommodation' in the table). However, it must be assured that students living in student accommodation are not counted twice (i.e. if they are counted for the category 'student accommodation' they must be subtracted from the categories 'alone', 'with partner/child(ren)' and 'with other person(s)'). For payments of students and parents (others) compute the average amount (arithm. mean). For total payments refer to the arithm. mean and the median. See glossary for: Form of housing, payments.

Cost of accommodation per month in national currency for students not living with parents

form of housing	payments by students (arith. mean)	payments by parents/partner/others (arith. mean)	total payments (arith. mean)	total payments (median)
	mean/amount	mean/amount	mean/amount	amount
all students not living with parents	450	80	530	510
alone	300	100	400	390
with partner/child(ren)	240	30	270	260
with other person(s)	200	50	250	230
student accommodation	180	60	240	220

Average monthly rent (total payments, arithm. mean)

all students not living with parents

530

student accommodation

240

Ratio: cost of student accommodation to cost of living alone

total payments, arith. mean

0,6

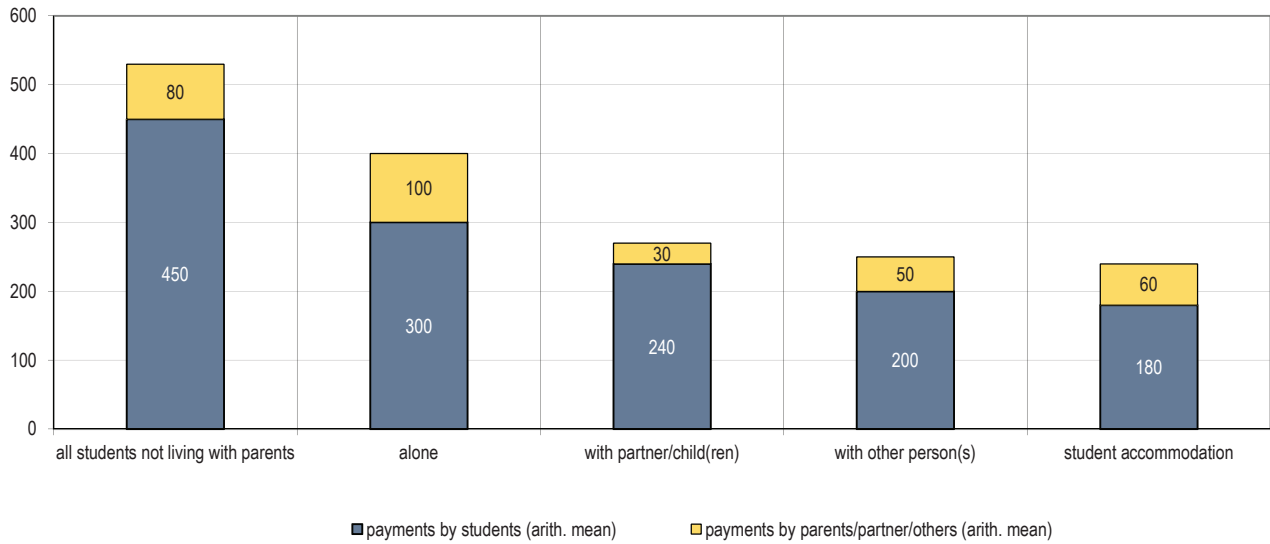
E6 Accommodation

Cost of accommodation for students not living with parents

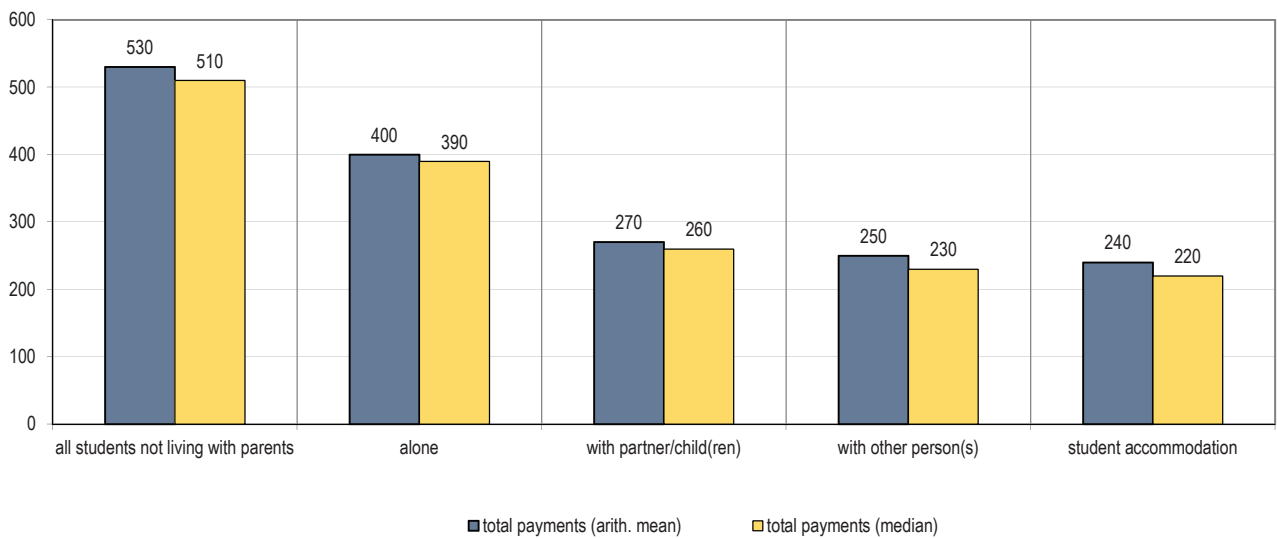
Cost of accommodation per month in national currency for students not living with parents

Indicators:	Average monthly rent (total payments, arithm. mean)	530
	all students not living with parents	240
	student accommodation	0,6
	Ratio: cost of student accommodation to cost of living alone	
	total payments, arith. mean	0,6

Average cost of accommodation per month including add. charges and costs for utilities for students not living with parents (in nat. currency)



Cost of accommodation per month including add. charges and costs for utilities for students not living with parents (in nat. currency)



E7 Accommodation

Form of housing and daily time for travelling from home to higher education institution

Source	Survey 3.1, 3.2 and 3.5
Purpose of subtopic	This subtopic provides data on the time spent on travelling from the student's home to his/her higher education institution. This question is important for understanding the choice for particular forms of accommodation and the consequences of this choice (e.g. saving certain out-of-pocket-costs [for rent and food] by staying with parents but spending more time [and perhaps also more money] on travelling).
General instructions	Table: Calculate the average travelling time in minutes for all forms of accommodation mentioned in the table. In case a student gave consistent multiple answers concerning the form of housing, the student will be assigned to only <u>one</u> category of housing form (cp. for glossary). Besides the arithmetic mean, calculate also the median. The standard deviation is based on the arithmetic mean. See glossary for: Form of housing, travelling time.

Form of housing and average time (in minutes) for travelling from home to higher education institution (one way)

	travelling time (in minutes) median	travelling time (in minutes) arith. mean	standard deviation (arithm. mean)	dev-	dev+
	amount	mean/amount	mean/amount	amount	amount
all forms of accommodation	20	23	5	18	28
living with parents	30	35	8	27	43
student accommodation	6	8	5	3	13

Travelling time from home in minutes (median)

all forms of accommodation	20
living with parents	30
student accommodation	6

E7 Accommodation

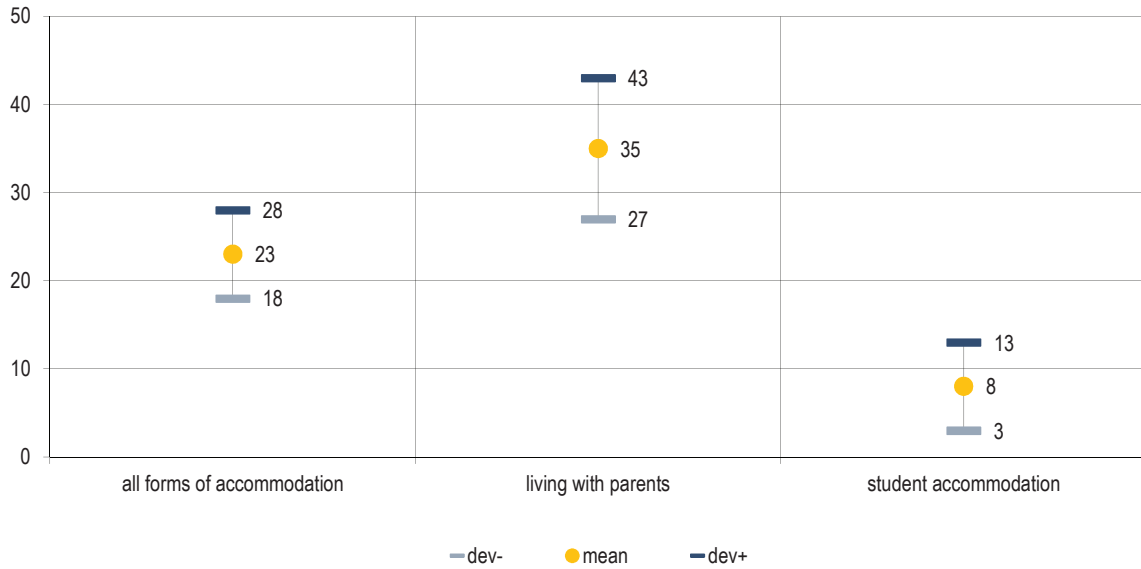
Form of housing and daily time for travelling from home to higher education institution

Form of housing and average time (in minutes) for travelling from home to higher education institution (one way)

Indicators: Travelling time from home in minutes (median)

all forms of accommodation	20
living with parents	30
student accommodation	6

Average daily travelling time (in minutes) by form of student housing



E8 Accommodation

Modes of transportation by characteristics of students (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5, 3.4
Purpose of subtopic	This subtopic enquires to what extent students use different means of transportation during the current semester to get from their home to the higher education institution. The students' commuting behaviour will be related to their study-related characteristics. This indicator complements especially the previous subtopic on form of housing and commuting time.
General instructions	Table: Calculate absolute number of students by modes of transportation and student characteristics. Please note, that this subtopic refers only to the <u>most</u> frequently used mode of transportation (i.e. single choice answer). Key indicators: Please insert for the student groups mentioned the most frequently used mode of transport and the respective share of students according to the table. For the mode of transport insert the number of the respective option: 1 = Foot, 2 = Bicycle, 3 = Car/motorbike..., 4 = Public transport, 5 = other. See glossary for: bachelor/master students, low/high-intensity students, university, non-university.

Most frequently used mode of transportation by study-related characteristics of students

Mode of transportation	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Foot	100	10,0	70	12,8	20	6,6	30	10,7	12	13,3	70	11,3	30	7,9	10	15,4	10	5,6
Bicycle	250	25,0	140	25,6	70	23,0	60	21,4	20	22,2	155	25,0	95	25,0	30	46,2	30	16,7
Car/motorbike or similar	200	20,0	50	9,2	100	32,9	30	10,7	25	27,8	130	21,0	70	18,4	10	15,4	80	44,4
Public transport	400	40,0	246	45,1	110	36,2	140	50,0	30	33,3	240	38,7	160	42,1	12	18,5	60	33,3
other	50	5,0	40	7,3	4	1,3	20	7,1	3	3,3	25	4,0	25	6,6	3	4,6	0	0,0
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Most frequently used mode of transport of...

all students, in %	4	40,0
bachelor students, in %	4	45,1
master students, in %	4	36,2

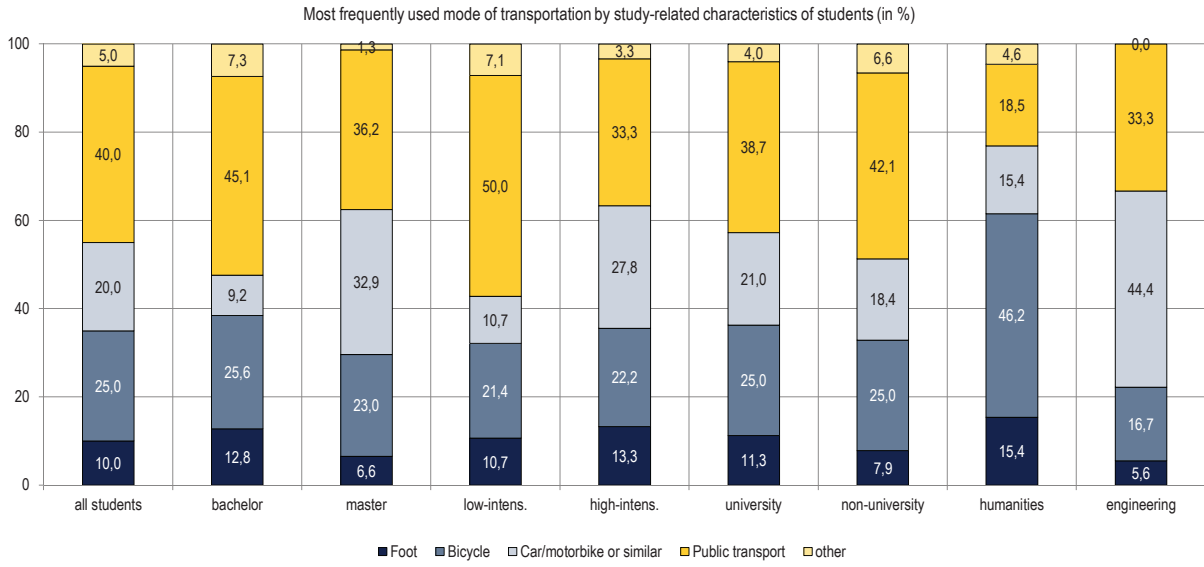
E8 Accommodation

Modes of transportation by characteristics of students (I)

Most frequently used mode of transportation by study-related characteristics of students

Indicators: Most frequently used mode of transport of...

all students, in %	4	40,0
bachelor students, in %	4	45,1
master students, in %	4	36,2



E9 Accommodation

Modes of transportation by characteristics of students (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.4, 2.1
Purpose of subtopic	This subtopic enquires to what extent students use different means of transportation during the current semester to get from their home to the higher education institution. The students' commuting behaviour will be related to their socio-demographic characteristics. This indicator complements especially one of the previous subtopics on form of housing and commuting time.
General instructions	Table: Calculate absolute number of students by modes of transportation and student characteristics. Please note, that this subtopic refers only to the <u>most</u> frequently used mode of transportation (i.e. single choice answer). Key indicators: Please insert for the student groups mentioned the most frequently used mode of transport and the respective share of students according to the table. For the mode of transport insert the number of the respective option: 1 = Foot, 2 = Bicycle, 3 = Car/motorbike..., 4 = Public transport, 5 = other. See glossary for: education/social background, delayed transition students, age, international students.

Most frequently used mode of transportation by socio-demographic characteristics of students

Mode of transportation	females		males		without HE backgr.		with HE backgr.		delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Foot	50	9,7	50	10,3	37	8,4	63	11,3	50	7,5	40	11,9	30	8,6	20	12,1	10	6,7	20	6,9
Bicycle	125	24,2	125	25,8	90	20,5	160	28,6	185	27,8	120	35,8	60	17,1	40	24,2	30	20,0	60	20,7
Car/motorbike or similar	116	22,5	84	17,4	90	20,5	110	19,6	130	19,5	30	9,0	60	17,1	50	30,3	60	40,0	10	3,4
Public transport	200	38,8	200	41,3	205	46,6	195	34,8	270	40,6	115	34,3	190	54,3	50	30,3	45	30,0	200	69,0
other	25	4,8	25	5,2	18	4,1	32	5,7	30	4,5	30	9,0	10	2,9	5	3,0	5	3,3	0	0,0
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Most frequently used mode of transport of...

students without HE background, in %

4	46,6
4	34,8
4	69,0

students with HE background, in %

international students, in %

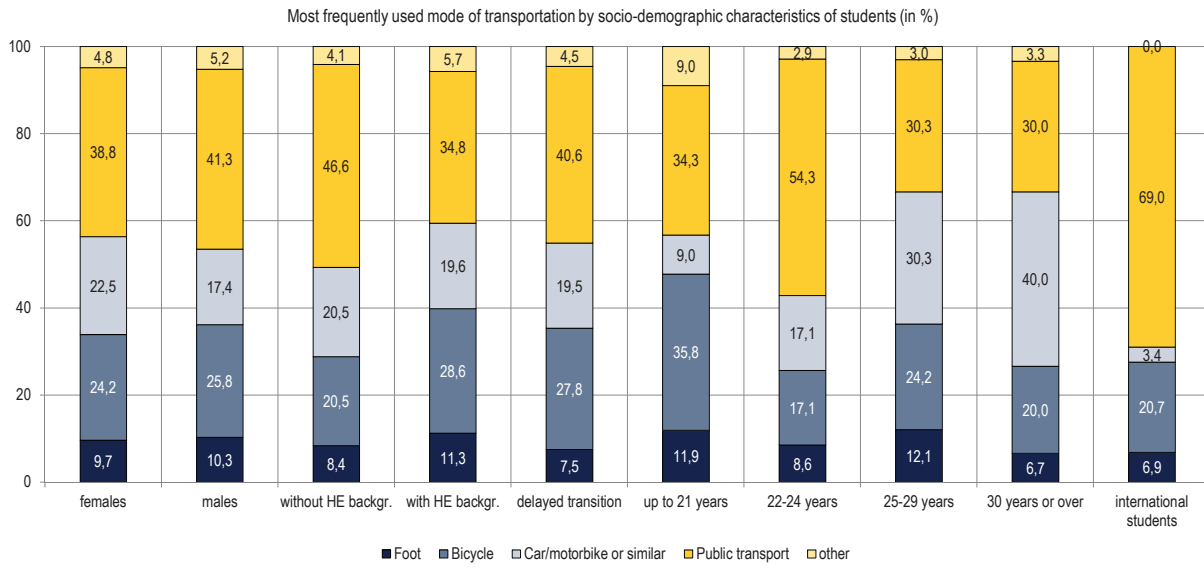
E9 Accommodation

Modes of transportation by characteristics of students (II)

Most frequently used mode of transportation by socio-demographic characteristics of students

Indicators: Most frequently used mode of transport of...
 students without HE background, in %
 students with HE background, in %
 international students, in %

4	46,6
4	34,8
4	69,0



E10 Accommodation

Modes of transportation by characteristics of students (III)

Source	Survey question 3.6, 3.7, 3.4
Purpose of subtopic	This subtopic enquires to what extent students use different means of transportation during the current semester to get from their home to the higher education institution. The students' commuting behaviour will be related to finance-related characteristics. This indicator complements especially one of the previous subtopics on form of housing and commuting time.
General instructions	Table: Calculate absolute number of students by modes of transportation and student characteristics. Please note, that this subtopic refers only to the <u>most</u> frequently used mode of transportation (i.e. single choice answer). Key indicators: Please insert for the student groups mentioned the most frequently used mode of transport and the respective share of students according to the table. For the mode of transport insert the number of the respective option: 1 = Foot, 2 = Bicycle, 3 = Car/motorbike..., 4 = Public transport, 5 = other. See glossary for: dependency on income source.

Most frequently used mode of transportation by finance-related characteristics of students

Mode of transportation	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
Foot	50	16,7	30	10,0	10	3,3
Bicycle	80	26,7	80	26,7	70	23,3
Car/motorbike or similar	130	43,3	50	16,7	10	3,3
Public transport	20	6,7	130	43,3	195	65,0
other	20	6,7	10	3,3	15	5,0
total	300	100,0	300	100,0	300	100,0

Most frequently used mode of transport of...

students with dependency on family support, in %

students with dependency on own earnings, in %

students with dependency on public support, in %

3	43,3
4	43,3
4	65,0

E10 Accommodation

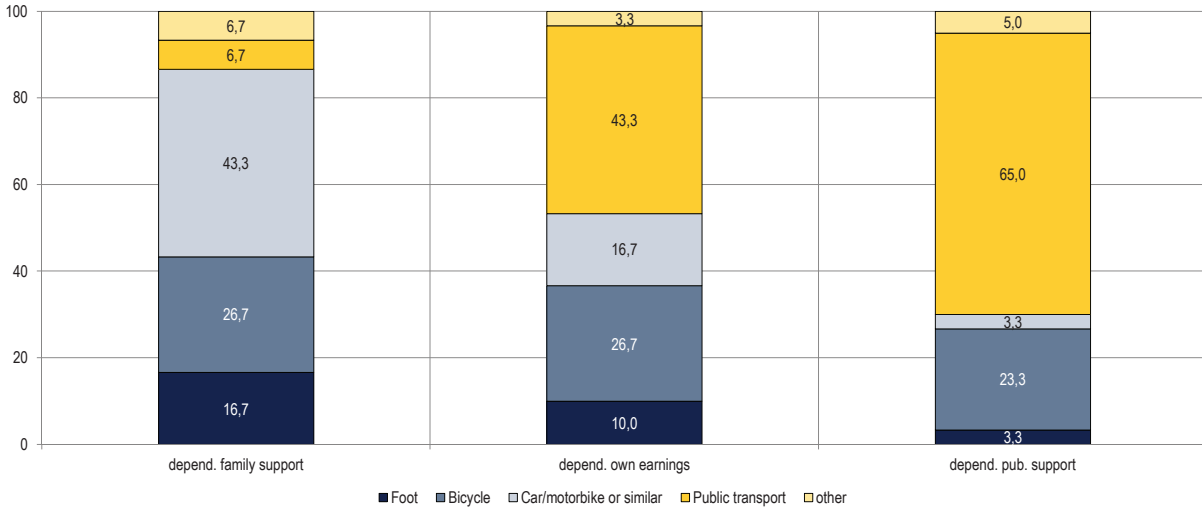
Modes of transportation by characteristics of students (III)

Most frequently used mode of transportation by finance-related characteristics of students

Indicators: Most frequently used mode of transport of...
 students with dependency on family support, in %
 students with dependency on own earnings, in %
 students with dependency on public support, in %

3	43,3
4	43,3
4	65,0

Most frequently used mode of transportation by finance-related characteristics of students (in %)



Special instructions for treatment of missing data in the topic 'expenses'

In order to assure data quality the working group on indicators has defined common rules for the treatment of missing data. We expect all project partners to apply them.

The data for this topic comes largely from question 3.7 of the questionnaire (average monthly expenses).

Rules for data cleaning

These rules are broadly the same as for question 3.6.

1. If all fields in the first column – 'I pay out of my own pocket' – are empty or filled with 0, then set the values to missing.
2. Extreme values of the distribution of total cost (= the sum of all cost categories) should be excluded from analysis of the subtopic. From the cost distribution you may cut off between 0.25% and 2% of the absolute values at each end of the distribution (note: these cut-off limits refer to the absolute values, not to the number of cases!). Cut-off cases should be set and reported missing for this subtopic. This 'cut-off'-rule refers only to the category 'living costs, out-of-own-pocket', not to the categories 'living costs, paid by parents/partner...' and not to 'study-related costs'. For the categories 'living costs, paid by parents/partner...' and 'study-related costs' you may run a linear counting and exclude implausible values.
3. For all other cases where fields are left empty, replace empty field with 0. That means if a case 'survived' the rules 1. and 2. and there are empty fields in the columns 'out-of-own-pocket costs', 'paid by parents/partner...' and 'study-related costs', then replace empty fields with 0.

Please quantify the sum of all excluded cases in the categories 1. and 2. in the metadata and respective subtopic comment box and all cases affected by rule 3. (headcounts of students) only in the respective subtopic comment box.

F1 Living expenses

Profile of students' expenditure by form of housing

Source	Survey question 3.7 and 3.1
Purpose of subtopic	Students' monthly expenditure for maintenance and cost of study is described here. As the level of expenditure and also the spending pattern is influenced by the form of housing it was differentiated for this criterion (i.e. students living and not living with parents).
General instructions	All study-related cost per semester must be re-calculated as <u>per month</u> expenses! Table 1: Calculate average monthly expenditure of students who are living <u>with</u> parents. Refer to cost paid by the students themselves (= 'paid out of own pocket'), cost paid by other persons for the students (= 'by parents/partner/others') and the sum of the two categories (= 'both type of cost'). Table 2: Similar procedure as for table 1, but this time calculate average monthly expenditure of students <u>not</u> living with parents. See glossary for: Form of housing, cost of living, study-related cost, out-of-own-pocket cost, cost paid by parents/partner/others, transfers in kind.

Monthly spending profile by payer for students living with parents, in national currency and percent

	out-of-own-pocket cost		cost paid by parents/partner/others		both type of cost	
	amount	percent	amount	percent	amount	percent
accommodation	30	10,0	70	18,1	100	14,6
food	40	13,4	60	15,5	100	14,6
transportation	20	6,7	10	2,6	30	4,4
communication	35	11,7	25	6,5	60	8,7
health cost	12	4,0	40	10,3	52	7,6
childcare	18	6,0	35	9,0	53	7,7
debt payment	7	2,3	40	10,3	47	6,9
social/leisure activities	50	16,7	15	3,9	65	9,5
other regular living cost	20	6,7	10	2,6	30	4,4
fees	30	10,0	50	12,9	80	11,7
social welfare contributions	12	4,0	10	2,6	22	3,2
learning materials	15	5,0	12	3,1	27	3,9
other regular study-related cost	10	3,3	10	2,6	20	2,9
total	299	100,0	387	100,0	686	100,0

Monthly spending profile by payer for students not living with parents, in national currency and percent

	out-of-own-pocket cost		cost paid by parents/partner/others		both type of cost	
	amount	percent	amount	percent	amount	percent
accommodation	300	35,9	80	32,9	380	35,3
food	80	9,6	25	10,3	105	9,7
transportation	40	4,8	10	4,1	50	4,6
communication	70	8,4	15	6,2	85	7,9
health cost	40	4,8	15	6,2	55	5,1
childcare	35	4,2	20	8,2	55	5,1
debt payment	25	3,0	15	6,2	40	3,7
social/leisure activities	70	8,4	12	4,9	82	7,6
other regular living cost	40	4,8	15	6,2	55	5,1
fees	60	7,2	20	8,2	80	7,4
social welfare contributions	25	3,0	5	2,1	30	2,8
learning materials	30	3,6	6	2,5	36	3,3
other regular study-related cost	20	2,4	5	2,1	25	2,3
total	835	100,0	243	100,0	1.078	100,0

Accommodation cost as share of total out-of-own-pocket cost paid by students living with parents, in %

Accommodation cost as share of total out-of-own-pocket cost paid by students not living with parents, in %

Fees as share of total out-of-own-pocket cost paid by students living with parents, in %

Fees as share of total out-of-own-pocket cost paid by students not living with parents, in %

10,0

35,9

10,0

7,2

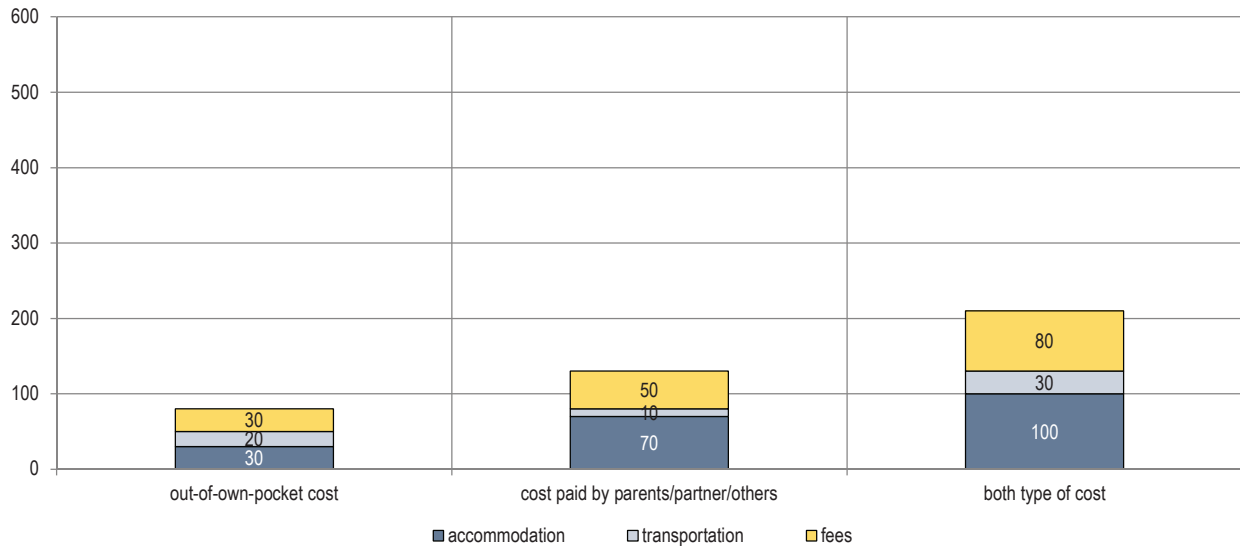
F1 Living expenses

Profile of students' expenditure by form of housing

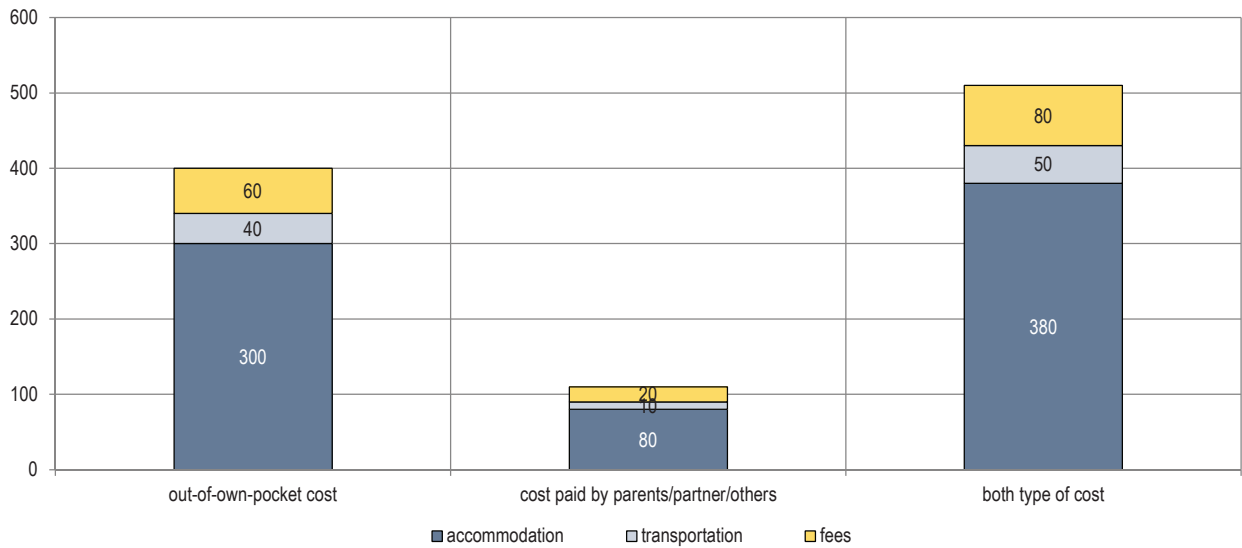
Indicators: Accommodation cost as share of total out-of-own-pocket cost paid by students living with parents, in %
 Accommodation cost as share of total out-of-own-pocket cost paid by students not living with parents, in %
 Fees as share of total out-of-own-pocket cost paid by students living with parents, in %
 Fees as share of total out-of-own-pocket cost paid by students not living with parents, in %

10,0
35,9
10,0
7,2

Profile of students' monthly key cost by payer for students living with parents (in nat. currency)



Profile of students' monthly key cost by payer for students not living with parents (in nat. currency)



F2 Living expenses

Profile of students' key expenditure by characteristics of students who are not living with parents (I)

Source	Survey question 1.1, 3.1, 3.14, 1.0, 1.5, 3.7
Purpose of subtopic	From the range of student expenditure some items are defined as key expenditure. Cost for accommodation, transportation, and fees for higher education institutions are considered as being of special importance. These key expenditure are being focussed on by students' study-related characteristics.
General instructions	Table: Calculate amounts for key expenditure for the different groups of students. Refer to the sum of both type of cost, i.e. <u>calculate the sum of out-of-own-pocket cost and cost paid by parents/partner/others</u> . The amounts in column 2 (all students [not living with parents]) must be the same as in table 2 in the previous subtopic. Total expenditure is the sum of <u>all</u> expenditure categories, not just key expenditure. Analysis is restricted to students who are <u>not</u> living with their parents. See glossary for: Form of housing, cost of living, study-related cost, out-of-own-pocket cost, cost paid by parents/partner/others, transfers in kind, bachelor/master students, low/high-intensity students, university, non-university.

Monthly spending profile for key expenditure by study-related characteristics of students not living with parents

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
accommodation	380	35,3	150	30,0	420	35,0	320	45,7	330	49,3	350	38,9	290	41,4	270	42,2	330	37,9
transportation	50	4,6	30	6,0	70	5,8	35	5,0	43	6,4	40	4,4	30	4,3	25	3,9	45	5,2
fees	80	7,4	50	10,0	90	7,5	40	5,7	35	5,2	90	10,0	60	8,6	50	7,8	85	9,8
total expenditure/ share of total expenditure	1.078	47,3	500	46,0	1.200	48,3	700	56,4	670	60,9	900	53,3	700	54,3	640	53,9	870	52,9

Expenditure on accommodation as share of total expenditure of Bachelor students, in %

Expenditure on accommodation as share of total expenditure of Master students, in %

Fees as share of total expenditure of Bachelor students, in %

Fees as share of total expenditure of Master students, in %

30,0
35,0
10,0
7,5

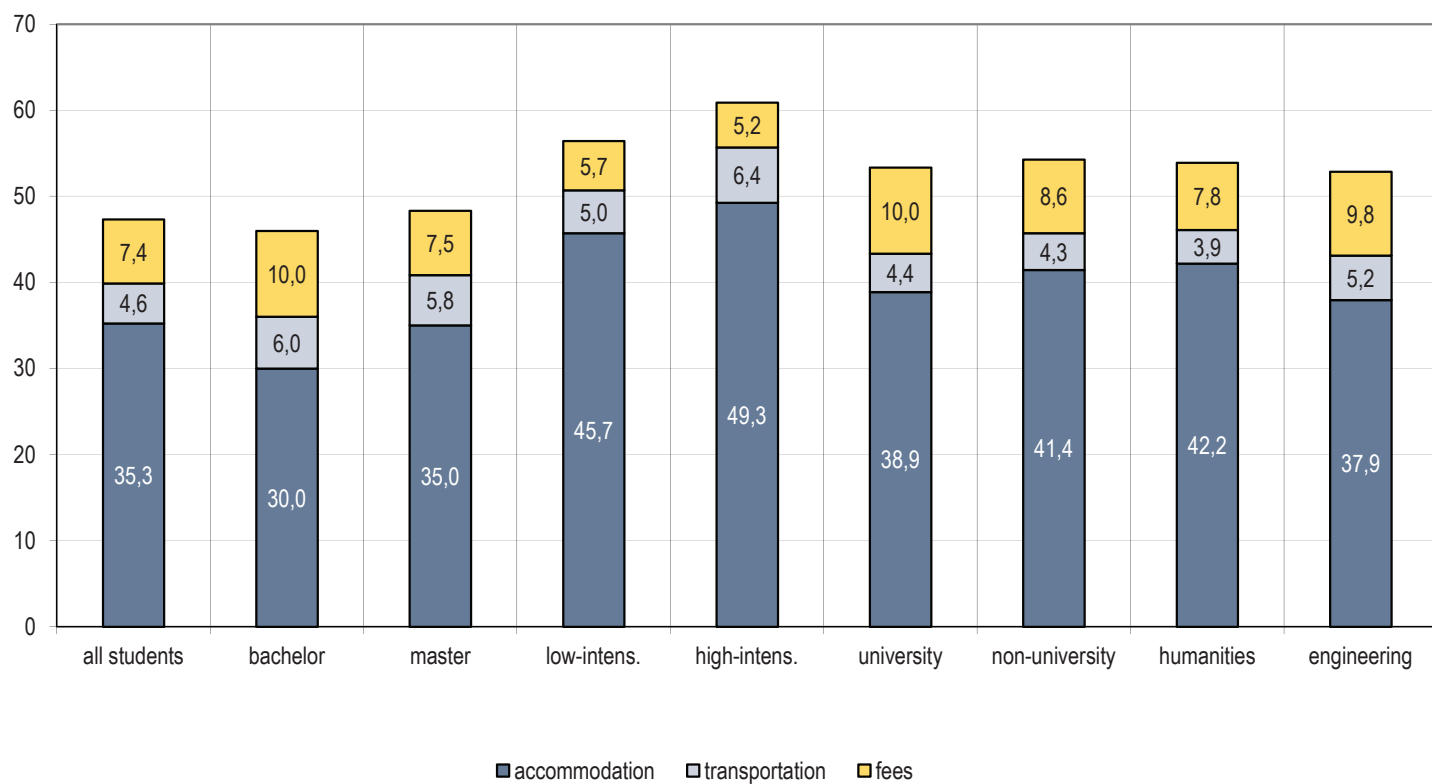
F2 Living expenses

Profile of students' key expenditure by characteristics of students who are not living with parents (I)

Monthly spending profile for key expenditure by study-related characteristics of students not living with parents

Indicators: Expenditure on accommodation as share of total expenditure of Bachelor students, in %	30,0
Expenditure on accommodation as share of total expenditure of Master students, in %	35,0
Fees as share of total expenditure of Bachelor students, in %	10,0
Fees as share of total expenditure of Master students, in %	7,5

Monthly spending profile for key expenditure by study-related characteristics of students not living with parents
(in % of total expenditure)



F3 Living expenses

Profile of students' key expenditure by characteristics of students who are not living with parents (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.1, 3.7, 2.1
Purpose of subtopic	From the range of student expenditure some items are defined as key expenditure. Cost for accommodation, transportation, and fees for higher education institutions are considered as being of special importance. These key expenditure are being focussed on by students' socio-demographic characteristics.
General instructions	Table: Calculate amounts for key expenditure for the different groups of students. Refer to the sum of both type of cost, i.e. calculate the sum of out-of-own-pocket cost and cost paid by parents/partner/others. Total expenditure is the sum of all expenditure categories, not just key expenditure. Analysis is restricted to students who are <u>not</u> living with their parents. See glossary for: Form of housing, cost of living, study-related cost, out-of-own-pocket cost, cost paid by parents/partner/others, transfers in kind, education/social background, delayed transition students, age, international students.

Monthly spending profile for key expenditure by socio-demographic characteristics of students not living with parents

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
accommodation	400	33,3	360	36,0	320	42,7	420	30,0	340	48,6	220	31,9	240	32,4	280	35,0	400	33,3	350	46,7
transportation	40	3,3	60	6,0	30	4,0	80	5,7	45	6,4	30	4,3	40	5,4	50	6,3	60	5,0	35	4,7
fees	70	5,8	90	9,0	50	6,7	110	7,9	60	8,6	50	7,2	70	9,5	70	8,8	80	6,7	65	8,7
total expenditure/ share of total expenditure	1.200	42,5	1.000	51,0	750	53,3	1.400	43,6	700	63,6	690	43,5	740	47,3	800	50,0	1.200	45,0	750	60,0

Expenditure on accommodation as share of total expenditure of students without HE background, in %

42,7

Expenditure on accommodation as share of total expenditure of students with HE background, in %

30,0

Fees as share of total expenditure of students without HE background, in %

6,7

Fees as share of total expenditure of students with HE background, in %

7,9

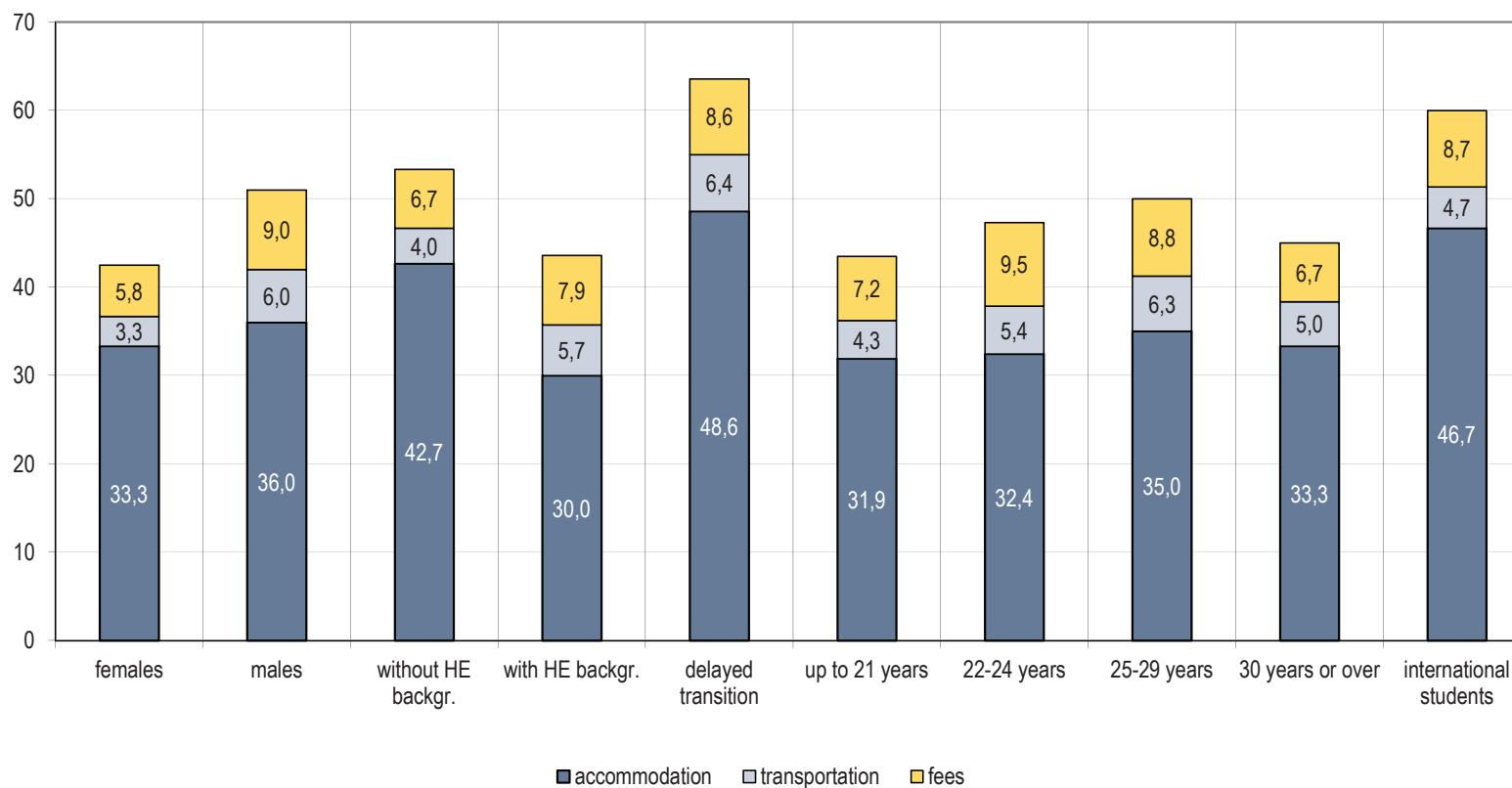
F3 Living expenses

Profile of students' key expenditure by characteristics of students who are not living with parents (II)

Monthly spending profile for key expenditure by socio-demographic characteristics of students not living with parents

Indicators: Expenditure on accommodation as share of total expenditure of students without HE background, in %	42,7
Expenditure on accommodation as share of total expenditure of students with HE background, in %	30,0
Fees as share of total expenditure of students without HE background, in %	6,7
Fees as share of total expenditure of students with HE background, in %	7,9

Monthly spending profile for key expenditure by socio-demographic characteristics of students not living with parents
(in % of total expenditure)



F4 Living expenses

Profile of students' key expenditure by characteristics of students who are not living with parents (III)

Source	Survey question 3.1, 3.6, 3.7
Purpose of subtopic	From the range of student expenditure some items are defined as key expenditure. Cost for accommodation, transportation, and fees for higher education institutions are considered as being of special importance. These key expenditure are being focussed on by finance-related characteristics of students.
General instructions	Table: Calculate amounts for key expenditure for the different groups of students. Refer to the sum of both type of cost, i.e. calculate the sum of out-of-own-pocket cost and cost paid by parents/partner/others. Total expenditure is the sum of <u>all</u> expenditure categories, not just key expenditure. Analysis is restricted to students who are <u>not</u> living with their parents. See glossary for: Form of housing, cost of living, study-related cost, out-of-own-pocket cost, cost paid by parents/partner/others, transfers in kind, dependency on income source.

Monthly spending profile for key expenditure by finance-related characteristics of students not living with parents

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	amount	percent	amount	percent	amount	percent
accommodation	420	35,0	390	35,5	300	42,9
transportation	70	5,8	60	5,5	30	4,3
fees	120	10,0	70	6,4	60	8,6
total expenditure/ share of total expenditure	1.200	50,8	1.100	47,3	700	55,7

Expenditure on accommodation as share of total expenditure of students with dependency on family support, in %

Expenditure on accommodation as share of total expenditure of students with dependency on public support, in %

Fees as share of total expenditure of students with dependency on family support, in %

Fees as share of total expenditure of students with dependency on public support, in %

35,0
42,9
10,0
8,6

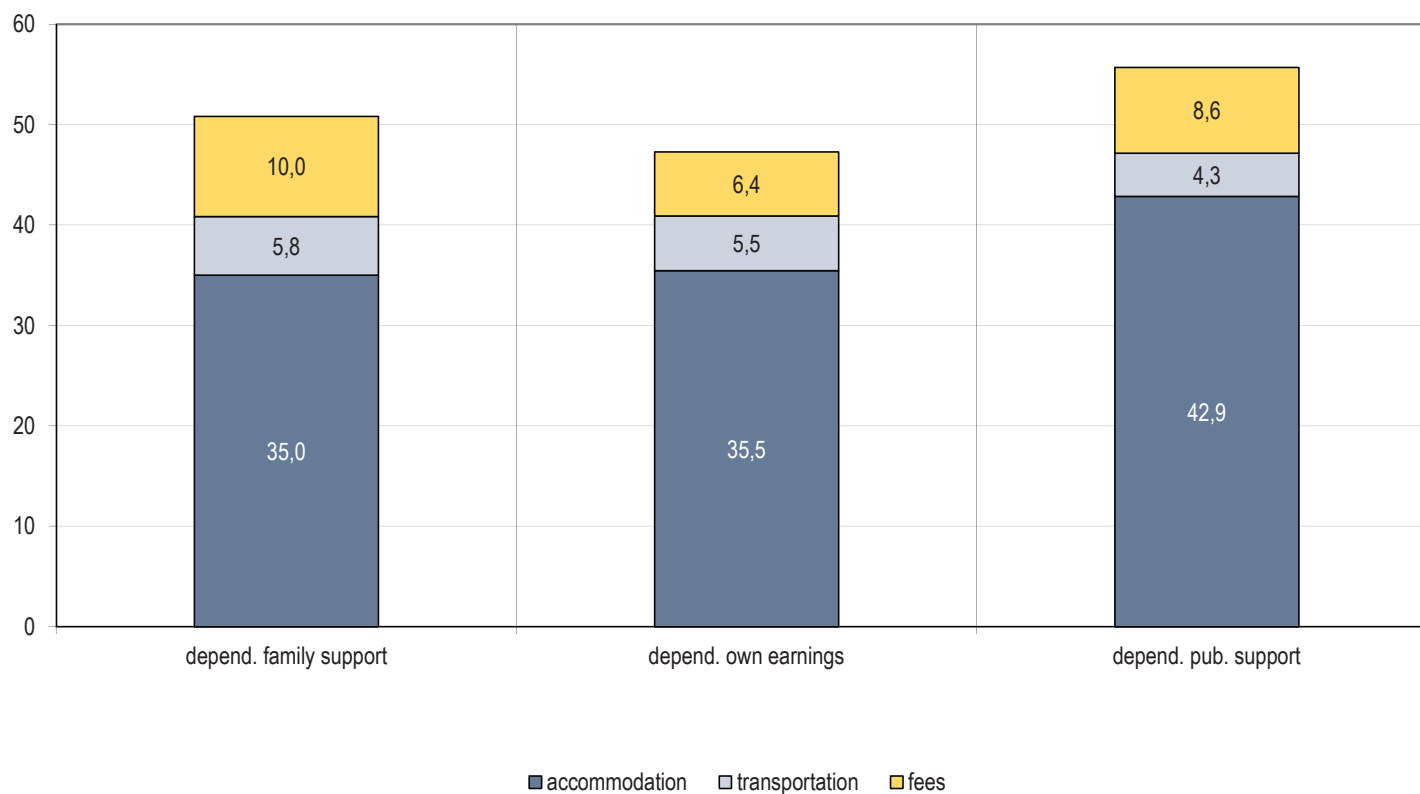
F4 Living expenses

Profile of students' key expenditure by characteristics of students who are not living with parents (III)

Monthly spending profile for key expenditure by finance-related characteristics of students not living with parents

Indicators: Expenditure on accommodation as share of total expenditure of students with dependency on family support, in %	35,0
Expenditure on accommodation as share of total expenditure of students with dependency on public support, in %	42,9
Fees as share of total expenditure of students with dependency on family support, in %	10,0
Fees as share of total expenditure of students with dependency on public support, in %	8,6

Monthly spending profile for key expenditure by finance-related characteristics of students not living with parents
(in % of total expenditure)



F5 Living expenses

Profile of students' key expenditure by size of study location for students not living with parents

Source	Survey question 1.4, 3.1, 3.7 and population census
Purpose of subtopic	The level of student expenditure is also influenced by the size of the study location. In bigger cities the price level is often higher than in smaller cities, and there are also more opportunities for spending money (e.g. in terms of leisure time activities). The different burden of cost for students correlated to the size of the study location is shown here.
General instructions	<p>Note: For this subtopic national contributors must provide contextual data on the size of urban conurbations in their respective country. The size of study location is defined by the number of its population. Further to the differentiation by size of study location, the analysis should include figures for expenditure in the capital city of the respective country. 'Capital city' refers to the capital of the whole country, not to capital cities on regional level. For the table, 'capital city' is treated independently of its population size.</p> <p>Table: Calculate absolute values for students' key expenditure by size of study location. Refer to the sum of both type of cost, i.e. calculate the sum of <u>out-of-own-pocket cost and cost paid by parents/partner/others</u>. Total expenditure is the sum of <u>all</u> expenditure categories, not just key expenditure. The values for the category 'capital city' are <u>already included</u> in one of the other categories of study location and they are just shown separately again in the category 'capital city'. Analysis is restricted to students <u>not</u> living with their parents. See glossary for: Form of housing, cost of living, study-related cost, out-of-own-pocket cost, cost paid by parents/partner/others, transfers in kind, study location.</p>

Monthly spending profile for key expenditure by size of study location (by thousand inhabitants) for students not living with parents

	up to 100	up to 100	>100 to 300	>100 to 300	>300 to 500	>300 to 500	>500	>500	capital city	capital city
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
accommodation	180	22,5	250	27,8	300	30,0	330	30,0	420	32,3
transportation	36	4,5	56	6,2	60	6,0	56	5,1	70	5,4
fees	54	6,8	54	6,0	54	5,4	54	4,9	65	5,0
total expenditure/ share of total expenditure	800	33,8	900	40,0	1.000	41,4	1.100	40,0	1.300	42,7

Total expenditure of students in study locations with up to 100,000 inhabitants, amount

Total expenditure of students in study locations in capital city, amount

Expenditure on accommodation of students in study locations with up to 100,000 inhabitants as share of total expenditure, in %

Expenditure on accommodation of students in study locations in capital city as share of total expenditure, in %

800
1.300
22,5
32,3

F5 Living expenses

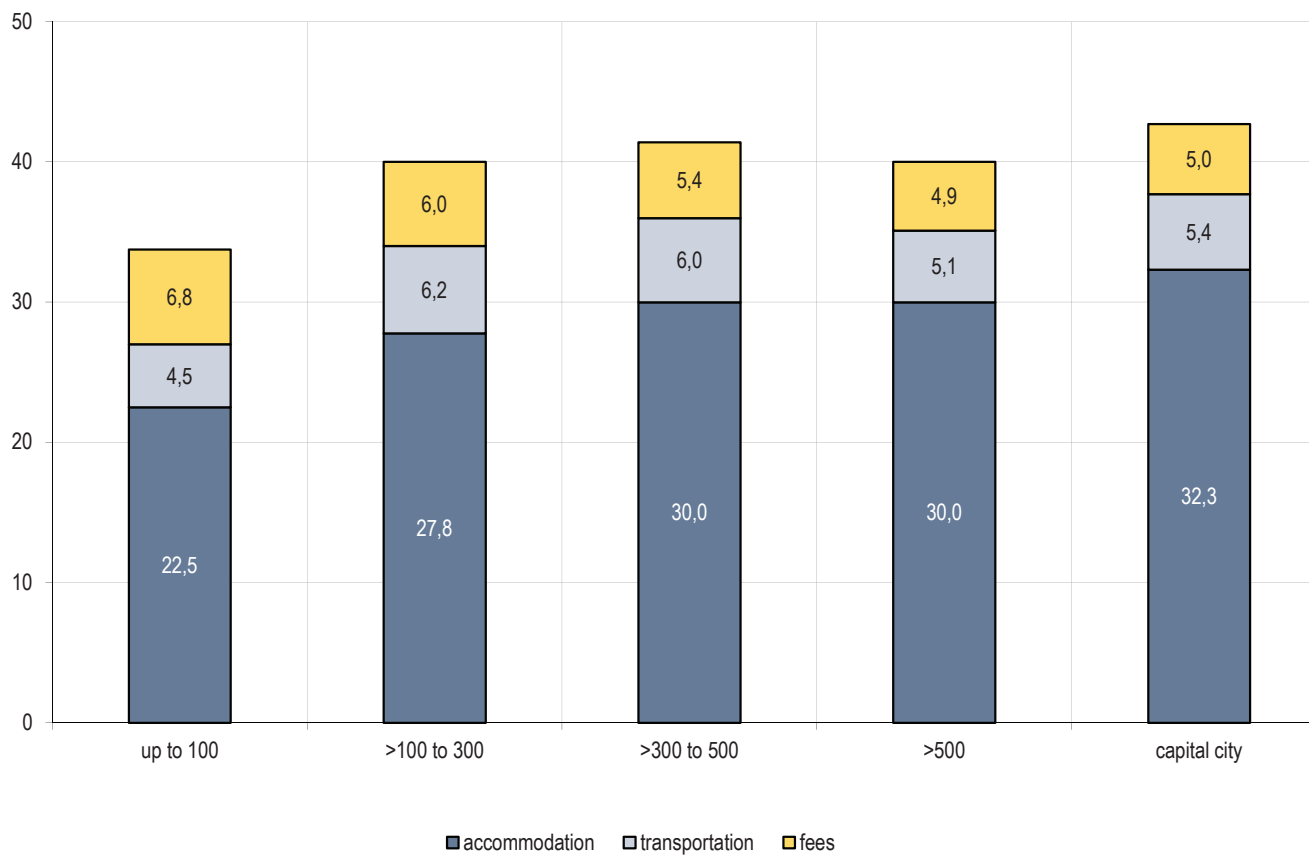
Profile of students' key expenditure by size of study location for students not living with parents

Monthly spending profile for key expenditure by size of study location (by thousand inhabitants) for students not living with parents

Indicators: Total expenditure of students in study locations with up to 100,000 inhabitants, amount
 Total expenditure of students in study locations in capital city, amount
 Expenditure on accommodation of students in study locations with up to 100,000 inhabitants as share of total expenditure, in %
 Expenditure on accommodation of students in study locations in capital city as share of total expenditure, in %

800
1.300
22,5
32,3

Monthly spending profile for key expenditure by size of study location (by 1,000 inhabitants) for students not living with parents (in % of total expenditure)



F6 Living expenses

Students' assessment of their financial situation by form of housing

Source	Survey question 3.8 and 3.1
Purpose of subtopic	The income which students have at their disposal depends on the sources (private and public ones) and the fruitfulness of these sources. This is an assessment of students on the current sufficiency of their means. As the level and also the pattern of expenditure vary by the form of housing it was differentiated by this criterion.
General instructions	Table: Calculate for each characteristic value of the assessment scale the absolute number of students. Distinguish between the two fundamental forms of housing (living and not living with parents). See glossary for: Form of housing.

Assessment of current financial difficulties

Extent of current financial difficulties	all students		students living with parents	students living with parents	students not living with parents	students not living with parents
	numbers	percent	numbers	percent	numbers	percent
not at all	150	15,0	100	22,5	50	9,0
slight	230	23,0	130	29,2	110	19,8
moderate	220	22,0	95	21,3	130	23,4
serious	220	22,0	70	15,7	140	25,2
very serious	180	18,0	50	11,2	125	22,5
total	1.000	100,0	445	100,0	555	100,0

All students with (very) serious difficulties, in %

40,0

Students living with parents with (very) serious difficulties, in %

27,0

Students not living with parents with (very) serious difficulties, in %

47,7

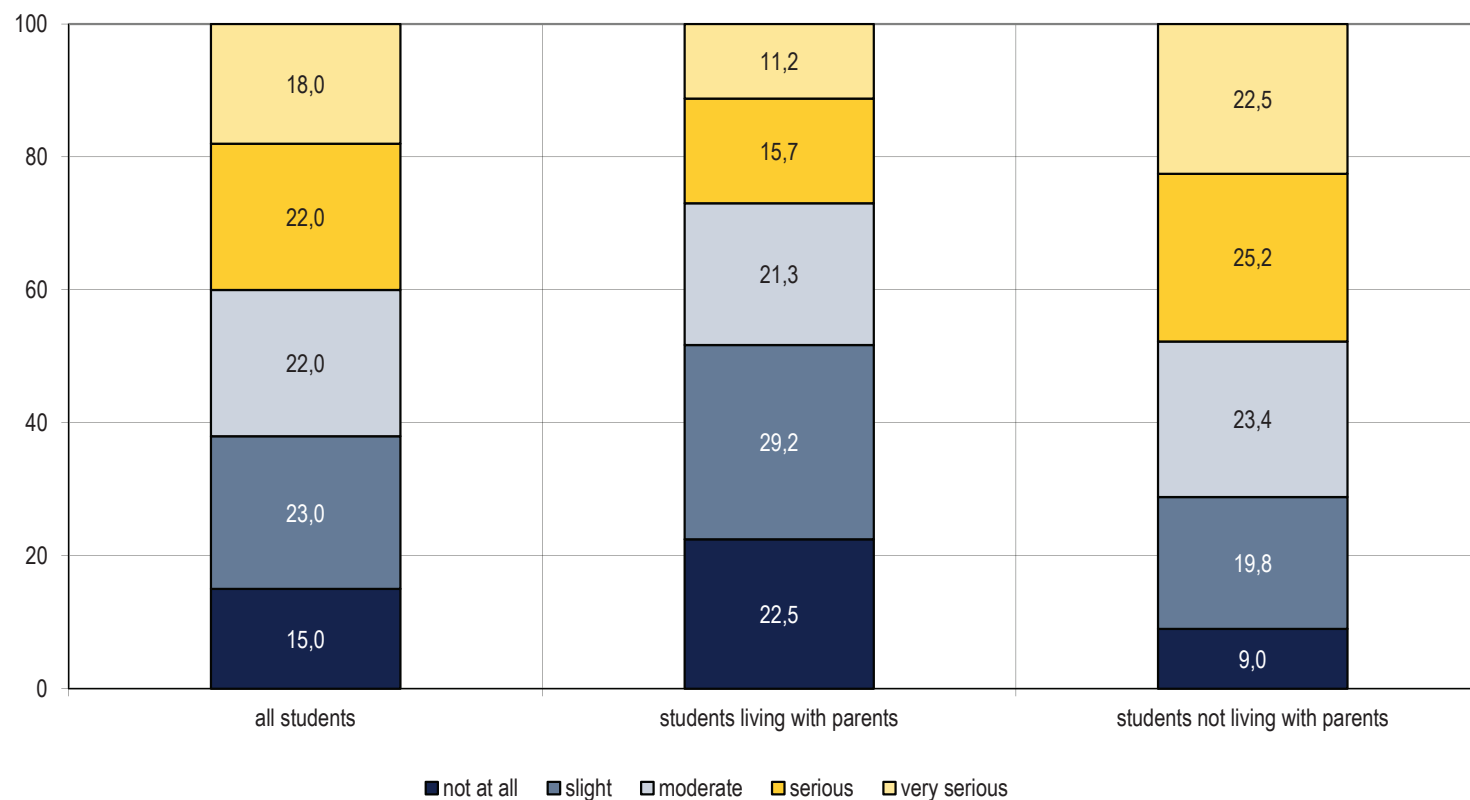
F6 Living expenses

Students' assessment of their financial situation by form of housing

Assessment of current financial difficulties

Indicators: All students with (very) serious difficulties, in %	40,0
Students living with parents with (very) serious difficulties, in %	27,0
Students not living with parents with (very) serious difficulties, in %	47,7

Students' assessment of experiencing current financial difficulties by form of housing (in %)



F7 Living expenses

Students' assessment of their financial situation by characteristics of students who are not living with parents (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5, 3.1, 3.8
Purpose of subtopic	The income which students have at their disposal depends on the sources (private and public ones) and the fruitfulness of these sources. This is an assessment of students on the current sufficiency of their means. It was differentiated by students' study-related characteristics.
General instructions	Table: Calculate for each characteristic value of the assessment scale the absolute number of students by the various student groups. Analysis is restricted to students who are <u>not</u> living with their parents. See glossary for: Form of housing, bachelor/master students, low-/high-intensity students, university, non-university.

Assessment of current financial difficulties by study-related characteristics of students not living with parents

Extent of current financial difficulties	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
not at all	50	9,0	10	4,8	30	10,0	10	5,0	5	8,3	30	8,8	20	9,3	2	6,7	20	16,7
slight	110	19,8	30	14,3	70	23,3	20	10,0	10	16,7	70	20,6	40	18,6	3	10,0	30	25,0
moderate	130	23,4	60	28,6	60	20,0	40	20,0	20	33,3	80	23,5	50	23,3	5	16,7	40	33,3
serious	140	25,2	60	28,6	70	23,3	60	30,0	10	16,7	90	26,5	50	23,3	9	30,0	20	16,7
very serious	125	22,5	50	23,8	70	23,3	70	35,0	15	25,0	70	20,6	55	25,6	11	36,7	10	8,3
total	555	100,0	210	100,0	300	100,0	200	100,0	60	100,0	340	100,0	215	100,0	30	100,0	120	100,0

bachelor students with (very) serious difficulties, in %

52,4

master students with (very) serious difficulties, in %

46,7

students at universities with (very) serious difficulties, in %

47,1

students at non-universities with (very) serious difficulties, in %

48,8

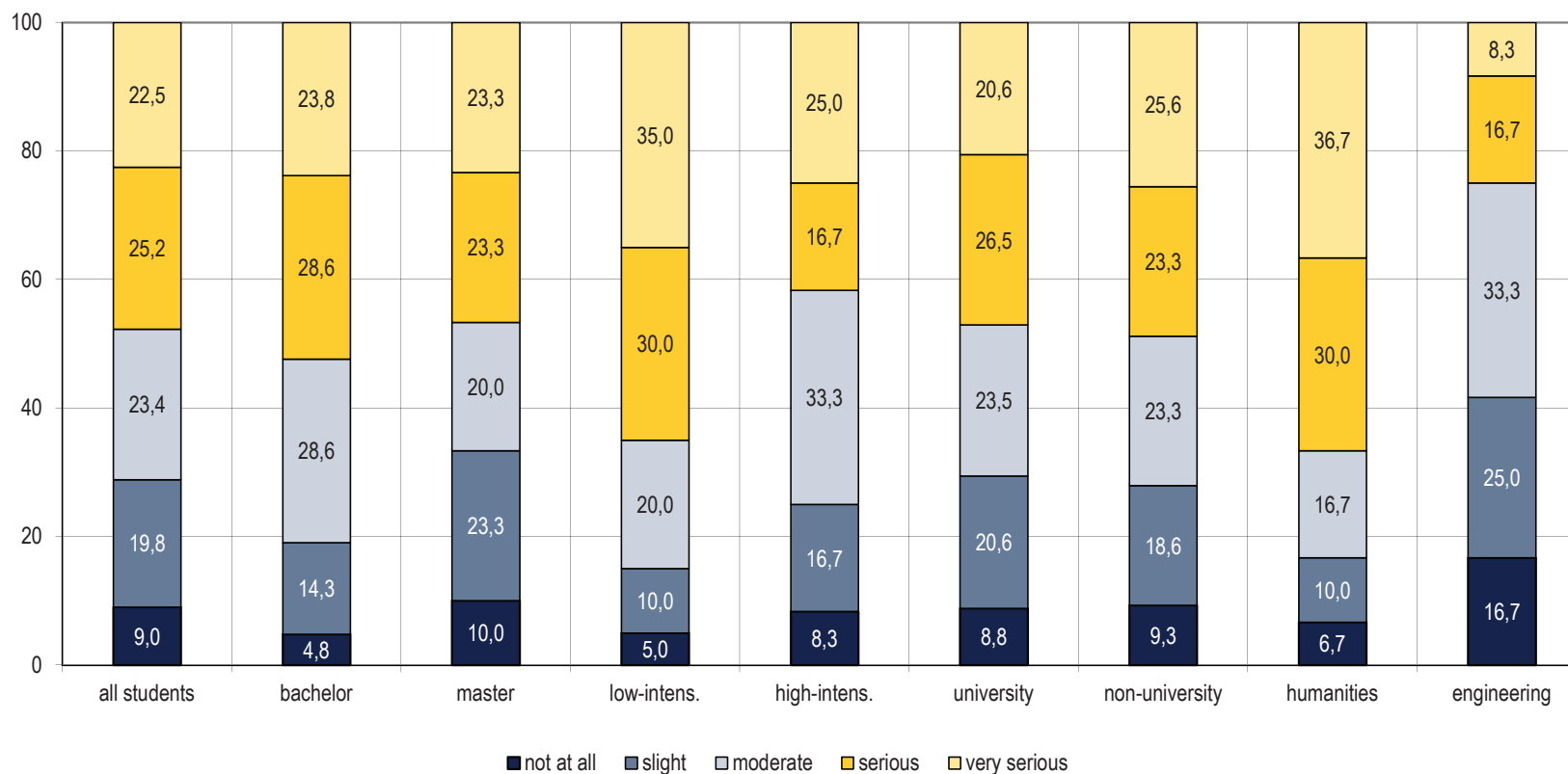
F7 Living expenses

Students' assessment of their financial situation by characteristics of students who are not living with parents (I)

Assessment of current financial difficulties by study-related characteristics of students not living with parents

Indicators: bachelor students with (very) serious difficulties, in %	52,4
master students with (very) serious difficulties, in %	46,7
students at universities with (very) serious difficulties, in %	47,1
students at non-universities with (very) serious difficulties, in %	48,8

Students' assessment of experiencing current financial difficulties, students by study-related characteristics not living with parents (in %)



F8 Living expenses

Students' assessment of their financial situation by characteristics of students who are not living with parents (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.1, 3.8, 2.1
Purpose of subtopic	The income which students have at their disposal depends on the sources (private and public ones) and the fruitfulness of these sources. This is an assessment of students on the current sufficiency of their means. It was differentiated by students' socio-demographic characteristics.
General instructions	Table: Calculate for each characteristic value of the assessment scale the absolute number of students by the various student groups. Analysis is restricted to students who are <u>not</u> living with their parents. See glossary for: Form of housing, education/social background, delayed transition students, age, international students.

Assessment of current financial difficulties by socio-demographic characteristics of students not living with parents

Extent of current financial difficulties	females		males		without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
not at all	20	9,8	30	8,6	15	3,8	35	21,9	30	9,1	10	12,5	20	9,8	10	7,7	10	7,1	25	10,0
slight	45	22,0	65	18,6	40	10,1	70	43,8	70	21,2	20	25,0	50	24,4	20	15,4	20	14,3	60	24,0
moderate	50	24,4	80	22,9	90	22,8	40	25,0	80	24,2	30	37,5	40	19,5	30	23,1	30	21,4	70	28,0
serious	55	26,8	85	24,3	130	32,9	10	6,3	90	27,3	15	18,8	55	26,8	40	30,8	30	21,4	55	22,0
very serious	35	17,1	90	25,7	120	30,4	5	3,1	60	18,2	5	6,3	40	19,5	30	23,1	50	35,7	40	16,0
total	205	100,0	350	100,0	395	100,0	160	100,0	330	100,0	80	100,0	205	100,0	130	100,0	140	100,0	250	100,0

students without HE background with (very) serious difficulties, in %

63,3

students with HE background with (very) serious difficulties, in %

9,4

international students with (very) serious difficulties, in %

38,0

F8 Living expenses

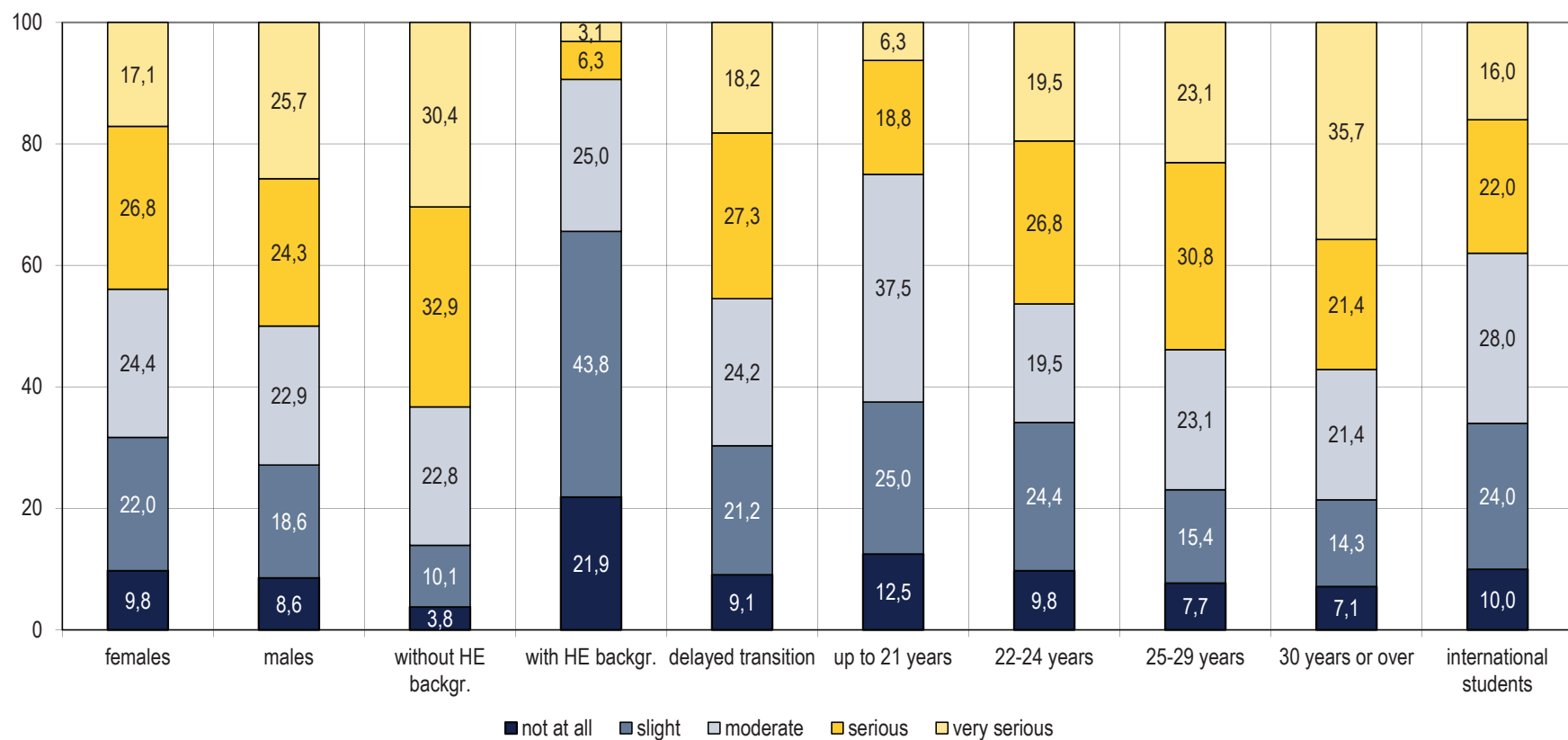
Students' assessment of their financial situation by characteristics of students who are not living with parents (II)

Assessment of current financial difficulties by socio-demographic characteristics of students not living with parents

Indicators: students without HE background with (very) serious difficulties, in %
 students with HE background with (very) serious difficulties, in %
 international students with (very) serious difficulties, in %

63,3
9,4
38,0

Students' assessment of experiencing current financial difficulties, students by socio-demographic characteristics not living with parents (in %)



F9 Living expenses

Students' assessment of their financial situation by characteristics of students who are not living with parents (III)

Source	Survey question 3.6, 3.7, 3.1, 3.8
Purpose of subtopic	The income which students have at their disposal depends on the sources (private and public ones) and the fruitfulness of these sources. This is an assessment of students on the current sufficiency of their means. It was differentiated by finance-related characteristics of students.
General instructions	Table: Calculate for each characteristic value of the assessment scale the absolute number of students by the various student groups. Analysis is restricted to students who are <u>not</u> living with their parents. See glossary for: Form of housing, dependency on income source.

Assessment of current financial difficulties by finance-related characteristics of students not living with parents

Extent of current financial difficulties	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
not at all	5	10,0	10	5,6	5	3,3
slight	5	10,0	30	16,7	10	6,7
moderate	15	30,0	50	27,8	20	13,3
serious	10	20,0	50	27,8	65	43,3
very serious	15	30,0	40	22,2	50	33,3
total	50	100,0	180	100,0	150	100,0

students with dependency on family support with (very) serious difficulties, in %
 students with dependency on own earnings with (very) serious difficulties, in %
 students with dependency on public support with (very) serious difficulties, in %

50,0
50,0
76,7

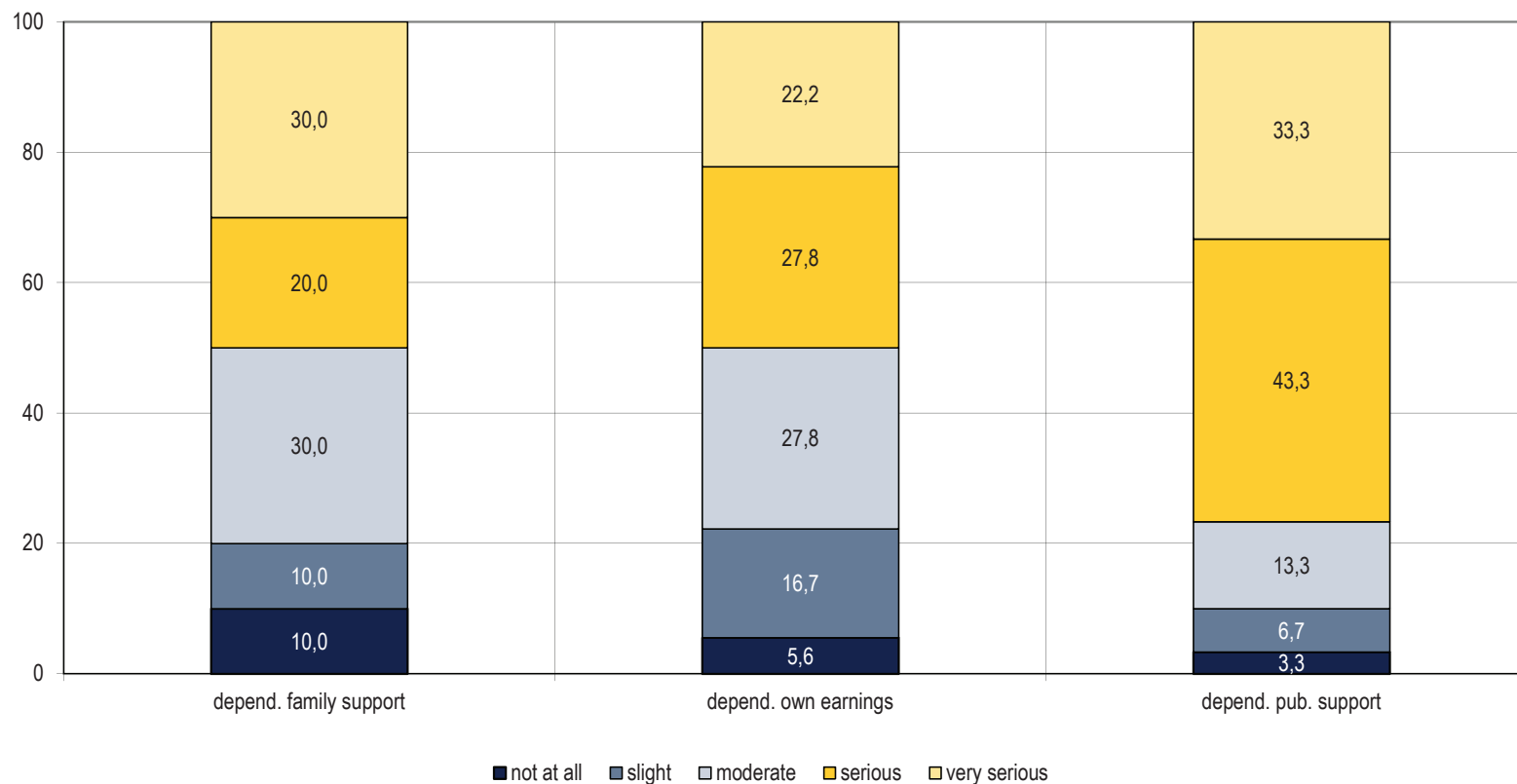
F9 Living expenses

Students' assessment of their financial situation by characteristics of students who are not living with parents (III)

Assessment of current financial difficulties by finance-related characteristics of students not living with parents

Indicators: students with dependency on family support with (very) serious difficulties, in %	50,0
students with dependency on own earnings with (very) serious difficulties, in %	50,0
students with dependency on public support with (very) serious difficulties, in %	76,7

Students' assessment of experiencing current financial difficulties, students by finance-related characteristics not living with parents (in %)



F10 Living expenses

Students' assessment of their financial situation and average income by form of housing

Source	Survey question 3.6, 3.7, 3.8, 3.1
Purpose of subtopic	In this case the students' assessment of their financial situation is contrasted to their income. That way a rather subjective perception is compared to 'hard facts'. By this means we try to shed some more light on the question whether complaints about the financial situation seem to be justified at first sight (though one has to keep in mind that this is only a rough approach with limited explanatory power). Again the form of housing was used as criterion for differentiation.
General instructions	For both tabulations the shares in column 2 (assessment in %) should be the same as in subtopic 6. For each category of assessment calculate the students' income (arithmetic mean and median). Income values include transfers in kind. Computation of the standard deviation shall be based on the arithmetic mean. Differentiate between the two fundamental forms of housing. See glossary for: Form of housing, income by source, transfers in kind.

Assessment of current financial difficulties by average income for students living with parents

Extent of current financial difficulties	assessment	median income	average income (arith. mean)	standard deviation (arithm. mean)	dev-	dev+
	in %	amount	amount	amount	amount	amount
not at all	22,5	614	618	120	498	738
slight	29,2	611	604	80	524	684
moderate	21,3	611	596	75	521	671
serious	15,7	591	589	60	529	649
very serious	11,2	581	582	65	517	647
total	100,0					

Assessment of current financial difficulties by average income for students not living with parents

Extent of current financial difficulties	assessment	median income	average income (arith. mean)	standard deviation (arithm. mean)	dev-	dev+
	in %	amount	amount	amount	amount	amount
not at all	9,0	869	874	130	744	1.004
slight	19,8	864	854	95	759	949
moderate	23,4	864	844	82	762	926
serious	25,2	836	834	70	764	904
very serious	22,5	823	824	68	756	892
total	100,0					

Students living with parents:

Median income of students without any financial difficulties, amount

614

Median income of students with very serious financial difficulties, amount

581

Students not living with parents:

Median income of students without any financial difficulties, amount

869

Median income of students with very serious financial difficulties, amount

823

F10 Living expenses

Students' assessment of their financial situation and average income by form of housing

Indicators: Students living with parents:

Median income of students without any financial difficulties, amount

614

Median income of students with very serious financial difficulties, amount

581

Students not living with parents:

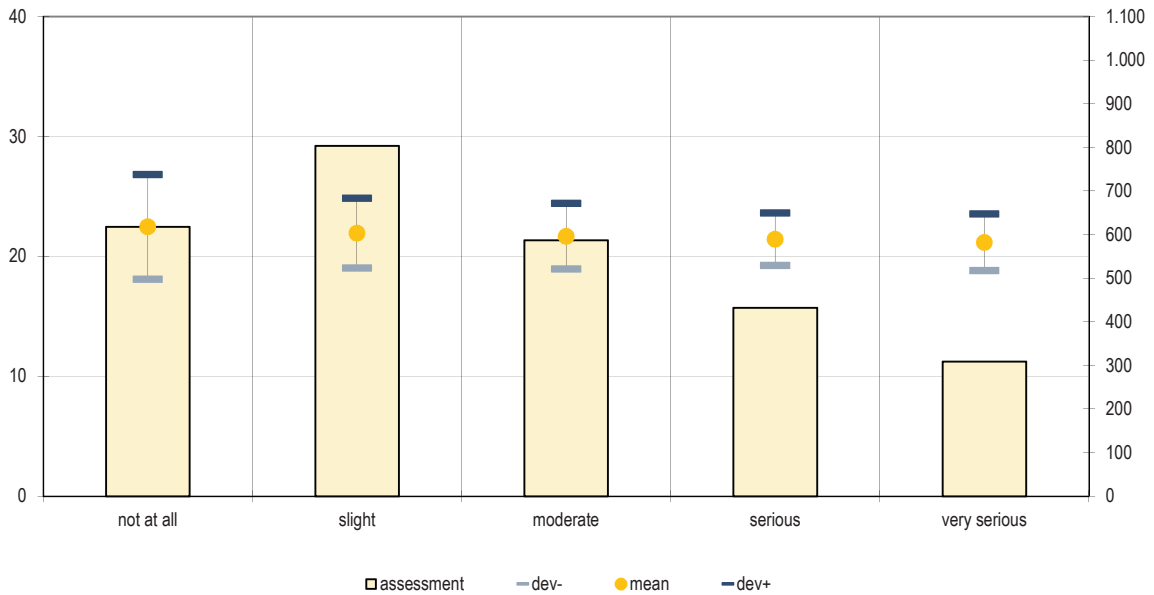
Median income of students without any financial difficulties, amount

869

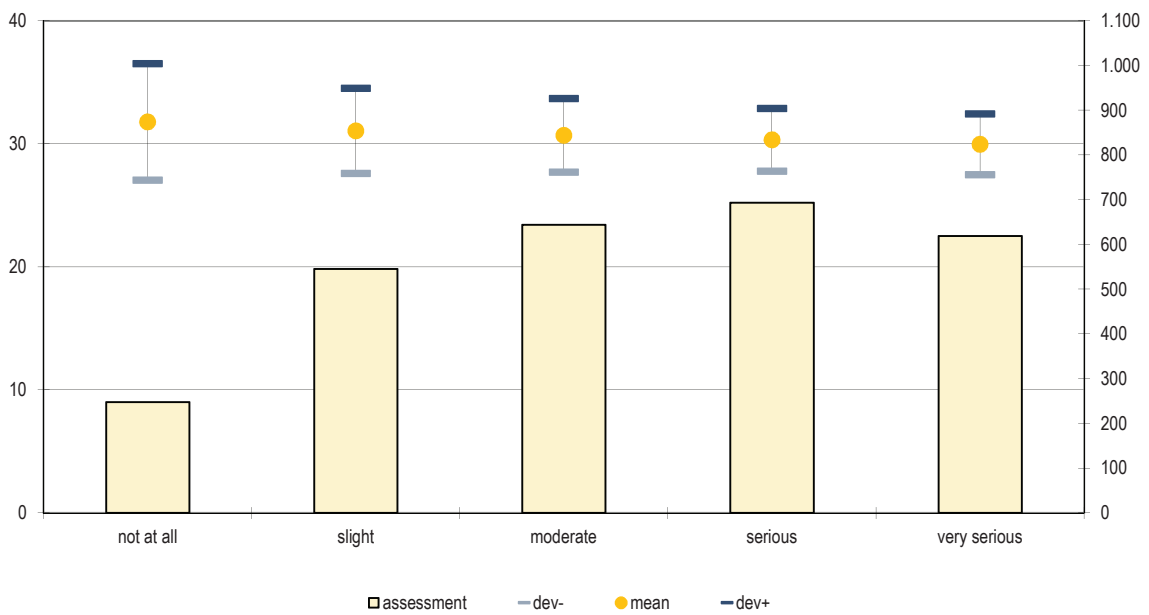
Median income of students with very serious financial difficulties, amount

823

Students' assessment (in %) of current financial difficulties and average income (nat. currency)
- students living with parents



Students' assessment (in %) of current financial difficulties and average income (nat. currency)
- students not living with parents



Special instructions for treatment of missing data in the topic 'funding and state assistance'

In order to assure data quality the working group on indicators has defined common rules for the treatment of missing data. We expect all project partners to use them.

The data for this topic comes largely from Question 3.6 of the questionnaire (average disposable income).

Rules for data cleaning

1. If all fields are empty or filled with 0, then set the values to missing.
2. Extreme values of the distribution of total income (= the sum of all income categories) should be excluded from analysis of the subtopic. From the income distribution you may cut off between 0.25% and 2% of the absolute values at each end of the distribution (note: these cut-off limits refer to the absolute values, not to the number of cases!). Cut-off cases should be set and reported missing for this subtopic.
3. If a student has responded that he/she works during the whole semester (question 3.9), but no income is given for field "self-earned income from current paid job" (question 3.6) or field is empty, then set the values to missing.
4. If at least one field is filled with a value above 0, then replace all empty fields with 0.

Please quantify the sum of all excluded cases in the categories 1.- 3. in the metadata and respective subtopic comment box and all cases affected by rule 4. (headcounts of students) only in the respective subtopic comment box.

G1 Funding & State assistance

Composition of monthly income by type of housing and characteristics of students (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5, 3.1, 3.6, 3.7
Purpose of subtopic	The composition of students' income is analysed. The most important sources of income are contributions from the family/partner, funding from the state and income from employment. The share of these sources in student income may vary by students' study-related characteristics. The level of income is also influenced by a student's form of housing (i.e. living or not living with parents). Therefore, this criterion is used for differentiation too.
General instructions	Divide total income into four categories: a) family/partner, b) public sources (= public grants/scholarships + public loans), c) self-earned income and d) other. Differentiate by the various characteristics of students and by form of housing. Refer to the average income (arithmetic mean). To calculate total income you have to add transfers in kind (cp. for question 3.7) to total income of students according to question 3.6. Transfers in kind should be added to the category 'family/partner'. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month . The standard deviation for total shall be based on the arithmetic mean. See glossary for: Income by source, transfers in kind, bachelor/master students, low-/high-intensity students, university, non-university, form of housing.

Students' monthly income (arithm. mean) in nat. currency and percent by study-related characteristics of students living with parents

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent
family/partner	350	50,0	400	66,7	150	16,7	310	50,0	370	61,7	360	50,7	330	50,8	300	50,8	350	54,7
public sources	150	21,4	150	25,0	50	5,6	90	14,5	110	18,3	160	22,5	120	18,5	120	20,3	130	20,3
self-earned income	150	21,4	30	5,0	600	66,7	180	29,0	80	13,3	140	19,7	170	26,2	150	25,4	120	18,8
other	50	7,1	20	3,3	100	11,1	40	6,5	40	6,7	50	7,0	30	4,6	20	3,4	40	6,3
total	700	100,0	600	100,0	900	100,0	620	100,0	600	100,0	710	100,0	650	100,0	590	100,0	640	100,0
standard deviation (arith. mean) for total	150		100		180		90		130		120		80		70		115	

Students' monthly income (arithm. mean) in nat. currency and percent by study-related characteristics of students not living with parents

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent	mean/amount	percent
family/partner	200	18,2	300	31,6	150	12,3	120	13,8	160	20,8	230	20,2	170	17,3	170	20,0	210	22,6
public sources	330	30,0	350	36,8	250	20,5	230	26,4	280	36,4	350	30,7	300	30,6	270	31,8	250	26,9
self-earned income	530	48,2	270	28,4	800	65,6	500	57,5	300	39,0	510	44,7	500	51,0	400	47,1	450	48,4
other	40	3,6	30	3,2	20	1,6	20	2,3	30	3,9	50	4,4	10	1,0	10	1,2	20	2,2
total	1.100	100,0	950	100,0	1.220	100,0	870	100,0	770	100,0	1.140	100,0	980	100,0	850	100,0	930	100,0
standard deviation (arith. mean) for total	180		130		210		120		160		140		110		100		130	

Composition of monthly income for students not living with parents:

Family/partner contribution for all students, in %
 Contribution of public support for all students, in %
 Job contribution for all students, in %

18,2
30,0
48,2

G1 Funding & State assistance

Composition of monthly income by type of housing and characteristics of students (I)

Indicators: Composition of monthly income for students not living with parents:

Family/partner contribution for all students, in %

18,2

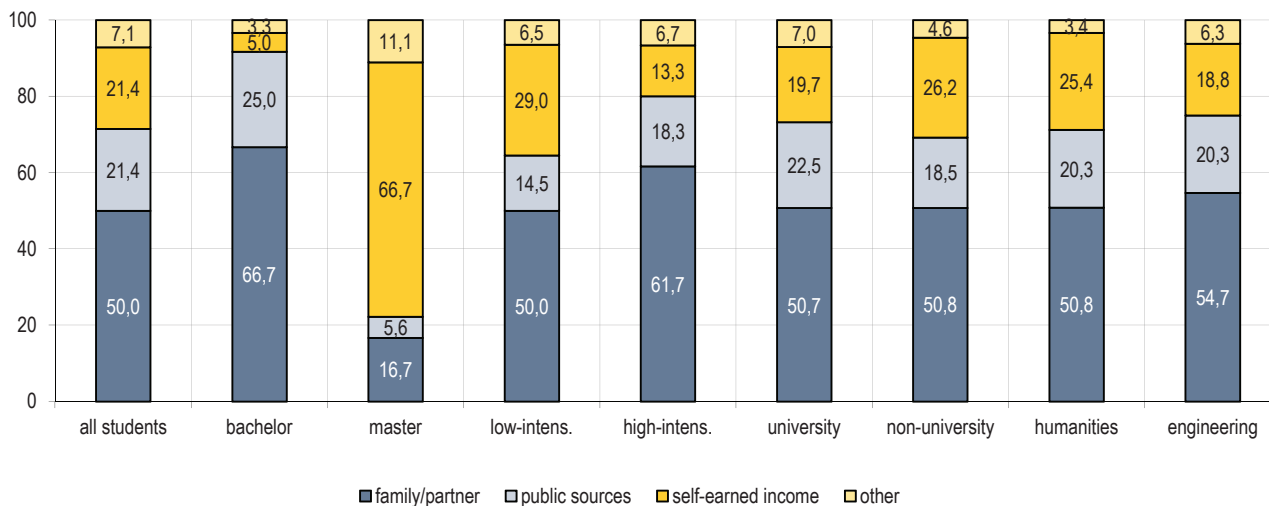
Contribution of public support for all students, in %

30,0

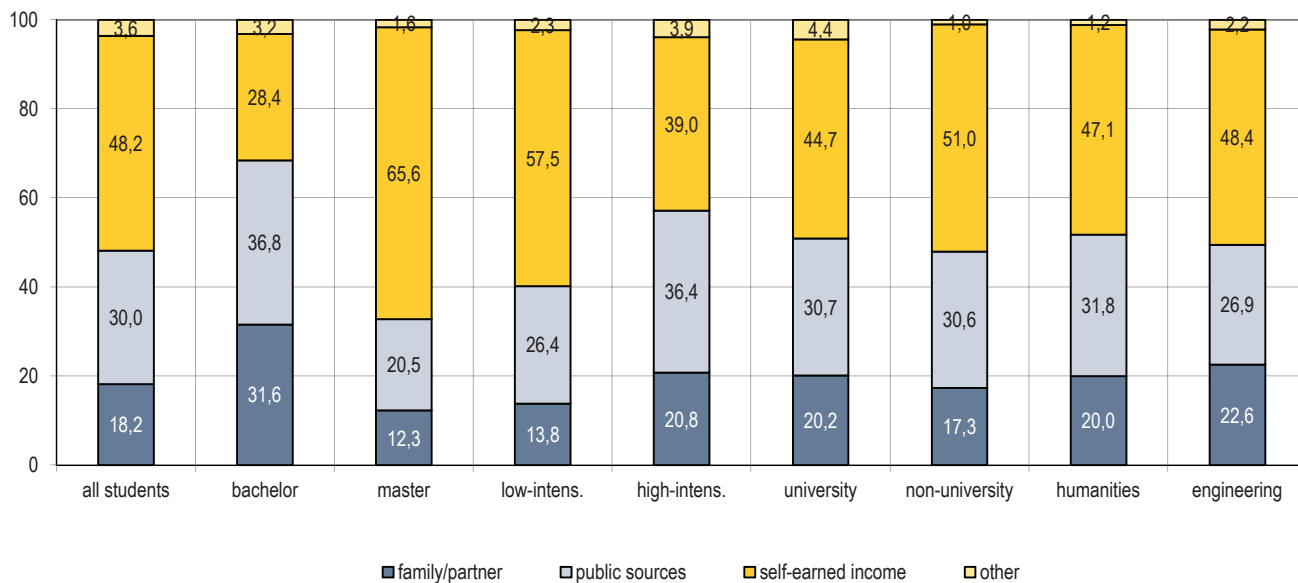
Job contribution for all students, in %

48,2

Students' monthly income by study-related characteristics of students living with parents (in %)



Students' monthly income by study-related characteristics of students not living with parents (in %)



G2 Funding & State assistance

Composition of monthly income by type of housing and characteristics of students (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.1, 3.6, 3.7, 2.1
Purpose of subtopic	The composition of students' income is analysed. The most important sources of income are contributions from the family/partner, funding from the state and income from employment. The share of these sources in student income varies by students' socio-demographic characteristics. The level of income is also influenced by a student's form of housing (i.e. living or not living with parents). Therefore, this criterion is used for differentiation too.
General instructions	Divide total income into four categories: a) family/partner, b) public sources (= public grants/scholarships + public loans), c) self-earned income and d) other. Differentiate by the various characteristics of students and by form of housing. Refer to the average income (arithmetic mean). To calculate total income you have to add transfers in kind (cp. for question 3.7) to total income of students according to question 3.6. Transfers in kind should be added to the category 'family/partner'. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month. The standard deviation for total is based on the arithmetic mean. See glossary for: Income by source, transfers in kind, education/social background, delayed transition students, age, international students, form of housing.

Students' monthly income (arithm. mean) in nat. currency and percent by socio-demographic characteristics of students living with parents

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent
family/partner	360	51,4	340	48,6	340	51,5	500	65,8	260	41,3	380	60,3	350	53,8	320	47,8	280	38,9	330	48,5
public sources	160	22,9	140	20,0	140	21,2	90	11,8	170	27,0	180	28,6	160	24,6	130	19,4	110	15,3	190	27,9
self-earned income	130	18,6	170	24,3	150	22,7	100	13,2	190	30,2	40	6,3	110	16,9	180	26,9	300	41,7	130	19,1
other	50	7,1	50	7,1	30	4,5	70	9,2	10	1,6	30	4,8	30	4,6	40	6,0	30	4,2	30	4,4
total	700	100,0	700	100,0	660	100,0	760	100,0	630	100,0	630	100,0	650	100,0	670	100,0	720	100,0	680	100,0
standard deviation (arith. mean) for total	110		170		100		150		95		60		70		80		130		85	

Students' monthly income (arithm. mean) in nat. currency and percent by socio-demographic characteristics of students not living with parents

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent	mean/ amount	percent
family/partner	200	18,7	190	17,1	160	15,8	500	40,3	120	12,0	220	24,7	200	21,3	180	18,8	160	13,1	190	18,8
public sources	340	31,8	320	28,8	320	31,7	270	21,8	310	31,0	350	39,3	310	33,0	300	31,3	250	20,5	350	34,7
self-earned income	500	46,7	550	49,5	500	49,5	400	32,3	560	56,0	300	33,7	400	42,6	460	47,9	800	65,6	450	44,6
other	30	2,8	50	4,5	30	3,0	70	5,6	10	1,0	20	2,2	30	3,2	20	2,1	10	0,8	20	2,0
total	1.070	100,0	1.110	100,0	1.010	100,0	1.240	100,0	1.000	100,0	890	100,0	940	100,0	960	100,0	1.220	100,0	1.010	100,0
standard deviation (arith. mean) for total	140		200		130		180		125		90		100		110		160		115	

Composition of monthly income for students not living with parents:

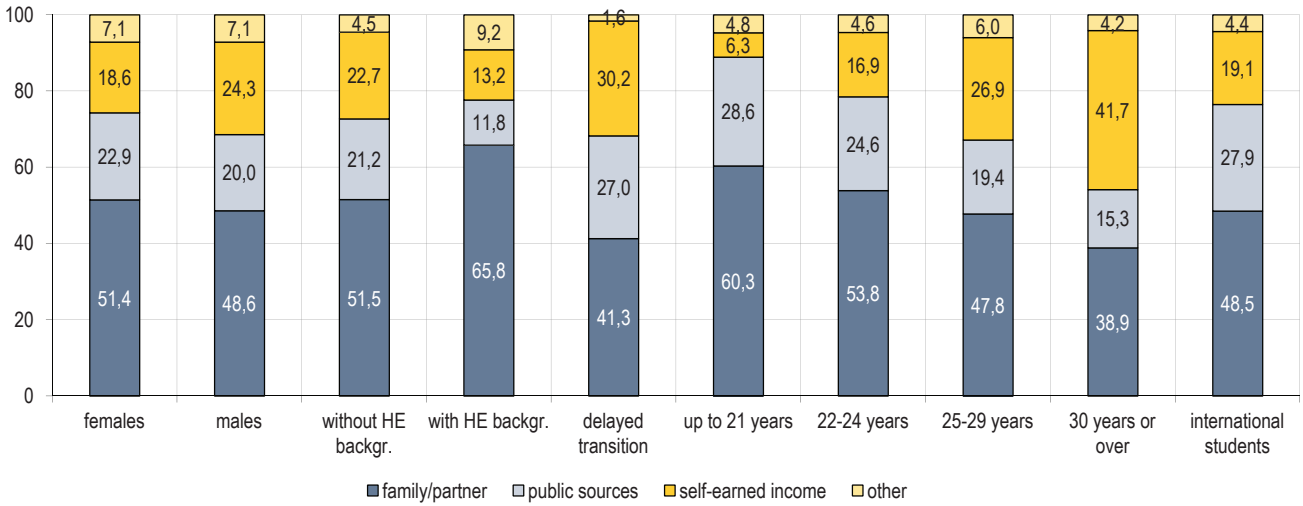
Family/partner contribution for students without HE background, in %	15,8
Family/partner contribution for students with HE background, in %	40,3
Job contribution for students without HE background, in %	49,5
Job contribution for students with HE background, in %	32,3

Composition of monthly income by type of housing and characteristics of students (II)

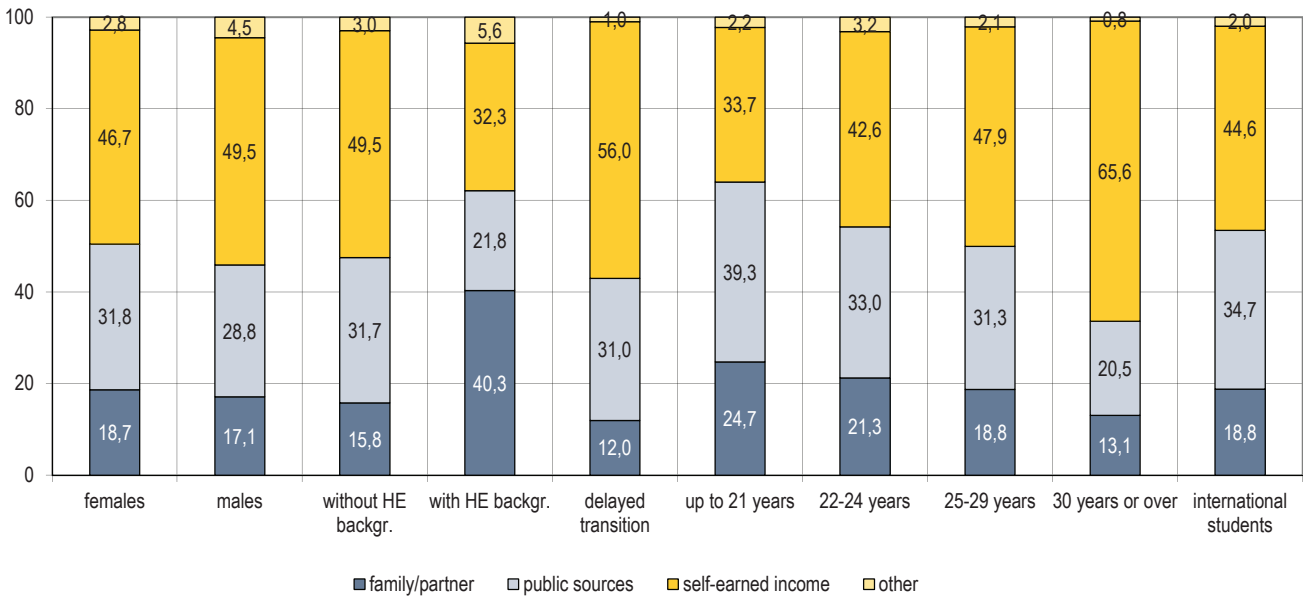
Indicators: **Composition of monthly income for students not living with parents:**
Family/partner contribution for students without HE background, in %
Family/partner contribution for students with HE background, in %
Job contribution for students without HE background, in %
Job contribution for students with HE background, in %

15,8
40,3
49,5
32,3

Students' monthly income by socio-demographic characteristics of students living with parents (in %)



Students' monthly income by socio-demographic characteristics of students not living with parents (in %)



G3 Funding & State assistance

Composition of monthly income by type of housing and characteristics of students (III)

Source	Survey question 3.6, 3.7, 3.1
Purpose of subtopic	The composition of students' income is analysed. The most important sources of income are contributions from the family/partner, funding from the state and income from employment. The share of these sources in student income varies by finance-related characteristics of students. The level of income is also influenced by a student's form of housing (i.e. living or not living with parents). Therefore, this criterion is used for differentiation too.
General instructions	Divide total income into four categories: a) family/partner, b) public sources (= public grants/scholarships + public loans), c) self-earned income and d) other. Differentiate by the various characteristics of students and by form of housing. Refer to the average income (arithmetic mean). To calculate total income you have to add transfers in kind (cp. for question 3.7) to total income of students according to question 3.6. Transfers in kind should be added to the category 'family/partner'. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values <u>per month</u> . The standard deviation for total shall be based on the arithmetic mean. See glossary for: Income by source, transfers in kind, dependency on income source, form of housing.

Students' monthly income (arithm. mean) in nat. currency and percent by finance-related characteristics of students living with parents

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	mean/amount	percent	mean/amount	percent	mean/amount	percent
family/partner	500	66,7	200	32,3	150	22,7
public sources	80	10,7	110	17,7	400	60,6
self-earned income	130	17,3	300	48,4	100	15,2
other	40	5,3	10	1,6	10	1,5
total	750	100,0	620	100,0	660	100,0
standard deviation (arith. mean) for total	105		140		80	

Students' monthly income (arithm. mean) in nat. currency and percent by finance-related characteristics of students not living with parents

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	mean/amount	percent	mean/amount	percent	mean/amount	percent
family/partner	800	61,5	150	16,0	160	17,2
public sources	300	23,1	160	17,0	600	64,5
self-earned income	160	12,3	600	63,8	150	16,1
other	40	3,1	30	3,2	20	2,2
total	1.300	100,0	940	100,0	930	100,0
standard deviation (arith. mean) for total	135		170		110	

Composition of monthly income for students not living with parents:

Family/partner contribution for students depending on own earnings, in %
 Family/partner contribution for students depending on public support, in %
 Job contribution for students depending on own earnings, in %
 Job contribution for students depending on public support, in %

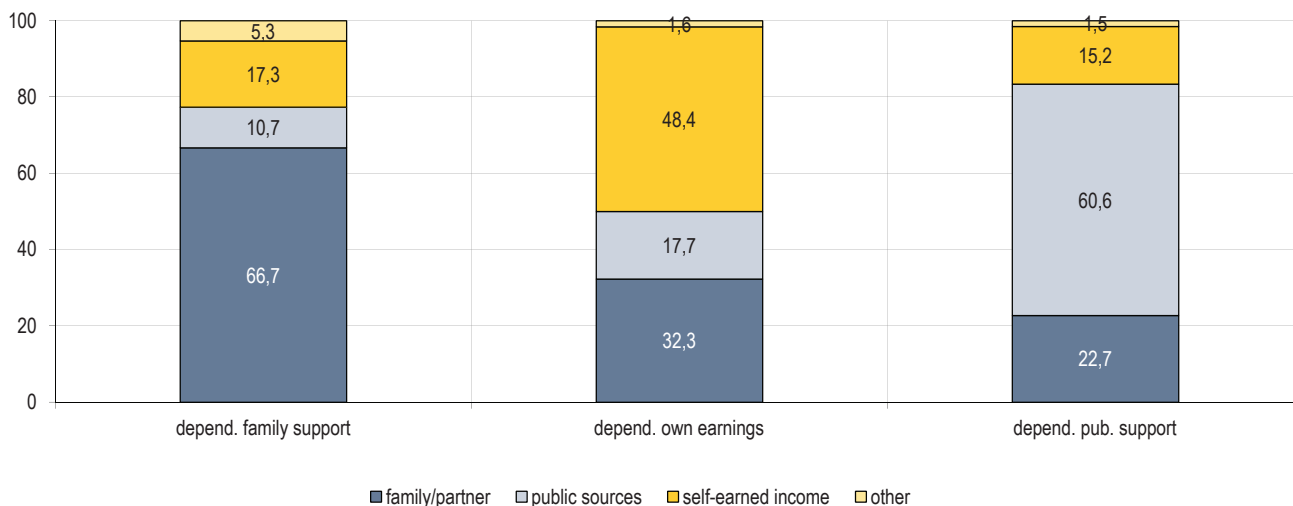
16,0
17,2
63,8
16,1

Composition of monthly income by type of housing and characteristics of students (III)

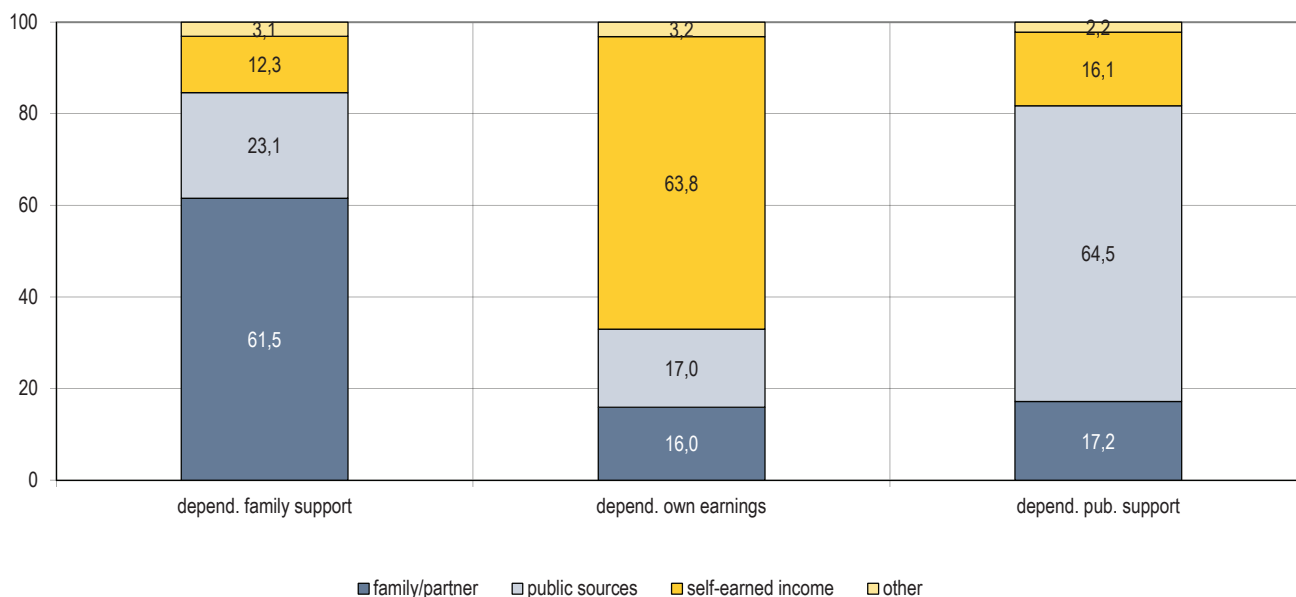
Indicators: **Composition of monthly income for students not living with parents:**
 Family/partner contribution for students depending on own earnings, in %
 Family/partner contribution for students depending on public support, in %
 Job contribution for students depending on own earnings, in %
 Job contribution for students depending on public support, in %

16,0
17,2
63,8
16,1

Students' monthly income by finance-related characteristics of students living with parents (in %)



Students' monthly income by finance-related characteristics of students not living with parents (in %)



G4 Funding & State assistance

Distribution and concentration of total monthly income for students living with parents

Source	Survey question 3.1, 3.6, 3.7
Purpose of subtopic	The distribution of student income is shown by income deciles. The concentration of student income is described by the Lorenz curve and the Gini coefficient. In this case the Lorenz curve indicates for every aggregated percentage of the student body (sample) the corresponding aggregated percentage of income they receive. The Gini coefficient is an aggregated measure (taking the whole distribution into account) used here to quantify the relative concentration of student income. Analysis is restricted to students living with their parents.
General instructions	<p>Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). Each decile has 10 percent of all income receivers. For calculation of total income <u>all</u> income categories must be taken into account (cp. for question 3.6). You also have to <u>add transfers in kind</u> (cp. for question 3.7) to total income of students according to question 3.6. All values (also for study-related transfers in kind) have to be calculated as values <u>per month</u>. For every 10%-group compute the arithmetic mean for income and specify the absolute number of students in the respective income group.</p> <p>Note: In order to separate a sorted series of observations into ten groups of equal size one has to calculate actually nine values (= deciles). However, for constructing the Lorenz curve data for all 10%-groups (also for the highest 10%) are needed. To save space, the tables for calculating income deciles and the input data for the Lorenz curve were integrated into each other. Therefore, values for 10 groups are calculated. The 10th value in the second column (= total income in nat. curr.) then shows the highest value of the whole income distribution.</p> <p>See glossary for: Income by source, Lorenz curve, Gini coefficient, transfers in kind.</p>

Distribution and concentration of students' total monthly income

income decile	total income in nat.curr.	arithm. mean for each 10%-class	number of students per income group	share of students per income group	aggregated share of students per income group	total income per income group	share of total income per income group	aggregated share of total income per income group	intermediate results for gini coefficient
	amount	mean/amount	numbers	percent	percent	mean/amount	percent	percent	percent
1.	240	130	44	0,10	0,10	5.720	0,02	0,02	0,00
2.	350	300	44	0,10	0,20	13.200	0,04	0,06	0,01
3.	450	420	44	0,10	0,30	18.480	0,06	0,12	0,03
4.	510	495	44	0,10	0,40	21.780	0,07	0,20	0,05
5.	600	580	44	0,10	0,50	25.520	0,08	0,28	0,08
6.	690	670	44	0,10	0,60	29.480	0,10	0,38	0,11
7.	780	755	44	0,10	0,70	33.220	0,11	0,49	0,14
8.	860	850	44	0,10	0,80	37.400	0,12	0,61	0,19
9.	1.000	960	44	0,10	0,90	42.240	0,14	0,75	0,24
10. (maximum)	2.100	1.700	44	0,10	1,00	74.800	0,25	1,00	0,47
total			440	1,00		301.840	1,00		1,32
									0,32
									gini coefficient

Income cut-off point for lowest 20% of students, amount

350

Gini coefficient

0,32

G4 Funding & State assistance

Distribution and concentration of total monthly income for students living with parents

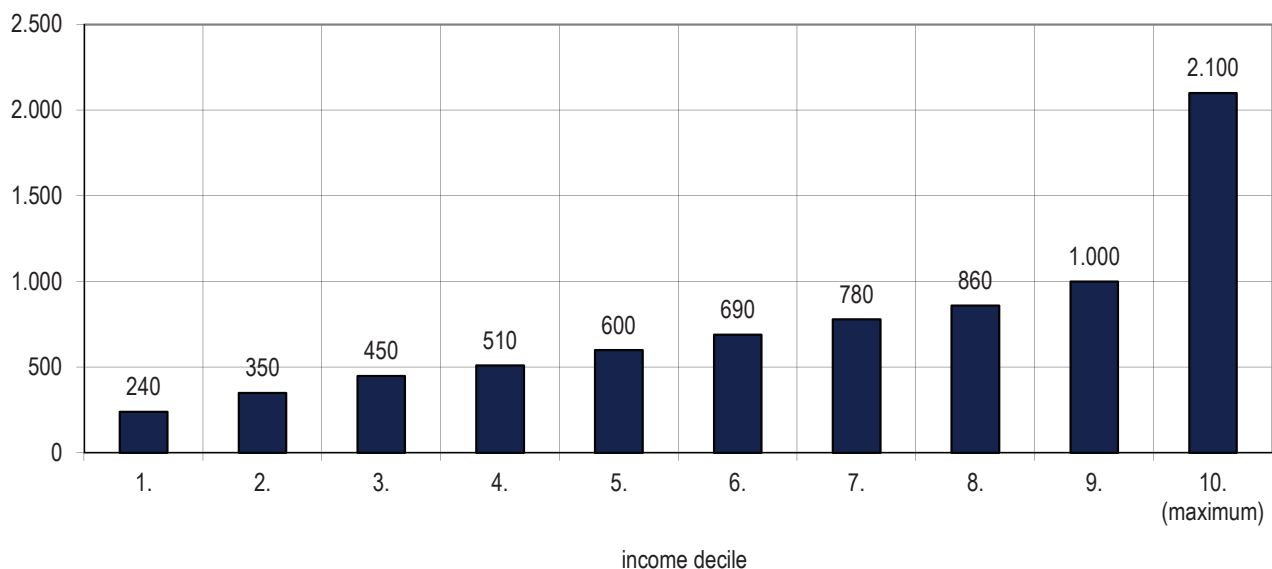
Distribution and concentration of students' total monthly income

Indicators: Income cut-off point for lowest 20% of students, amount
Gini coefficient

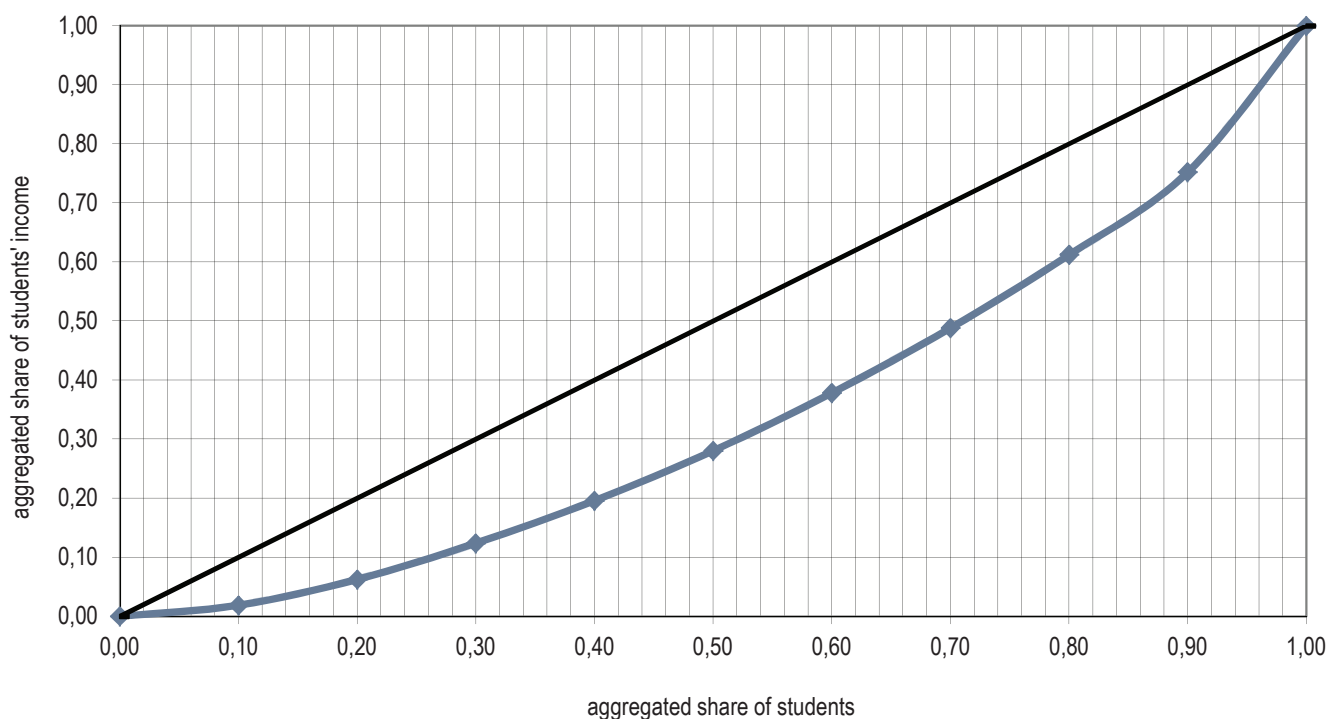
350

0,32

Distribution of students' total income per month by income decile (national currency)



Concentration of students' monthly total income (Lorenz curve) (decimal fraction)



G5 Funding & State assistance

Distribution and concentration of total monthly income for students not living with parents

Source	Survey question 3.1, 3.6, 3.7
Purpose of subtopic	The distribution of student income is shown by income deciles. The concentration of student income is described by the Lorenz curve and the Gini coefficient. In this case the Lorenz curve indicates for every aggregated percentage of the student body (sample) the corresponding aggregated percentage of income they receive. The Gini coefficient is an aggregated measure (taking the whole distribution into account) used here to quantify the relative concentration of student income. Analysis is restricted to students <u>not</u> living with their parents.
General instructions	<p>Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). Each decile has 10 percent of all income receivers. For calculation of total income <u>all</u> income categories must be taken into account (cp. for question 3.6). You also have to add transfers in kind (cp. for question 3.7) to total income of students according to question 3.6. All values (also for study-related transfers in kind) have to be calculated as values <u>per month</u>. For every 10%-group compute the arithmetic mean for income and specify the absolute number of students in the respective income group.</p> <p>Note: In order to separate a sorted series of observations into ten groups of equal size one has to calculate actually nine values (= deciles). However, for constructing the Lorenz curve data for all 10%-groups (also for the highest 10%) are needed. To save space, the tables for calculating income deciles and the input data for the Lorenz curve were integrated into each other. Therefore, values for 10 groups are calculated. The 10th value in the second column (= total income in nat. curr.) then shows the highest value of the whole income distribution. See glossary for: Income by source, Lorenz curve, Gini coefficient, transfers in kind.</p>

Distribution and concentration of students' total monthly income

income decile	total income in nat.curr.	arithm. mean for each 10%-class	number of students per income group	share of students per income group	aggregated share of students per income group	total income per income group	share of total income per income group	aggregated share of total income per income group	intermediate results for gini coefficient
	amount	mean/amount	numbers	percent	percent	amount	percent	percent	percent
1.	270	150	55	0,10	0,10	8.250	0,02	0,02	0,00
2.	380	350	55	0,10	0,20	19.250	0,05	0,07	0,01
3.	480	450	55	0,10	0,30	24.750	0,06	0,13	0,03
4.	540	530	55	0,10	0,40	29.150	0,07	0,20	0,05
5.	630	600	55	0,10	0,50	33.000	0,08	0,28	0,07
6.	740	700	55	0,10	0,60	38.500	0,09	0,37	0,10
7.	820	790	55	0,10	0,70	43.450	0,10	0,47	0,14
8.	900	870	55	0,10	0,80	47.850	0,12	0,59	0,17
9.	1.100	1.010	55	0,10	0,90	55.550	0,13	0,72	0,23
10. (maximum)	2.800	2.100	55	0,10	1,00	115.500	0,28	1,00	0,53
total			550	1,00		415.250	1,00		1,33
									0,33
									gini coefficient

Income cut-off point for lowest 20% of students, amount

380

Gini coefficient

0,33

G5 Funding & State assistance

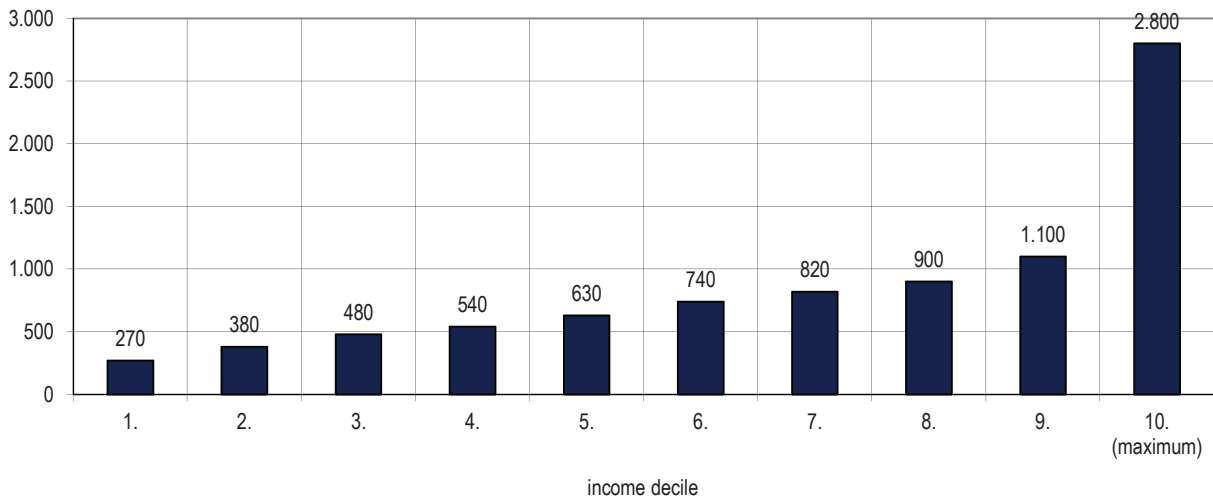
Distribution and concentration of total monthly income for students not living with parents

Distribution and concentration of students' total monthly income

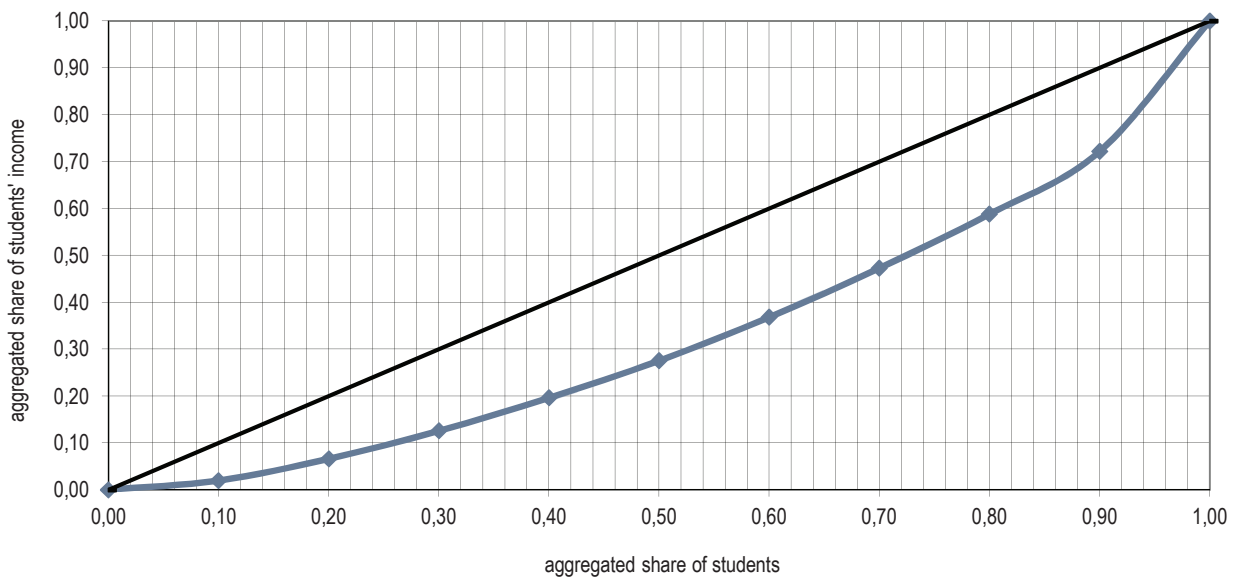
Indicators: Income cut-off point for lowest 20% of students, amount
Gini coefficient

380
0,33

Distribution of students' total income per month by income decile (national currency)



Concentration of students' monthly total income (Lorenz curve) (decimal fraction)



G6 Funding & State assistance

Recipients of family/partner contribution and importance of income source by characteristics of students (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5, 3.1, 3.6, 3.7
Purpose of subtopic	Financial contribution from a student's family or his/her partner is an important source of student income, indeed, in some countries it is the most important one. For different kinds of student groups we take a look at the share of students who receive this kind of support and to what extent they depend upon it. Student groups are differentiated by study-related characteristics and form of housing.
General instructions	Table 1/2: Calculate the share of recipients of family/partner contribution, monthly amount of the contribution and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate amounts you have to add transfers in kind (cp. for question 3.7) to family/partner contribution and to total income according to question 3.6. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month . For the income values calculate the arithmetic mean. See glossary for: Form of housing, income by source, disposable income, bachelor/master students, low-/high-intensity students, university, non-university, transfers in kind.

Share of recipients and financial importance of income source by study-related characteristics of students living with parents

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
share of recipients in %	85,7	91,3	45,6	53,2	64,2	80,6	88,2	86,0	89,4
monthly amount of family/partner contribution in national currency	370	420	170	330	390	380	350	320	370
total monthly income of recipients in national currency	720	620	920	640	620	730	670	610	660
income source as share of total income in %	51,4	67,7	18,5	51,6	62,9	52,1	52,2	52,5	56,1

Share of recipients and financial importance of income source by study-related characteristics of students not living with parents

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
share of recipients in %	81,3	88,7	36,9	51,0	61,6	75,5	84,2	81,6	83,8
monthly amount of family/partner contribution in national currency	230	330	180	150	190	260	200	200	240
total monthly income of recipients in national currency	1.130	980	1.250	900	800	1.170	1.010	880	960
income source as share of total income in %	20,4	33,7	14,4	16,7	23,8	22,2	19,8	22,7	25,0

Family/partner contribution for students not living with parents:

Share of recipients among all students, in %	81,3
Share of recipients among bachelor students, in %	88,7
Share of recipients among master students, in %	36,9
Contribution to total monthly income of all students, in %	20,4
Contribution to total monthly income of bachelor students, in %	33,7
Contribution to total monthly income of master students, in %	14,4

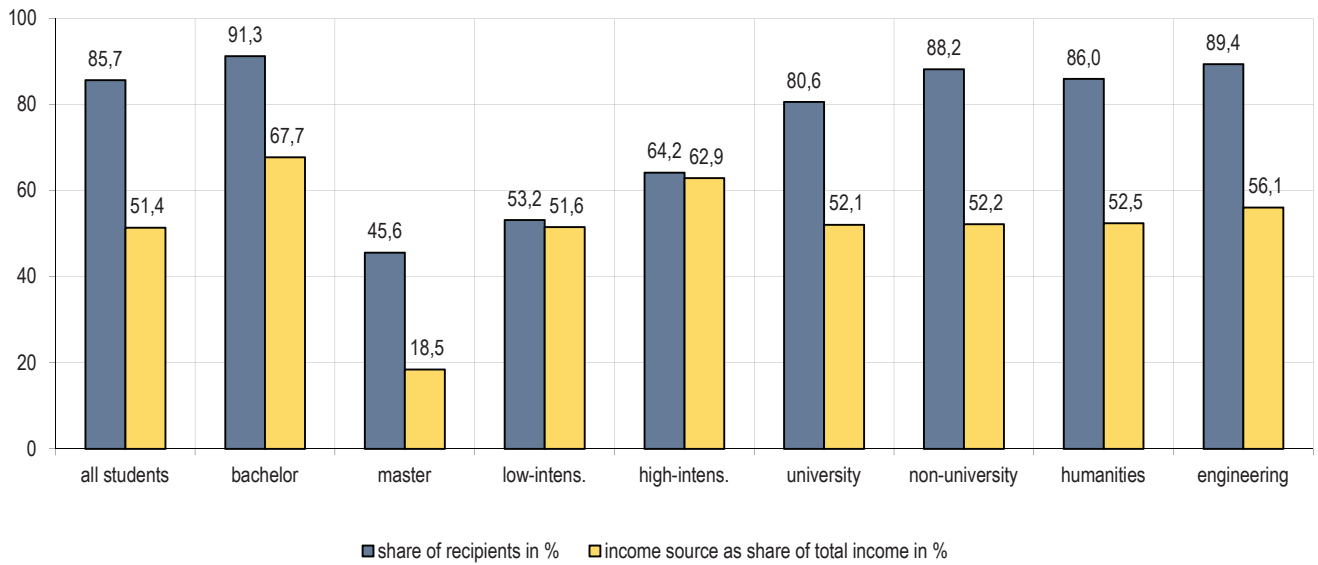
G6 Funding & State assistance

Recipients of family/partner contribution and importance of income source by characteristics of students (I)

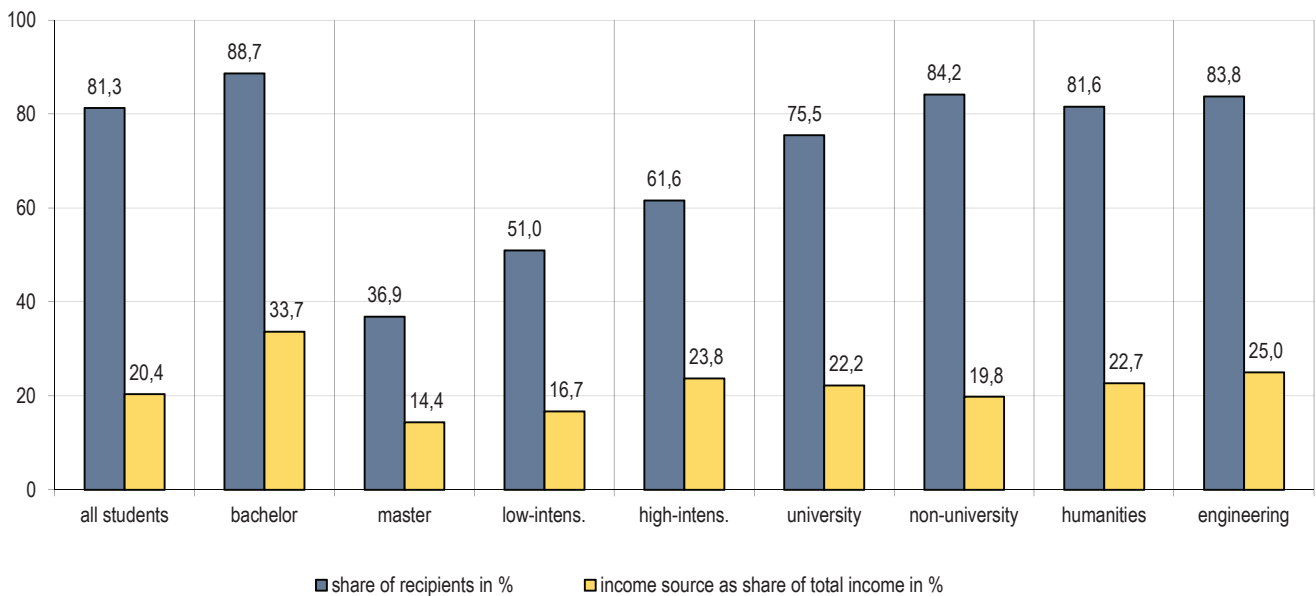
Indicators: Family/partner contribution for students not living with parents:
 Share of recipients among all students, in %
 Share of recipients among bachelor students, in %
 Share of recipients among master students, in %
 Contribution to total monthly income of all students, in %
 Contribution to total monthly income of bachelor students, in %
 Contribution to total monthly income of master students, in %

81,3
88,7
36,9
20,4
33,7
14,4

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)



Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)



G7 Funding & State assistance

Recipients of family/partner contribution and importance of income source by characteristics of students (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.1, 3.6, 3.7, 2.1
Purpose of subtopic	Financial contribution from a student's family or his/her partner is an important source of student income, indeed, in some countries it is the most important one. For different kinds of student groups we take a look at the share of students who receive this kind of support and to what extent they depend upon it. Student groups are differentiated by socio-demographic characteristics and form of housing.
General instructions	Table 1/2: Calculate the share of recipients of family/partner contribution, monthly amount of the contribution and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate amounts you have to add transfers in kind (cp. for question 3.7) to family/partner contribution and to total income according to question 3.6. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month . For the income values calculate the arithmetic mean. See glossary for: Form of housing, income by source, disposable income, transfers in kind, education/social background, delayed transition students, age, international students.

Share of recipients and financial importance of income source by socio-demographic characteristics of students living with parents

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
share of recipients in %	88,0	83,0	78,6	96,4	73,7	90,3	88,4	80,1	40,5	89,0
monthly amount of family/partner contribution in national currency	380	360	365	520	280	400	370	340	300	350
total monthly income of recipients in national currency	720	720	680	780	650	650	670	690	740	700
income source as share of total income in %	52,8	50,0	53,7	66,7	43,1	61,5	55,2	49,3	40,5	50,0

Share of recipients and financial importance of income source by socio-demographic characteristics of students not living with parents

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
share of recipients in %	83,4	79,3	77,0	85,4	67,7	86,8	82,7	77,2	48,3	90,8
monthly amount of family/partner contribution in national currency	230	210	190	530	150	250	230	210	190	220
total monthly income of recipients in national currency	1.100	1.140	1.040	1.270	1.030	920	970	990	1.250	1.040
income source as share of total income in %	20,9	18,4	18,3	41,7	14,6	27,2	23,7	21,2	15,2	21,2

Family/partner contribution for students not living with parents:

Share of recipients among students without HE background, in %

77,0

Share of recipients among students with HE background, in %

85,4

Contribution to total monthly income of students without HE background, in %

18,3

Contribution to total monthly income of students with HE background, in %

41,7

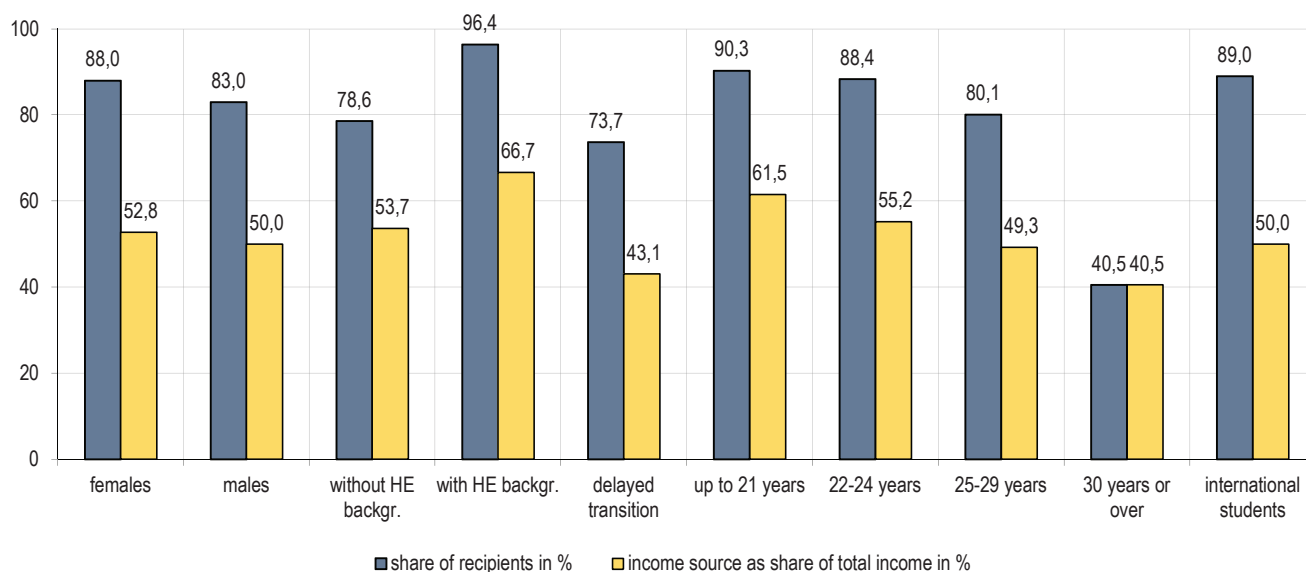
G7 Funding & State assistance

Recipients of family/partner contribution and importance of income source by characteristics of students (II)

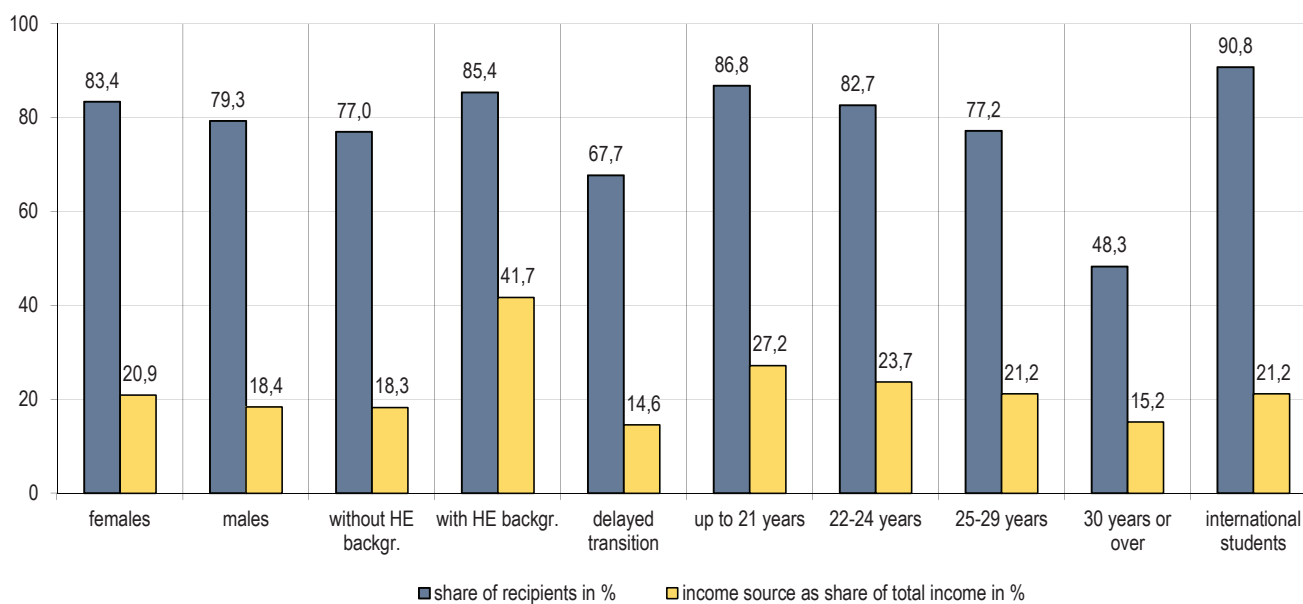
Indicators: **Family/partner contribution for students not living with parents:**
 Share of recipients among students without HE background, in %
 Share of recipients among students with HE background, in %
 Contribution to total monthly income of students without HE background, in %
 Contribution to total monthly income of students with HE background, in %

77,0
85,4
18,3
41,7

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)



Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)



G8 Funding & State assistance

Recipients of family/partner contribution and importance of income source by characteristics of students (III)

Source	Survey question 3.1, 3.6, 3.7
Purpose of subtopic	Financial contribution from a student's family or his/her partner is an important source of student income, indeed, in some countries it is the most important one. For different kinds of student groups we take a look at the share of students who receive this kind of support and to what extent they depend upon it. Student groups are differentiated by finance-related characteristics and form of housing.
General instructions	Table 1/2: Calculate the share of recipients of family/partner contribution, monthly amount of the contribution and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate amounts you have to add transfers in kind (cp. for question 3.7) to family/partner contribution and to total income according to question 3.6. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month . For the income values calculate the arithmetic mean. See glossary for: Form of housing, income by source, disposable income, transfers in kind, dependency on income source.

Share of recipients and financial importance of income source by finance-related characteristics of students living with parents

	depend. family support	depend. own earnings	depend. pub. support
share of recipients in %	100,0	65,3	70,4
monthly amount of family/partner contribution in national currency	520	220	170
total monthly income of recipients in national currency	770	640	680
income source as share of total income in %	67,5	34,4	25,0

Share of recipients and financial importance of income source by finance-related characteristics of students not living with parents

	depend. family support	depend. own earnings	depend. pub. support
share of recipients in %	100,0	66,4	68,9
monthly amount of family/partner contribution in national currency	830	180	190
total monthly income of recipients in national currency	1.330	970	960
income source as share of total income in %	62,4	18,6	19,8

Family/partner contribution for students not living with parents:

Share of recipients among students depending on own earnings, in %

66,4

Share of recipients among students depending on public support, in %

68,9

Contribution to total monthly income of students depending on own earnings, in %

18,6

Contribution to total monthly income of students depending on public support, in %

19,8

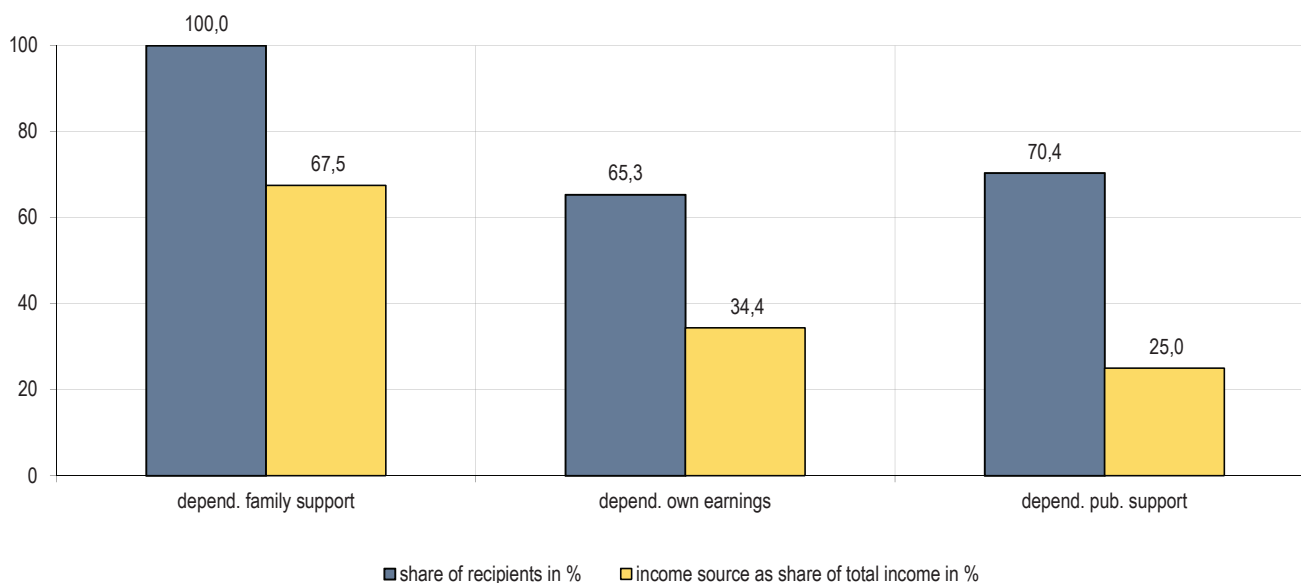
G8 Funding & State assistance

Recipients of family/partner contribution and importance of income source by characteristics of students (III)

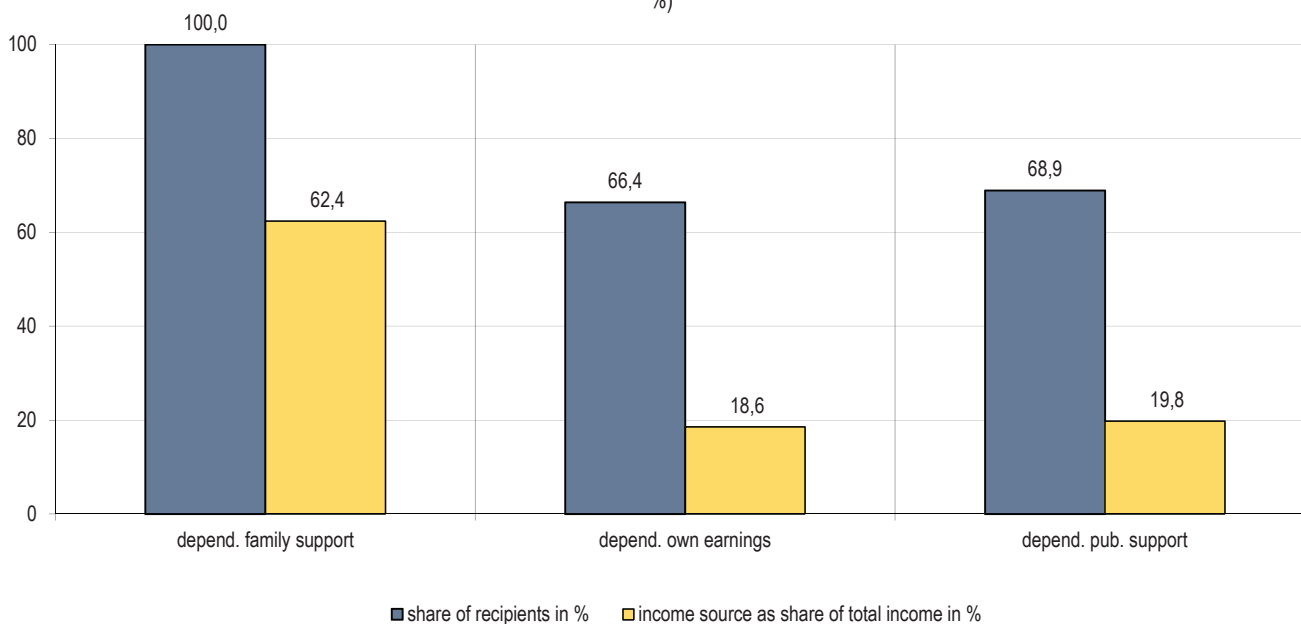
Indicators: Family/partner contribution for students not living with parents:
 Share of recipients among students depending on own earnings, in %
 Share of recipients among students depending on public support, in %
 Contribution to total monthly income of students depending on own earnings, in %
 Contribution to total monthly income of students depending on public support, in %

66,4
68,9
18,6
19,8

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)



Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)



G9 Funding & State assistance

Recipients of public support and importance of income source by characteristics of students (I)

Source	Survey question 1.1, 3.14, 1.0, 1.5, 3.1, 3.6, 3.7
Purpose of subtopic	In many cases students don't have sufficient private funds at their disposal to cover the cost of study. Public support then is indispensable to afford going to university. For different kinds of student groups we take a look at the share of students who receive public support and to what extent they depend upon it. Student groups are differentiated by study-related characteristics and form of housing.
General instructions	Table 1/2: Calculate the share of recipients of public support, monthly amount of public support and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate amounts you have to add transfers in kind (cp. for question 3.7) to total income according to question 3.6. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month . For the income values calculate the arithmetic mean. See glossary for: Form of housing, income by source, disposable income, bachelor/master students, low-/high-intensity students, university, non-university, transfers in kind.

Share of recipients and financial importance of income source by study-related characteristics of students living with parents

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
share of recipients in %	34,0	43,5	26,8	21,4	30,8	31,5	37,6	28,3	20,5
monthly amount of public support in national currency	170	170	70	110	130	180	140	140	150
total monthly income of recipients in national currency	720	620	920	640	620	730	670	610	660
income source as share of total income in %	23,6	27,4	7,6	17,2	21,0	24,7	20,9	23,0	22,7

Share of recipients and financial importance of income source by study-related characteristics of students not living with parents

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
share of recipients in %	38,7	46,2	30,8	24,6	35,2	36,9	41,0	32,4	24,8
monthly amount of public support in national currency	360	380	280	260	310	380	330	300	280
total monthly income of recipients in national currency	1.130	980	1.250	900	800	1.170	1.010	880	960
income source as share of total income in %	31,9	38,8	22,4	28,9	38,8	32,5	32,7	34,1	29,2

Public support for students not living with parents:

Share of recipients among all students, in %	38,7
Share of recipients among bachelor students, in %	46,2
Share of recipients among master students, in %	30,8
Contribution to total monthly income of all students, in %	31,9
Contribution to total monthly income of bachelor students, in %	38,8
Contribution to total monthly income of master students, in %	22,4

G9 Funding & State assistance

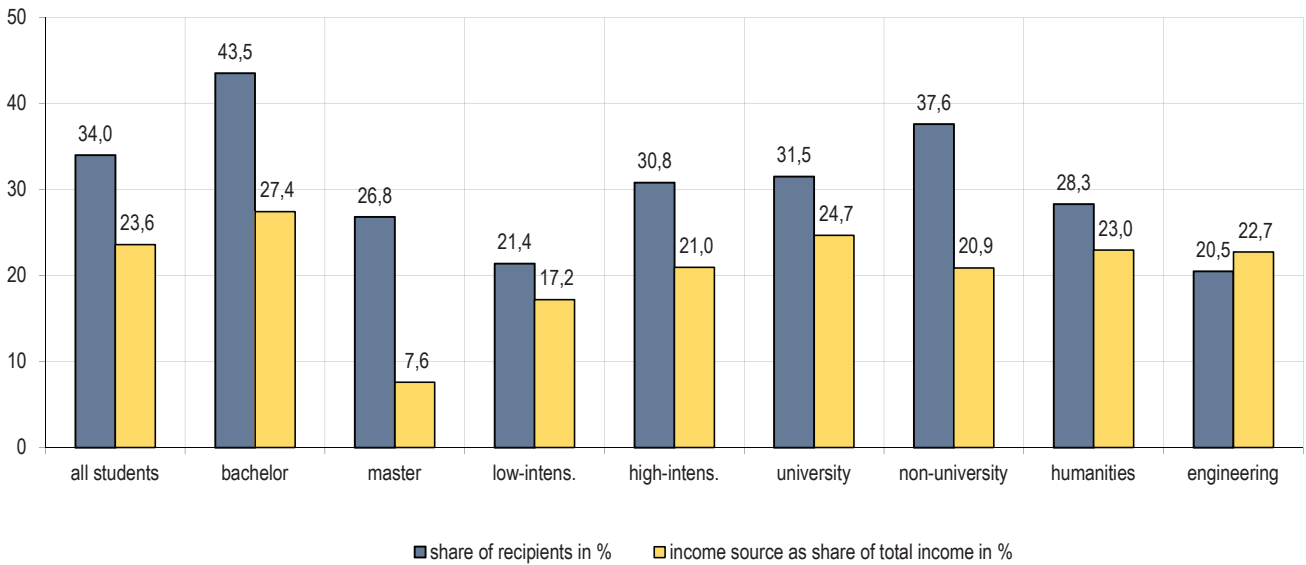
Recipients of public support and importance of income source by characteristics of students (I)

Indicators:

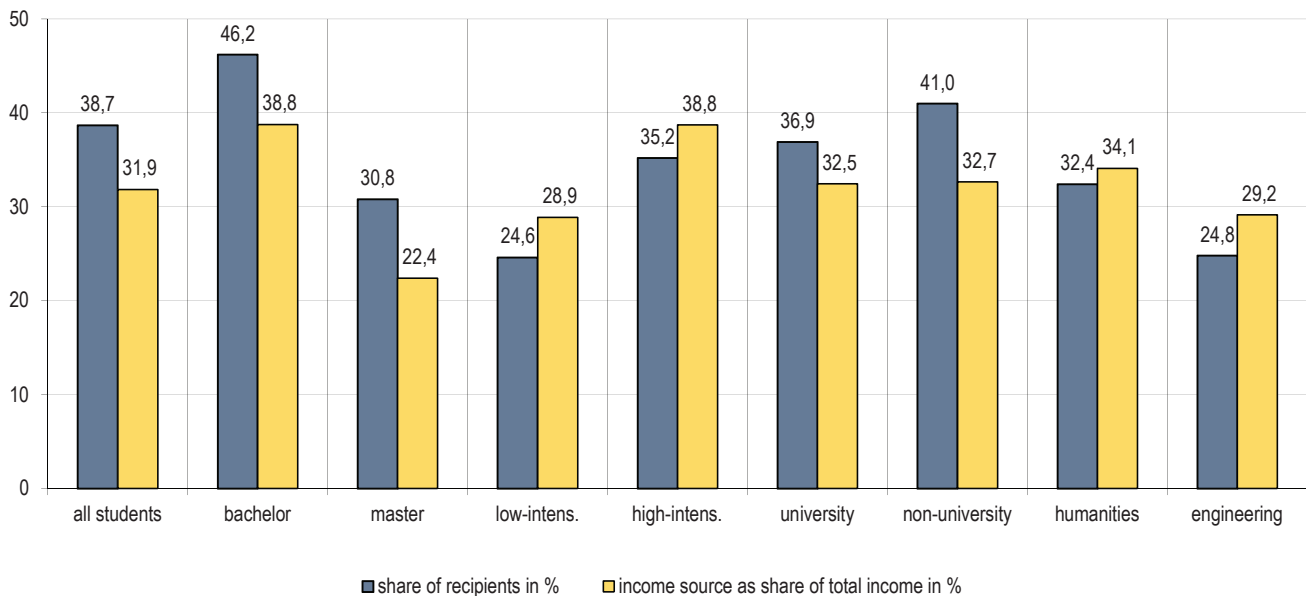
Public support for students not living with parents:	
Share of recipients among all students, in %	38,7
Share of recipients among bachelor students, in %	46,2
Share of recipients among master students, in %	30,8
Contribution to total monthly income of all students, in %	31,9
Contribution to total monthly income of bachelor students, in %	38,8
Contribution to total monthly income of master students, in %	22,4

38,7
46,2
30,8
31,9
38,8
22,4

Public support: Share of recipients and financial importance of income source for students living with parents (in %)



Public support: Share of recipients and financial importance of income source for students not living with parents (in %)



G10 Funding & State assistance

Recipients of public support and importance of income source by characteristics of students (II)

Source	Survey question 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 3.1, 3.6, 3.7, 2.1
Purpose of subtopic	In many cases students don't have sufficient private funds at their disposal to cover the cost of study. Public support then is indispensable to afford going to university. For different kinds of student groups we take a look at the share of students who receive public support and to what extent they depend upon it. Student groups are differentiated by socio-demographic characteristics and form of housing.
General instructions	Table 1/2: Calculate the share of recipients of public support, monthly amount of public support and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate amounts you have to add transfers in kind (cp. for question 3.7) to total income according to question 3.6. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values per month . For the income values calculate the arithmetic mean. See glossary for: Form of housing, income by source, disposable income, transfers in kind, education/social background, delayed transition students, age, international students.

Share of recipients and financial importance of income source by socio-demographic characteristics of students living with parents

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
share of recipients in %	36,0	32,3	40,9	32,5	47,1	40,7	37,6	32,9	21,4	37,5
monthly amount of public support in national currency	180	210	160	110	190	200	180	150	130	210
total monthly income of recipients in national currency	720	640	680	780	650	650	670	690	740	700
income source as share of total income in %	25,0	32,8	23,5	14,1	29,2	30,8	26,9	21,7	17,6	30,0

Share of recipients and financial importance of income source by socio-demographic characteristics of students not living with parents

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
share of recipients in %	40,6	36,2	44,2	35,9	50,0	43,7	42,6	35,5	23,8	41,1
monthly amount of public support in national currency	370	380	350	300	340	380	340	330	280	380
total monthly income of recipients in national currency	1.100	1.015	1.040	1.270	1.030	920	970	990	1.250	1.040
income source as share of total income in %	33,6	37,4	33,7	23,6	33,0	41,3	35,1	33,3	22,4	36,5

Public support for students not living with parents:

Share of recipients among students without HE background, in %

Share of recipients among students with HE background, in %

Contribution to total monthly income of students without HE background, in %

Contribution to total monthly income of students with HE background, in %

44,2
35,9
33,7
23,6

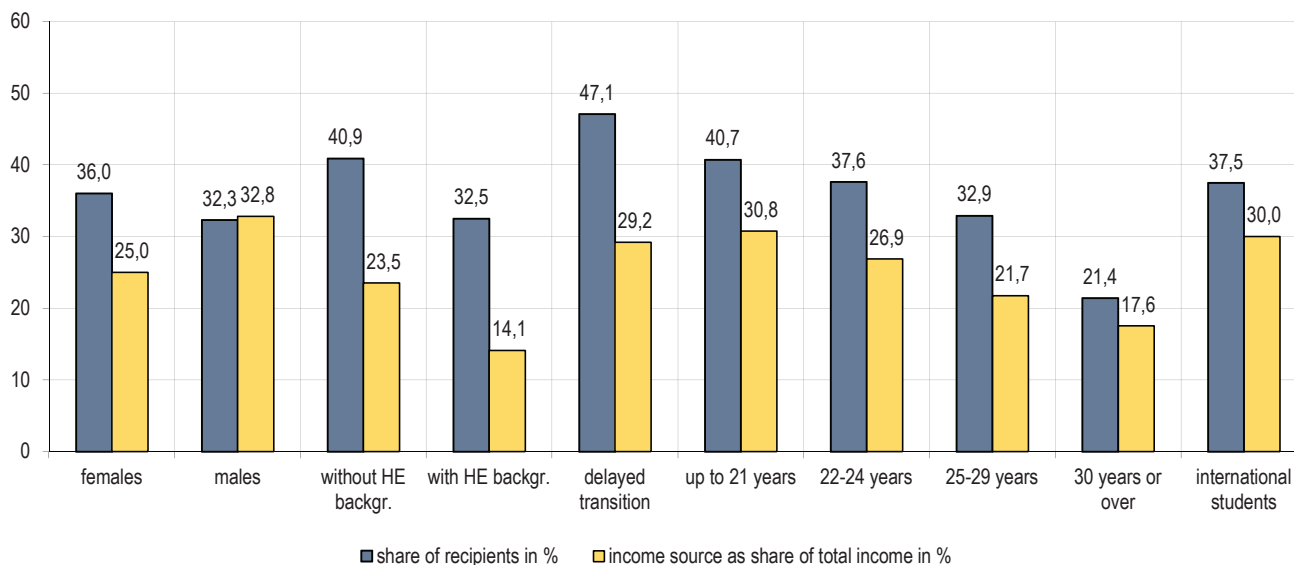
G10 Funding & State assistance

Recipients of public support and importance of income source by characteristics of students (II)

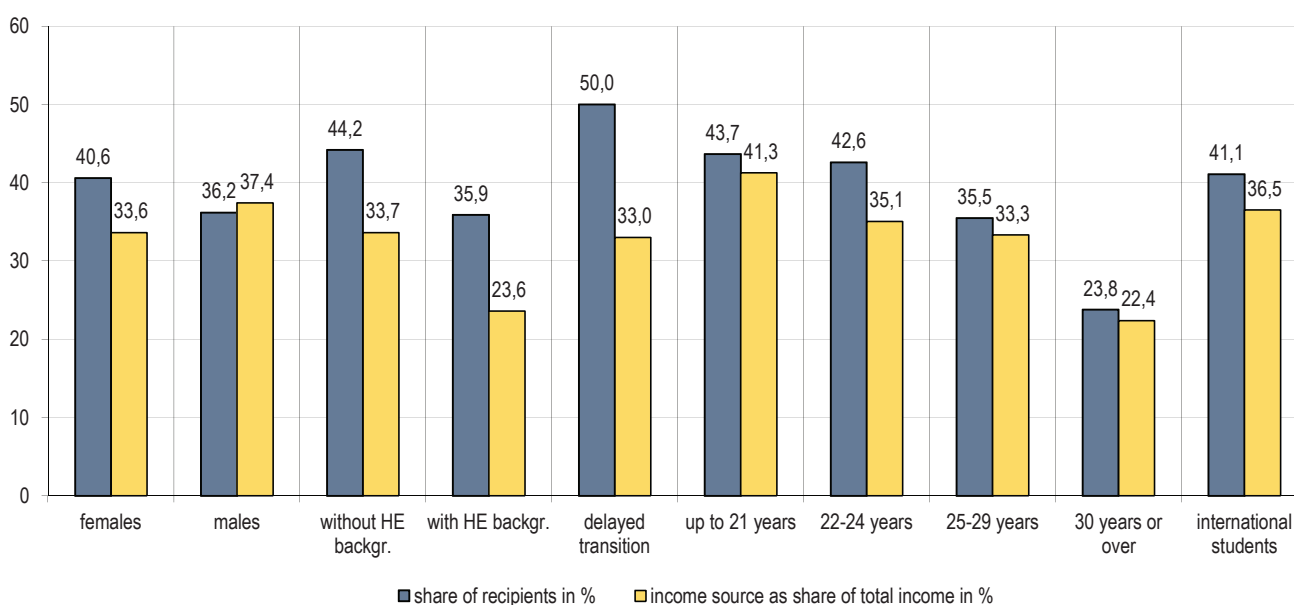
Indicators: **Public support for students not living with parents:**
 Share of recipients among students without HE background, in %
 Share of recipients among students with HE background, in %
 Contribution to total monthly income of students without HE background, in %
 Contribution to total monthly income of students with HE background, in %

44,2
35,9
33,7
23,6

Public support: Share of recipients and financial importance of income source for students living with parents (in %)



Public support: Share of recipients and financial importance of income source for students not living with parents (in %)



G11 Funding & State assistance

Recipients of public support and importance of income source by characteristics of students (III)

Source	Survey question 3.1, 3.6, 3.7
Purpose of subtopic	In many cases students don't have sufficient private funds at their disposal to cover the cost of study. Public support then is indispensable to afford going to university. For different kinds of student groups we take a look at the share of students who receive public support and to what extent they depend upon it. Student groups are differentiated by finance-related characteristics and form of housing.
General instructions	Table 1/2: Calculate the share of recipients of public support, monthly amount of public support and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate amounts you have to add transfers in kind (cp. for question 3.7) to total income according to question 3.6. This holds for both forms of housing. All values (also for study-related transfers in kind) have to be calculated as values <u>per month</u> . For the income values calculate the arithmetic mean. See glossary for: Form of housing, income by source, disposable income, transfers in kind, dependency on income source.

Share of recipients and financial importance of income source by finance-related characteristics of students living with parents

	depend. family support	depend. own earnings	depend. pub. support
share of recipients in %	15,0	8,3	100,0
monthly amount of public support in national currency	100	70	450
total monthly income of recipients in national currency	770	640	680
income source as share of total income in %	13,0	10,9	66,2

Share of recipients and financial importance of income source by finance-related characteristics of students not living with parents

	depend. family support	depend. own earnings	depend. pub. support
share of recipients in %	23,6	14,8	100,0
monthly amount of public support in national currency	180	130	610
total monthly income of recipients in national currency	1.330	970	960
income source as share of total income in %	13,5	13,4	63,5

Public support for students not living with parents:

Share of recipients among students depending on family support, in %

Share of recipients among students depending on own earnings, in %

Contribution to total monthly income of students depending on family support, in %

Contribution to total monthly income of students depending on own earnings, in %

23,6
14,8
13,5
13,4

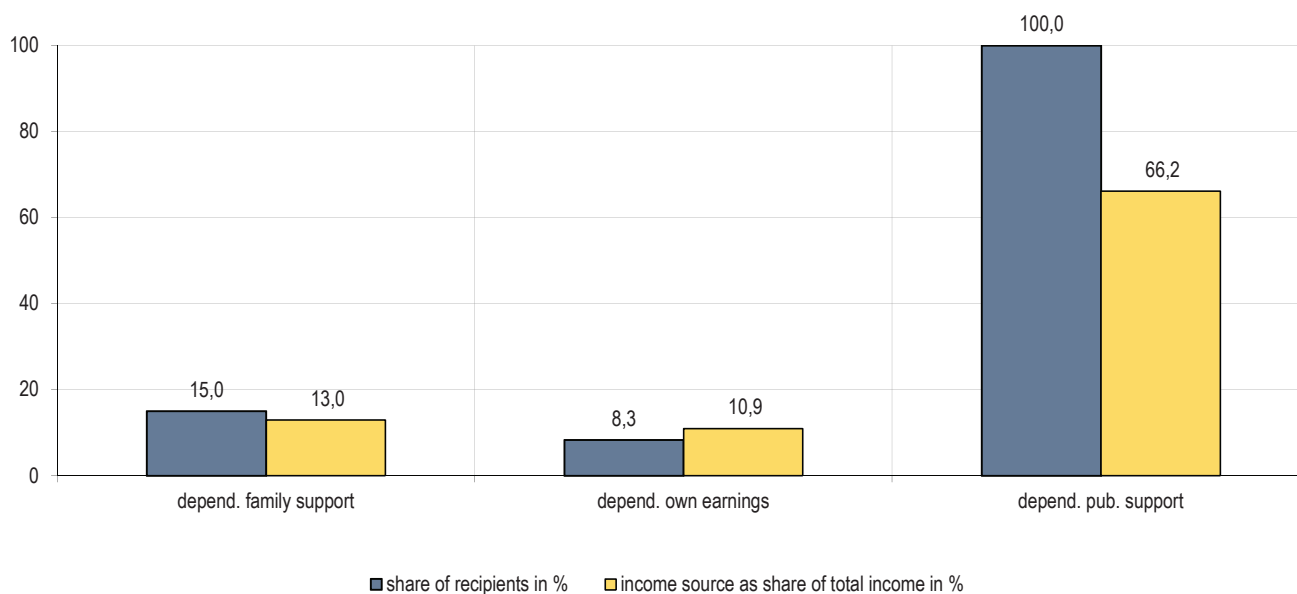
G11 Funding & State assistance

Recipients of public support and importance of income source by characteristics of students (III)

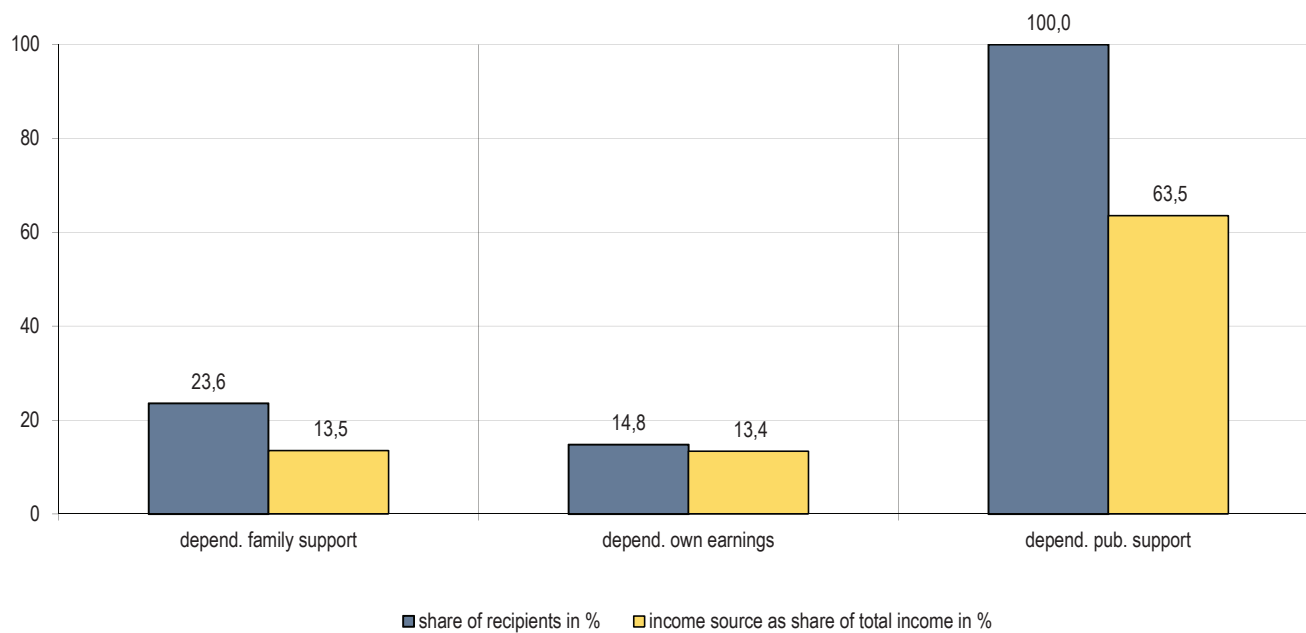
Indicators: **Public support for students not living with parents:**
 Share of recipients among students depending on family support, in %
 Share of recipients among students depending on own earnings, in %
 Contribution to total monthly income of students depending on family support, in %
 Contribution to total monthly income of students depending on own earnings, in %

23,6
14,8
13,5
13,4

Public support: Share of recipients and financial importance of income source for students living with parents (in %)



Public support: Share of recipients and financial importance of income source for students not living with parents (in %)



G12 Funding & State assistance

Make-up of public support

Source	Survey question 1.1, 3.6
Purpose of subtopic	The state is making use of different instruments to support students financially. This subtopic takes a look at the make-up of public support and of the receivers by differentiating between non-repayable support (grants and scholarships) and repayable support (loans).
General instructions	<p>Table 1: Calculate absolute number of students (= number of cases) by specific instrument of public support (i.e. non-repayable and repayable support) and by student group. Insert also the total number of students who receive public support (= headcounts). Note: If a student receives both repayable <u>and</u> non-repayable public support at the same time, he/she must be counted <u>twice</u> (one time for each category of instrument). In this case the total number of cases will deviate from the total number of headcounts. If that applies to your system, please comment on this in the subtopic comment box. If a student can receive only <u>one</u> type of support (either repayable <u>or</u> non-repayable), the total number of cases will be the same as the total number of headcounts. Total of shares in columns will not be calculated as they may not sum up to 100%.</p> <p>Table 2: Calculate the sums of monthly public support across all recipients by instrument (non-repayable and repayable support) and by student group. Total of shares in columns must sum up to 100%. See glossary for: Income by source, disposable income, public support, bachelor students, headcounts, number of cases.</p>

Receivers of public support by instrument

	all students (recipients only)		bachelor students (recipients only)		master students (recipients only)	
	numbers	percent	numbers	percent	numbers	percent
receivers of non-repayable grant / scholarship (number of cases)	210	58,3	180	62,1	50	58,8
receivers of repayable loan (number of cases)	180	50,0	140	48,3	45	52,9
total (number of cases)	390		320		95	
total (headcounts)	360		290		85	

Composition of public support by instrument

	all students (recipients only)		bachelor students (recipients only)		master students (recipients only)	
	amount	percent	amount	percent	amount	percent
sum of monthly non-repayable grant/scholarship	30.200	28,6	19.200	26,2	5.400	23,6
sum of monthly repayable loan	75.400	71,4	54.100	73,8	17.500	76,4
total	105.600	100,0	73.300	100,0	22.900	100,0

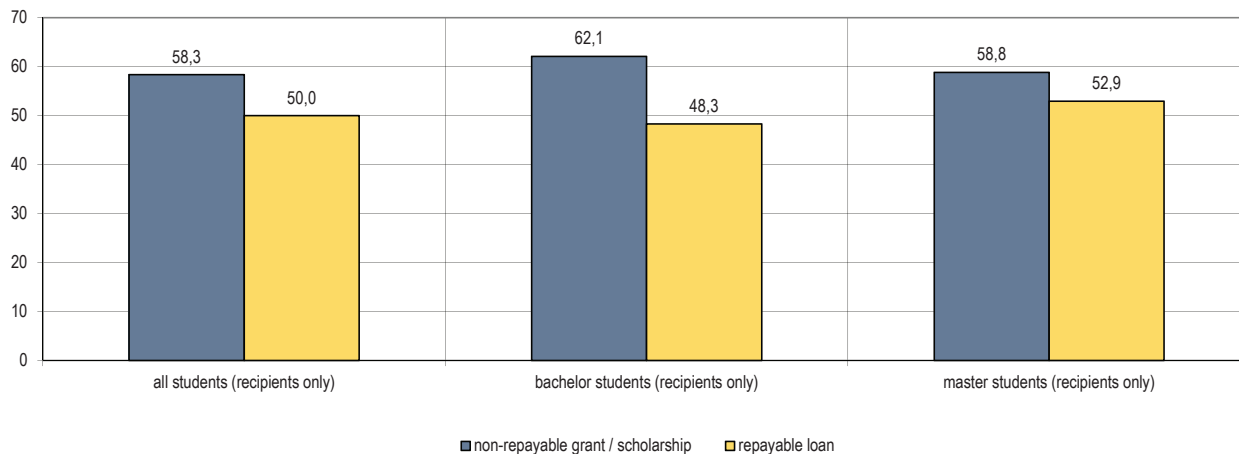
All students (recipients only) receiving non-repayable public support, in %
 Bachelor students (recipients only) receiving non-repayable public support, in %
 Share of non-repayable support in all students' public support, in %
 Share of non-repayable support in Bachelor students' public support, in %

58,3
62,1
28,6
26,2

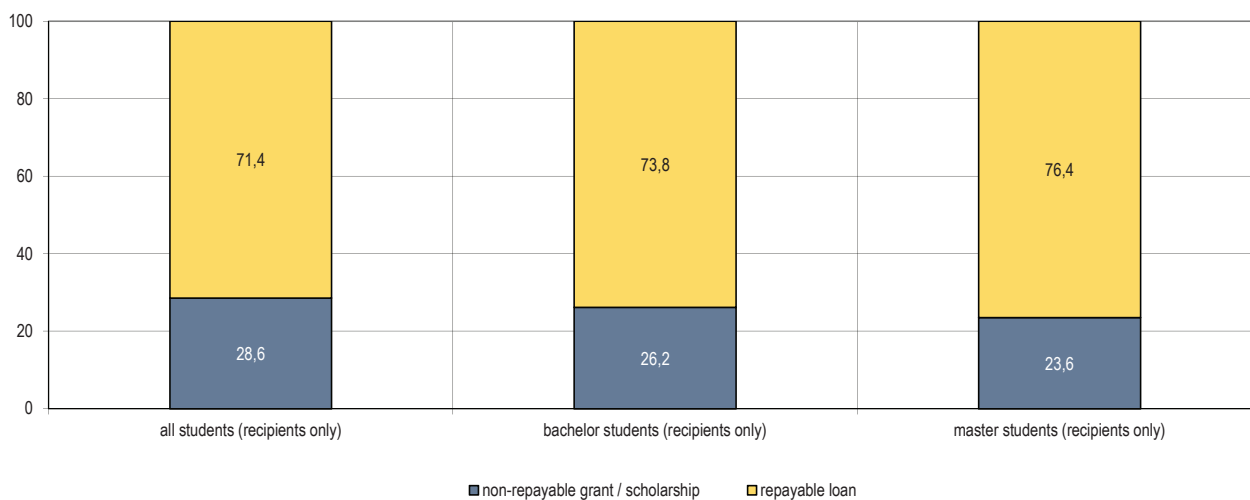
Make-up of public support

Indicators:	All students (recipients only) receiving non-repayable public support, in %	58,3
	Bachelor students (recipients only) receiving non-repayable public support, in %	62,1
	Share of non-repayable support in all students' public support, in %	28,6
	Share of non-repayable support in Bachelor students' public support, in %	26,2

Receivers of public support (based on number of cases) allocated by instrument (in %)



Composition of public support allocated by instrument (in %)



G13 Funding & State assistance

Public support by payment of fees to institutions of higher education for Bachelor students

Source	Survey question 1.1, 3.6, 3.7
Purpose of subtopic	In many countries students have to contribute to the funding of higher education institutions by paying fees, especially tuition fees. The relationship between payment of fees and recipience of public support is looked at in this subtopic. For receivers and non-receivers of public support the burden of paying fees is compared. This analysis is restricted to Bachelor students only.
General instructions	<p>Table 1: This is a four-field matrix where percentages in columns and in rows <u>altogether</u> must sum up to 100%. Calculate absolute numbers of receivers and non-receivers of public support by payment/non-payment of fees. The category 'total (in rows)' contains in each box the marginal frequency, that means it is the sum in rows of the combination 'status of receivers of public support' and 'status of payment of fees'.</p> <p>Table 2: For receivers and non-receivers of public support calculate the average monthly amounts (arithmetic mean) of fee and public support and standard deviations for both (referring to the arithmetic mean in each case). Public support includes only the values for non-repayable support (= grants/scholarships) and repayable support (= loans), not any other public support which may be included in the category 'other' (cp. for question 3.6). The same holds mutatis mutandis for the number of receivers of public support. See glossary for: Income by source, disposable income, public support, bachelor students, fees.</p>

Receivers of public support by payment of fees

	BA students who pay fees	BA students who pay fees	BA students who do not pay fees	BA students who do not pay fees	total (in rows)	total (in rows)
	numbers	percent	numbers	percent	numbers	percent
receivers of public support	230	42,1	60	11,0	290	53,1
non-receivers of public support	200	36,6	56	10,3	256	46,9
total (columns)	430	78,8	116	21,2	546	100,0

Importance of fees for receivers of public support

	average fee (arith. mean)	average fee standard deviation (arithm. mean)	average public support (arith. mean)	average public support standard deviation (arithm. mean)
	monthly amount in national currency	amount	monthly amount in national currency	amount
receivers of public support	56	10	240	20
non-receivers of public support	75	14	0	0

Recipients of public support who pay fees, in %

42,1

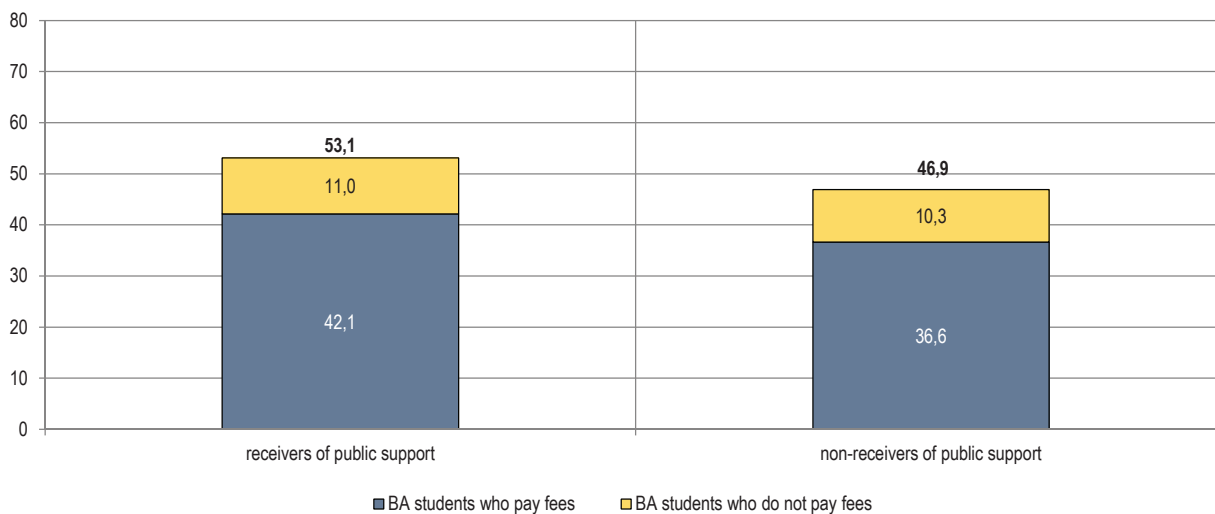
Share of public support which covers fees for recipients of public support, in %

23,3

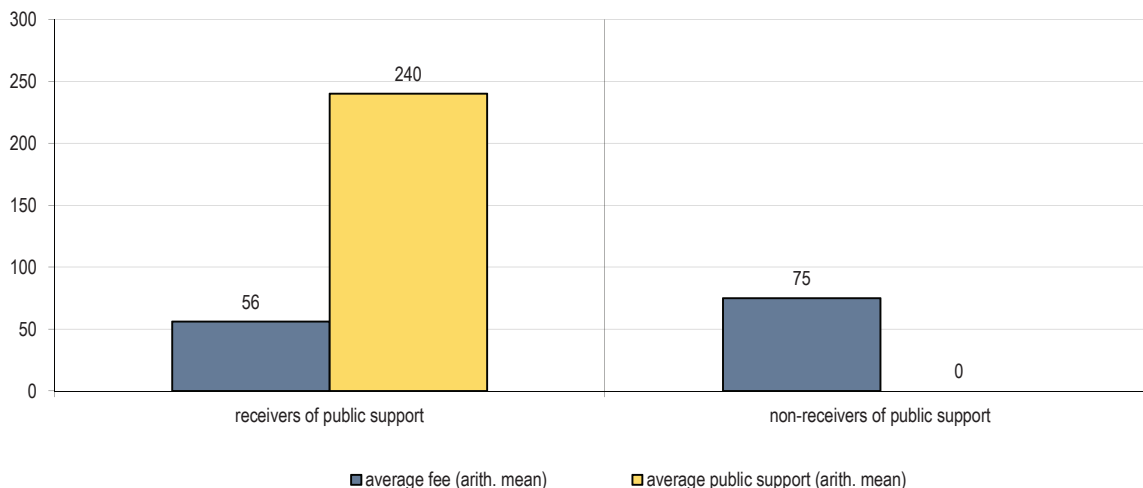
Public support by payment of fees to institutions of higher education for Bachelor students

Indicators:	Recipients of public support who pay fees, in %	42,1
	Share of public support which covers fees for recipients of public support, in %	23,3

Recipients of public support by payment of fees (in %)



Impact of fees for receivers of public support (amounts in national currency)



Special instructions for treatment of missing data in the topic 'time budget and employment'

In order to assure data quality the working group on indicators has defined common rules for the treatment of missing data. We expect all project partners to use them.

The data for this topic comes partially from question 3.13 and 3.14 of the questionnaire (hours by activity in a typical week).

Rules for data cleaning

1. If all fields are empty or filled with 0, then set the values to missing.
2. If total hours per day (i.e. the sum of study-related and job-related activities) exceed 24 hours or total hours per week is more than 120, then set the values to missing.
3. If a student has responded that he/she works 'during the whole semester' (question 3.9), but the field for 'paid jobs' in question 3.13 is empty or 0, then set the values to missing.
4. If a student has responded that he/she does not work (question 3.9), and the value for 'paid jobs' in question 3.13 is not 0, set it to 0.
5. If at least one field is filled with a value above 0, then replace all empty fields with 0.

Please quantify the sum of all excluded cases in the categories 1.-3. in the metadata and respective subtopic comment box and all cases affected by rules 4. and 5. (headcounts of students) only in the respective subtopic comment box.

H1 Employment & Time budget

Employment rate during the current semester by characteristics of students (I)

Source	Survey question 3.9, 3.13, 3.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	This subtopic looks at the intensity of work (measured in working hours per week) for different student groups. The tables differentiate by place of residence (with parents or not), since students not living with their parents are more likely to depend upon own earnings and, therefore, have a higher workload than their peers who are still living with their parents.
General instructions	Table: Calculate absolute number of students by employment intensity and by study-related characteristics of students. Note: The category 'not working during the whole semester' contains two groups, i) students who do not work during the semester and ii) students who work only from time to time during the semester (see question 3.9). See glossary for: employment during the semester, bachelor/master students, low-/high-intensity students, university, non-university.

Employment by study-related characteristics of students, living with parents

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
not working during the whole semester	220	49,4	180	57,9	20	33,3	10	16,7	15	50,0	150	60,0	70	35,9	4	20,0	15	21,4
working during the whole semester, less than 5 hours per week	80	18,0	60	19,3	10	16,7	20	33,3	10	33,3	30	12,0	50	25,6	10	50,0	20	28,6
working during the whole semester, 5 hours or more per week	145	32,6	71	22,8	30	50,0	30	50,0	5	16,7	70	28,0	75	38,5	6	30,0	35	50,0
total	445	100,0	311	100,0	60	100,0	60	100,0	30	100,0	250	100,0	195	100,0	20	100,0	70	100,0

Employment by study-related characteristics of students, not living with parents

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
not working during the whole semester	100	18,0	40	17,0	40	16,4	30	13,6	40	66,7	60	16,2	40	21,6	5	11,1	20	18,2
working during the whole semester, less than 5 hours per week	150	27,0	50	21,3	50	20,5	50	22,7	15	25,0	100	27,0	50	27,0	15	33,3	30	27,3
working during the whole semester, 5 hours or more per week	305	55,0	145	61,7	154	63,1	140	63,6	5	8,3	210	56,8	95	51,4	25	55,6	60	54,5
total	555	100,0	235	100,0	244	100,0	220	100,0	60	100,0	370	100,0	185	100,0	45	100,0	110	100,0

Paid job during whole semester, 5 hours or more per week, all students not living with parents, in %

55,0

Paid job during whole semester, 5 hours or more per week, BA students not living with parents, in %

61,7

Paid job during whole semester, 5 hours or more per week, low-intensity students not living with parents, in %

63,6

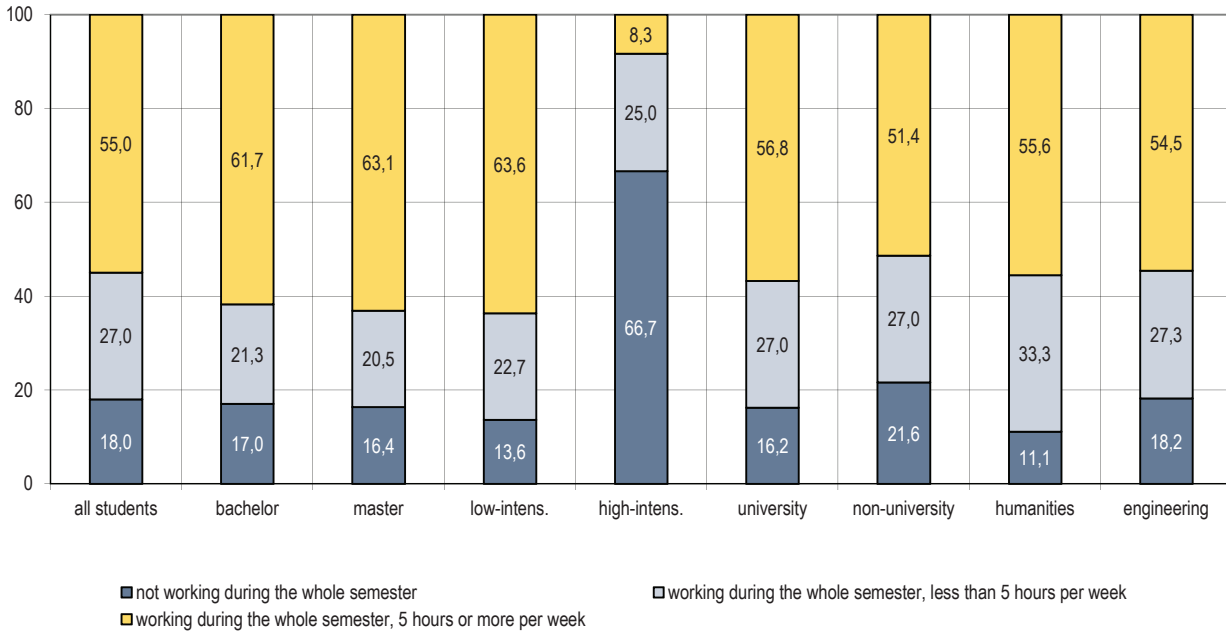
H1 Employment & Time budget

Employment rate during the current semester by characteristics of students (I)

Employment by study-related characteristics of students, not living with parents

Indicators:	Paid job during whole semester, 5 hours or more per week, all students not living with parents, in %	55,0
	Paid job during whole semester, 5 hours or more per week, BA students not living with parents, in %	61,7
	Paid job during whole semester, 5 hours or more per week, low-intensity students not living with parents, in %	63,6

Job activity during whole semester by study-related characteristics of students not living with parents (in %)



H2 Employment & Time budget

Employment rate during the current semester by characteristics of students (II)

Source	Survey question 3.9, 3.13, 3.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	This subtopic looks at the intensity of work (measured in working hours per week) for different student groups. The tables differentiate by form of housing (with parents or not), since students not living with their parents are more likely to depend upon own earnings and, therefore, have a higher workload than their peers who are still living with their parents.
General instructions	Table: Calculate absolute number of students by employment intensity and by socio-demographic characteristics of students. Note: The category 'not working during the <u>whole</u> semester' contains two groups, i) students who do not work during the semester <u>and</u> ii) students who work only from time to time during the semester (see question 3.9). See glossary for: employment during the semester, education/social background, delayed transition students, age, international students.

Students by socio-demographic characteristics, living with parents

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
not working during the <u>whole</u> semester	70	41,2	150	54,5	20	14,3	150	49,2	60	26,7	160	53,3	30	23,1	1	10,0	0	0,0	15	37,5
working during the <u>whole</u> semester, less than 5 hours per week	40	23,5	40	14,5	50	35,7	85	27,9	70	31,1	90	30,0	40	30,8	3	30,0	2	40,0	5	12,5
working during the <u>whole</u> semester, 5 hours or more per week	60	35,3	85	30,9	70	50,0	70	23,0	95	42,2	50	16,7	60	46,2	6	60,0	3	60,0	20	50,0
total	170	100,0	275	100,0	140	100,0	305	100,0	225	100,0	300	100,0	130	100,0	10	100,0	5	100,0	40	100,0

Students by socio-demographic characteristics, not living with parents

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
not working during the <u>whole</u> semester	60	17,3	40	19,1	49	16,3	100	39,2	80	18,2	20	57,1	50	22,7	30	19,4	20	13,8	70	28,0
working during the <u>whole</u> semester, less than 5 hours per week	90	26,0	60	28,7	110	36,7	80	31,4	100	22,7	10	28,6	60	27,3	40	25,8	30	20,7	70	28,0
working during the <u>whole</u> semester, 5 hours or more per week	196	56,6	109	52,2	141	47,0	75	29,4	260	59,1	5	14,3	110	50,0	85	54,8	95	65,5	110	44,0
total	346	100,0	209	100,0	300	100,0	255	100,0	440	100,0	35	100,0	220	100,0	155	100,0	145	100,0	250	100,0

Paid job during whole semester, 5 hours or more per week, students without HE background not living with parents, in %

47,0

Paid job during whole semester, 5 hours or more per week, 22-24 year old students not living with parents, in %

50,0

Paid job during whole semester, 5 hours or more per week, 30 year old (or older) students not living with parents, in %

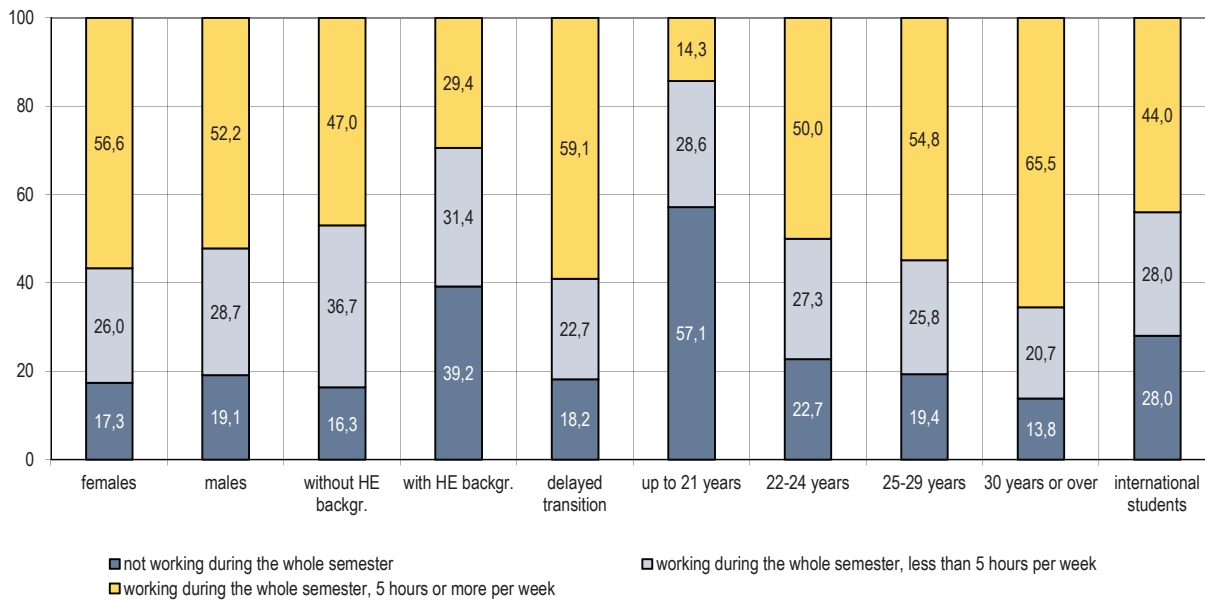
65,5

Employment rate during the current semester by characteristics of students (II)

Students by socio-demographic characteristics, not living with parents

Indicators:	Paid job during whole semester, 5 hours or more per week, students without HE background not living with parents, in %	47,0
	Paid job during whole semester, 5 hours or more per week, 22-24 year old students not living with parents, in %	50,0
	Paid job during whole semester, 5 hours or more per week, 30 year old (or older) students not living with parents, in %	65,5

Job activity during whole semester by socio-demographic characteristics of students not living with parents (in %)



H3 Employment & Time budget

Employment rate during the current semester by characteristics of students (III)

Source	Survey question 3.9, 3.13, 3.1, 3.6, 3.7
Purpose of subtopic	This subtopic looks at the intensity of work (measured in working hours per week) for different student groups. The tables differentiate by place of residence (with parents or not), since students not living with their parents are more likely to depend upon own earnings and, therefore, have a higher workload than their peers who are still living with their parents.
General instructions	Table: Calculate absolute number of students by employment intensity and by finance-related characteristics of students. Note: The category 'not working during the <u>whole</u> semester' contains two groups, i) students who do not work during the semester <u>and</u> ii) students who work only from time to time during the semester (see question 3.9). See glossary for: employment during the semester, dependency on income source.

Students by finance-related characteristics, living with parents

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
not working during the <u>whole</u> semester	100	55,6	20	16,7	35	35,0
working during the <u>whole</u> semester, less than 5 hours per week	30	16,7	30	25,0	25	25,0
working during the <u>whole</u> semester, 5 hours or more per week	50	27,8	70	58,3	40	40,0
total	180	100,0	120	100,0	100	100,0

Students by finance-related characteristics, not living with parents

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
not working during the <u>whole</u> semester	50	41,7	20	11,1	30	15,0
working during the <u>whole</u> semester, less than 5 hours per week	40	33,3	50	27,8	50	25,0
working during the <u>whole</u> semester, 5 hours or more per week	30	25,0	110	61,1	120	60,0
total	120	100,0	180	100,0	200	100,0

Paid job during whole semester, 5 hours or more per week, depend. own earnings students not living with parents, in %

61,1

Paid job during whole semester, 5 hours or more per week, depend. publ. support students not living with parents, in %

60,0

H3 Employment & Time budget

Employment rate during the current semester by characteristics of students (III)

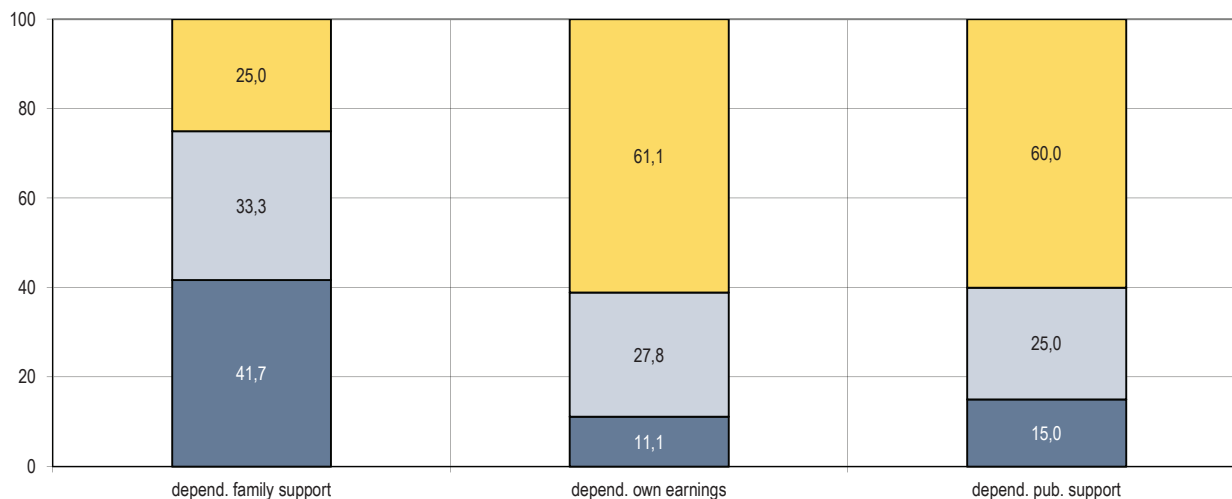
Students by finance-related characteristics, not living with parents

Indicators: Paid job during whole semester, 5 hours or more per week, depend. own earnings students not living with parents, in %
 Paid job during whole semester, 5 hours or more per week, depend. publ. support students not living with parents, in %

61,1

60,0

Job activity during whole semester by finance-related characteristics of students not living with parents (in %)



■ not working during the whole semester

□ working during the whole semester, less than 5 hours per week

■ working during the whole semester, 5 hours or more per week

H4 Employment & Time budget

Employment during the current semester by field of study

Source	Survey question 3.9, 3.1, 1.1, 1.5
Purpose of subtopic	The student employment rate during semester is calculated by field of study. This provides information on whether differences in the extent of employment are connected to certain fields of study. As far as student groups are concerned it is differentiated by Bachelor and Master students.
General instructions	Table: Calculate absolute number of students employed during semester by qualification being studied for, by field of study and form of housing. Employment numbers contain only those students who work during the whole semester, <u>not</u> students who work only from time to time during the semester (see question 3.9). Columns 2 and 3 (all fields of study) contain the sum (in rows) of the various fields of study. See glossary for: fields of study, bachelor/master students.

Paid employment during semester, students living with parents, employment rate in %

	all fields of study	all fields of study	education	education	humanities, arts	humanities, arts	social sc., business, law	social sc., business, law	(natural) science	(natural) science	engineering, manuf., constr.	engineering, manuf., constr.	agriculture	agriculture	health, welfare	health, welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
all students	225	100,0	30	13,3	40	17,8	45	20,0	35	15,6	45	20,0	10	4,4	12	5,3	8	3,6
BA students	131	100,0	20	15,3	25	19,1	25	19,1	20	15,3	24	18,3	6	4,6	7	5,3	4	3,1
MA students	40	100,0	5	12,5	7	17,5	8	20,0	6	15,0	6	15,0	3	7,5	3	7,5	2	5,0

Paid employment during semester, students not living with parents, employment rate in %

	all fields of study	all fields of study	education	education	humanities, arts	humanities, arts	social sc., business, law	social sc., business, law	(natural) science	(natural) science	engineering, manuf., constr.	engineering, manuf., constr.	agriculture	agriculture	health, welfare	health, welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
all students	455	100,0	60	13,2	80	17,6	95	20,9	70	15,4	90	19,8	20	4,4	24	5,3	16	3,5
BA students	195	100,0	31	15,9	35	17,9	35	17,9	30	15,4	33	16,9	10	5,1	12	6,2	9	4,6
MA students	204	100,0	25	12,3	40	19,6	45	22,1	35	17,2	37	18,1	8	3,9	10	4,9	4	2,0

Employment rate of students not living with parents:

all students in engineering disciplines, in %	19,8
all students in humanities and arts, in %	17,6
BA students in engineering disciplines, in %	16,9
BA students in humanities and arts, in %	17,9
MA students in engineering disciplines, in %	18,1
MA students in humanities and arts, in %	19,6

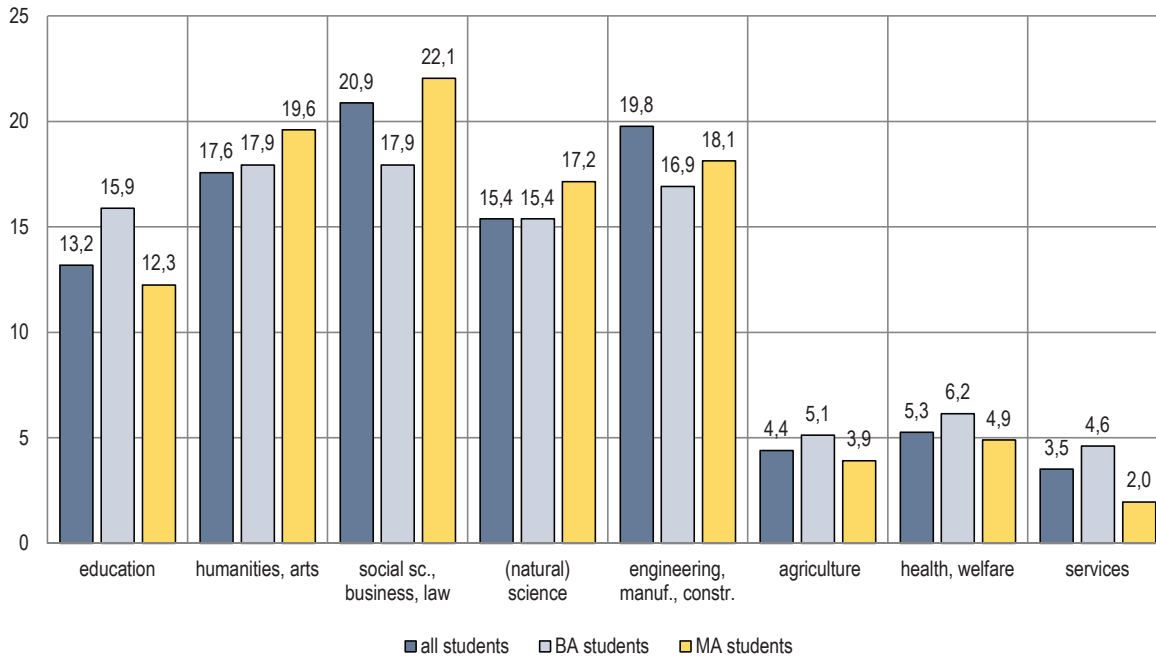
H4 Employment & Time budget

Employment during the current semester by field of study

Paid employment during semester, students not living with parents, employment rate in %

Indicators:	Employment rate of students not living with parents:
all students in engineering disciplines, in %	19,8
all students in humanities and arts, in %	17,6
BA students in engineering disciplines, in %	16,9
BA students in humanities and arts, in %	17,9
MA students in engineering disciplines, in %	18,1
MA students in humanities and arts, in %	19,6

Paid employment during semester by field of study, students not living with parents (in %)



H5 Employment & Time budget

Reliance on paid employment for students who are not living with parents by characteristics of students (I)

Source	Survey question 3.6, 3.7, 3.9, 3.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	For different groups of students the level of income and its composition is measured. The importance of own earnings is shown by comparison to the base income. The income from employment is also shown as share of total income.
General instructions	Table: Calculate absolute values for students' base income and employment income (refer to the arithmetic mean in both cases). The base income is the sum of provision from family/partner (including transfers in kind) and financial support from <u>public</u> sources (= non-repayable grant/scholarship and repayable loan). 'Sum' is the sum of base income and employment income. The categories 'private sources' and 'other' from question 3.6 should <u>not</u> be included in any of the categories in the table. Standard deviation is to be calculated for employment income. Analysis is restricted to students who work during the <u>whole</u> semester; students who work only from time to time during the semester will be disregarded (see question 3.9). Analysis is also restricted to students who are not living with their parents. See glossary for: base income, bachelor/master students, low-/high-intensity students, university, non-university.

Students by study-related characteristics, income values in national currency (arithm. mean)

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount
base income	384	350	426	360	400	370	400	350	410
employment income	300	250	340	320	230	290	330	270	310
Sum	684	600	766	680	630	660	730	620	720
standard deviation (employment income)	6	4	5	6	4	5	7	4	3
employment income as share of sum in %	43,9	41,7	44,4	47,1	36,5	43,9	45,2	43,5	43,1

Income from employment as share of total income for all students, in %

43,9

Income from employment as share of total income for BA students, in %

41,7

Income from employment as share of total income for low-intensity students, in %

47,1

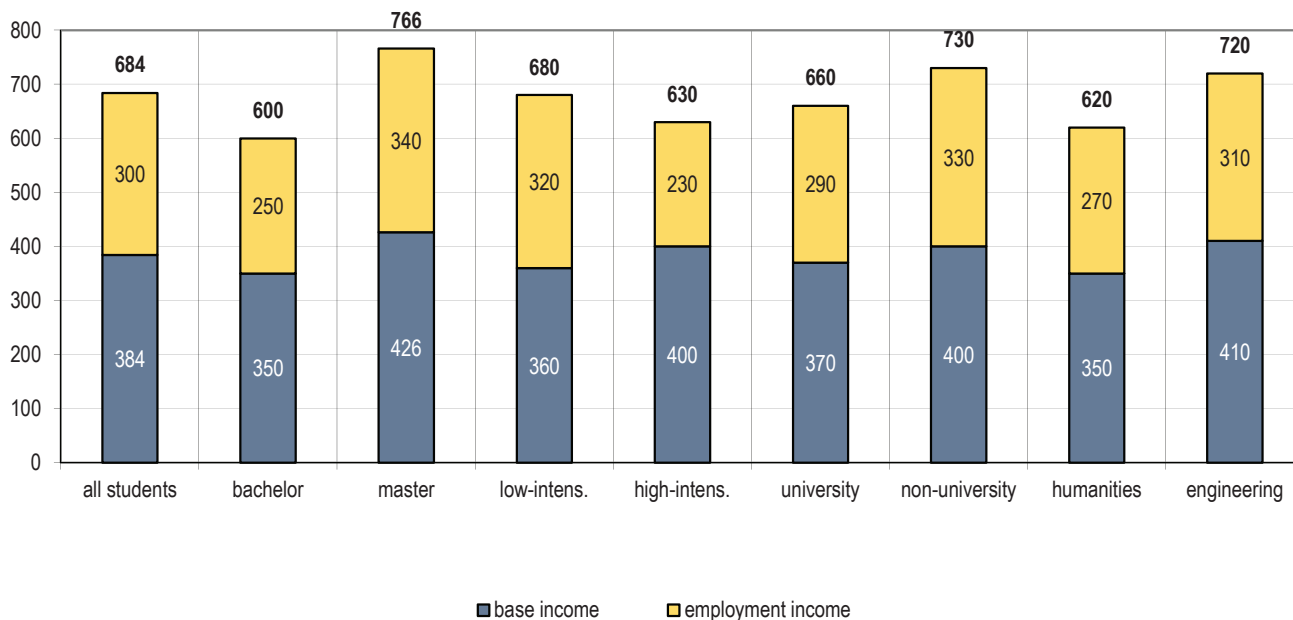
H5 Employment & Time budget

Reliance on paid employment for students who are not living with parents by characteristics of students (I)

Students by study-related characteristics, income values in national currency (arithm. mean)

Indicators:	Income from employment as share of total income for all students, in %	43,9
	Income from employment as share of total income for BA students, in %	41,7
	Income from employment as share of total income for low-intensity students, in %	47,1

Reliance on paid employment by study-related characteristics of students not living with parents (amounts)



H6 Employment & Time budget

Reliance on paid employment for students who are not living with parents by characteristics of students (II)

Source	Survey question 3.6, 3.7, 3.9, 3.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	For different groups of students the level of income and its composition is measured. The importance of own earnings is shown by comparison to the base income. The income from employment is also shown as share of the sum of income.
General instructions	Table: Calculate absolute values for students' base income and employment income (refer to the arithmetic mean in both cases). The base income is the sum of provision from family/partner (<u>including transfers in kind</u>) and financial support from <u>public</u> sources (= non-repayable grant/scholarship and repayable loan). 'Sum' is the sum of base income and employment income. The categories 'private sources' and 'other' from question 3.6 are <u>not</u> included in any of the categories in the table. Standard deviation is calculated for employment income. Analysis is restricted to students who work during the <u>whole</u> semester; students who work only from time to time during the semester will be disregarded (see question 3.9). Analysis is also restricted to students who are not living with their parents. See glossary for: base income, education/social background, delayed transition students, age, international students.

Students by socio-demographic characteristics, income values in national currency (arithm. mean)

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount
base income	390	370	330	500	380	450	410	370	300	390
employment income	250	400	340	200	310	180	240	290	400	300
Sum	640	770	670	700	690	630	650	660	700	690
standard deviation (employment income)	4	7	5	4	3	3	4	5	6	3
employment income as share of sum in %	39,1	51,9	50,7	28,6	44,9	28,6	36,9	43,9	57,1	43,5

Income from employment as share of sum for students without HE background, in %

50,7

Income from employment as share of sum for students with HE background, in %

28,6

Income from employment as share of sum for international students, in %

43,5

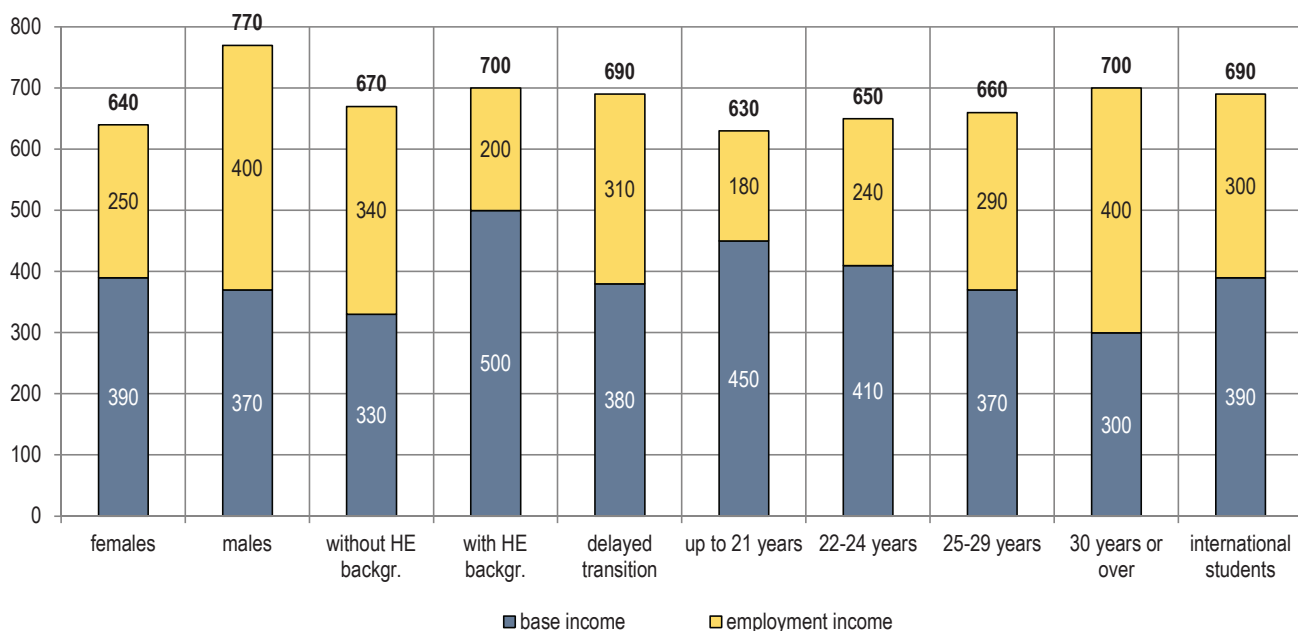
H6 Employment & Time budget

Reliance on paid employment for students who are not living with parents by characteristics of students (II)

Students by socio-demographic characteristics, income values in national currency (arithm. mean)

Indicators:	Income from employment as share of sum for students without HE background, in %	50,7
	Income from employment as share of sum for students with HE background, in %	28,6
	Income from employment as share of sum for international students, in %	43,5

Reliance on paid employment by socio-demographic characteristics of students not living with parents (amounts)



H7 Employment & Time budget

Distribution and concentration of student income from paid employment, students not living with parents

Source	Survey question 3.1, 3.9, 3.6
Purpose of subtopic	The distribution of student income from employment is described by income deciles. The concentration of income from paid work is measured by the Lorenz curve and the Gini coefficient. In this case the Lorenz curve indicates for every aggregated percentage of the student labour force the corresponding aggregated percentage of income from employment they receive. The Gini coefficient is an aggregated measure (taking the whole distribution into account) used here to quantify the relative concentration of students' earned income.
General instructions	<p>Table: Calculate the cut-off points for income deciles (also for the highest 10%-group = maximum). Each decile has 10 percent of all income receivers. Only income from <u>current</u> employment will be taken into account; all other categories of income (also self-earned income from <u>previous</u> job) will be disregarded. This implies that column 4 (number of students per income group) contains only students with paid employment (self-earned income from <u>current</u> paid job). For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). For every 10%-group compute the arithmetic mean for employment income and specify the absolute number of students in the respective income group. Analysis is restricted to students who are not living with their parents.</p> <p>Note: In order to separate a sorted series of observations into ten groups of equal size one has to calculate actually nine values (= deciles). However, for constructing the Lorenz curve data for all 10%-groups (also for the highest 10%) are needed. To save space, the tables for calculating income deciles and the input data for the Lorenz curve were integrated into each other. Therefore, values for 10 groups are calculated. The 10th value in the second column (= employment income in nat. curr.) then shows the highest value of the whole income distribution. See glossary for: Income by source, Gini coefficient, Lorenz curve.</p>

Distribution and concentration of all working students' income from employment, national currency

income decile	employment income in nat.curr.	arithm. mean for each 10%-class	number of students per income group	share of students per income group	aggregated share of students per income group	total income per income group	share of total income per income group	aggregated share of total income per income group	intermediate results for gini coefficient
	amount	mean/amount	numbers	percent	percent	mean/amount	percent	percent	percent
1.	50	30	50	0,10	0,10	1.500	0,01	0,01	0,00
2.	100	80	50	0,10	0,20	4.000	0,03	0,04	0,01
3.	150	130	50	0,10	0,30	6.500	0,04	0,08	0,02
4.	200	190	50	0,10	0,40	9.500	0,07	0,15	0,05
5.	280	265	50	0,10	0,50	13.250	0,09	0,24	0,08
6.	330	320	50	0,10	0,60	16.000	0,11	0,35	0,12
7.	400	380	50	0,10	0,70	19.000	0,13	0,48	0,17
8.	450	440	50	0,10	0,80	22.000	0,15	0,63	0,23
9.	500	490	50	0,10	0,90	24.500	0,17	0,80	0,29
10. (maximum)	680	580	50	0,10	1,00	29.000	0,20	1,00	0,38
total			500	1,00		145.250	1,00		1,34
									0,34

gini coefficient

Income cut-off point for lowest 20% of working students, amount
Gini coefficient

100
0,34

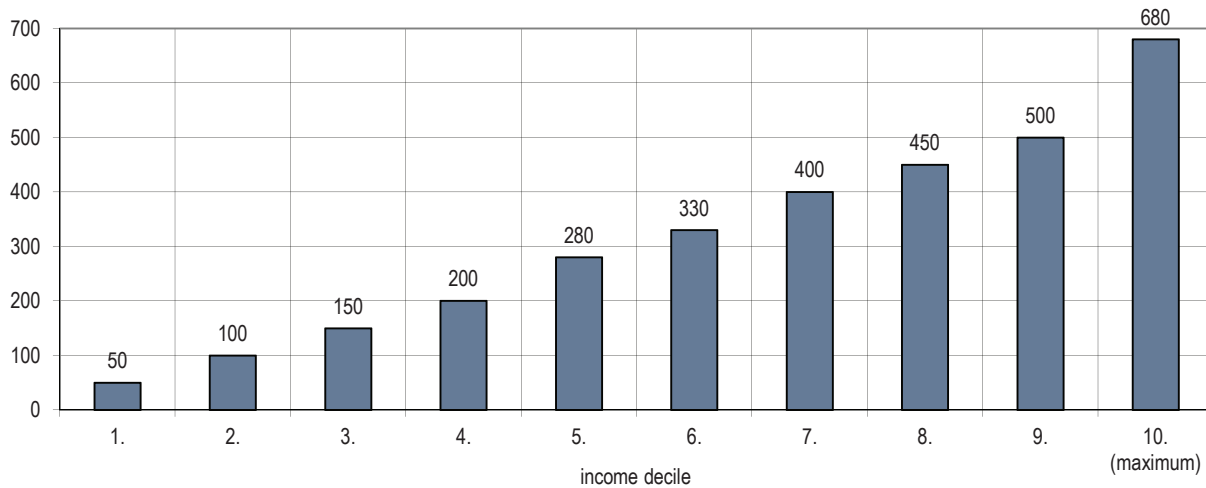
H7 Employment & Time budget

Distribution and concentration of student income from paid employment, students not living with parents

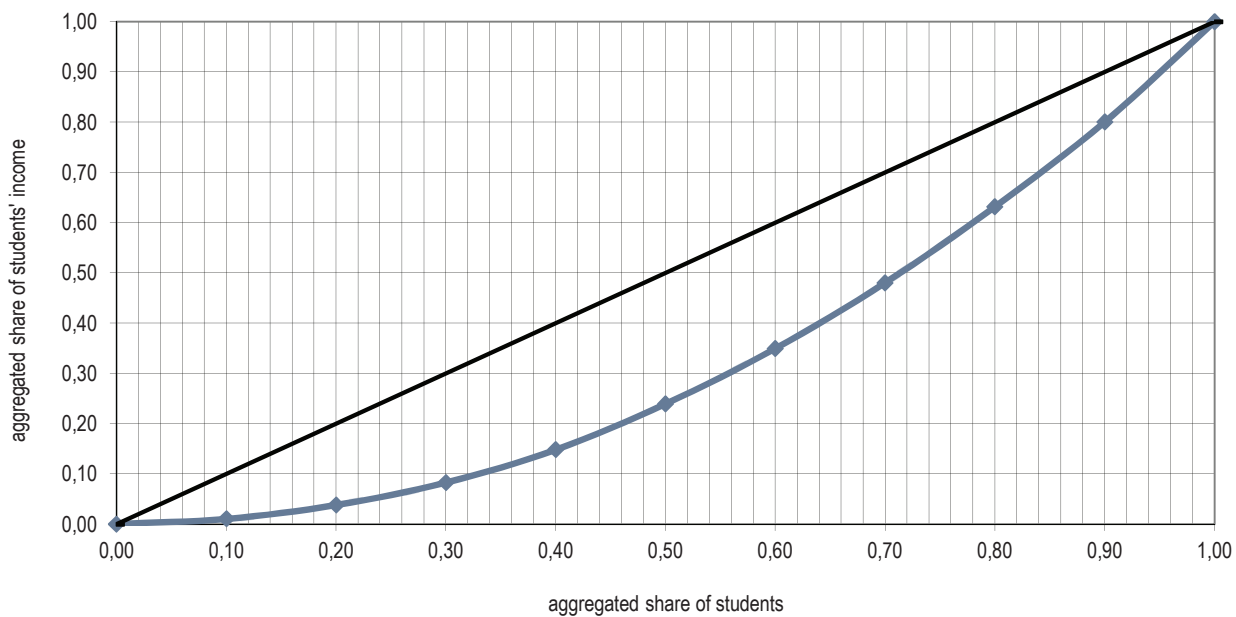
Distribution and concentration of all working students' income from employment, national currency

Indicators:	Income cut-off point for lowest 20% of working students, amount	100
	Gini coefficient	0,34

Distribution of students' income from current employment per month of all working students by income decile
(national currency)



Concentration of students' monthly income from current employment (Lorenz curve) (decimal fraction)



H8 Employment & Time budget

Students' motivation to work by degree studied for

Source	Survey question 3.10, 3.9, 1.1
Purpose of subtopic	Why do students work? This subtopic uses students responses to 4 statements on possible reasons for working alongside their studies.
General instructions	For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). Table 1: Calculate absolute number of students for each statement for all students. Table 2: Calculate absolute number of students for each statement for Master students. See glossary for: master students.

Student's motivation to work - all students

	Applies totally	Applies totally	Applies mainly	Applies mainly	Applies somewhat	Applies somewhat	Applies barely	Applies barely	Applies not at all	Applies not at all	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
to fund my living	50	6,8	100	13,7	280	38,4	200	27,4	100	13,7	730	100,0
to improve my living standard	40	5,5	90	12,3	310	42,5	220	30,1	70	9,6	730	100,0
to gain experience on the labour market	70	9,6	80	11,0	260	35,6	250	34,2	70	9,6	730	100,0
because I have free time to spend	30	4,1	90	12,3	260	35,6	50	6,8	300	41,1	730	100,0

Student's motivation to work - Master students

	Applies totally	Applies totally	Applies mainly	Applies mainly	Applies somewhat	Applies somewhat	Applies barely	Applies barely	Applies not at all	Applies not at all	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
to fund my living	30	10,3	20	6,9	100	34,5	90	31,0	50	17,2	290	100,0
to improve my living standard	10	3,4	30	10,3	100	34,5	110	37,9	40	13,8	290	100,0
to gain experience on the labour market	25	8,6	15	5,2	90	31,0	120	41,4	40	13,8	290	100,0
because I have free time to spend	5	1,7	15	5,2	120	41,4	30	10,3	120	41,4	290	100,0

Motivation 'I work to fund my living'

all students for whom this applies totally/mainly, in %

20,5

MA students for whom this applies totally/mainly, in %

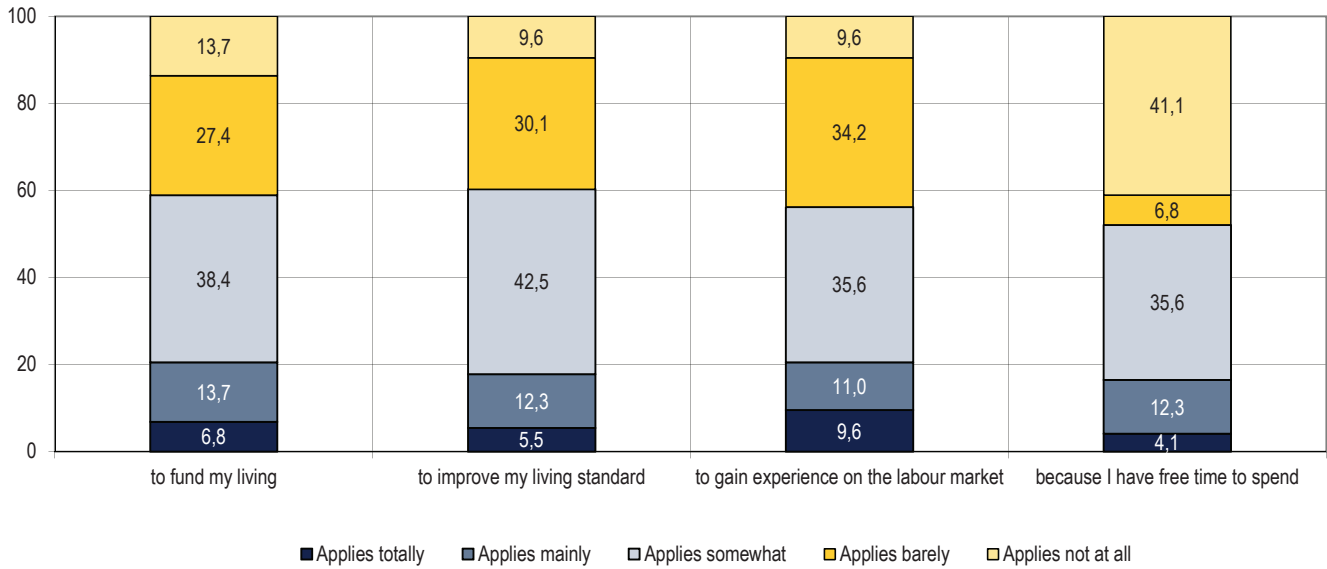
17,2

Students' motivation to work by degree studied for

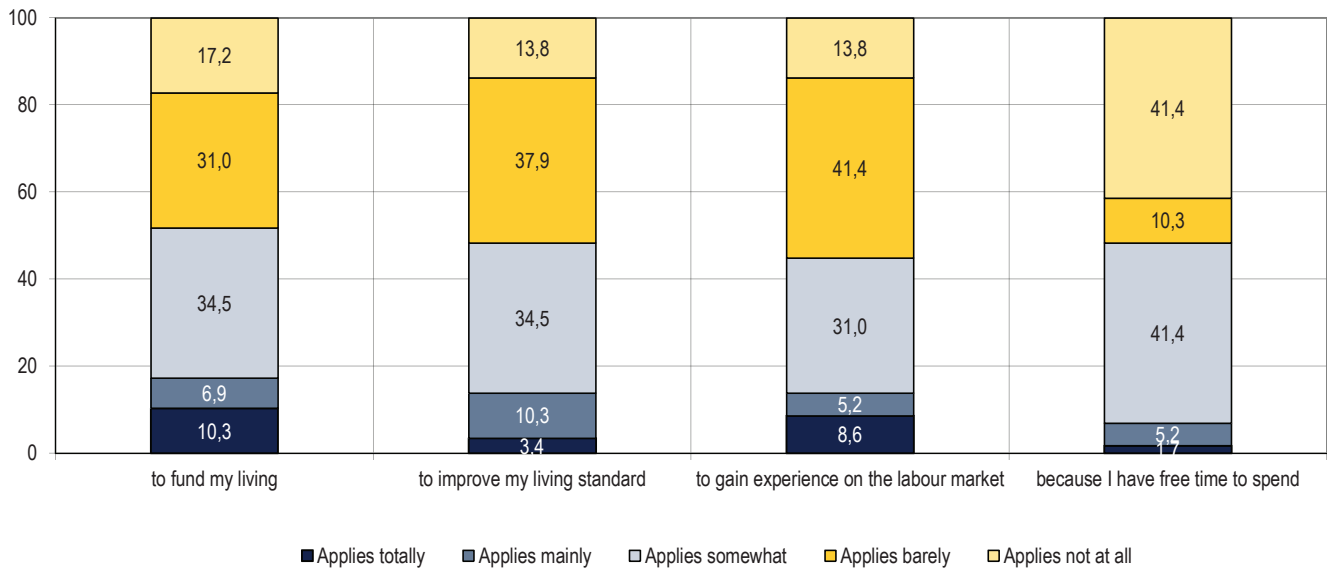
Indicators: Motivation 'I work to fund my living'
 all students for whom this applies totally/mainly, in %
 MA students for whom this applies totally/mainly, in %

20,5
17,2

Students' motivation to work alongside their studies - all students (in %)



Students' motivation to work alongside their studies - Master students (in %)



H9 Employment & Time budget

Students' motivation to work by social background

Source	Survey question 3.10, 3.9, 6.1
Purpose of subtopic	Why do students work? This subtopic uses students responses to 4 statements on possible reasons for working alongside their studies.
General instructions	For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). Table 1: Calculate absolute number of students for each statement for students without HE background. Table 2: Calculate absolute number of students for each statement for students with HE background. See glossary for: education/social background.

Student's motivation to work - students without HE background

	Applies totally	Applies totally	Applies mainly	Applies mainly	Applies somewhat	Applies somewhat	Applies barely	Applies barely	Applies not at all	Applies not at all	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
to fund my living	200	37,7	70	13,2	190	35,8	50	9,4	20	3,8	530	100,0
to improve my living standard	50	9,4	170	32,1	230	43,4	40	7,5	40	7,5	530	100,0
to gain experience on the labour market	90	17,0	150	28,3	250	47,2	25	4,7	15	2,8	530	100,0
because I have free time to spend	40	7,5	60	11,3	170	32,1	150	28,3	110	20,8	530	100,0

Student's motivation to work - students with HE background

	Applies totally	Applies totally	Applies mainly	Applies mainly	Applies somewhat	Applies somewhat	Applies barely	Applies barely	Applies not at all	Applies not at all	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
to fund my living	4	2,0	6	3,0	25	12,5	40	20,0	125	62,5	200	100,0
to improve my living standard	3	1,5	5	2,5	70	35,0	80	40,0	42	21,0	200	100,0
to gain experience on the labour market	5	2,5	2	1,0	50	25,0	100	50,0	43	21,5	200	100,0
because I have free time to spend	2	1,0	3	1,5	40	20,0	110	55,0	45	22,5	200	100,0

Motivation 'I work to fund my living'

students without HE background for whom this applies totally/mainly, in %

50,9

students with HE background for whom this applies totally/mainly, in %

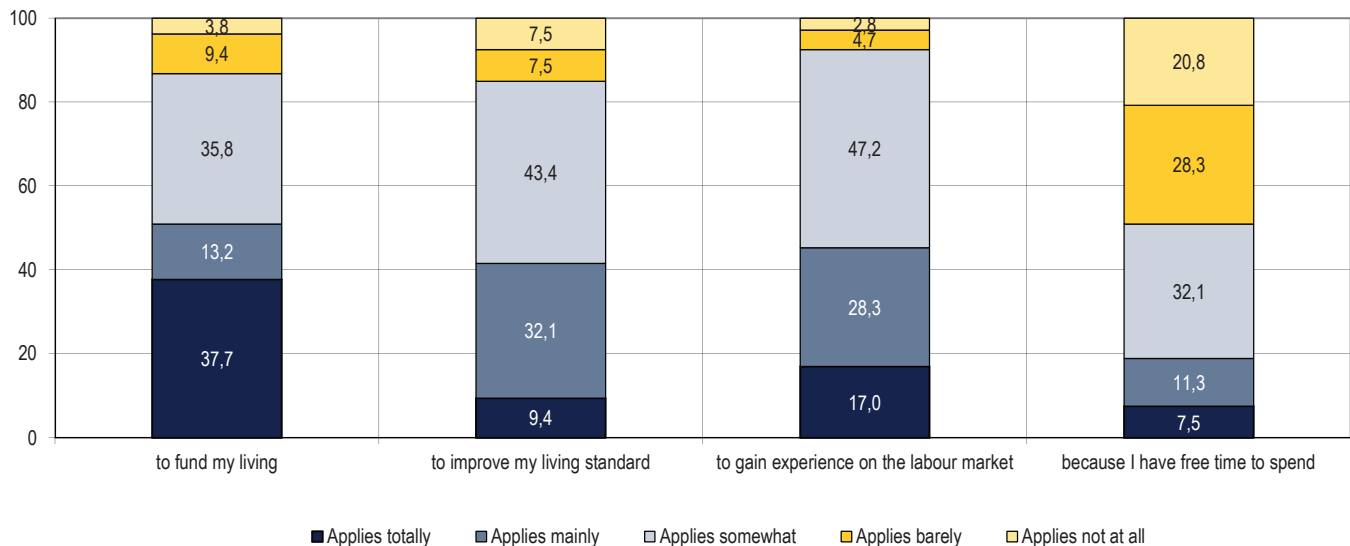
5,0

Students' motivation to work by social background

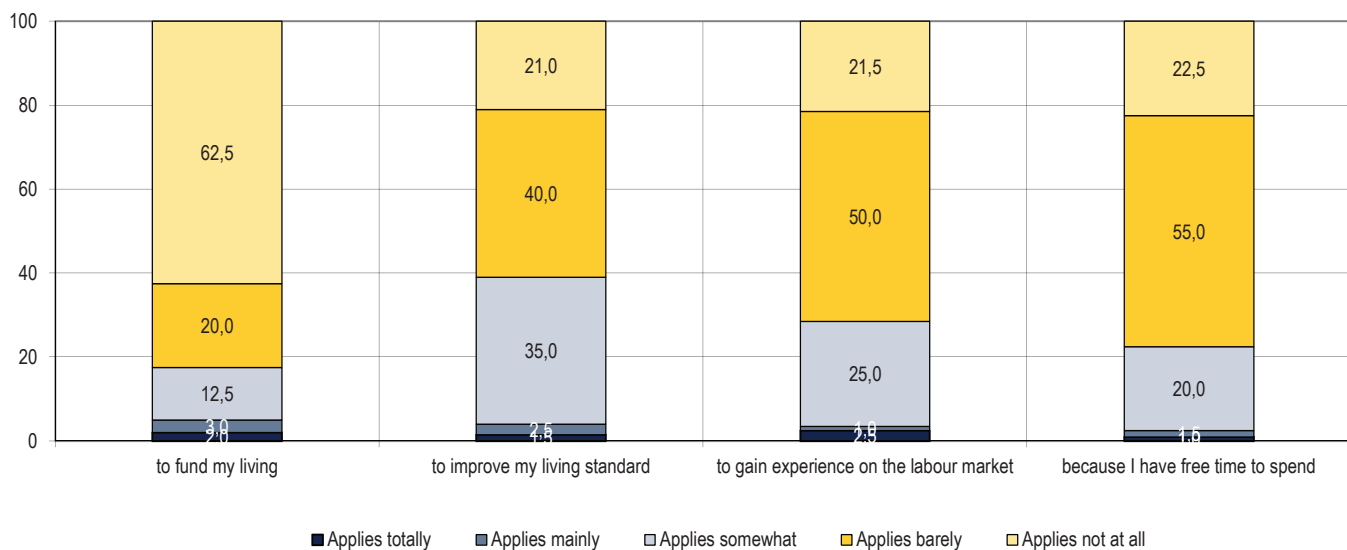
Indicators: **Motivation 'I work to fund my living'**

students without HE background for whom this applies totally/mainly, in %	50,9
students with HE background for whom this applies totally/mainly, in %	5,0

Students' motivation to work alongside their studies - students without HE background (in %)



Students' motivation to work alongside their studies - students with HE background (in %)



H10 Employment & Time budget

Students' motivation to work by age

Source	Survey question 3.10, 3.9, 5.1
Purpose of subtopic	Why do students work? This subtopic uses students responses to 4 statements on possible reasons for working alongside their studies.
General instructions	For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). Table 1: Calculate absolute number of students up to 21 years for each statement. Table 2: Calculate absolute number of students aged 30 years or over for each statement. See glossary for: age.

Student's motivation to work - students up to 21 years

	Applies totally	Applies totally	Applies mainly	Applies mainly	Applies somewhat	Applies somewhat	Applies barely	Applies barely	Applies not at all	Applies not at all	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
to fund my living	4	1,8	6	2,7	70	31,8	50	22,7	90	40,9	220	100,0
to improve my living standard	3	1,4	2	0,9	65	29,5	80	36,4	70	31,8	220	100,0
to gain experience on the labour market	14	6,4	6	2,7	80	36,4	90	40,9	30	13,6	220	100,0
because I have free time to spend	4	1,8	11	5,0	60	27,3	70	31,8	75	34,1	220	100,0

Student's motivation to work - students 30 years or over

	Applies totally	Applies totally	Applies mainly	Applies mainly	Applies somewhat	Applies somewhat	Applies barely	Applies barely	Applies not at all	Applies not at all	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
to fund my living	35	31,8	5	4,5	50	45,5	15	13,6	5	4,5	110	100,0
to improve my living standard	4	3,6	16	14,5	40	36,4	25	22,7	25	22,7	110	100,0
to gain experience on the labour market	40	36,4	20	18,2	30	27,3	15	13,6	5	4,5	110	100,0
because I have free time to spend	5	4,5	35	31,8	20	18,2	10	9,1	40	36,4	110	100,0

Motivation 'I work to fund my living'

students up to 21 years for whom this applies totally/mainly, in %

students 30 years or over for whom this applies totally/mainly, in %

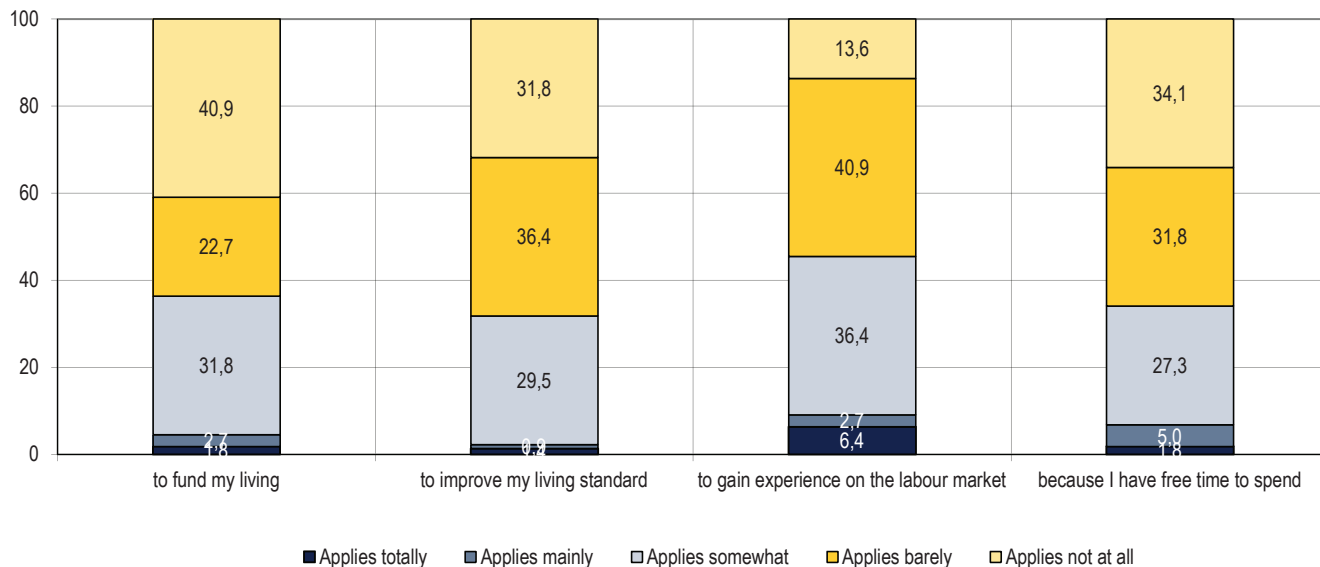
4,5
36,4

Students' motivation to work by age

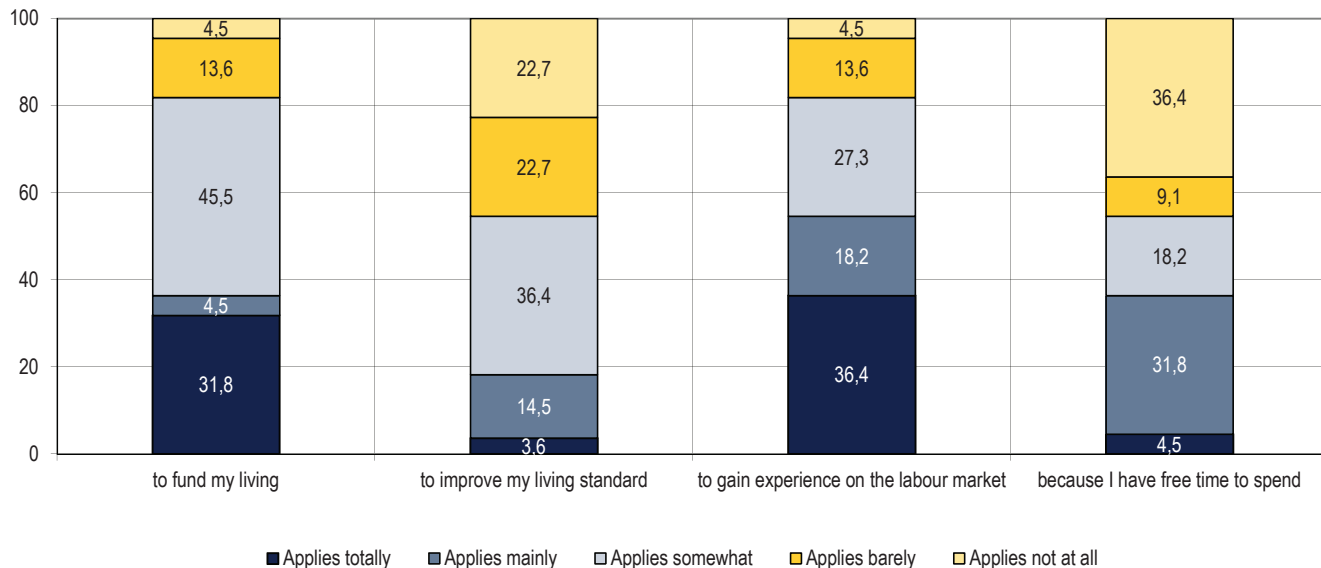
Indicators: Motivation 'I work to fund my living'

students up to 21 years for whom this applies totally/mainly, in %	4,5
students 30 years or over for whom this applies totally/mainly, in %	36,4

Students' motivation to work alongside their studies - students up to 21 years (in %)



Students' motivation to work alongside their studies - students 30 years or over (in %)



H11 Employment & Time budget

Students' assessment of extent of relation between studies and job by characteristics of students (I)

Source	Survey question 3.11, 3.9, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Many students work alongside their studies. In this context, it is relevant to ask them how closely related their job is to their actual studies. This subtopic covers students' assessment of how closely their job is related to the content of their study programme.
General instructions	Table: Calculate absolute number of students for each assessment category by study-related characteristics of students. For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). The category '(very) closely' is the sum of the values for the two values to the left of the middle scale ('moderately' - see question 3.11). The category 'slightly/not at all' is the sum of the values for the two values to the right of the middle scale ('moderately'). See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Extent of relation to job by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(Very) closely	300	41,1	180	49,2	100	34,5	50	21,7	45	50,0	250	53,2	50	19,2	10	22,2	70	46,7
Moderately	100	13,7	56	15,3	30	10,3	80	34,8	15	16,7	90	19,1	10	3,8	15	33,3	50	33,3
Slightly/not at all	330	45,2	130	35,5	160	55,2	100	43,5	30	33,3	130	27,7	200	76,9	20	44,4	30	20,0
total	730	100,0	366	100,0	290	100,0	230	100,0	90	100,0	470	100,0	260	100,0	45	100,0	150	100,0

Job (very) closely related for all students, in %

41,1

Job (very) closely related for BA students, in %

49,2

Job (very) closely related for low-intensity students, in %

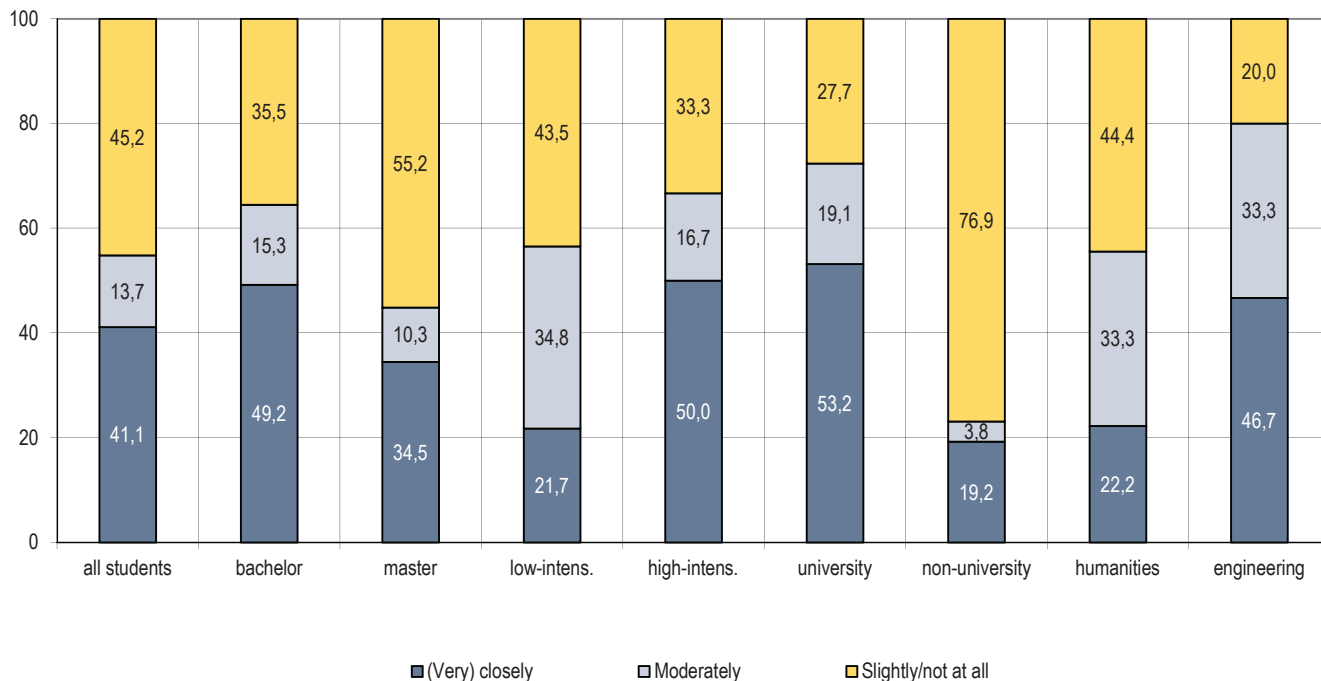
21,7

Students' assessment of extent of relation between studies and job by characteristics of students (I)

Extent of relation to job by students' study-related characteristics

Indicators:	Job (very) closely related for all students, in %	41,1
	Job (very) closely related for BA students, in %	49,2
	Job (very) closely related for low-intensity students, in %	21,7

Extent of relation to job by students' study-related characteristics (in %)



H12 Employment & Time budget

Students' assessment of extent of relation between studies and job by characteristics of students (II)

Source	Survey question 3.11, 3.9, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Many students work alongside their studies. In this context, it is relevant to ask them how closely related their job is to their actual studies. This subtopic covers students' assessment of how closely their job is related to the content of their study programme.
General instructions	Table: Calculate absolute number of students for each assessment category by socio-demographic characteristics of students. For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). The category '(very) closely' is the sum of the values for the two values to the left of the middle scale ('moderately' - see question 3.11). The category 'slightly/not at all' is the sum of the values for the two values to the right of the middle scale ('moderately'). See glossary for: education/social background, delayed transition students, age, international students.

Extent of relation to job by students' socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(Very) closely	170	42,5	130	39,4	100	26,3	200	57,1	260	52,0	50	22,7	110	42,3	70	50,0	70	63,6	80	40,0
Moderately	60	15,0	40	12,1	90	23,7	10	2,9	80	16,0	60	27,3	70	26,9	40	28,6	5	4,5	60	30,0
Slightly/not at all	170	42,5	160	48,5	190	50,0	140	40,0	160	32,0	110	50,0	80	30,8	30	21,4	35	31,8	60	30,0
total	400	100,0	330	100,0	380	100,0	350	100,0	500	100,0	220	100,0	260	100,0	140	100,0	110	100,0	200	100,0

Job (very) closely related for students without HE background, in %

26,3

Job (very) closely related for 22-24 year old students, in %

42,3

Job (very) closely related for 30 year old (or older) students, in %

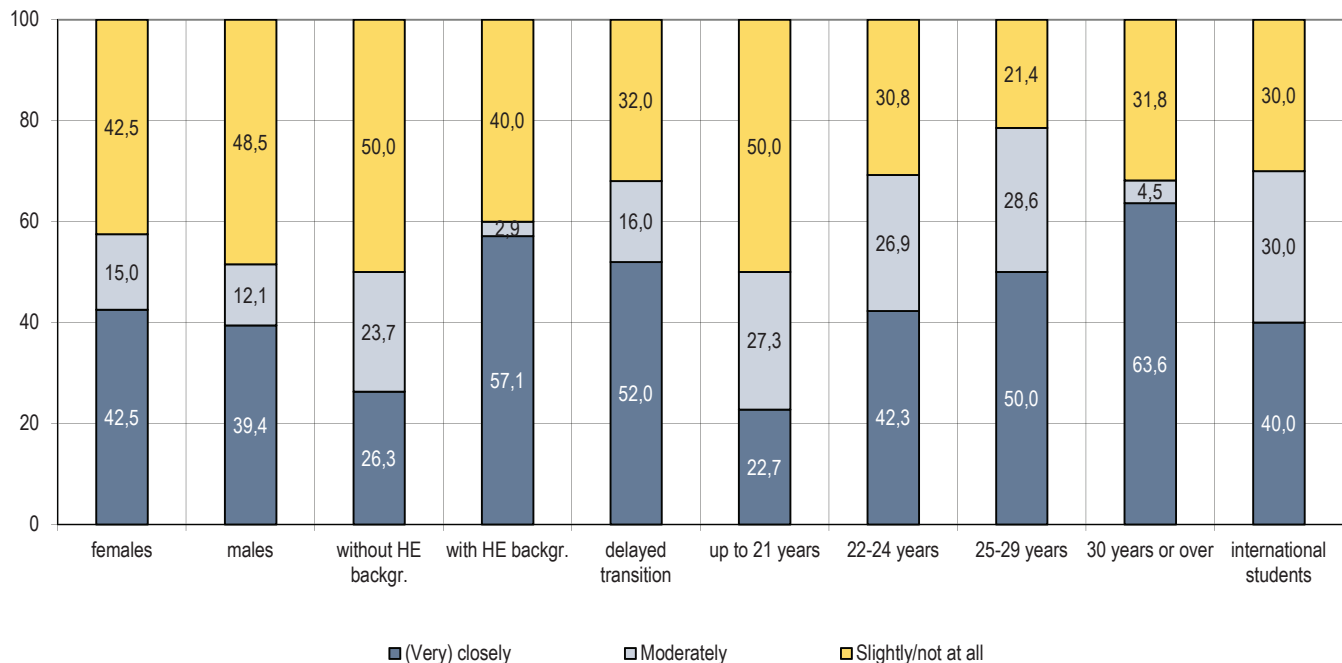
63,6

Students' assessment of extent of relation between studies and job by characteristics of students (II)

Extent of relation to job by students' socio-demographic characteristics

Indicators:	Job (very) closely related for students without HE background, in %	26,3
	Job (very) closely related for 22-24 year old students, in %	42,3
	Job (very) closely related for 30 year old (or older) students, in %	63,6

Extent of relation to job by students' socio-demographic characteristics (in %)



H13 Employment & Time budget

Students' assessment of extent of relation between studies and job by characteristics of students (III)

Source	Survey question 3.11, 3.9, 3.6, 3.7
Purpose of subtopic	Many students work alongside their studies. In this context, it is relevant to ask them how closely related their job is to their actual studies. This subtopic covers students' assessment of how closely their job is related to the content of their study programme.
General instructions	Table: Calculate absolute number of students for each assessment category by finance-related characteristics of students. For this subtopic <u>all</u> working students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester). The category '(very) closely' is the sum of the values for the two values to the left of the middle scale ('moderately' - see question 3.11). The category 'slightly/not at all' is the sum of the values for the two values to the right of the middle scale ('moderately'). See glossary for: dependency on income source.

Extent of relation to job by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
(Very) closely	60	24,0	170	56,7	90	45,0
Moderately	70	28,0	70	23,3	50	25,0
Slightly/not at all	120	48,0	60	20,0	60	30,0
total	250	100,0	300	100,0	200	100,0

Job (very) closely related for students depending on family support, in %

24,0

Job (very) closely related for students depending on own earnings, in %

56,7

Job (very) closely related for students depending on public support, in %

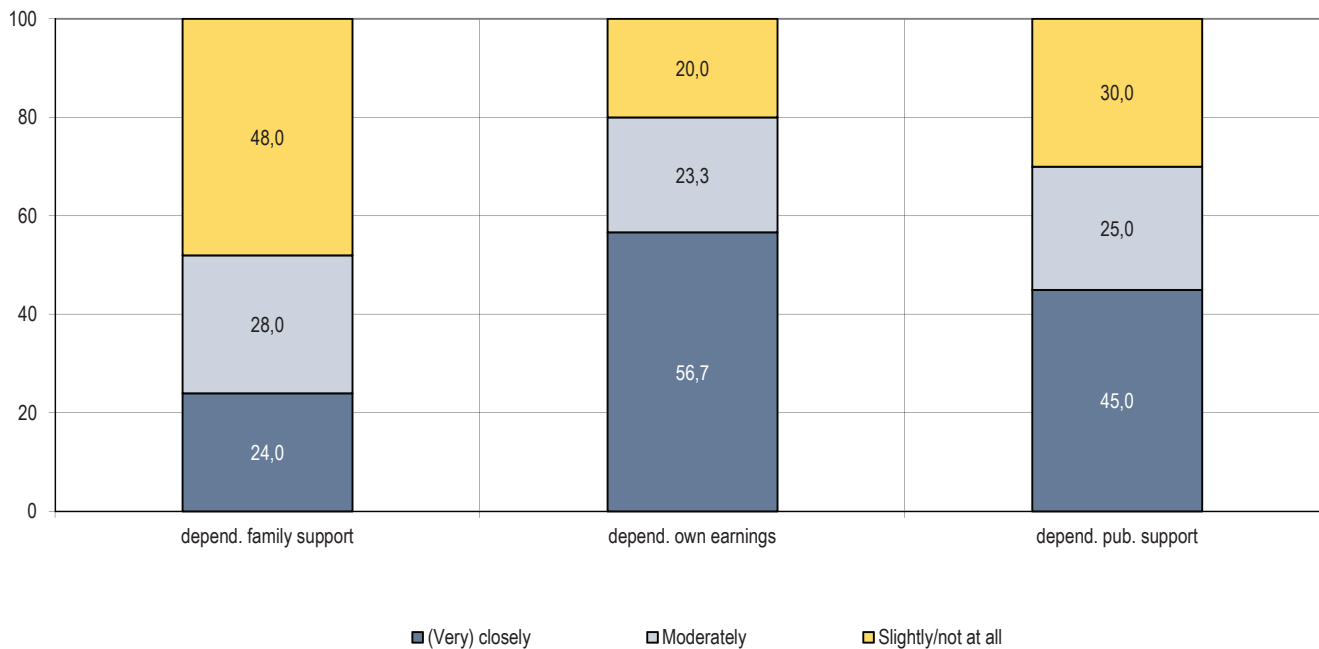
45,0

Students' assessment of extent of relation between studies and job by characteristics of students (III)

Extent of relation to job by students' finance-related characteristics

Indicators:	Job (very) closely related for students depending on family support, in %	24,0
	Job (very) closely related for students depending on own earnings, in %	56,7
	Job (very) closely related for students depending on public support, in %	45,0

Extent of relation to job by students' finance-related characteristics (in %)



Special instructions for treatment of missing data in the topic 'time budget and employment'

In order to assure data quality the working group on indicators has defined common rules for the treatment of missing data. We expect all project partners to use them.

The data for this topic comes largely from question 3.13 and 3.14 of the questionnaire (hours by activity in a typical week).

Rules for data cleaning

1. If all fields are empty or filled with 0, then set the values to missing.
2. If total hours per day (i.e. the sum of study-related and job-related activities) exceed 24 hours or total hours per week is more than 120, then set the values to missing.
3. If a student has responded that he/she works 'during the whole semester' (question 3.9), but the field for 'paid jobs' in question 3.13 is empty or 0, then set the values to missing.
4. If a student has responded that he/she does not work (question 3.9), and the value for 'paid jobs' in question 3.13 is not 0, set it to 0.
5. If at least one field is filled with a value above 0, then replace all empty fields with 0.

Please quantify the sum of all excluded cases in the categories 1.-3. in the metadata and respective subtopic comment box and all cases affected by rules 4. and 5. (headcounts of students) only in the respective subtopic comment box.

I1 Employment & Time budget

Time budget for study-related activities by characteristics of students (I)

Source	Survey question 3.13, 3.14, 3.1, 1.1, 1.0, 1.5
Purpose of subtopic	This subtopic looks at the students' allocation of time on different purposes by students' characteristics. To judge the students' overall workload, the analysis of the time budget concentrates only on three different aspects, that is time on 'taught studies', 'personal study time' and 'paid jobs'.
General instructions	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Refer to the arithmetic mean for hours. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by study-related characteristics of students. The standard deviation refers to the total of hours. Distinguish between the two basic forms of housing. See glossary for: taught studies, personal study time, bachelor/master students, low-/high-intensity students, university, non-university.

Students by study-related characteristics, living with parents, hours per week (arithm. mean)

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount
taught studies	13	13	17	12	24	9	17	19	17
personal study time	18	17	19	8	22	10	19	17	16
paid jobs	4	4	1	1	4	12	1	1	2
total	35	34	37	21	50	31	37	37	35
standard deviation (on total hours)	7	8	5	4	9	9	4	6	5

Students by study-related characteristics, not living with parents, hours per week (arithm. mean)

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount	mean/amount
taught studies	14	15	16	10	21	7	17	18	19
personal study time	18	17	19	7	21	8	19	17	17
paid jobs	12	11	9	6	12	22	5	9	5
total	44	43	44	23	54	37	41	44	41
standard deviation (on total hours)	9	8	4	5	8	9	4	7	4

Study-related activities for all students not living with parents, hrs/wk
 Study-related activities for BA students not living with parents, hrs/wk
 Study-related activities for MA students not living with parents, hrs/wk
 Study-related activities for low-intensity students not living with parents, hrs/wk

32
32
35
17

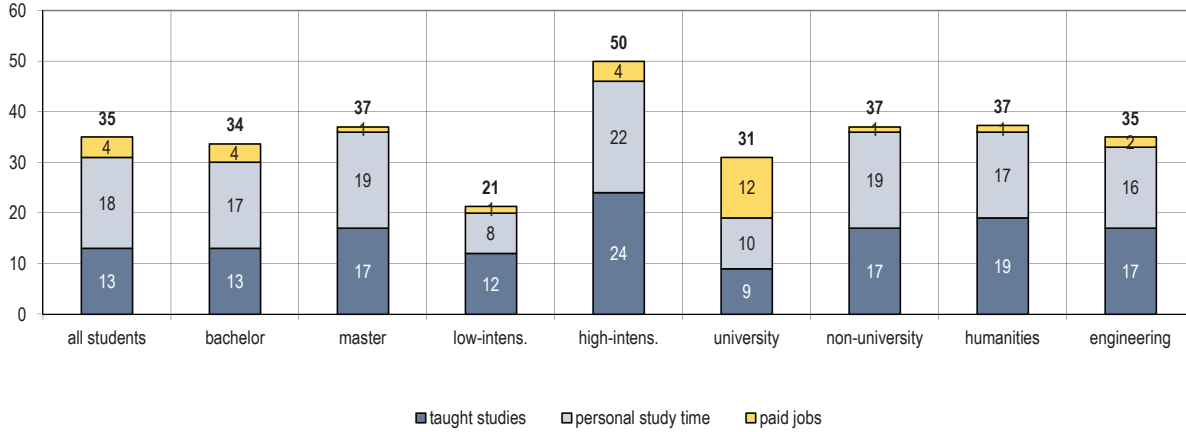
I1 Employment & Time budget

Time budget for study-related activities by characteristics of students (I)

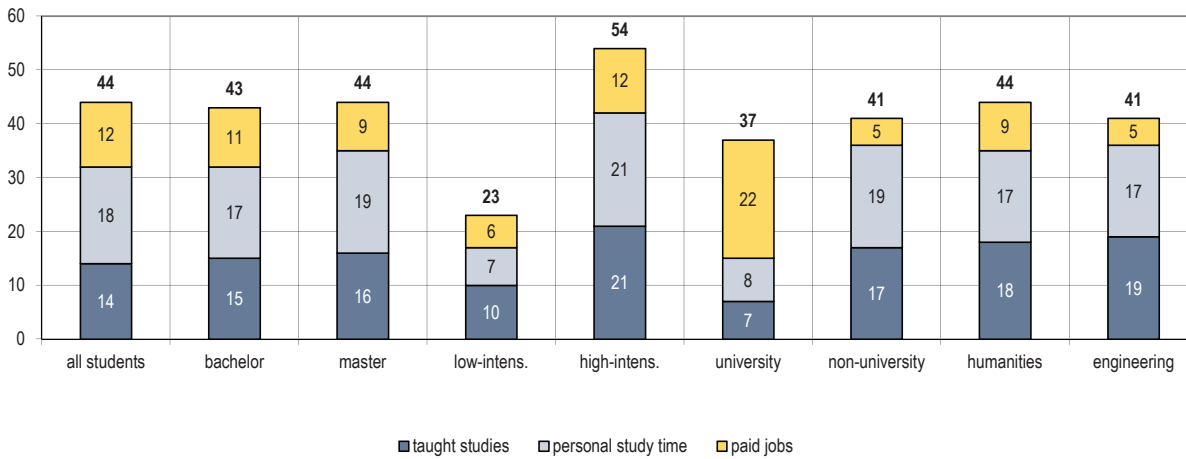
Indicators: Study-related activities for all students not living with parents, hrs/wk
 Study-related activities for BA students not living with parents, hrs/wk
 Study-related activities for MA students not living with parents, hrs/wk
 Study-related activities for low-intensity students not living with parents, hrs/wk

32
32
35
17

Time budget by study-related characteristics of students who are living with parents (in hours per week)



Time budget by study-related characteristics of students who are not living with parents (in hours per week)



I2 Employment & Time budget

Time budget for study-related activities by characteristics of students (II)

Source	Survey question 3.13, 3.14, 3.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	This subtopic looks at the students' allocation of time on different purposes by students' characteristics. To judge the students' overall workload, the analysis of the time budget concentrates only on three different aspects, that is time on 'taught studies', 'personal study time' and 'paid jobs'.
General instructions	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Refer to the arithmetic mean for hours. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by socio-demographic characteristics of students. The standard deviation refers to the total of hours. Distinguish between the two basic forms of housing. See glossary for: taught studies, personal study time, education/social background, delayed transition students, age, international students.

Students by socio-demographic characteristics, living with parents, hours per week (arithm. mean)

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount
taught studies	13	13	17	12	13	9	17	19	17	17
personal study time	18	17	19	15	18	10	19	17	16	16
paid jobs	3	5	5	1	4	12	1	1	2	2
total	34	35	41	28	35	31	37	37	35	35
standard deviation (on total hours)	7	8	5	4	9	9	4	6	5	5

Students by socio-demographic characteristics, not living with parents, hours per week (arithm. mean)

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount
taught studies	14	13	16	13	12	7	17	18	19	19
personal study time	18	17	19	17	18	8	19	17	17	17
paid jobs	10	13	14	6	12	22	5	9	5	5
total	42	43	49	36	42	37	41	44	41	41
standard deviation (on total hours)	8	10	9	5	8	9	4	7	4	4

Study-related activities for students without HE background not living with parents, hrs/wk

35

Study-related activities for 22-24 year old students not living with parents, hrs/wk

36

Study-related activities for 30 year old (or older) students not living with parents, hrs/wk

36

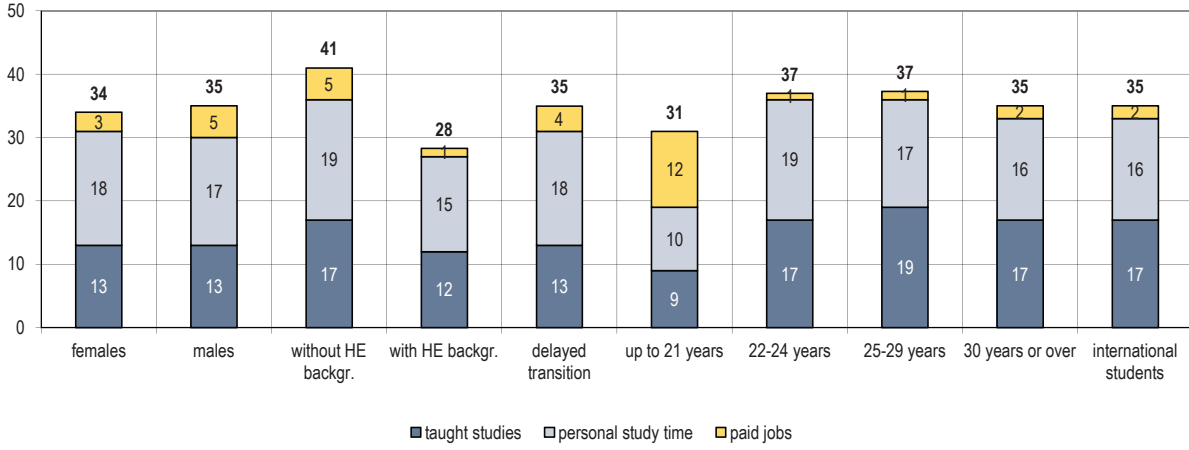
I2 Employment & Time budget

Time budget for study-related activities by characteristics of students (II)

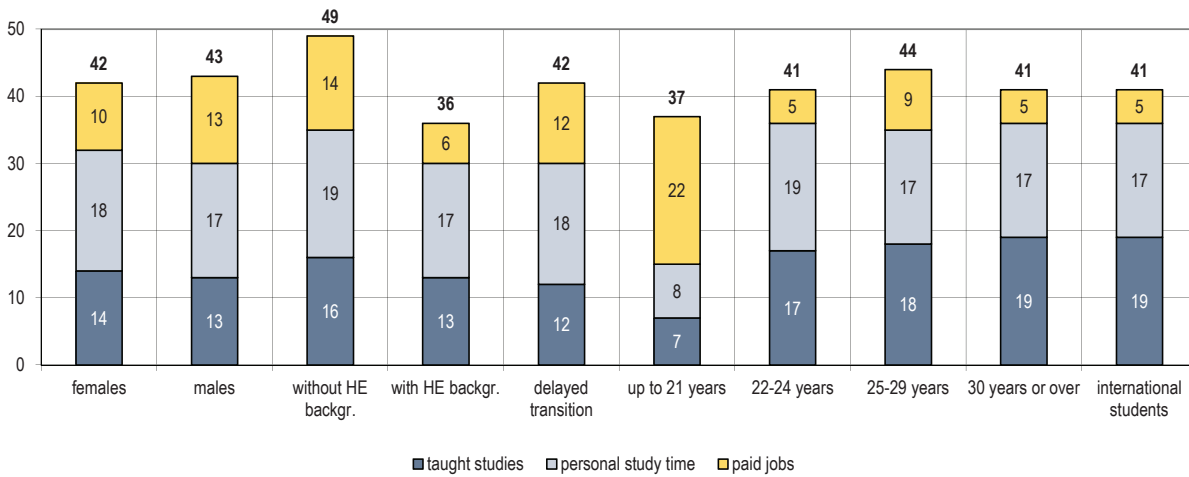
Indicators: Study-related activities for students without HE background not living with parents, hrs/wk
 Study-related activities for 22-24 year old students not living with parents, hrs/wk
 Study-related activities for 30 year old (or older) students not living with parents, hrs/wk

35
36
36

Time budget by socio-demographic characteristics of students who are living with parents (in hours per week)



Time budget by socio-demographic characteristics of students who are not living with parents (in hours per week)



I3 Employment & Time budget

Time budget for study-related activities by characteristics of students (III)

Source	Survey question 3.13, 3.14, 3.1, 3.6, 3.7
Purpose of subtopic	This subtopic looks at the students' allocation of time on different purposes by students' characteristics. To judge the students' overall workload, the analysis of the time budget concentrates only on three different aspects, that is time on 'taught studies', 'personal study time' and 'paid jobs'.
General instructions	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Refer to the arithmetic mean for hours. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by finance-related characteristics of students. The standard deviation refers to the total of hours. Distinguish between the two basic forms of housing. See glossary for: taught studies, personal study time, dependency on income source.

Students by finance-related characteristics, living with parents, hours per week (arithm. mean)

	depend. family support	depend. own earnings	depend. publ. support
	mean/ amount	mean/ amount	mean/ amount
taught studies	13	10	17
personal study time	18	12	19
paid jobs	4	10	1
total	35	32	37
standard deviation (on total hours)	7	8	5

Students by finance-related characteristics, not living with parents, hours per week (arithm. mean)

	depend. family support	depend. own earnings	depend. publ. support
	mean/ amount	mean/ amount	mean/ amount
taught studies	14	9	16
personal study time	18	11	19
paid jobs	12	25	9
total	44	45	44
standard deviation (on total hours)	9	8	4

Study-related activities for students not living with parents and depending on family support, hrs/wk

32

Study-related activities for students not living with parents and depending on own earnings, hrs/wk

20

Study-related activities for students not living with parents and depending on public support, hrs/wk

35

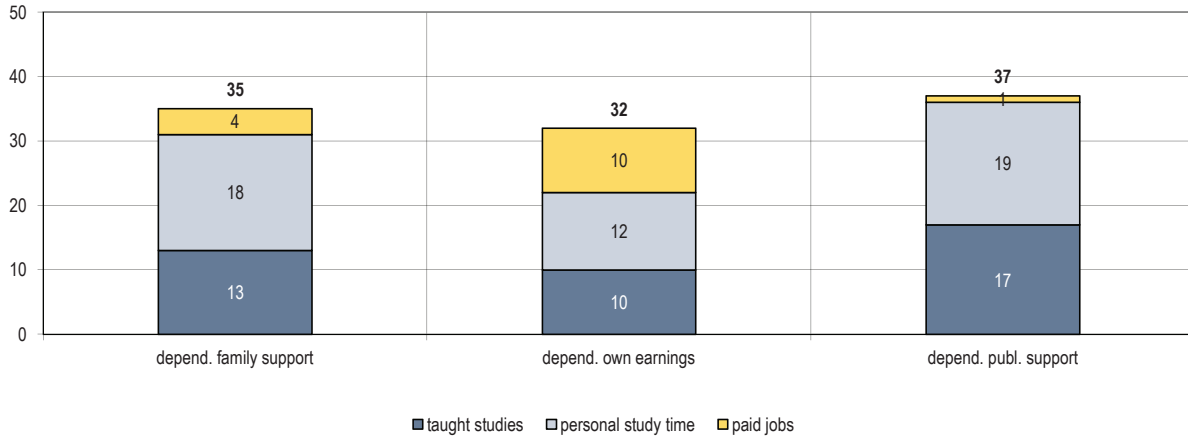
I3 Employment & Time budget

Time budget for study-related activities by characteristics of students (III)

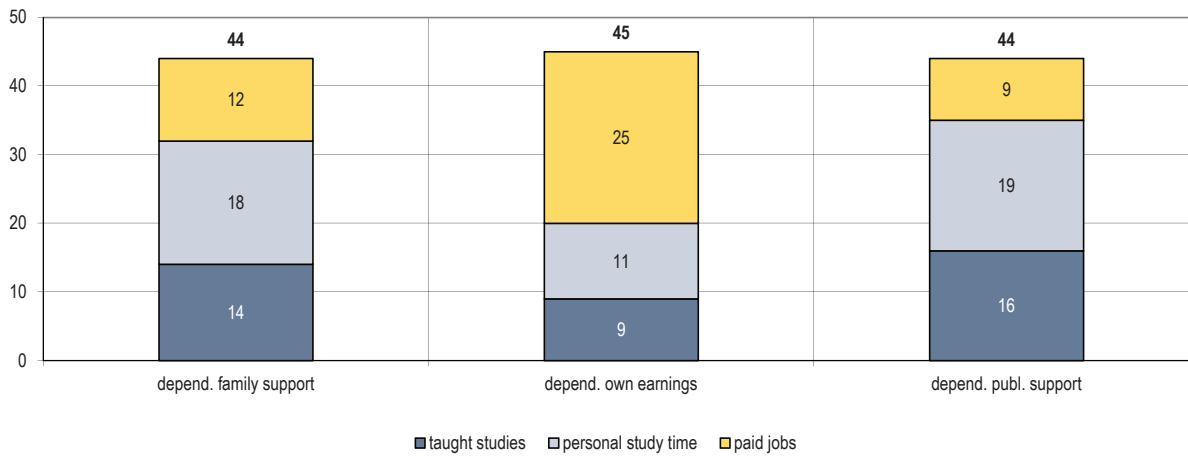
Indicators: Study-related activities for students not living with parents and depending on family support, hrs/wk
 Study-related activities for students not living with parents and depending on own earnings, hrs/wk
 Study-related activities for students not living with parents and depending on public support, hrs/wk

32
20
35

Time budget by finance-related characteristics of students who are living with parents (in hours per week)



Time budget by finance-related characteristics of students who are not living with parents (in hours per week)



I4 Employment & Time budget

Time budget for study-related activities by extent of paid employment

Source	Survey question 3.13 and 3.14
Purpose of subtopic	This subtopic analyses the effect of increasing intensity of paid employment (measured in working hours per week) on the students' allocation of time. It is interesting to see, whether increasing working time results in a cut of time for taught studies, for personal study time or for leisure time or maybe combinations of these.
General instructions	Table: Calculate for all students the hours per week allocated on study time (taught and personal) and employment. Refer to the arithmetic mean for hours. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by students' working hours per week (also for those students who are <u>not</u> employed, i.e. the group of all students comprises students with <u>and</u> without paid jobs). See glossary for: time budget in a typical week, personal study time, taught studies.

Time budget in a typical study week by hours per week in paid employment (arithm. mean)

	0 hrs	1-5 hrs	6-10 hrs	11-15 hrs	more than 15 hrs
	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount
taught studies	15	15	14	12	8
personal study time	17	15	16	16	15
paid jobs	0	4	9	12	17
total	32	34	39	40	40

Study-related activities for students without paid employment, hrs/wk

Study-related activities for students who work 1-5 hrs/wk, hrs/wk

Study-related activities for students who work 11-15 hrs/wk, hrs/wk

Study-related activities for students who work more than 15 hrs/wk, hrs/wk

32
30
28
23

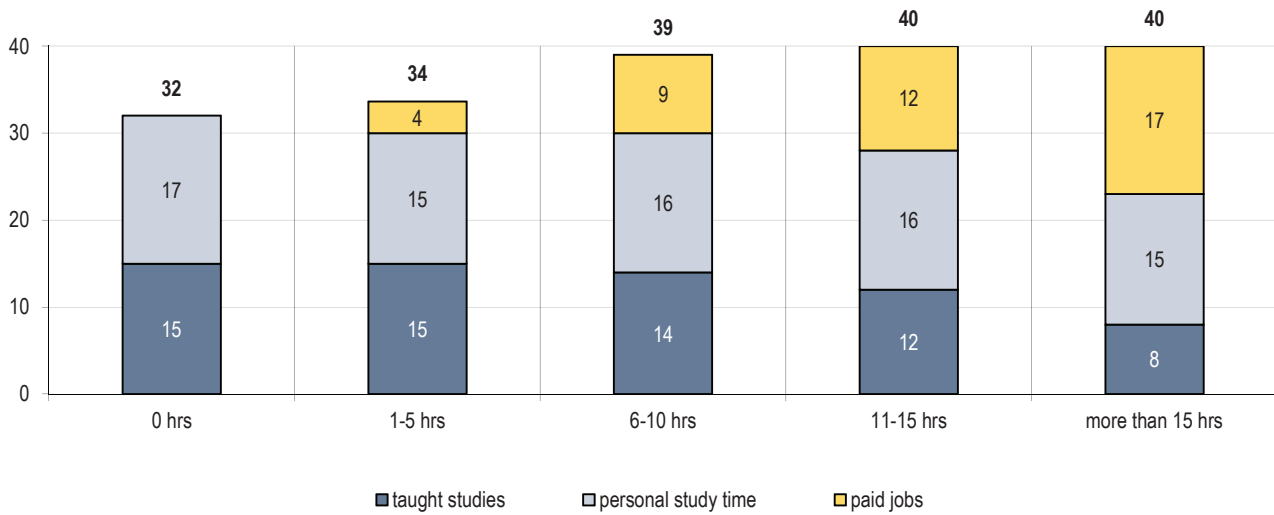
I4 Employment & Time budget

Time budget for study-related activities by extent of paid employment

Time budget in a typical study week by hours per week in paid employment (arithm. mean)

Indicators:	Study-related activities for students without paid employment, hrs/wk	32
	Study-related activities for students who work 1-5 hrs/wk, hrs/wk	30
	Study-related activities for students who work 11-15 hrs/wk, hrs/wk	28
	Study-related activities for students who work more than 15 hrs/wk, hrs/wk	23

Students' time budget by extent of paid employment (in hours per week)



I5 Employment & Time budget

Time budget for study-related activities by qualification being studied for and field of study

Source	Survey question 3.13, 3.14, 1.1, 1.5
Purpose of subtopic	The students' time budget is described by field of study. That way it is possible to compare the students' burden of studying and working for various fields of study. It is differentiated between Bachelor and Master students as they are expected to have different patterns of time allocation.
General instructions	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Refer to the arithmetic mean for hours. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by field of study and by two basic qualifications being studied for (BA, MA). This subtopic refers to students with <u>and</u> without employment. See glossary for: taught studies, personal study time, fields of study, bachelor/master students.

Time budget in a typical study week by field of study (hours per week, arithm. mean), Bachelor students

	all fields of study	education	humanities, arts	social sc., business, law	(natural) science	engineering, manuf., constr.	agriculture	health, welfare	services
	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount
taught studies	13	12	13	13	11	11	10	7	11
personal study time	18	15	15	16	18	20	21	29	12
paid jobs	10	11	10	9	10	13	11	9	13
total	41	38	38	38	39	44	42	45	36

Time budget in a typical study week by field of study (hours per week, arithm. mean), Master students

	all fields of study	education	humanities, arts	social sc., business, law	(natural) science	engineering, manuf., constr.	agriculture	health, welfare	services
	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount	mean/ amount
taught studies	11	10	11	10	10	10	9	7	6
personal study time	16	14	12	12	16	18	19	20	11
paid jobs	12	13	13	12	14	17	14	11	15
total	39	37	36	34	40	45	42	38	32

Time budget of BA students for study-related activities in engineering disciplines, hrs/wk

31

Time budget of BA students for study-related activities in humanities and arts, hrs/wk

28

Time budget of MA students for study-related activities in engineering disciplines, hrs/wk

28

Time budget of MA students for study-related activities in humanities and arts, hrs/wk

23

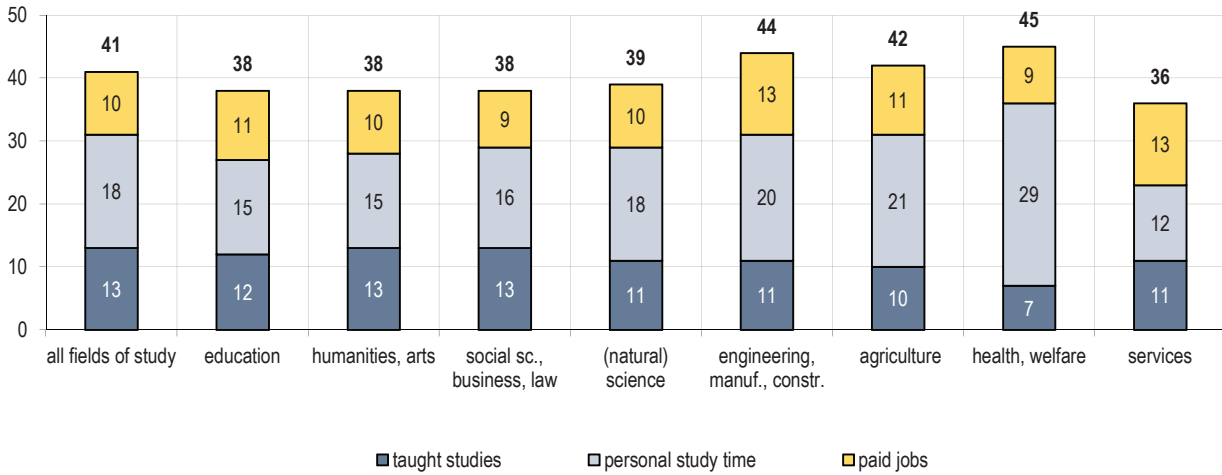
I5 Employment & Time budget

Time budget for study-related activities by qualification being studied for and field of study

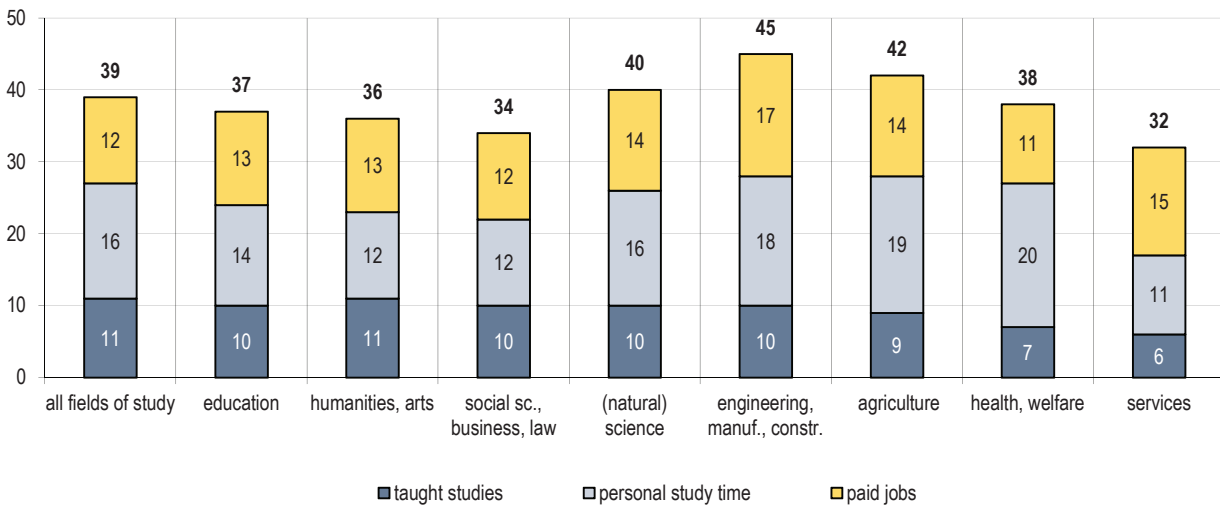
Indicators: Time budget of BA students for study-related activities in engineering disciplines, hrs/wk
 Time budget of BA students for study-related activities in humanities and arts, hrs/wk
 Time budget of MA students for study-related activities in engineering disciplines, hrs/wk
 Time budget of MA students for study-related activities in humanities and arts, hrs/wk

31
28
28
23

Time budget by field of study - BA students (in hours per week)



Time budget by field of study - MA students (in hours per week)



I6 Employment & Time budget

Students' assessment of their workload by characteristics of students (I)

Source	Survey question 3.15, 3.13, 3.9, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	This is a general assessment of students of their weekly workload. This subtopic refers especially to the success of the coping strategy of those students who are working alongside their studies.
General instructions	<p>Table 1: Calculate absolute number of students for the different characteristic values of the assessment scale differentiating by study-related characteristics of students. Table 1 refers only to students' study-related activities. Students with <u>and</u> without employment will be taken into account.</p> <p>Table 2: Calculate absolute number of students by assessment and by study-related characteristics. Table 2 refers only to students' employment; only <u>working</u> students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester).</p> <p>The category 'I want (a little) more' is the sum of the values for the two values to the right of the middle scale ('acceptable' - see question 3.15). The category 'I want (a little) less' is the sum of the values for the two values to the left of the middle scale ('acceptable'). See glossary for: workload, bachelor/master students, low-/high-intensity students, university, non-university.</p>

Assessment of workload for study-related activities by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
I want (a little) more	500	50,0	296	54,2	94	30,9	80	28,6	60	66,7	370	59,7	130	34,2	20	30,8	50	27,8
acceptable	200	20,0	100	18,3	80	26,3	90	32,1	20	22,2	100	16,1	100	26,3	25	38,5	70	38,9
I want (a little) less	300	30,0	150	27,5	130	42,8	110	39,3	10	11,1	150	24,2	150	39,5	20	30,8	60	33,3
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Assessment of workload for paid jobs by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
I want (a little) more	400	54,8	226	61,7	140	48,3	100	43,5	40	44,4	300	63,8	100	38,5	10	22,2	30	20,0
acceptable	150	20,5	50	13,7	70	24,1	50	21,7	30	33,3	100	21,3	50	19,2	20	44,4	50	33,3
I want (a little) less	180	24,7	90	24,6	80	27,6	80	34,8	20	22,2	70	14,9	110	42,3	15	33,3	70	46,7
total	730	100,0	366	100,0	290	100,0	230	100,0	90	100,0	470	100,0	260	100,0	45	100,0	150	100,0

Assessment of workload for study-related activities by students' study-related characteristics

All students who want (a little) more, in %

50,0

BA students who want (a little) more, in %

54,2

Low-intensity students who want (a little) more, in %

28,6

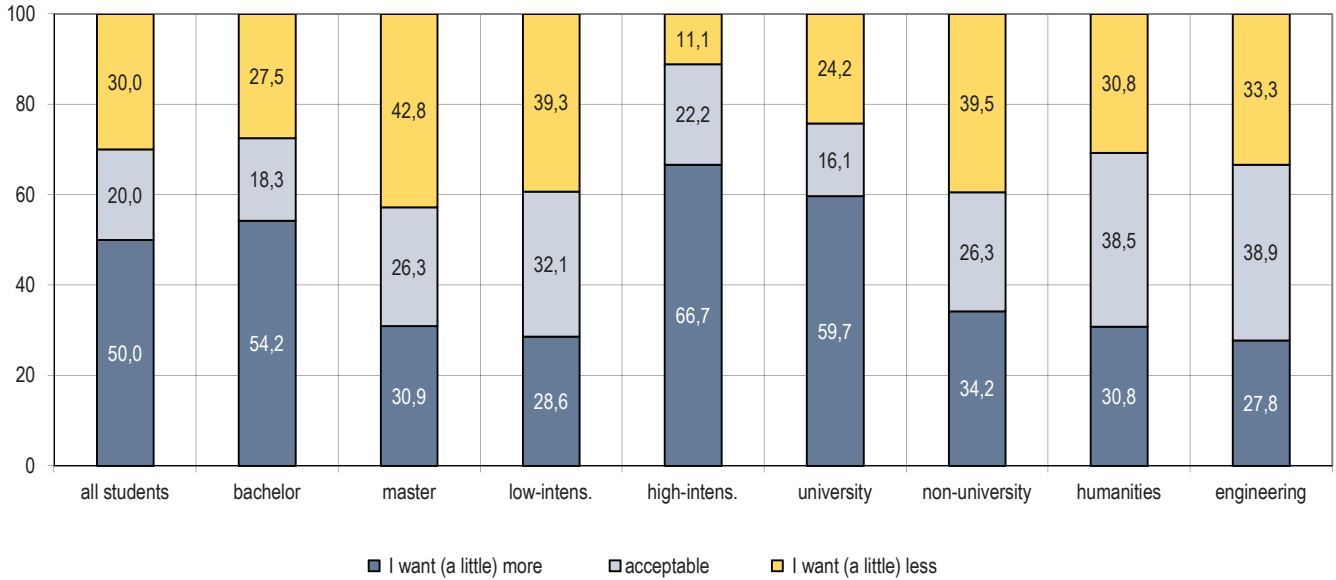
I6 Employment & Time budget

Students' assessment of their workload by characteristics of students (I)

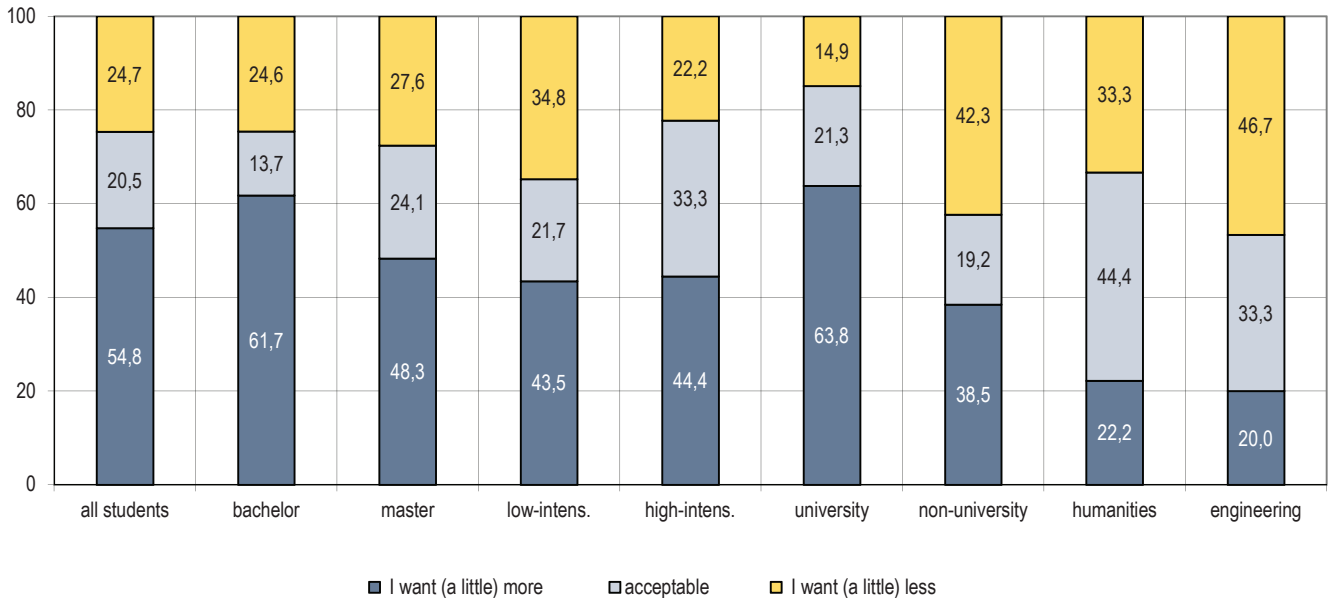
Assessment of workload for study-related activities by students' study-related characteristics

Indicators:	Assessment of workload for study-related activities by students' study-related characteristics
All students who want (a little) more, in %	50,0
BA students who want (a little) more, in %	54,2
Low-intensity students who want (a little) more, in %	28,6

Students' assessment of their workload for study-related activities by study-related characteristics of students (in %)



Students' assessment of their workload for paid jobs by study-related characteristics of students (in %)



I7 Employment & Time budget

Students' assessment of their workload by characteristics of students (II)

Source	Survey question 3.15, 3.13, 3.9, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	This is a general assessment of students of their weekly workload. This subtopic refers especially to the success of the coping strategy of those students who are working alongside their studies.
General instructions	<p>Table 1: Calculate absolute number of students for the different characteristic values of the assessment scale differentiating by socio-demographic characteristics of students. Table 1 refers only to students' study-related activities. Students with <u>and</u> without employment will be taken into account.</p> <p>Table 2: Calculate absolute number of students by assessment and by socio-demographic characteristics. Table 2 refers only to students' employment; only <u>working</u> students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester).</p> <p>The category 'I want (a little) more' is the sum of the values for the two values to the right of the middle scale ('acceptable' - see question 3.15). The category 'I want (a little) less' is the sum of the values for the two values to the left of the middle scale ('acceptable'). See glossary for: workload, education/social background, delayed transition students, age, international students.</p>

Assessment of workload for study-related activities by students' socio-demographic characteristics

	females numbers	females percent	males numbers	males percent	without HE backgr. numbers	without HE backgr. percent	with HE backgr. numbers	with HE backgr. percent	delayed transition numbers	delayed transition percent	up to 21 years numbers	up to 21 years percent	22-24 years numbers	22-24 years percent	25-29 years numbers	25-29 years percent	30 years or over numbers	30 years or over percent	international students numbers	international students percent
I want (a little) more	266	51,6	234	48,3	210	47,7	290	51,8	360	54,1	90	26,9	170	48,6	40	24,2	40	26,7	100	34,5
acceptable	100	19,4	100	20,7	130	29,5	70	12,5	130	19,5	115	34,3	80	22,9	50	30,3	50	33,3	110	37,9
I want (a little) less	150	29,1	150	31,0	100	22,7	200	35,7	175	26,3	130	38,8	100	28,6	75	45,5	60	40,0	80	27,6
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Assessment of workload for paid jobs by students' socio-demographic characteristics

	females numbers	females percent	males numbers	males percent	without HE backgr. numbers	without HE backgr. percent	with HE backgr. numbers	with HE backgr. percent	delayed transition numbers	delayed transition percent	up to 21 years numbers	up to 21 years percent	22-24 years numbers	22-24 years percent	25-29 years numbers	25-29 years percent	30 years or over numbers	30 years or over percent	international students numbers	international students percent
I want (a little) more	180	45,0	220	66,7	240	60,0	160	48,5	250	50,0	30	13,6	70	26,9	40	28,6	30	27,3	50	25,0
acceptable	100	25,0	50	15,2	70	17,5	80	24,2	110	22,0	70	31,8	80	30,8	40	28,6	40	36,4	60	30,0
I want (a little) less	120	30,0	60	18,2	90	22,5	90	27,3	140	28,0	120	54,5	110	42,3	60	42,9	40	36,4	90	45,0
total	400	100,0	330	100,0	400	100,0	330	100,0	500	100,0	220	100,0	260	100,0	140	100,0	110	100,0	200	100,0

Assessment of workload for study-related activities by students' socio-demographic characteristics

Students without HE background who want (a little) more, in %

47,7

22-24 year old students who want (a little) more, in %

48,6

30 year old (or older) students who want (a little) more, in %

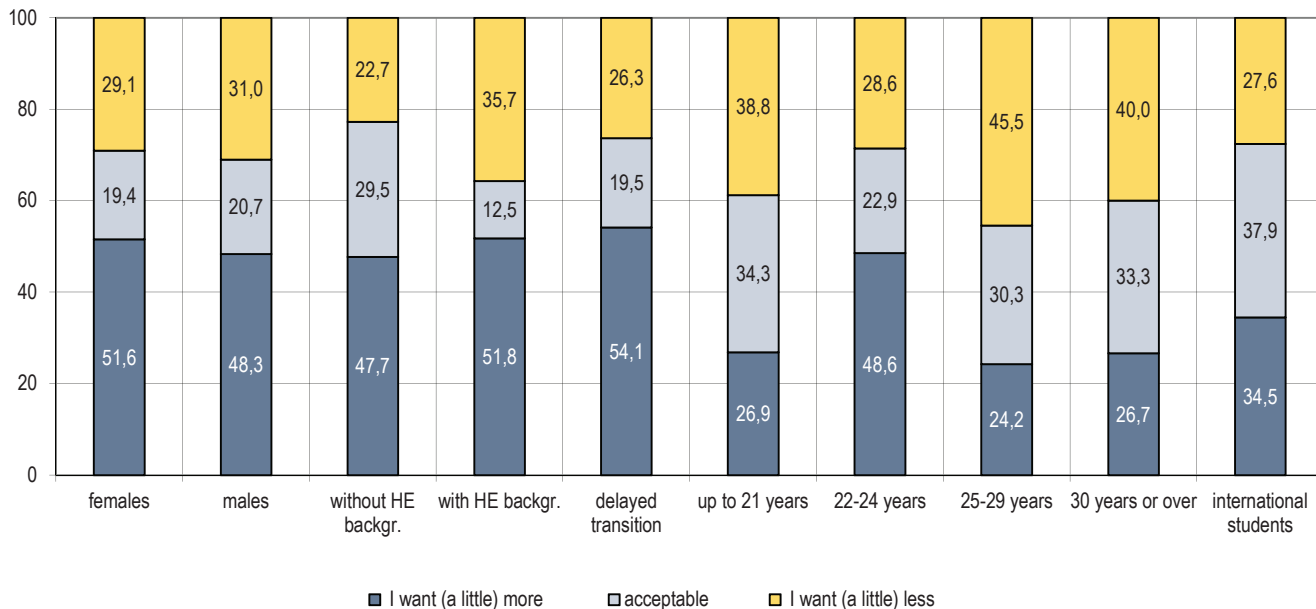
26,7

Students' assessment of their workload by characteristics of students (II)

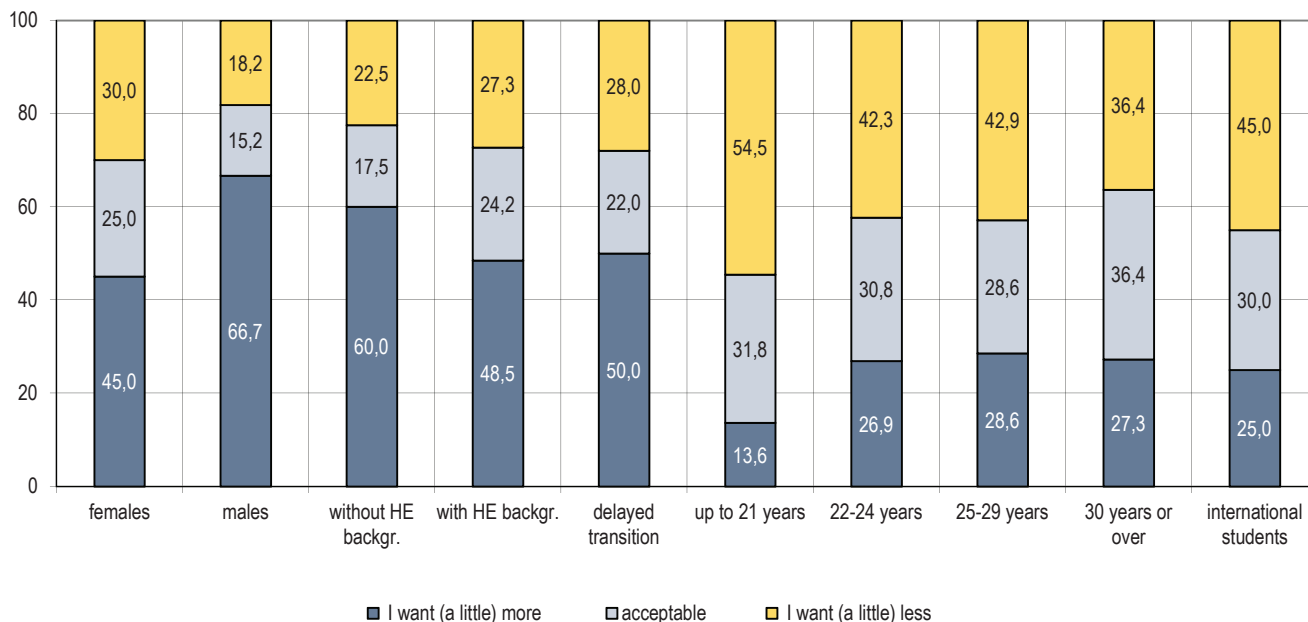
Indicators:	Assessment of workload for study-related activities by students' socio-demographic characteristics
	Students without HE background who want (a little) more, in %
	22-24 year old students who want (a little) more, in %
	30 year old (or older) students who want (a little) more, in %

47,7
48,6
26,7

Students' assessment of their workload for study-related activities by socio-demographic characteristics of students (in %)



Students' assessment of their workload for paid jobs by socio-demographic characteristics of students (in %)



I8 Employment & Time budget

Students' assessment of their workload by characteristics of students (III)

Source	Survey question 3.15, 3.13, 3.9, 3.6, 3.7
Purpose of subtopic	This is a general assessment of students of their weekly workload. This subtopic refers especially to the success of the coping strategy of those students who are working alongside their studies.
General instructions	<p>Table 1: Calculate absolute number of students for the different characteristic values of the assessment scale differentiating by finance-related characteristics of students. Table 1 refers only to students' study-related activities. Students with <u>and</u> without employment will be taken into account.</p> <p>Table 2: Calculate absolute number of students by assessment and by finance-related characteristics. Table 2 refers only to students' employment; only <u>working</u> students will be taken into account (i.e. those who work during the whole semester and those who work from time to time during the semester).</p> <p>The category 'I want (a little) more' is the sum of the values for the two values to the right of the middle scale ('acceptable' - see question 3.15). The category 'I want (a little) less' is the sum of the values for the two values to the left of the middle scale ('acceptable'). See glossary for: workload, dependency on income source.</p>

Assessment of workload for study-related activities by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
I want (a little) more	100	33,3	60	20,0	90	30,0
acceptable	120	40,0	100	33,3	130	43,3
I want (a little) less	80	26,7	140	46,7	80	26,7
total	300	100,0	300	100,0	300	100,0

Assessment of workload for paid jobs by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
I want (a little) more	70	28,0	60	20,0	80	40,0
acceptable	80	32,0	90	30,0	80	40,0
I want (a little) less	100	40,0	150	50,0	40	20,0
total	250	100,0	300	100,0	200	100,0

Assessment of workload for study-related activities by students' finance-related characteristics

Students depending on family support who want (a little) more, in %

33,3

Students depending on own earnings who want (a little) more, in %

20,0

Students depending on public support who want (a little) more, in %

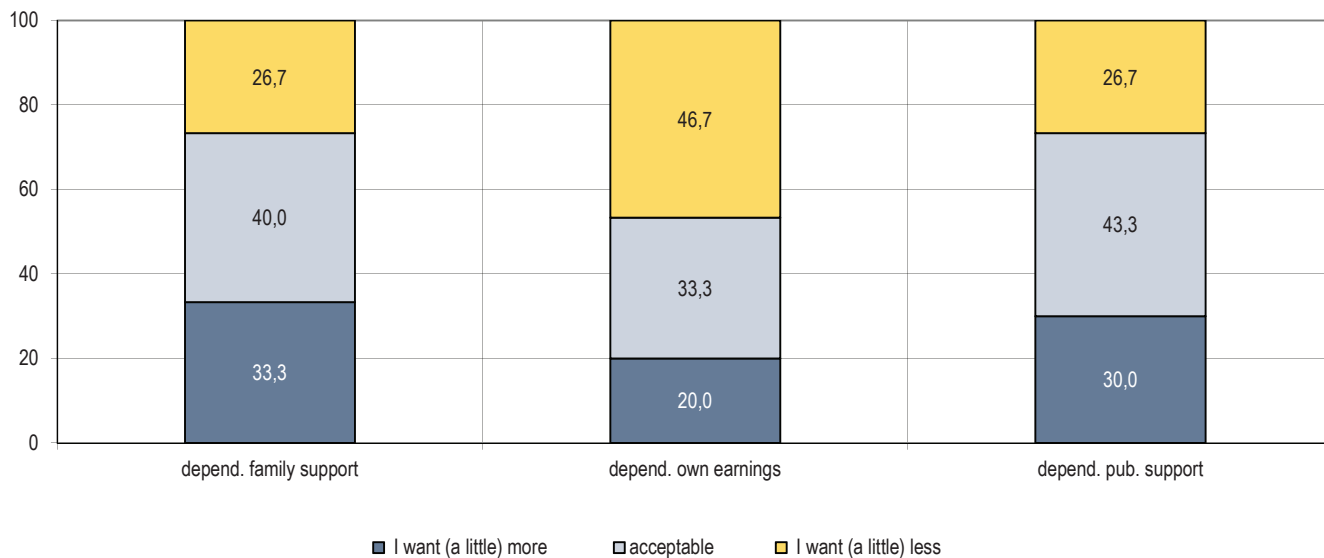
30,0

Students' assessment of their workload by characteristics of students (III)

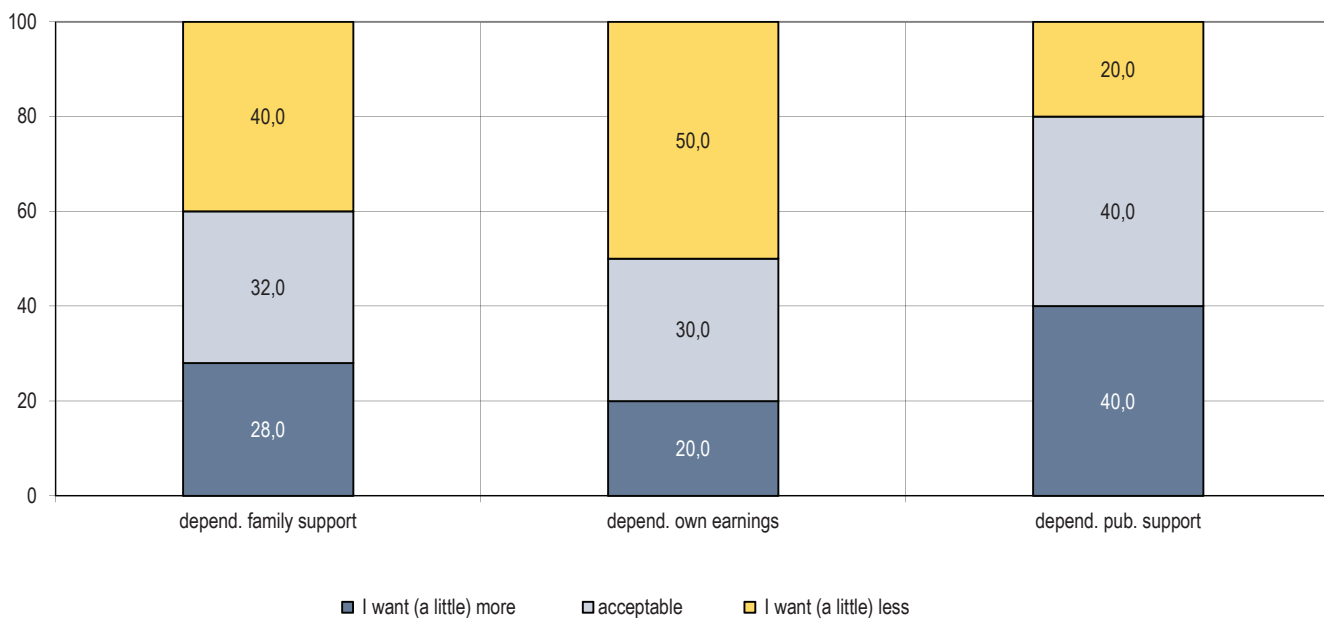
Assessment of workload for study-related activities by students' finance-related characteristics

Indicators:	Assessment of workload for study-related activities by students' finance-related characteristics
Students depending on family support who want (a little) more, in %	33,3
Students depending on own earnings who want (a little) more, in %	20,0
Students depending on public support who want (a little) more, in %	30,0

Students' assessment of their workload for study-related activities by finance-related characteristics of students (in %)



Students' assessment of their workload for paid jobs by finance-related characteristics of students (in %)



I9 Employment & Time budget

Students' assessment of their workload by composition of time budget

Source	Survey question 3.13, 3.14 and 3.15
Purpose of subtopic	The students' assessment of their workload is compared to their time spent on study-related activities and on employment. That way a rather subjective perception (own assessment) is compared to 'hard facts'. The analysis focusses on Bachelor students and low-intensity students as their time allocation may be very unbalanced compared to other student groups.
General instructions	Table 1-3: Calculate average number of hours per week (arithmetic mean) for study-related and job-related activities by level of students' assessment. Differentiate by student groups (all, BA, low-intensity). The category 'I want (a little) more' is the sum of the values for the two values to the right of the middle scale ('acceptable' - see question 3.15). The category 'I want (a little) less' is the sum of the values for the two values to the left of the middle scale ('acceptable'). This subtopic refers to students with <u>and</u> without employment. See glossary for: workload, bachelor students, low-intensity students.

Breakdown of total weekly workload (arithm. mean) by level of satisfaction

Assessment of workload by extent of study and job related activity, all students

	study-related activities, hrs/wk	job-related activities, hrs/wk	total workload, hrs/wk
	mean/amount	mean/amount	mean/amount
I want (a little) more	22	3	25
acceptable	19	8	27
I want (a little) less	17	12	29

Assessment of workload by extent of study and job related activity, BA students

	study-related activities, hrs/wk	job-related activities, hrs/wk	total workload, hrs/wk
	mean/amount	mean/amount	mean/amount
I want (a little) more	23	3	26
acceptable	19	9	28
I want (a little) less	14	16	30

Assessment of workload by extent of study and job related activity, low-intensity students

	study-related activities, hrs/wk	job-related activities, hrs/wk	total workload, hrs/wk
	mean/amount	mean/amount	mean/amount
I want (a little) more	20	4	24
acceptable	19	9	28
I want (a little) less	15	19	34

Study-related workload of all students who want (a little) less, hrs/wk

Study-related workload of BA students who want (a little) less, hrs/wk

Study-related workload of low-intensity students who want (a little) less, hrs/wk

17
14
15

I9 Employment & Time budget

Students' assessment of their workload by composition of time budget

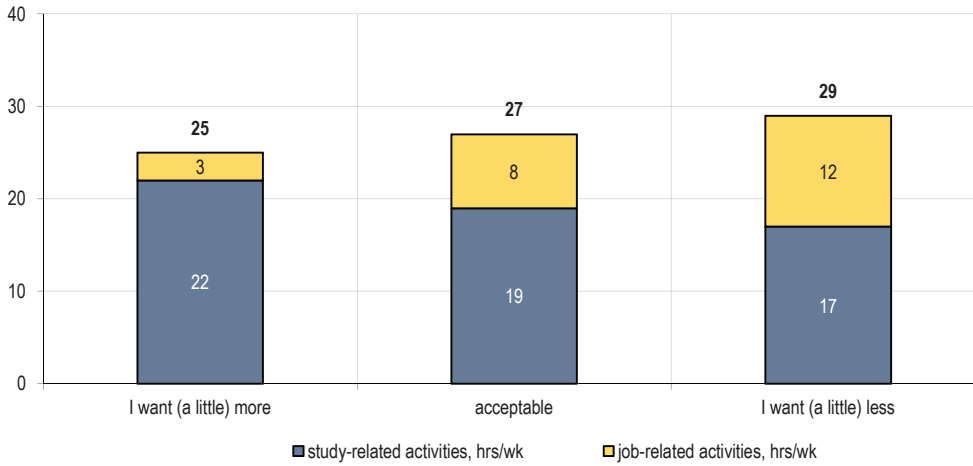
Breakdown of total weekly workload (arithm. mean) by level of satisfaction

Indicators:

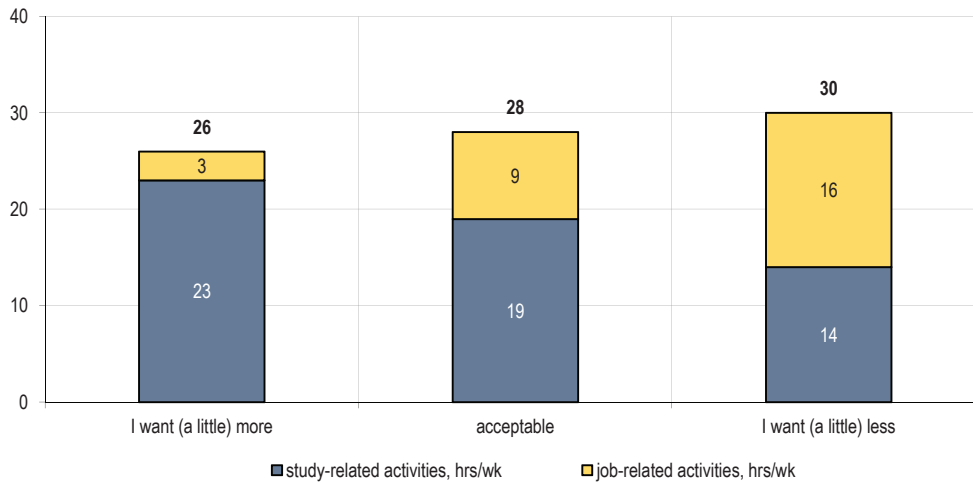
Study-related workload of all students who want (a little) less, hrs/wk
 Study-related workload of BA students who want (a little) less, hrs/wk
 Study-related workload of low-intensity students who want (a little) less, hrs/wk

17
14
15

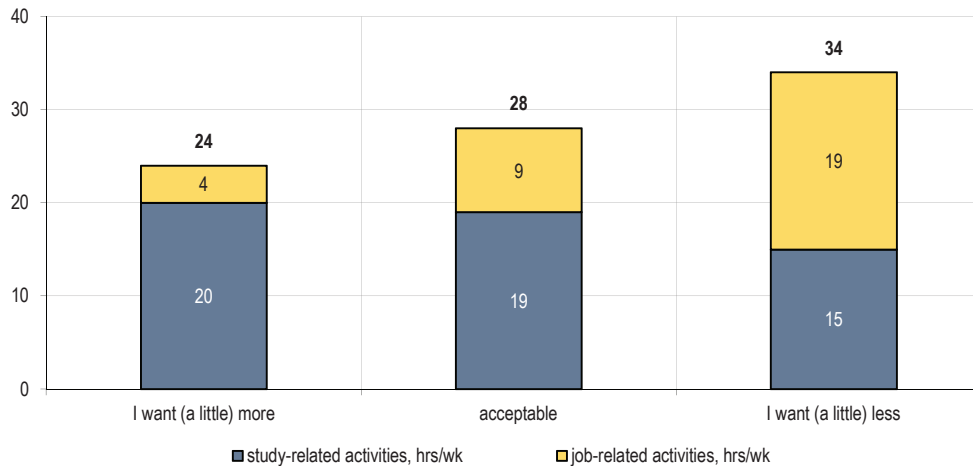
Breakdown of total weekly workload by level of satisfaction, all students (in hours per week)



Breakdown of total weekly workload by level of satisfaction, BA students (in hours per week)



Breakdown of total weekly workload by level of satisfaction, low-intensity students (in hours per week)



I10 Employment & Time budget

Students' description of current situation by characteristics of students (I)

Source	Survey question 3.12, 3.13, 3.9, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	How central are studies to students' lives? This subtopic uses students' responses to 3 statements on their current situation.
General instructions	Table: Calculate absolute number of students for each statement by study-related characteristics of students. Analysis is restricted to all <u>working</u> students (i.e. those who work during the whole semester and those who work from time to time during the semester). See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Current situation by students' study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
I'm a student besides other activities	150	20,5	86	23,5	50	17,2	50	21,7	35	38,9	110	23,4	40	15,4	15	33,3	25	16,7
I study alongside working	280	38,4	150	41,0	100	34,5	110	47,8	25	27,8	220	46,8	60	23,1	20	44,4	50	33,3
I'm mainly occupied with other duties/activities	300	41,1	130	35,5	140	48,3	70	30,4	30	33,3	140	29,8	160	61,5	10	22,2	75	50,0
total	730	100,0	366	100,0	290	100,0	230	100,0	90	100,0	470	100,0	260	100,0	45	100,0	150	100,0

All students who primarily work, in %

38,4

BA students who primarily work, in %

41,0

Low-intensity students who primarily work, in %

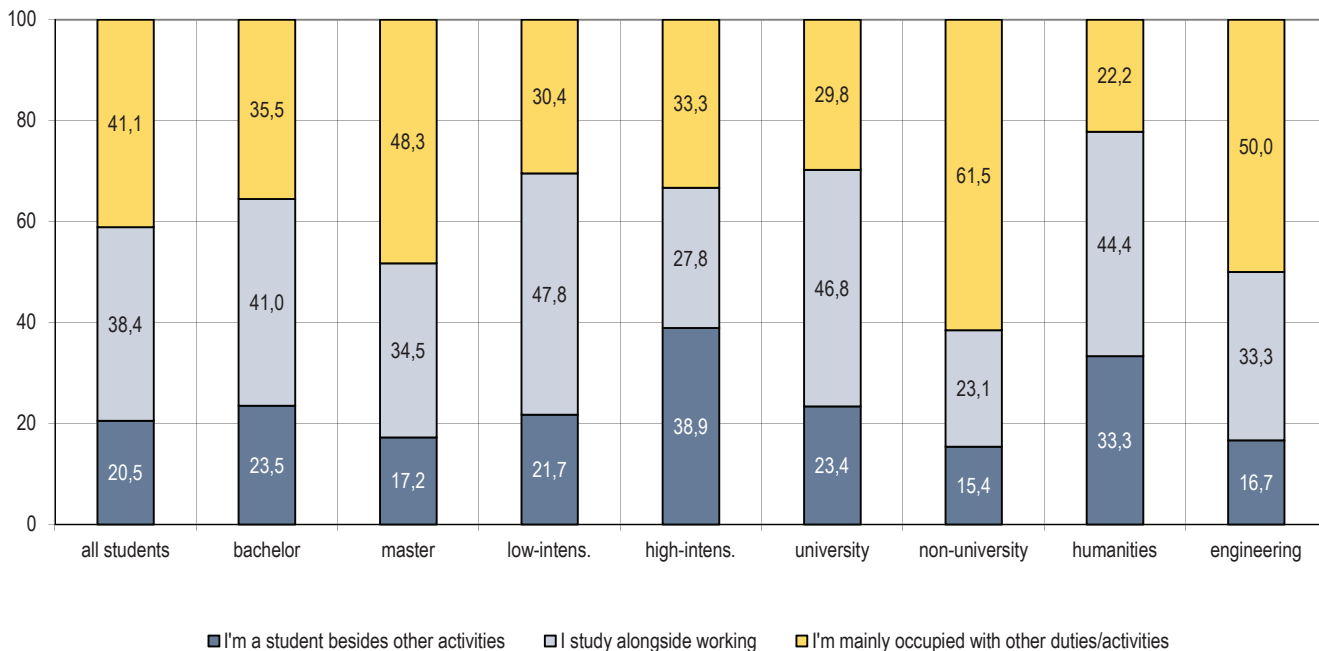
47,8

Students' description of current situation by characteristics of students (I)

Current situation by students' study-related characteristics

Indicators:	All students who primarily work, in %	38,4
	BA students who primarily work, in %	41,0
	Low-intensity students who primarily work, in %	47,8

Students' description of current situation (in %)



I11 Employment & Time budget

Students' description of current situation by characteristics of students (II)

Source	Survey question 3.12, 3.13, 3.9, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	How central are studies to students' lives? This subtopic uses students' responses to 3 statements on their current situation.
General instructions	Table: Calculate absolute number of students for each statement by socio-demographic characteristics of students. Analysis is restricted to all <u>working</u> students (i.e. those who work during the whole semester and those who work from time to time during the semester). See glossary for: education/social background, delayed transition students, age, international students.

Current situation by students' socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
I'm a student besides other activities	100	25,0	50	15,2	110	28,9	40	11,4	90	18,0	10	4,5	70	26,9	30	21,4	40	36,4	30	15,0
I study alongside working	170	42,5	110	33,3	180	47,4	100	28,6	190	38,0	70	31,8	80	30,8	80	57,1	50	45,5	70	35,0
I'm mainly occupied with other duties/activities	130	32,5	170	51,5	90	23,7	210	60,0	220	44,0	140	63,6	110	42,3	30	21,4	20	18,2	100	50,0
total	400	100,0	330	100,0	380	100,0	350	100,0	500	100,0	220	100,0	260	100,0	140	100,0	110	100,0	200	100,0

Students without HE background who primarily work, in %

47,4

22-24 year old students who primarily work, in %

30,8

30 year old (or older) students who primarily work, in %

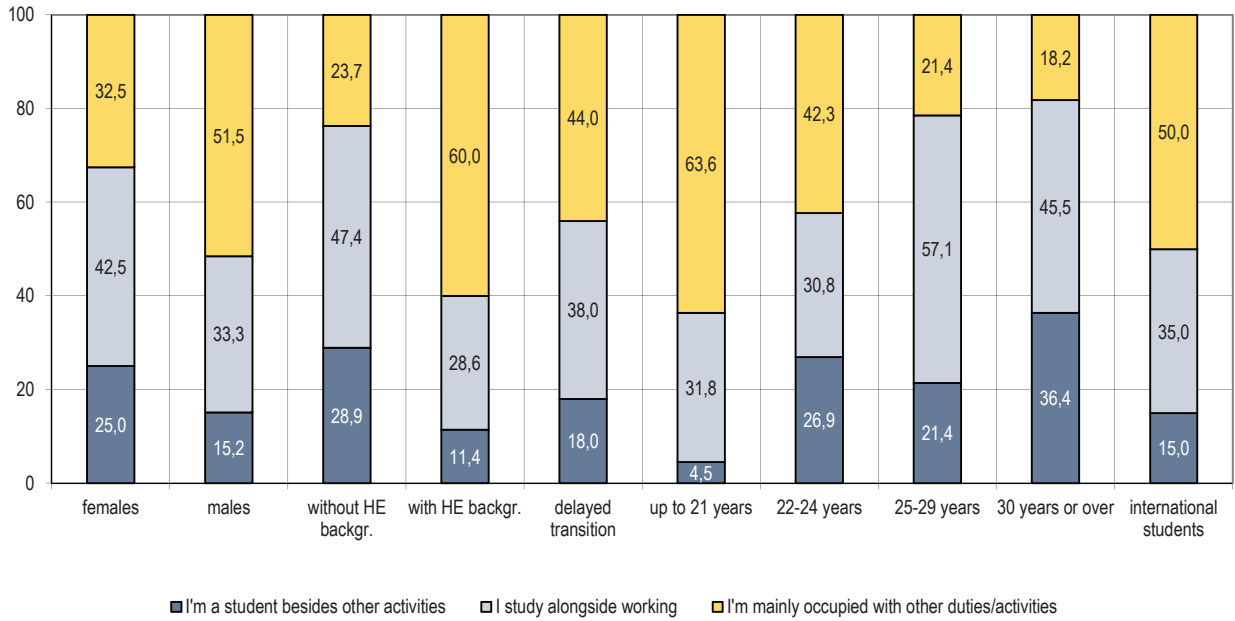
45,5

Students' description of current situation by characteristics of students (II)

Current situation by students' socio-demographic characteristics

Indicators:	Students without HE background who primarily work, in %	47,4
	22-24 year old students who primarily work, in %	30,8
	30 year old (or older) students who primarily work, in %	45,5

Students' description of current situation (in %)



I12 Employment & Time budget

Students' description of current situation by characteristics of students (III)

Source	Survey question 3.12, 3.13, 3.9, 3.6, 3.7
Purpose of subtopic	How central are studies to students' lives? This subtopic uses students' responses to 3 statements on their current situation.
General instructions	Table: Calculate absolute number of students for each statement by finance-related characteristics of students. Analysis is restricted to all <u>working</u> students (i.e. those who work during the whole semester and those who work from time to time during the semester). See glossary for: dependency on income source.

Current situation by students' finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
I'm a student besides other activities	40	16,0	250	83,3	40	20,0
I study alongside working	90	36,0	30	10,0	60	30,0
I'm mainly occupied with other duties/activities	120	48,0	20	6,7	100	50,0
total	250	100,0	300	100,0	200	100,0

Students depending on own earnings who primarily work, in %

10,0

Students depending on public support who primarily work, in %

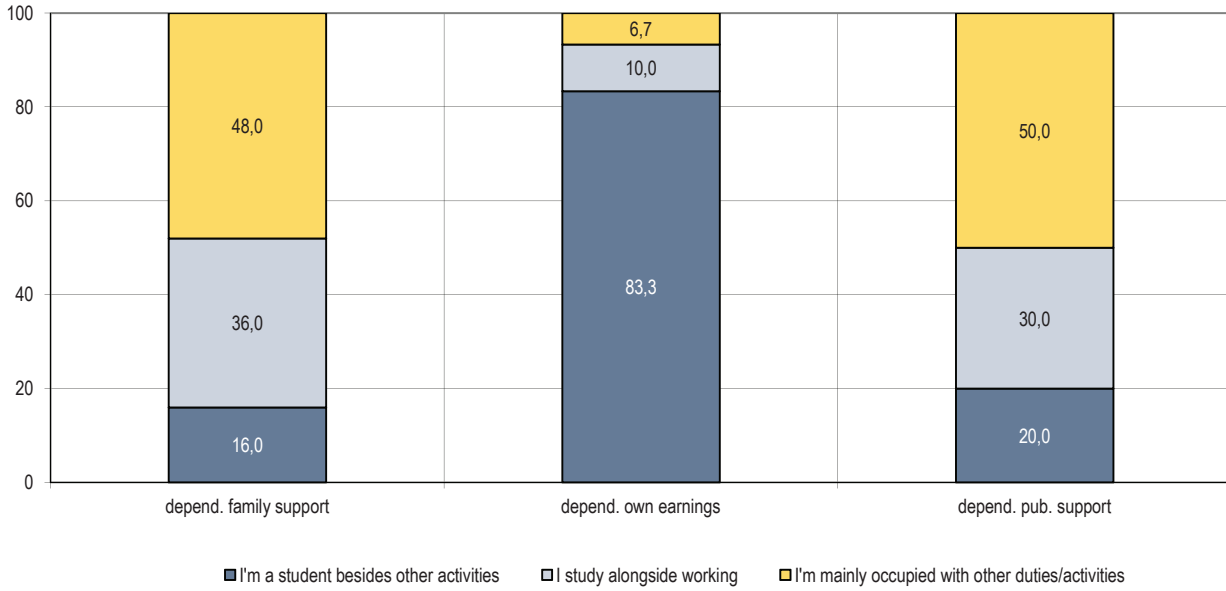
30,0

Students' description of current situation by characteristics of students (III)

Current situation by students' finance-related characteristics

Indicators:	Students depending on own earnings who primarily work, in %	10,0
	Students depending on public support who primarily work, in %	30,0

Students' description of current situation (in %)



J1 Assessment of studies

Students' satisfaction with current study programme by degree studied for

Source	Survey question 1.11, 1.1
Purpose of subtopic	Students' satisfaction with various aspects of their studies is related to their own study and life balance, their expectations and the higher education provision. This subtopic looks at the level of satisfaction by characteristics of students.
General instructions	Table 1-2: Calculate absolute number of students for each category by level of satisfaction and by students' characteristics. The category '(very) well' is the sum of the values 'very well' and 'well', i.e. the two values to the left of the middle scale value (question 1.11). The middle scale value is called 'fairly satisfied'. The category '(somewhat) dissatisfied' is the sum of the values to the right of the middle scale value. See glossary for: bachelor students.

Extent of satisfaction with aspects of study programme - all students

	(very) well	(very) well	fairly satisfied	fairly satisfied	(somewhat) dissatisfied	(somewhat) dissatisfied	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. Quality of teaching	300	30,0	400	40,0	300	30,0	1.000	100,0
2. Organisation of studies and timetable	400	40,0	320	32,0	280	28,0	1.000	100,0
3. Variety of courses	250	25,0	500	50,0	250	25,0	1.000	100,0
4. Administration's attitude towards students	100	10,0	200	20,0	700	70,0	1.000	100,0
5. Teaching staff's attitude towards students	400	40,0	200	20,0	400	40,0	1.000	100,0
6. Study facilities	180	18,0	420	42,0	400	40,0	1.000	100,0

Extent of satisfaction with aspects of study programme - bachelor students

	(very) well	(very) well	fairly satisfied	fairly satisfied	(somewhat) dissatisfied	(somewhat) dissatisfied	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. Quality of teaching	150	27,5	246	45,1	150	27,5	546	100,0
2. Organisation of studies and timetable	200	36,6	150	27,5	196	35,9	546	100,0
3. Variety of courses	171	31,3	250	45,8	125	22,9	546	100,0
4. Administration's attitude towards students	50	9,2	146	26,7	350	64,1	546	100,0
5. Teaching staff's attitude towards students	246	45,1	100	18,3	200	36,6	546	100,0
6. Study facilities	90	16,5	210	38,5	246	45,1	546	100,0

All students who are (somewhat) dissatisfied with quality of teaching, in %

All students who are (somewhat) dissatisfied with organisation of studies and timetable, in %

BA students who are (somewhat) dissatisfied with quality of teaching, in %

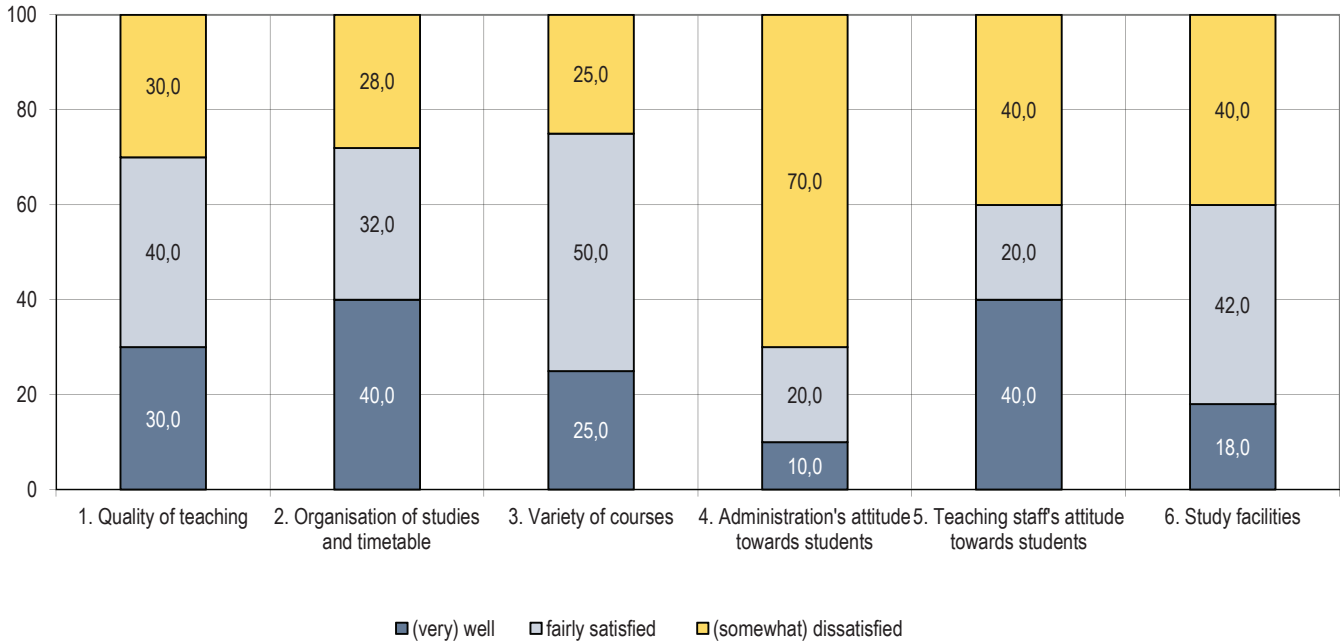
BA students who are (somewhat) dissatisfied with organisation of studies and timetable, in %

30,0
28,0
27,5
35,9

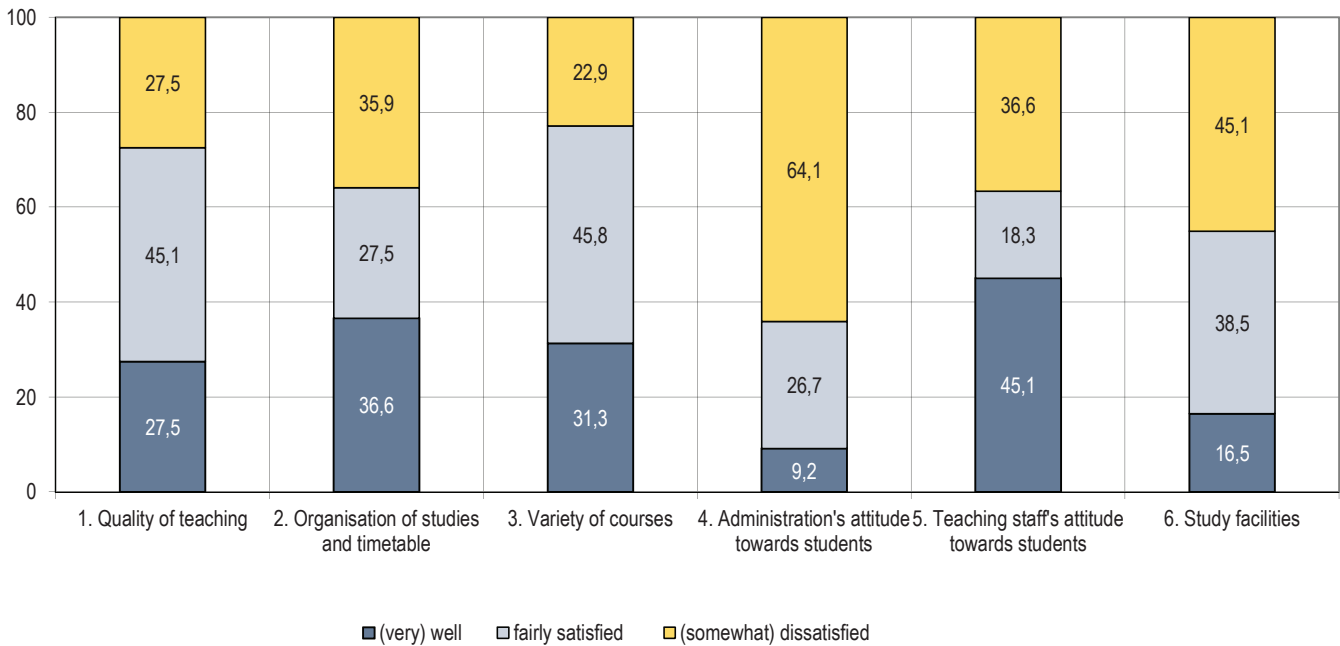
Students' satisfaction with current study programme by degree studied for

Indicators:	All students who are (somewhat) dissatisfied with quality of teaching, in %	30,0
	All students who are (somewhat) dissatisfied with organisation of studies and timetable, in %	28,0
	BA students who are (somewhat) dissatisfied with quality of teaching, in %	27,5
	BA students who are (somewhat) dissatisfied with organisation of studies and timetable, in %	35,9

All students' satisfaction with aspects of current study programme (in %)



Bachelor students' satisfaction with aspects of current study programme (in %)



J2 Assessment of studies

Students' satisfaction with current study programme by type of HEI

Source	Survey question 1.11, 1.0
Purpose of subtopic	Students' satisfaction with various aspects of their studies is related to their own study and life balance, their expectations and the higher education provision. This subtopic looks at the level of satisfaction by characteristics of students.
General instructions	Table 1-2: Calculate absolute number of students for each category by level of satisfaction and by students' characteristics. The category '(very) well' is the sum of the values 'very well' and 'well', i.e. the two values to the left of the middle scale value (question 1.11). The middle scale value is called 'fairly satisfied'. The category '(somewhat) dissatisfied' is the sum of the values to the right of the middle scale value. See glossary for: university, non-university.

Extent of satisfaction with aspects of study programme - university students

	(very) well	(very) well	fairly satisfied	fairly satisfied	(somewhat) dissatisfied	(somewhat) dissatisfied	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. Quality of teaching	205	33,1	240	38,7	175	28,2	620	100,0
2. Organisation of studies and timetable	240	38,7	195	31,5	185	29,8	620	100,0
3. Variety of courses	170	27,4	255	41,1	195	31,5	620	100,0
4. Administration's attitude towards students	135	21,8	190	30,6	295	47,6	620	100,0
5. Teaching staff's attitude towards students	240	38,7	180	29,0	200	32,3	620	100,0
6. Study facilities	165	26,6	235	37,9	220	35,5	620	100,0

Extent of satisfaction with aspects of study programme - non-university students

	(very) well	(very) well	fairly satisfied	fairly satisfied	(somewhat) dissatisfied	(somewhat) dissatisfied	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. Quality of teaching	70	18,4	230	60,5	80	21,1	380	100,0
2. Organisation of studies and timetable	130	34,2	100	26,3	150	39,5	380	100,0
3. Variety of courses	120	31,6	195	51,3	65	17,1	380	100,0
4. Administration's attitude towards students	60	15,8	90	23,7	230	60,5	380	100,0
5. Teaching staff's attitude towards students	156	41,1	104	27,4	120	31,6	380	100,0
6. Study facilities	80	21,1	134	35,3	166	43,7	380	100,0

University students who are (somewhat) dissatisfied with quality of teaching, in %

28,2

University students who are (somewhat) dissatisfied with organisation of studies and timetable, in %

29,8

Non-university students who are (somewhat) dissatisfied with quality of teaching, in %

21,1

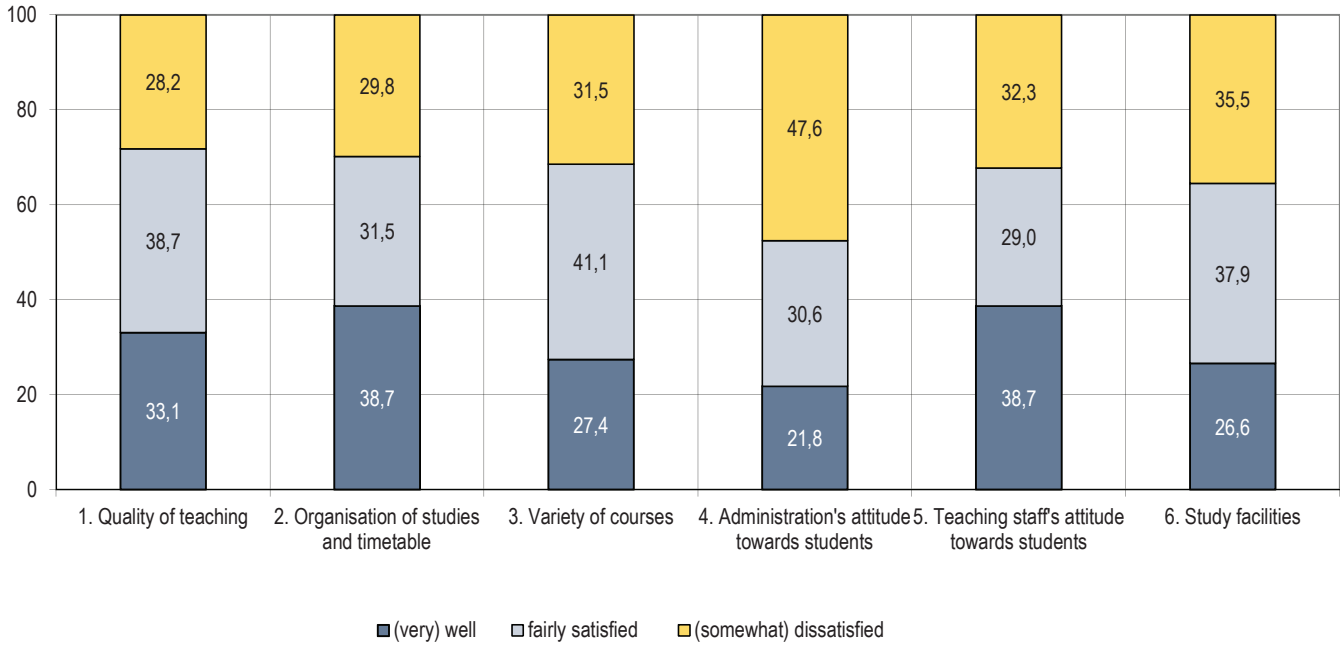
Non-university students who are (somewhat) dissatisfied with organisation of studies and timetable, in %

39,5

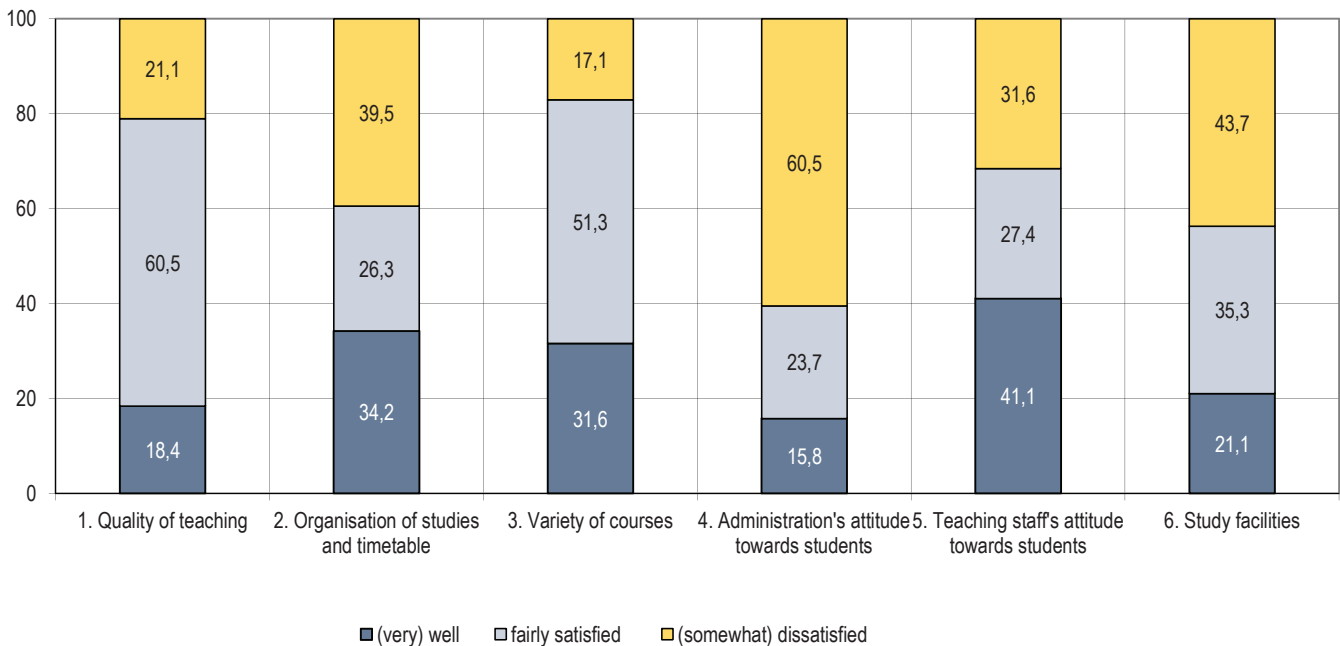
Students' satisfaction with current study programme by type of HEI

Indicators:	University students who are (somewhat) dissatisfied with quality of teaching, in %	28,2
	University students who are (somewhat) dissatisfied with organisation of studies and timetable, in %	29,8
	Non-university students who are (somewhat) dissatisfied with quality of teaching, in %	21,1
	Non-university students who are (somewhat) dissatisfied with organisation of studies and timetable, in %	39,5

University students' satisfaction with aspects of current study programme (in %)



Non-university students' satisfaction with aspects of current study programme (in %)



J3 Assessment of studies

Students' satisfaction with current study programme by social background

Source	Survey question 1.11, 6.1
Purpose of subtopic	Students' satisfaction with various aspects of their studies is related to their own study and life balance, their expectations and the higher education provision. This subtopic looks at the level of satisfaction by characteristics of students.
General instructions	Table 1-2: Calculate absolute number of students for each category by level of satisfaction and by students' characteristics. The category '(very) well' is the sum of the values 'very well' and 'well', i.e. the two values to the left of the middle scale value (question 1.11). The middle scale value is called 'fairly satisfied'. The category '(somewhat) dissatisfied' is the sum of the values to the right of the middle scale value. See glossary for: education/social background.

Extent of satisfaction with aspects of study programme - students without HE background

	(very) well	(very) well	fairly satisfied	fairly satisfied	(somewhat) dissatisfied	(somewhat) dissatisfied	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. Quality of teaching	140	31,8	180	40,9	120	27,3	440	100,0
2. Organisation of studies and timetable	190	43,2	135	30,7	115	26,1	440	100,0
3. Variety of courses	125	28,4	190	43,2	125	28,4	440	100,0
4. Administration's attitude towards students	90	20,5	115	26,1	235	53,4	440	100,0
5. Teaching staff's attitude towards students	165	37,5	125	28,4	150	34,1	440	100,0
6. Study facilities	110	25,0	170	38,6	160	36,4	440	100,0

Extent of satisfaction with aspects of study programme - students with HE background

	(very) well	(very) well	fairly satisfied	fairly satisfied	(somewhat) dissatisfied	(somewhat) dissatisfied	total	total
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. Quality of teaching	164	29,3	296	52,9	100	17,9	560	100,0
2. Organisation of studies and timetable	200	35,7	170	30,4	190	33,9	560	100,0
3. Variety of courses	180	32,1	255	45,5	125	22,3	560	100,0
4. Administration's attitude towards students	60	10,7	146	26,1	354	63,2	560	100,0
5. Teaching staff's attitude towards students	256	45,7	104	18,6	200	35,7	560	100,0
6. Study facilities	100	17,9	214	38,2	246	43,9	560	100,0

Students without HE background who are (somewhat) dissatisfied with quality of teaching, in %

Students without HE background who are (somewhat) dissatisfied with organisation of studies and timetable, in %

Students with HE background who are (somewhat) dissatisfied with quality of teaching, in %

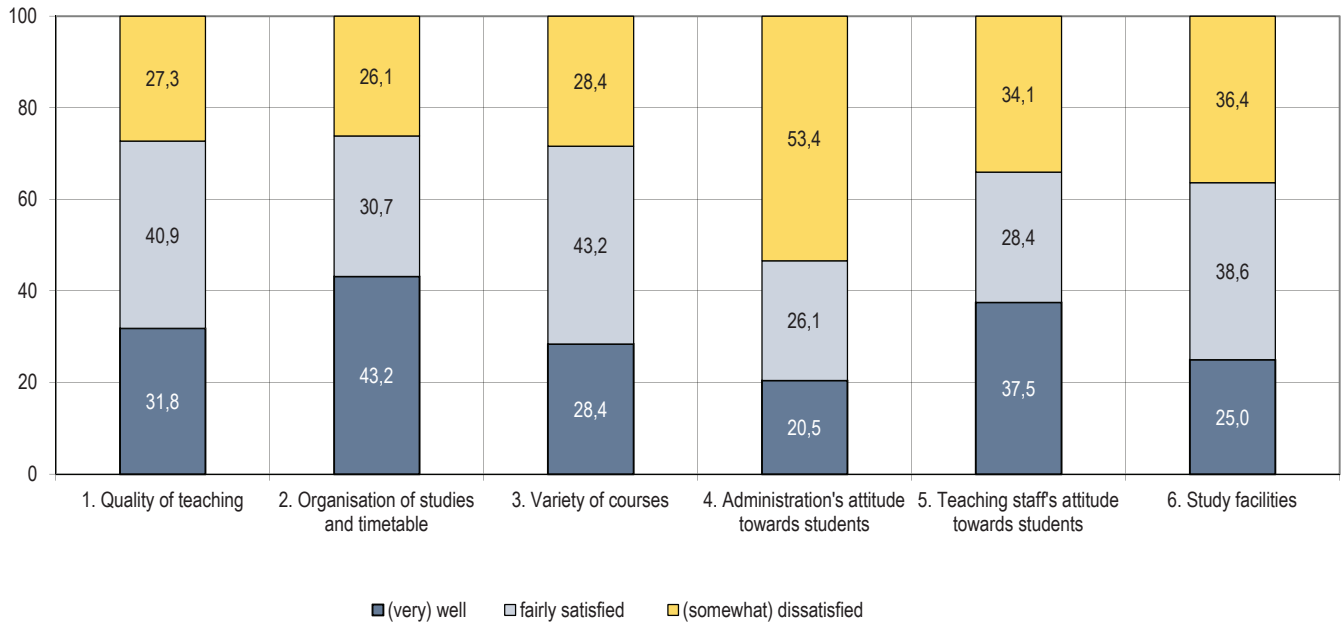
Students with HE background who are (somewhat) dissatisfied with organisation of studies and timetable, in %

27,3
26,1
17,9
33,9

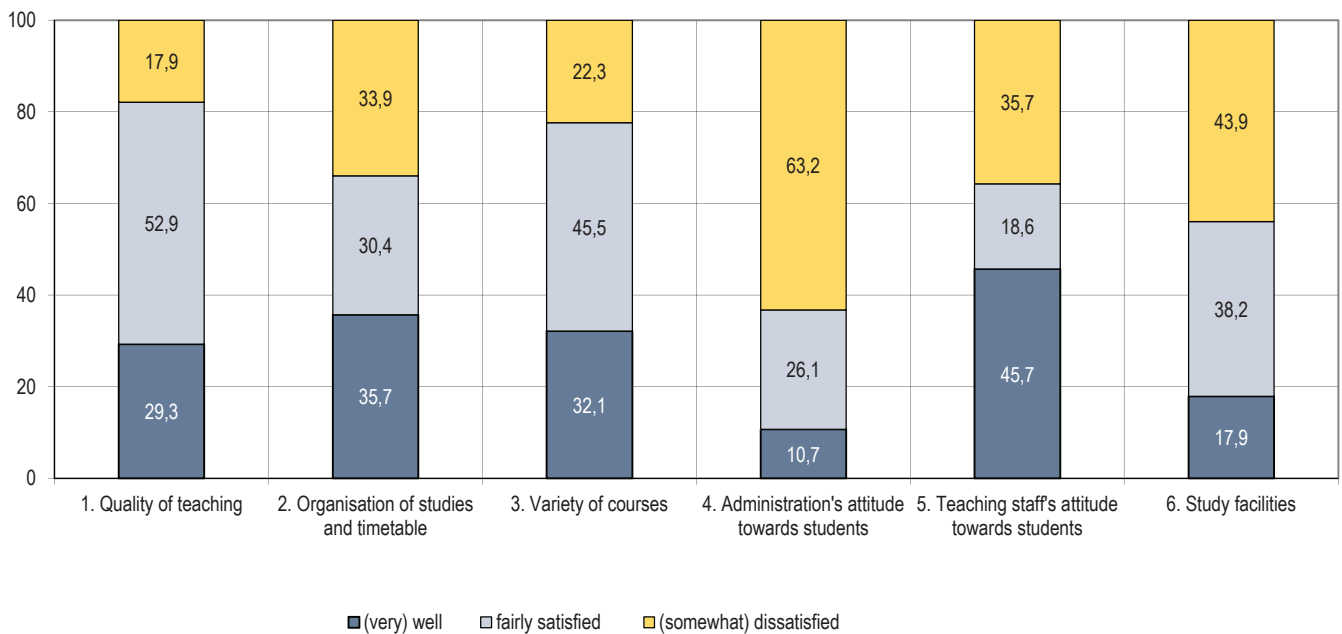
Students' satisfaction with current study programme by social background

Indicators:	Students without HE background who are (somewhat) dissatisfied with quality of teaching, in %	27,3
	Students without HE background who are (somewhat) dissatisfied with organisation of studies and timetable, in %	26,1
	Students with HE background who are (somewhat) dissatisfied with quality of teaching, in %	17,9
	Students with HE background who are (somewhat) dissatisfied with organisation of studies and timetable, in %	33,9

Satisfaction of students without HE background with aspects of current study programme (in %)



Satisfaction of students with HE background with aspects of current study programme (in %)



J4 Assessment of studies

Students' assessment of chances on labour market after graduation from current programme by characteristics of students (I)

Source	Survey question 1.12, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	During their studies, students are encouraged to look beyond graduation to their own employability. This subtopic looks at students' assessment by characteristics of students and differentiated by outlooks for the national and international markets.
General instructions	Table 1-2: Calculate absolute number of students for each assessment category by study-related characteristics of students. The category '(very) good' is the sum of the values for the two values to the left of the middle scale ('fair' - see question 1.12). The category '(very) poor' is the sum of the values for the two values to the right of the middle scale ('fair'). See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Assessment by students' study-related characteristics - national level

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) good	280	28,0	140	25,6	95	31,3	65	23,2	33	36,7	172	27,7	108	28,4	15	23,1	30	16,7
fair	410	41,0	240	44,0	115	37,8	120	42,9	25	27,8	270	43,5	140	36,8	32	49,2	60	33,3
(very) poor	300	30,0	160	29,3	92	30,3	90	32,1	30	33,3	170	27,4	130	34,2	16	24,6	87	48,3
unable to rate	10	1,0	6	1,1	2	0,7	5	1,8	2	2,2	8	1,3	2	0,5	2	3,1	3	1,7
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Assessment by students' study-related characteristics - international level

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) good	250	25,0	120	22,0	70	23,0	60	21,4	30	33,3	160	25,8	90	23,7	12	18,5	60	33,3
fair	380	38,0	220	40,3	120	39,5	110	39,3	25	27,8	257	41,5	123	32,4	30	46,2	80	44,4
(very) poor	350	35,0	196	35,9	109	35,9	99	35,4	30	33,3	190	30,6	160	42,1	20	30,8	35	19,4
unable to rate	20	2,0	10	1,8	5	1,6	11	3,9	5	5,6	13	2,1	7	1,8	3	4,6	5	2,8
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Assessment by students' study-related characteristics - international level

Assessment of (very) good chances for all students, in %

25,0

Assessment of (very) good chances for BA students, in %

22,0

Assessment of (very) good chances for low-intensity students, in %

21,4

Students' assessment of chances on labour market after graduation from current programme by characteristics of students (I)

Indicators: Assessment by students' study-related characteristics - international level

Assessment of (very) good chances for all students, in %

25,0

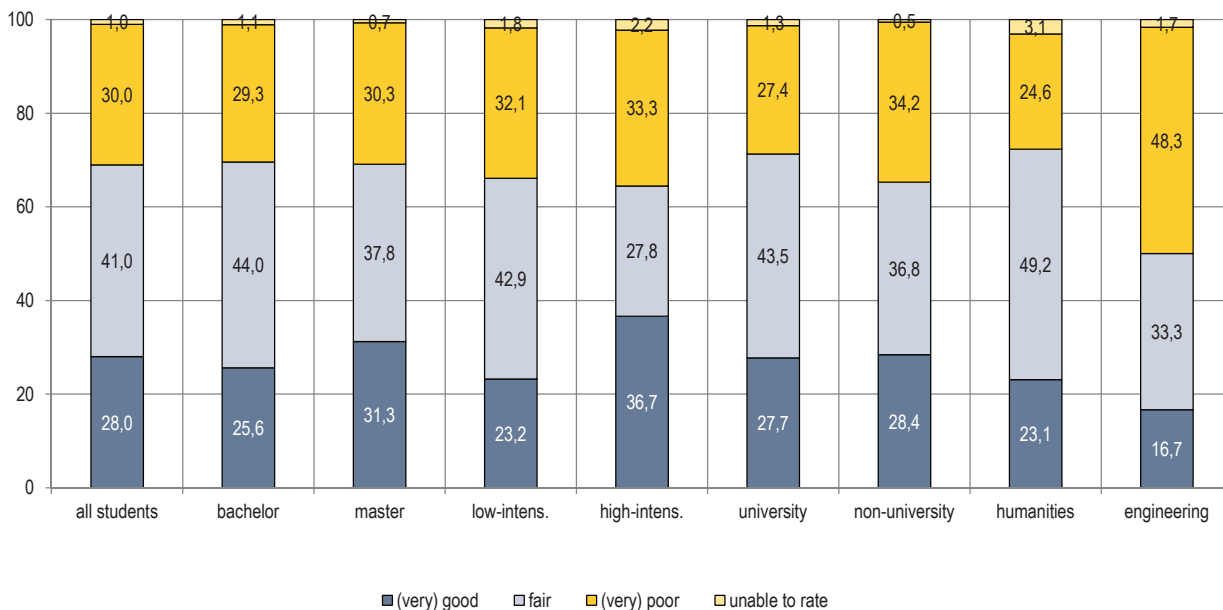
Assessment of (very) good chances for BA students, in %

22,0

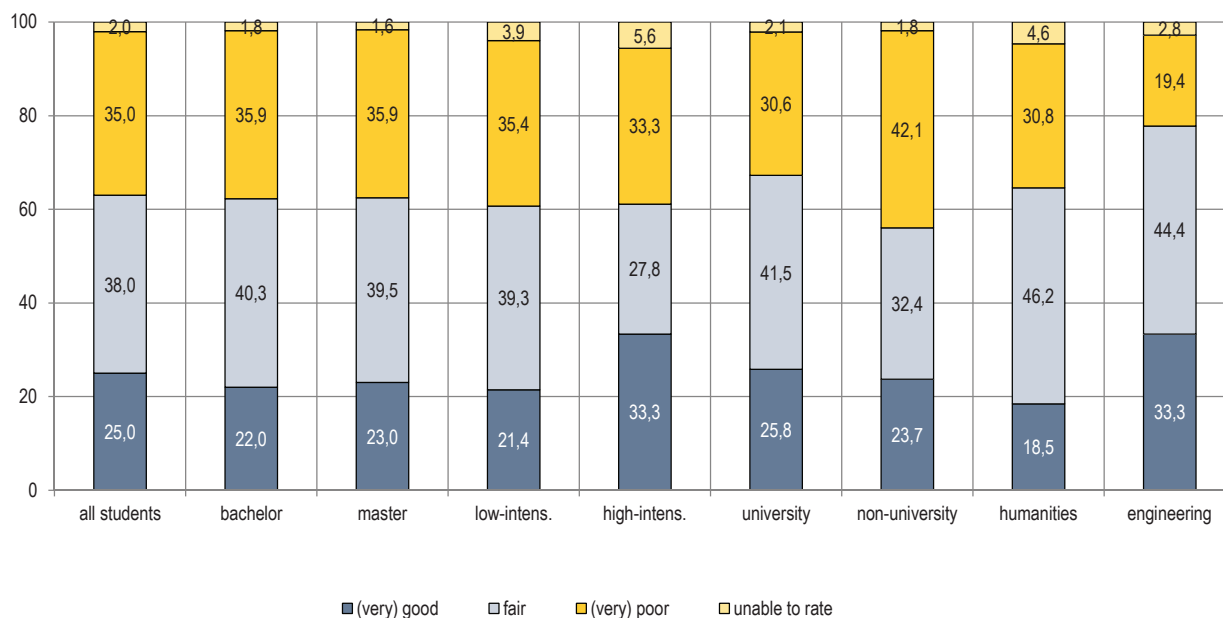
Assessment of (very) good chances for low-intensity students, in %

21,4

Assessment by students' study-related characteristics - national level (in %)



Assessment by students' study-related characteristics - international level (in %)



J5 Assessment of studies

Students' assessment of chances on labour market after graduation from current programme by characteristics of students (II)

Source	Survey question 1.12, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	During their studies, students are encouraged to look beyond graduation to their own employability. This subtopic looks at students' assessment by characteristics of students and differentiated by outlooks for the national and international markets.
General instructions	Table 1-2: Calculate absolute number of students for each assessment category by socio-demographic characteristics of students. The category '(very) good' is the sum of the values for the two values to the left of the middle scale ('fair' - see question 1.12). The category '(very) poor' is the sum of the values for the two values to the right of the middle scale ('fair'). See glossary for: education/social background, delayed transition students, age, international students.

Assessment by students' socio-demographic characteristics - national level

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) good	140	27,1	140	28,9	120	27,3	160	28,6	220	33,1	120	35,8	110	31,4	45	27,3	40	26,7	130	44,8
fair	216	41,9	194	40,1	195	44,3	215	38,4	300	45,1	140	41,8	160	45,7	81	49,1	75	50,0	115	39,7
(very) poor	155	30,0	145	30,0	117	26,6	183	32,7	138	20,8	69	20,6	78	22,3	38	23,0	34	22,7	42	14,5
unable to rate	5	1,0	5	1,0	8	1,8	2	0,4	7	1,1	6	1,8	2	0,6	1	0,6	1	0,7	3	1,0
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Assessment by students' socio-demographic characteristics - international level

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) good	145	28,1	105	21,7	115	26,1	135	24,1	210	31,6	105	31,3	95	27,1	38	23,0	35	23,3	155	53,4
fair	180	34,9	200	41,3	180	40,9	200	35,7	283	42,6	125	37,3	141	40,3	85	51,5	70	46,7	112	38,6
(very) poor	180	34,9	170	35,1	128	29,1	222	39,6	160	24,1	92	27,5	110	31,4	40	24,2	44	29,3	20	6,9
unable to rate	11	2,1	9	1,9	17	3,9	3	0,5	12	1,8	13	3,9	4	1,1	2	1,2	1	0,7	3	1,0
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Assessment by students' socio-demographic characteristics - international level

Assessment of (very) good chances for students without HE background, in %

26,1

Assessment of (very) good chances for 22-24 year old students, in %

27,1

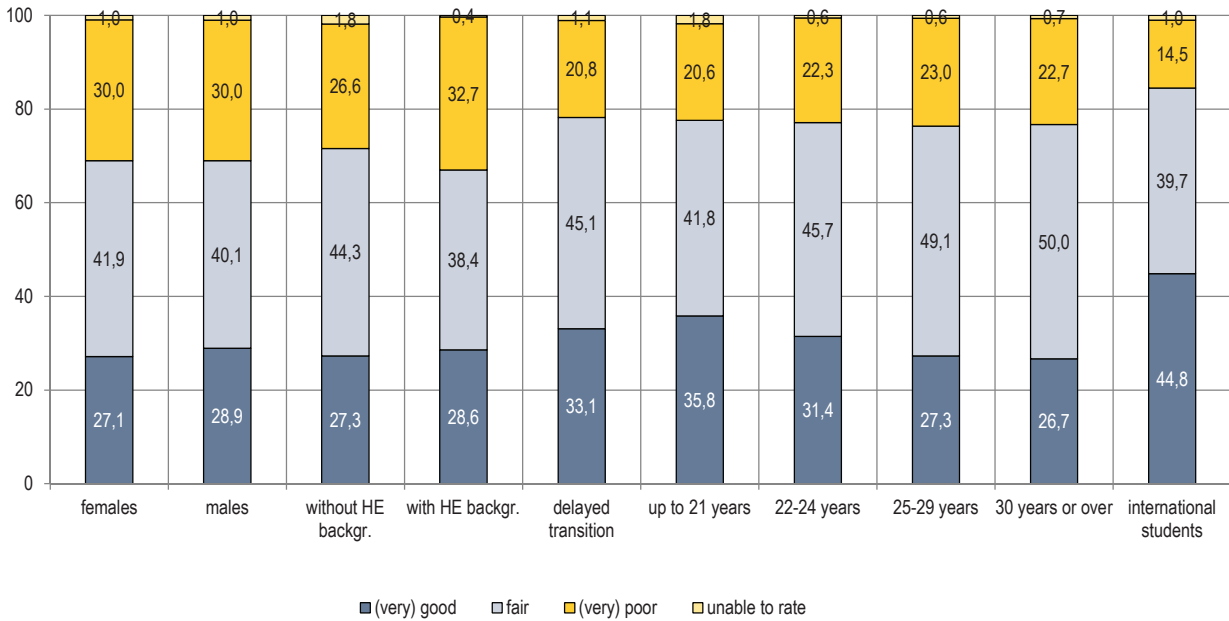
Assessment of (very) good chances for 30 year old (or older) students, in %

23,3

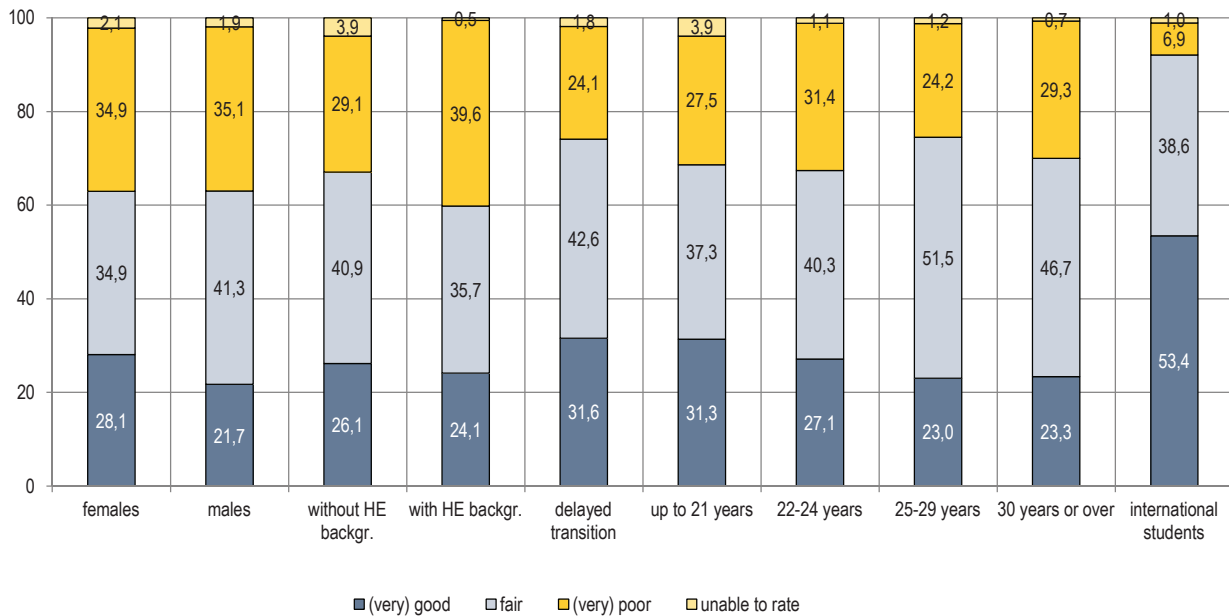
Students' assessment of chances on labour market after graduation from current programme by characteristics of students (II)

Indicators:	Assessment by students' socio-demographic characteristics - international level	
	Assessment of (very) good chances for students without HE background, in %	26,1
	Assessment of (very) good chances for 22-24 year old students, in %	27,1
	Assessment of (very) good chances for 30 year old (or older) students, in %	23,3

Assessment by students' socio-demographic characteristics - national level (in %)



Assessment by students' socio-demographic characteristics - international level (in %)



J6 Assessment of studies

Students' assessment of chances on labour market after graduation from current programme by characteristics of students (III)

Source	Survey question 1.12, 3.6, 3.7
Purpose of subtopic	During their studies, students are encouraged to look beyond graduation to their own employability. This subtopic looks at students' assessment by characteristics of students and differentiated by outlooks for the national and international markets.
General instructions	Table 1-2: Calculate absolute number of students for each assessment category by finance-related characteristics of students. The category '(very) good' is the sum of the values for the two values to the left of the middle scale ('fair' - see question 1.12). The category '(very) poor' is the sum of the values for the two values to the right of the middle scale ('fair'). See glossary for: dependency on income source.

Assessment by students' finance-related characteristics - national level

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
(very) good	95	31,7	88	29,3	105	35,0
fair	123	41,0	110	36,7	134	44,7
(very) poor	80	26,7	100	33,3	60	20,0
unable to rate	2	0,7	2	0,7	1	0,3
total	300	100,0	300	100,0	300	100,0

Assessment by students' finance-related characteristics - international level

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
(very) good	90	30,0	80	26,7	105	35,0
fair	120	40,0	106	35,3	133	44,3
(very) poor	86	28,7	110	36,7	60	20,0
unable to rate	4	1,3	4	1,3	2	0,7
total	300	100,0	300	100,0	300	100,0

Assessment by students' finance-related characteristics - international level

Assessment of (very) good chances for students depending on family support, in %

30,0

Assessment of (very) good chances for students depending on own earnings, in %

26,7

Assessment of (very) good chances for students depending on public support, in %

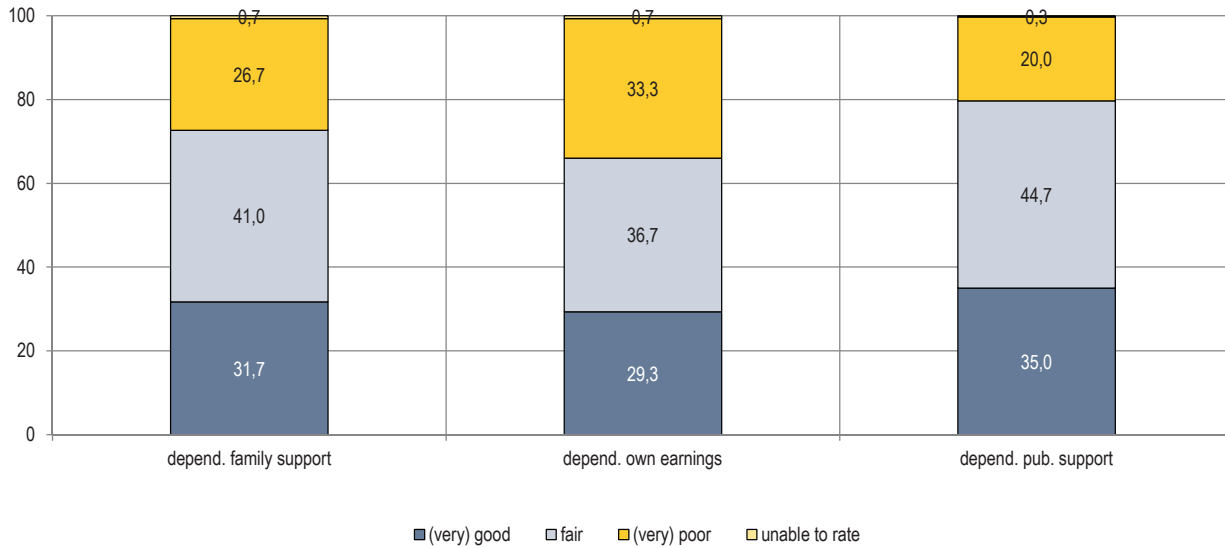
35,0

Students' assessment of chances on labour market after graduation from current programme by characteristics of students (III)

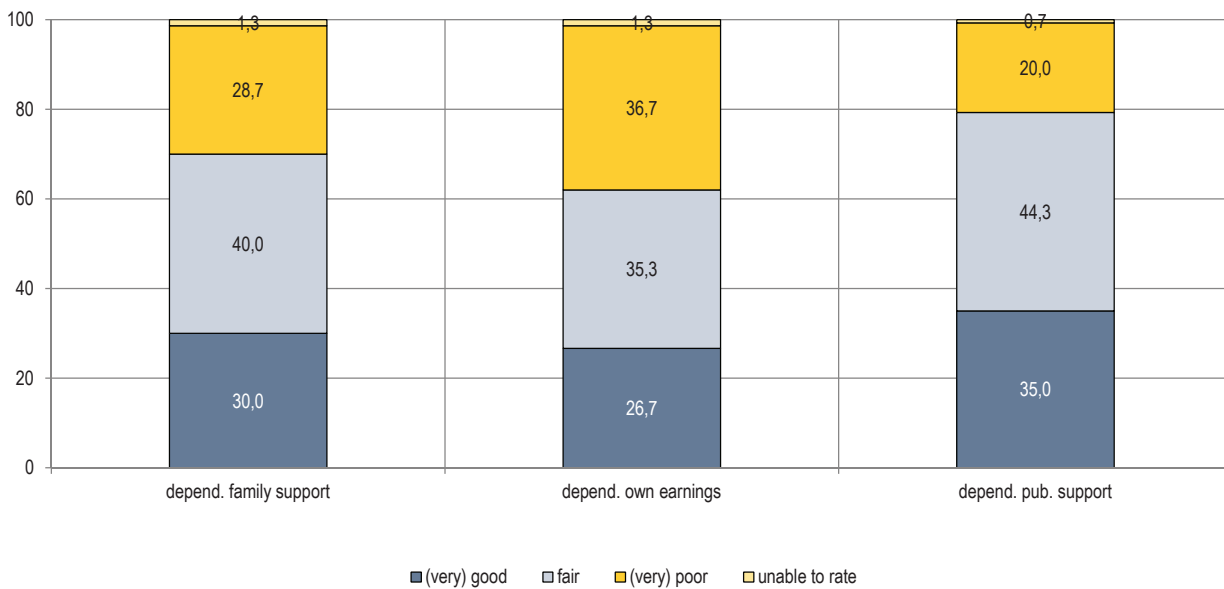
Indicators: **Assessment by students' finance-related characteristics - international level**
Assessment of (very) good chances for students depending on family support, in %
Assessment of (very) good chances for students depending on own earnings, in %
Assessment of (very) good chances for students depending on public support, in %

30,0
26,7
35,0

Assessment by students' finance-related characteristics - national level (in %)



Assessment by students' finance-related characteristics - international level (in %)



J7 Assessment of studies

Bachelor students' assessment of chances on labour market after graduation from current programme by field of study

Source	Survey question 1.12, 1.1, 1.5
Purpose of subtopic	During their studies, students are encouraged to look beyond graduation to their own employability. This subtopic looks at students' assessment by characteristics of students and differentiated by outlooks for the national and international markets.
General instructions	Table 1-2: Calculate absolute number of Bachelor students for each assessment category by field of study. The category '(very) good' is the sum of the values for the two values to the left of the middle scale ('fair' - see question 1.12). The category '(very) poor' is the sum of the values for the two values to the right of the middle scale ('fair'). See glossary for: bachelor students, fields of study.

Assessment by BA students' characteristics - national level

	all fields of study	all fields of study	education	education	humanities, arts	humanities, arts	social sc., business, law	social sc., business, law	(natural) science	(natural) science	engineering, manuf., constr.	engineering, manuf., constr.	agriculture	agriculture	health, welfare	health, welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) good	186	34,1	27	33,3	28	32,9	35	33,7	24	36,9	22	35,5	18	31,0	19	32,8	13	39,4
fair	220	40,3	33	40,7	34	40,0	44	42,3	25	38,5	23	37,1	25	43,1	26	44,8	10	30,3
(very) poor	120	22,0	18	22,2	21	24,7	24	23,1	14	21,5	15	24,2	12	20,7	10	17,2	6	18,2
unable to rate	20	3,7	3	3,7	2	2,4	1	1,0	2	3,1	2	3,2	3	5,2	3	5,2	4	12,1
total	546	100,0	81	100,0	85	100,0	104	100,0	65	100,0	62	100,0	58	100,0	58	100,0	33	100,0

Assessment by BA students' characteristics - international level

	all fields of study	all fields of study	education	education	humanities, arts	humanities, arts	social sc., business, law	social sc., business, law	(natural) science	(natural) science	engineering, manuf., constr.	engineering, manuf., constr.	agriculture	agriculture	health, welfare	health, welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
(very) good	160	29,3	22	27,2	23	27,1	33	31,7	20	30,8	21	33,9	13	22,4	16	27,6	8	24,2
fair	200	36,6	27	33,3	30	35,3	42	40,4	22	33,8	22	35,5	25	43,1	24	41,4	7	21,2
(very) poor	156	28,6	26	32,1	28	32,9	28	26,9	18	27,7	18	29,0	16	27,6	16	27,6	11	33,3
unable to rate	30	5,5	6	7,4	4	4,7	1	1,0	5	7,7	1	1,6	4	6,9	2	3,4	7	21,2
total	546	100,0	81	100,0	85	100,0	104	100,0	65	100,0	62	100,0	58	100,0	58	100,0	33	100,0

Assessment by BA students' characteristics - international level

Assessment of (very) good chances for BA students of humanities and arts, in %

Assessment of (very) good chances for BA students of engineering disciplines, in %

27,1

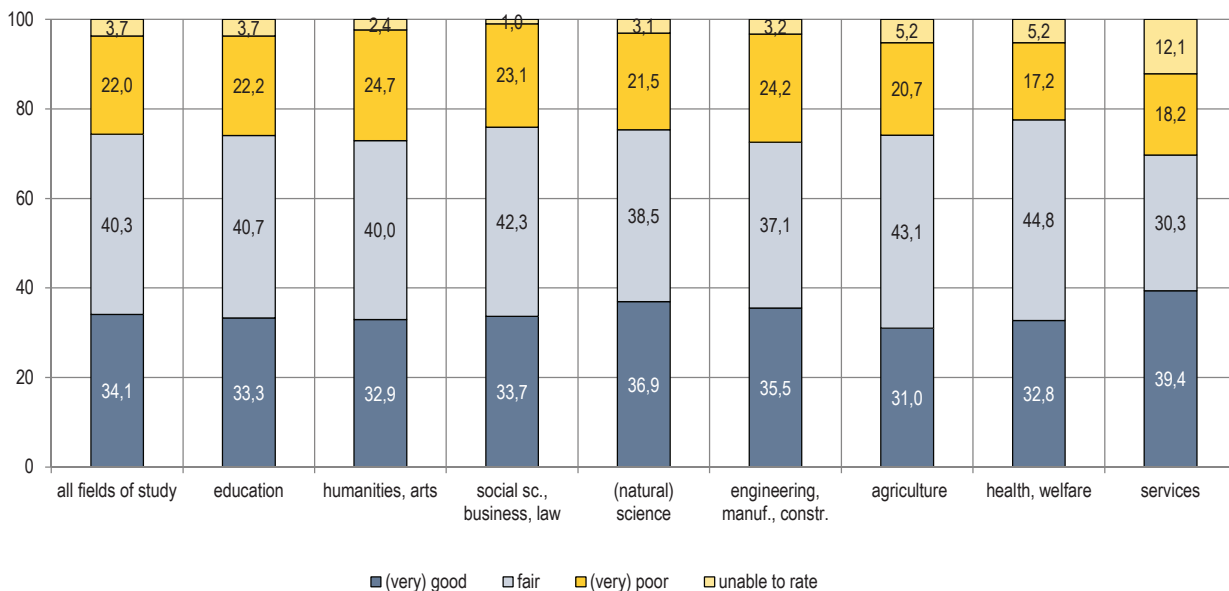
33,9

Bachelor students' assessment of chances on labour market after graduation from current programme by field of study

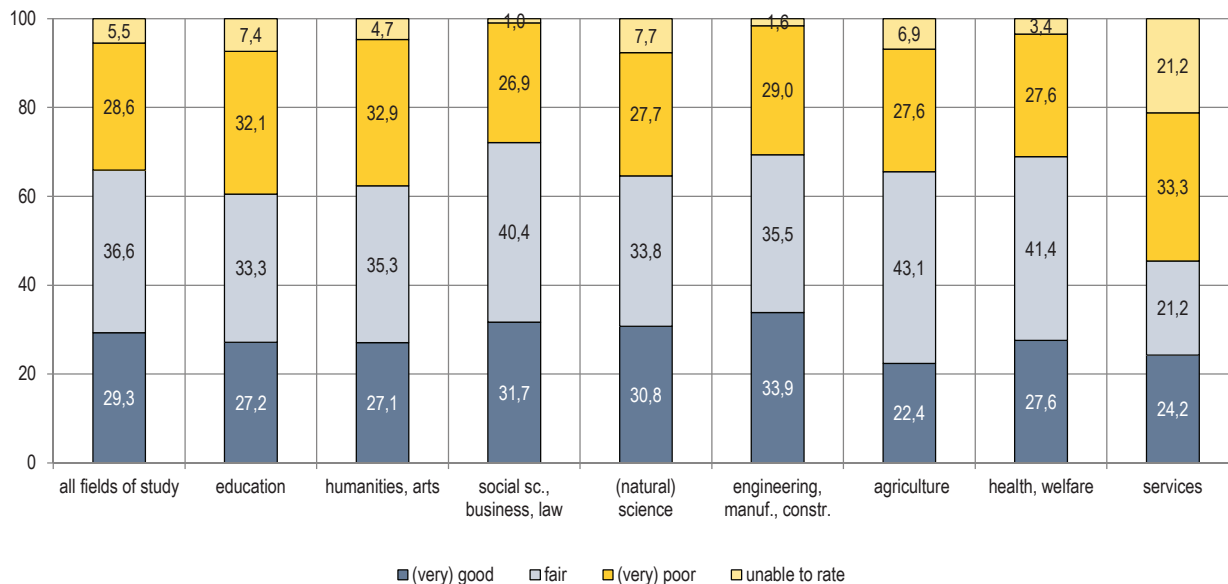
Indicators:

Assessment by BA students' characteristics - international level	
Assessment of (very) good chances for BA students of humanities and arts, in %	27,1
Assessment of (very) good chances for BA students of engineering disciplines, in %	33,9

Assessment by BA students' field of study - national level (in %)



Assessment by BA students' field of study - international level (in %)



J8 Assessment of studies

Plans for continuation of studies by characteristics of students (I)

Source	Survey question 1.6, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether students are planning to continue studying straight away, after a break or not at all. This subtopic looks at students' current plans by characteristics of students.
General instructions	Table: Calculate absolute number of students for each category by study-related characteristics of students. See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Plans for further studies and when by study-related characteristics

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	240	24,0	130	23,8	50	16,4	70	25,0	33	36,7	140	22,6	100	26,3	10	15,4	35	19,4
Yes, but not within a year	370	37,0	230	42,1	100	32,9	130	46,4	25	27,8	240	38,7	130	34,2	30	46,2	50	27,8
No	380	38,0	181	33,2	151	49,7	76	27,1	30	33,3	235	37,9	145	38,2	23	35,4	93	51,7
I don't know yet	10	1,0	5	0,9	3	1,0	4	1,4	2	2,2	5	0,8	5	1,3	2	3,1	2	1,1
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

Plans to continue within a year for all students, in %

24,0

Plans to continue within a year for BA students, in %

23,8

Plans to continue within a year for low-intensity students, in %

25,0

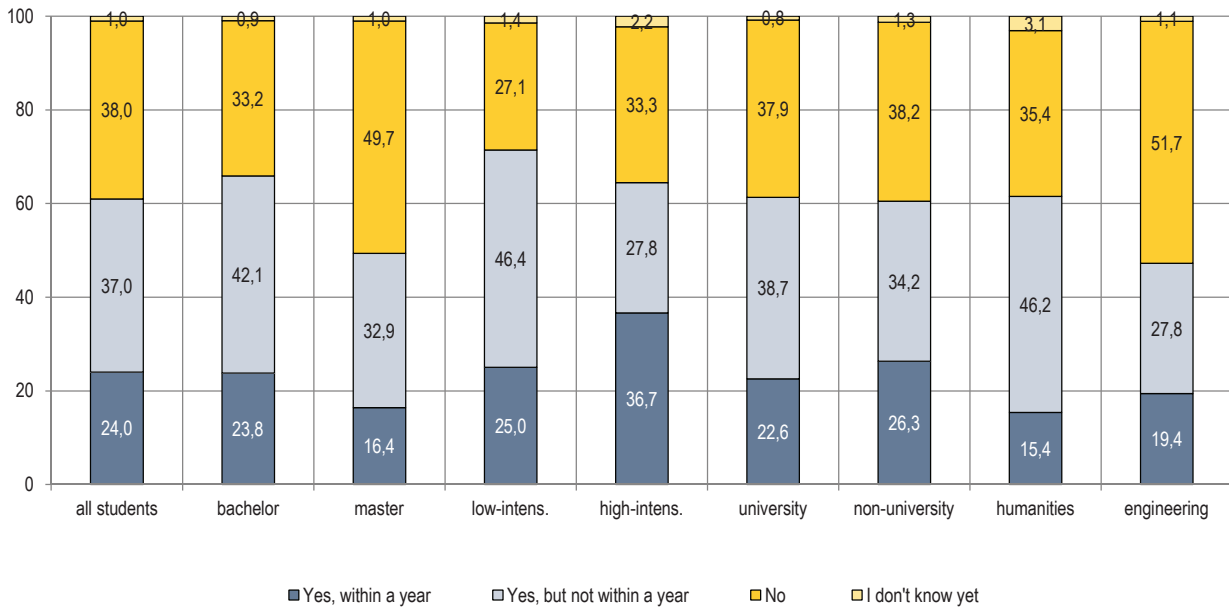
J8 Assessment of studies

Plans for continuation of studies by characteristics of students (I)

Plans for further studies and when by study-related characteristics

Indicators:	Plans to continue within a year for all students, in %	24,0
	Plans to continue within a year for BA students, in %	23,8
	Plans to continue within a year for low-intensity students, in %	25,0

Plans for further studies and when by study-related characteristics of students (in %)



J9 Assessment of studies

Plans for continuation of studies by characteristics of students (II)

Source	Survey question 1.6, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether students are planning to continue studying straight away, after a break or not at all. This subtopic looks at students' current plans by characteristics of students.
General instructions	Table: Calculate absolute number of students for each category by socio-demographic characteristics of students. See glossary for: education/social background, delayed transition students, age, international students.

Plans for further studies and when by socio-demographic characteristics

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	131	25,4	109	22,5	110	25,0	130	23,2	180	27,1	110	32,8	100	28,6	55	33,3	40	26,7	110	37,9
Yes, but not within a year	180	34,9	190	39,3	180	40,9	190	33,9	230	34,6	95	28,4	115	32,9	59	35,8	55	36,7	80	27,6
No	200	38,8	180	37,2	142	32,3	238	42,5	248	37,3	125	37,3	132	37,7	50	30,3	54	36,0	98	33,8
I don't know yet	5	1,0	5	1,0	8	1,8	2	0,4	7	1,1	5	1,5	3	0,9	1	0,6	1	0,7	2	0,7
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

Plans to continue within a year for students without HE background, in %

25,0

Plans to continue within a year for 22-24 year old students, in %

28,6

Plans to continue within a year for 30 year old (or older) students, in %

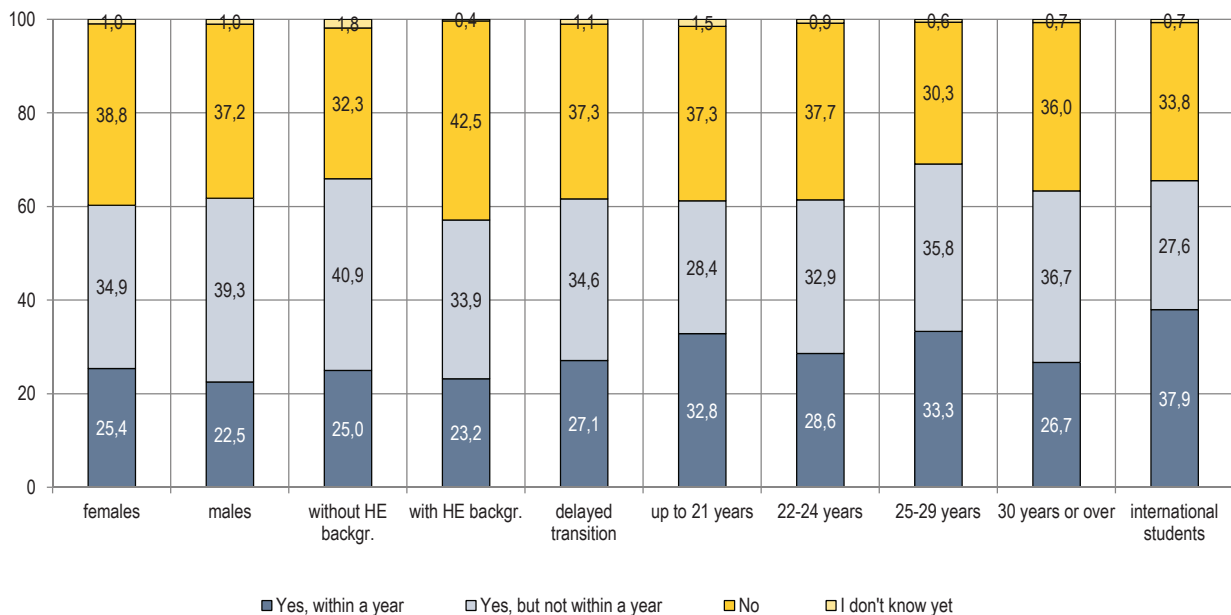
26,7

Plans for continuation of studies by characteristics of students (II)

Plans for further studies and when by socio-demographic characteristics

Indicators:	Plans to continue within a year for students without HE background, in %	25,0
	Plans to continue within a year for 22-24 year old students, in %	28,6
	Plans to continue within a year for 30 year old (or older) students, in %	26,7

Plans for further studies and when by socio-demographic characteristics of students (in %)



J10 Assessment of studies

Plans for continuation of studies by characteristics of students (III)

Source	Survey question 1.6, 3.6, 3.7
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether students are planning to continue studying straight away, after a break or not at all. This subtopic looks at students' current plans by characteristics of students.
General instructions	Table: Calculate absolute number of students for each category by finance-related characteristics of students. See glossary for: dependency on income source.

Plans for further studies and when by finance-related characteristics

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	67	22,3	70	23,3	100	33,3
Yes, but not within a year	110	36,7	40	13,3	120	40,0
No	120	40,0	188	62,7	79	26,3
I don't know yet	3	1,0	2	0,7	1	0,3
total	300	100,0	300	100,0	300	100,0

Plans to continue within a year for students depending on family support, in %

22,3

Plans to continue within a year for students depending on own earnings, in %

23,3

Plans to continue within a year for students depending on public support, in %

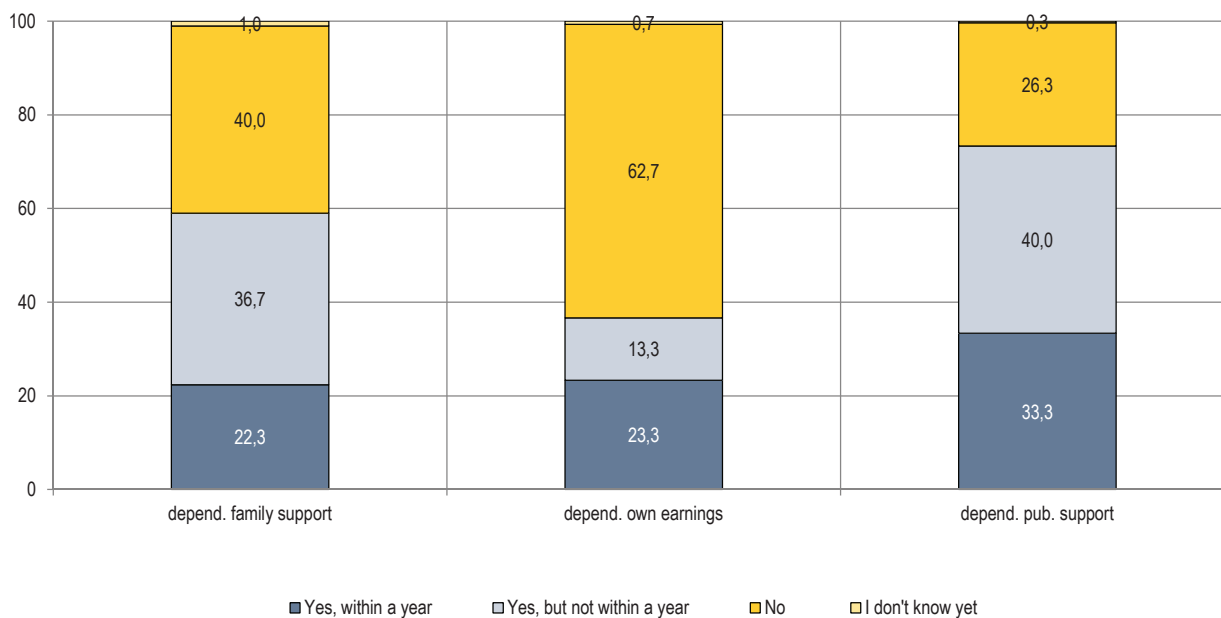
33,3

Plans for continuation of studies by characteristics of students (III)

Plans for further studies and when by finance-related characteristics

Indicators:	Plans to continue within a year for students depending on family support, in %	22,3
	Plans to continue within a year for students depending on own earnings, in %	23,3
	Plans to continue within a year for students depending on public support, in %	33,3

Plans for further studies and when by finance-related characteristics of students (in %)



J11 Assessment of studies

Plans for continuation of studies at MA and PhD level by time and characteristics of students (I)

Source	Survey question 1.6, 1.7, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether students are planning to continue studying straight away, after a break or not at all. This subtopic looks at students' of BA and MA programmes who are planning to continue by characteristics of students.
General instructions	Table 1: Calculate absolute number of students for each category by study-related characteristics of students. This is restricted to BA students who answered 'yes' to question 1.6. That means for the first table, 100% in column 5 is all BA students planning to continue with an MA. Table 2: Calculate absolute number of students for each category by study-related characteristics of students. This is restricted to MA students who answered 'yes' to question 1.6. That means for the second table, 100% in column 7 is all MA students planning to continue with a PhD. See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Plans to continue with an MA by students' study-related characteristics - BA students

	all students	all students	bachelor	bachelor	master	master	BA low-intens.	BA low-intens.	BA high-intens.	BA high-intens.	BA university	BA university	BA non-university	BA non-university	BA humanities	BA humanities	BA engineering	BA engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	x	x	130	36,1	x	x	30	42,9	60	31,6	100	35,7	30	37,5	15	42,9	30	37,5
Yes, but not within a year	x	x	230	63,9	x	x	40	57,1	130	68,4	180	64,3	50	62,5	20	57,1	50	62,5
total	x	x	360	100,0	x	x	70	100,0	190	100,0	280	100,0	80	100,0	35	100,0	80	100,0

Plans to continue with a PhD by students' study-related characteristics - MA students

	all students	all students	bachelor	bachelor	master	master	MA low-intens.	MA low-intens.	MA high-intens.	MA high-intens.	MA university	MA university	MA non-university	MA non-university	MA humanities	MA humanities	MA engineering	MA engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	x	x	x	x	50	33,3	15	42,9	20	33,3	35	30,4	15	42,9	5	33,3	10	33,3
Yes, but not within a year	x	x	x	x	100	66,7	20	57,1	40	66,7	80	69,6	20	57,1	10	66,7	20	66,7
total	x	x	x	x	150	100,0	35	100,0	60	100,0	115	100,0	35	100,0	15	100,0	30	100,0

Plans to continue with an MA by students' study-related characteristics - BA students

Plans to continue, but not within a year for all BA students with plans to do an MA, in %

63,9

Plans to continue, but not within a year for all BA low intensity students with plans to do an MA, in %

57,1

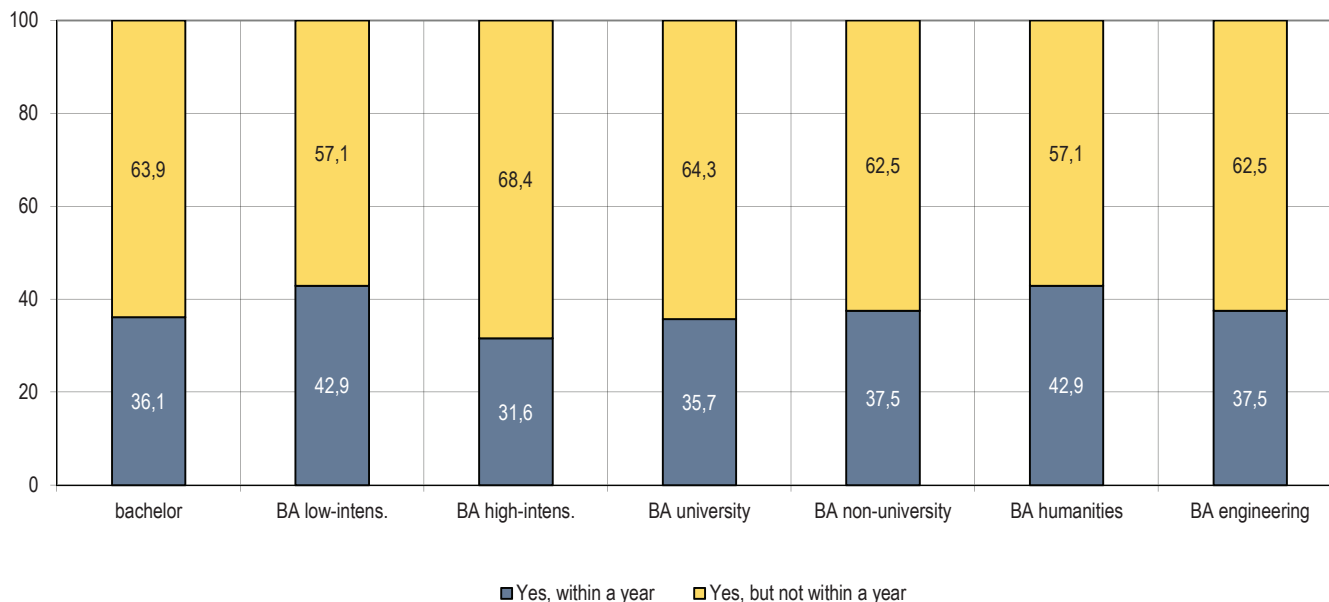
Plans to continue, but not within a year for all BA students in non-universities with plans to do an MA, in %

62,5

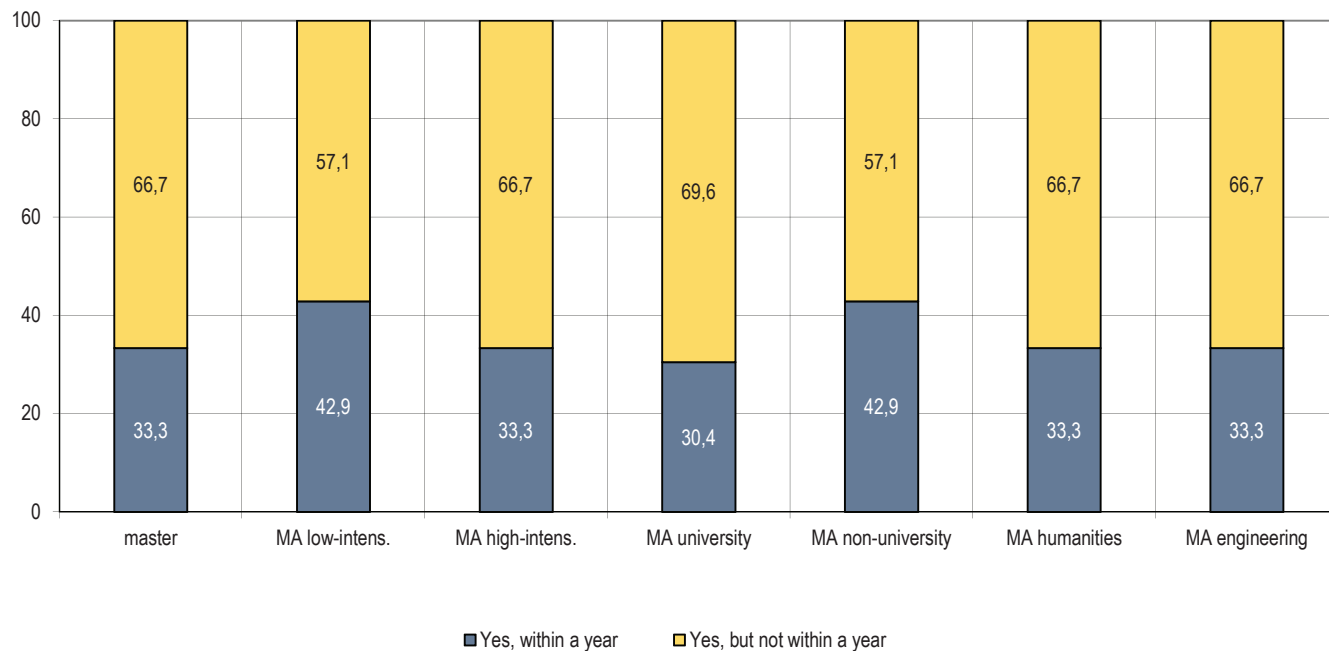
Plans for continuation of studies at MA and PhD level by time and characteristics of students (I)

Indicators:	Plans to continue with an MA by students' study-related characteristics - BA students	
	Plans to continue, but not within a year for all BA students with plans to do an MA, in %	63,9
	Plans to continue, but not within a year for all BA low intensity students with plans to do an MA, in %	57,1
	Plans to continue, but not within a year for all BA students in non-universities with plans to do an MA, in %	62,5

Plans of BA students to continue with an MA by time and study-related characteristics of students (in %)



Plans of MA students to continue with a PhD by time and study-related characteristics of students (in %)



Plans for continuation of studies at MA and PhD level by time and characteristics of students (II)

Source	Survey question 1.6, 1.7, 1.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether students are planning to continue studying straight away, after a break or not at all. This subtopic looks at students' of BA and MA programmes who are planning to continue by characteristics of students.
General instructions	Table 1: Calculate absolute number of students for each category by socio-demographic characteristics of students. This is restricted to BA students who answered 'yes' to question 1.6. That means for the first table, this is BA students planning to continue with an MA by students' characteristics. Table 2: Calculate absolute number of students for each category by socio-demographic characteristics of students. This is restricted to MA students who answered 'yes' to question 1.6. That means for the second table, this is MA students planning to continue with a PhD by students' characteristics. See glossary for: bachelor/master students, education/social background, delayed transition students, age, international students.

Plans to continue with an MA by students' socio-demographic characteristics - BA students

	BA females	BA females	BA males	BA males	BA without HE backgr.	BA without HE backgr.	BA with HE backgr.	BA with HE backgr.	BA delayed transition	BA delayed transition	BA up to 21 years	BA up to 21 years	BA 22-24 years	BA 22-24 years	BA 25-29 years	BA 25-29 years	BA 30 years or over	BA 30 years or over	BA international students	BA international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	65	36,1	65	36,1	70	38,9	60	33,3	90	34,6	35	43,8	45	42,9	30	37,5	20	21,1	30	37,5
Yes, but not within a year	115	63,9	115	63,9	110	61,1	120	66,7	170	65,4	45	56,3	60	57,1	50	62,5	75	78,9	50	62,5
total	180	100,0	180	100,0	180	100,0	180	100,0	260	100,0	80	100,0	105	100,0	80	100,0	95	100,0	80	100,0

Plans to continue with a PhD by students' socio-demographic characteristics - MA students

	MA females	MA females	MA males	MA males	MA without HE backgr.	MA without HE backgr.	MA with HE backgr.	MA with HE backgr.	MA delayed transition	MA delayed transition	MA up to 21 years	MA up to 21 years	MA 22-24 years	MA 22-24 years	MA 25-29 years	MA 25-29 years	MA 30 years or over	MA 30 years or over	MA international students	MA international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
Yes, within a year	25	33,3	25	33,3	22	32,8	28	33,7	30	30,0	6	37,5	12	37,5	20	33,3	12	28,6	15	37,5
Yes, but not within a year	50	66,7	50	66,7	45	67,2	55	66,3	70	70,0	10	62,5	20	62,5	40	66,7	30	71,4	25	62,5
total	75	100,0	75	100,0	67	100,0	83	100,0	100	100,0	16	100,0	32	100,0	60	100,0	42	100,0	40	100,0

Plans to continue with an MA by students' socio-demographic characteristics - BA students

Plans to continue, but not within a year for all BA students without HE background with plans to do an MA, in %

61,1

Plans to continue, but not within a year for all BA students 22-24 years old with plans to do an MA, in %

57,1

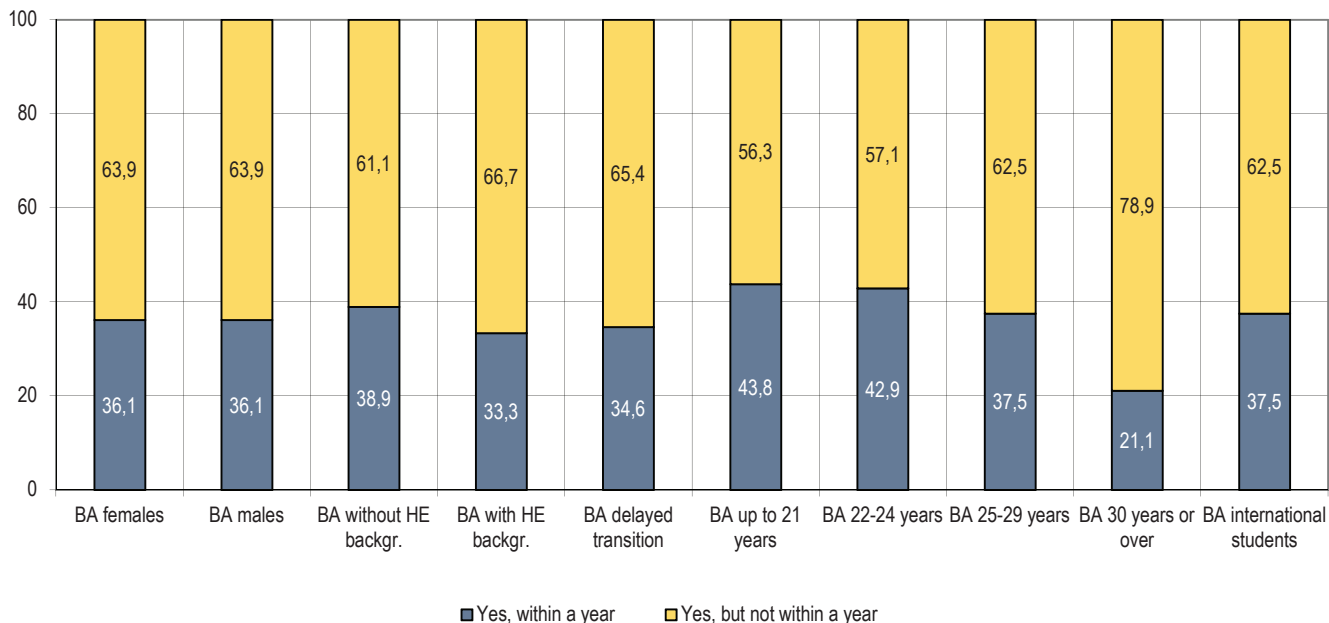
Plans to continue, but not within a year for all BA students 30 years or over with plans to do an MA, in %

78,9

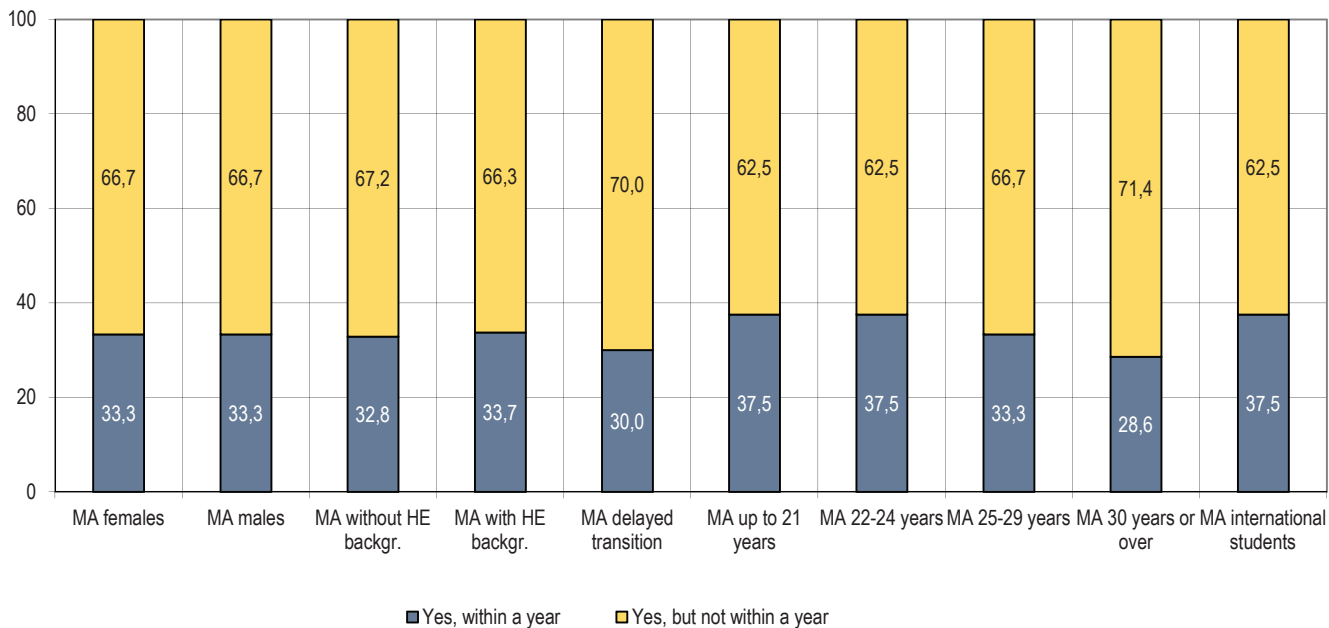
Plans for continuation of studies at MA and PhD level by time and characteristics of students (II)

Indicators:	Plans to continue with an MA by students' socio-demographic characteristics - BA students	
	Plans to continue, but not within a year for all BA students without HE background with plans to do an MA, in %	61,1
	Plans to continue, but not within a year for all BA students 22-24 years old with plans to do an MA, in %	57,1
	Plans to continue, but not within a year for all BA students 30 years or over with plans to do an MA, in %	78,9

Plans of BA students to continue with an MA by time and socio-demographic characteristics of students (in %)



Plans of MA students to continue with a PhD by time and socio-demographic characteristics of students (in %)



J13 Assessment of studies

Plans for continuation of studies at MA level for BA students by location and characteristics of students (I)

Source	Survey question 1.8, 1.6, 1.7, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether BA students are planning to go on to an MA at home or abroad. This subtopic looks at students' plans by characteristics of students.
General instructions	Table: Calculate absolute number of students for each category by study-related characteristics of students. This is restricted to BA students (question 1.1), who answered 'yes' to question 1.6 and who are planning to go on to Master's level (question 1.7), i.e. this group is 100%. See glossary for: bachelor/master students, low-/high-intensity students, university, non-university.

Plans to continue with an MA by location and students' study-related characteristics - BA students

	all students	all students	bachelor	bachelor	master	master	BA low-intens.	BA low-intens.	BA high-intens.	BA high-intens.	BA university	BA university	BA non-university	BA non-university	BA humanities	BA humanities	BA engineering	BA engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
at home	x	x	120	33,3	x	x	20	28,6	70	36,8	100	35,7	20	25,0	12	34,3	30	37,5
abroad	x	x	190	52,8	x	x	40	57,1	100	52,6	150	53,6	40	50,0	20	57,1	45	56,3
I don't know yet	x	x	50	13,9	x	x	10	14,3	20	10,5	30	10,7	20	25,0	3	8,6	5	6,3
total	x	x	360	100,0	x	x	70	100,0	190	100,0	280	100,0	80	100,0	35	100,0	80	100,0

Plans to continue with an MA abroad for all BA students with plans to do an MA, in %

52,8

Plans to continue with an MA abroad for all BA low-intensity students with plans to do an MA, in %

57,1

Plans to continue with an MA abroad for all BA students in non-universities with plans to do an MA, in %

50,0

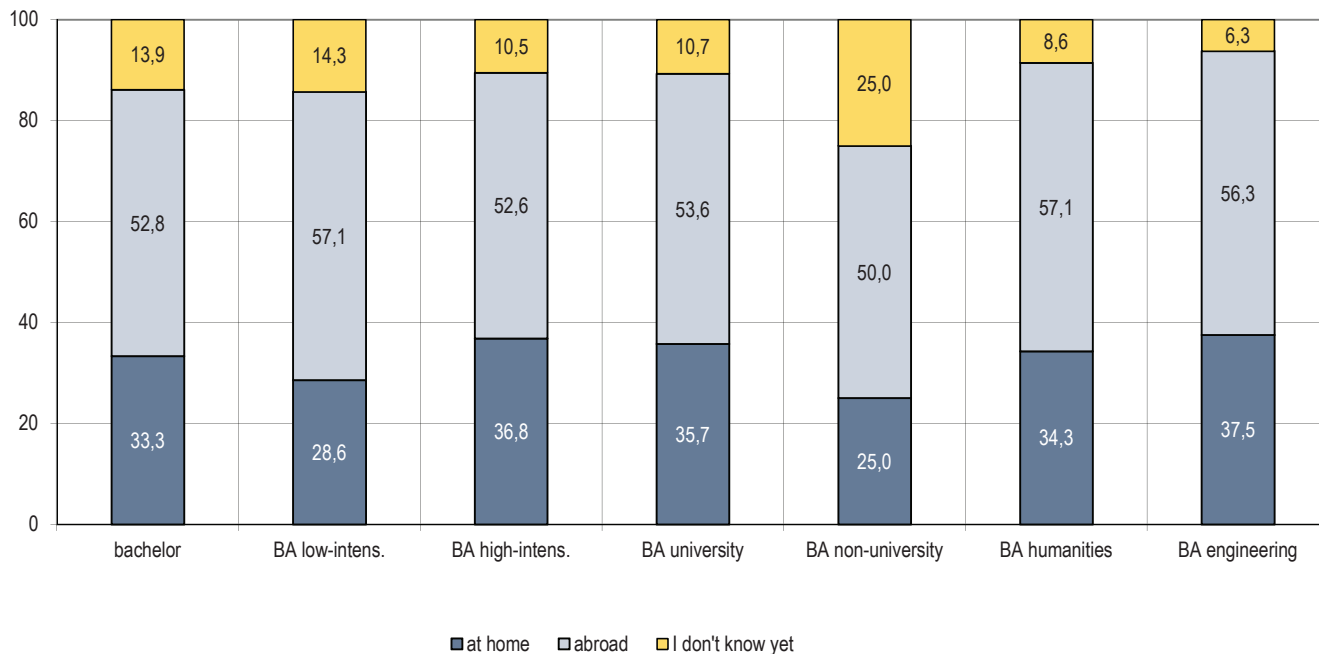
J13 Assessment of studies

Plans for continuation of studies at MA level for BA students by location and characteristics of students (I)

Plans to continue with an MA by location and students' study-related characteristics - BA students

Indicators:	Plans to continue with an MA abroad for all BA students with plans to do an MA, in %	52,8
	Plans to continue with an MA abroad for all BA low-intensity students with plans to do an MA, in %	57,1
	Plans to continue with an MA abroad for all BA students in non-universities with plans to do an MA, in %	50,0

Plans of BA students to continue with an MA by location and study-related characteristics of students (in %)



J14 Assessment of studies

Plans for continuation of studies at MA level for BA students by location and characteristics of students (II)

Source	Survey question 1.8, 1.6, 1.7, 1.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	Especially within the new Bologna study structures, it is interesting to know whether BA students are planning to go on to an MA at home or abroad. This subtopic looks at students' plans by characteristics of students.
General instructions	Table: Calculate absolute number of students for each category by socio-demographic characteristics of students. This is restricted to BA students (question 1.1), who answered 'yes' to question 1.6 and who are planning to go on to Master's level (question 1.7), i.e. this group is 100%. See glossary for: education/social background, delayed transition students, age, international students.

Plans to continue with an MA by location and students' socio-demographic characteristics - BA students

	BA females		BA males		BA without HE backgr.	BA without HE backgr.	BA with HE backgr.	BA with HE backgr.	BA delayed transition	BA delayed transition	BA up to 21 years	BA up to 21 years	BA 22-24 years	BA 22-24 years	BA 25-29 years	BA 25-29 years	BA 30 years or over	BA 30 years or over	BA international students	BA international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
at home	65	36,1	60	33,3	100	55,6	40	22,2	110	42,3	30	37,5	35	33,3	30	37,5	25	26,3	30	37,5
abroad	90	50,0	80	44,4	30	16,7	120	66,7	130	50,0	40	50,0	50	47,6	35	43,8	65	68,4	45	56,3
I don't know yet	25	13,9	40	22,2	50	27,8	20	11,1	20	7,7	10	12,5	20	19,0	15	18,8	5	5,3	5	6,3
total	180	100,0	180	100,0	180	100,0	180	100,0	260	100,0	80	100,0	105	100,0	80	100,0	95	100,0	80	100,0

Plans to continue with an MA abroad for all BA students without HE background with plans to do an MA, in %

16,7

Plans to continue with an MA abroad for all BA students 22-24 years old with plans to do an MA, in %

47,6

Plans to continue with an MA abroad for all BA students 30 years or over with plans to do an MA, in %

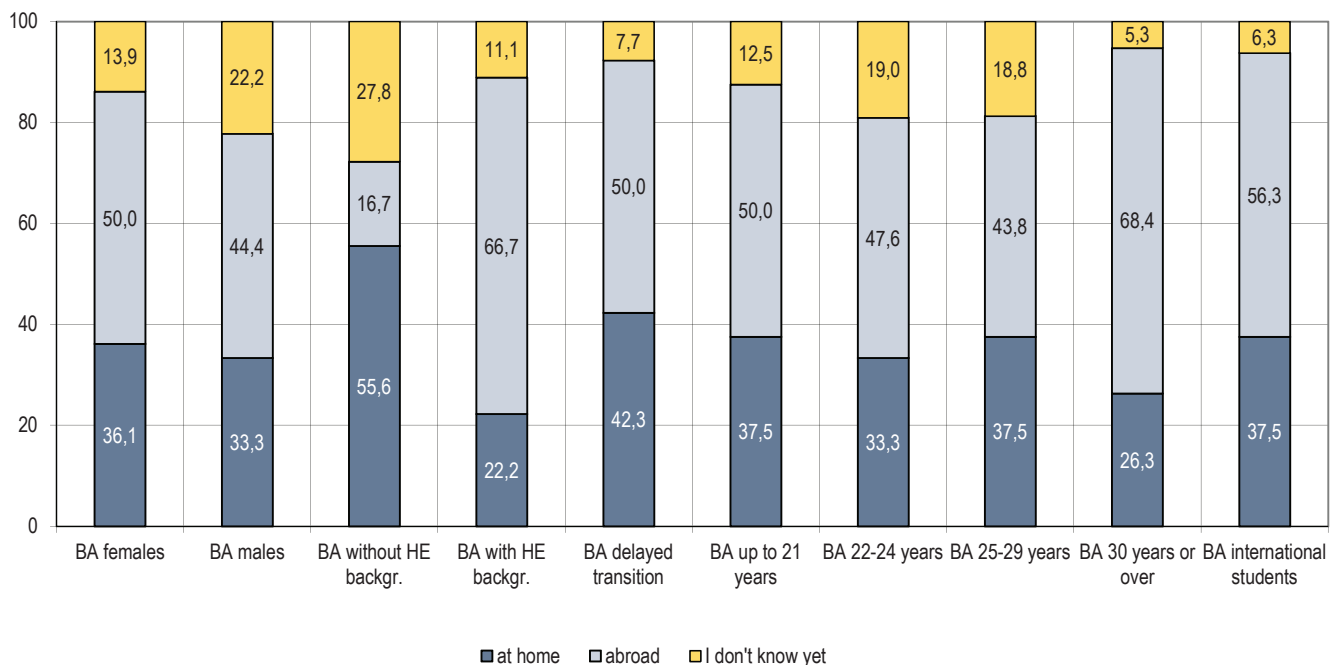
68,4

Plans for continuation of studies at MA level for BA students by location and characteristics of students (II)

Plans to continue with an MA by location and students' socio-demographic characteristics - BA students

Indicators:	Plans to continue with an MA abroad for all BA students without HE background with plans to do an MA, in %	16,7
	Plans to continue with an MA abroad for all BA students 22-24 years old with plans to do an MA, in %	47,6
	Plans to continue with an MA abroad for all BA students 30 years or over with plans to do an MA, in %	68,4

Plans of BA students to continue with an MA by location and socio-demographic characteristics of students (in %)



K1 Internationalisation

Enrolment abroad by characteristics of students (I)

Source	Survey question 4.1, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	The main aim of this subtopic is to provide data on a certain type of student mobility measured by the share of those students, who have been enrolled abroad during the course of their study programme. Also the make-up of mobile and not mobile students by study-related characteristics of students is looked at.
General instructions	Table: Calculate absolute number of students by (plans for) enrolment abroad and by basic characteristics of students. See glossary for: enrolment abroad, bachelor/master students, low-/high-intensity students, university, non-university.

Previous enrolment abroad or plans for enrolment by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
students who have been enrolled abroad	200	20,0	60	11,0	100	32,9	40	14,3	50	55,6	160	25,8	40	10,5	40	61,5	50	27,8
students who have not been enrolled abroad but plan to go	300	30,0	220	40,3	60	19,7	60	21,4	30	33,3	240	38,7	60	15,8	20	30,8	40	22,2
students who have not been enrolled abroad and do not plan to go	500	50,0	266	48,7	144	47,4	180	64,3	10	11,1	220	35,5	280	73,7	5	7,7	90	50,0
total	1.000	100,0	546	100,0	304	100,0	280	100,0	90	100,0	620	100,0	380	100,0	65	100,0	180	100,0

all students who have been enrolled abroad, in %

20,0

bachelor students who have been enrolled abroad, in %

11,0

master students who have been enrolled abroad, in %

32,9

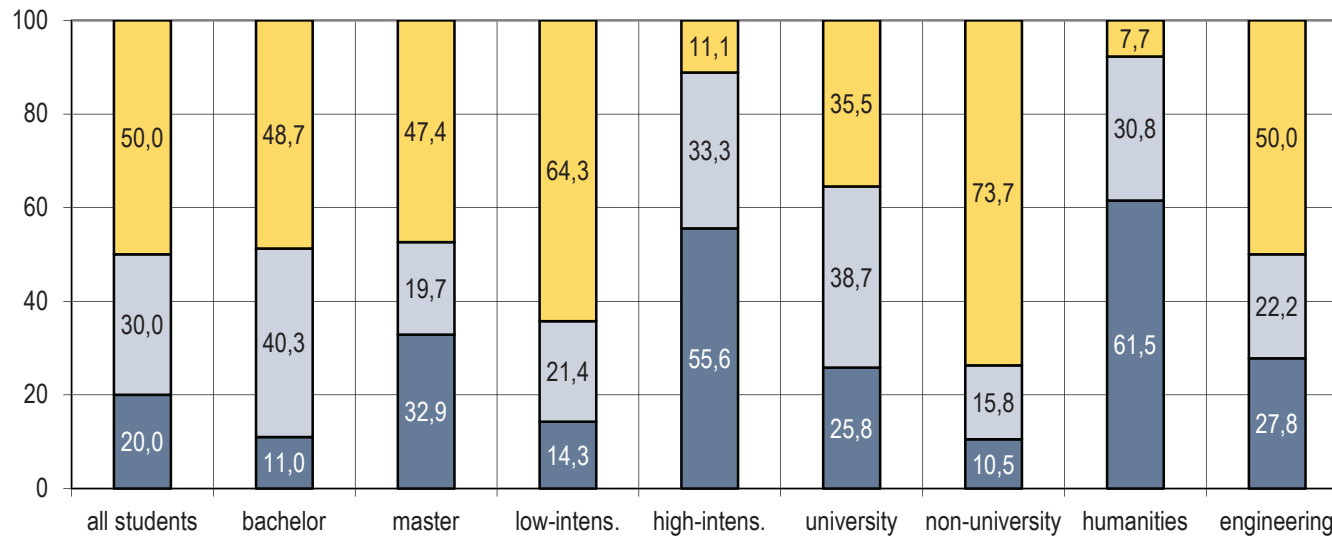
K1 Internationalisation

Enrolment abroad by characteristics of students (I)

Previous enrolment abroad or plans for enrolment by study-related characteristics of students

Indicators: all students who have been enrolled abroad, in %	20,0
bachelor students who have been enrolled abroad, in %	11,0
master students who have been enrolled abroad, in %	32,9

Students' previous enrolment abroad or respective plans by study-related characteristics of students
(in %)



- students who have not been enrolled abroad and do not plan to go
- students who have not been enrolled abroad but plan to go
- students who have been enrolled abroad

K2 Internationalisation

Enrolment abroad by characteristics of students (II)

Source	Survey question 4.1, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	The main aim of this subtopic is to provide data on a certain type of student mobility measured by the share of those students, who have been enrolled abroad during the course of their study programme. The make-up of mobile and not mobile students by socio-demographic characteristics of students is looked at.
General instructions	Table: Calculate absolute number of students by (plans for) enrolment abroad and by basic characteristics of students. See glossary for: enrolment abroad, education/social background, delayed transition students, age, international students.

Previous enrolment abroad or plans for enrolment by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
students who have been enrolled abroad	120	23,3	80	16,5	100	22,7	100	17,9	140	21,1	20	6,0	40	11,4	60	36,4	80	53,3	140	48,3
students who have not been enrolled abroad but plan to go	170	32,9	130	26,9	140	31,8	160	28,6	210	31,6	150	44,8	90	25,7	50	30,3	10	6,7	100	34,5
students who have not been enrolled abroad and do not plan to go	226	43,8	274	56,6	200	45,5	300	53,6	315	47,4	165	49,3	220	62,9	55	33,3	60	40,0	50	17,2
total	516	100,0	484	100,0	440	100,0	560	100,0	665	100,0	335	100,0	350	100,0	165	100,0	150	100,0	290	100,0

delayed transition students who have been enrolled abroad, in %
 22-24 year old students who have been enrolled abroad, in %
 30 year old (or older) students who have been enrolled abroad, in %
 international students who have been enrolled abroad, in %

21,1
11,4
53,3
48,3

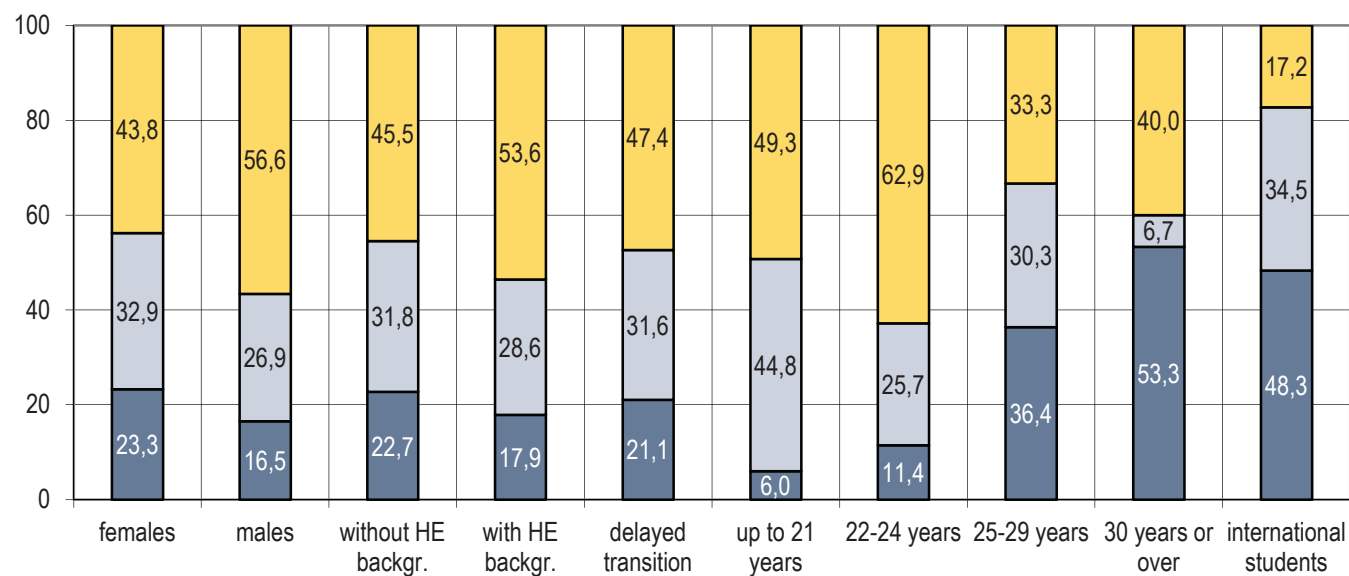
K2 Internationalisation

Enrolment abroad by characteristics of students (II)

Previous enrolment abroad or plans for enrolment by socio-demographic characteristics of students

Indicators: delayed transition students who have been enrolled abroad, in %	21,1
22-24 year old students who have been enrolled abroad, in %	11,4
30 year old (or older) students who have been enrolled abroad, in %	53,3
international students who have been enrolled abroad, in %	48,3

Students' previous enrolment abroad or respective plans by socio-demographic characteristics of students (in %)



- students who have not been enrolled abroad and do not plan to go
- students who have not been enrolled abroad but plan to go
- students who have been enrolled abroad

K3 Internationalisation

Enrolment abroad by characteristics of students (III)

Source	Survey question 4.1, 3.6, 3.7
Purpose of subtopic	The main aim of this subtopic is to provide data on a certain type of student mobility measured by the share of those students, who have been enrolled abroad during the course of their study programme. The make-up of mobile and not mobile students by finance-related characteristics of students is looked at.
General instructions	Table: Calculate absolute number of students by (plans for) enrolment abroad and by basic characteristics of students. See glossary for: enrolment abroad, dependency on income source.

Previous enrolment abroad or plans for enrolment by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
students who have been enrolled abroad	120	40,0	10	3,3	60	20,0
students who have not been enrolled abroad but plan to go	160	53,3	30	10,0	70	23,3
students who have not been enrolled abroad and do not plan to go	20	6,7	260	86,7	170	56,7
total	300	100,0	300	100,0	300	100,0

students depending on family support who have been enrolled abroad, in %

40,0

students depending on own earnings who have been enrolled abroad, in %

3,3

students depending on public support who have been enrolled abroad, in %

20,0

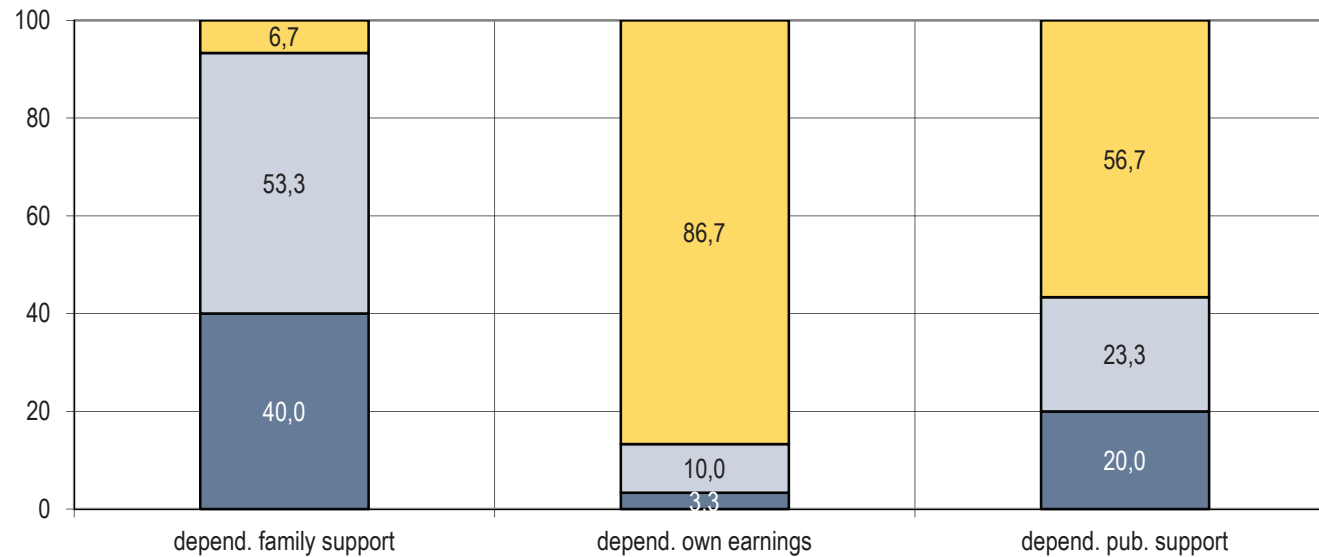
K3 Internationalisation

Enrolment abroad by characteristics of students (III)

Previous enrolment abroad or plans for enrolment by finance-related characteristics of students

Indicators: students depending on family support who have been enrolled abroad, in %	40,0
students depending on own earnings who have been enrolled abroad, in %	3,3
students depending on public support who have been enrolled abroad, in %	20,0

Students' previous enrolment abroad or respective plans by finance-related characteristics of students (in %)



- students who have not been enrolled abroad and do not plan to go
- students who have not been enrolled abroad but plan to go
- students who have been enrolled abroad

K4 Internationalisation

Enrolment abroad by field of study

Source	Survey question 4.1, 1.5
Purpose of subtopic	This subtopic looks at student mobility (measured by the share of those students, who have been enrolled abroad during the course of their study programme) by field of study. The latter was used as criterion for differentiation as the field of study may imply different possibilities and needs for students to go abroad.
General instructions	Table: Calculate absolute number of students by (plans for) enrolment abroad and by field of study. See glossary for: enrolment abroad, fields of study.

Previous enrolment abroad or plans for enrolment

	all fields of study	all fields of study	education	education	humanities, arts	humanities, arts	social sc., business, law	social sc., business, law	(natural) science	(natural) science	engineering, manuf., constr.	engineering, manuf., constr.	agriculture	agriculture	health, welfare	health, welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
students who have been enrolled abroad	200	20,0	5	6,9	70	29,2	60	26,4	36	19,4	20	13,6	4	7,1	3	7,9	2	5,9
students who have not been enrolled abroad but plan to go	300	30,0	7	9,7	100	41,7	90	39,6	50	26,9	37	25,2	7	12,5	5	13,2	4	11,8
students who have not been enrolled abroad and do not plan to go	500	50,0	60	83,3	70	29,2	77	33,9	100	53,8	90	61,2	45	80,4	30	78,9	28	82,4
total	1.000	100,0	72	100,0	240	100,0	227	100,0	186	100,0	147	100,0	56	100,0	38	100,0	34	100,0

students who have been enrolled abroad in:

education, in %

6,9

humanities and arts, in %

29,2

engineering disciplines, in %

13,6

K4 Internationalisation

Enrolment abroad by field of study

Previous enrolment abroad or plans for enrolment

Indicators: students who have been enrolled abroad in:

education, in %

6,9

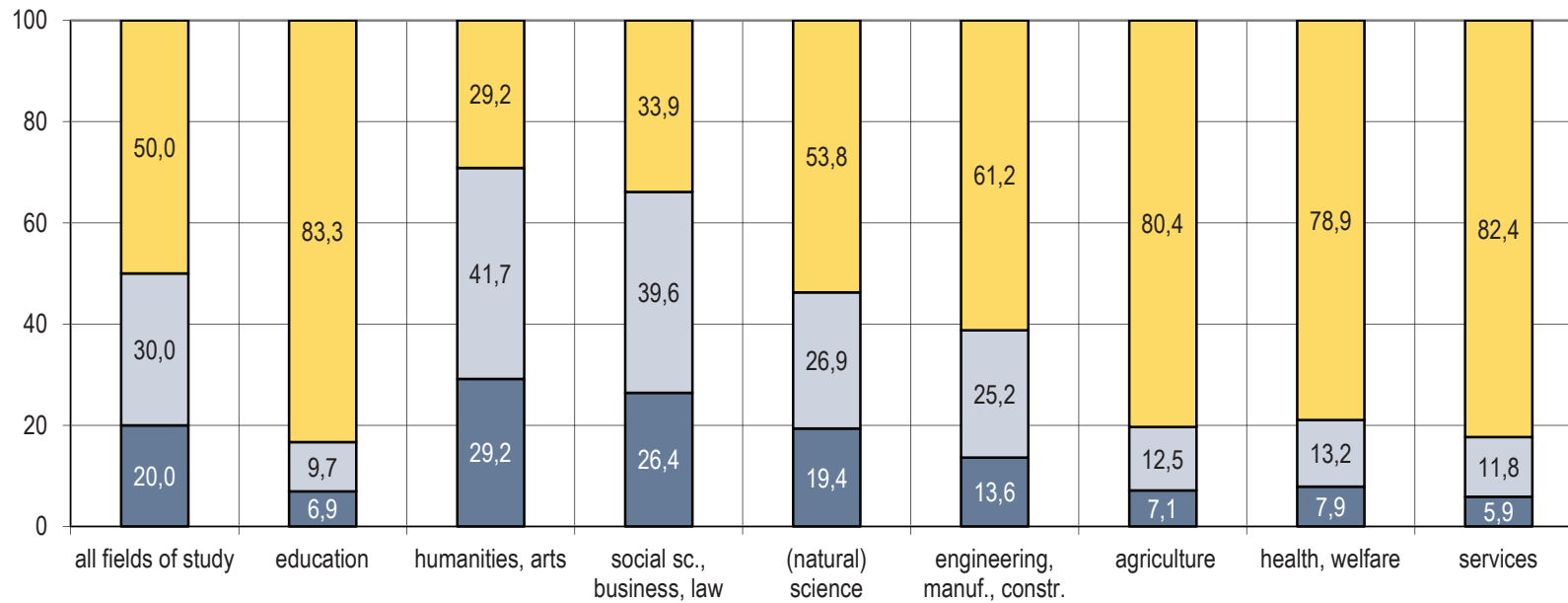
humanities and arts, in %

29,2

engineering disciplines, in %

13,6

Students with previous enrolment abroad or respective plans by field of study (in %)



■ students who have been enrolled abroad

■ students who have not been enrolled abroad but plan to go

■ students who have not been enrolled abroad and do not plan to go

K5 Internationalisation

Realised enrolment abroad by qualification studied for

Source	Survey question 4.2, 4.1, 1.1
Purpose of subtopic	This subtopic provides data on international student mobility at different study levels. It focuses on the different degrees students were studying for at the time they went abroad for temporary enrolment.
General instructions	Table: Calculate absolute number of students by the degree they were studying for when they went abroad for temporary enrolment. Differentiate by all students (including MA) and master students (separately again). Analysis is restricted to students who have been temporarily enrolled abroad as a student in higher education. Please note that a student may have undertaken <u>more</u> than one enrolment abroad and at different academic levels, therefore, those students are counted <u>more</u> than once (= number of cases). Shares are computed by referring the number of cases to the total number of students in the respective student group (= headcounts). Please insert those headcounts in the bottom row. Shares will not be summed up as the sum might exceed 100%. See glossary for: enrolment abroad, number of cases, headcounts, bachelor/master students, short/long national degree, other postgraduate programmes, total number of students in respective group.

Qualification being studied for at the time of temporary enrolment abroad

	all students		master students	
	numbers	percent	numbers	percent
bachelor	45	22,5	30	30,0
master	80	40,0	65	65,0
PhD/doctoral programme	25	12,5	2	2,0
short nat. degree	17	8,5	6	6,0
long nat. degree	35	17,5	5	5,0
other postgraduate degree	23	11,5	4	4,0
other	15	7,5	5	5,0
total number of students in respective group (valid headcounts for this subtopic)	200		100	

All internationally mobile students studying for BA, in %

22,5

All internationally mobile students studying for MA, in %

40,0

All internationally mobile students studying for PhD, in %

12,5

K5 Internationalisation

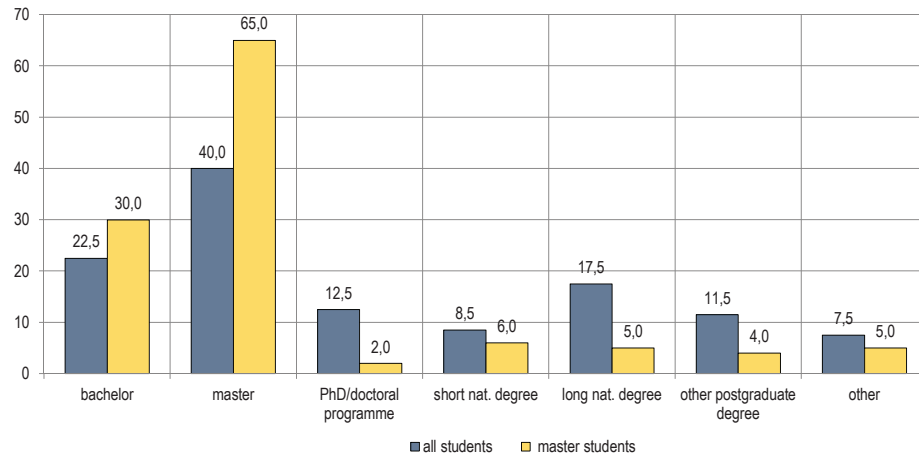
Realised enrolment abroad by qualification studied for

Qualification being studied for at the time of temporary enrolment abroad

Indicators: All internationally mobile students studying for BA, in %
 All internationally mobile students studying for MA, in %
 All internationally mobile students studying for PhD, in %

22,5
40,0
12,5

Students' enrolment abroad by qualification being studied for (in %)



K6 Internationalisation

Choice of region/country for realised enrolment abroad

Source	Survey question 4.3
Purpose of subtopic	In today's globalised world, students have many opportunities for going abroad for temporary enrolment (i.e. in terms of a large number of host countries that can be visited). This subtopic collects data on the regions and countries students preferred to go to for enrolment abroad.
General instructions	<p>Table 1: Calculate absolute number of out-going students by region of destination. It is differentiated by i) EU-countries, ii) countries of the European Higher Education Area (EHEA) <u>without</u> EU-countries and iii) non-EHEA countries (that means the rest of the world). The total must sum up to the number of all students who have been enrolled abroad.</p> <p>Table 2: Calculate absolute number of out-going students by the top-three countries of destination. Insert the names of the top-three countries and the total number of students who have been enrolled abroad (must be same as total in table 1). See glossary for: enrolment abroad, host country, out-going student.</p>

Region of destination of enrolment abroad (most recent stay)

	region	out-going students	
		numbers	percent
	EU-countries	100	50,0
	EHEA-countries without EU	20	10,0
	non-EHEA countries	80	40,0
total		200	100,0

Host country of enrolment abroad (most recent stay)

ranking	host country	out-going students	
		numbers	percent
1.	United States	50	25,0
2.	United Kingdom	30	15,0
3.	Australia	20	10,0
total number of students who have been enrolled abroad		200	

Most frequent host country and visiting students, in %

Second most frequent host country and visiting students, in %

Third most frequent host country and visiting students, in %

United States	25,0
United Kingdom	15,0
Australia	10,0

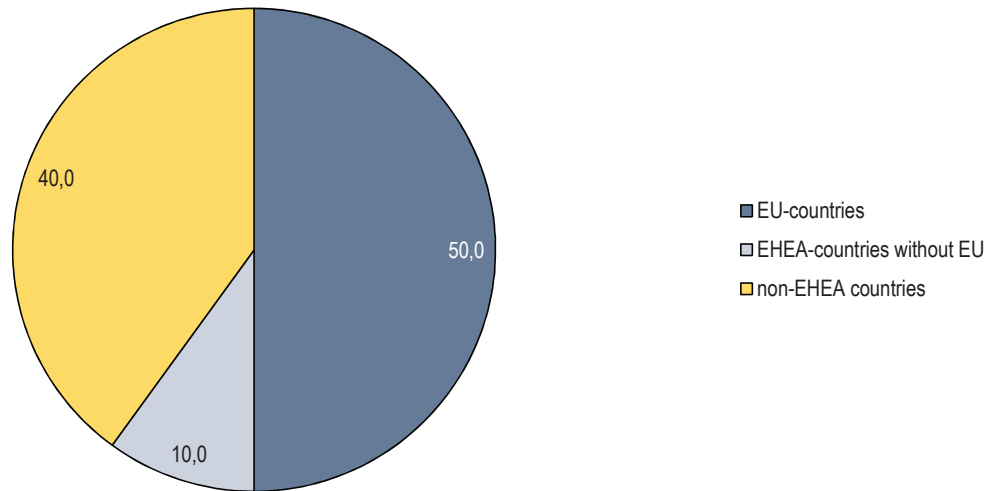
K6 Internationalisation

Choice of region/country for realised enrolment abroad

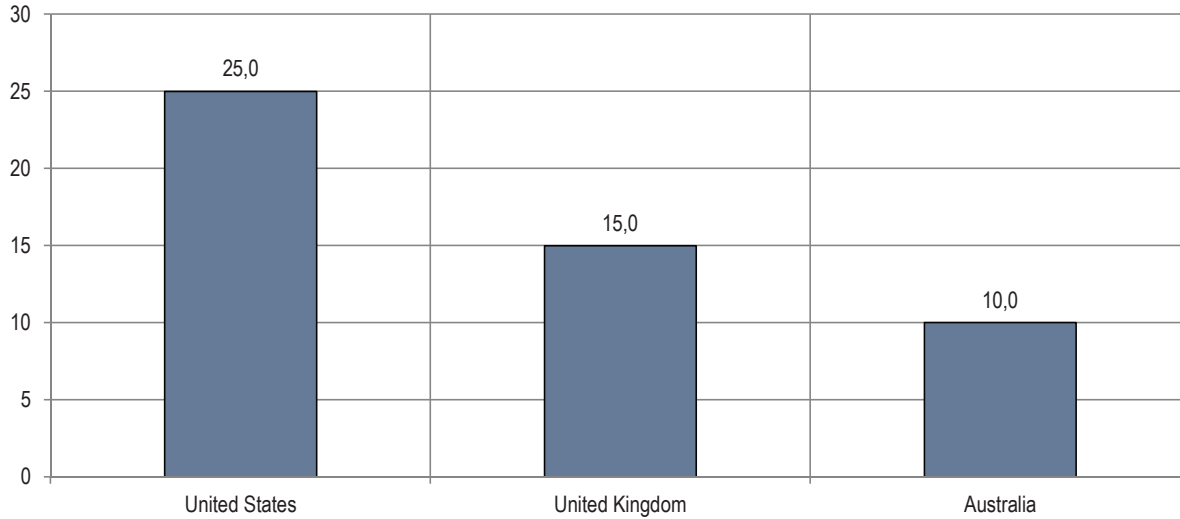
Indicators: Most frequent host country and visiting students, in %
Second most frequent host country and visiting students, in %
Third most frequent host country and visiting students, in %

United States	25,0
United Kingdom	15,0
Australia	10,0

Students' enrolment abroad (most recent stay) by region of destination (in %)



Top-three countries of destination for student enrolment abroad (most recent stay) (in %)



K7 Internationalisation

Duration of realised enrolment abroad

Source	Survey question 4.3, 1.1, 3.14, 1.0, 1.5, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1, 3.6, 3.7
Purpose of subtopic	This subtopic presents data on the duration of students temporary enrolment abroad and complements the previous subtopic on destinations for enrolment abroad.
General instructions	Table 1-3: Calculate duration of enrolment abroad in months (arithmetic mean) by characteristics of students. See glossary for: enrolment abroad, host country, out-going students, bachelor/master students, low-/high-intensity students, university, non-university, education/social background, delayed transition students, age, international students, dependency on income source.

Duration in months of enrolment abroad (most recent stay)

	all students	bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
	mean	mean	mean	mean	mean	mean	mean	mean	mean
duration in months (arithm. mean)	7,2	5,1	8,2	4,3	6,4	7,6	5,4	6,1	5,8

Duration in months of enrolment abroad (most recent stay)

	females	males	without HE backgr.	with HE backgr.	delayed transition	up to 21 years	22-24 years	25-29 years	30 years or over	international students
	mean	mean	mean	mean	mean	mean	mean	mean	mean	mean
duration in months (arithm. mean)	6,3	8,0	5,2	9,2	7,0	5,2	6,3	7,2	5,3	8,3

Duration in months of enrolment abroad (most recent stay)

	depend. family support	depend. own earnings	depend. pub. support
	mean	mean	mean
duration in months (arithm. mean)	7,9	4,2	5,5

Average duration of enrolment abroad of all students, in months

7,2

Average duration of enrolment abroad of bachelor students, in months

5,1

Average duration of enrolment abroad of master students, in months

8,2

K7 Internationalisation

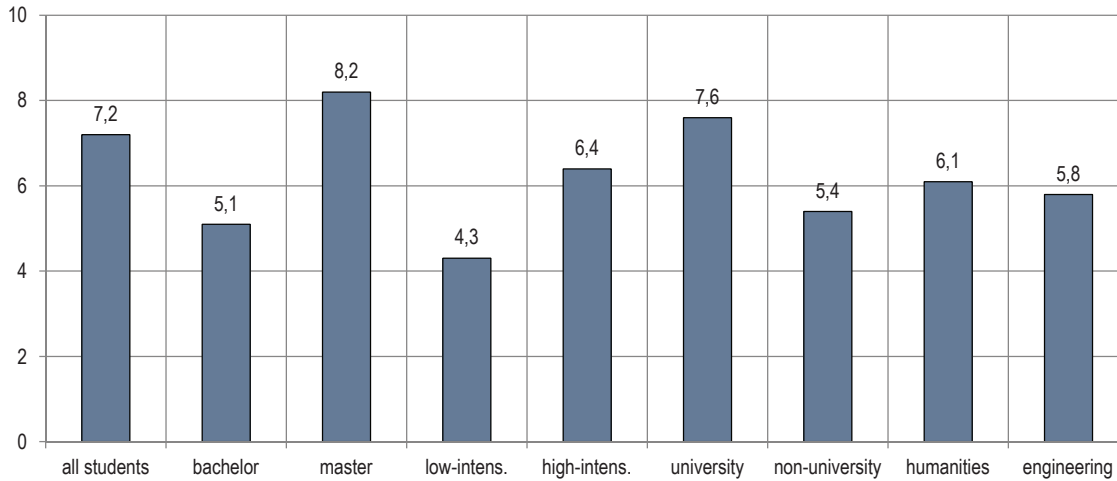
Duration of realised enrolment abroad

Duration in months of enrolment abroad (most recent stay)

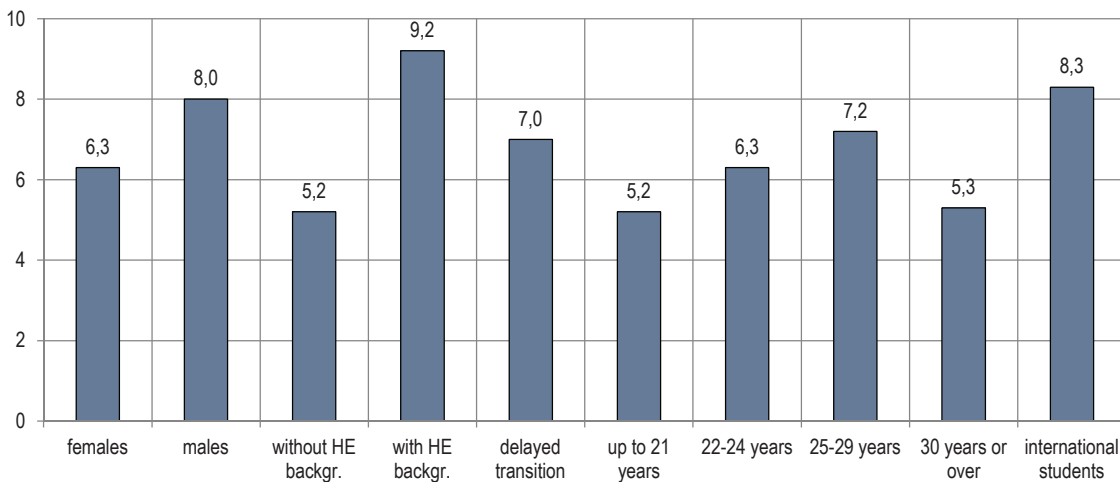
Indicators: Average duration of enrolment abroad of all students, in months
 Average duration of enrolment abroad of bachelor students, in months
 Average duration of enrolment abroad of master students, in months

7,2
5,1
8,2

Duration of enrolment abroad by study-related characteristics of students (in months)



Duration of enrolment abroad by socio-demographic characteristics of students (in months)



Duration of enrolment abroad by finance-related characteristics of students (in months)



K8 Internationalisation

Recognition of results achieved abroad by home institution

Source	Survey question 4.4, 1.5
Purpose of subtopic	This subtopic is about the formal success of students who have been temporarily enrolled abroad. It looks at the extent of recognition of credits (ECTS, certificates) they have gained abroad at their home institution.
General instructions	Table: Calculate absolute number of students by scoring of credits gained during enrolment abroad and recognition at the home institution. Student groups are differentiated by study subject (humanities/arts and engineering/manufacturing/construction). See glossary for: enrolment abroad, all fields of study.

Recognition of credits that were achieved during enrolment abroad (most recent stay)

	all students	all students	students in humanities	students in humanities	students in engineering	students in engineering
	numbers	percent	numbers	percent	numbers	percent
Full recognition of credits	70	35,0	30	42,9	7	35,0
Partial recognition of credits	50	25,0	20	28,6	5	25,0
No recognition of credits	30	15,0	10	14,3	4	20,0
Don't know (yet)	35	17,5	5	7,1	3	15,0
No credits were gained abroad	15	7,5	5	7,1	1	5,0
total	200	100,0	70	100,0	20	100,0

all students whose credits were fully recognised, in %

35,0

students in humanities/arts whose credits were fully recognised, in %

42,9

students in engineering disciplines whose credits were fully recognised, in %

35,0

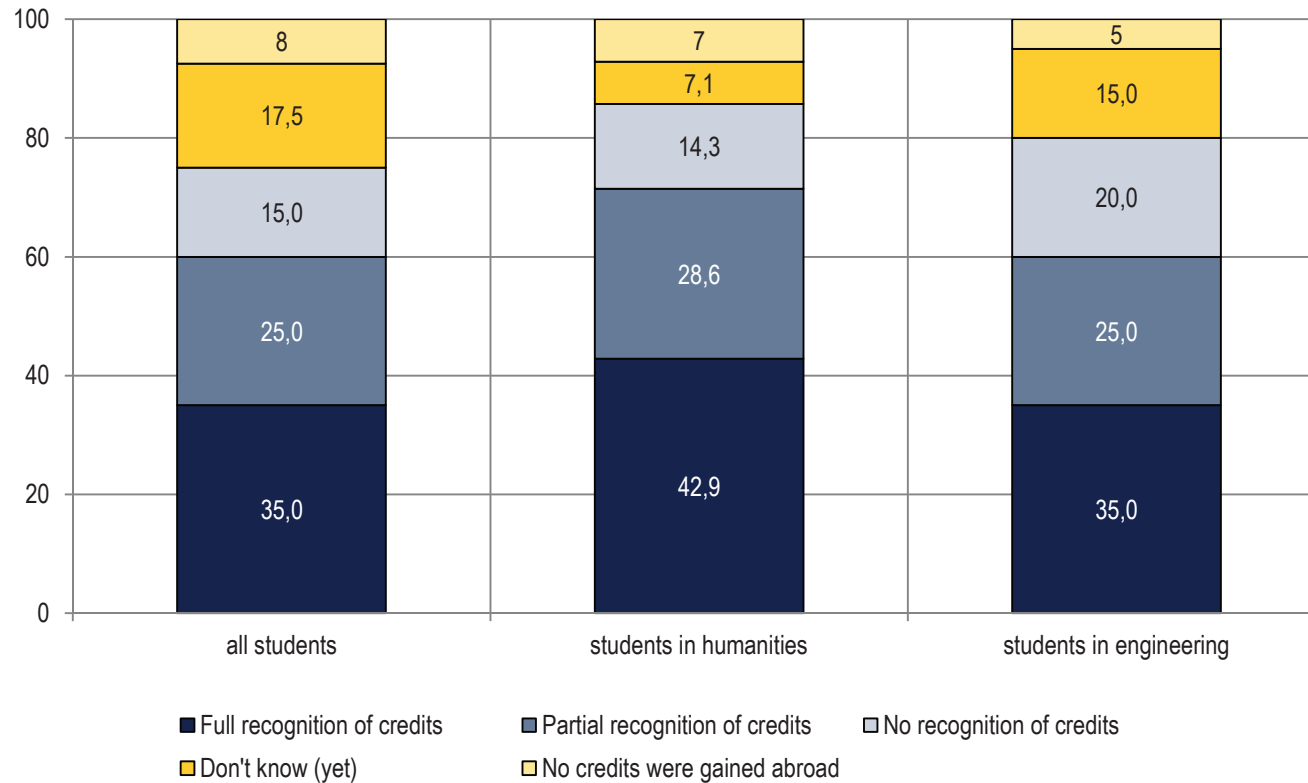
K8 Internationalisation

Recognition of results achieved abroad by home institution

Recognition of credits that were achieved during enrolment abroad (most recent stay)

Indicators: all students whose credits were fully recognised, in %	35,0
students in humanities/arts whose credits were fully recognised, in %	42,9
students in engineering disciplines whose credits were fully recognised, in %	35,0

Credits students have gained abroad and recognition at home institution (in %)



K9 Internationalisation

Organisation of realised enrolment abroad

Source	Survey question 4.5 and 1.1
Purpose of subtopic	Students may choose different organisational ways to gain international experience during studies. Some make use of officially supported programmes (national or EU-programmes), some go abroad on their own initiative (free-movers). This subtopic quantifies the meaning of the two basic ways for enrolment abroad.
General instructions	Table 1: Calculate absolute number of students who <u>were enrolled</u> abroad by programme type (or no programme). Some students may have undertaken more than one enrolment abroad, for this question only the most recent stay abroad should have been reported. Insert also in the last row the total number of students (<u>with and without</u> enrolment abroad) for the respective student focus groups. Table 2: Take absolute number of students from table 1. The shares are automatically computed by relating the number of mobile students to the total number of students <u>with</u> an enrolment abroad in the respective group. Key indicators: Mobile students are those students who have been enrolled abroad. See glossary for: Enrolment abroad, bachelor/master students, total number of students in respective group.

Programme participation based on entire student body (sample)

	all students		bachelor students		master students	
	numbers	percent	numbers	percent	numbers	percent
EU-programme (e.g. Erasmus)	130	13,0	40	7,3	60	19,7
other programme (e.g. national programmes)	50	5,0	15	2,7	25	8,2
no programme	20	2,0	5	0,9	15	4,9
total number of students (with and without enrolment abroad) in respective group (valid headcounts)	1.000		546		304	

Programme participation based only on students who have been enrolled abroad

	all students		bachelor students		master students	
	numbers	percent	numbers	percent	numbers	percent
EU-programme (e.g. Erasmus)	130	65,0	40	66,7	60	60,0
other programme (e.g. national programmes)	50	25,0	15	25,0	25	25,0
no programme	20	10,0	5	8,3	15	15,0
total number of students with enrolment abroad in respective group	200	100,0	60	100,0	100	100,0

share of all mobile students who went abroad with EU-programme, in %
share of all mobile students who went abroad with other programme, in %
share of all mobile students who went abroad without programme (free movers), in %

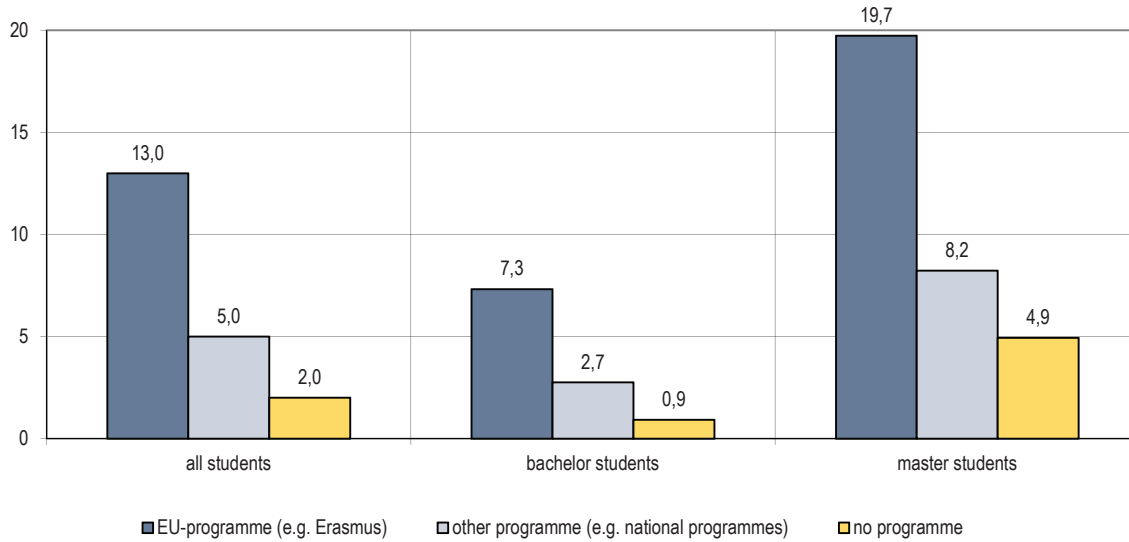
65,0
25,0
10,0

K9 Internationalisation

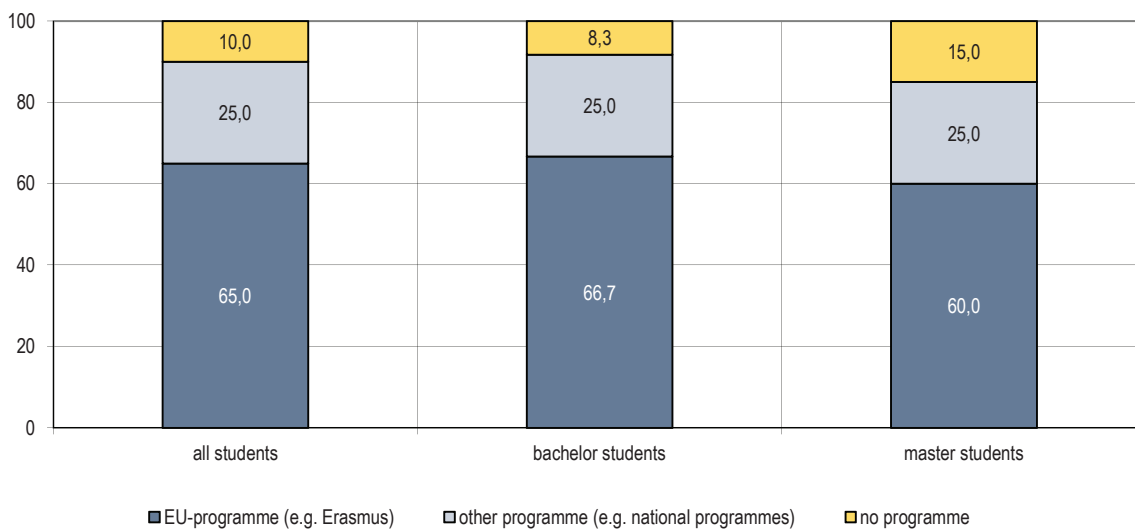
Organisation of realised enrolment abroad

Indicators:	share of all mobile students who went abroad with EU-programme, in %	65,0
	share of all mobile students who went abroad with other programme, in %	25,0
	share of all mobile students who went abroad without programme (free movers), in %	10,0

Programme participation based on entire student body (sample) (in %)



Programme participation based on students who have been enrolled abroad (in %)



K10 Internationalisation

Sources of funding for realised enrolment abroad

Source	Survey question 4.6, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	This subtopic is meant to provide data on the main sources, which students use for supporting their foreign enrolment. Besides revealing the primary source of funding, the contribution of each source can be observed. The latter can be used to analyse the effect of policy measures designed to stimulate students' international exchange. It is differentiated by socio-demographic characteristics of students.
General instructions	Table 1: Calculate absolute number of students with enrolment abroad by funding source and by socio-demographic characteristics. To profit from more than one source is possible for the students (i.e. number of cases will be counted). Insert also for each focus group the total number of students who have been enrolled abroad (= headcounts). Shares will not be summed up as the total might exceed 100% due to the possibility of multiple answers. Note that in this case the table for socio-demographic groups is extended by the group of all students. Table 2: Calculate absolute number of students by primary funding source and by the same characteristics of students as in table 1. Students are allowed to name only one primary source of funding. Shares in columns must sum up to 100%. Totals for absolute numbers must be the same in both tables. Note that in this case the table for socio-demographic groups is extended by the group of all students. Key indicators: Insert for the respective focus groups the primary source of funding and percentages. See glossary for: source of funding, education/social background, delayed transition students, age, international students, total number of students in respective group.

Students utilising each source of funding for enrolment abroad by socio-demographic characteristics of students

	all students		females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
parents/family/partner	170	85,0	90	75,0	80	100,0	80	80,0	90	90,0	110	78,6	20	100,0	40	100,0	55	91,7	55	68,8	100	71,4
income from previous job/savings	60	30,0	25	20,8	35	43,8	50	50,0	10	10,0	40	28,6	2	10,0	10	25,0	20	33,3	28	35,0	10	7,1
income from job during studies abroad	50	25,0	25	20,8	25	31,3	40	40,0	10	10,0	35	25,0	2	10,0	10	25,0	18	30,0	20	25,0	5	3,6
study grants/loans from host country	30	15,0	15	12,5	15	18,8	25	25,0	5	5,0	15	10,7	12	60,0	10	25,0	6	10,0	2	2,5	4	2,9
regular grants/loans from home country	100	50,0	50	41,7	50	62,5	60	60,0	40	40,0	30	21,4	15	75,0	34	85,0	39	65,0	12	15,0	20	14,3
special grants/loans from home country for going abroad	30	15,0	15	12,5	15	18,8	25	25,0	5	5,0	10	7,1	7	35,0	14	35,0	7	11,7	2	2,5	5	3,6
EU study grants	25	12,5	10	8,3	15	18,8	17	17,0	8	8,0	8	5,7	5	25,0	13	32,5	6	10,0	1	1,3	3	2,1
Funds from private businesses/NGOs	10	5,0	3	2,5	7	8,8	7	7,0	3	3,0	2	1,4	4	20,0	3	7,5	3	5,0	0	0,0	2	1,4
other	5	2,5	2	1,7	3	3,8	4	4,0	1	1,0	1	0,7	1	5,0	2	5,0	0	0,0	2	2,5	0	0,0
total number of students with an enrolment period abroad (valid headcounts for this subtopic)	200		120		80		100		100		140		20		40		60		80		140	

Students giving particular source as primary source of funding for enrolment abroad by socio-demographic characteristics of students

	all students		females		males		without HE backgr.		with HE backgr.		delayed transition		up to 21 years		22-24 years		25-29 years		30 years or over		international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
parents/family/partner	110	55,0	75	62,5	35	43,8	43	43,0	67	67,0	80	57,1	10	50,0	16	40,0	32	53,3	52	65,0	99	70,7
income from previous job/savings	5	2,5	3	2,5	2	2,5	4	4,0	1	1,0	3	2,1	0	0,0	0	0,0	0	0,0	5	6,3	2	1,4
income from job during studies abroad	7	3,5	3	2,5	4	5,0	7	7,0	0	0,0	5	3,6	0	0,0	0	0,0	0	0,0	7	8,8	5	3,6
study grants/loans from host country	20	10,0	12	10,0	8	10,0	15	15,0	5	5,0	11	7,9	4	20,0	8	20,0	6	10,0	2	2,5	4	2,9
regular grants/loans from home country	25	12,5	13	10,8	12	15,0	13	13,0	12	12,0	20	14,3	2	10,0	5	12,5	7	11,7	11	13,8	20	14,3
special grants/loans from home country for going abroad	15	7,5	8	6,7	7	8,8	10	10,0	5	5,0	10	7,1	1	5,0	5	12,5	7	11,7	2	2,5	5	3,6
EU study grants	10	5,0	5	4,2	5	6,3	4	4,0	6	6,0	8	5,7	0	0,0	3	7,5	6	10,0	1	1,3	3	2,1
Funds from private businesses/NGOs	6	3,0	1	0,8	5	6,3	3	3,0	3	3,0	2	1,4	2	10,0	2	5,0	2	3,3	0	0,0	2	1,4
other	2	1,0	0	0,0	2	2,5	1	1,0	1	1,0	1	0,7	1	5,0	1	2,5	0	0,0	0	0,0	0	0,0
total	200	100,0	120	100,0	80	100,0	100	100,0	100	100,0	140	100,0	20	100,0	40	100,0	60	100,0	80	100,0	140	100,0

primary source of funding of all students, in %

parents/family/partner	55,0
parents/family/partner	43,0
parents/family/partner	67,0

primary source of funding of students without HE background, in %

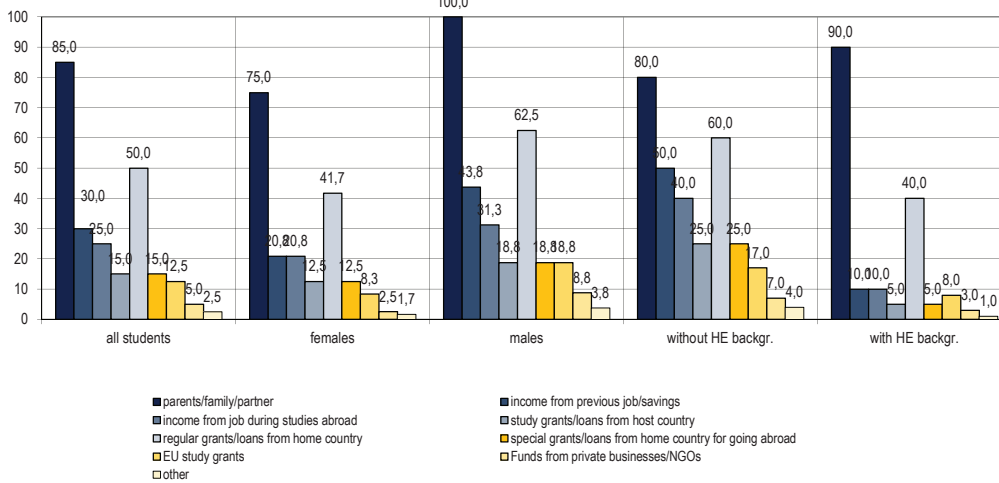
primary source of funding of students with HE background, in %

Sources of funding for realised enrolment abroad

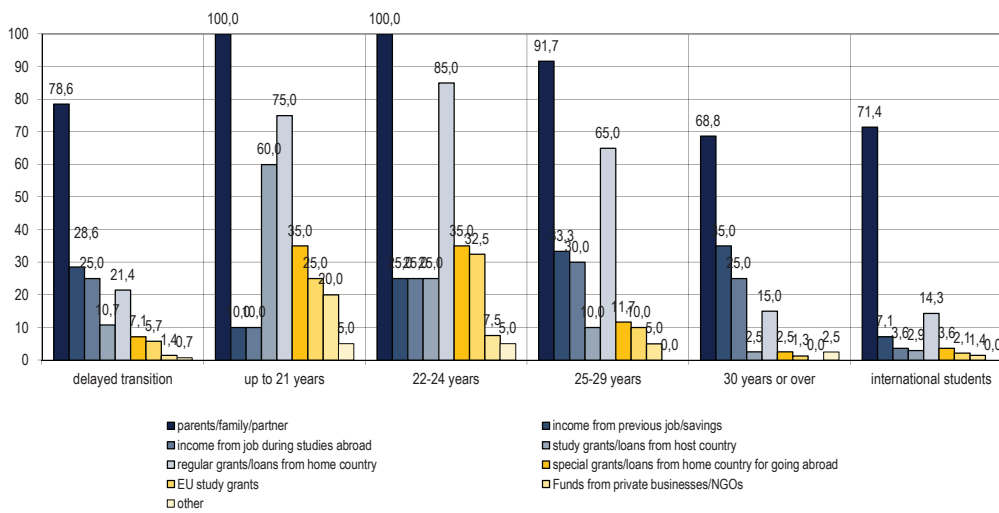
Indicators: primary source of funding of all students, in %
 primary source of funding of students without HE background, in %
 primary source of funding of students with HE background, in %

parents/family/partner	55,0
parents/family/partner	43,0
parents/family/partner	67,0

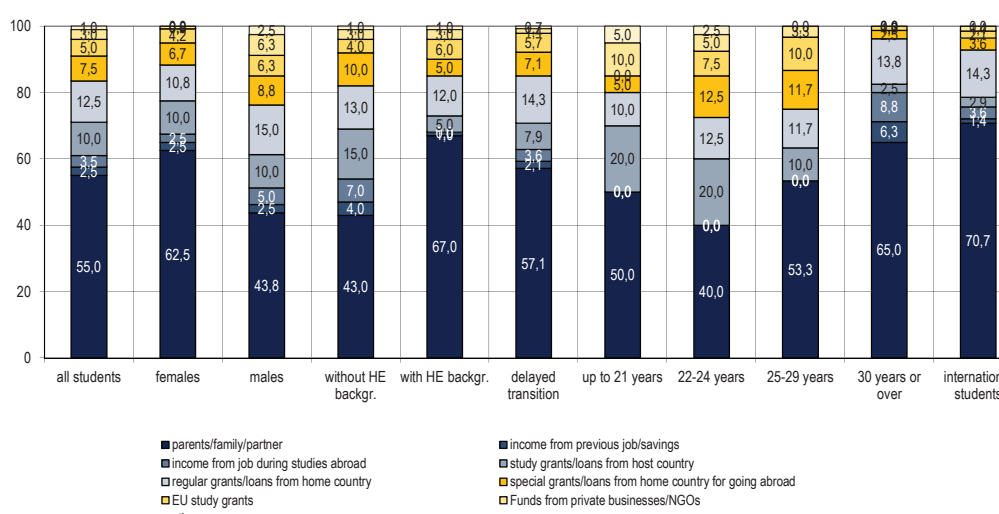
Students utilising each source of funding for enrolment abroad (in %)



Students utilising each source of funding for enrolment abroad (in %)



Students giving particular source as primary source of funding for enrolment abroad (in %)



K11 Internationalisation

Plans for destination of future enrolment abroad

Source	Survey question 4.7
Purpose of subtopic	This subtopic gathers data on the regions and countries students plan to go to for temporary enrolment abroad. Analysis is restricted to those students who have not been enrolled abroad so far but plan to go.
General instructions	<p>Table 1: Calculate absolute number of students by region of destination for planned enrolment abroad. It is differentiated by i) EU-countries, ii) countries of the European Higher Education Area (EHEA) <u>without</u> EU-countries and iii) non-EHEA countries (that means the rest of the world). Compute also the number of students who have plans for enrolment abroad but don't know yet the destination. The total must sum up to the number of all students who have not been enrolled abroad but plan to go.</p> <p>Table 2: Calculate absolute number of students by the top-three countries of destination for planned enrolment abroad. Insert the names of the top-three countries and also the total number of students who have not been enrolled abroad but plan to go (must be same as total in table 1). See glossary for: enrolment abroad, host country, total number of students in respective group.</p>

Region of destination for planned enrolment abroad

		all students numbers	all students percent
	EU-countries	150	50,0
	EHEA-countries without EU	50	16,7
	non-EHEA countries	70	23,3
	don't know yet	30	10,0
total		300	100,0

Host country for planned enrolment abroad

ranking	host country	all students numbers	all students percent
1.	United Kingdom	70	23,3
2.	France	40	13,3
3.	Canada	30	10,0
total number of students who have not been enrolled abroad but plan to go (valid headcounts for this subtopic)		300	

Most frequent host country for planned enrolment abroad, in %

Second most frequent host country for planned enrolment abroad, in %

Third most frequent host country for planned enrolment abroad, in %

United Kingdom	23,3
France	13,3
Canada	10,0

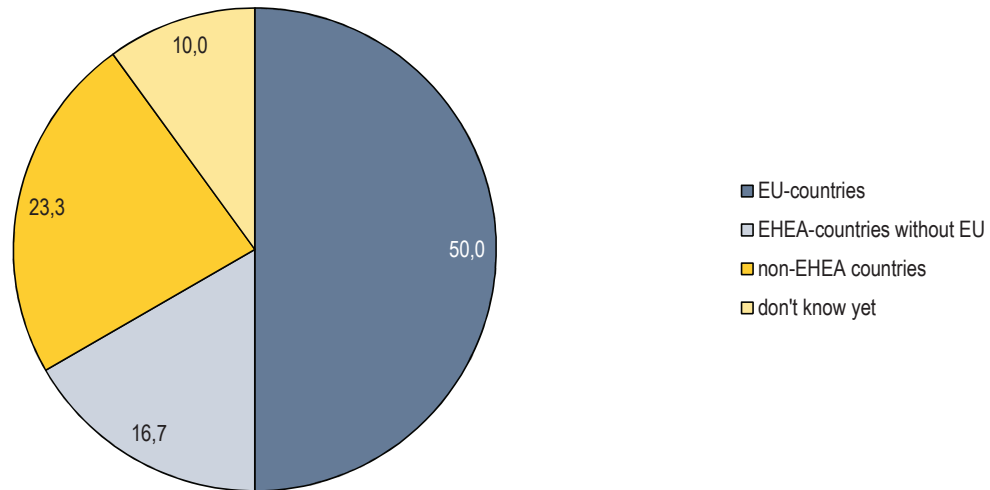
K11 Internationalisation

Plans for destination of future enrolment abroad

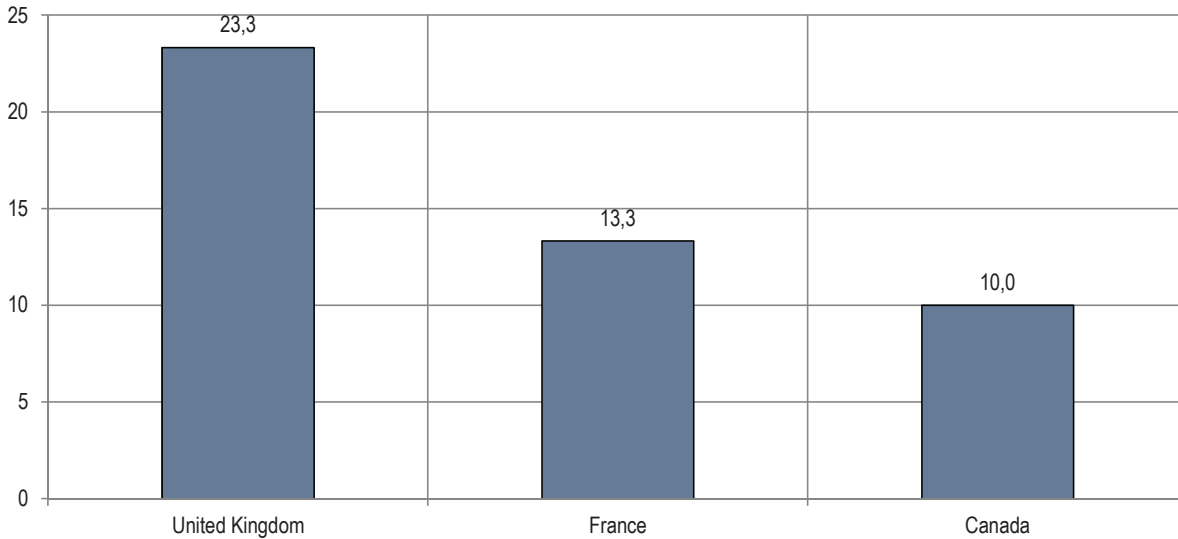
Indicators: Most frequent host country for planned enrolment abroad, in %
Second most frequent host country for planned enrolment abroad, in %
Third most frequent host country for planned enrolment abroad, in %

United Kingdom	23,3
France	13,3
Canada	10,0

Students' plans for enrolment abroad by region of destination (in %)



Top-three countries of destination for students' planned enrolment abroad (in %)



K12 Internationalisation

Planned organisation of future enrolment abroad

Source	Survey question 4.8 and 1.1
Purpose of subtopic	Students may choose different organisational ways to gain international experience during studies. Some make use of officially supported programmes (national or EU-programmes), some go abroad on their own initiative (free-movers). This subtopic quantifies the meaning of the two basic ways for planned enrolment abroad. Analysis is restricted to those students who have not been enrolled abroad so far but plan to go.
General instructions	Table: Calculate absolute number of students who plan to enroll abroad by programme type/no programme/don't know. See glossary for: Enrolment abroad, bachelor/master students.

Planned programme participation of students who have not been enrolled abroad but plan to go

	all students	all students	bachelor students	bachelor students	master students	master students
	numbers	percent	numbers	percent	numbers	percent
EU-programme (e.g. Erasmus)	160	53,3	115	52,3	34	56,7
other programme (e.g. national programmes)	70	23,3	50	22,7	15	25,0
no programme	20	6,7	15	6,8	3	5,0
don't know yet	50	16,7	40	18,2	8	13,3
total	300	100,0	220	100,0	60	100,0

all students planning to go abroad with EU-programme, in %

53,3

all students planning to go abroad with other programme, in %

23,3

all students planning to go abroad without programme (free movers), in %

6,7

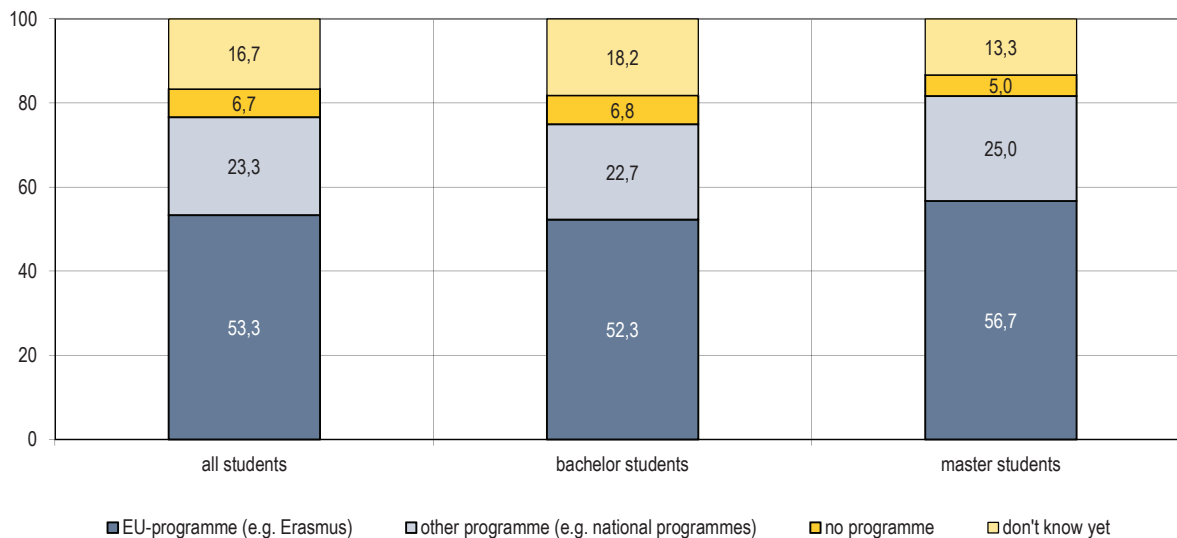
K12 Internationalisation

Planned organisation of future enrolment abroad

Planned programme participation of students who have not been enrolled abroad but plan to go

Indicators:	all students planning to go abroad with EU-programme, in %	53,3
	all students planning to go abroad with other programme, in %	23,3
	all students planning to go abroad without programme (free movers), in %	6,7

Planned programme participation of students for future enrolment abroad (in %)



K13 Internationalisation

Issues that influenced plans of mobile students for a realised enrolment abroad

Source	Survey question 4.1, 4.9
Purpose of subtopic	Students who enrolled themselves abroad may have faced various problems in doing so. This subtopic specifies the main obstacles to enrolment abroad and quantifies the meaning of them by students' assessment. Analysis is restricted to students who <u>have been</u> enrolled abroad.
General instructions	Table 1: Calculate absolute number of students who have been enrolled abroad by obstructions and by perceived size of obstacles. Total number in rows must sum up to the total number of students who have been enrolled abroad (headcounts). Table 2: Insert absolute number of students who have been enrolled abroad by grouped obstructions and by perceived size of obstacles from table 1. Sub-items in groups: institutional/administrative obstacles = (2, 8, 10, 12); financial insecurities = (4, 5); impact on studies = (7, 9); attitudinal/social obstacles = (3, 6); performance-related obstacles = (1, 11). See glossary for: Enrolment abroad, obstacles to enrolment abroad.

Perception of obstructions to enrolment abroad for students who have been enrolled abroad

	big obstacle		quite big obstacle		moderate obstacle		small obstacle		no obstacle		total (in rows)	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. insufficient skills in foreign language	20	10,0	30	15,0	40	20,0	50	25,0	60	30,0	200	100,0
2. lack of information provided by home institution	5	2,5	20	10,0	35	17,5	60	30,0	80	40,0	200	100,0
3. separation from partner, child(ren), friends	70	35,0	50	25,0	40	20,0	30	15,0	10	5,0	200	100,0
4. additional financial burden	90	45,0	60	30,0	30	15,0	15	7,5	5	2,5	200	100,0
5. loss of paid job	30	15,0	40	20,0	70	35,0	40	20,0	20	10,0	200	100,0
6. lack of motivation	5	2,5	10	5,0	30	15,0	60	30,0	95	47,5	200	100,0
7. low benefit for studies at home	30	15,0	40	20,0	30	15,0	50	25,0	50	25,0	200	100,0
8. difficult integration into structure of home study programme	40	20,0	50	25,0	50	25,0	40	20,0	20	10,0	200	100,0
9. problems with recognition of results achieved abroad	50	25,0	40	20,0	40	20,0	50	25,0	20	10,0	200	100,0
10. problems with access regulations to the preferred country (visa, residence permit)	10	5,0	20	10,0	35	17,5	80	40,0	55	27,5	200	100,0
11. Insufficient marks for studying abroad	0	0,0	0	0,0	5	2,5	35	17,5	160	80,0	200	100,0
12. limited admittance to mobility programmes (of home/host institution)	5	2,5	15	7,5	40	20,0	90	45,0	50	25,0	200	100,0

Types of obstructions to enrolment abroad by grouped items for students who have been enrolled abroad

	big obstacle		quite big obstacle		moderate obstacle		small obstacle		no obstacle		total (in rows)	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
institutional/administrative obstacles	60	7,5	105	13,1	160	20,0	270	33,8	205	25,6	800	100,0
financial insecurities	120	30,0	100	25,0	100	25,0	55	13,8	25	6,3	400	100,0
impact on studies	80	20,0	80	20,0	70	17,5	100	25,0	70	17,5	400	100,0
attitudinal/social obstacles	75	18,8	60	15,0	70	17,5	90	22,5	105	26,3	400	100,0
performance-related obstacles	20	5,0	30	7,5	45	11,3	85	21,3	220	55,0	400	100,0

Big obstacle to enrolment abroad:

institutional/administrative obstacles, in %
 financial insecurities, in %
 impact on studies, in %
 attitudinal/social obstacles, in %
 performance-related obstacles, in %

7,5
30,0
20,0
18,8
5,0

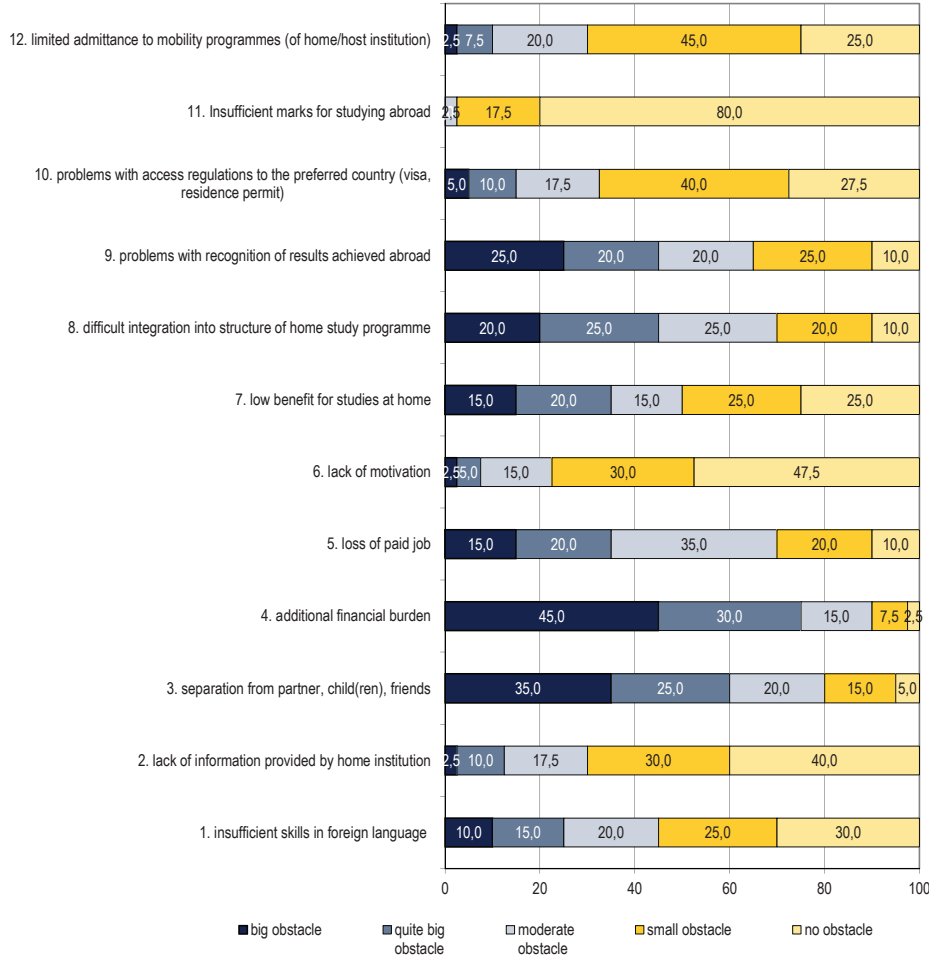
Issues that influenced plans of mobile students for a realised enrolment abroad

Perception of obstructions to enrolment abroad for students who have been enrolled abroad

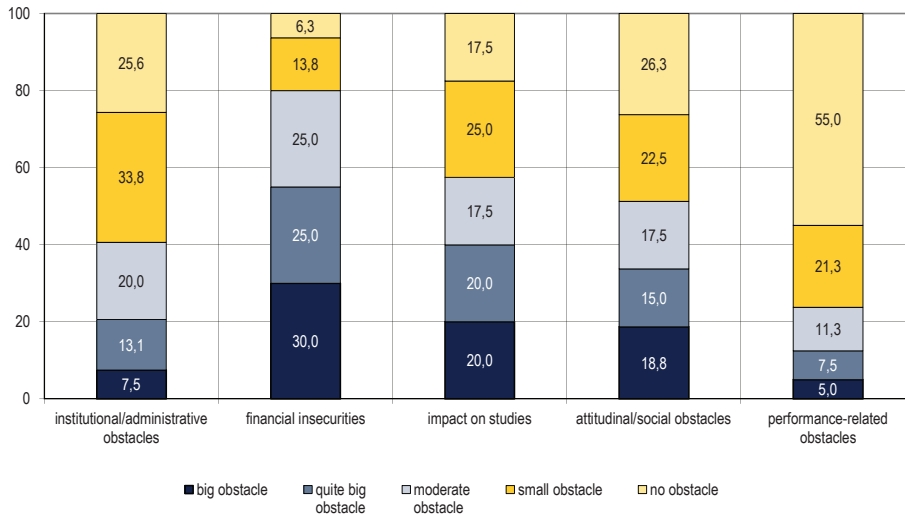
Indicators: **Big obstacle to enrolment abroad:**

institutional/administrative obstacles, in %	7,5
financial insecurities, in %	30,0
impact on studies, in %	20,0
attitudinal/social obstacles, in %	18,8
performance-related obstacles, in %	5,0

Perception of obstructions to enrolment abroad for students who have been enrolled abroad (in %)



Types of obstruction to enrolment abroad by grouped items for students who have been enrolled abroad (in %)



K14 Internationalisation

Issues that influence plans of students for future enrolment abroad

Source	Survey question 4.1, 4.9
Purpose of subtopic	Students who plan to enroll themselves abroad may face various problems in doing so. This subtopic specifies the main obstacles to future enrolment abroad and quantifies the meaning of them by students' assessment. Analysis is restricted to students who have <u>not</u> been enrolled abroad, but plan to go.
General instructions	Table 1: Calculate absolute number of students who have not been enrolled abroad but plan to go by obstructions and by perceived size of obstacles. Total number in rows must sum up to the total number of students who have not been enrolled abroad but plan to go (headcounts). Table 2: Insert absolute number of students who have not been enrolled abroad but plan to go by grouped obstructions and by perceived size of obstacles from table 1. Sub-items in groups: institutional/administrative obstacles = (2, 8, 10, 12); financial insecurities = (4, 5); impact on studies = (7, 9); attitudinal/social obstacles = (3, 6); performance-related obstacles = (1, 11). See glossary for: Enrolment abroad, obstacles to enrolment abroad.

Perception of obstructions to future enrolment abroad for students who have not been enrolled abroad but plan to go

	big obstacle		quite big obstacle		moderate obstacle		small obstacle		no obstacle		total (in rows)	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. insufficient skills in foreign language	40	13,3	50	16,7	60	20,0	70	23,3	80	26,7	300	100,0
2. lack of information provided by home institution	10	3,3	45	15,0	65	21,7	80	26,7	100	33,3	300	100,0
3. separation from partner, child(ren), friends	90	30,0	70	23,3	60	20,0	50	16,7	30	10,0	300	100,0
4. additional financial burden	120	40,0	80	26,7	50	16,7	35	11,7	15	5,0	300	100,0
5. loss of paid job	50	16,7	60	20,0	90	30,0	60	20,0	40	13,3	300	100,0
6. lack of motivation	15	5,0	30	10,0	60	20,0	85	28,3	110	36,7	300	100,0
7. low benefit for studies at home	50	16,7	60	20,0	50	16,7	70	23,3	70	23,3	300	100,0
8. difficult integration into structure of home study programme	60	20,0	70	23,3	70	23,3	60	20,0	40	13,3	300	100,0
9. problems with recognition of results achieved abroad	80	26,7	50	16,7	60	20,0	70	23,3	40	13,3	300	100,0
10. problems with access regulations to the preferred country (visa, residence permit)	30	10,0	40	13,3	55	18,3	100	33,3	75	25,0	300	100,0
11. Insufficient marks for studying abroad	10	3,3	15	5,0	20	6,7	65	21,7	190	63,3	300	100,0
12. limited admittance to mobility programmes (of home/host institution)	15	5,0	25	8,3	70	23,3	120	40,0	70	23,3	300	100,0

Types of obstructions to future enrolment abroad by grouped items for students who have not been enrolled abroad but plan to go

	big obstacle		quite big obstacle		moderate obstacle		small obstacle		no obstacle		total (in rows)	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
institutional/administrative obstacles	115	9,6	180	15,0	260	21,7	360	30,0	285	23,8	1.200	100,0
financial insecurities	170	28,3	140	23,3	140	23,3	95	15,8	55	9,2	600	100,0
impact on studies	130	21,7	110	18,3	110	18,3	140	23,3	110	18,3	600	100,0
attitudinal/social obstacles	105	17,5	100	16,7	120	20,0	135	22,5	140	23,3	600	100,0
performance-related obstacles	50	8,3	65	10,8	80	13,3	135	22,5	270	45,0	600	100,0

Big obstacle to enrolment abroad:

institutional/administrative obstacles, in %

9,6

financial insecurities, in %

28,3

impact on studies, in %

21,7

attitudinal/social obstacles, in %

17,5

performance-related obstacles, in %

8,3

K14 Internationalisation

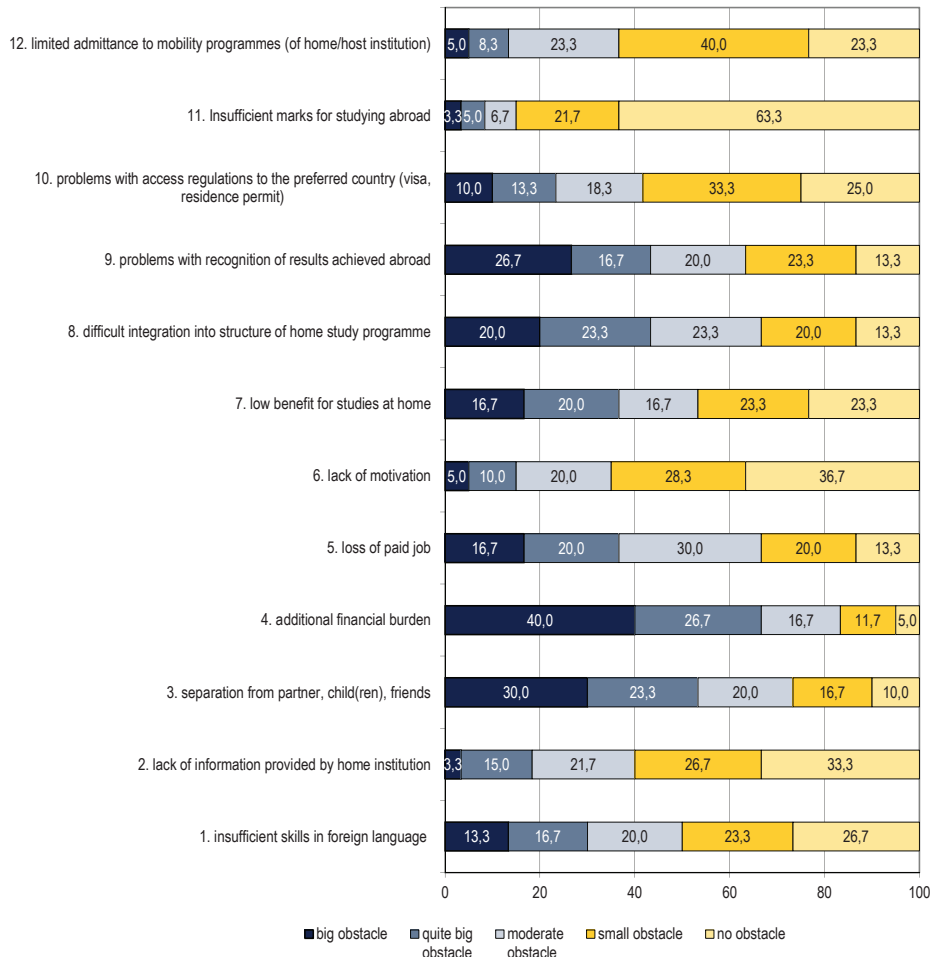
Issues that influence plans of students for future enrolment abroad

Perception of obstructions to future enrolment abroad for students who have not been enrolled abroad but plan to go

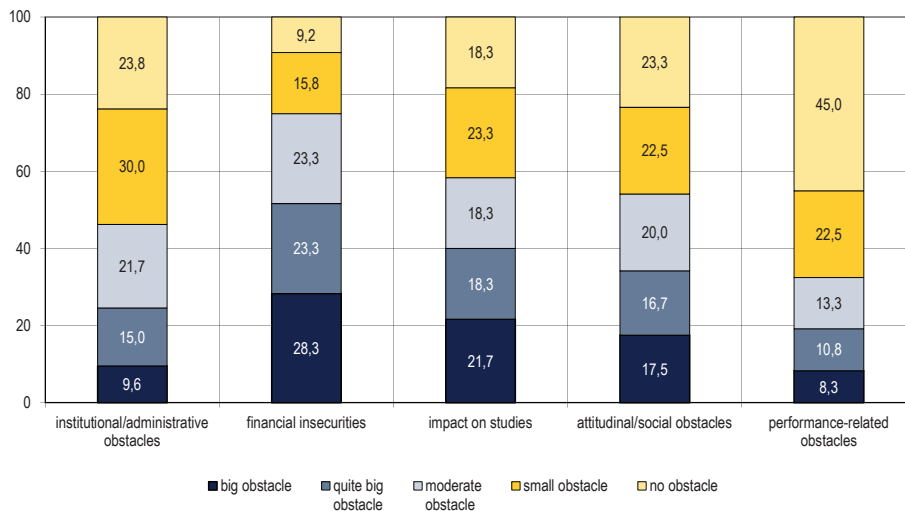
Indicators: **Big obstacle to enrolment abroad:**
 institutional/administrative obstacles, in %
 financial insecurities, in %
 impact on studies, in %
 attitudinal/social obstacles, in %
 performance-related obstacles, in %

institutional/administrative obstacles, in %	9,6
financial insecurities, in %	28,3
impact on studies, in %	21,7
attitudinal/social obstacles, in %	17,5
performance-related obstacles, in %	8,3

Perception of obstructions to future enrolment abroad for students who have not been enrolled abroad but plan to go (in %)



Types of obstruction to future enrolment abroad by grouped items for students who have not been enrolled abroad but plan to go (in %)



K15 Internationalisation

Issues that influenced plans of students for enrolment abroad

Source	Survey question 4.1, 4.9
Purpose of subtopic	Students who plan to enroll themselves abroad may face various problems in doing so. This subtopic specifies the main obstacles to enrolment abroad and quantifies the meaning of them by students' assessment. Analysis is restricted to students who have <u>not</u> been enrolled abroad and do <u>not</u> plan to go.
General instructions	Table 1: Calculate absolute number of students who have not been enrolled abroad and do not plan to go by obstructions and by perceived size of obstacles. Total number in rows must sum up to the total number of students who have not been enrolled abroad and do not plan to go (headcounts). Table 2: Insert absolute number of students who have not been enrolled abroad and do not plan to go by grouped obstructions and by perceived size of obstacles from table 1. Sub-items in groups: institutional/administrative obstacles = (2, 8, 10, 12); financial insecurities = (4, 5); impact on studies = (7, 9); attitudinal/social obstacles = (3, 6); performance-related obstacles = (1, 11). See glossary for: Enrolment abroad, obstacles to enrolment abroad.

Perception of obstructions to enrolment abroad for students who have not been enrolled abroad and do not plan to go

	big obstacle		quite big obstacle		moderate obstacle		small obstacle		no obstacle		total (in rows)	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. insufficient skills in foreign language	80	16,0	90	18,0	100	20,0	110	22,0	120	24,0	500	100,0
2. lack of information provided by home institution	50	10,0	85	17,0	105	21,0	120	24,0	140	28,0	500	100,0
3. separation from partner, child(ren), friends	130	26,0	110	22,0	100	20,0	90	18,0	70	14,0	500	100,0
4. additional financial burden	160	32,0	120	24,0	90	18,0	75	15,0	55	11,0	500	100,0
5. loss of paid job	90	18,0	100	20,0	130	26,0	100	20,0	80	16,0	500	100,0
6. lack of motivation	55	11,0	70	14,0	100	20,0	125	25,0	150	30,0	500	100,0
7. low benefit for studies at home	90	18,0	100	20,0	90	18,0	110	22,0	110	22,0	500	100,0
8. difficult integration into structure of home study programme	100	20,0	110	22,0	110	22,0	100	20,0	80	16,0	500	100,0
9. problems with recognition of results achieved abroad	120	24,0	90	18,0	100	20,0	110	22,0	80	16,0	500	100,0
10. problems with access regulations to the preferred country (visa, residence permit)	70	14,0	80	16,0	95	19,0	140	28,0	115	23,0	500	100,0
11. Insufficient marks for studying abroad	50	10,0	55	11,0	60	12,0	105	21,0	230	46,0	500	100,0
12. limited admittance to mobility programmes (of home/host institution)	55	11,0	65	13,0	110	22,0	160	32,0	110	22,0	500	100,0

Types of obstructions to enrolment abroad by grouped items for students who have not been enrolled abroad and do not plan to go

	big obstacle		quite big obstacle		moderate obstacle		small obstacle		no obstacle		total (in rows)	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
institutional/administrative obstacles	275	13,8	340	17,0	420	21,0	520	26,0	445	22,3	2.000	100,0
financial insecurities	250	25,0	220	22,0	220	22,0	175	17,5	135	13,5	1.000	100,0
impact on studies	210	21,0	190	19,0	190	19,0	220	22,0	190	19,0	1.000	100,0
attitudinal/social obstacles	185	18,5	180	18,0	200	20,0	215	21,5	220	22,0	1.000	100,0
performance-related obstacles	130	13,0	145	14,5	160	16,0	215	21,5	350	35,0	1.000	100,0

Big obstacle to enrolment abroad:

institutional/administrative obstacles, in %
 financial insecurities, in %
 impact on studies, in %
 attitudinal/social obstacles, in %
 performance-related obstacles, in %

13,8
25,0
21,0
18,5
13,0

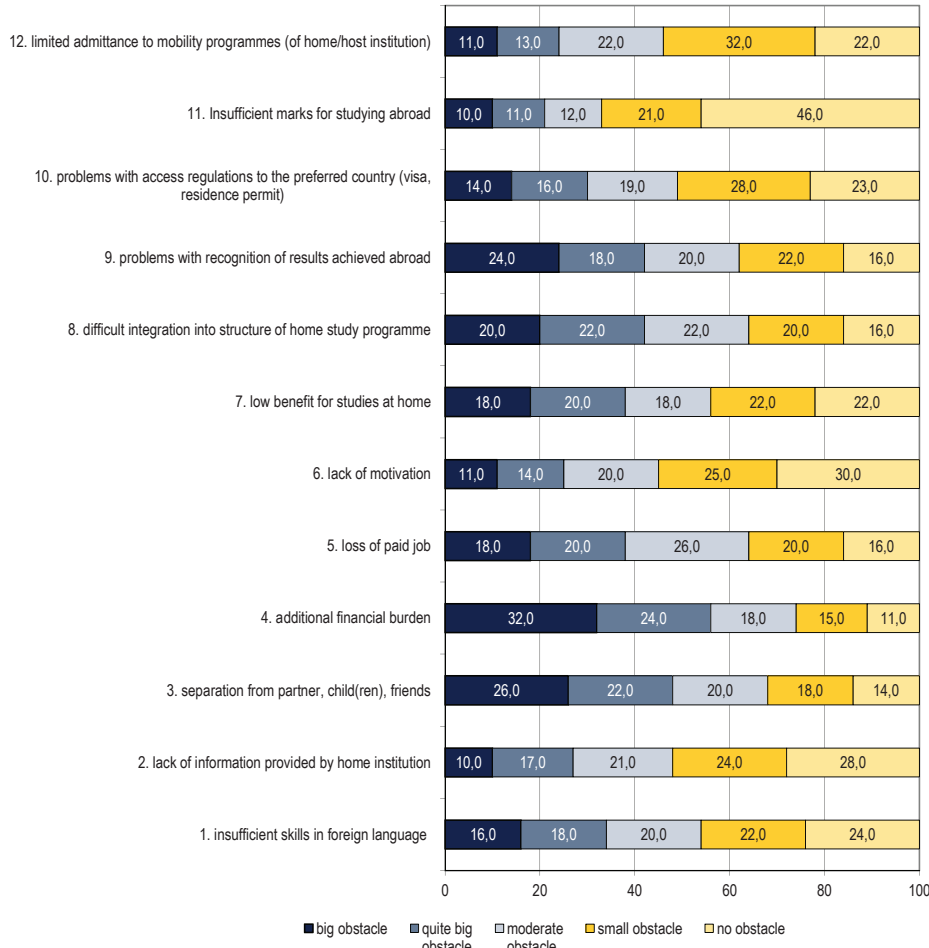
Issues that influenced plans of students for enrolment abroad

Perception of obstructions to enrolment abroad for students who have not been enrolled abroad and do not plan to go

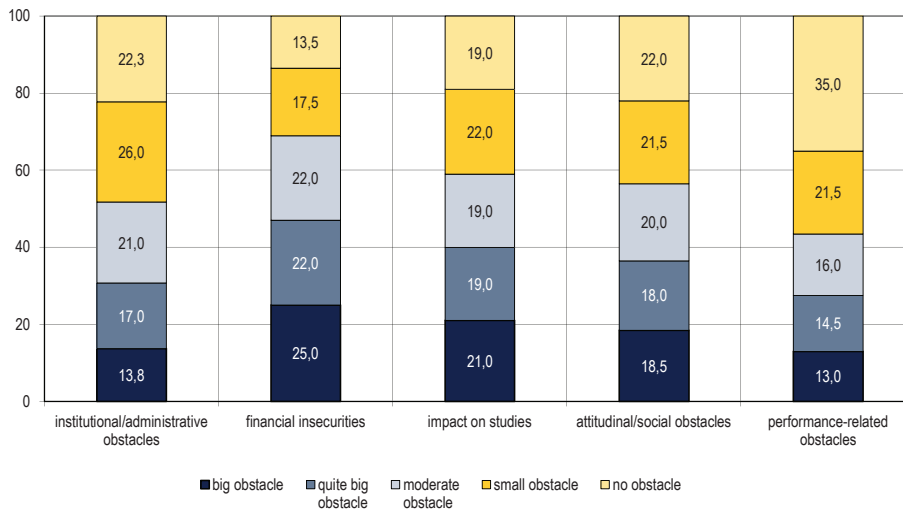
Indicators: **Big obstacle to enrolment abroad:**

institutional/administrative obstacles, in %	13,8
financial insecurities, in %	25,0
impact on studies, in %	21,0
attitudinal/social obstacles, in %	18,5
performance-related obstacles, in %	13,0

Perception of obstructions to enrolment abroad for students who have not been enrolled abroad and do not plan to go (in %)



Types of obstruction to enrolment abroad by grouped items for students who have not been enrolled abroad and do not plan to go (in %)



K16 Internationalisation

Study-related activities abroad by characteristics of students (I)

Source	Survey question 4.10, 1.1, 3.14, 1.0, 1.5
Purpose of subtopic	This subtopic provides data on a different type of students' international mobility. Instead of enrolment abroad, the focus is on other types of study-related experience abroad during studies, like internship, language course, etc. That way a broader view is taken at international student mobility. It is distinguished by study-related characteristics of students, which may have impact on mobility rates.
General instructions	Table 1: Calculate absolute number of students by study-related activities abroad and by study-related characteristics of students. Some students may have taken part in more than one study-related activity abroad (e.g. internship <u>and</u> language course). Please insert in the last row for every student group the total number of students (valid headcounts per student group); shares will be calculated on this basis. Totals for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple activities abroad. Table 2: Calculate average duration of study-related activities abroad in months (arithmetic mean) by student groups. For calculation of average duration take only those students into account (denominator) who completed a stay abroad. See glossary for: study-related activities abroad, bachelor/master students, low-/high-intensity students, university, non-university, total number of students in respective group.

Study-related activities by study-related characteristics of students

	all students		bachelor		master		low-intens.		high-intens.		university		non-university		humanities		engineering	
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
research/fieldtrip	50	5,0	10	1,8	30	9,9	10	3,6	20	22,2	40	6,5	10	2,6	5	7,7	3	1,7
internship/work placement	200	20,0	60	11,0	100	32,9	20	7,1	50	55,6	150	24,2	50	13,2	10	15,4	110	61,1
summer/winter school	250	25,0	90	16,5	130	42,8	30	10,7	30	33,3	180	29,0	70	18,4	20	30,8	10	5,6
language course	300	30,0	100	18,3	180	59,2	80	28,6	50	55,6	160	25,8	140	36,8	50	76,9	5	2,8
other	40	4,0	5	0,9	30	9,9	10	3,6	20	22,2	10	1,6	30	7,9	5	7,7	10	5,6
no activities abroad	500	50,0	300	54,9	100	32,9	150	53,6	10	11,1	260	41,9	240	63,2	10	15,4	60	33,3
total number of students in respective group (valid headcounts for this subtopic)	1.000		546		304		280		90		620		380		65		180	

Study-related activities by duration in months

	all students		bachelor	master	low-intens.	high-intens.	university	non-university	humanities	engineering
	mean	mean	mean	mean	mean	mean	mean	mean	mean	mean
research/fieldtrip	6,0	1,5	8,2	2,1	6,5	7,7	4,8	6,4	3,2	
internship/work placement	3,0	3,1	5,8	2,2	3,6	3,8	2,4	1,9	2,2	
summer/winter school	3,0	2,5	3,9	2,1	3,4	3,6	2,8	3,0	2,3	
language course	2,1	1,5	2,3	1,2	2,4	2,2	1,7	2,5	1,0	
other	3,0	1,1	3,1	0,8	2,5	3,0	2,6	2,4	1,7	

No activities abroad of all students, in %
 No activities abroad of bachelor students, in %
 No activities abroad of master students, in %

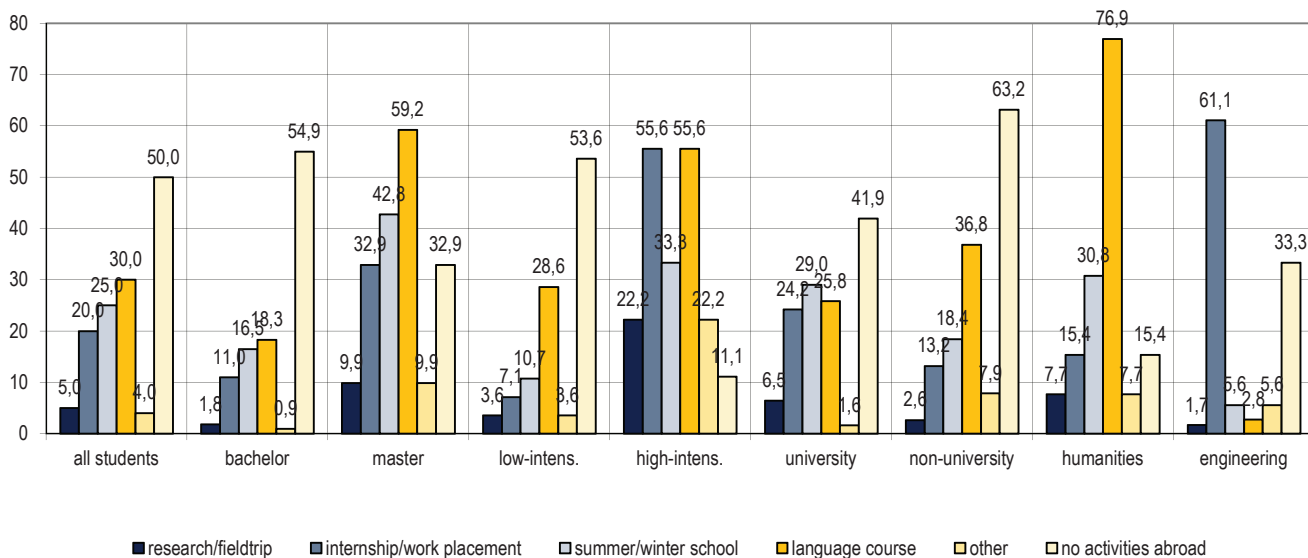
50,0
54,9
32,9

Study-related activities abroad by characteristics of students (I)

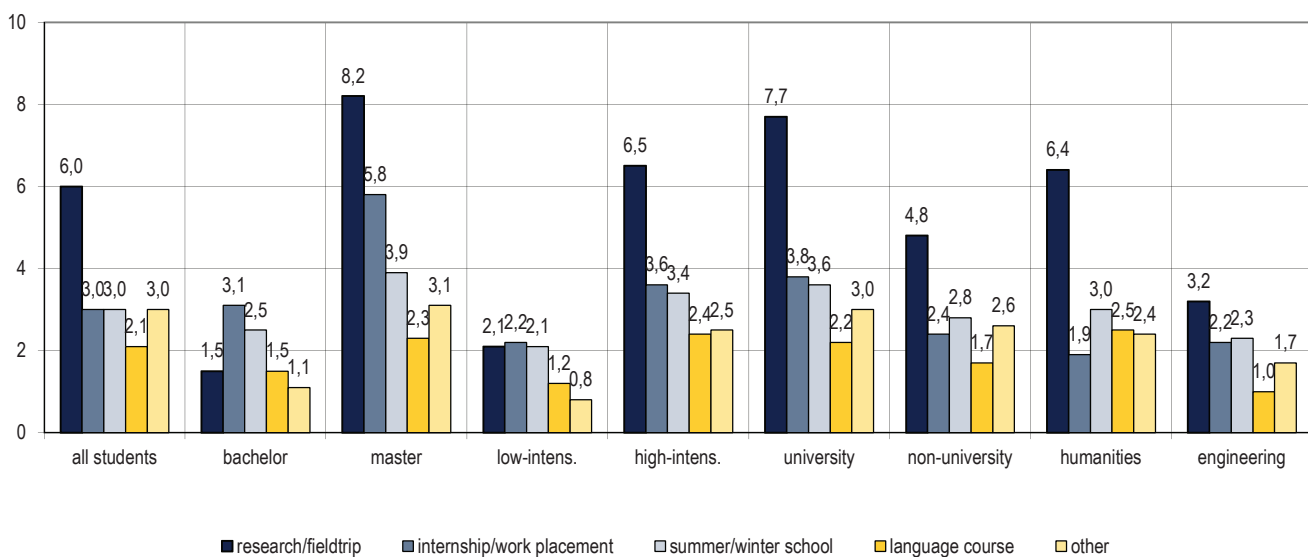
Study-related activities by study-related characteristics of students

Indicators:	No activities abroad of all students, in %	50,0
	No activities abroad of bachelor students, in %	54,9
	No activities abroad of master students, in %	32,9

Study-related activities abroad by study-related characteristics of students (in %)



Study-related activities abroad by average duration (in months) and study-related characteristics of students



K17 Internationalisation

Study-related activities abroad by characteristics of students (II)

Source	Survey question 4.10, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1
Purpose of subtopic	This subtopic provides data on a different type of students' international mobility. Instead of enrolment abroad, the focus is on other types of study-related experience abroad during studies, like internship, language course, etc. That way a broader view is taken at international student mobility. It is distinguished by socio-demographic characteristics of students, which may have impact on mobility rates.
General instructions	Table 1: Calculate absolute number of students by study-related activities abroad and by socio-demographic characteristics of students. Some students may have taken part in more than one study-related activity abroad (e.g. internship and language course). Please insert in the last row for every student group the total number of students (valid headcounts per student group); shares will be calculated on this basis. Total for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple activities abroad. Table 2: Calculate average duration of study-related activities abroad in months (arithmetic mean) by student groups. For calculation of average duration take only those students into account (denominator) who completed a stay abroad. See glossary for: study-related activities abroad, education/social background, delayed transition students, age, international students, total number of students in respective group.

Study-related activities by socio-demographic characteristics of students

	females	females	males	males	without HE	without HE	with HE	with HE	delayed	delayed	up to 21	up to 21	22-24	22-24	25-29	25-29	30 years or	30 years or	international	international
	numbers	percent	numbers	percent	backgr.	backgr.	backgr.	backgr.	transition	transition	years	years	years	years	years	years	over	over	students	students
research/fieldtrip	30	5,8	20	4,1	20	4,5	30	5,4	20	3,0	5	1,5	15	4,3	25	15,2	5	3,3	20	6,9
internship/work placement	90	17,4	110	22,7	100	22,7	100	17,9	80	12,0	20	6,0	60	17,1	95	57,6	25	16,7	70	24,1
summer/winter school	140	27,1	110	22,7	130	29,5	120	21,4	100	15,0	40	11,9	80	22,9	100	60,6	30	20,0	80	27,6
language course	160	31,0	140	28,9	140	31,8	160	28,6	110	16,5	110	32,8	90	25,7	50	30,3	50	33,3	90	31,0
other	15	2,9	25	5,2	30	6,8	10	1,8	15	2,3	24	7,2	10	2,9	1	0,6	5	3,3	10	3,4
no activities abroad	210	40,7	290	59,9	270	61,4	230	41,1	350	52,6	220	65,7	160	45,7	50	30,3	70	46,7	40	13,8
total number of students in respective group (valid headcounts for this subtopic)	516		484		440		560		665		335		350		165		150		290	

Study-related activities by duration in months

	females	males	without HE	with HE	delayed	up to 21	22-24	25-29	30 years or	international
	mean	mean	backgr.	backgr.	transition	years	years	years	over	students
research/fieldtrip	5,3	6,7	4,2	7,0	5,4	2,0	3,1	5,8	6,1	6,3
internship/work placement	2,7	3,3	3,2	3,5	2,6	3,0	3,1	2,7	3,0	3,2
summer/winter school	2,6	3,4	2,8	3,3	2,9	2,2	2,9	2,6	3,1	3,4
language course	1,8	2,3	1,7	2,4	1,8	1,5	1,9	2,0	2,2	2,5
other	2,2	3,8	2,3	3,2	2,7	2,6	2,8	2,8	3,1	3,3

No activities abroad of delayed transition students, in %

52,6

No activities abroad of 22-24 year old students, in %

45,7

No activities abroad of 30 year old (or older) students, in %

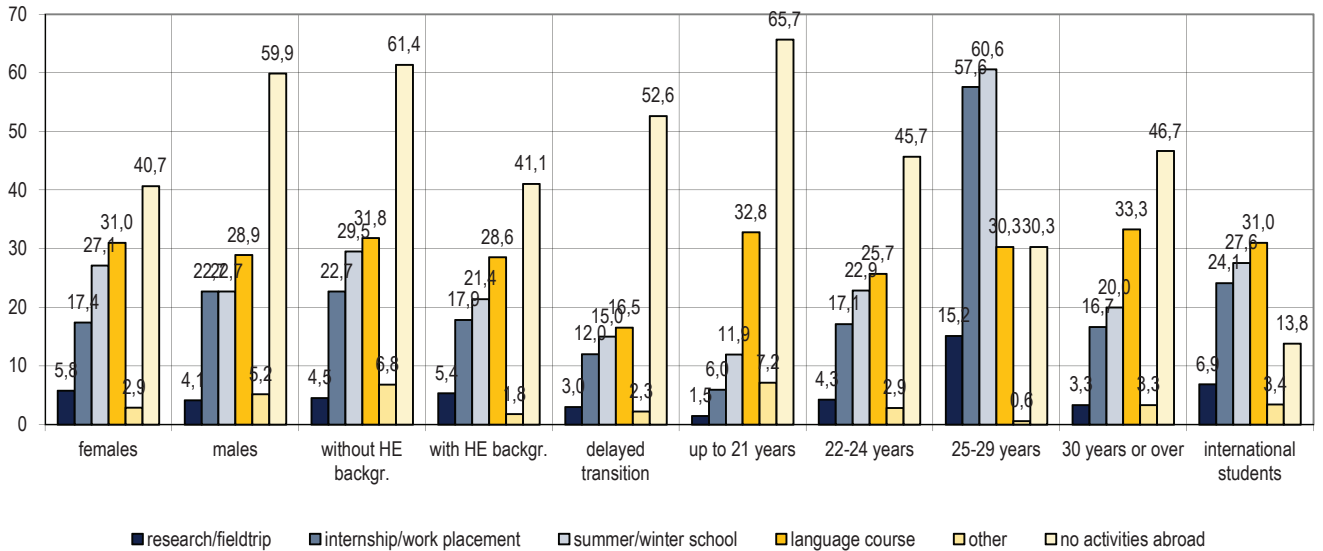
46,7

Study-related activities abroad by characteristics of students (II)

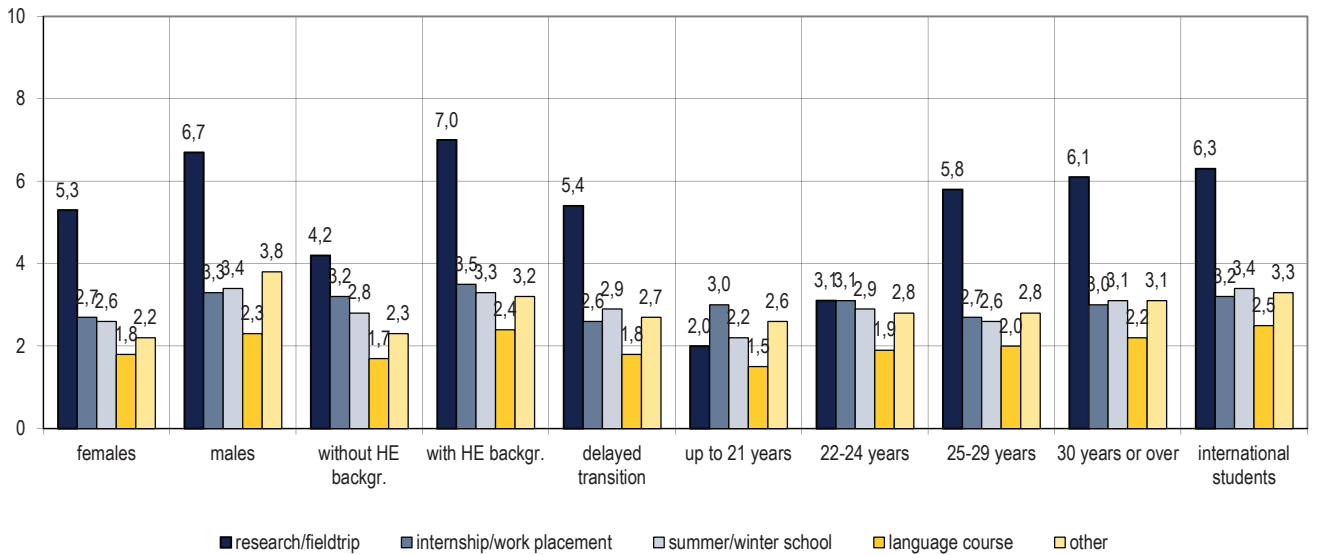
Study-related activities by socio-demographic characteristics of students

Indicators:	No activities abroad of delayed transition students, in %	52,6
	No activities abroad of 22-24 year old students, in %	45,7
	No activities abroad of 30 year old (or older) students, in %	46,7

Study-related activities abroad by socio-demographic characteristics of students (in %)



Study-related activities abroad by average duration (in months) and socio-demographic characteristics of students



K18 Internationalisation

Study-related activities abroad by characteristics of students (III)

Source	Survey question 4.10, 3.6, 3.7
Purpose of subtopic	This subtopic provides data on a different type of students' international mobility. Instead of enrolment abroad, the focus is on other types of study-related experience abroad during studies, like internship, language course, etc. That way a broader view is taken at international student mobility. It is distinguished by finance-related characteristics of students, which may have impact on mobility rates.
General instructions	<p>Table 1: Calculate absolute number of students by study-related activities abroad and by finance-related characteristics of students. Some students may have taken part in more than one study-related activity abroad (e.g. internship <u>and</u> language course). Please insert in the last row for every student group the total number of students (valid headcounts per student group); shares will be calculated on this basis. Totals for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple activities abroad.</p> <p>Table 2: Calculate average duration of study-related activities abroad in months (arithmetic mean) by student groups. For calculation of average duration take only those students into account (denominator) who completed a stay abroad.</p> <p>See glossary for: study-related activities abroad, dependency on income source, total number of students in respective group.</p>

Study-related activities by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
research/fieldtrip	30	10,0	3	1,0	10	3,3
internship/work placement	90	30,0	20	6,7	60	20,0
summer/winter school	80	26,7	40	13,3	70	23,3
language course	120	40,0	70	23,3	60	20,0
other	5	1,7	10	3,3	20	6,7
no activities abroad	40	13,3	200	66,7	100	33,3
total number of students in respective group (valid headcounts for this subtopic)	300		300		300	

Study-related activities by duration in months

	depend. family support	depend. own earnings	depend. pub. support
	mean	mean	mean
research/fieldtrip	6,4	2,5	5,3
internship/work placement	3,3	2,1	2,8
summer/winter school	3,4	1,5	2,7
language course	2,4	1,3	2,0
other	3,4	1,7	2,8

No activities abroad of students depending on family support, in %
 No activities abroad of students depending on own earnings, in %
 No activities abroad of students depending on public support, in %

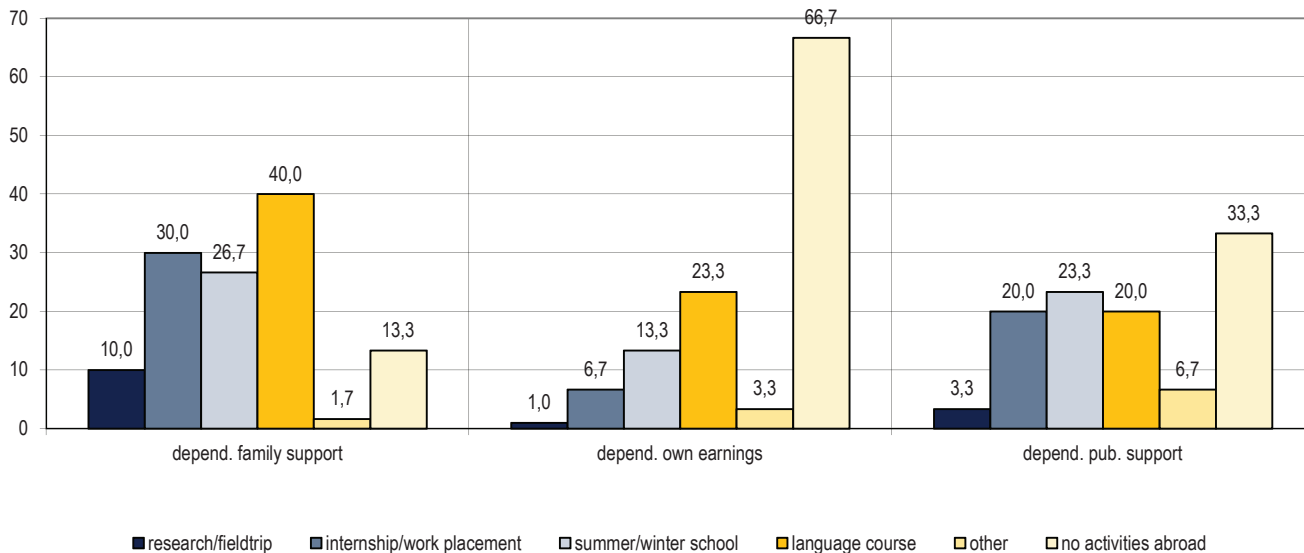
13,3
66,7
33,3

Study-related activities abroad by characteristics of students (III)

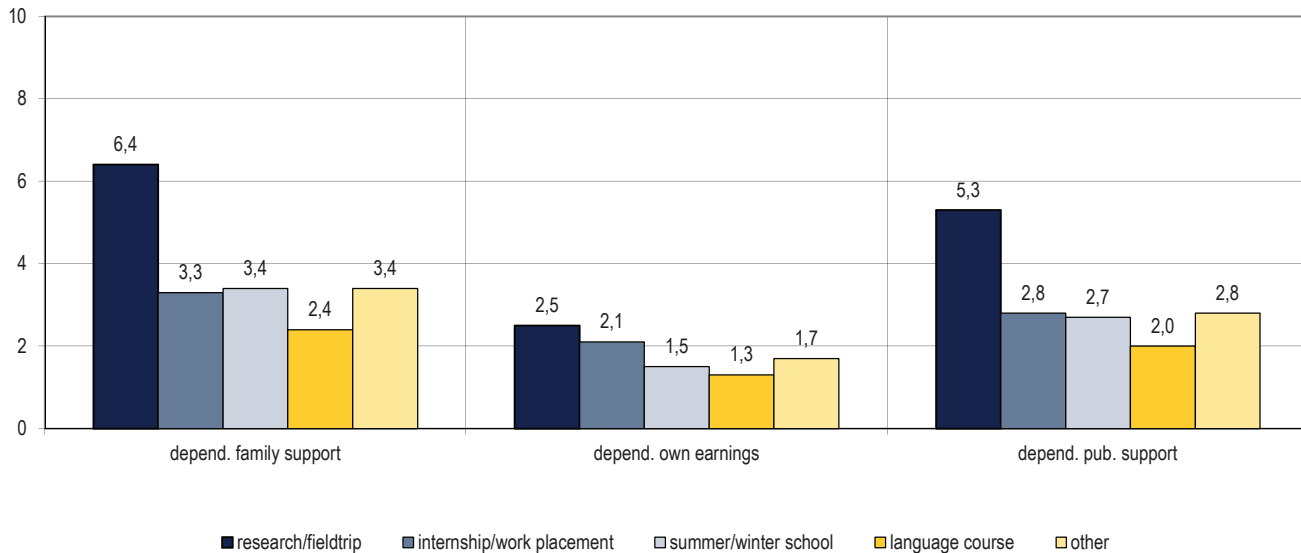
Study-related activities by finance-related characteristics of students

Indicators:	No activities abroad of students depending on family support, in %	13,3
	No activities abroad of students depending on own earnings, in %	66,7
	No activities abroad of students depending on public support, in %	33,3

Study-related activities abroad by finance-related characteristics of students (in %)



Study-related activities abroad by average duration (in months) and finance-related characteristics of students



K19 Internationalisation

Choice of region for study-related activities abroad

Source	Survey question 4.10
Purpose of subtopic	In today's globalised world, students have many opportunities for going abroad for study-related activities (i.e. in terms of a large number of host countries that can be visited). This subtopic collects data on the regions students preferred to go to for study-related activities abroad.
General instructions	Table: Calculate absolute number of out-going students by type of activity and region of destination. It is differentiated by i) EU-countries, ii) countries of the European Higher Education Area (EHEA) <u>without</u> EU-countries and iii) non-EHEA countries (that means the rest of the world). Some students may have taken part in more than one study-related activity abroad (e.g. internship and language course). The total (numbers) must sum up to the number of all students who have been abroad for study-related activities in the respective region. See glossary for: study-related activities abroad, host country, out-going student.

Region of destination of study-related activities abroad (most recent stay)

	out-going students to EU-countries	out-going students to EU-countries	out-going students to EHEA-countries without EU	out-going students to EHEA-countries without EU	out-going students to non-EHEA countries	out-going students to non-EHEA countries
	numbers	percent	numbers	percent	numbers	percent
research/fieldtrip	30	8,1	10	6,1	10	3,3
internship/work placement	100	27,0	40	24,2	60	19,7
summer/winter school	130	35,1	50	30,3	70	23,0
language course	100	27,0	50	30,3	150	49,2
other	10	2,7	15	9,1	15	4,9
total	370	100,0	165	100,0	305	100,0

Out-going students to EU-countries with research/fieldtrip, in %

8,1

Out-going students to EU-countries with internship/work placement, in %

27,0

Out-going students to EU-countries with language course, in %

27,0

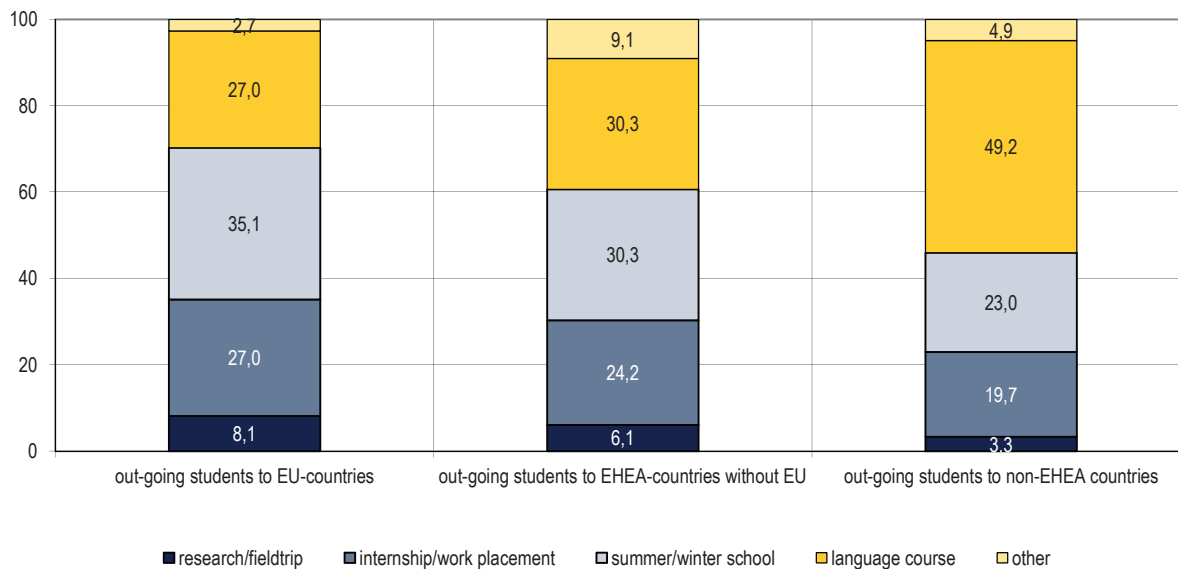
K19 Internationalisation

Choice of region for study-related activities abroad

Region of destination of study-related activities abroad (most recent stay)

Indicators:	Out-going students to EU-countries with research/fieldtrip, in %	8,1
	Out-going students to EU-countries with internship/work placement, in %	27,0
	Out-going students to EU-countries with language course, in %	27,0

Students' study-related activities abroad (most recent stay) by region of destination (in %)



K20 Internationalisation

Attainment of ECTS for study-related activities abroad

Source	Survey question 4.10, 1.1, 3.14, 1.0, 1.5, 5.2, 6.1, 2.4, 2.5, 2.6, 5.1, 2.1, 3.6, 3.7
Purpose of subtopic	This subtopic is about the formal success of students who have been abroad for study-related activities. It looks at the numbers and shares of mobile students who gained ECTS while being abroad.
General instructions	Table 1-3: Calculate absolute number of students by attainment of ECTS for study-related activities abroad. Analysis is restricted to students who have undertaken study-related activities abroad. See glossary for: study-related activities abroad.

ECTS gained for study-related activities abroad (most recent stay) by study-related characteristics of students

	all students	all students	bachelor	bachelor	master	master	low-intens.	low-intens.	high-intens.	high-intens.	university	university	non-university	non-university	humanities	humanities	engineering	engineering
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
ECTS were gained	400	80,0	200	81,3	150	73,5	100	76,9	70	87,5	300	83,3	100	71,4	50	90,9	100	83,3
ECTS were not gained	100	20,0	46	18,7	54	26,5	30	23,1	10	12,5	60	16,7	40	28,6	5	9,1	20	16,7
total	500	100,0	246	100,0	204	100,0	130	100,0	80	100,0	360	100,0	140	100,0	55	100,0	120	100,0

ECTS gained for study-related activities abroad (most recent stay) by socio-demographic characteristics of students

	females	females	males	males	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.	delayed transition	delayed transition	up to 21 years	up to 21 years	22-24 years	22-24 years	25-29 years	25-29 years	30 years or over	30 years or over	international students	international students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
ECTS were gained	250	81,7	150	77,3	120	70,6	280	84,8	280	88,9	90	78,3	140	73,7	100	87,0	70	87,5	200	80,0
ECTS were not gained	56	18,3	44	22,7	50	29,4	50	15,2	35	11,1	25	21,7	50	26,3	15	13,0	10	12,5	50	20,0
total	306	100,0	194	100,0	170	100,0	330	100,0	315	100,0	115	100,0	190	100,0	115	100,0	80	100,0	250	100,0

ECTS gained for study-related activities abroad (most recent stay) by finance-related characteristics of students

	depend. family support	depend. family support	depend. own earnings	depend. own earnings	depend. pub. support	depend. pub. support
	numbers	percent	numbers	percent	numbers	percent
ECTS were gained	200	76,9	80	80,0	150	75,0
ECTS were not gained	60	23,1	20	20,0	50	25,0
total	260	100,0	100	100,0	200	100,0

Students with study-related activities abroad who gained ECTS:

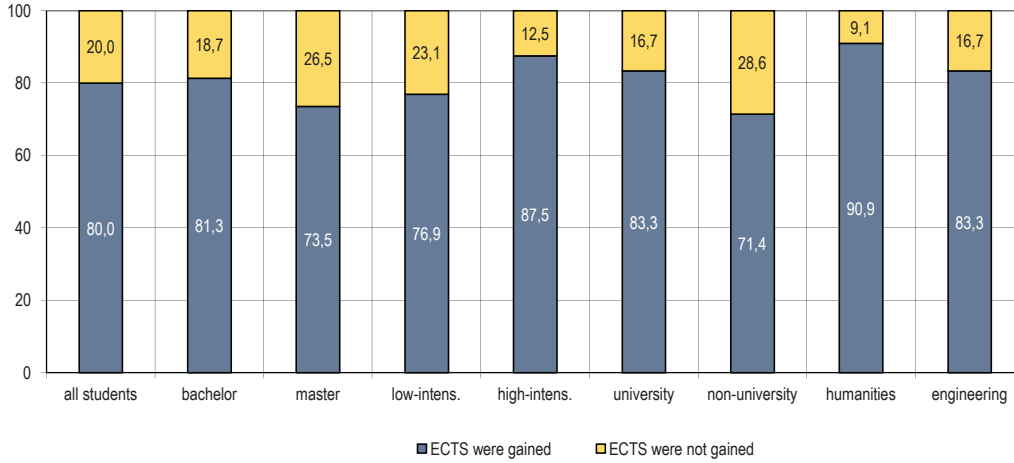
all students, in %	80,0
bachelor students, in %	81,3
master students, in %	73,5

Attainment of ECTS for study-related activities abroad

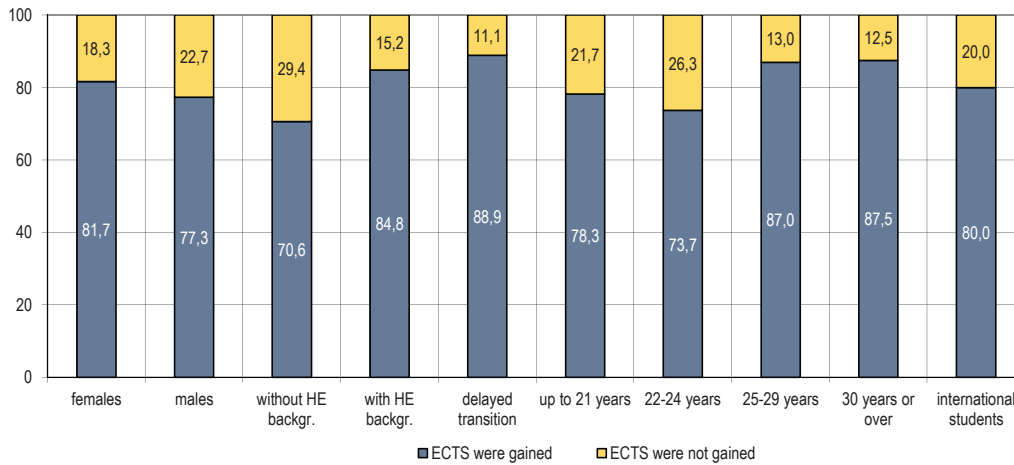
Indicators: **Students with study-related activities abroad who gained ECTS:**

all students, in %	80,0
bachelor students, in %	81,3
master students, in %	73,5

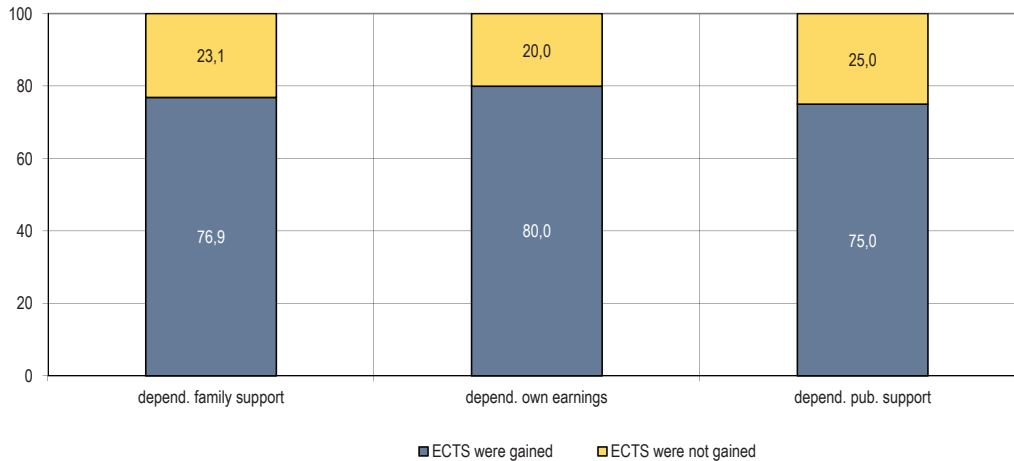
Students' attainment of ECTS for study-related activities abroad by study-related characteristics of students (in %)



Students' attainment of ECTS for study-related activities abroad by socio-demographic characteristics of students (in %)



Students' attainment of ECTS for study-related activities abroad by finance-related characteristics of students (in %)



K21 Internationalisation

Foreign language proficiency according to self-assessment

Source	Survey question 5.4, 6.1
Purpose of subtopic	This subtopic examines the students' level of proficiency in the most frequently spoken foreign languages in a particular country according to students' own assessment. As language skills may be influenced by parents' level of education, this was used as a criterion for discrimination.
General instructions	Table 1: Name the 3 most frequently used foreign languages in your country. Calculate absolute number of all students by language proficiency in the 3 foreign languages specified. Totals in rows must sum up to 100%. The ranking of foreign languages should follow the percentages in the column 'no knowledge', i.e. the first foreign language would be that where the least share of students reports to have no knowledge, the second foreign language would be that with the second least share of students with no knowledge, etc. Table 2: Calculate absolute number of students by language proficiency and by social background. Students' parents' highest educational attainment of <u>either</u> the father <u>or</u> the mother serves as proxy for social background. The proficiency level 'well' includes the characteristic values 'good' and 'very good'. Insert in the last row the total number of students in the respective focus group. Key indicators: The category '(very) good proficiency' contains the sub-categories 'good' and 'very good'. See glossary for: education/social background.

Degree of language proficiency by most frequently used foreign languages, all students

	language	very good	very good	good	good	middle	middle	weak	weak	no knowledge	no knowledge	total (in rows)	total (in rows)
		numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
first foreign language	English	100	10,0	150	15,0	250	25,0	200	20,0	300	30,0	1.000	100,0
second foreign language	French	80	8,0	140	14,0	230	23,0	180	18,0	370	37,0	1.000	100,0
third foreign language	Italian	60	6,0	100	10,0	200	20,0	240	24,0	400	40,0	1.000	100,0

General foreign language proficiency by parents' educational attainment

	all students	all students	without HE backgr.	without HE backgr.	with HE backgr.	with HE backgr.
	numbers	percent	numbers	percent	numbers	percent
students able to speak one foreign language well (good + very good)	400	40,0	120	27,3	280	50,0
students able to speak two or more foreign languages well (good + very good)	300	30,0	100	22,7	200	35,7
total number of students in respective group	1.000		440		560	

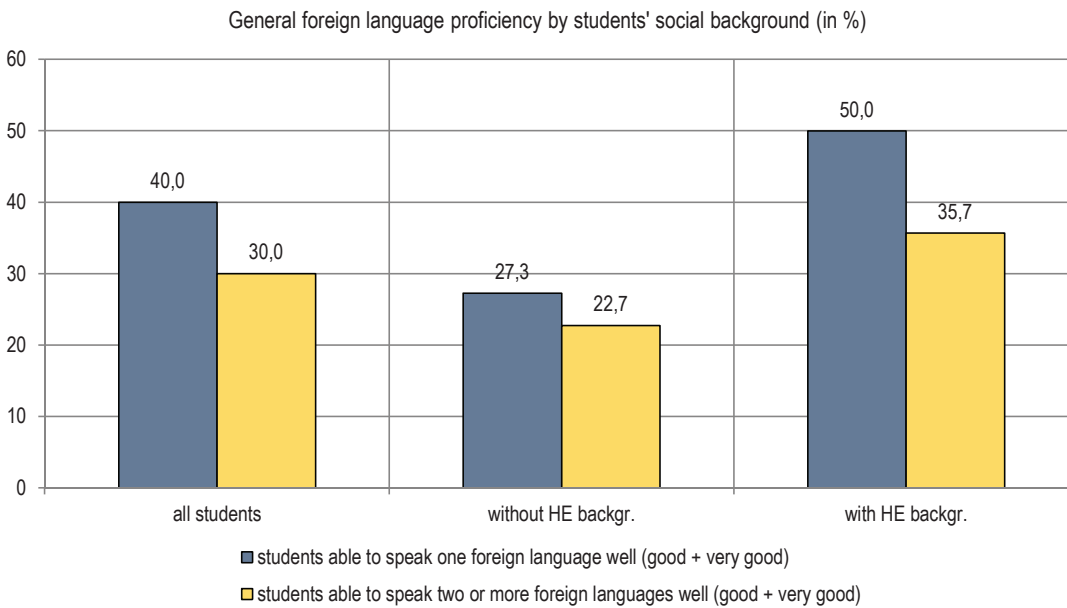
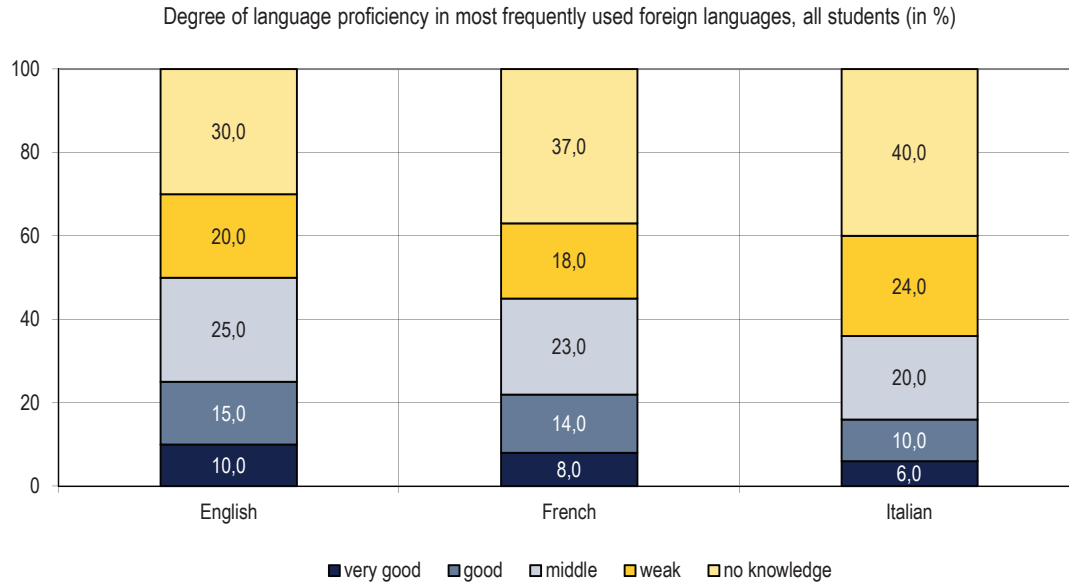
Most frequently used foreign language and share of students with (very) good proficiency, in %
 2nd most frequently used foreign language and share of students with (very) good proficiency, in %
 3rd most frequently used foreign language and share of students with (very) good proficiency, in %

English	25,0
French	22,0
Italian	16,0

Foreign language proficiency according to self-assessment

Indicators: Most frequently used foreign language and share of students with (very) good proficiency, in %
 2nd most frequently used foreign language and share of students with (very) good proficiency, in %
 3rd most frequently used foreign language and share of students with (very) good proficiency, in %

English	25,0
French	22,0
Italian	16,0



K22 Internationalisation

Language of domestic study programmes

Source	Survey question 1.10, 1.1
Purpose of subtopic	The purpose of this subtopic is the recognition of 'internal internationalisation', i.e. to determine the extent to which domestic study programmes are offered in a foreign language (often English) at home universities. It might also be used to track the conditions of access to higher education for the newly constituted minority/immigrant groups.
General instructions	Table: Insert the 4 most common languages for study programmes in your country (native tongue[s] and foreign languages). Calculate absolute number of students by language and by study programme (BA, MA, but also all students). See glossary for: bachelor/master students.

Main teaching languages of domestic study programmes

	language	all students	all students	bachelor students	bachelor students	master students	master students
		numbers	percent	numbers	percent	numbers	percent
1.	German	800	80,0	465	85,2	225	74,0
2.	English	90	9,0	40	7,3	30	9,9
3.	French	50	5,0	20	3,7	25	8,2
4.	Italian	40	4,0	15	2,7	20	6,6
5.	Other	20	2,0	6	1,1	4	1,3
total		1.000	100,0	546	100,0	304	100,0

Most frequent language of study programmes of all students, in %
 2nd most frequent language of study programmes of all students, in %
 3rd most frequent language of study programmes of all students, in %

German	80,0
English	9,0
French	5,0

K22 Internationalisation

Language of domestic study programmes

Main teaching languages of domestic study programmes

Indicators: Most frequent language of study programmes of all students, in %
 2nd most frequent language of study programmes of all students, in %
 3rd most frequent language of study programmes of all students, in %

German	80,0
English	9,0
French	5,0

Students by languages of domestic study programme (in %)

