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EUROSTUDENT IV

TECHNICAL MANUAL FOR THE EXECUTION OF THE DATA DELIVERY MODULE

SECOND FULL DRAFT

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NB: This is not a final version. Updates will be available on the project wiki-pages. Please consult the status of updates before using this handbook.

It should be noted that all data used in this manual are fictive!

HIS Hochschul Informations System GmbH

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Preface

The EUROSTUDENT project is based on national data collected by the countries participating, currently in the fourth round of the project. The data delivered by the countries enter an internet programme as well as the EUROSTUDENT IV final report. This manual is to provide the national research teams with useful hints for collecting, processing and analysing data and delivering the data to the central coordinators of the project. The manual is to support a quick, comfortable, and secure flow of data between the participating countries and the central coordinators. With respect to the quality of data, it is to ensure that central conventions and definitions developed during previous stages of the project are followed for data delivery.

The manual reflects the experience of the EUROSTUDENT network accumulated during the previous rounds of the project. It is meant and developed as a supporting tool for the third project stage – data delivery. It reflects the project conventions and definitions achieved and developed during the EUROSTUDENT IV first stages. It is especially affected by the 'Technical Manual for the Execution of the EUROSTUDENT Survey in National Settings', which was developed for adapting the common EUROSTUDENT IV questionnaire to the national environments. The manual at hand will assist participating countries to deliver data for international comparison. It defines in a clear way indicators for quantitative and qualitative analysis on standard target groups. The manual will have a deep impact in the next project stages increasing the compatibility of the data obtained through the national surveys thus facilitating international comparisons and analyses during the further stages of the project. The authors of the manual are convinced that their work will contribute to achieving common understanding and dialogue between different national contexts throughout Europe.

The manual predominantly follows the structure of the prospective final report of EUROSTUDENT IV and it is divided into twelve sections:

- Glossary,
- Metadata,
- Demographic characteristics,
- Access and entry to higher education,
- Social background of student body,
- Accommodation,
- Living costs,
- Funding and state assistance,
- Time budget and employment,
- Assessment of studies and future plans,
- Internationalisation and mobility,
- Core set of questions for EUROSTUDENT IV.

The glossary explains international classifications used (e.g. ISCED and ISCO) as well as general and – particularly – project-specific definitions utilised for the data calculation and analysis. There are also special methodical instructions for treatment of categories and data.
The data sections (Metadata – Internationalisation and mobility) start with an overview of the subtopics covered in the respective section. For each subtopic the pages are structured

exactly in the same way: At first *data sources* are specified. This refers most of all to the relevant questions of the EUROSTUDENT IV questionnaire, but also to national statistics, which may be necessary for complementing the survey data. Next the *purpose of the subtopic* is explained and there are *general instructions* for the national research teams, which data to contribute and how to calculate those. There are *tables* that contain the data in absolute and relative terms (Note: all data used in the manual are fictive). Percentages will be calculated automatically, only in exceptional cases they have to be generated by the national research teams. A set of *key indicators* is filtered out of the tables to highlight some of the main findings. These key indicators will be of special interest for national policy-makers and the media. The data presented in the tables are complemented by graphics-on-the-fly, which allow for a quick overview even for rather complex tables. Both key indicators and graphics-on-the-fly will later on enter the Data Reporting Module and may be used as basis for the EUROSTUDENT IV final report.
Finally, the core set of questions for EUROSTUDENT IV is added to this manual as the questionnaire provides the information basis for the development of all tables and indicators used in this manual.

The Data Delivery Module and Data Reporting Module (DDM/DRM) – for which this manual is an important tool – were developed for the third round of the EUROSTUDENT project and they are enhanced for the current round. Important innovations are the collection of the aggregate data for tables as absolute numbers in addition to percentage values; the latter ones are automatically re-calculated. This improves the overall transparency of the data. Furthermore, data delivery will also involve introducing titles, explanations and key indicators for each subtopic in English and the respective national language to enable multi-language national reports. The Data Delivery Module allows countries to input their data into the central databank for data analysis and reporting. The DDM uses simple plausibility checks and graphics on-the-fly to prevent contributors from making simple data entry mistakes.

The 'Technical Manual for the Execution of the Data Delivery Module' at hand is the final and approved printed document to be used for EUROSTUDENT IV. Besides the static pdf-file the manual will also exist as open Wikimedia file. Participating countries are welcome to provide additional comments, remarks, and suggestions on the EUROSTUDENT wiki-pages (http://eurostudent.his.de:8080/wiki/index.php/Main_Page), which may result in updates, further explanations or modifications of the text delivered in the printed version. This will also reduce calculation mistakes at data entry. Users of the manual are asked to always consult the status of updates before using this handbook.

The manual was developed for the EUROSTUDENT IV workpackage 4: **Development of tools for data delivery**. As leader of this workpackage, HIS was given the task to develop tools for a quick, comfortable, and secure flow of data between the participating countries and the central coordinators. Regarding the quality of this data, central conventions and definitions developed during previous stages of the project had to be assured also for data delivery.

The work on the manual started in spring 2009 after the concept of the EUROSTUDENT IV Core questionnaire was accomplished. The work was carried out by the working group of indicators, which comprised the research teams from IHS (Austria), NIFUSTEP (Norway) and HIS (Germany). The conception of this manual as well as the choice and design of indicators and graphs were developed in close collaboration among other things during two workshops in Hanover (11 November 2009) and Tallinn (9-10 February 2010). While the workshop in Hanover focussed on the general design of standard tables and the structure of the Data Delivery module, the workshop in Tallinn concentrated on the definition of special student target groups and developing particular methodical instructions. More details on this work can be found on the project wikipages http://eurostudent.his.de:8080/wiki/index.php/Contents.

This manual was composed by the research team from HIS (Germany). The authors are much obliged to Vibeke Opheim, Elisabeth Hovdhaugen (both from NIFUSTEP, Norway), Martin Unger, Petra Wejwar and Jakob Hartl (all from IHS, Austria) for their kind collaboration, valuable advice and constructive criticism during the making of this manual. All errors are our own.

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Christoph Gwosć

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NIFUSTEP (Norway)

Elisabeth Hovdhaugen

Vibeke Opheim

Glossary

Purpose of 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 the data calculation and analysis. There are also special methodical instructions for treatment of categories and data.
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**;….).
It is of utmost importance for the national research teams to use the glossary 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 the manual are asked to always consult the status of updates of the printed version on the EUROSTUDENT wikipages before using this handbook.

Student groups subject to the Eurostudent project

Following a survey among administrators, researchers and users of the data and the discussions at the workshop in Vienna (10-11 December 2008), the central coordinators of the project have defined a standard target group to be surveyed by all participating countries and optional groups that might be surveyed. The core report of EUROSTUDENT IV will only include data on the standard target group. However, if a minimum of countries can also provide data on any optional groups, we will consider including special chapters or producing special (online) reports on these groups.
In defining the standard group we have particularly taken note of previous rounds of EUROSTUDENT and of international standard practice (e.g. by Eurostat).

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

- Resident students: These are students who have finished their prior (school) education in the country of the survey regardless of their nationality (not citizenship, which may be different), i.e. students, who have not crossed a border to enter HE.
- Full-time and part-time students by status (not by study intensity, which may be different and will be included in the analysis of the data.)
- Students in ISCED 5A-programmes (not postgraduate programmes above ISCED 5A, but Masters students, who are often categorised in the subtopics as an extra group)
- All higher education institutions offering programmes at ISCED 5A level and which are considered to be "normal". In many cases this means only public, non-specialist institutions of higher education.
- Bachelor, Master and all national degrees corresponding to ISCED 5A (e.g. traditional diploma, Lizentiat, national degrees in medicine. Short courses are taken into account only if they are based on ISCED 5A).
- Distance students that study at a "normal" higher education institution, i.e. excluding institutions solely for long distance students like open universities, Fernuniversität Hagen and similar.

Optional groups:

- (Foreign) students in "diploma mobility": These are students who finished prior education in another country, but intend to graduate in the country of the survey, i.e. students who have crossed a border to enter/complete HE.
- (Foreign) students in "credit point mobility"/exchange students: These are students who finished prior education in another country, stay a maximum of two semesters in the country of the survey and intend to graduate in another country.
- ISCED 5B, ISCED 6
- Higher education institutions not covered by the considerations on the standard target group (e.g. private and/or specialist institutions).

Please note again that the optional groups are not subject to the Eurostudent core set of questions; it is up to the participating countries whether they want to collect data on these groups.

Definitions and instructions

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

Activities, job-related: This (usually) refers to the time a student spends on employment. Whether job-related activities during term, in term-break or both are meant depends on the aim of the topic and is explained in the respective subtopic.

Activities, study-related: This includes taught studies (e.g. lectures, tutorials) and personal study time (i.e. time of self-preparation).

Activities abroad, study-related: This refers to all kinds of study-related activities abroad during course of study other than enrolment abroad. The category includes 5 sub-categories: a) research, b) internship/work placement, c) summer school, d) language course and e) other. The respective question (4.6) is designed to collect data on the different types of short-term international mobility by the duration of each listed type of foreign study experience and the countries students have been to. Students are supposed to fill in the exact duration in months for each type of their study-related stay(s) abroad. Students who have never been abroad for the study purposes mentioned above (this applies also to students with enrolment abroad who have not undertaken other study-related activities in foreign countries) do not respond to this question. In this case, the research teams count the 'no response' for 'No'.
The sub-category **research** refers to all students who are in the period of completion of their studies. It describes study-related stay abroad with regard to doing more in-depth research at foreign institutions (universities, libraries, museums, databanks etc.) for preparation of bachelor, master thesis or research.
Internship/work placement is a type of labour market-related experience, acquired during the higher education studies. This could be self-organised within the semester or the holidays. In addition to that, it could be on a voluntary basis or by obligation in the students' programme.
The last three sub-categories (**summer school, language course and other**) are meant to describe the undertaken study-related activities abroad, which are meant to enhancing the students' personal knowledge and skills. Usually, these are programmes/courses offered by

different educational institutions. Similar to the case of internship/work placement, it may or may not be part of the official student study programme.

Age: A student's age is one of the most important explanatory variables; therefore, it is discriminate by age for many subtopics. It is distinguished between 3 different age groups: students up to the age of 24, students between 25 and 29 years and finally students who are 30 years old or over **(Focus groups)**. These categories are based on standards for Eurostat/OECD and as is well-known there are significant differences between these age groups, especially between those under 25 and those of 30 years and over. In order to precisely identify the age, refer to the student's age in the month when the survey was carried out. In case the survey lasted for more than one month, refer to the month in which the majority of interviewees were questioned.

Assessment: Students are asked for their assessment of various subtopics (like accommodation, their funding to cover monthly costs, workload, etc.). The interviewees are supposed to answer the respective questions using an ordinal five grade scale of smilies. The smilies stand for the characteristic values: very satisfied, satisfied, acceptable, dissatisfied and very dissatisfied or for very high, high, middle, low and very low. For key indicators the "extreme" categories (i.e. the two upper and two lower characteristic values) are summed up to the categories '(very) satisfied' and '(very) dissatisfied'. The median smiley corresponds to the category 'acceptable'.

Background, high education/social: Socio-economic background of a student due to his/her parents' social standing. The parents' social standing is approximated by their highest educational qualification according to the International Standard Classification of Education (ISCED 97). The highest educational attainment of either the father or the mother is taken into account. The ISCED levels 5 and 6 are considered as high qualification background. This group is referred to as "high education" in the tables. **(Focus group)**

Background, low education/social: Socio-economic background of a student due to his/her parents' social standing. The parents' social standing is approximated by their highest educational qualification according to ISCED-97-code. The highest educational attainment of either the father or the mother is taken into account. The ISCED levels 0, 1 and 2 are considered as low qualification background. This group is referred to as "low education" in the tables. **(Focus group)**

Blue collar worker: A person who typically performs unskilled or low-skill tasks (often manual or technical labour) and has a comparatively low wage level. With respect to the International Standard Classification of Occupations (ISCO-88, see http://www.ilo.org/public/english/bureau/stat/isco/index.htm) we defined the following categories as 'blue collar workers': a) skilled agricultural, forestry and fishery workers, b) craft and related trades workers, c) plant and machine operators and assemblers, and d) elementary occupations. All other occupational groups are considered being not blue-collar workers (although this differentiation is not unproblematic). The focus of differentiation is on blue-collar workers as opposed to not blue collar workers. The countries should try to meet these categories as precise as possible. Any deviations from the standard categories must be documented.

Capital city: This refers to the capital of the whole country, not to capital cities on regional level (which usually exist in federal organised states). In the topic "Accommodation", subtopic 3 "Form of housing for all students by size of study location" the category capital city is used to highlight the form of student housing in this city. The number of students living in the capital city is also included in one of the other four categories in the table (i.e. in 'up to 100', '>100-300', '>300-500' or '>500'), that means the total of numbers of the four categories must sum up to the total number of all students covered by the Eurostudent analysis.

Children: See term **Dependents**

Costs of living: The students' monthly living costs are subdivided into 8 categories: a) accommodation, b) living/daily expenses, c) social and leisure activities, d) transportation, e) health costs, f) communication, g) childcare and h) other regular costs. **Accommodation** includes expenses for rent but also other related costs such as for water, electricity, heating, etc. **Living/daily expenses** refer to ordinary expenses for nutrition, clothing, toiletries and stuff like that. **Health costs** include contribution to health insurance, costs for health services, pharmaceuticals, dressing materials, etc. The category **communication** covers expenses for telephone (fixed network, mobile phone, smart phone), internet, 'snail mail', and others. Finally, the category **other regular costs** is used as residual category for those expenditure which are not classified in the other categories. Examples for other regular costs are expenses for tobacco, pets, insurance (except health insurance), debt payment (this includes for instance also mortgage payments for student's own residential property), etc. It is important to point out that for living costs the target is clearly on 'ordinary, running costs' and not on extraordinary expenses, like buying a car or furniture.

Costs, out-of-own-pocket: This refers to living expenses and study-related expenditure that are incurred by the students themselves (see questionnaire question 3.6). The students do not necessarily have to make cash payments; also transfer orders and charging of credit cards have to be taken into account. The point is that the funds used to cover the expenses must be at the students' disposal (see also the term **costs paid by parents/partners/others**).

Costs paid by parents/partners/others: That is the students' living expenses and study-related expenditure, which are incurred by another person (e.g. payments made by the students' parents or the partner, see questionnaire question 3.6). This may be considered as a transfer in kind as the students don't have the money at their disposal, but the respective good is paid for by someone else. That is most likely to be the case with accommodation, tuition fees, communication and transportation. These transfers in kind will only be taken into account for students who are not living with their parents.

Costs, study-related: Costs that are directly related to studies. Four categories are distinguished: a) Fees (cp. for Fees), b) contributions, c) learning materials and d) other regular costs. **Contributions** contain social contributions to the higher education institution and to student organisations which provide support services to students. **Learning materials** may include expenditure on books, photocopies, study-related CDs and DVDs, study trips, etc. The category **other regular costs** covers expenses for training, private lessons and further education. Study-related costs are to be reported per semester. However, in some

cases they need to be recalculated in monthly amounts for analysis (cp. for instance for topic: Funding and state assistance, subtopic: Public support by payment of fees…).

Data cleaning, rules for:

Valid case: A case from the sample is only valid if there is logically consistent information on the variables **age**, **sex** and **qualification** and at least two other variables for the remaining focus groups (which would be **study intensity**, **special groups**, **educational attainment of parents**, **migration**, **formal status** or **form of housing**, see topic "Metadata"). If this "3 plus 2"-criterion is not met, exclude the case from the whole analysis.

Topic 'funding and state assistance' (Question 3.5 of questionnaire)

1. If all fields are empty or filled with 0, then exclude the case completely from analysis of this subtopic.

2. Extreme values of the distribution of total income (= the sum of all income categories except Total income) 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 missing for this subtopic. For the analysis of total income differentiate between the two groups "living with parents" and "not living with parents".

3. If a student has responded that he/she works (question 3.8), and no income is given for field "self-earned income through paid job" or field is empty, then exclude the case completely from analysis of this subtopic.

4. For all other cases, where fields are left empty, replace empty field with 0.

Please quantify the sum of all excluded cases in the categories 1.-3. and all cases affected by rule 4. in the metadata and/or respective subtopic comment box.

Topic 'expenses' (Question 3.6 of questionnaire)

1. If all fields in the first column – "I pay out of my own pocket" – are empty or filled with 0, then exclude the case completely from analysis of this subtopic.

2. Extreme values of the distribution of total cost (= the sum of all cost categories except Total cost) 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 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. For the analysis of total costs differentiate between the two groups "living with parents" and "not living with parents".

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. and all cases affected by rule 3. in the metadata and/or respective subtopic comment box.

Topic 'time budget and employment' (Question 3.11 of questionnaire)
1. If all fields are empty or filled with 0, then exclude the case completely from analysis of this subtopic.
2. If total hours per day (i.e. the sum of all fields in column) exceed 24 hours or total hours per week is more than 120, then exclude the case completely from analysis of this subtopic.
3. If a student has responded that he/she works "regularly during term-time" (question 3.8) and the field for "paid jobs" in question 3.11 is empty or 0, then exclude the case completely from analysis of this subtopic.
4. If a student has responded that he/she does not work (question 3.8), and the value for "paid jobs" in question 3.11 is not 0, set it to 0.
5. For all other cases, where fields are left empty, replace empty field with 0.
Please quantify the sum of all excluded cases in the categories 1.-3. and all cases affected by rules 4. and 5. in the metadata and/or respective subtopic comment box.

Degree, long national: National degree from higher education at ISCED 5A level. The underlying programme is designed for undergraduates and takes more than 3 years. This sort 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 at ISCED 5A level. The underlying programme is designed for undergraduates and takes not more than 3 years. This sort of degree is traditional for the country, but does not comply with the Bologna-agreement.

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

Education, distance: Variety of educational and academic models characterized by the spatial separation of the academic unit (faculty, department, etc.) and some or all of the students. Main components of the instruction process are presentation of content; interaction with the academic unit, peers and resources; practical application and assessment. Each distance education model uses technologies in various ways to address some or all of these components.

Education, first stage of tertiary: This category comprises two different levels of education based on the International Standard Classification of Education ISCED-97: a) **ISCED 5B**: 1st and 2nd qualifications (short or medium duration) and b) **ISCED 5A**: 1st degree (medium duration), 1st degree (long), 2nd degree. For detailed information on programmes and diplomas which are assigned to the respective ISCED levels in each country, see OECD manual for ISCED-97 (http://www.oecd.org/dataoecd/7/2/1962350.pdf).

Education, lower secondary: Within our framework of analysis this comprises three different levels of education based on the International Standard Classification of Education ISCED-97: a) **ISCED 0**: Pre-primary level of education, b) **ISCED 1**: Primary level of education, and c) **ISCED 2**: Lower secondary level of education (2A, 2B and 2C). For detailed information on programmes and diplomas, which are assigned to the respective ISCED levels in each country, see OECD manual for ISCED-97 (http://www.oecd.org/dataoecd/7/2/1962350.pdf).

Education, non-tertiary: Based on the ISCED-classification all qualification levels lower than ISCED 5B (i.e. ISCED 0, 1, 2, 3 and 4) are considered as non-tertiary education. In the tables of this manual the levels of non-tertiary education that are looked for (e.g. lower secondary or upper secondary) are precisely specified.

Education, post secondary non-tertiary: This category comprises one level of education based on the ISCED-97-code: **ISCED 4**: Post secondary, non-tertiary education (4A, 4B and 4C). For detailed information on programmes and diplomas, which are assigned to this ISCED level in each country, see OECD manual for ISCED-97 (http://www.oecd.org/dataoecd/7/2/1962350.pdf).

Education, second stage of tertiary: This category comprises one level of education based on the ISCED-97-code: **ISCED 6**: Second stage of tertiary education (leading to an advanced research qualification). For detailed information on programmes and diplomas, which are assigned to the respective ISCED level in each country, see OECD manual for ISCED-97 (http://www.oecd.org/dataoecd/7/2/1962350.pdf).

Education, tertiary: Based on the ISCED-classification all qualification levels from ISCED 5B or above (i.e. ISCED 5B, 5A and 6) are considered as tertiary education.

Education, upper secondary: This category comprises one level of education based on the ISCED-97-code: **ISCED 3**: Upper secondary level of education (3A, 3B and 3C). For detailed information on programmes and diplomas, which are assigned to this ISCED level in each country, see OECD manual for ISCED-97 (http://www.oecd.org/dataoecd/7/2/1962350.pdf).

Enrolment abroad: This question relates to those students, who have been abroad for a regular course of study (normally for a temporary period, e.g. via the Erasmus programme). This approach allows the identification of returners: those 'national' students who have been enrolled at foreign higher education institution. The respective question (4.1) refers only to foreign enrolment where the student left the country of the survey to study a certain period abroad. The time period covered is from the moment of entering higher education until the date of the survey, i.e. former programmes, from which the student has already graduated, are included.

Enrolment abroad by programme: The respective question (4.2) seeks to identify the students who have used public sources (national and international ones) to support their foreign enrolment. Only students who have been enrolled for a regular course of study are supposed to answer. There are seven different response categories: a) part of study programme (international programme), b) TEMPUS, c) ERASMUS (MUNDUS), d) LINGUA, e) other EU-programme, f) other and g) no programme.
The response category part of my **study programme (international programme)** refers to those students who have taken part in an international academic exchange programme that was integrated part of their own study programme at their home university/HEI. It includes also "joint degree programmes", where several HEIs offer a programme.
TEMPUS, ERASMUS (MUNDUS) and **LINGUA** are listed in order to describe the most commonly used programmes available for supporting students' international mobility.
Other EU-Programme is meant to capture those EU-programmes which are not listed above, like Leonardo da Vinci, Lifelong Learner, etc.

The response category **other** will capture those students who have been abroad with a supporting programme, which does not belong to the categories mentioned above. This could be for instance a national or regional programme different from EU-funded programmes (like CEEPUS). Usually these programmes are based on bilateral or multilateral intergovernmental agreements. Students are supposed to provide the exact name of the programme.
No programme refers to those students who have been abroad for a regular course of study on their own initiative (free-movers), i.e. without using the support of any kind of public support programme.

Enrolment abroad, aspects of: Question 4.4 is asking students with an enrolment abroad to assess different aspects of their stay. This refers to a) personal development, b) language improvement, c) quality of education, d) academic level, e) social integration and f) service from host institution. Both **personal development** and **language improvement** are connected with gaining personal benefits of the enrolment abroad. **Quality of education** refers to the subject of study programme students are enrolled in. The **academic level** is mainly associated with the qualifications being studied for (e.g. Bachelor, Master, etc). **Social integration** is dedicated to the socio-cultural aspect of studying and living in foreign environment. This relates for instance to how well the student was able to integrate himself into privately organised learning groups, to make friends, and to learn about (and take over) the foreign customs and habits. **Service from host institution** is meant to gather information on the social and administrative conditions featuring the enrolment abroad.

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 higher education institution 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 spend on study-related activities (= taught studies + personal study time). Any deviations from the two categories should be placed in the response category 'other', but only if the rule of mutual exclusiveness of response categories is observed. For example, in some countries distance education refers to the official student status, while in others it refers to the organisational aspect of studies. In the first case, when distance education is defined as an official student status equal to full-time and/or part-time modes it should replace the response category 'other'. In the second case, distance students are allowed to answer according to the official status they have (full-time or part-time). Countries which do not differentiate between full-time and part-time students should report that 100% of the student body are full-time students.

Enrolment abroad, obstacles to: The respective question (4.5) gathers information about the potential barriers, which are suited to obstruct the cross-border study plans of those students, who have never been enrolled abroad. It refers to both groups of students: those, who have no plans to study abroad, and those, who have not been abroad, but have stated to have plans to study at foreign higher education institution. Students with foreign experience in enrolment abroad are not supposed to answer this question. Country teams must provide an explanation that this is a multiple choice question, which requires students to assess each of the 15 obstacles listed. The various obstacles are summarised in five categories. The sub-items are grouped in the following way: lack of language competency (item 1), insufficient support of mobility in home country (items 2, 9, 10, 11, 12, 15),

insufficient support of mobility in host country (items 13, 14), financial insecurities (items 3, 5, 6, 7) and attitudinal/social obstacles (items 4, 8).

Expenditure, key: Certain categories of student expenditure which are considered to be of special interest for analysis. This refers to the categories 'accommodation', 'transportation' and 'fees' (see also terms **Costs of living** and **Fees**). For most students these categories account for the biggest shares of their expenditure. Furthermore, due to a wide range of quantity and quality in the supply (especially concerning the forms of housing and transportation) it will be interesting to take a look at the differences in expenditure for various groups of students.

Fees: In this category three different types of fees are covered: tuition fees, registration fees and examination fees. According to the questionnaire (question 3.6) the students are asked to report fees as study-related costs per semester. However, in many cases fees need to be recalculated in monthly amounts for analysis (cp. for instance for topic: Funding and state assistance, subtopic: Public support by payment of fees…).

Funding, primary source of: In addition to reporting the different sources of funding for their enrolment abroad, students are also required to name the most important source of funding. The mobile students are allowed to pick only one source as primary source of funding.

Funding, source of: This refers to the different sources of funding students use for supporting their enrolment abroad. Each country should give examples for grants/loans available to students and detail these in the data delivery module, too. To profit from more than one source is possible for the students (and also very likely). The respective question (4.3) refers to the longest stay abroad of the students, in case more than one stay was undertaken.

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 a Lorenz curve. With respect to the graphic of the Lorenz curve the Gini coefficient then can be described as:

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

Headcounts: To certain questions of the questionnaire students are allowed to give multiple answers. If the calculation of indicators refers to headcounts, then each student who answered is counted only once, even if he gave valid multiple answers. Please see also entry below for the term **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 the host country of an enrolment abroad or of a study-related activity should be referred to is explained in the respective subtopic.

Housing, Form of: It is differentiated between five basic forms: a) with parents, b) alone, c) with partner/child(ren), d) with (an)other person/s and e) student hall. The period of time refers to students study term/semester. The vacation periods or any other non-study periods are excluded.
Living **with parents** means living with those persons who are/were in charge of the student, i.e. own parents, step-parents, foster parents, guardians, etc. If the student spent his/her time with more than one set of parents during his/her youth it should be referred to those he/she spent the most time with.
Alone means any form of housing of the student 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; any deviation from this classification is explicitly mentioned in the subtopics).
Living **with partner** refers to the person the student shares his life (and accommodation) with, no matter of the legal status (married or not married) or the gender (same or different). **Child(ren)** are in this respect any kind of children the student is living with (e.g. own children, adopted children, stepchildren, foster children, etc., compare also for 'Dependents').
With (an)other person/s not mentioned above means any sort of shared accommodation other than 'with parents' or 'with partner/children'. The category **not with parents** then comprises the categories 'alone', 'with partner/children' and 'with (an)other person/s' (see also note below).
Living in a **student hall** includes all sorts of accommodation in student halls, i.e. living in single rooms as well as living in rooms that are shared with other students. The category 'living in a student hall' is shown in a separate table as students who have chosen this form of housing are included in the categories 'alone' and 'with (an)other person/s' depending on whether they have a room of their own or have to share it with other students. Therefore, the category 'living in a student hall' cannot be integrated in the table for all forms of housing without double counting. **Not living in a student hall** captures all forms of housing outside student halls.
Important note: The respective question 3.1 allows multiple answers. The following combinations are possible: **1) Parents and partner** (e.g. a student is married and the married couple is living with the student's parents), **2) Parents and child(ren)** (e.g. a single student has one or more children and they all live together with the student's parents), **3) Partner and children** (the student and his/her partner have children and they all live together) and **4) Parents and partner and children** (the student and his/her partner have children and they all live together with the student's parents). In the cases **1)**, **2)** and **4)** the respective students who answered the questionnaire should be classified only(!!!) in the category **with parents**. Otherwise the values for the opposed categories **with parents** and **not with parents** cannot be properly calculated. In case **3)** the separate categories from the questionnaire **with partner** and **with child(ren)** are summed up in one category **with partner/child(ren)** for the Data Delivery Module. The answer categories **with (an)other person/s not mentioned above** and **alone** exclude any combinations of multiple answers.

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 4

categories: a) chronic diseases, b) mental problems, c) physical disabilities, d) other health problems. According to the E:IV questionnaire the assessment of study impairment due to health problems is only based on the students' personnel review. Multiple answers are possible.

Income by source: In most cases the student overall income is based on different sources. With respect to the questionnaire (see question 3.5) it is the disposable income (cp. for definition of disposable income) which is looked at here. The student must be able to dispose of the income with regard to the decision what to spend it for. It is distinguished between a) provision from family/partner, b) public sources, c) self-earned income, d) savings, and e) other sources.

Provision from family/partner is money which the student receives from his/her parents, other relatives or the person he/she is sharing his/her life with. This category does not include non-cash benefits (or transfers in kind) such as rent or tuition fees paid e.g. by the students' parents.

Support from **public sources** means financial contribution from the state, which the student receives directly usually because of his/her student status (cp. also for Public support). The category 'public sources' comprises repayable support (loans) and non-repayable support (grants/scholarships). Any other kind of public support must be classified in the category 'other sources'. With respect to our data analysis in the topic 'funding and state assistance' (cp. for instance for subtopic: recipients of public support and importance of income source by form of housing) only public support in the category 'public sources' will be taken into account. All other kinds of public support which are classified in the category 'other sources' will be left out of the picture there.

The category **self-earned income** refers only to income which the student receives from employment.

Savings are any financial means which the student previously accumulated. It doesn't matter at what stage of life or in which way the savings were made (e.g. savings could have been made by a previous summer job or by inheritance). Literally question 3.5 refers to income from savings (e.g. income from interest due to banked money). However, in most cases it is to be expected that a student's average monthly income from savings (i.e. income from interest) is only marginal. Furthermore, many students may have difficulties in quantifying this income. Therefore, it should be looked for the average amount of savings a student uses per month for living/studying (because other sources of income are not sufficient).

Income from **other sources** refers to financial means from other private or public sources, which are not included in the categories mentioned afore. Other private sources would be for instance capital income that the student receives if he is holding stocks. Other public sources include direct public support (e.g. housing benefits) and indirect public support which is meant for the student but is not paid directly to him/her (e.g. child benefits in Germany which is paid to the student's parents). In the latter case there may occur problems of correctly assigning the means and also of double counting. So if a student in Germany reports (ideally) to receive child benefits via his/her parents this should be counted – of course – only once and be reported in the category 'other sources' and not in the category 'provision from family/partner'. However, it is not to be expected that students (are able to) report the composition of their income so precisely. Note: In some of the tables (cp. for topic 'funding and state assistance', subtopic 'composition of monthly income by type of housing and characteristics of students') the categories 'savings' and 'other sources' from the questionnaire are summed up in only one category named 'other'.

Income decile: Location parameter which separates a statistical distribution (e.g. income distribution). The persons receiving income are arranged in the order of their income and then divided into ten groups of equal size. Each decile then has 10 per cent of the population. The first decile contains the lowest 10% income group and the last decile the highest 10% income group. In our analysis the income deciles show the amount of income which the respective decile groups do not exceed (e.g. the 4th decile explains that the lowest 40% of income receivers don't get more than x units of income in national currency per month).

Income from employment: Income which the student receives from gainful occupation in the private or public sector. This excludes all other categories of income such as capital income, income from self-employment, income from industrial undertaking, income from agriculture and forestry, income from rent and leasing and other income (e.g. pension or private sales).

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 in family support and paid employment is used by students to compensate for the resulting income gap. The category 'base income' comprises the provision from family/partner and financial support from public sources (i.e. non-repayable grant/scholarship and repayable loan) a student receives.

Income, disposable: This is a concept meant for the data collection phase. 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 for). This comprises any money in cash or bank deposits 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 includes also the average amount of savings a student uses per month for living/studying, cp. for **Income by source**).

Interruption of education career: This category is supposed to cover different kinds of breaks in the students' educational career after graduating from secondary school. Three types of breaks are considered: **a) between graduating from secondary education and entering HE**, **b) between entering HE and graduating from HE**, **c) between graduating from HE and re-entering HE**.
Category **a)** refers to those students who graduated from secondary school and who waited for at least one year (or more) after graduating from secondary school to enter HE for the first time.
Category **b)** covers those students who entered HE and interrupted their studies for at least one year (or more) before graduating from HE for the first time. In this case an interruption is considered any break of the schedule of studies, which is not caused by the study regulations (e.g. a student takes a sabbatical or takes up employment for one year).
Category **c)** refers to those students who graduated from HE for the first time and re-entered HE at least one year (or more) later for another academic qualification (e.g. a student obtained his/her Bachelor's degree and one year later he/she enters HE again to start a Master programme or a second Bachelor programme – please keep in mind that Eurostudent target groups cover only students in ISCED 5A-programmes including Master, but no postgraduate programmes above ISCED 5A).

If a break in educational career (no matter at what stage) took less than one year it will not be taken into account. In rare cases students may take up studies before graduating from secondary school (this refers for example to Austrian students at colleges of music). Those students should be counted for the category 'no interruption'.

ISCED: International Standard Classification for Education (http://www.oecd.org/dataoecd/7/2/1962350.pdf). Please see entries above for the term **Education**.

ISCO: International Standard Classification of Occupations (http://www.ilo.org/public/english/bureau/stat/isco/index.htm). Please see entry above for the term **Blue collar worker**.

Job, casual minor: This refers to a student's labour market experience before taking up studies. According to our definition a casual minor job is a labour condition which does not meet the criteria for regular paid job. That means it's 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). (See topic 'Access and entry to higher education')

Job during term, occasional paid: This refers to students who work alongside their studies, in this case during term time. Occasional jobs may be considered in general as unspecialised jobs, carried out casually and for low pay. Within our framework such kind of job is best characterised by the fact that the student takes up the job on a case-by-case basis and not regularly. If the student does a paid internship during term time this should also be reported as occasional paid job. Internships without payment should not be counted in any categories of paid jobs, instead they should be reported in the category 'no paid job'.

Job during term, regular paid: This refers to students who work alongside their studies, in this case during term time. Regular paid jobs 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 term time, perhaps for more than one semester). In this case there is no constituting time limit for regular paid jobs with respect to working hours per week (i.e. a regular paid job during term would be recorded even if the student worked only one hour per week, but, of course, the basic attribute of regularity must apply).

Job, regular paid: This refers to a student's labour market experience before taking up studies. According to our definition 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). (See topic 'Access and entry to higher education')

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 the 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 for example state that 'the bottom 20% of all students has 10% of the total income'.

Missing value: This refers to the problem of unanswered questions of the questionnaire. Ideally the students should have clearly differentiated between 0 and missing values. The two answers are completely different: If a student's answer is '0', he/she gives the information that a certain characteristic, which was asked for has the value 0. For instance, if an amount of money received from a specific source or the time spend on a certain activity was asked for and the student reports '0', it means that he/she did not receive any money from the source or did not spend any time on the activity. If the student leaves a category unanswered it could mean that he/she does not know the answer or does not want to reply. However, in reality there are also cases where the student did not answer a question properly, but by doing so '0' was meant (e.g. the student is asked for the time he/she spent on taught studies during a typical week. He/she filled in the boxes from Monday to Friday but left the boxes for Saturday and Sunday unanswered. This could mean that there were no taught studies on the weekends [but of course the student should have reported '0' in the respective boxes]). If there are any missing values the research teams should distinguish between and report two different types of missing 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 can reasonably be replaced by '0' (this refers to data on time budget and finances). (See term **Data cleaning, rules for** for special instructions on common rules for dealing with missing values in each case. These rules are also listed in the respective topics 'funding and state assistance', 'living costs' and 'time budget and employment').

Number of cases: To certain questions of the questionnaire students are allowed to give multiple answers. If the calculation of indicators refers to 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). Please see also entry above for the term **Headcounts**.

Payments: The students are asked to provide information on the sources that support the different expenses they have to meet (see also the different terms **Costs**).
The category **payments by students** refers to out-of-pocket payments made by the students themselves. This includes payment in cash, bank transfers but also charging credit cards.
The category **payments by parents/partner/others** applies to expenditure of another person which is meant to pay the student's bill. From the student's point of view the latter ones are intangibles as the student does not have this support at his/her disposal (in terms of available money); instead the support is going directly to the student's "creditor". That is most likely to be the case with rent, tuition fees, communication costs or transportation costs. For multi-person households it is often very difficult to assign certain expenditure to a specific person in terms of cause and effect (comparable to the problem of assigning overhead costs). Therefore, for students who are living **with their parents** only payments out of the students own pocket should be reported whilst payments by parents/partner/others should be left out of consideration.[1] Basically, the same problem applies to students who are living **with their partner**, where income and expenditure are often shared. However, for this

[1] The authors are aware of the fact that for students who are living with their parents even the student's out-of-own-pocket expenditure are regularly funded by their parents.

group of students both payments out of own pocket and payments by partner should be reported (students should at least deliver an estimation for this division of expenses) (cp. also for **transfers in kind**).

Public support: Support which a student receives from the state (i.e. from units that are considered to be part of the public administration) or from comparable institutions (e.g. from parafiscal organisations like social insurance carrier) usually because of his/her student status. Public support can take on different forms. It can be differentiated between transfers in cash (e.g. scholarships or housing benefits) and transfers in kind (e.g. vouchers or exemption from paying full market price as with subsidised transportation). For our analysis only public transfers in cash will be taken into account. Furthermore, a distinction can be made between direct support (geared at the student) and indirect support (targeted at the student's parents). Both cases will be considered for our analysis. To sum it up: The category public support must contain all cash support to students or their parents. In terms of the student income such support is then classified either in the category 'public sources' or 'other sources' (cp. for **Income by source**). The kinds of specific public support, which are to be included in the analysis are specified in the respective subtopics.

Programme, another: This refers only to question 1.6 of the questionnaire (see also Topic 'Assessment of studies', subtopic 'Plans for future studies'). The category 'another programme' contains all HE-programmes, which do not (yet) belong to the Bologna system. In this case BA, MA and PhD-programmes are excluded from the category 'another programme'.

Programmes, other post graduate: Other postgraduate programmes are those university courses that provide students with qualifications or certificates, different from traditionally awarded academic/university qualifications. Postgraduate refers to post-Bachelor-level. Usually these programmes are no longer than 2 years and are aiming at enhancing professional development or improvement of career opportunities. This refers only to programmes at ISCED 5A level, i.e. this should not include doctoral courses.

Route, non-traditional: Non-traditional (indirect) routes can generally be defined as introduced measures which provide prospective students with a 'second-chance' of entering higher education. Non-traditional routes are considered to be those, where HE entrance qualifications were obtained by combinations of leaving school after lower secondary level and entering the labour market or vocational training. It is distinguished between four different ways: **a) post secondary non-tertiary education** (ISCED 4A), **b) vocational training/work experience/accreditation of prior learning** (with assessment of applicant's fitness for entry by the HEI), **c) aptitude/entrance examination** (e.g. specially introduced entrance examinations by HEIs or other public authorities) and **d) other** (residual category, which contains those students who could not be assigned to one of the categories mentioned afore). The group 'non-traditional route – broad definition' contains the categories a), b), c) and d), while the group 'non-traditional route – narrow definition' covers only the categories b) and c). (See also special note in topic 'Access and entry to higher education') **(Focus group)**

Route, traditional: Qualification for entering higher education which is acquired within the national school system at upper secondary level. This means the qualification for HE was

obtained either at upper secondary level with academic orientation (ISCED 3A e.g. Abitur, A-levels, Maturita) or at upper secondary level with dual orientation (i.e. academic and vocational). (See special note in topic 'Access and entry to higher education') **(Focus group)**

Satisfaction: See term **Assessment**

Student, Bachelor: A student who is enrolled in a programme which is completed with a Bachelor's degree according to the Bologna-agreement on two-cycle qualification degrees. **(Focus group)**

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. This new focus group (along with the group **Student, direct transition**) has been developed in order to capture a group of students on which a lot of policy focus is being laid. It has been developed in discussions with a number of countries within the EUROSTUDENT Network on student entry patterns.[2] All students, whose delay between receiving HE entrance qualification at school and entering HE for the first time amounts to more than 2 years are considered delayed transition students. All students, whose delay was less than 2 years, but whose entry qualification was obtained outside the normal school system are also considered delayed transition students, i.e. according to the standard categories in subtopic "Qualification routes into higher education" those students who entered on the basis of "vocational training/work experience/accreditation of prior learning" or "aptitude/entrance examination" are considered delayed transition students (see term **Route, non-traditional**). **(Focus group)**

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 receiving HE entrance qualification at school and entering HE for the first time and who entered via a typical qualification route (see definition for **student, delayed transition** and **Route, traditional**) are considered direct transition students. **(Focus group)**

Student, full-time: A student who holds the formal status of a full-time student. National data should be delivered according to the classification of full-time and part-time students. Any deviations from this scheme should be placed in the response category "other", but only if the rule of mutual exclusiveness of response categories is observed. For example, in some countries distance education refers to the official student status, while in others it refers to the organisational aspect of studies. In the first case, when distance education is defined as an official student status equal to full-time and part-time modes it should replace the response category "other". In the second case, distance students are allowed to answer according to the official status they have (full-time or part-time). Countries, which do not have a different status for full-time and part-time students may skip this question. In this case they should report for the Data Delivery Module that 100% of the students are full-time students. The formal current status of a student is any mode of study, which is officially registered and recognized as such by legal provision of the state and/or the higher education institution in the respective country.

[2] These discussions may be followed on: http://eurostudent.his.de:8080/wiki/index.php/Working_group_on_indicators

Student, high-intensity: A student who spends 41 hours per week or more on study-related activities (= taught studies + personal study time) irrespective of the formal status. That means for instance a student who is formally holding the status of a part-time student but who spends 41 hours per week or more on study-related activities would be considered a high-intensity student. This category is rarely used in the analysis because of its normative consequences, i.e. it could be inferred that these students are particularly enthusiastic whilst low-intensity students are lazy; such interpretation would not be right and is certainly not intended.

Student, low-intensity: A student who spends less than 21 hours per week on study-related activities (= taught studies + personal study time) irrespective of the formal status. That means for instance a student who is formally holding the status of a full-time student but who spends less than 21 hours per week on study-related activities would be considered a low-intensity student. **(Focus group)**

Student, Master: A student who is enrolled in a programme which is completed with a Master's degree according to the Bologna-agreement on two-cycle qualification degrees (consecutive Master programmes only). **(Focus group)**

Student, medium-intensity: A student who spends from 21 up to 40 hours per week on study-related activities (= taught studies + personal study time) irrespective of the formal status.

Student, migrant: The respective questions (5.3 and 5.4) refer to the place of birth of the student and that of his/her parents. If a student and also both of his/her parents were born in the country of study programme, he/she is considered to be a non-migrant student. If a student was born in the country of study programme and both of his/her parents were born abroad, he/she is considered a 2nd generation migrant student. If a student was not born in the country of study programme and neither were both of his/her parents, he/she is considered to be a 1st generation migrant student. Finally, if the student's parents were born in the country of study programme but their student child was born abroad, this case is classified in the category 'other'. It must be stated that this is a rather formal way of looking at migration. The place of birth – used as indicator for migration – does certainly not reveal all necessary information to assess a student's migration background. Additional information such as the period of time spend in a foreign country would be needed for this; however, this kind of information is not available from the survey.

Student, other degree: This category comprises all students who study for a qualification other than Bachelor and Master. This refers to short national degrees, long national degrees and other postgraduate programmes (cp. also for 'degree').

Student, out-going: Students who are member of the standard target groups covered by Eurostudent who went abroad during their studies for either an enrolment abroad or for other study-related activities (cp. for terms **Enrolment abroad** and **Activities abroad, study-related**).

Student, part-time: A student who formally holds the status of a part-time student. National data should be delivered according to the classification of full-time and part-time students.

Any deviations from this scheme should be placed in the response category “other”, but only if the rule of mutual exclusiveness of response categories is observed. For example, in some countries distance education refers to the official student status, while in others it refers to the organisational aspect of studies. In the first case, when distance education is defined as an official student status equal to full-time and part-time modes it should replace the response category “other”. In the second case, distance students are allowed to answer according to the official status they have (full-time or part-time). Countries, which do not have a different status for full-time and part-time students may skip this question. In this case they should report for the Data Delivery Module that 100% of the students are full-time students. The formal current status of a student is any mode of study, which is officially registered and recognized as such by legal provision of the state and/or the higher education institution in the respective country.

Student, resident: A student who has finished his/her prior school education in the country in which he/she is studying regardless of his/her nationality.

Studies, continuation of: Students may wish to continue their studies after completing their current higher education programme. This is asked for by question 1.6 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 labs, tests, etc. The students are required to report taught studies in clock hours, even though course hours may differ from this format.

Study location: Location where students normally attend their programmes. The size of study location is defined by the number of its population. National researchers must calculate the size of study location based on the average of 100,000 inhabitants. Data delivery for EUROSTUDENT IV should differentiate between the following location sizes: up to 100,000 inhabitants; over 100,000–300,000 inhabitants; over 300,000–500,000 inhabitants; over 500,000 inhabitants; and capital city. With respect to analysing student expenditure by size of study location, the capital city is a category of its own, irrespective of its size.

Study, all fields of: This category contains the following subject groups: education; humanities and arts; social sciences, business and law; (natural) science; engineering, manufacturing and construction; agriculture; health and welfare; services. These categories are taken from the ISCED classification. In a number of subtopics, the fields humanities and engineering are opposed under the assumption that study conditions in these two fields will be quite different. See ISCED 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

Time budget in typical week: The students are asked to report the time spent on both study-related activities (= taught studies and personal study time) and employment-related

activities day by day for a typical week. A typical week is defined as a week during the study term/semester which reflects the student's routine as good as possible.

Time, personal study: Personal study time refers to a student's hours of self-preparation. This includes e.g. time spend on preparation, learning, reading, writing homework, etc. The students are required to report personal study time in clock hours.

Time, travelling: Question 3.4 in the questionnaire is designed to identify the usual time in minutes which students spend on travelling between their homes and their higher education institution. Only the travelling time for one way shall be measured. "Typical day" is defined as a day during the study term/semester. The expression "home" is understood as the place where the student usually spends the night 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").

Transfers in kind: Transfers in kind may take on two different forms: On the one hand, goods and services a student receives at reduced prices or exempt from charges are typical transfers in kind (e.g. in many countries students may use the public transport systems at reduced prices). On the other hand, bills of the student that are paid by other persons are considered as transfers in kind (e.g. a student is not living with his/her parents anymore and the parents pay the rent for their collegiate child directly to the landlord. In this case the financial support is intangible to the student). Within our framework transfers in kind are considered to be either living costs or study-related costs that are paid by parents/partner or others for the student. Note: With respect to calculating the student's total income and total expenses, for those students who are not living with their parents, transfers in kind must be added to expenses and to income (otherwise the income side would be underestimated). For students living with their parents transfers in kind will not be taken into account (neither on the income nor on the expenditure side) (cp. also for **payments**).

Vocational training: A programme which prepares for a job that is based in manual or practical activities, traditionally non-academic, and related to a specific trade, occupation or vocation (e.g. apprenticeship).

Workload: The workload refers to the student's time spend on study-related activities and on employment. It is measured in clock hours either per day or per week (see e.g. for questionnaire question 3.11).

EUROSTUDENT IV Background information on national data

0. Metadata on national survey

Purpose of this sheet	The purpose of this sheet is to summarise background (metadata) on the national survey used to contribute to EUROSTUDENT IV. It shall also provide an overview of the absolute and relative size of different student groups, which are focussed on throughout the whole Eurostudet IV project.
General instructions	Table 1: Please enter core background data for your country's contribution to EUROSTUDENT IV. 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 university or institution of higher education (private, public, university, college etc.). Also, to what degree the core set of EUROSTUDENT questions were implemented and whether additional data sources besides the national survey were used. Tables on student target groups: Please insert the absolute number of all students and the student body differentiated by gender, study programme, study intensity, age, time-lag for entering higher education (= special groups), parents' highest educational attainment, migration, formal status and form of housing. For instructions how to calculate numbers, please see respective subtopics. Shares are automatically calculated by referring the absolute values to the total number of all students (only valid cases). Please report also the number of missing for each category. Missing data was 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 can reasonably be replaced by "0" (refers to data on time budget and finances). See glossary for terms 'missing value' and 'Data cleaning, rules for'.

country	[Text]
national currency	[Text]
exchange rate: 1 € =	[number]
date and source of exchange rate	[Text]
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]

Student target groups

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

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

3. Qualification	bachelor students	bachelor students	master students	master students	other degree students	other degree students
	numbers	all students	numbers	all students	numbers	all students
	546	54,6	304	30,4	150	15,0

4. Study intensity	low-intensity students	low-intensity students	medium-intensity students	medium-intensity students	high-intensity students	high-intensity students	missing A	missing A	missing B	missing B
	numbers	all students	numbers	all students	numbers	all students	numbers	all students	numbers	all students
	280	28,0	630	63,0	90	9,0	0	0,0	0	0,0

5. Age groups	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over
	numbers	all students	numbers	all students	numbers	all students
	685	68,5	165	16,5	150	15,0

6. Special groups	direct transition students	direct transition students	delayed transition students	delayed transition students	missing A	missing A
	numbers	all students	numbers	all students	numbers	all students
	335	33,5	665	66,5	0	0,0

7. Educational attainment of parents	low qualification background (ISCED 0, 1, 2)	low qualification background (ISCED 0, 1, 2)	non-tertiary background (ISCED 3, 4)	non-tertiary background (ISCED 3, 4)	high qualification background (ISCED 5, 6)	high qualification background (ISCED 5, 6)	missing A	missing A
	numbers	all students	numbers	all students	numbers	all students	numbers	all students
	279	27,9	163	16,3	558	55,8	0	0,0
							new	new

8. Migration	migrant students (1st generation)	migrant students (1st generation)	migrant students (2nd generation)	migrant students (2nd generation)	non-migrant students	non-migrant students	other	other	missing A	missing A
	numbers	percent of all students	numbers	percent of all students	numbers	percent of all students	numbers	percent of all students	numbers	percent of all students
	300	30,0	250	25,0	450	45,0	0	0,0	0	0,0

9. Formal status	full-time students	full-time students	part-time students	part-time students	other status	other status	missing A	missing A
	numbers	percent of all students	numbers	percent of all students	numbers	percent of all students	numbers	percent of all students
	600	60,0	200	20,0	200	20,0	0	0,0

10. Form of housing	students living with parents	students living with parents	students not living with parents	students not living with parents	missing A	missing A
	numbers	all students	numbers	all students	numbers	all students
	445	44,5	555	55,5	0	0,0

No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
1	**Age profile by characteristics of students**	The analysis focuses on basic characteristics of the students themselves – their gender, study programme, in what modus they study (e.g. low-intensity). Also two kinds of student groups is looked at (direct vs. delayed transition students) who are defined by the stage of life at which they enter the higher education system for the first time.	all	female, all	BA, MA	-	-	-	low-intensity	-	school leaver, lifelong leaner	Survey question 5.1, 5.2, 3.11, 1.1, 2.3, 2.4	Table 1: Calculate absolute number of students by age and by characteristics of students (differentiating by gender, qualification being studied for, mode of study and time-lag for entering HE). Table 2: Calculate the students' average age (arithm. mean and median). Standard deviation measures the deviation from the arithmetic mean. See glossary for: age, low-intensity students, direct/delayed transition students.
2	**Age profile by social background**	This suptopic looks at the age of students by social background under the assumption that this criterion may be responsible for explaining differences. For instance, students from low social backgrounds may be older (due to e.g. vocational training or employment prior to HE), which has repercussion for their expectations and needs for study framework conditions.	all	-	-	-	-	ISCED 0-1, 3-4, 5-6	-	-	-	Survey question 5.1, 6.1	The students' age profile is compiled according to their parents' highest educational attainment. The parents' highest educational attainment of either the father or the mother serves as proxy for social background. Table 1: Calculate absolute number of students by age and by social background. Table 2: Calculate the students' average age (arithm. mean and median). Standard deviation measures the deviation from the arithmetic mean. See Glossary for: age, ISCED, high/low education background.
3	**Gender profile by characteristics of students**	The shares of male and female students are not equally distributed (neither by study subject nor by different student groups). The gender profile also changes over time as now most higher education systems have more female participants than male. As the gender profile is often subject to politics, here it is looked at by certain characteristics of students.	18-24, ≥25	female, male	BA, MA	-	-	-	low-intensity	-	school leaver, lifelong leaner	Survey question 5.1, 5.2, 3.11, 1.1, 2.3, 2.4	Table: Calculate absolute number of students differentiating by gender and by standard characteristics of students (qualification being studied for, mode of study, age and time-lag for entering HE). See Glossary for: age, low-instensity students, direct/delayed transition students.
4	**Dependents by characteristics of students**	In some cases students must divide their resources (time, money) between themselves and their dependent children. This usually causes an additional burden for the students, which may put them at a disadvantage compared to their peers without children. Not only the number of children but also the age of the youngest child is of interest as little children may require more parental resources in terms of time and maybe out-of-pocket-costs compared to older children.	18-24, ≥25	female, all	BA, MA	-	-	-	low-intensity	-	school leaver, lifelong leaner	Survey question 5.6, 5.7, 5.8, 5.1, 5.2, 3.11, 1.1, 2.3, 2.4	Children collated here are dependents irrespective of natural parents. Table 1: Calculate absolute numbers of students with and without children differentiating by various students' characteristics. Table 2: Calculate absolute number of students by age of the youngest child for the various groups of students. See Glossary for: age, dependents, low-intensity students, direct/delayed transition students.
5	**Students' assessment of study impairment and of how it is taken account of**	Chronical disease, physical disabilities 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. disabilities, in particular, 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 and how this is taken account of in their studies. A comparison of the situation between countries must be undertaken with care, since countries have very different traditions of defining e.g. disabilities and categorising those particular disabilities which lead to additional support from the state.	-	-	-	-	-	-	-	-	-	Survey question 5.9, 5.10	Table 1: Calculate absolute number of students by health impairment of studies. Shares will be computed automatically by referring absolute number in each category to the total number of students (= headcounts). The total for shares will not be calculated as it may exceed 100% due to the possibility of multiple answers. Table 2: Calculate absolute number of students by level of satisfaction. Students who gave multiple answers for table 1 are counted only once for table 2 (= headcounts). Shares must sum up to 100%. The category "(very) satisfied" is the sum of the first two smilies (cp. for questionnaire). The same method should be used to construct the category "(very) dissatisfied". The category "acceptable" corresponds to the median smiley. See glossary for: impairment of study, headcounts, assessment.
6	**Migrant students**	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 new subtopic broaches the isssue of the origin of students by looking at their place of birth and that of their parents.	-	-	BA, MA	-	-	-	-	-	-	Survey question 5.3, 5.4, 1.1	If a student and also both of his/her parents were born in the country of study programme, he/she is considered to be a non-migrant student. If a student was born in the country of study programme and both of his/her parents were born abroad, he/she is considered a 2nd generation migrant student. If a student was not born in the country of study programme and neither were both of his/her parents, he/she is considered to be a 1st generation migrant student. Table: Calculate absolute number of students by study programme (but also all students) and by their and their parents' place of birth. The category 'other' (4th row) contains those cases where parents were born in the country of study programme but their student child was born abroad. See glossary for: migrant students.

EUROSTUDENT IV: Demographic characteristics

Age profile by characteristics of students

Source	Survey question 5.1, 5.2, 3.11, 1.1, 2.3, 2.4
Purpose of subtopic	The analysis focuses on basic characteristics of the students themselves – their gender, study programme, in what modus they study (e.g. low-intensity). Also two kinds of student groups is looked at (direct vs. delayed transition students) who are defined by the stage of life at which they enter the higher education system for the first time.
General instructions	Table 1: Calculate absolute number of students by age and by characteristics of students (differentiating by gender, qualification being studied for, mode of study and time-lag for entering HE). Table 2: Calculate the students' average age (arithm. mean and median). Standard deviation measures the deviation from the arithmetic mean. See glossary for: age, low-intensity students, direct/delayed transition students.

Age profile by characteristics of students

years	all students	all students	female students	female students	male students	male students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to 18	5	0,5	2	0,4	3	0,6	5	0,9	0	0,0	0	0,0	5	1,5	0	0,0
19	110	11,0	60	11,6	50	10,3	90	16,5	0	0,0	20	7,1	110	32,8	0	0,0
20	120	12,0	65	12,6	55	11,4	95	17,4	0	0,0	28	10,0	120	35,8	0	0,0
21	150	15,0	90	17,4	60	12,4	120	22,0	20	6,6	33	11,8	70	20,9	80	12,0
22	120	12,0	60	11,6	60	12,4	85	15,6	28	9,2	26	9,3	25	7,5	95	14,3
23	100	10,0	54	10,5	46	9,5	60	11,0	30	9,9	30	10,7	5	1,5	95	14,3
24	80	8,0	43	8,3	37	7,6	40	7,3	32	10,5	20	7,1	0	0,0	80	12,0
25	60	6,0	33	6,4	27	5,6	21	3,8	33	10,9	17	6,1	0	0,0	60	9,0
26	50	5,0	25	4,8	25	5,2	20	3,7	22	7,2	24	8,6	0	0,0	50	7,5
27	20	2,0	10	1,9	10	2,1	7	1,3	9	3,0	9	3,2	0	0,0	20	3,0
28	25	2,5	9	1,7	16	3,3	3	0,5	17	5,6	11	3,9	0	0,0	25	3,8
29	10	1,0	4	0,8	6	1,2	0	0,0	8	2,6	4	1,4	0	0,0	10	1,5
30 and above	150	15,0	61	11,8	89	18,4	0	0,0	105	34,5	58	20,7	0	0,0	150	22,6
total	1.000	100,0	516	100,0	484	100,0	546	100,0	304	100,0	280	100,0	335	100,0	665	100,0

Average age by characteristics of student in years

	all students	female students	male students	bachelor students	master students	low-intensity students	direct transition students	delayed transition students
average (arithm.mean)	27	25	28	22	25	27	20	28
median	25	25	26	23	24	28	21	30
standard deviation (arithm. mean)	3	1	3	1	4	6	1	4

Average age (arithm.mean) in years - all students	27
Average age (median) in years - all students	25
Average age (arithm.mean) in years - female students	25
Average age (arithm.mean) in years - male students	28
Average age (arithm.mean) in years - BA students	22
Average age (arithm.mean) in years - MA students	25
Average age (arithm.mean) in years - low-intensity students	27

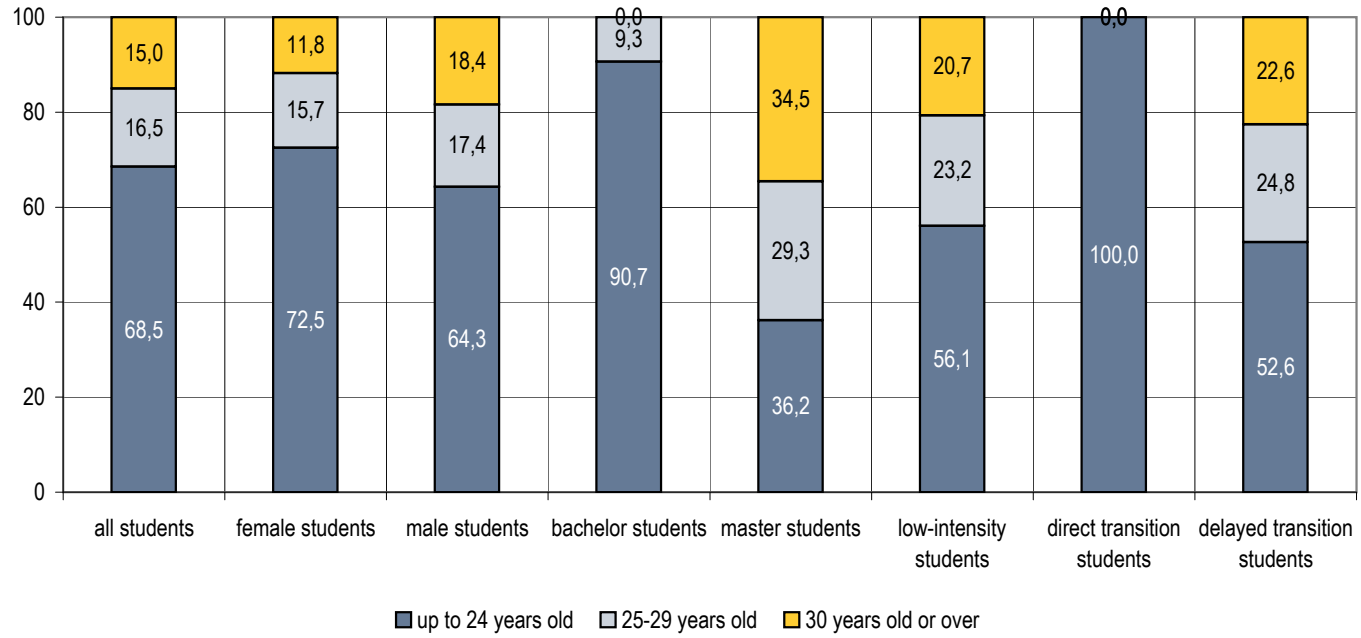
EUROSTUDENT IV: Demographic characteristics

Age profile by characteristics of students

Average age by characteristics of student in years

Indicators:		
	Average age (arithm.mean) in years - all students	27
	Average age (median) in years - all students	25
	Average age (arithm.mean) in years - female students	25
	Average age (arithm.mean) in years - male students	28
	Average age (arithm.mean) in years - BA students	22
	Average age (arithm.mean) in years - MA students	25
	Average age (arithm.mean) in years - low-intensity students	27

Grouped age profile by characteristics of students (in %)



EUROSTUDENT IV: Demographic characteristics

Age profile by social background

Source	Survey question 5.1, 6.1
Purpose of subtopic	This suptopic looks at the age of students by social background under the assumption that this criterion may be responsible for explaining differences. For instance, students from low social backgrounds may be older (due to e.g. vocational training or employment prior to HE), which has repercussion for their expectations and needs for study framework conditions.
General instructions	The students' age profile is compiled according to their parents' highest educational attainment. The parents' highest educational attainment of either the father or the mother serves as proxy for social background. Table 1: Calculate absolute number of students by age and by social background. Table 2: Calculate the students' average age (arithm. mean and median). Standard deviation measures the deviation from the arithmetic mean. See Glossary for: age, ISCED, high/low education background.

Age profile by characteristics of students

years	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
up to 18	1	0,4	1	0,6	3	0,5
19	30	10,8	10	6,1	70	12,5
20	32	11,5	18	11,0	70	12,5
21	40	14,3	20	12,3	90	16,1
22	23	8,2	7	4,3	90	16,1
23	28	10,0	12	7,4	60	10,8
24	30	10,8	20	12,3	30	5,4
25	20	7,2	20	12,3	20	3,6
26	15	5,4	15	9,2	20	3,6
27	8	2,9	2	1,2	10	1,8
28	9	3,2	6	3,7	10	1,8
29	3	1,1	2	1,2	5	0,9
30 and above	40	14,3	30	18,4	80	14,3
total	279	100,0	163	100,0	558	100,0

Average age by students' social background in years

	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)
average (arithm.mean)	27	25	28
median	25	25	26
standard deviation (arithm. mean)	3	1	3

Average age (arithm.mean) in years - low education background	27
Average age (median) in years - low education background	25
Average age (arithm.mean) in years - high education background	28
Average age (median) in years - high education background	26

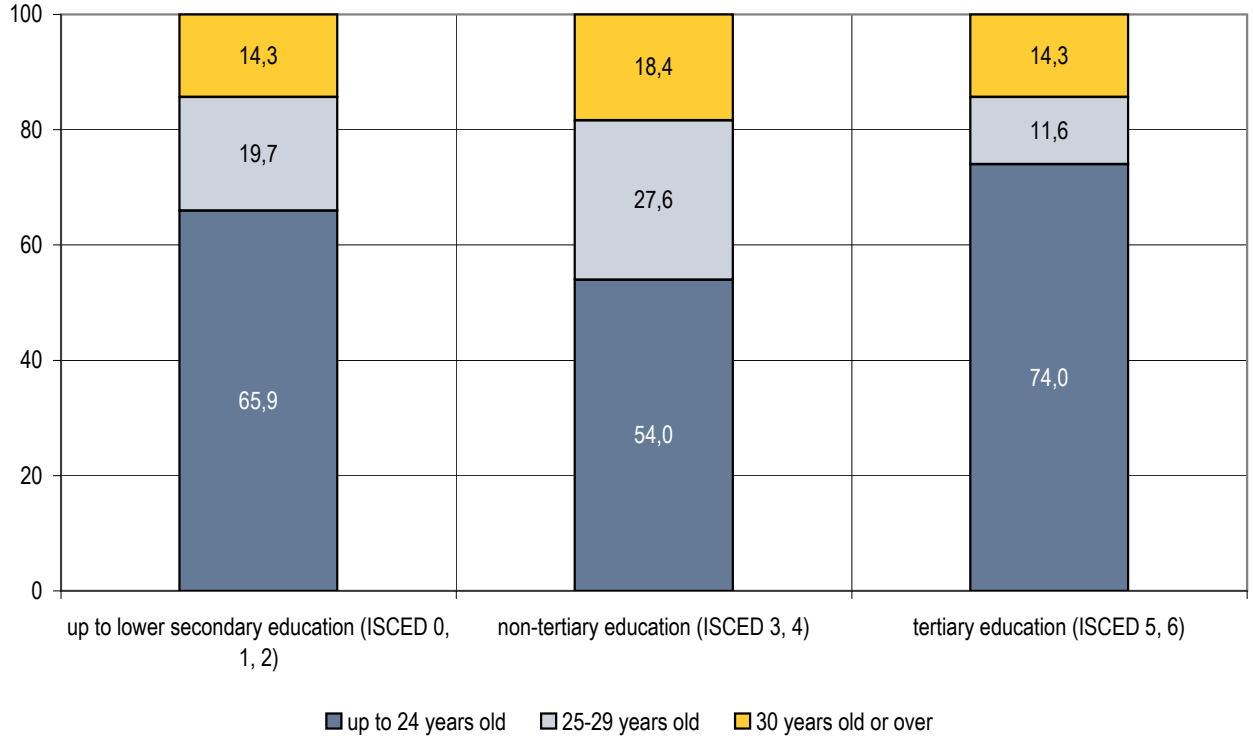
EUROSTUDENT IV: Demographic characteristics

Age profile by social background

Average age by students' social background in years

Indicators:		
	Average age (arithm.mean) in years - low education background	27
	Average age (median) in years - low education background	25
	Average age (arithm.mean) in years - high education background	28
	Average age (median) in years - high education background	26

Grouped age profile by students' social background (in %)



EUROSTUDENT IV: Demographic characteristics

Gender profile by characteristics of students

Source	Survey question 5.1, 5.2, 3.11, 1.1, 2.3, 2.4
Purpose of subtopic	The shares of male and female students are not equally distributed (neither by study subject nor by different student groups). The gender profile also changes over time as now most higher education systems have more female participants than male. As the gender 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 gender and by standard characteristics of students (qualification being studied for, mode of study, age and time-lag for entering HE). See Glossary for: age, low-instensity students, direct/delayed transition students.

Gender by characteristics of students

	all students	all students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	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	400	58,4	81	49,1	61	40,7	190	56,7	230	34,6
male	484	48,4	266	48,7	150	49,3	160	57,1	285	41,6	84	50,9	89	59,3	145	43,3	435	65,4
total	1.000	100,0	546	100,0	304	100,0	280	100,0	685	100,0	165	100,0	150	100,0	335	100,0	665	100,0

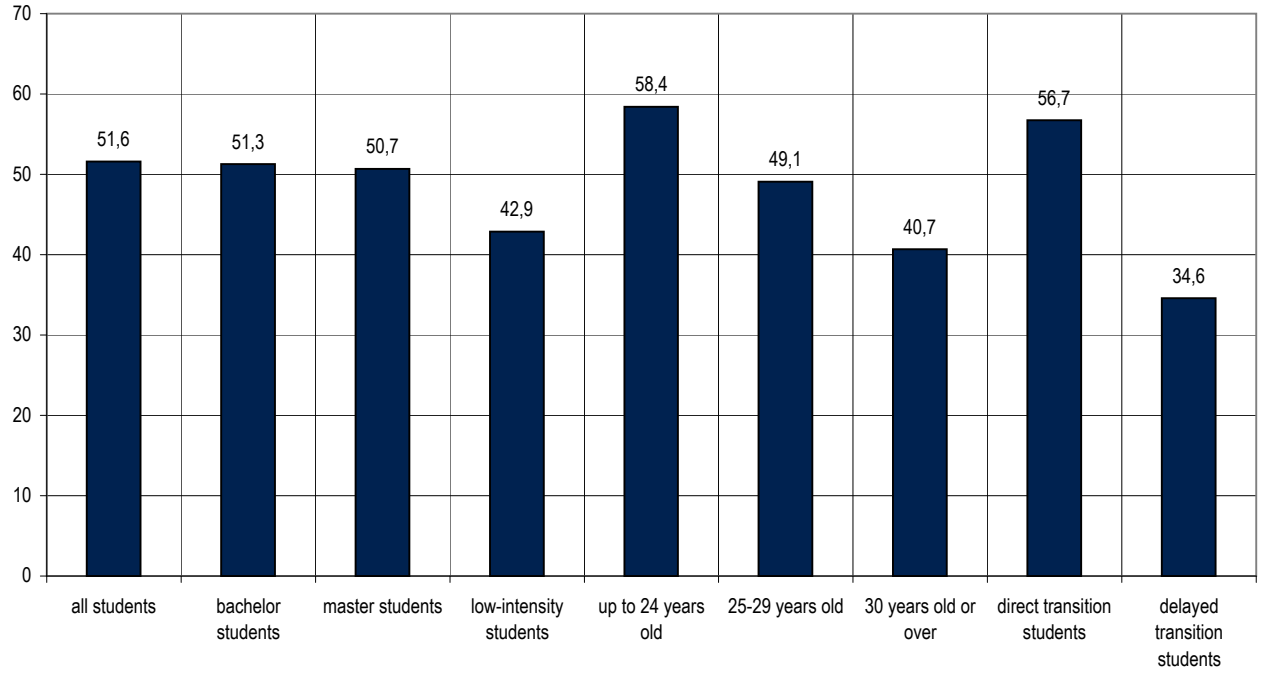
Share of females among all students, in %	51,6
Share of females among BA students, in %	51,3
Share of females among MA students, in %	50,7
Share of females among low-intensity students, in %	42,9
Share of females among the 30 years old or over, in %	40,7

Gender profile by characteristics of students

Gender by characteristics of students

Indicators:		
	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
	Share of females among low-intensity students, in %	42,9
	Share of females among the 30 years old or over, in %	40,7

Gender profile by charactersictics of students - Share of female students in each category (in %)



EUROSTUDENT IV: Demographic characteristics

Dependents by characteristics of students

Source	Survey question 5.6, 5.7, 5.8, 5.1, 5.2, 3.11, 1.1, 2.3, 2.4
Purpose of subtopic	In some cases students must divide their resources (time, money) between themselves and their dependent children. This usually causes an additional burden for the students, which may put them at a disadvantage compared to their peers without children. Not only the number of children but also the age of the youngest child is of interest as little children may require more parental resources in terms of time and maybe out-of-pocket-costs compared to older children.
General instructions	Children collated here are dependents irrespective of natural parents. Table 1: Calculate absolute numbers of students with and without children differentiating by various students' characteristics. Table 2: Calculate absolute number of students by age of the youngest child for the various groups of students. See Glossary for: age, dependents, low-intensity students, direct/delayed transition students.

Students with children

	all students	all students	female students	female students	male students	male students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
without child	340	34,0	80	15,5	260	53,7	300	54,9	30	9,9	100	35,7	300	43,8	20	12,1	20	13,3	151	45,1	189	28,4
1 child	440	44,0	310	60,1	130	26,9	100	18,3	210	69,1	50	17,9	320	46,7	65	39,4	55	36,7	74	22,1	366	55,0
2 children	110	11,0	56	10,9	54	11,2	80	14,7	30	9,9	70	25,0	30	4,4	35	21,2	45	30,0	60	17,9	50	7,5
3 or more children	110	11,0	70	13,6	40	8,3	66	12,1	34	11,2	60	21,4	35	5,1	45	27,3	30	20,0	50	14,9	60	9,0
total	1.000	100,0	516	100,0	484	100,0	546	100,0	304	100,0	280	100,0	685	100,0	165	100,0	150	100,0	335	100,0	665	100,0

Age of the youngest child

	all students	all students	female students	female students	male students	male students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	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	106	47,3	206	83,7	132	48,2	80	44,4	290	75,3	70	48,3	40	30,8	110	59,8	290	60,9
4-6 years	160	24,2	90	20,6	70	31,3	24	9,8	72	26,3	50	27,8	95	24,7	45	31,0	20	15,4	45	24,5	115	24,2
7-9 years	70	10,6	40	9,2	30	13,4	10	4,1	50	18,2	30	16,7	0	0,0	20	13,8	50	38,5	20	10,9	50	10,5
10-15 years	20	3,0	10	2,3	10	4,5	3	1,2	15	5,5	15	8,3	0	0,0	6	4,1	14	10,8	6	3,3	14	2,9
older than 15 years	10	1,5	2	0,5	8	3,6	3	1,2	5	1,8	5	2,8	0	0,0	4	2,8	6	4,6	3	1,6	7	1,5
total	660	100,0	436	100,0	224	100,0	246	100,0	274	100,0	180	100,0	385	100,0	145	100,0	130	100,0	184	100,0	476	100,0

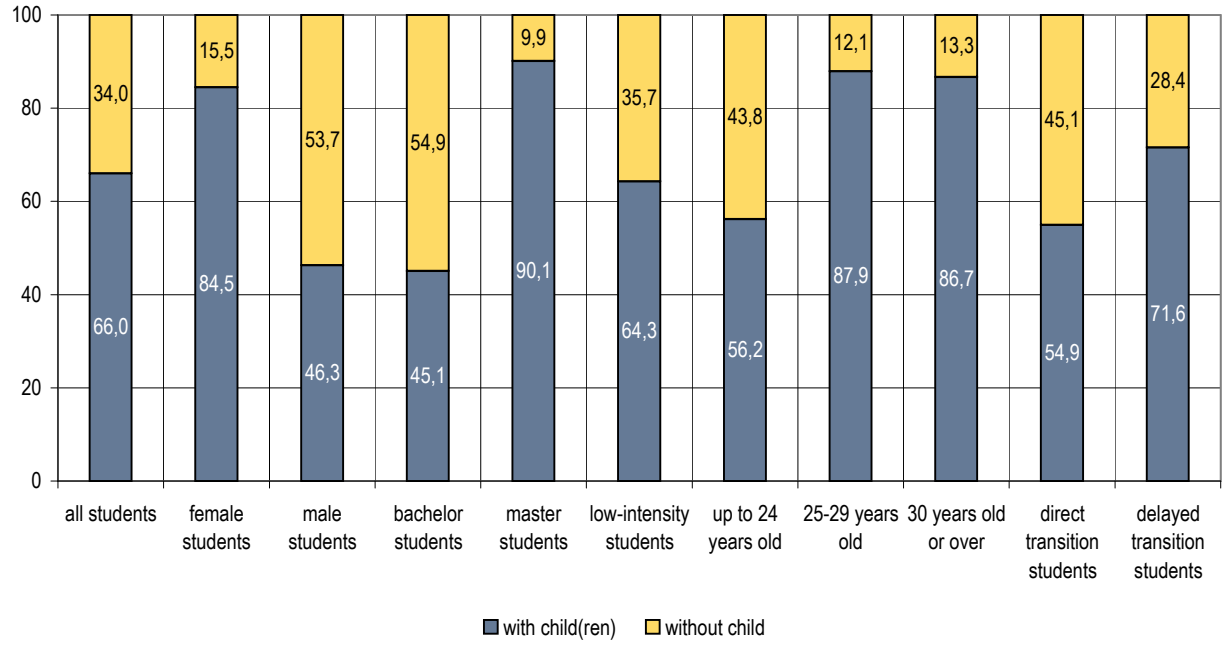
Share of students with children among all students, in %	66,0
Share of students with children among female students, in %	84,5
Share of students with children among male students, in %	46,3
Share of students with children among MA students, in %	90,1
Share of students with children among up to 24 years old, in %	56,2
Students with children up to the age of 3 years of all students with children, in %	60,6
Students with children between the ages of 4 to 6 of all students with children, in %	24,2

Dependents by characteristics of students

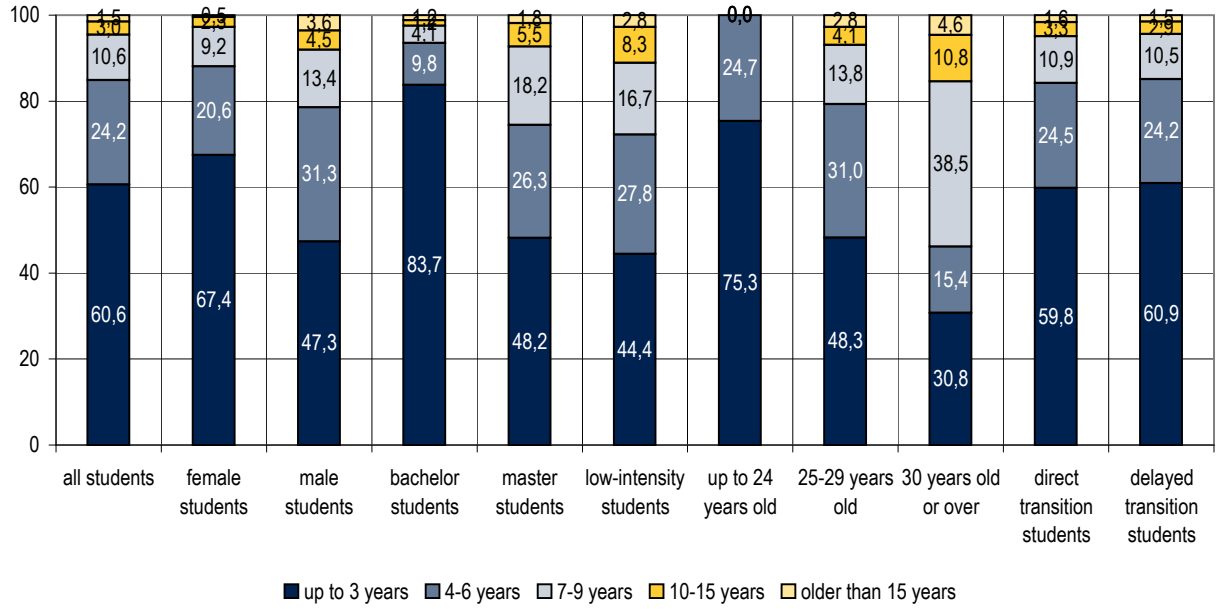
Students with children

Indicators:		
	Share of students with children among all students, in %	66,0
	Share of students with children among female students, in %	84,5
	Share of students with children among male students, in %	46,3
	Share of students with children among MA students, in %	90,1
	Share of students with children among up to 24 years old, in %	56,2
	Students with children up to the age of 3 years of all students with children, in %	60,6
	Students with children between the ages of 4 to 6 of all students with children, in %	24,2

Student with dependents by characteristics of students (in %)



Age of youngest child by characteristics of students (in %)



Students' assessment of study impairment and of how it is taken account of

Source	Survey question 5.9, 5.10
Purpose of subtopic	Chronical disease, physical disabilities 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. disabilities, in particular, 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 and how this is taken account of in their studies. A comparison of the situation between countries must be undertaken with care, since countries have very different traditions of defining e.g. disabilities and categorising those particular disabilities which lead to additional support from the state.
General instructions	Table 1: Calculate absolute number of students by health impairment of studies. Shares will be computed automatically by referring absolute number in each category to the total number of students (= headcounts). The total for shares will not be calculated as it may exceed 100% due to the possibility of multiple answers. Table 2: Calculate absolute number of students by level of satisfaction. Students who gave multiple answers for table 1 are counted only once for table 2 (= headcounts). Shares must sum up to 100%. The category "(very) satisfied" is the sum of the first two smilies (cp. for questionnaire). The same method should be used to construct the category "(very) dissatisfied". The category "acceptable" corresponds to the median smiley. See glossary for: impairment of study, headcounts, assessment.

Students' assessment of their own learning impairment

	all students	all students
	numbers	percent
chronic disease	150	15,0
mental problems	200	20,0
physical disabilities	70	7,0
other health problems	100	10,0
no impairment	700	70,0
total number of students	1.000	
students with impairments (headcounts)	300	30,0

Students' assessment of how impairments are taken account of in their studies

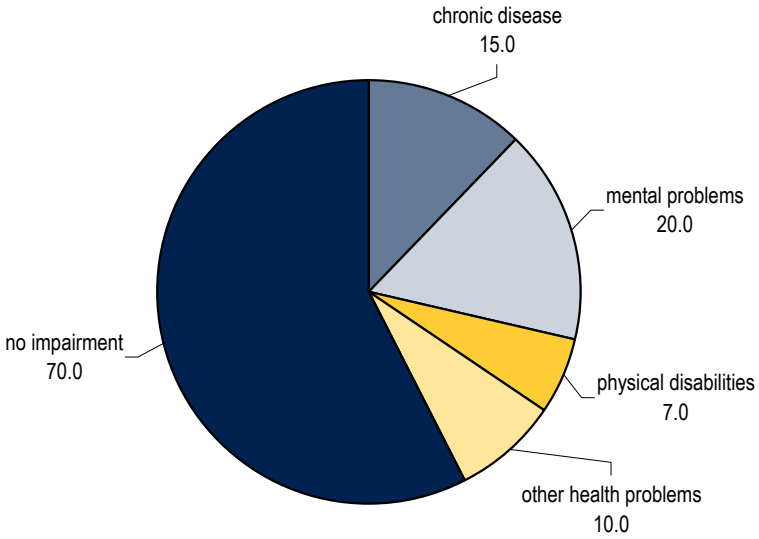
satisfaction	all students	all students
	numbers	percent
very satisfied	90	30,0
satisfied	60	20,0
acceptable	60	20,0
dissatisfied	45	15,0
very dissatisfied	45	15,0
total	300	100,0

Students who feel impaired in their studies, in %	30,0
Students who are (very) satisfied with the way their impairments are taken account of, in %	50,0
Students who are (very) dissatisfied with the way their impairments are taken account of, in %	30,0

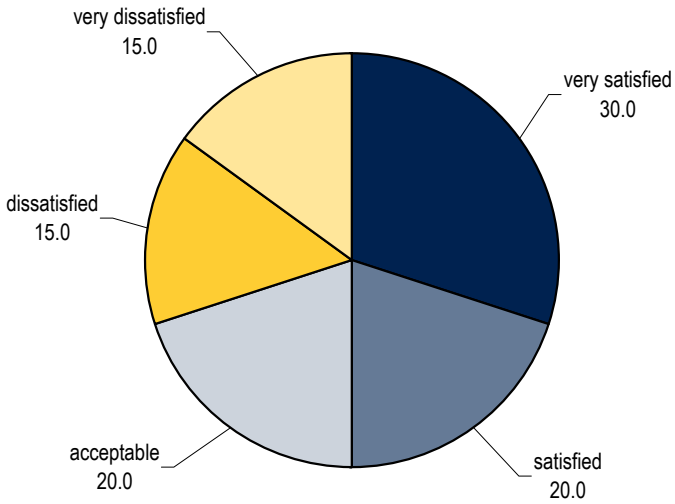
Students' assessment of study impairment and of how it is taken account of

Indicators:		
	Students who feel impaired in their studies, in %	30,0
	Students who are (very) satisfied with the way their impairments are taken account of, in %	50,0
	Students who are (very) dissatisfied with the way their impairments are taken account of, in %	30,0

Students expressing particular (multiple) study impairment (in %)



Students' assessment of how impairments are taken account of in their studies (in %)



EUROSTUDENT IV: Demographic characteristics

Migrant students

Source	Survey question 5.3, 5.4, 1.1
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 new subtopic broaches the isssue of the origin of students by looking at their place of birth and that of their parents.
General instructions	If a student and also both of his/her parents were born in the country of study programme, he/she is considered to be a non-migrant student. If a student was born in the country of study programme and both of his/her parents were born abroad, he/she is considered a 2nd generation migrant student. If a student was not born in the country of study programme and neither were both of his/her parents, he/she is considered to be a 1st generation migrant student. Table: Calculate absolute number of students by study programme (but also all students) and by their and their parents' place of birth. The category 'other' (4th row) contains those cases where parents were born in the country of study programme but their student child was born abroad. See glossary for: migrant students.

Migrant students according to own and to parents' place of birth

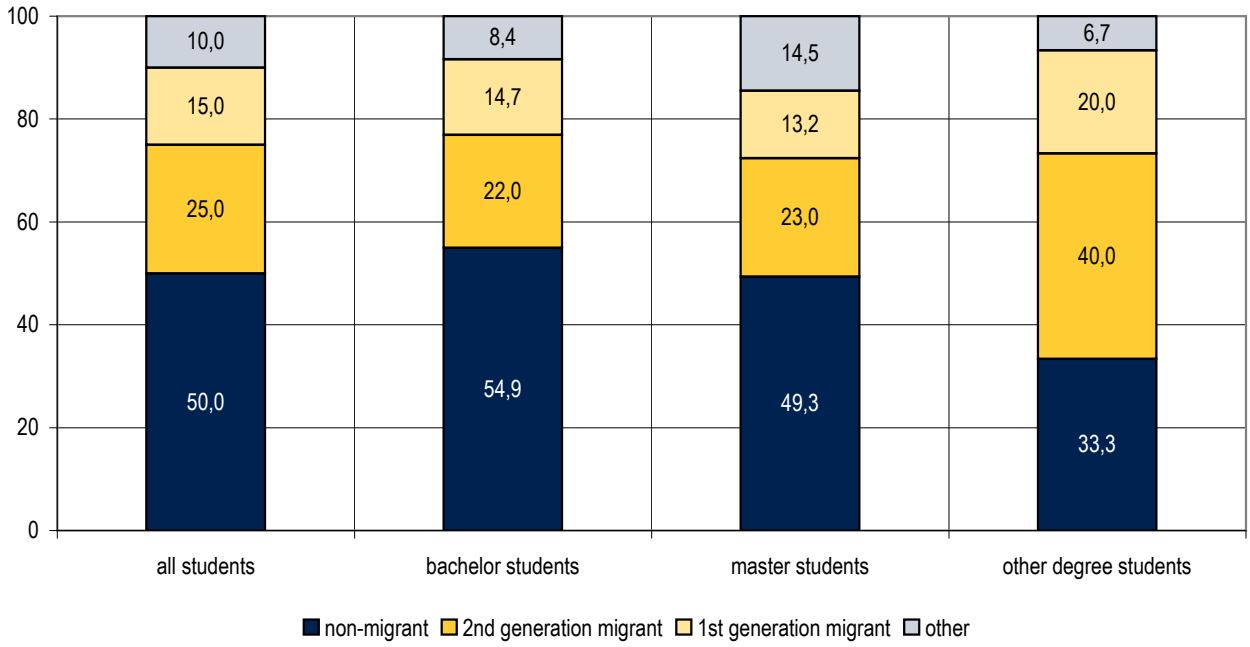
parents' place of birth	student's place of birth	all students	all students	bachelor students	bachelor students	master students	master students	other degree students	other degree students
		numbers	percent	numbers	percent	numbers	percent	numbers	percent
both parents born in country of study programme	student born in country of study programme (non-migrant)	500	50,0	300	54,9	150	49,3	50	33,3
both parents born in country of study programme	student not born in country of study programme (other)	100	10,0	46	8,4	44	14,5	10	6,7
both parents not born in country of study programme	student born in country of study programme (2nd generation migrant)	250	25,0	120	22,0	70	23,0	60	40,0
both parents not born in country of study programme	student not born in country of study programme (1st generation migrant)	150	15,0	80	14,7	40	13,2	30	20,0
total		1.000	100,0	546	100,0	304	100,0	150	100,0

Share of non-migrants among all students, in %	50,0
Share of non-migrants among all BA students, in %	54,9
Share of non-migrants among all MA students, in %	49,3
Share of 2nd generation migrants among all students, in %	25,0
Share of 2nd generation migrants among all BA students, in %	22,0
Share of 2nd generation migrants among all MA students, in %	23,0
Share of 1st generation migrants among all students, in %	15,0
Share of 1st generation migrants among all BA students, in %	14,7
Share of 1st generation migrants among all MA students, in %	13,2

Migrant students

Indicators:		
	Share of non-migrants among all students, in %	50,0
	Share of non-migrants among all BA students, in %	54,9
	Share of non-migrants among all MA students, in %	49,3
	Share of 2nd generation migrants among all students, in %	25,0
	Share of 2nd generation migrants among all BA students, in %	22,0
	Share of 2nd generation migrants among all MA students, in %	23,0
	Share of 1st generation migrants among all students, in %	15,0
	Share of 1st generation migrants among all BA students, in %	14,7
	Share of 1st generation migrants among all MA students, in %	13,2

Migrant students according to own and to parents' place of birth (in %)



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
1	**Qualification routes into higher education**	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 alternative routes to direct entry from secondary education, which are often termed "second chance" or "non-traditional" routes.	-	female, male, all	-	-	-	ISCED 0-2	-	-	direct / delayed transition	Survey question 2.2, 5.2, 6.1, 2.3, 2.4 cross-reference with national statistics	Table 1: Calculate absolute number of students differentiated by students' charactersictics (gender, social background and time-lag for entering HE) for each entry qualification used by resident students. Explain the type of entry qualification for HE in the comment box, e.g. A = Abitur, B = entrance qualification for Fachhochschulen, C =… Table 2: See special note. Key indicators: They focus is on the non-traditional routes. See Glossary for: low/high education background, delayed transition students, traditional/non-traditional route.
2	**Prior experience of the labour market before entering higher education**	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 (here: ISCED 5A). Students who participated in vocational training and/or had regular work are probably studying differently than those who have not gained such experience.	-	female, male, all	-	-	-	-	-	-	direct / delayed transition	Survey question 2.6, 5.2, 2.3 and 2.4	Table: Calculate absolute number of students for the different categories of labour market experience for all students and differentiated by gender and time-lag for entering HE. 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: regular paid job, casual minor job, vocational training, direct/delayed transition students.
3	**Prior experience of the labour market before entering higher education by social background**	It can be assumed from previous analyses that students' experience in the labour market before taking up studies correlates with their social background (e.g. in some countries, students with low social background are more likely to do an apprenticeship before taking up studies as double qualification for diversification of risk). Therefore, the combination of these attributes is shown here.	-	-	-	-	-	ISCED 0-2, 3-4, 5-6	-	-	-	Survey question 2.6 and 6.1	Table: Calculate absolute number of students for the different categories of labour market experience differentiated by social background. Students' parents' highest educational attainment (of either the father or the mother) serves as proxy for social background. See glossary for: ISCED, lower secondary/non-tertiary/tertiary education and high/low social background.
4	**Interruption of education career after graduating from secondary school by characteristics of students**	Students may interrupt their educational career for different reasons and at different stages. This new 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. A student may return after an interruption without any negative consequences for study success.	18-24, 25-29;≥30	female, all	BA, MA	-	-	-	low-intensity	-	direct / delayed transition	Survey question 2.7, 1.1, 3.11, 5.1, 5.2, 2.3 and 2.4	Table: Calculate absolute number of students for the different categories of interruption of education career and by various students' characteristics. An interruption is defined as a break, which lasts minimum one year or more. For the columns in the table totals will not be calculated. As multiple answers are permitted, figures would sum up to more than 100%. For automatic computing of percentages the absolute values in columns are referred to the total number of students in each target group (last row of this table) according to subtopic 'Metadata' . Key indicators: They focus on BA students only. Please see glossary for: interruption of education career, age, low-intensity students, direct/delayed transition students.
5	**Time between obtaining HE entry qualification and entering HE**	This subtopic takes a closer look at the time-lag between obtaining HE entrance qualification and entering the higher education system for the first time. In this case the duration of time-lag is examined. It is discriminated by gender and also by social background as it is expected that these criteria account for some differences in results. This data is also used to define the focus groups "direct/delayed transition students".	-	female, male, all	-	-	-	-	-	-	-	Survey question 2.3, 2.4, 5.2 and 6.1	Table 1: Calculate absolute number of students for the different categories of time-lag for entering HE differentiated by gender and by social background (but also for all students). Table 2: Calculate the extent of average time-lag (arithmetic mean and median) and the standard deviation. The standard deviation is based on the arithmetic mean. See Glossary for: high/low education background, direct/delayed transition students.
6	**Location of graduation from secondary education**	In most countries graduation from secondary education provides direct entrance qualification for higher education institutions. This subtopic looks at the students' place of graduation from secondary education. This may provide basic information for further analysis to what extent students tend to move to more populated areas in order to study, i.e. on students' internal mobility within the country.	-	-	-	-	regions according to Eurostat NUTS classification	-	-	-	-	Survey question 2.1 cross-reference with national statistics	Due to technical difficulties in finding a common basis for comparison between countries of very different population densities and structures, we ask national researchers only to provide us with data on the number of students coming from rural and urban areas and will not set standards for these definitions. Please explain what is behind the definition used for your country in the comment box. Please also provide an average population density for your categories of rural and urban areas. Table: Calculate absolute number of students who graduated from secondary education by area (rural vs. urban).

No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
7	**Student enrolment by programme**	The objective of these indicators is twofold: First, they should provide background information to assess the data that differentiate between all students and Bachelor/Master students (i.e. what proportion of the student body currently studies a Bachelor/Master degree). Secondly, they should give insight into the spread of qualification types studied in the national system. It should be noted that many countries still remain en route to reform, away from their traditional structures to the Bologna structures. In particular, many countries continue to provide students in certain subject areas (e.g. law, medicine) with the traditional long courses.	-	female, male, all	BA, MA, others	-	-	-	-	-	-	Survey question 1.1 and 5.2, cross-reference with national statistics	Table: Calculate absolute number of students by qualification being studied for and by gender (but also for all students). Key indicators: The indicator for 'other national degrees' contains the sum of all degrees other than BA and MA. See glossary for: Bachelor/Master student, long/short national degree, other postgraduate programmes.
8	**Enrolment in programmes by social background**	These indicators investigate whether choice of study programme appears to be related to social background (as it is to be expected that students' abilities and preferences are influenced to a certain degree by their parents). The value of the indicators for cross-country comparison is currently limited due to the different stages of reform (see also subtopic 7).	-	-	BA, MA, others	-	-	ISCED 0-2, 3-4, 5-6	-	-	-	Survey question 1.1 and 6.1	Table: Calculate absolute number of students by qualification being studied for and by social background (but also for all students). Students' parents' highest educational attainment (of either the father or the mother) serves as proxy for social background. See glossary for: Bachelor/Master student, long/short national degree, other postgraduate programmes, high/low education background, non-tertiary education, tertiary education.
9	**Field of study by characteristics of BA students**	Various fields of study offer different opportunities for the students in the labour market.The choice of field of study may be affected by certain characteristics of students, such as gender, age and qualification being studied for. The standard tabulation for student's characteristics was in this case enlarged by student's social background as this factor may influence the student's choice, too (see also subtopic 8).	18-24, ≥25	female, male, all	BA	fields of study according to international classification	-	ISCED 0-2, 5-6	low-intensity	-	school leaver, lifelong learner	Survey question 1.4 cross-reference with national statistics, 1.1, 5.2, 3.11, 5.1, 2.3, 2.4 and 6.1	This analysis is restricted to students of Bachelor level course only. Table: Calculate absolute number of BA students distinguishing by field of study and by the various characteristics of students. See glossary for: all fields of study, bachelor students, low-intensity students, age, direct/delayed transition students, high/low social background.
10	**Formal status of enrolment**	The segmentation of the study body by formal status of the 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 has to be opposed to information on the actual intensity of studies (see next subtopic).	-	female, male, all	BA, MA	-	-	-	full-time, part-time, other	-	distance education	Survey question 1.2, 1.3, 1.1, 5.2	Table 1: Calculate absolute number of students by formal status differentiated by qualification being studied for and by gender (but also for all students). Table 2: Calculate absolute number of students by modus of programme (i.e. distance or not) and by formal status (but also for all students). For this subtopic the category part-time student contains only those students, who hold this status officially. See glossary for: enrolment status, full-time/part-time student, Bachelor/Master students, distance education.
11	**Formal status of enrolment by size of academic workload**	This subtopic looks at the actual time a student spends on study-related activities (i.e. attending lectures plus personal study time) and cross-references it with formal enrolment status. A particular focus is on investigating the share of students who spend only 20 hours a week or less on study-related activities (see topic "Time budget and employment").	-	-	-	-	-	-	full-time, part-time, other	-	-	Survey question 1.2, 3.11	Table: Calculate absolute number of students by hours of study-related activities and by formal status of enrolment (but also for all students). The sum for the absolute values for the categories full-time, part-time and other (in rows) must equal the value for all students. See glossary for: enrolment status, full-time/part-time student, study-related activities, taught studies, personal study time.

EUROSTUDENT IV: Access and entry to higher education

Qualification routes into higher education

Source	Survey question 2.2, 5.2, 6.1, 2.3, 2.4 cross-reference with national statistics
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 alternative routes to direct entry from secondary education, which are often termed "second chance" or "non-traditional" routes.
General instructions	Table 1: Calculate absolute number of students differentiated by students' charactersictics (gender, social background and time-lag for entering HE) for each entry qualification used by resident students. Explain the type of entry qualification for HE in the comment box, e.g. A = Abitur, B = entrance qualification for Fachhochschulen, C =... Table 2: See special note. Key indicators: They focus is on the non-traditional routes. See Glossary for: low/high education background, delayed transition students, traditional/non-traditional route.

Qualification route 1: Country specific

type of entry qualification for HE (ISCED 5A)	all students	all students	female students	female students	male students	male students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
A	140	14,0	80	15,5	60	12,4	40	14,3	300	53,8	90	13,5
B	400	40,0	210	40,7	190	39,3	100	35,8	80	14,3	220	33,1
C	250	25,0	130	25,2	120	24,8	70	25,1	60	10,8	160	24,1
D	120	12,0	60	11,6	60	12,4	40	14,3	50	9,0	95	14,3
E	50	5,0	20	3,9	30	6,2	17	6,1	40	7,2	60	9,0
F	40	4,0	16	3,1	24	5,0	12	4,3	28	5,0	40	6,0
total	1.000	100,0	516	100,0	484	100,0	279	100,0	558	100,0	665	100,0

Qualification route 2: Standardised

	all students	all students	female students	female students	male students	male students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
upper secondary academic (ISCED 3A)	140	14,0	80	15,5	60	12,4	40	14,3	300	53,8	90	13,5
post-secondary for HE entry (c. ISCED 4A)	400	40,0	210	40,7	190	39,3	100	35,8	80	14,3	220	33,1
vocational training/work experience/accreditation of prior learning	250	25,0	130	25,2	120	24,8	70	25,1	60	10,8	160	24,1
aptitude/entrance examination	120	12,0	60	11,6	60	12,4	40	14,3	50	9,0	95	14,3
other	90	9,0	36	7,0	54	11,2	29	10,4	68	12,2	100	15,0
total	1.000	100,0	516	100,0	484	100,0	279	100,0	558	100,0	665	100,0

All students via "non-traditional - narrow definition", in %	37,0
Female students via "non-traditional - narrow definition", in %	36,8
Male students via "non-traditional - narrow definition", in %	37,2
Students with low education background via "non-traditional - narrow definition", in %	39,4
Students with high education background via "non-traditional - narrow definition", in %	19,7
Students with delayed transition via "non-traditional - narrow definition", in %	38,3

Instruction for standardised data on qualifications

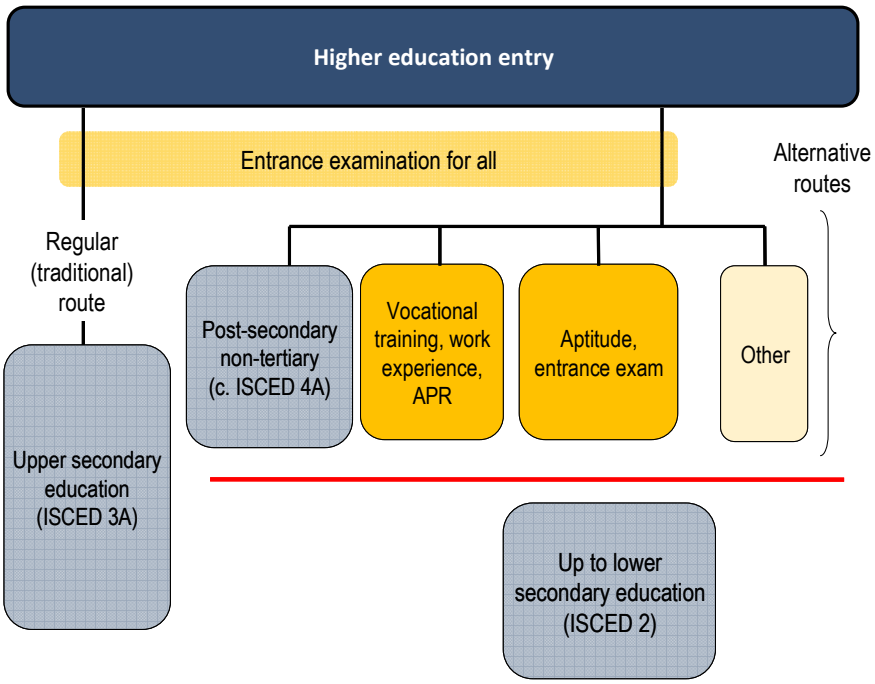
For the subtopic “qualification routes into higher education” we ask you to provide us with entry statistics in two ways:

1. Country specific: In table 1, you should assign the letters A, B, C etc. to the national certificates used by students to enter into higher education in your country.
2. Standardised: In table 2, we ask you to provide us with the same information in a standardised format, which can be used for all countries and is, therefore, comparable between countries. The categories used have been drawn from case studies in a comparative background report from Orr/Riechers 2010. They are likely to miss some important context information, which should be referred to in the relevant comment box at data delivery.

Standardised categories for entries in table 2

The first two categories can be broadly identified by their ISCED categories and both qualification types are focused on entry to tertiary education – whether academic (ISCED 5A) or more vocationally orientated (ISCED 5B). The following two categories provide alternative routes which are based on the recognition of competencies and experiences gained through alternative qualifications and activity in the labour market. The final category allows countries to enter the final share of entrants, who cannot be assigned to any of the four categories. The share of students in this final category should be kept as small as possible and an explanation given in the comments box.

Upper secondary level designed for entry to academic higher education (ISCED 3A): 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.
Post-secondary non-tertiary level designed for entry to higher education (usually ISCED 4A): This is a very technical definition for adult and further education below tertiary education level. The access given by this qualification differs between education systems. In some countries, this is a common alternative route into academic higher education (ISCED 5A), in others it only provides limited access to academic higher education and entry may be conditioned by the need for additional qualifications or experience (but it is likely to provide entry to ISCED 5B). In some countries this qualification may still be classed as ISCED 3A, but the applicants should be placed here if they have taken an alternative route through the secondary education system. (Examples are: In Austria the „Externistenprogramme“, in the Netherlands the „VAVO-HAVO/VWO-niveau“, where pupils have to be at least 18 years old.)
Vocational training/work experience/accreditation of prior learning (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.
Aptitude/Entrance examination: Institutions of higher education or public authorities might introduce special examinations in order to assess an applicant’s fitness for entry. (NB: This category should not be used if it refers to an entrance examination which all applicants have to pass – in this case, please add notes to the comment box).
Other: This is a residual category, in case a share of students cannot be assigned to one of the given categories above. An explanation must be made on this group in the comment box.

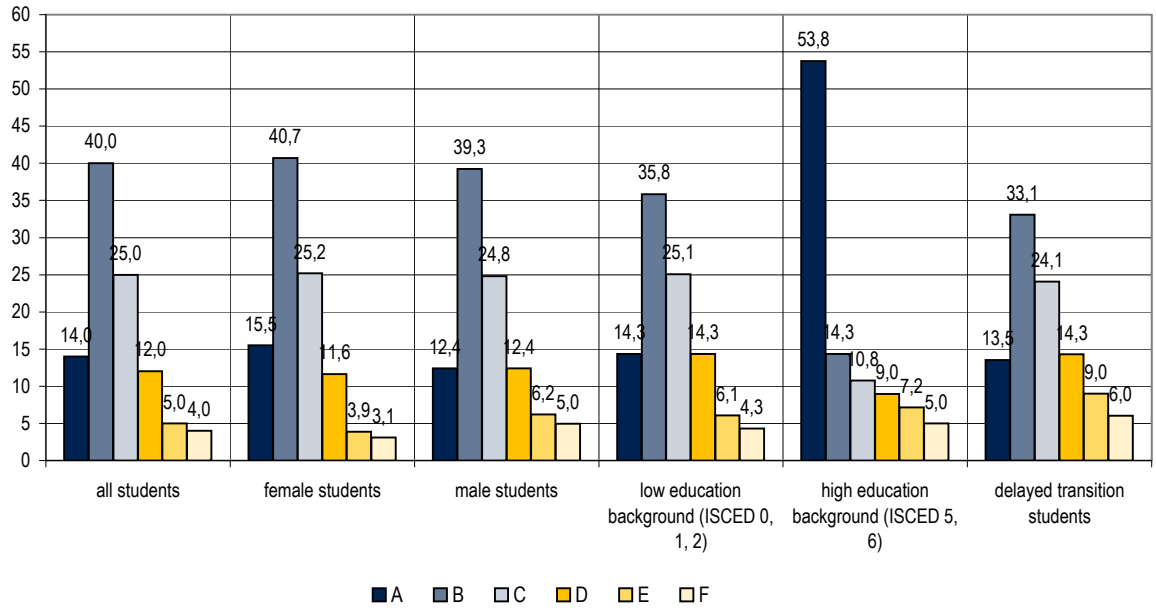


The key indicators in subtopic 1 focus on the route termed "non-traditional - narrow definition", which is the sum of the categories **vocational training/work experience/accreditation of prior learning** and **aptitude/entrance examination**. (The term "non-traditional - narrow definition" was used in EUROSTUDENT III and a certain comparison between the reports may be possible.) Additionally, the sum of all shares except the "regular route" gives the share of students entering via an "alternative route".

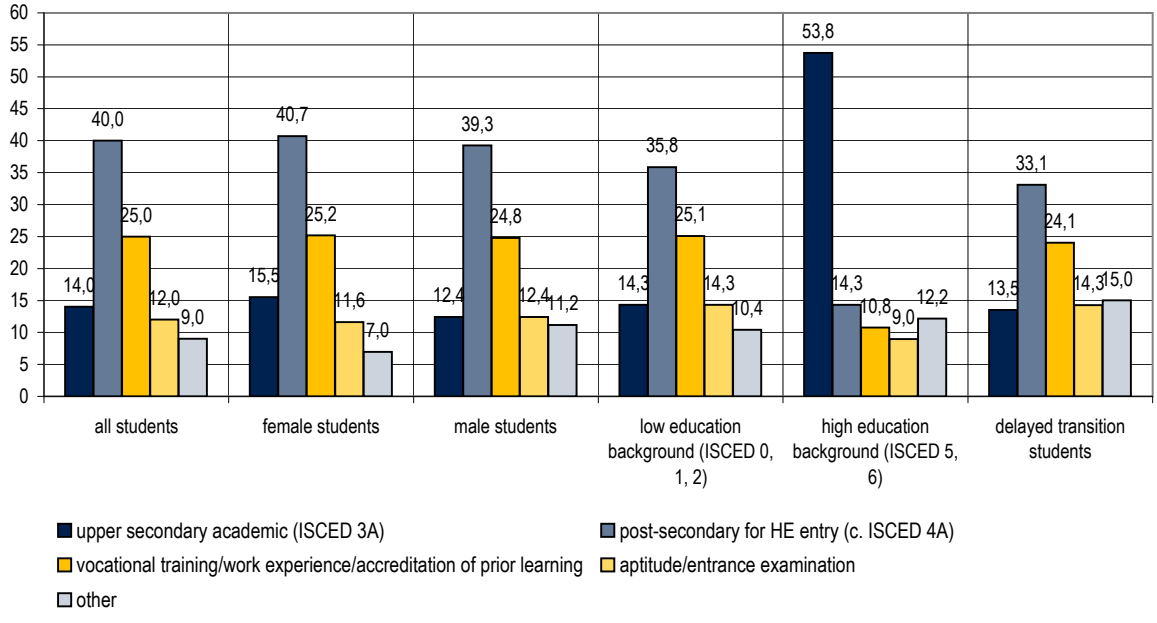
Qualification routes into higher education

Indicators:		
	All students via "non-traditional - narrow definition", in %	37,0
	Female students via "non-traditional - narrow definition", in %	36,8
	Male students via "non-traditional - narrow definition", in %	37,2
	Students with low education background via "non-traditional - narrow definition", in %	39,4
	Students with high education background via "non-traditional - narrow definition", in %	19,7
	Students with delayed transition via "non-traditional - narrow definition", in %	38,3

Qualification route to HE by type of entry qualification - country specific (in %)



Qualfication route to HE by type of entry qualification - standardised (in %)



EUROSTUDENT IV: Access and entry to higher education

Prior experience of the labour market before entering higher education

Source	Survey question 2.6, 5.2, 2.3 and 2.4
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 (here: ISCED 5A). 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 for all students and differentiated by gender and time-lag for entering HE. 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: regular paid job, casual minor job, vocational training, direct/delayed transition students.

Students with experience in the labour market before entering HE

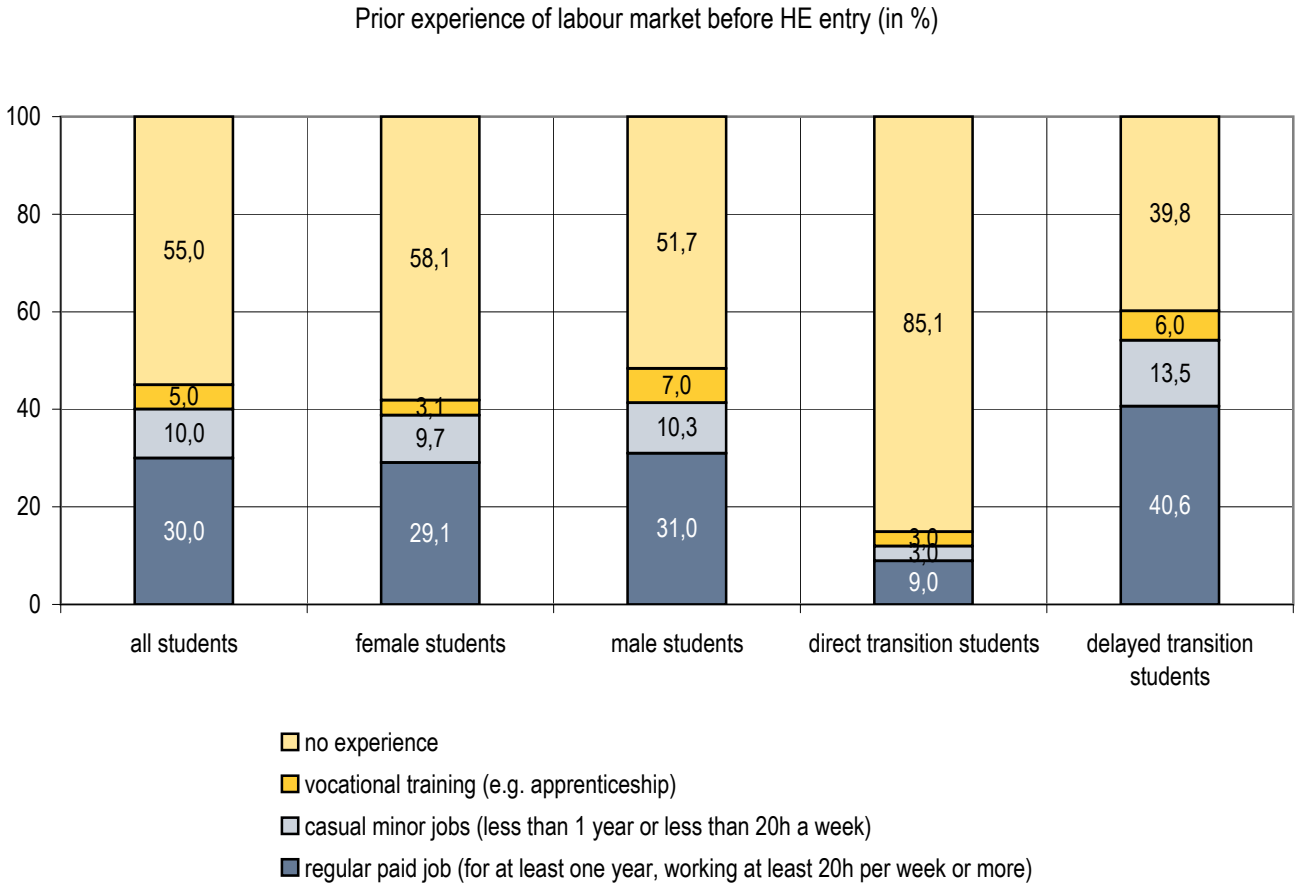
	all students	all students	female students	female students	male students	male students	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
regular paid job (for at least one year, working at least 20h per week or more)	300	30,0	150	29,1	150	31,0	30	9,0	270	40,6
casual minor jobs (less than 1 year or less than 20h a week)	100	10,0	50	9,7	50	10,3	10	3,0	90	13,5
vocational training (e.g. apprenticeship)	50	5,0	16	3,1	34	7,0	10	3,0	40	6,0
no experience	550	55,0	300	58,1	250	51,7	285	85,1	265	39,8
total	1.000	100,0	516	100,0	484	100,0	335	100,0	665	100,0

All students with regular paid job before entering HE, in %	30,0
Female students with regular paid job before entering HE, in %	29,1
Male students with regular paid job before entering HE, in %	31,0
Direct transition students with regular paid job before entering HE, in %	9,0
Delayed transition students with regular paid job before entering HE, in %	40,6
All students without labour market experience before entering HE, in %	55,0
Female students without labour market experience before entering HE, in %	58,1
Male students without labour market experience before entering HE, in %	51,7

Prior experience of the labour market before entering higher education

Students with experience in the labour market before entering HE

Indicators:		
	All students with regular paid job before entering HE, in %	30,0
	Female students with regular paid job before entering HE, in %	29,1
	Male students with regular paid job before entering HE, in %	31,0
	Direct transition students with regular paid job before entering HE, in %	9,0
	Delayed transition students with regular paid job before entering HE, in %	40,6
	All students without labour market experience before entering HE, in %	55,0
	Female students without labour market experience before entering HE, in %	58,1
	Male students without labour market experience before entering HE, in %	51,7



Prior experience of the labour market before entering higher education by social background

Source	Survey question 2.6 and 6.1
Purpose of subtopic	It can be assumed from previous analyses that students' experience in the labour market before taking up studies correlates with their social background (e.g. in some countries, students with low social background are more likely to do an apprenticeship before taking up studies as double qualification for diversification of risk). Therefore, the combination of these attributes is shown here.
General instructions	Table: Calculate absolute number of students for the different categories of labour market experience differentiated by social background. Students' parents' highest educational attainment (of either the father or the mother) serves as proxy for social background. See glossary for: ISCED, lower secondary/non-tertiary/tertiary education and high/low social background.

Students with experience in the labour market before entering HE

	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
regular paid job (for at least one year, working at least 20h per week or more)	100	35,8	50	30,7	100	17,9
casual minor jobs (less than 1 year or less than 20h a week)	30	10,8	40	24,5	40	7,2
vocational training (e.g. apprenticeship)	119	42,7	53	32,5	100	17,9
no experience	30	10,8	20	12,3	318	57,0
total	279	100,0	163	100,0	558	100,0

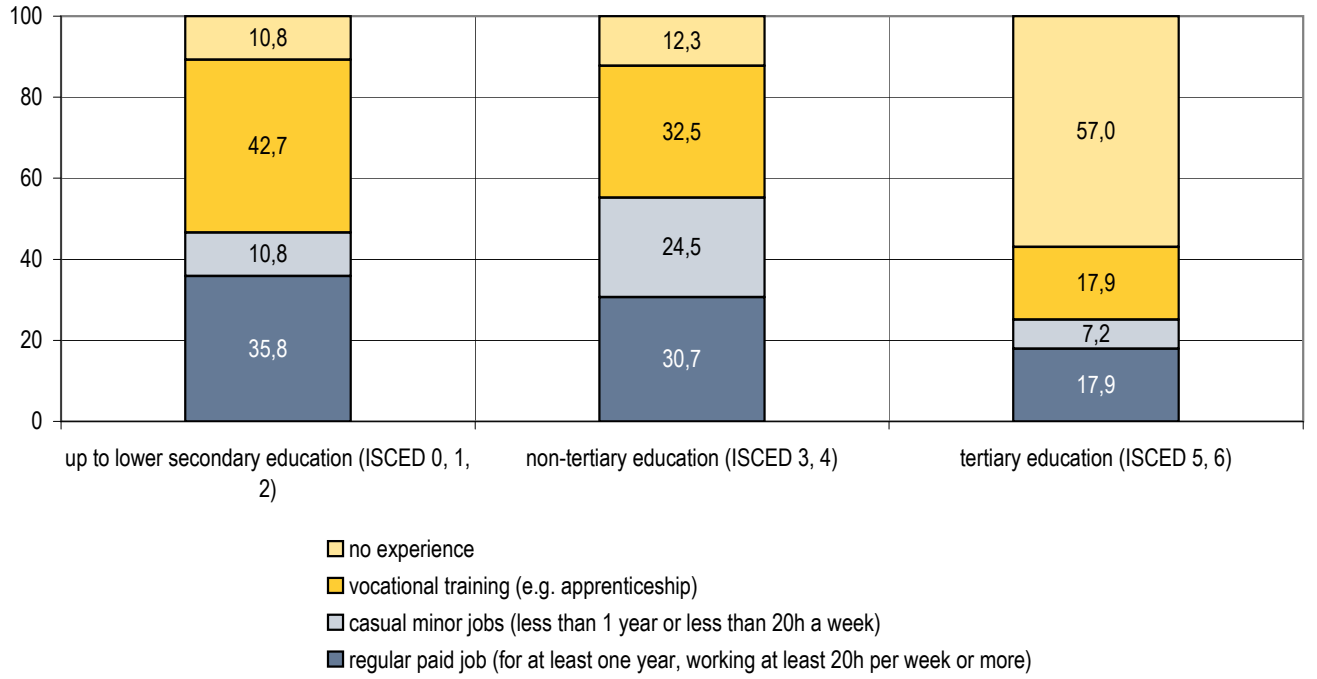
Students without labour market experience and low education background, in %	10,8
Students without labour market experience and high education background, in %	57,0

Prior experience of the labour market before entering higher education by social background

Students with experience in the labour market before entering HE

Indicators:		
	Students without labour market experience and low education background, in %	10,8
	Students without labour market experience and high education background, in %	57,0

Prior experience of labour market before HE entry by social background (in %)



Interruption of education career after graduating from secondary school by characteristics of students

Source	Survey question 2.7, 1.1, 3.11, 5.1, 5.2, 2.3 and 2.4
Purpose of subtopic	Students may interrupt their educational career for different reasons and at different stages. This new 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. 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 and by various students' characteristics. An interruption is defined as a break, which lasts minimum one year or more. For the columns in the table totals will not be calculated. As multiple answers are permitted, figures would sum up to more than 100%. For automatic computing of percentages the absolute values in columns are referred to the total number of students in each target group (last row of this table) according to subtopic 'Metadata' . Key indicators: They focus on BA students only. Please see glossary for: interruption of education career, age, low-intensity students, direct/delayed transition students.

Interruption of studies by characteristics of students

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
...between graduating from secondary education and entering HE	400	40,0	150	29,1	180	33,0	200	65,8	80	28,6	260	38,0	60	36,4	80	53,3	110	32,8	150	22,6
...between entering HE and graduating from HE	300	30,0	130	25,2	160	29,3	120	39,5	170	60,7	140	20,4	80	48,5	80	53,3	120	35,8	180	27,1
...between graduating from HE and re-entering HE	200	20,0	100	19,4	140	25,6	50	16,4	80	28,6	110	16,1	40	24,2	50	33,3	70	20,9	130	19,5
no interruption	300	30,0	200	38,8	100	18,3	180	59,2	50	17,9	250	36,5	20	12,1	30	20,0	60	17,9	240	36,1
total number of students in respective group	1.000		516		546		304		280		685		165		150		335		665	

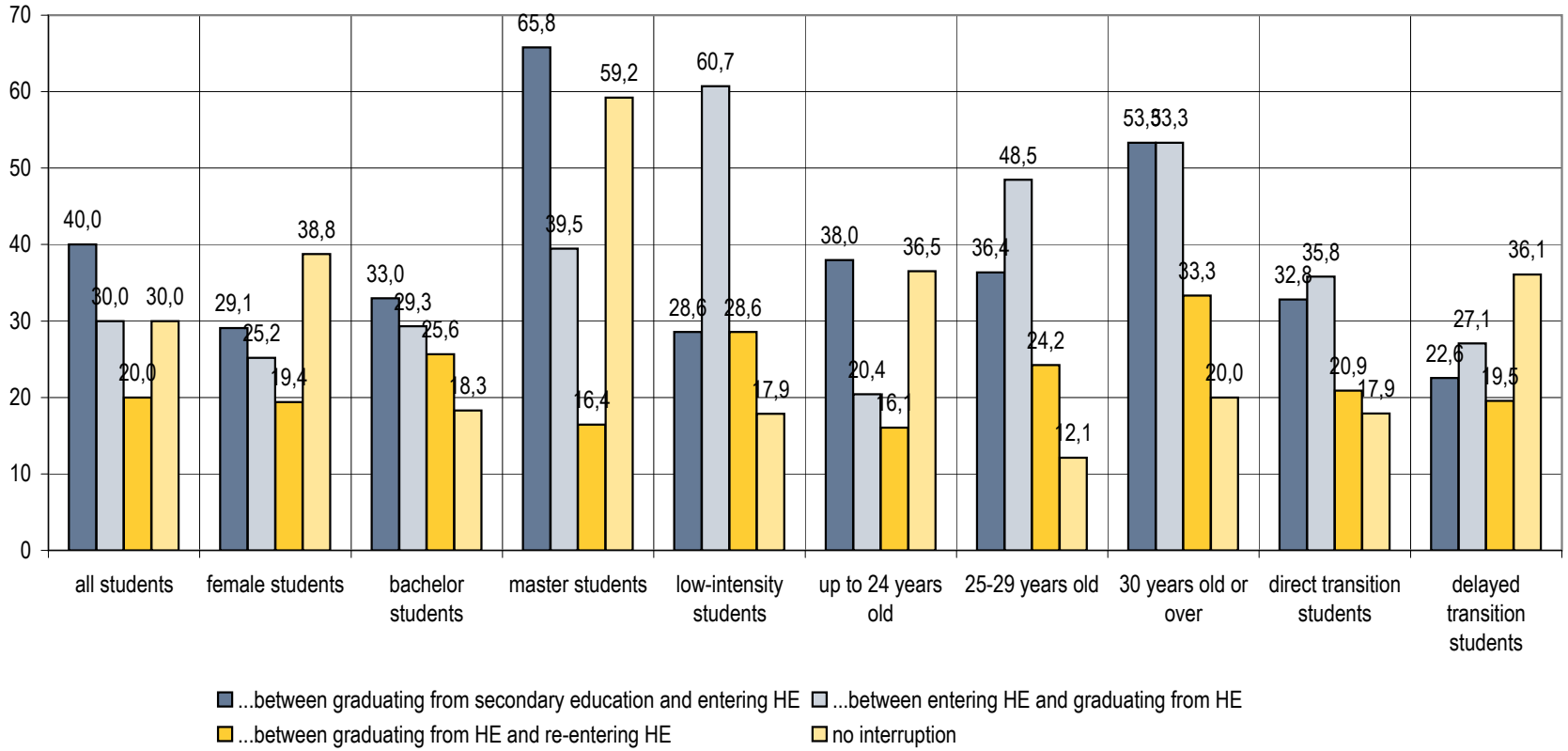
BA students with interruption between graduating from secondary education and entering HE, in %	33,0
BA students with interruption between entering HE and graduating from HE, in %	29,3
BA students without interruption, in %	18,3

Interruption of education career after graduating from secondary school by characteristics of students

Interruption of studies by characteristics of students

Indicators:		
	BA students with interruption between graduating from secondary education and entering HE, in %	33,0
	BA students with interruption between entering HE and graduating from HE, in %	29,3
	BA students without interruption, in %	18,3

Interruption of education career by characteristics of students (in %)



Time between obtaining HE entry qualification and entering HE

Source	Survey question 2.3, 2.4, 5.2 and 6.1
Purpose of subtopic	This subtopic takes a closer look at the time-lag between obatining HE entrance qualification and entering the higher education system for the first time. In this case the duration of time-lag is examined. It is discriminated by gender and also by social background as it is expected that these criteria account for some differences in results. This data is also used to define the focus groups "direct/delayed transition students".
General instructions	Table 1: Calculate absolute number of students for the different categories of time-lag for entering HE differentiated by gender and by social background (but also for all students). Table 2: Calculate the extent of average time-lag (arithmetic mean and median) and the standard deviation. The standard deviation is based on the arithmetic mean. See Glossary for: high/low education background, direct/delayed transition students.

Time between HE entry qualification and HE entry in months

	all students	all students	female students	female students	male students	male students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
less than 12 months	500	50,0	350	67,8	150	31,0	30	10,8	410	73,5
12 to 24 months	400	40,0	146	28,3	254	52,5	179	64,2	138	24,7
more than 24 months	100	10,0	20	3,9	80	16,5	70	25,1	10	1,8
total	1.000	100,0	516	100,0	484	100,0	279	100,0	558	100,0

Average time between HE entry qualification and HE entry in months

	all students	female students	male students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)
arithm. mean	9,0	8,0	14,0	14,3	7,0
median	11,0	8,7	15,3	15,0	8,0
standard deviation (artihm.mean)	3,9	2,7	3,2	2,5	2,2

Average time between HE qualification and HE entry in months (arithm. mean)

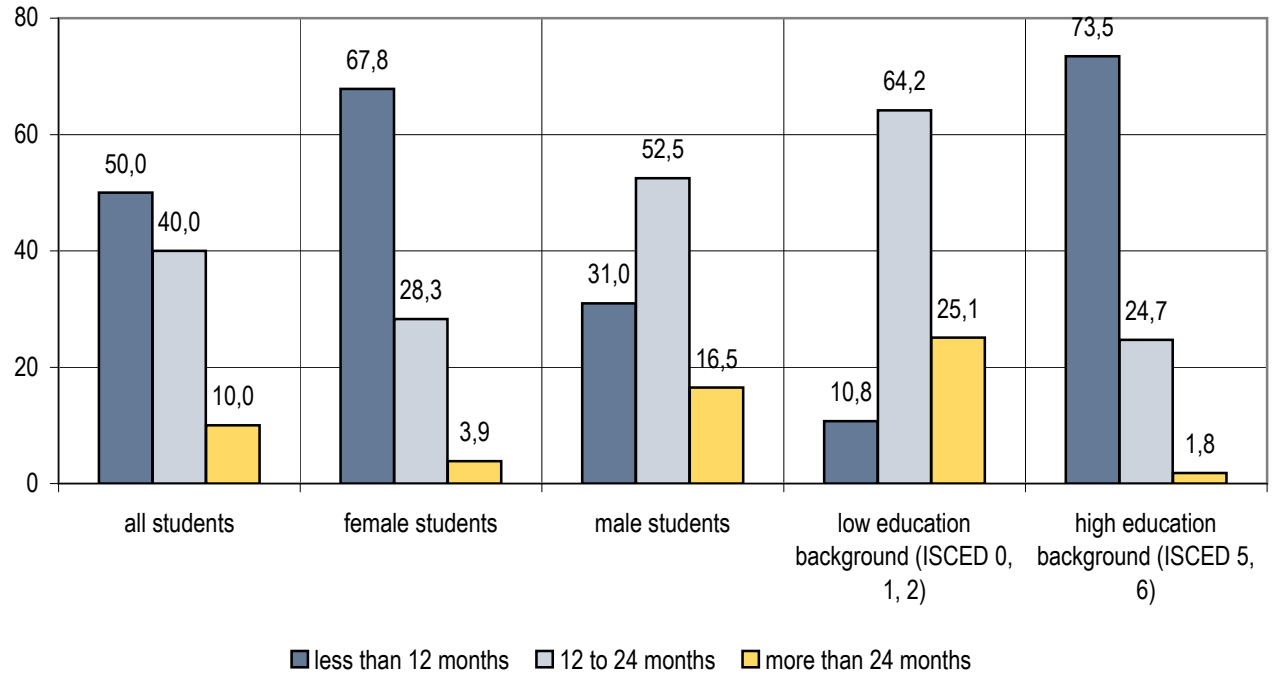
all students	9,0
female students	8,0
male students	14,0
low education background	14,3

Time between obtaining HE entry qualification and entering HE

Time between HE entry qualification and HE entry in months

Indicators:	Average time between HE qualification and HE entry in months (arithm. mean)
all students	9,0
female students	8,0
male students	14,0
low education background	14,3

Time between receiving entry qualification and entry to HE (in %)



EUROSTUDENT IV: Access and entry to higher education

Location of graduation from secondary education

Source	Survey question 2.1 cross-reference with national statistics
Purpose of subtopic	In most countries graduation from secondary education provides direct entrance qualification for higher education institutions. This subtopic looks at the students' place of graduation from secondary education. This may provide basic information for further analysis to what extent students tend to move to more populated areas in order to study, i.e. on students' internal mobility within the country.
General instructions	Due to technical difficulties in finding a common basis for comparison between countries of very different population densities and structures, we ask national researchers only to provide us with data on the number of students coming from rural and urban areas and will not set standards for these definitions. Please explain what is behind the definition used for your country in the comment box. Please also provide an average population density for your categories of rural and urban areas. Table: Calculate absolute number of students who graduated from secondary education by area (rural vs. urban).

Location of graduation from secondary education

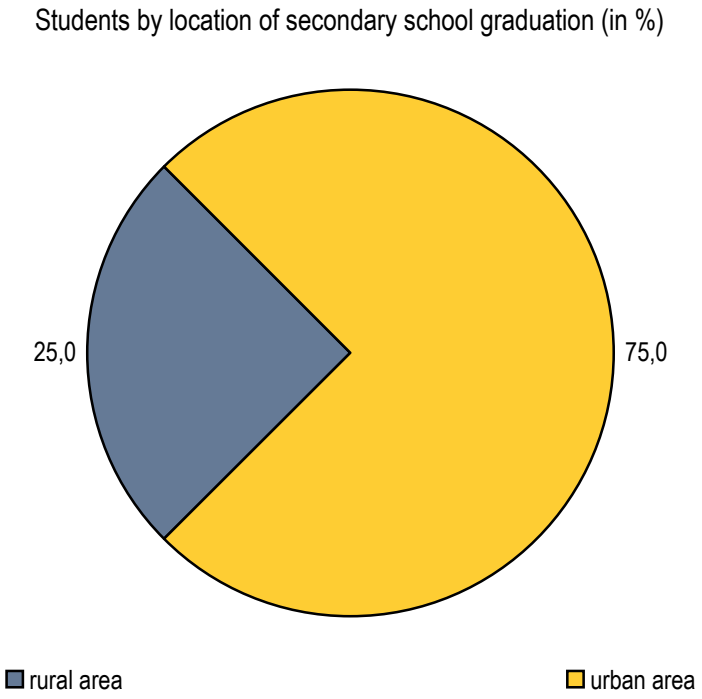
	average population density by inhabitants per square kilometre	students who graduated from secondary education	students who graduated from secondary education
	numbers	numbers	percent
rural area	60	250	25,0
urban area	150	750	75,0
total		1.000	100,0

Students who graduated from secondary education in rural areas, in % 25,0

Location of graduation from secondary education

Location of graduation from secondary education

Indicators:	Students who graduated from secondary education in rural areas, in %	25,0



Student enrolment by programme

Source	Survey question 1.1 and 5.2, cross-reference with national statistics
Purpose of subtopic	The objective of these indicators is twofold: First, they should provide background information to assess the data that differentiate between all students and Bachelor/Master students (i.e. what proportion of the student body currently studies a Bachelor/Master degree). Secondly, they should give insight into the spread of qualification types studied in the national system. It should be noted that many countries still remain en route to reform, away from their traditional structures to the Bologna structures. In particular, many countries continue to provide students in certain subject areas (e.g. law, medicine) with the traditional long courses.
General instructions	Table: Calculate absolute number of students by qualification being studied for and by gender (but also for all students). Key indicators: The indicator for 'other national degrees' contains the sum of all degrees other than BA and MA. See glossary for: Bachelor/Master student, long/short national degree, other postgraduate programmes.

Qualification being studied for

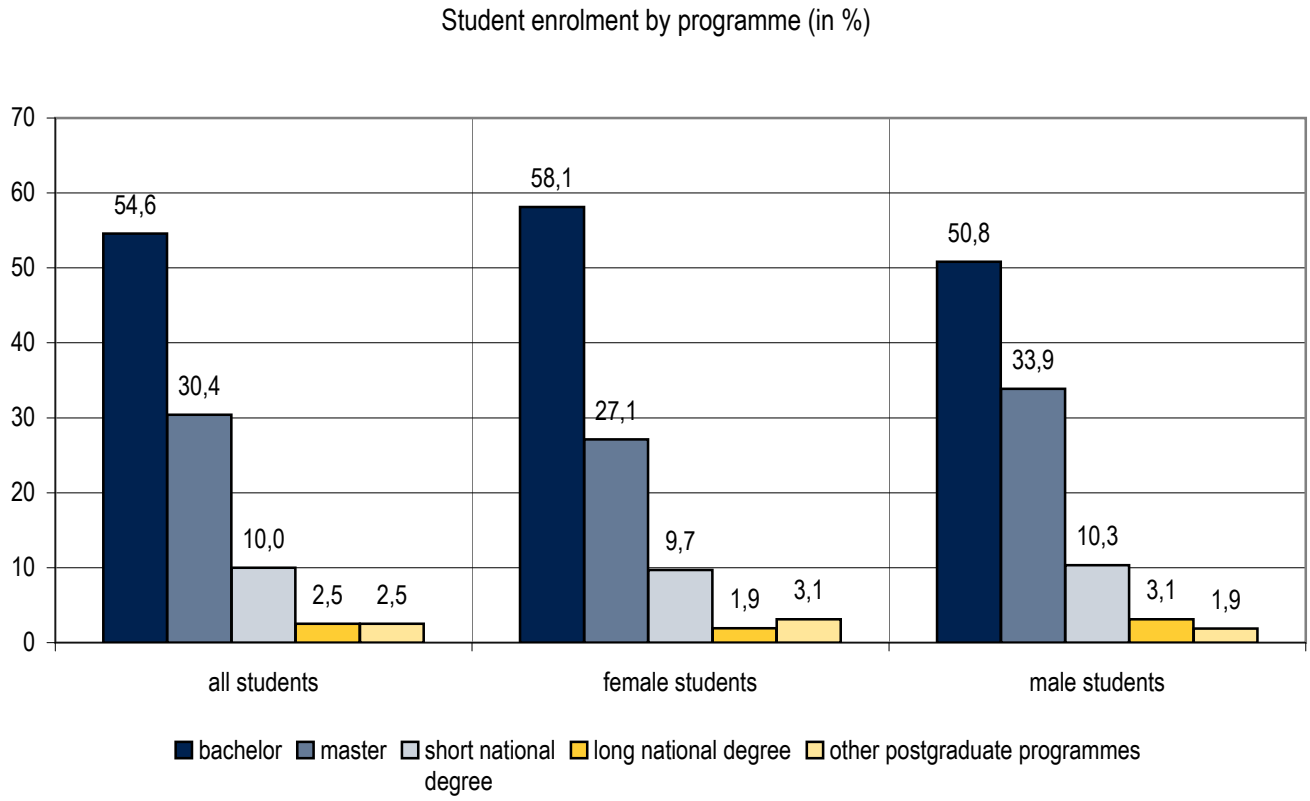
	all students	all students	female students	female students	male students	male students
	numbers	percent	numbers	percent	numbers	percent
bachelor	546	54,6	300	58,1	246	50,8
master	304	30,4	140	27,1	164	33,9
short national degree	100	10,0	50	9,7	50	10,3
long national degree	25	2,5	10	1,9	15	3,1
other postgraduate programmes	25	2,5	16	3,1	9	1,9
total	1.000	100,0	516	100,0	484	100,0

All students studying for BA, in %	54,6
All students studying for MA, in %	30,4
All students studying for other national degrees, in %	15,0

Student enrolment by programme

Qualification being studied for

Indicators:		
	All students studying for BA, in %	54,6
	All students studying for MA, in %	30,4
	All students studying for other national degrees, in %	15,0



Enrolment in programmes by social background

Source	Survey question 1.1 and 6.1
Purpose of subtopic	These indicators investigate whether choice of study programme appears to be related to social background (as it is to be expected that students' abilities and preferences are influenced to a certain degree by their parents). The value of the indicators for cross-country comparison is currently limited due to the different stages of reform (see also subtopic 7).
General instructions	Table: Calculate absolute number of students by qualification being studied for and by social background (but also for all students). Students' parents' highest educational attainment (of either the father or the mother) serves as proxy for social background. See glossary for: Bachelor/Master student, long/short national degree, other postgraduate programmes, high/low education background, non-tertiary education, tertiary education.

Qualification being studied for by parents' educational background

	all students	all students	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
bachelor	546	54,6	169	60,6	70	42,9	307	55,0
master	304	30,4	50	17,9	50	30,7	204	36,6
short national degree	100	10,0	40	14,3	23	14,1	37	6,6
long national degree	25	2,5	10	3,6	10	6,1	5	0,9
other postgraduate programmes	25	2,5	10	3,6	10	6,1	5	0,9
total	1.000	100,0	279	100,0	163	100,0	558	100,0

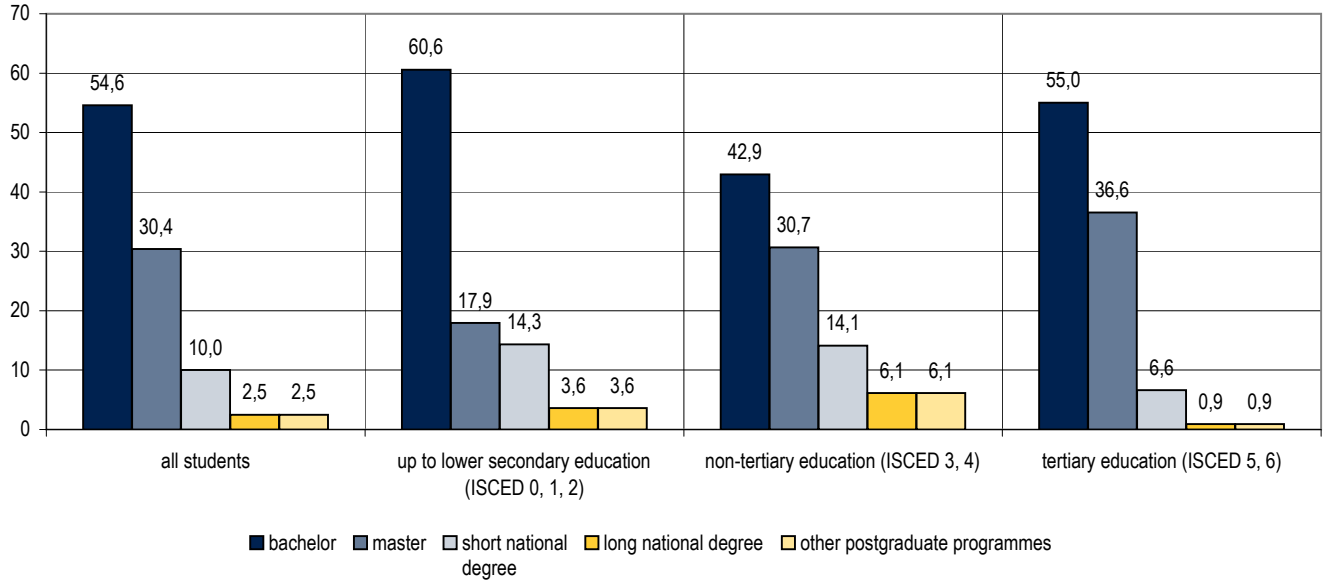
Students with low education background studying for BA, in %	60,6
Students with low education background studying for MA, in %	17,9
Students with high education background studying for BA, in %	55,0
Students with high education background studying for MA, in %	36,6

Enrolment in programmes by social background

Qualification being studied for by parents' educational background

Indicators:		
	Students with low education background studying for BA, in %	60,6
	Students with low education background studying for MA, in %	17,9
	Students with high education background studying for BA, in %	55,0
	Students with high education background studying for MA, in %	36,6

Student enrolment in programmes by social background (in %)



Field of study by characteristics of BA students

Source	Survey question 1.4 cross-reference with national statistics, 1.1, 5.2, 3.11, 5.1, 2.3, 2.4 and 6.1
Purpose of subtopic	Various fields of study offer different opportunities for the students in the labour market.The choice of field of study may be affected by certain characteristics of students, such as gender, age and qualification being studied for. The standard tabulation for student's characteristics was in this case enlarged by student's social background as this factor may influence the student's choice, too (see also subtopic 8).
General instructions	This analysis is restricted to students of Bachelor level course only. Table: Calculate absolute number of BA students distinguishing by field of study and by the various characteristics of students. See glossary for: all fields of study, bachelor students, low-intensity students, age, direct/delayed transition students, high/low social background.

Field of BA study programme by characteristics of students

	all BA students	all BA students	female students	female students	male students	male students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
education	85	15,6	50	16,7	35	14,2	20	13,3	70	14,6	2	10,0	40	16,0	45	15,2	25	14,8	50	16,3
humanities and arts	120	22,0	80	26,7	40	16,3	30	20,0	110	22,9	3	15,0	70	28,0	50	16,9	39	23,1	75	24,4
social sciences, business and law	125	22,9	70	23,3	55	22,4	35	23,3	110	22,9	2	10,0	50	20,0	75	25,3	40	23,7	75	24,4
(natural) science	75	13,7	40	13,3	35	14,2	15	10,0	70	14,6	3	15,0	30	12,0	45	15,2	15	8,9	41	13,4
engineering, manufacturing, construction	46	8,4	25	8,3	21	8,5	20	13,3	40	8,3	3	15,0	20	8,0	26	8,8	10	5,9	26	8,5
agriculture	25	4,6	13	4,3	12	4,9	10	6,7	20	4,2	5	25,0	10	4,0	15	5,1	10	5,9	10	3,3
health and welfare	25	4,6	12	4,0	13	5,3	5	3,3	20	4,2	1	5,0	15	6,0	10	3,4	5	3,0	15	4,9
services	45	8,2	10	3,3	35	14,2	15	10,0	40	8,3	1	5,0	15	6,0	30	10,1	25	14,8	15	4,9
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	546	100,0	300	100,0	246	100,0	150	100,0	480	100,0	20	100,0	250	100,0	296	100,0	169	100,0	307	100,0

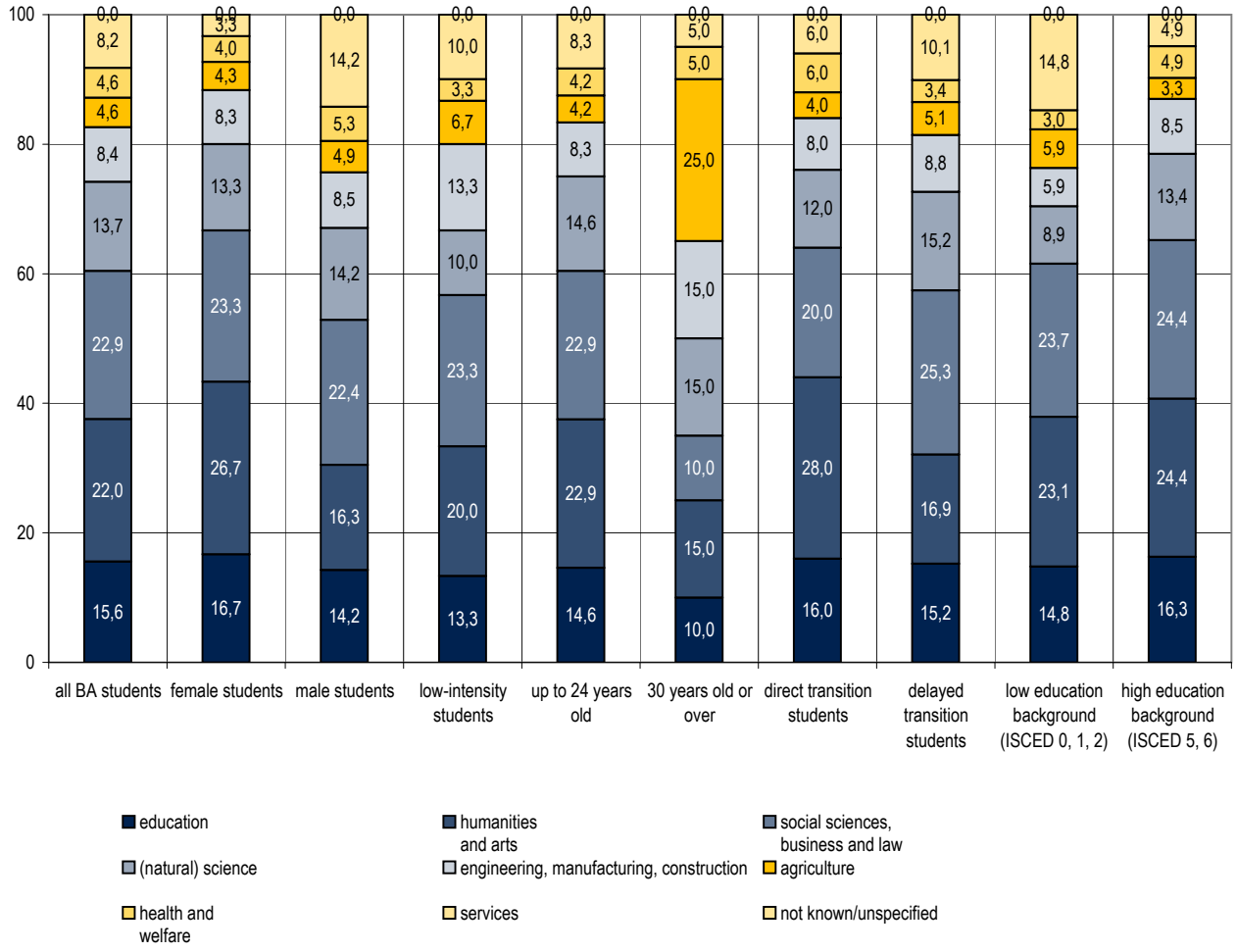
Students in engineering disciplines among all BA students, in %	8,4
Students in humanities and arts among all BA students, in %	22,0
Students in social sciences, business and law among all BA students, in %	22,9
BA students with low education background in engineering disciplines, in %	5,9
BA students with low education background in humanities and arts, in %	23,1
BA students with low education background in social sciences, business and law, in %	23,7

Field of study by characteristics of BA students

Field of BA study programme by characteristics of students

Indicators:		
	Students in engineering disciplines among all BA students, in %	8,4
	Students in humanities and arts among all BA students, in %	22,0
	Students in social sciences, business and law among all BA students, in %	22,9
	BA students with low education background in engineering disciplines, in %	5,9
	BA students with low education background in humanities and arts, in %	23,1
	BA students with low education background in social sciences, business and law, in %	23,7

Field of study by characteristics of Bachelor students (in %)



EUROSTUDENT IV: Access and entry to higher education

Formal status of enrolment

Source	Survey question 1.2, 1.3, 1.1, 5.2
Purpose of subtopic	The segmentation of the study body by formal status of the 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 has to be opposed to information on the actual intensity of studies (see next subtopic).
General instructions	Table 1: Calculate absolute number of students by formal status differentiated by qualification being studied for and by gender (but also for all students). Table 2: Calculate absolute number of students by modus of programme (i.e. distance or not) and by formal status (but also for all students). For this subtopic the category part-time student contains only those students, who hold this status officially. See glossary for: enrolment status, full-time/part-time student, Bachelor/Master students, distance education.

Formal status according to students

	all students	all students	female students	female students	male students	male students	bachelor students	bachelor students	master students	master students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
full-time	600	60,0	370	71,7	230	47,5	356	65,2	214	70,4
part-time	200	20,0	86	16,7	114	23,6	100	18,3	50	16,4
other	200	20,0	60	11,6	140	28,9	90	16,5	40	13,2
total	1.000	100,0	516	100,0	484	100,0	546	100,0	304	100,0

Students of distance education by formal status

	all students	all students	full-time	full-time	part-time	part-time	other	other
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
distance education	150	15,0	50	8,3	90	45,0	10	5,0
not distance education	850	85,0	550	91,7	110	55,0	190	95,0
total	1.000	100,0	600	100,0	200	100,0	200	100,0

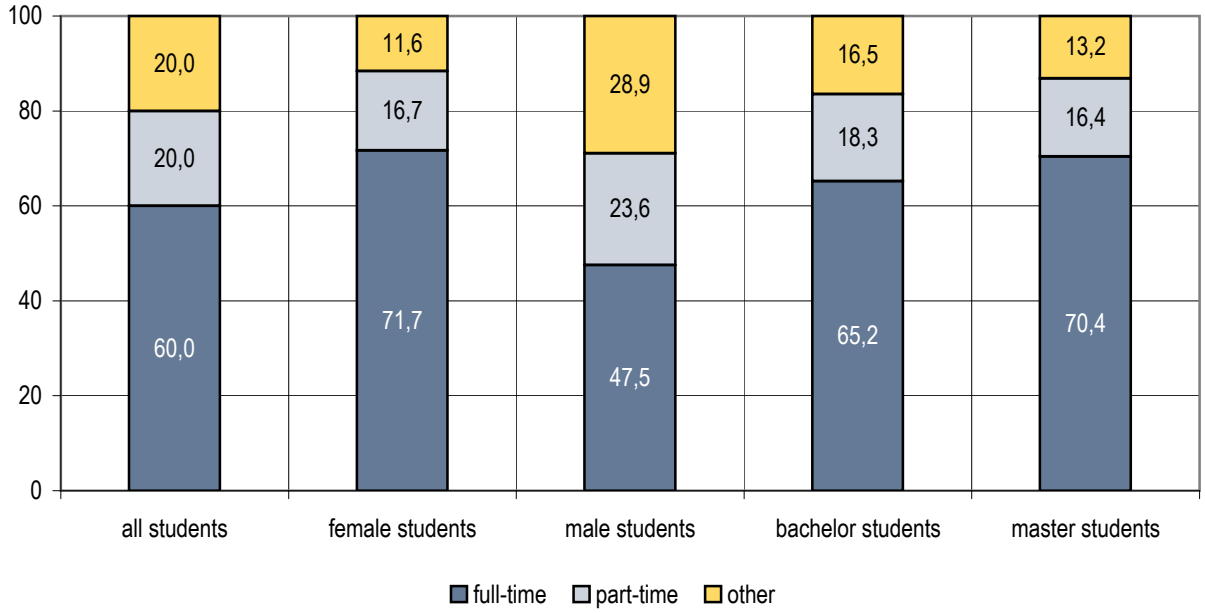
Share of part-time students among all students, in %	20,0
Share of part-time students among BA students, in %	18,3
Share of part-time students among MA students, in %	16,4

Formal status of enrolment

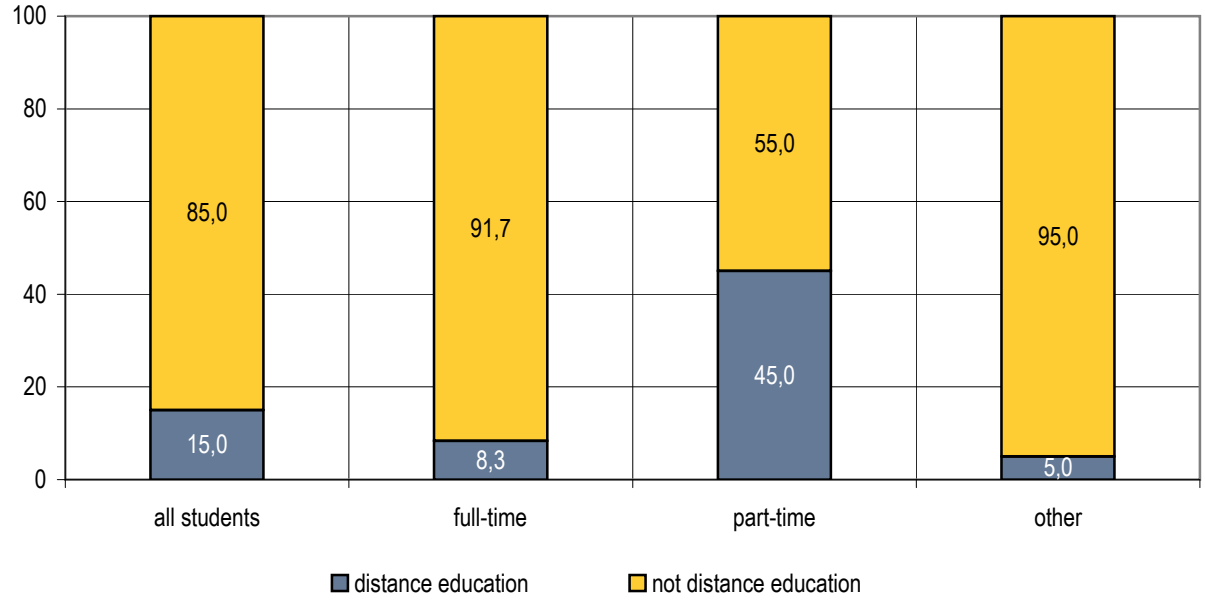
Formal status according to students

Indicators:		
	Share of part-time students among all students, in %	20,0
	Share of part-time students among BA students, in %	18,3
	Share of part-time students among MA students, in %	16,4

Formal status of enrolment of students (in %)



Formal status of enrolment and distance education (in %)



Formal status of enrolment by size of academic workload

Source	Survey question 1.2, 3.11
Purpose of subtopic	This subtopic looks at the actual time a student spends on study-related activities (i.e. attending lectures plus personal study time) and cross-references it with formal enrolment status. A particular focus is on investigating the share of students who spend only 20 hours a week or less on study-related activities (see topic "Time budget and employment").
General instructions	Table: Calculate absolute number of students by hours of study-related activities and by formal status of enrolment (but also for all students). The sum for the absolute values for the categories full-time, part-time and other (in rows) must equal the value for all students. See glossary for: enrolment status, full-time/part-time student, study-related activities, taught studies, personal study time.

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

	all students	all students	full-time	full-time	part-time	part-time	other	other
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to 10 h/w	210	21,0	10	1,7	80	40,0	120	60,0
11-20 h/w	120	12,0	40	6,7	60	30,0	20	10,0
21-30 h/w	270	27,0	200	33,3	40	20,0	30	15,0
> 30 h/w	400	40,0	350	58,3	20	10,0	30	15,0
total	1.000	100,0	600	100,0	200	100,0	200	100,0

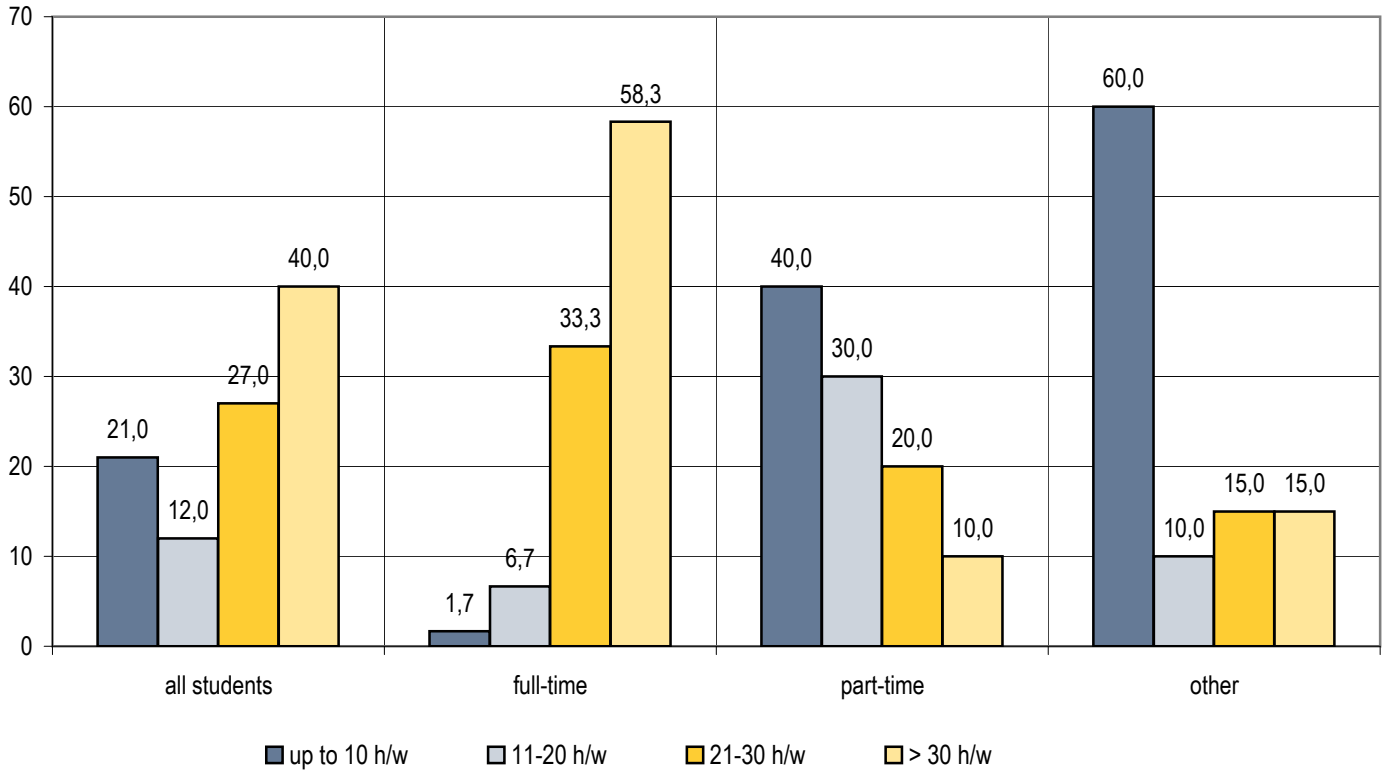
All students with study-related activities up to 20 hours per week, in %	33,0
Students with full-time status and study-related activities up to 20 hours per week, in %	8,3
Students with part-time status and study-related activities of 21 hours or more per week, in %	30,0

Formal status of enrolment by size of academic workload

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

Indicators:		
	All students with study-related activities up to 20 hours per week, in %	33,0
	Students with full-time status and study-related activities up to 20 hours per week, in %	8,3
	Students with part-time status and study-related activities of 21 hours or more per week, in %	30,0

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



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
1	**Labour force activity of students' parents**	The purpose of this subtopic is to show the difference in basic employment activity of parents' from student population as compared to total population. This subtopic also gives context information on the economic potential of students' parents for (financially) supporting their collegiate children, e.g. with respect to the extent of unemployment or part-time work of students' parents. In particular, this provides context information for the following charts on parental occupation.	-	-	-	-	-	-	-	-	students' parents	Survey question 6.2 and national statistics	Table: Calculate absolute number of students' fathers and mothers by employment activity. For comparison, indicate also the absolute number of persons by employment activity of the total population in a comparable age group (aged 40-60) using national statistics.
2	**Occupational status of students' parents**	The focal dimension here is the occupational status of students' parents in comparison to the whole population. The indicators focus on parents with a so-called “blue-collar occupation”, 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. When possible, country data provides a more detailed breakdown of participation, since the blue-collar group is only one part – in some countries a rather small part – of the working population.	-	-	-	-	-	-	-	-	"blue collar"	Survey question 6.3 and national statistics	Table: Calculate absolute number of students by parents' occupational group and by gender. For the category 'of students' parents' the highest occupational status of either the father or the mother should be counted. For comparison indicate also the absolute number of employees by occupational groups of the working population in a comparable age group (aged 40-60). Occupational categories according to ISCO-88. Category "don't know" should be subtracted from the total sum in the survey and the values for the other categories weighted up to make a sum of 100%. The value for the category "don't know" should be commented on in the commentary box on missings. The category "Blue collar" includes subcategories 6 to 9. Some countries will have difficulties meeting these categories exactly. It should be emphasised that the most important differential is that between "Blue collar" workers and "Not blue collar" workers. All deviations from the standard categories must be documented precisely in the commentary box. See glossary for: ISCO, blue collar worker.
3	**Highest educational attainment of students' parents**	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 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.	-	-	-	-	-	ISCED 0-6 for students' parents	-	-	-	Survey question 6.1 and national statistics	Table: Calculate absolute number of students by their parents' educational attainment. Educational attainment according to ISCED-97. This is an internationally recognised scheme. 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 5-6) and low education (ISCED 0-2). For the category 'of students' parents' the highest educational attainment of either the father or the mother should be counted. For comparison with students' parents always use the respective group of the total population aged between 40 and 60. The same comparison is carried out separately for students' fathers and all men (mothers and all women) between the age of 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 weighted up to make a sum of 100%. The value for the category "don't know" should be commented on in the commentary box. See glossary for: ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage
4	**Occupational status by highest educational attainment**	This is a methodical addition to the report. It portrays the connection between occupational status and highest educational attainment. Most of the reporting focuses on education 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.	-	-	-	-	-	ISCED 0-6 for students' parents	-	-	"blue collar"	Survey question 6.3 and 6.1	Table: Calculate absolute number of students by parents' occupational status and by their 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 either the father or the mother should be counted.The same holds for the occupational status. The sum of the absolute values in rows (columns 4, 6, 8, 10, 12 and 14) must equal the value for 'all students' parents'. Countries may wish to include the results of regression analyses in the commentary box. See glossary for: ISCO, blue collar worker, ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education.
5	**Highest educational attainment of students' parents by characteristics of students**	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' gender, qualification being studied for, mode of study, age and time-lag for entering HE. 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.	18-24, ≥25	female, all	BA, MA	-	-	ISCED 0-6	low-intensity	-	school leaver, lifelong learner	Survey question 6.1, 1.1, 3.11, 5.1, 5.2, 2.3, 2.4	Table 1: Calculate absolute number of students by their parents' highest educational attainment (of either the mother or the father) for the various groups of students. Table 2: Calculate the absolute number of BA students by their parents' highest educational qualification and the absolute number of total population aged between 40-60 by highest educational attainment. For BA students' parents the highest educational qualification of either the father or the mother should be counted. See Glossary for: ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education, Bachelor/Master students, age, low-intensity students, direct/delayed transition students.
6	**Assessment of social standing of parents**	The purpose of this question 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.	-	-	-	-	-	-	-	-	-	Survey question 6.4	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. Key indicators: The group 'higher social standing' comprises the categories 1-3 from the table, the group 'lower social standing' covers the categories 8-10.
7	**Assessments of social standing of parents by highest educational attainment of parents**	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.	-	-	-	-	-	ISCED 0-6	-	-	-	Survey question 6.4, 6.1	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 4, 6, 8, 10, 12 and 14 must equal the values for all students' parents. Key indicators: The group 'higher social standing' comprises the categories 1-3 from the table, the group 'lower social standing' covers the categories 8-10. See glossary for: ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education.
8	**Assessments of social standing of parents by characteristics of students**	This analysis combines the students' assessment of their parents' social standing with certain characteristics of the students themselves (like gender, qualification being studied for, mode of study, etc.) which are used as a leitmotif for the report. The focus is on the question whether there are considerable differences between the student groups in their valuation of their parents' social standing.	18-24, ≥25	female, all	BA, MA	-	-	-	low-intensity	-	school leaver, lifelong learner	Survey question 6.4, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4	Table: Calculate absolute number of students by their own assessment of their parents' social standing and by the various characteristics of students. Key indicators: The group 'higher social standing' comprises the categories 1-3 from the table, the group 'lower social standing' covers the categories 8-10. See glossary for: Bachelor/Master students, age, low-intensity students, direct/delayed transition students.

EUROSTUDENT IV: Social background of student body

Labour force activity of students' parents

Source	Survey question 6.2 and national statistics
Purpose of subtopic	The purpose of this subtopic is to show the difference in basic employment activity of parents' from student population as compared to total population. This subtopic also gives context information on the economic potential of students' parents for (financially) supporting their collegiate children, e.g. with respect to the extent of unemployment or part-time work of students' parents. In particular, this provides context information for the following charts on parental occupation.
General instructions	Table: Calculate absolute number of students' fathers and mothers by employment activity. For comparison, indicate also the absolute number of persons by employment activity of the total population in a comparable age group (aged 40-60) using national statistics.

Activity of students' fathers and mothers in comparison to population

	students` fathers	students` fathers	all men aged 40-60	all men aged 40-60	students` mothers	students` mothers	all women aged 40-60	all women aged 40-60
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
working full-time for pay	700	70,0	6.000	60,0	600	60,0	5.600	56,0
working part-time for pay	200	20,0	1.200	12,0	220	22,0	1.560	15,6
not working, but looking for a job	50	5,0	2.400	24,0	40	4,0	1.600	16,0
other (e.g. home duties, retired)	30	3,0	160	1,6	130	13,0	1.080	10,8
do not know or deceased	20	2,0	240	2,4	10	1,0	160	1,6
total	1.000	100,0	10.000	100,0	1.000	100,0	10.000	100,0

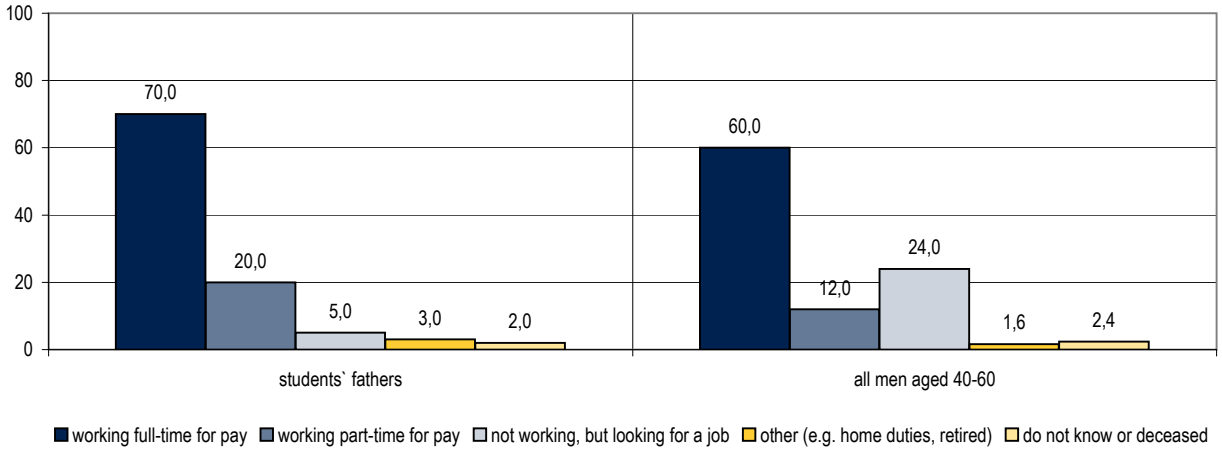
Share of economically active students' fathers, in %	90,0
Share of economically active students' mothers, in %	82,0
Ratio of economically active students' fathers to corresponding male population	1,3
Ratio of economically active students' mothers to corresponding female population	1,1

Labour force activity of students' parents

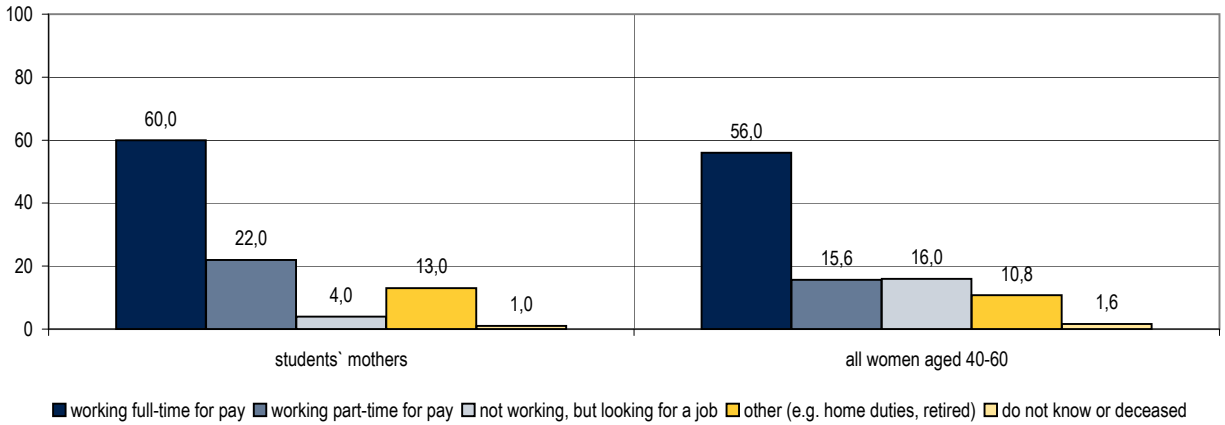
Activity of students' fathers and mothers in comparison to population

Indicators:		
	Share of economically active students' fathers, in %	90,0
	Share of economically active students' mothers, in %	82,0
	Ratio of economically active students' fathers to corresponding male population	1,3
	Ratio of economically active students' mothers to corresponding female population	1,1

Labour force activity of students' fathers (in %)



Labour force activity of students' mothers (in %)



Occupational status of students' parents

Source	Survey question 6.3 and national statistics
Purpose of subtopic	The focal dimension here is the occupational status of students' parents in comparison to the whole population. The indicators focus on parents with a so-called “blue-collar occupation”, 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. When possible, country data provides a more detailed breakdown of participation, since the blue-collar group is only one part – in some countries a rather small part – of the working population.
General instructions	Table: Calculate absolute number of students by parents' occupational group and by gender. For the category 'of students' parents' the highest occupational status of either the father or the mother should be counted. For comparison indicate also the absolute number of employees by occupational groups of the working population in a comparable age group (aged 40-60). Occupational categories according to ISCO-88. Category "don't know" should be subtracted from the total sum in the survey and the values for the other categories weighted up to make a sum of 100%. The value for the category "don't know" should be commented on in the commentary box on missings. The category "Blue collar" includes subcategories 6 to 9. Some countries will have difficulties meeting these categories exactly. It should be emphasised that the most important differential is that between "Blue collar" workers and "Not blue collar" workers. All deviations from the standard categories must be documented precisely in the commentary box. See glossary for: ISCO, blue collar worker.

Occupation of students' parents in comparison to population

	of students' parents	of students' parents	of working population aged 40-60	of working population aged 40-60	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	numbers	percent
1: legislators, senior professionals	90	10,0	600	6,0	90	10,0	700	7,0	40	4,5	400	4,0
2: professionals	250	27,8	400	4,0	250	27,8	500	5,0	120	13,6	200	2,0
3: technicians and associate professionals	90	10,0	900	9,0	80	8,9	1.100	11,0	90	10,2	700	7,0
4: clerks	150	16,7	1.300	13,0	100	11,1	1.100	11,0	150	17,0	1.500	15,0
5: service workers and shop and market sales workers	50	5,6	700	7,0	50	5,6	500	5,0	64	7,3	900	9,0
6: skilled agriculture and fishery workers	80	8,9	3.000	30,0	100	11,1	3.200	32,0	80	9,1	2.800	28,0
7: craft and related trades workers	90	10,0	1.200	12,0	90	10,0	1.100	11,0	130	14,8	1.400	14,0
8: plant and machine operators and assemblers	50	5,6	700	7,0	50	5,6	500	5,0	120	13,6	1.000	10,0
9: elementary occupations	30	3,3	700	7,0	30	3,3	600	6,0	66	7,5	800	8,0
0: military	20	2,2	500	5,0	60	6,7	700	7,0	20	2,3	300	3,0
total	900	100,0	10.000	100,0	900	100,0	10.000	100,0	880	100,0	10.000	100,0
blue collar (6-9 or national definition)	250	27,8	5.600	56,0	270	30,0	5.400	54,0	396	45,0	6.000	60,0

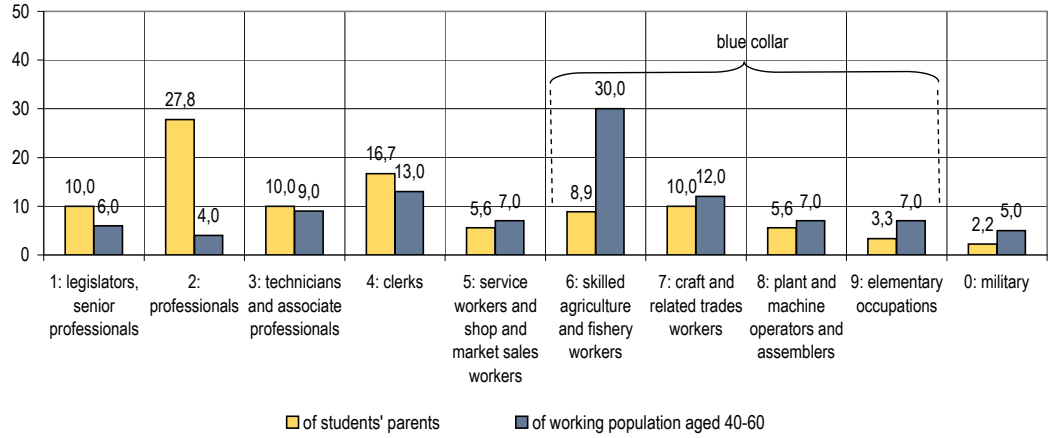
Students' parents with blue-collar occupation, in%	27,8
Students' fathers with blue-collar occupation, in %	30,0
Students' mothers with blue-collar occupation, in %	45,0
Ratio of students' parents with blue-collar occupation to counterparts in working population	0,5
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0,6
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0,8

Occupational status of students' parents

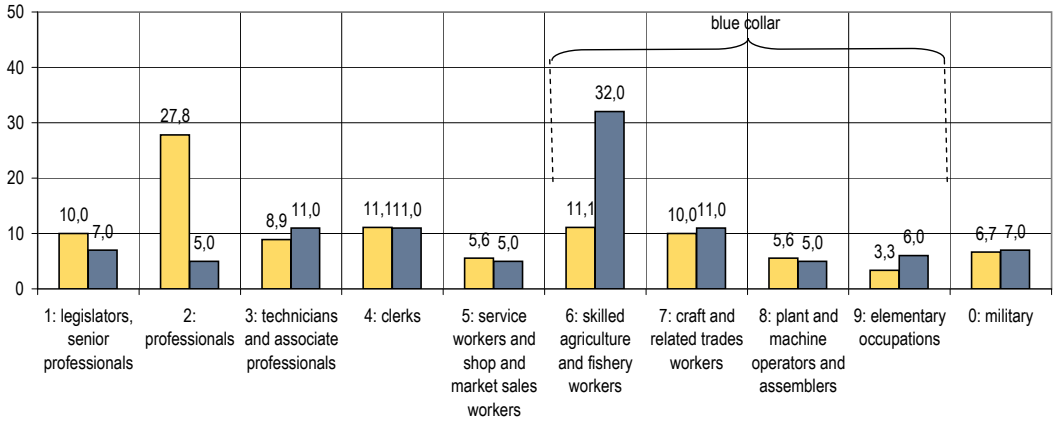
Occupation of students' parents in comparison to population

Indicators:		
	Students' parents with blue-collar occupation, in%	27,8
	Students' fathers with blue-collar occupation, in %	30,0
	Students' mothers with blue-collar occupation, in %	45,0
	Ratio of students' parents with blue-collar occupation to counterparts in working population	0,5
	Ratio of students' fathers with blue-collar occupation to counterparts in working population	0,6
	Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0,8

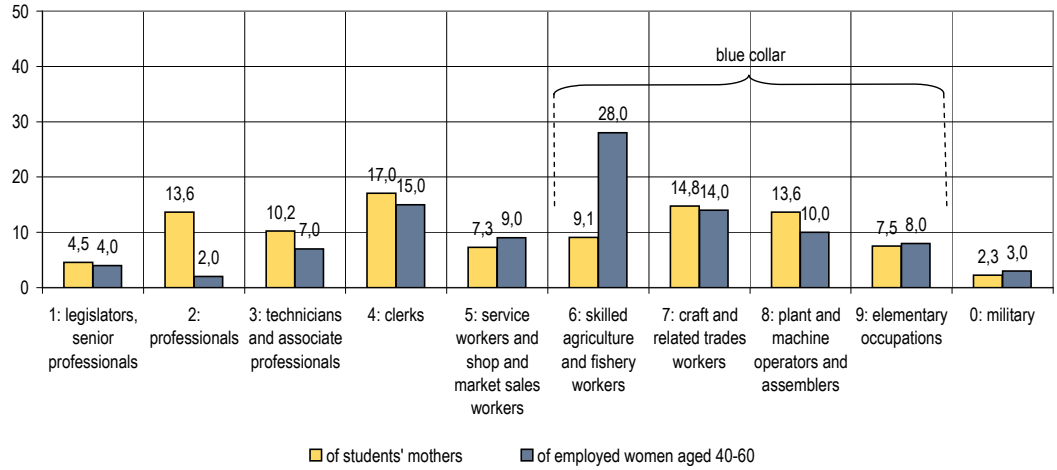
Occupational status of students' parents (in %)



Occupational status of students' fathers (in %)



Occupational status of students' mothers (in %)



EUROSTUDENT IV: Social background of student body

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 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	Table: Calculate absolute number of students by their parents' educational attainment. Educational attainment according to ISCED-97. This is an internationally recognised scheme. 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 5-6) and low education (ISCED 0-2). For the category 'of students' parents' the highest educational attainment of either the father or the mother should be counted. For comparison with students' parents always use the respective group of the total population aged between 40 and 60. The same comparison is carried out separately for students' fathers and all men (mothers and all women) between the age of 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 weighted up to make a sum of 100%. The value for the category "don't know" should be commented on in the commentary box. See glossary for: ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education.

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

	of students' parents	of students' parents	of total population aged 40-60	of total population aged 40-60	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	numbers	percent
up to lower secondary (ISCED 0, 1, 2)	160	16,0	1.500	15,0	100	10,0	1.700	17,0	280	28,0	1.600	16,0
upper secondary (ISCED 3)	90	9,0	2.500	25,0	80	8,0	2.480	24,8	160	16,0	2.700	27,0
post-secondary non-tertiary (ISCED 4)	80	8,0	2.500	25,0	60	6,0	2.700	27,0	100	10,0	2.000	20,0
first stage of tertiary education (ISCED 5B, vocational)	210	21,0	1.000	10,0	250	25,0	1.200	12,0	210	21,0	1.000	10,0
first stage of tertiary education (ISCED 5A, academic)	310	31,0	2.300	23,0	360	36,0	1.700	17,0	210	21,0	2.600	26,0
second stage of tertiary education (ISCED 6)	150	15,0	200	2,0	150	15,0	220	2,2	40	4,0	100	1,0
total	1.000	100,0	10.000	100,0	1.000	100,0	10.000	100,0	1.000	100,0	10.000	100,0

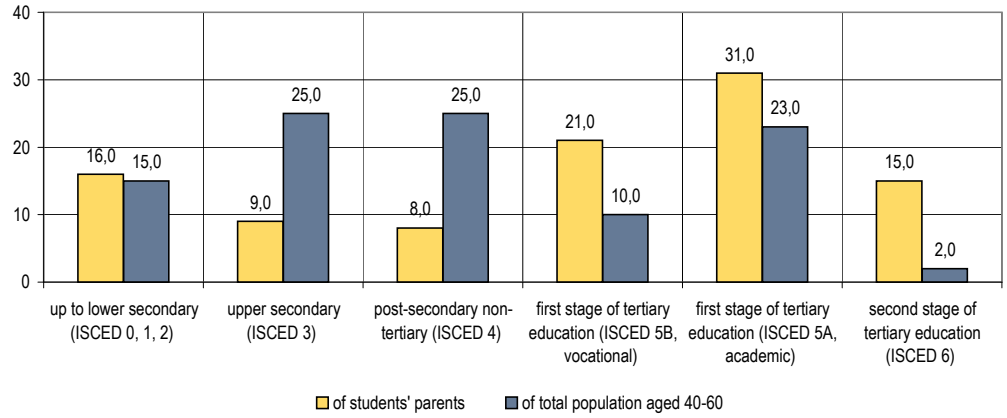
Students' parents without tertiary education background (not ISCED 5-6), in %	33,0
Students' fathers without tertiary education background (not ISCED 5-6), in %	24,0
Students' mothers without tertiary education background (not ISCED 5-6), in %	54,0
Ratio students' parents without tertiary education to counterparts in total population	0,5
Ratio students' fathers without tertiary education to counterparts in total population	0,3
Ratio students' mothers without tertiary education to counterparts in total population	0,9

Highest educational attainment of students' parents

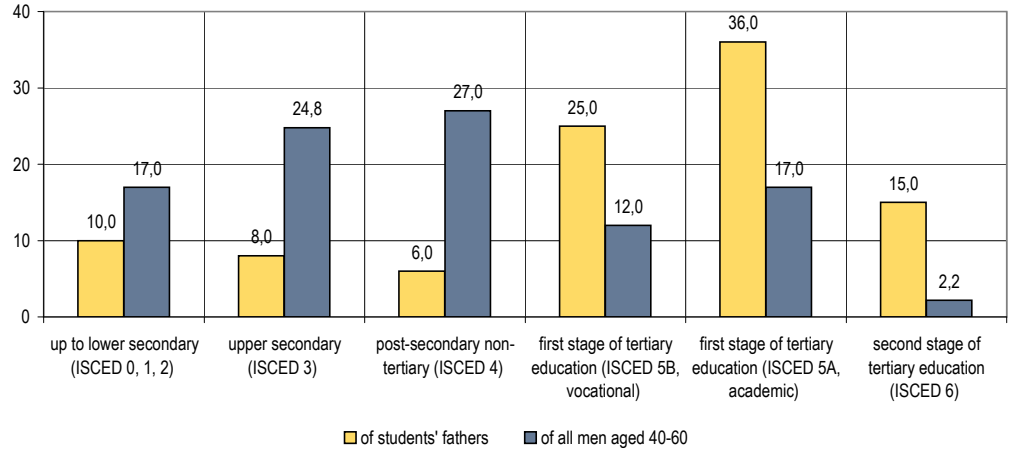
Educational background of all students' parents in comparison to total population by ISCED classification

Indicators:		
	Students' parents without tertiary education background (not ISCED 5-6), in %	33,0
	Students' fathers without tertiary education background (not ISCED 5-6), in %	24,0
	Students' mothers without tertiary education background (not ISCED 5-6), in %	54,0
	Ratio students' parents without tertiary education to counterparts in total population	0,5
	Ratio students' fathers without tertiary education to counterparts in total population	0,3
	Ratio students' mothers without tertiary education to counterparts in total population	0,9

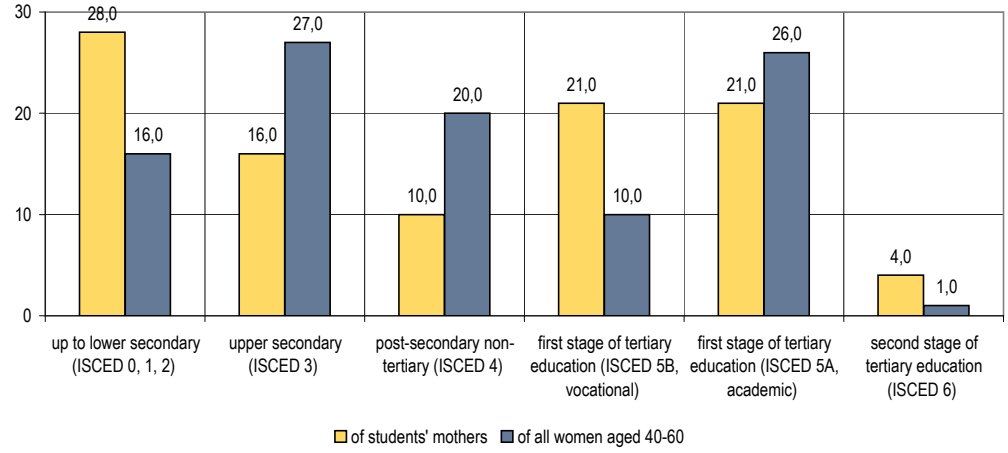
Highest educational qualification of students' parents (in %)



Highest educational qualification of students' fathers (in %)



Highest educational qualification of students' mothers (in %)



Occupational status by highest educational attainment

Source	Survey question 6.3 and 6.1
Purpose of subtopic	This is a methodical addition to the report. It portrays the connection between occupational status and highest educational attainment. Most of the reporting focuses on education 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	Table: Calculate absolute number of students by parents' occupational status and by their 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 either the father or the mother should be counted.The same holds for the occupational status. The sum of the absolute values in rows (columns 4, 6, 8, 10, 12 and 14) must equal the value for 'all students' parents'. Countries may wish to include the results of regression analyses in the commentary box. See glossary for: ISCO, blue collar worker, ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education.

Blue collar status and educational attainment

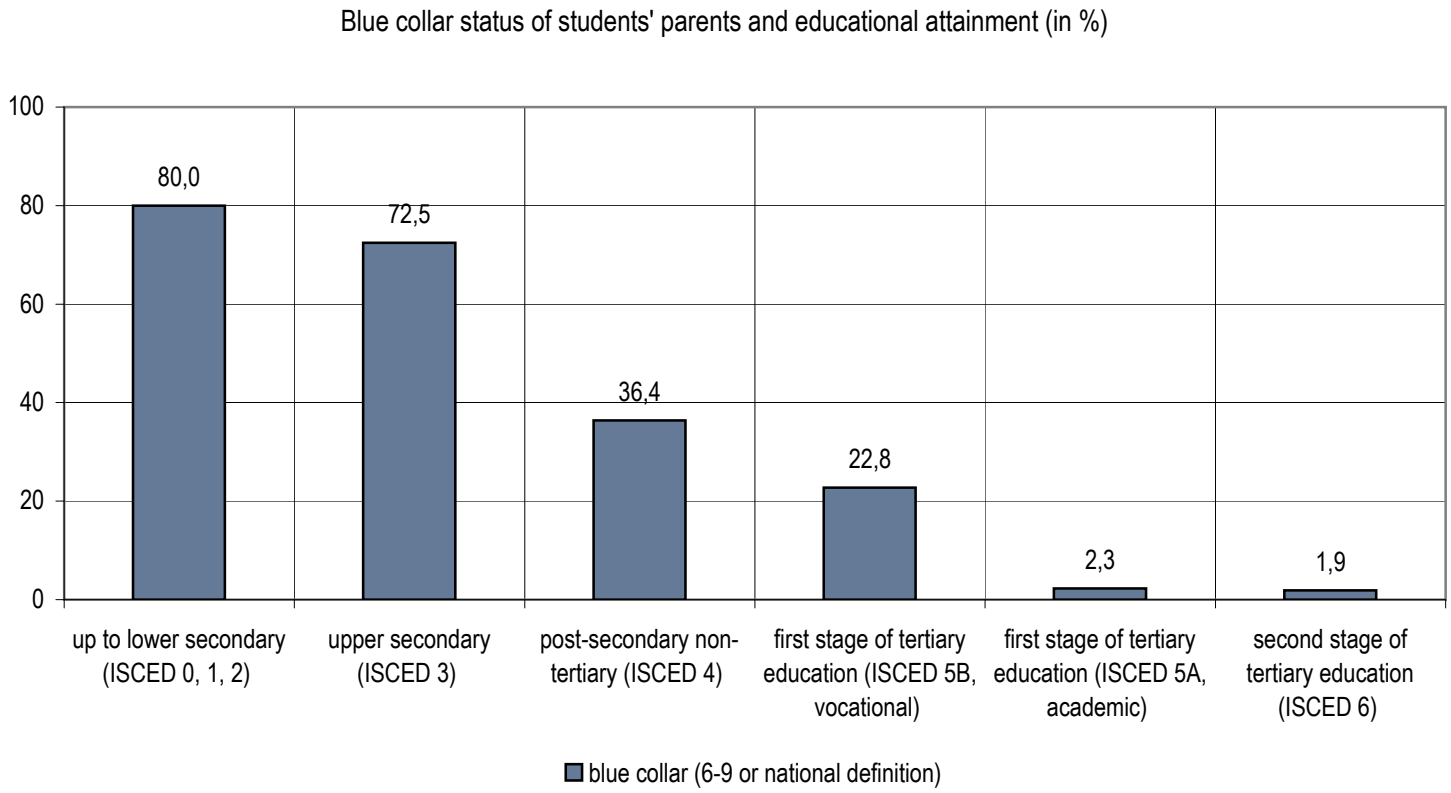
	all students' parents	all students' parents	up to lower secondary (ISCED 0, 1, 2)	up to lower secondary (ISCED 0, 1, 2)	upper secondary (ISCED 3)	upper secondary (ISCED 3)	post-secondary non-tertiary (ISCED 4)	post-secondary non-tertiary (ISCED 4)	first stage of tertiary education (ISCED 5B, vocational)	first stage of tertiary education (ISCED 5B, vocational)	first stage of tertiary education (ISCED 5A, academic)	first stage of tertiary education (ISCED 5A, academic)	second stage of tertiary education (ISCED 6)	second stage of tertiary education (ISCED 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1: legislators, senior professionals	90	10,0	0	0,0	5	7,2	5	6,5	16	8,5	46	14,8	18	17,1
2: professionals	250	27,8	0	0,0	0	0,0	18	23,4	50	26,5	130	41,9	52	49,5
3: technicians and associate professionals	90	10,0	5	3,3	0	0,0	5	6,5	25	13,2	38	12,3	17	16,2
4: clerks	150	16,7	5	3,3	2	2,9	10	13,0	35	18,5	84	27,1	14	13,3
5: service workers and shop and market sales workers	50	5,6	10	6,7	10	14,5	8	10,4	20	10,6	2	0,6	0	0,0
6: skilled agriculture and fishery workers	80	8,9	41	27,3	10	14,5	7	9,1	20	10,6	2	0,6	0	0,0
7: craft and related trades workers	90	10,0	44	29,3	20	29,0	10	13,0	15	7,9	1	0,3	0	0,0
8: plant and machine operators and assemblers	50	5,6	20	13,3	15	21,7	8	10,4	5	2,6	0	0,0	2	1,9
9: elementary occupations	30	3,3	15	10,0	5	7,2	3	3,9	3	1,6	4	1,3	0	0,0
0: military	20	2,2	10	6,7	2	2,9	3	3,9	0	0,0	3	1,0	2	1,9
total	900	100,0	150	100,0	69	100,0	77	100,0	189	100,0	310	100,0	105	100,0
blue collar (6-9 or national definition)	250	27,8	120	80,0	50	72,5	28	36,4	43	22,8	7	2,3	2	1,9

Students' parents with blue collar status and…	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	79,2
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	48,0

Occupational status by highest educational attainment

Blue collar status and educational attainment

Indicators:	Students' parents with blue collar status and…	
	without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	79,2
	with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	48,0



EUROSTUDENT IV: Social background of student body

Highest educational attainment of students' parents by characteristics of students

Source	Survey question 6.1, 1.1, 3.11, 5.1, 5.2, 2.3, 2.4
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' gender, qualification being studied for, mode of study, age and time-lag for entering HE. 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	Table 1: Calculate absolute number of students by their parents' highest educational attainment (of either the mother or the father) for the various groups of students. Table 2: Calculate the absolute number of BA students by their parents' highest educational qualification and the absolute number of total population aged between 40-60 by highest educational attainment. For BA students' parents the highest educational qualification of either the father or the mother should be counted. See Glossary for: ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education, Bachelor/Master students, age, low-intensity students, direct/delayed transition students.

Education of students' parents by characteristics of students

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
up to lower secondary (ISCED 0, 1, 2)	279	27,9	140	27,1	221	40,5	25	8,2	60	21,4	174	25,4	50	33,3	70	20,9	209	31,4
upper secondary (ISCED 3)	100	10,0	50	9,7	75	13,7	15	4,9	30	10,7	55	8,0	25	16,7	30	9,0	70	10,5
post-secondary non-tertiary (ISCED 4)	63	6,3	30	5,8	40	7,3	10	3,3	20	7,1	46	6,7	10	6,7	30	9,0	33	5,0
first stage of tertiary education (ISCED 5B, vocational)	150	15,0	75	14,5	70	12,8	45	14,8	60	21,4	100	14,6	25	16,7	60	17,9	90	13,5
first stage of tertiary education (ISCED 5A, academic)	350	35,0	196	38,0	130	23,8	179	58,9	90	32,1	280	40,9	30	20,0	115	34,3	235	35,3
second stage of tertiary education (ISCED 6)	58	5,8	25	4,8	10	1,8	30	9,9	20	7,1	30	4,4	10	6,7	30	9,0	28	4,2
total	1.000	100,0	516	100,0	546	100,0	304	100,0	280	100,0	685	100,0	150	100,0	335	100,0	665	100,0

Education of BA students' parents in comparison to total population by ISCED classification

	BA students' parents	BA students' parents	total population aged 40-60	total population aged 40-60
	numbers	percent	numbers	percent
up to lower secondary (ISCED 0, 1, 2)	221	40,5	1.500	15,0
upper secondary (ISCED 3)	75	13,7	2.500	25,0
post-secondary non-tertiary (ISCED 4)	40	7,3	2.500	25,0
first stage of tertiary education (ISCED 5B, vocational)	70	12,8	1.000	10,0
first stage of tertiary education (ISCED 5A, academic)	130	23,8	2.300	23,0
second stage of tertiary education (ISCED 6)	10	1,8	200	2,0
total	546	100,0	10.000	100,0

Share of all students' parents without tertiary education background (not ISCED 5-6), in %	44,2
Share of BA students' parents without tertiary education background (not ISCED 5-6), in %	61,5
Share of MA students' parents without tertiary education background (not ISCED 5-6), in %	16,4
Share of low-intensity students' parents without tertiary education background (not ISCED 5-6), in %	39,3
Share of 30 years or older students' parents without tertiary education background (not ISCED 5-6), in %	56,7
Share of delayed transition students' parents without tertiary education background (not ISCED 5-6), in %	46,9

78

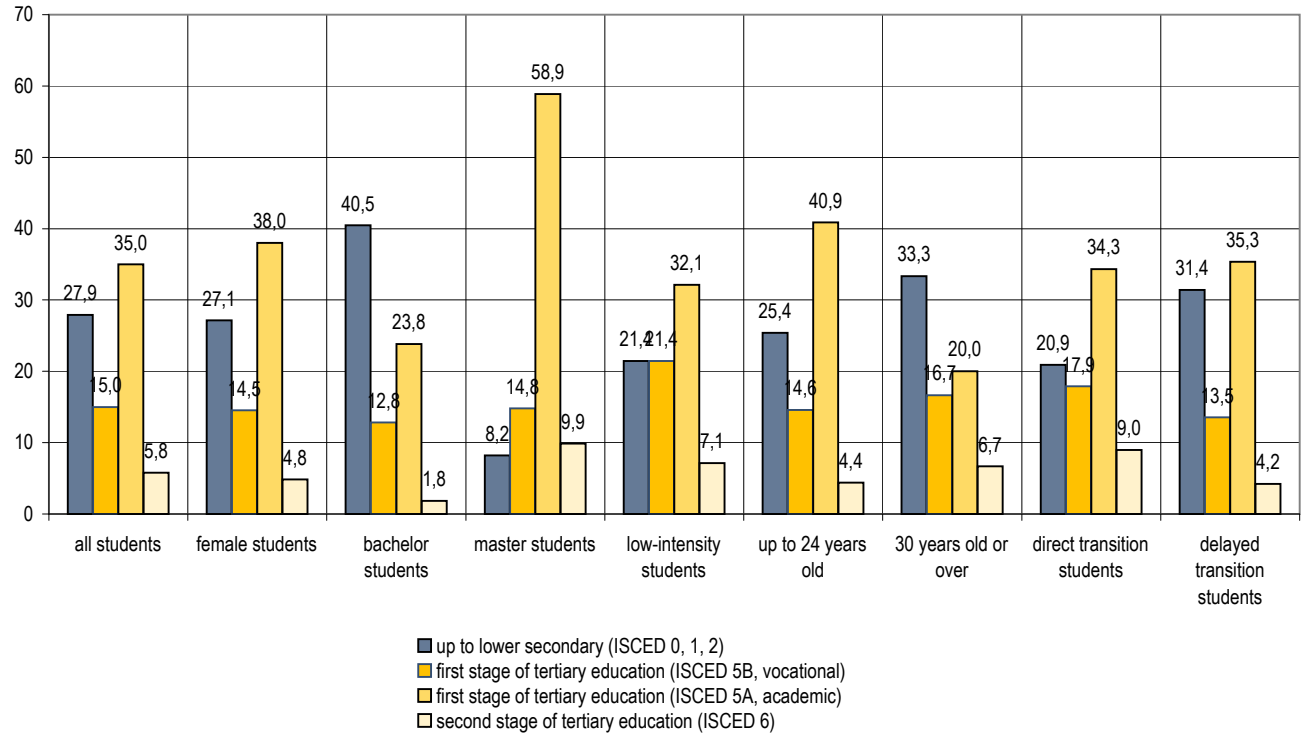
corrected

Highest educational attainment of students' parents by characteristics of students

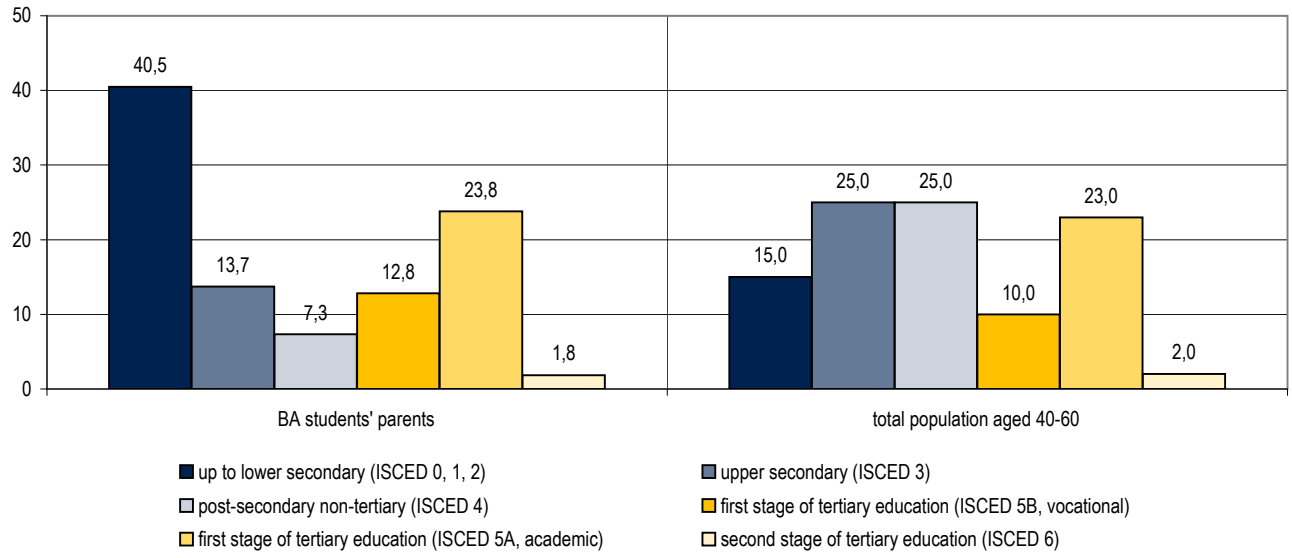
Education of students' parents by characteristics of students

Indicators:		
Share of all students' parents without tertiary education background (not ISCED 5-6), in %	44,2	
Share of BA students' parents without tertiary education background (not ISCED 5-6), in %	61,5	
Share of MA students' parents without tertiary education background (not ISCED 5-6), in %	16,4	
Share of low-intensity students' parents without tertiary education background (not ISCED 5-6), in %	39,3	
Share of 30 years or older students' parents without tertiary education background (not ISCED 5-6), in %	56,7	
Share of delayed transition students' parents without tertiary education background (not ISCED 5-6), in %	46,9	corrected

Highest educational qualification of students' parents by characteristics of students (in %)



BA students' parents' qualification compared to total population (in %)



EUROSTUDENT IV: Social background of student body

Assessment of social standing of parents

Source	Survey question 6.4
Purpose of subtopic	The purpose of this question 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. Key indicators: The group 'higher social standing' comprises the categories 1-3 from the table, the group 'lower social standing' covers the categories 8-10.

Subjective assessment of social standing on 10-point scale

	all students' parents	all students' parents
	numbers	percent
1: high social standing	80	8,0
2	200	20,0
3	100	10,0
4	140	14,0
5	70	7,0
6	100	10,0
7	120	12,0
8	90	9,0
9	50	5,0
10: low social standing	50	5,0
total	1.000	100,0

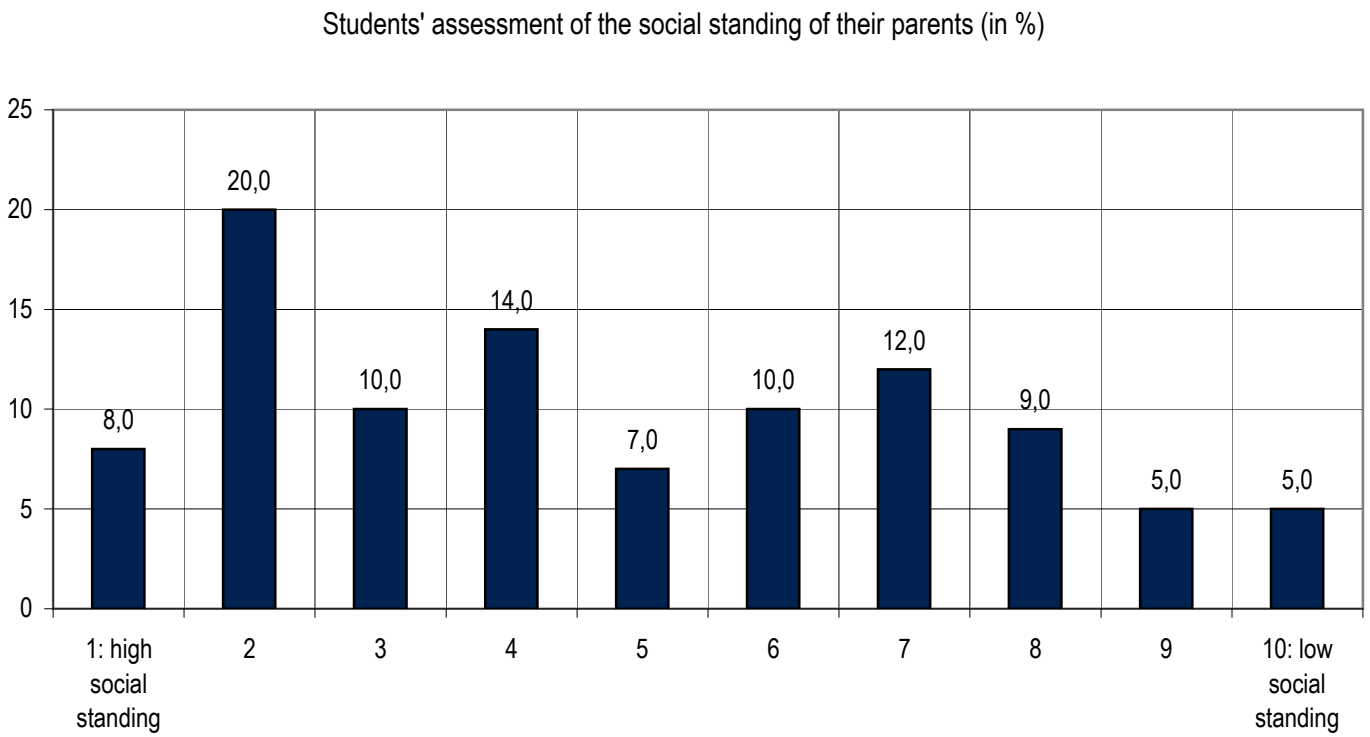
Students' parents with higher social standing (1-3), in %	38,0
Students' parents with lower social standing (8-10), in %	19,0

EUROSTUDENT IV: Social background of student body

Assessment of social standing of parents

Subjective assessment of social standing on 10-point scale

Indicators:		
	Students' parents with higher social standing (1-3), in %	38,0
	Students' parents with lower social standing (8-10), in %	19,0



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

Source	Survey question 6.4, 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	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 4, 6, 8, 10, 12 and 14 must equal the values for all students' parents. Key indicators: The group 'higher social standing' comprises the categories 1-3 from the table, the group 'lower social standing' covers the categories 8-10. See glossary for: ISCED, lower/upper secondary education, post-secondary non-tertiary education, first/second stage of tertiary education.

Subjective assessment of social standing on 10-point scale

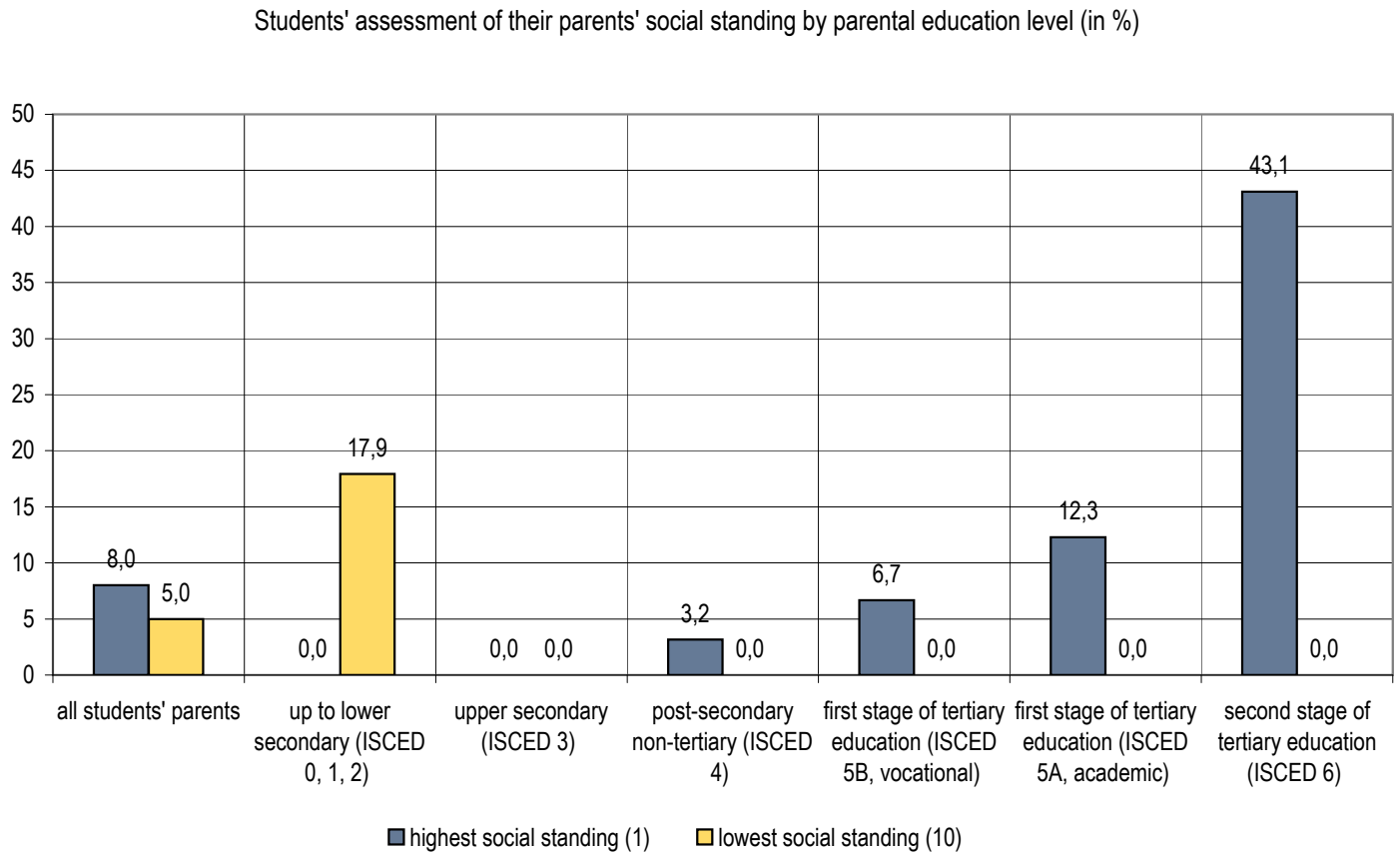
	all students' parents	all students' parents	up to lower secondary (ISCED 0, 1, 2)	up to lower secondary (ISCED 0, 1, 2)	upper secondary (ISCED 3)	upper secondary (ISCED 3)	post-secondary non-tertiary (ISCED 4)	post-secondary non tertiary (ISCED 4)	first stage of tertiary education (ISCED 5B, vocational)	first stage of tertiary education (ISCED 5B, vocational)	first stage of tertiary education (ISCED 5A, academic)	first stage of tertiary education (ISCED 5A, academic)	second stage of tertiary education (ISCED 6)	second stage of tertiary education (ISCED 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1: high social standing	80	8,0	0	0,0	0	0,0	2	3,2	10	6,7	43	12,3	25	43,1
2	200	20,0	0	0,0	0	0,0	6	9,5	35	23,3	139	39,7	20	34,5
3	100	10,0	0	0,0	6	6,0	3	4,8	31	20,7	50	14,3	10	17,2
4	140	14,0	24	8,6	10	10,0	16	25,4	31	20,7	56	16,0	3	5,2
5	70	7,0	20	7,2	4	4,0	8	12,7	12	8,0	26	7,4	0	0,0
6	100	10,0	30	10,8	12	12,0	10	15,9	15	10,0	33	9,4	0	0,0
7	120	12,0	54	19,4	42	42,0	11	17,5	10	6,7	3	0,9	0	0,0
8	90	9,0	61	21,9	18	18,0	7	11,1	4	2,7	0	0,0	0	0,0
9	50	5,0	40	14,3	8	8,0	0	0,0	2	1,3	0	0,0	0	0,0
10: low social standing	50	5,0	50	17,9	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
total	1.000	100,0	279	100,0	100	100,0	63	100,0	150	100,0	350	100,0	58	100,0

Students' parents with higher social standing (1-3) and tertiary education (ISCED 5-6) of all parents, in %	36,3
Students' parents with higher social standing (1-3) and without tertiary education (not ISCED 5-6) of all parents, in %	1,7
Students' parents with lower social standing (8-10) and without tertiary education (not ISCED 5-6) of all parents, in %	18,4
Students' parents with lower social standing (8-10) and tertiary education (ISCED 5-6) of all parents, in %	0,6

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

Subjective assessment of social standing on 10-point scale

Indicators:		
	Students' parents with higher social standing (1-3) and tertiary education (ISCED 5-6) of all parents, in %	36,3
	Students' parents with higher social standing (1-3) and without tertiary education (not ISCED 5-6) of all parents, in %	1,7
	Students' parents with lower social standing (8-10) and without tertiary education (not ISCED 5-6) of all parents, in %	18,4
	Students' parents with lower social standing (8-10) and tertiary education (ISCED 5-6) of all parents, in %	0,6



Assessments of social standing of parents by characteristics of students

Source	Survey question 6.4, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4
Purpose of subtopic	This analysis combines the students' assessment of their parents' social standing with certain characteristics of the students themselves (like gender, qualification being studied for, mode of study, etc.) which are used as a leitmotif for the report. The focus is on the question whether there are considerable differences between the student groups in their valuation of their parents' social standing.
General instructions	Table: Calculate absolute number of students by their own assessment of their parents' social standing and by the various characteristics of students. Key indicators: The group 'higher social standing' comprises the categories 1-3 from the table, the group 'lower social standing' covers the categories 8-10. See glossary for: Bachelor/Master students, age, low-intensity students, direct/delayed transition students.

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

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	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	53	10,3	10	1,8	60	19,7	30	10,7	30	4,4	40	26,7	30	9,0	50	7,5
2	200	20,0	130	25,2	90	16,5	90	29,6	30	10,7	140	20,4	30	20,0	80	23,9	120	18,0
3	100	10,0	50	9,7	30	5,5	50	16,4	40	14,3	50	7,3	23	15,3	30	9,0	70	10,5
4	140	14,0	70	13,6	70	12,8	40	13,2	50	17,9	100	14,6	20	13,3	38	11,3	102	15,3
5	70	7,0	35	6,8	30	5,5	30	9,9	50	17,9	45	6,6	15	10,0	20	6,0	50	7,5
6	100	10,0	40	7,8	70	12,8	20	6,6	30	10,7	70	10,2	10	6,7	30	9,0	70	10,5
7	120	12,0	55	10,7	96	17,6	10	3,3	30	10,7	100	14,6	5	3,3	42	12,5	78	11,7
8	90	9,0	40	7,8	80	14,7	4	1,3	10	3,6	80	11,7	3	2,0	35	10,4	55	8,3
9	50	5,0	22	4,3	40	7,3	0	0,0	5	1,8	40	5,8	2	1,3	10	3,0	40	6,0
10: low social standing	50	5,0	21	4,1	30	5,5	0	0,0	5	1,8	30	4,4	2	1,3	20	6,0	30	4,5
total	1.000	100,0	516	100,0	546	100,0	304	100,0	280	100,0	685	100,0	150	100,0	335	100,0	665	100,0

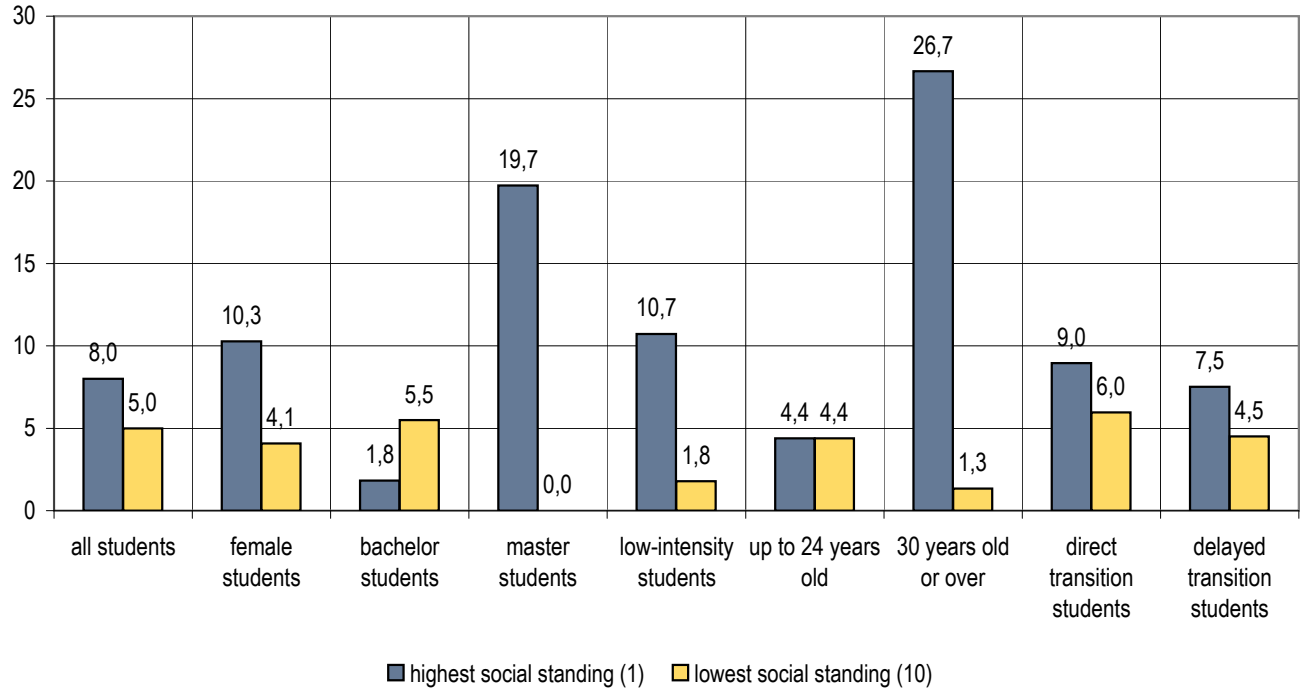
All students' parents with higher social standing (1-3), in %	38,0
All students' parents with lower social standing (8-10), in %	19,0
BA students' parents with higher social standing (1-3), in %	23,8
BA students' parents with lower social standing (8-10), in %	27,5
MA students' parents with higher social standing (1-3), in %	65,8
MA students' parents with lower social standing (8-10), in %	1,3

Assessments of social standing of parents by characteristics of students

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

Indicators:		
	All students' parents with higher social standing (1-3), in %	38,0
	All students' parents with lower social standing (8-10), in %	19,0
	BA students' parents with higher social standing (1-3), in %	23,8
	BA students' parents with lower social standing (8-10), in %	27,5
	MA students' parents with higher social standing (1-3), in %	65,8
	MA students' parents with lower social standing (8-10), in %	1,3

Subjective assessment of parents' social standing by characteristics of students (in %)



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	General instructions
1	**Form of housing by age**	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 just show where students sleep, but also describes social and financial dependencies. Age is an important context factor to the decision for different types of accommodation, therefore, it was chosen as explanatory variable.	18-24, 25-29, 30+	-	-	-	-	-	-	parents, partner/children, with (an)other person/s, alone, student hall	not with parents, > 30	Survey question 3.1, 3.2 and 5.1	For filling the tables it is most 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 age (but also for all students). The categories 'alone', 'with partner/children', 'with (an)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 one category in the table (cp. for glossary). Table 2: The category 'living in a student hall' is shown separately as students who have chosen this form of housing are included in the categories 'alone' and 'with (an)other person/s' depending on whether they have a room of their own or have to share it with other students. Therefore, the category 'living in a student hall' cannot be integrated in the first table without double counting. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. Key indicators: For the last two indicators insert the most frequent type of housing a glossary for: Form of housing, age.
2	**Form of housing by gender and qualification being studied for**	This subtopic analyses the comparative proportions of Bachelor and Master students (also grouped by gender) in different types of housing.	-	female, male, all	BA, MA	-	-	-	-	parents, partner/children, with (an)other person/s, alone, student hall	not with parents	Survey question 1.1, 3.1, 3.2 and 5.2	Table 1: Calculate absolute number of students by form of housing and by qualification being studied for and gender (combined with one another). In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category in the table (cp. for glossary). Table 2: Same procedure as for table 1. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. Key indicators: The focus is on the shares of students living with parents or in student halls. See glossary for: Form of housing, Bachelor/Master students.
3	**Form of housing for all students by size of study location**	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 the students. For example, 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.	-	-	-	-	urban and rural areas according to number of inhabitants	-	-	parents, partner/children, with (an)other person/s, alone, student hall	not with parents, capital city	Survey question 1.5, 3.1, 3.2 and population census	Table 1: Calculate absolute number of students by form of housing and by size of study location. For this subtopic national contributors must provide contextual data on the size of urban conurbations in their respective country. The category 'capital city' is treated independently of its size. In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category in the table (cp. for glossary). Table 2: Same procedure as for table 1. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. Note for both tables: 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 numbers of students in the category 'capital city' are already included in one of the other categories and they are just shown separately again). Key indicators: For each category of study location the ratio relates the share of students not living with parents to the share of
4	**Form of housing by social background**	The analysis indicates the effect of a student's social background on his/her decision for a certain type of housing. The impact of social background on the choice of accommodation may be twofold: On the one hand, social background usually exerts a dominating influence on a student's budget (which is a major constraint for his/her choice). On the other hand, a student's socialisation may well shape his/her preferences for certain types of accommodation.	-	-	-	-	-	ISCED 0-2, 3-4, 5-6	-	parents, partner/children, with (an)other person/s, alone, student hall	not with parents	Survey question 3.1, 3.2 and 6.1	Table 1: Calculate absolute number of students by form of housing and by social background. A student's social background is constructed by the highest educational qualification of his/her parents (of either the father or the mother). In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category in the table (cp. for glossary). Table 2: Same procedure as for table 1. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. See glossary for: Form of housing, ISCED, lower secondary education, non-tertiary education, tertiary education. The hierarchy of parents' qualifications is divided into the three broad groups in the tables.

No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	General instructions
5	**Assessment of accommodation by form of housing**	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?	-	-	-	-	-	-	-	parents, not living with parents, student hall	not with parents	Survey question 3.1, 3.2 and 3.3	Table: Calculate absolute number of students who assessed the respective type of housing as "very satisfied", "satisfied", "acceptable", "dissatisfied" and "very dissatisfied". The categories "(very) satisfied" and "(very) dissatisfied" are the sum of the first/last two smilies (cp. for questionnaire). The category "acceptable" corresponds to the median smiley. In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category of housing form (cp. for glossary). The category 'not living with parents' includes all other forms of housing (also 'living in a student hall' is included). The category 'student hall' 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. See glossary for: Assessment, Form of housing.
6	**Cost of accommodation for students not living with parents**	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 two types of accommodation (student hall and living alone [i.e. in this case living alone refers only to residing in a private accommodation]) and the source of payments for rent, i.e. direct (out of own pocket) payments by students or indirect (intangible) by students' parents (or others). This enables an assessment of the financial contribution to framework conditions by parents (or others).	-	-	-	-	-	-	-	partner/children, with (an)other person/s, alone, student hall	-	Survey question 3.1, 3.2 and 3.6	Table: Calculate average amount of payments by housing form and by source (i.e. by students or parents [others]). It must be assured that students living in student halls are not counted twice (this refers to the categories 'alone' and 'with (an)other person/s'). In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one 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. For the payments of students and parents (others) compute the average amount (arithm. mean). For the total payments refer to the arithm. mean and the median. See glossary for: Form of housing, payments.
7	**Form of housing and daily time for travelling from home to higher education institution**	This subtopic provides data on the average 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 money] on travelling).	-	-	-	-	-	-	-	all forms of housing, living with parents, student hall	-	Survey 3.1, 3.2 and 3.4	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 one category of housing form (cp. for glossary). Refer to the arithmetic mean and the median. Calculate the standard deviation based on the arithmetic mean. See glossary for: Form of housing, travelling time.

Form of housing by age

Source	Survey question 3.1, 3.2 and 5.1
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 just show where students sleep, but also describes social and financial dependencies. Age is an important context factor to the decision for different types of accommodation, therefore, it was chosen as explanatory variable.
General instructions	For filling the tables it is most 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 age (but also for all students). The categories 'alone', 'with partner/children', 'with (an)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 one category in the table (cp. for glossary). Table 2: The category 'living in a student hall' is shown separately as students who have chosen this form of housing are included in the categories 'alone' and 'with (an)other person/s' depending on whether they have a room of their own or have to share it with other students. Therefore, the category 'living in a student hall' cannot be integrated in the first table without double counting. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. Key indicators: For the last two indicators insert the most frequent type of housing according to table 1 and the corresponding share of students. See glossary for: Form of housing, age.

All forms of housing by age

form of housing	all students	all students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over
	numbers	percent	numbers	percent	numbers	percent	percent	percent
with parents	445	44,5	395	57,7	30	18,2	20	13,3
alone	100	10,0	50	7,3	30	18,2	20	13,3
with partner/child(ren)	345	34,5	205	29,9	65	39,4	75	50,0
with (an)other person/s	110	11,0	35	5,1	40	24,2	35	23,3
total	1.000	100,0	685	100,0	165	100,0	150	100,0
not with parents	555	55,5	290	42,3	135	81,8	130	86,7

Students living in a student hall

form of housing	all students	all students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
living in a student hall	130	13,0	80	11,7	30	18,2	20	13,3
not living in a student hall	870	87,0	605	88,3	135	81,8	130	86,7
total	1.000	100,0	685	100,0	165	100,0	150	100,0

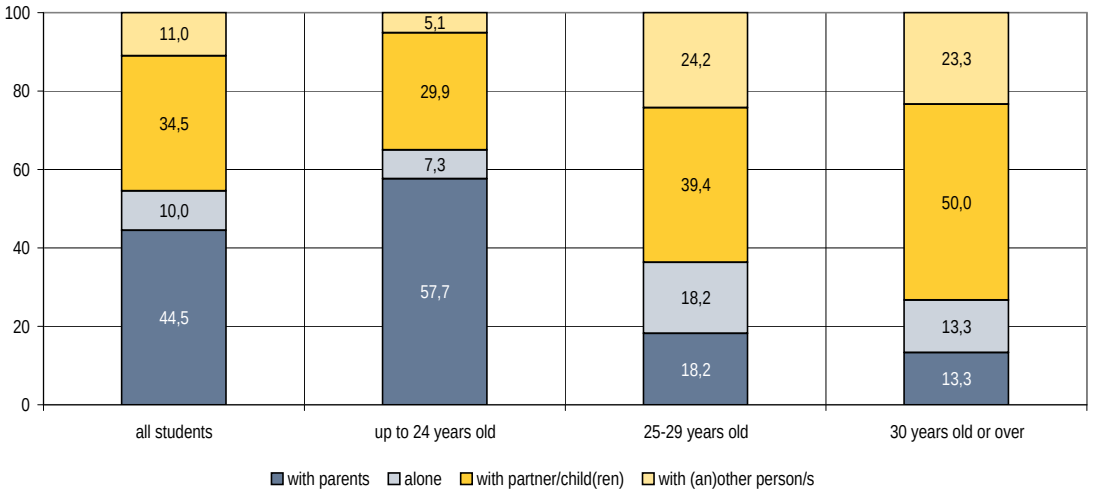
Share of all students living with parents, in %		44,5
Share of all students not living with parents, in %		55,5
Share of all students living in student halls, in %		13,0
Share of students younger than 25 years living in the most frequent type of housing, in %	with parents	57,7
Share of students 30 years or older living in the most frequent type of housing, in %	with partner/ children	50,0

Form of housing by age

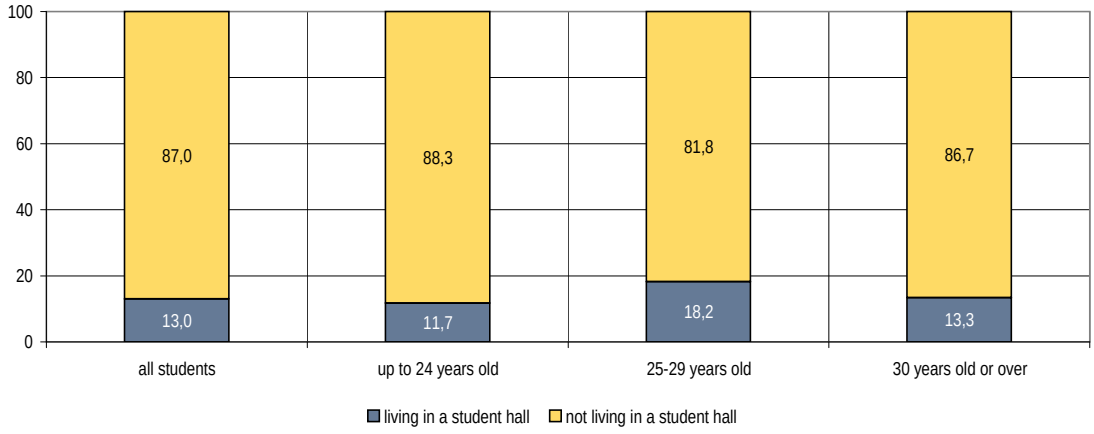
All forms of housing by age

Indicators:			
	Share of all students living with parents, in %		44,5
	Share of all students not living with parents, in %		55,5
	Share of all students living in student halls, in %		13,0
	Share of students younger than 25 years living in the most frequent type of housing, in %	with parents	57,7
	Share of students 30 years or older living in the most frequent type of housing, in %	with partner/ children	50,0

Form of housing by age (in %)



Students living in a student hall (in %)



Form of housing by gender and qualification being studied for

Source	Survey question 1.1, 3.1, 3.2 and 5.2
Purpose of subtopic	This subtopic analyses the comparative proportions of Bachelor and Master students (also grouped by gender) in different types of housing.
General instructions	Table 1: Calculate absolute number of students by form of housing and by qualification being studied for and gender (combined with one another). 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: Same procedure as for table 1. The category 'not living in a student hall' includes<u>all</u> forms of housing other than living in a student hall. Key indicators: The focus is on the shares of students living with parents or in student halls. See glossary for: Form of housing, Bachelor/Master students.

Form of housing of Bachelor and Master students by gender

form of housing	all bachelor students	all bachelor students	female bachelor	female bachelor	male bachelor	male bachelor	all master students	all master students	female master	female master	male master	male master
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
with parents	311	57,0	150	53,6	161	60,5	50	16,4	25	16,2	25	16,7
alone	50	9,2	20	7,1	30	11,3	80	26,3	40	26,0	40	26,7
with partner/child(ren)	150	27,5	90	32,1	60	22,6	110	36,2	60	39,0	50	33,3
with (an)other person/s	35	6,4	20	7,1	15	5,6	64	21,1	29	18,8	35	23,3
total	546	100,0	280	100,0	266	100,0	304	100,0	154	100,0	150	100,0
not with parents	235	43,0	130	46,4	105	39,5	254	83,6	129	83,8	125	83,3

Bachelor and Master students living in a student hall by gender

form of housing	all bachelor students	all bachelor students	female bachelor	female bachelor	male bachelor	male bachelor	all master students	all master students	female master	female master	male master	male master
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
living in a student hall	60	11,0	30	10,7	30	11,3	50	16,4	20	13,0	30	20,0
not living in a student hall	486	89,0	250	89,3	236	88,7	254	83,6	134	87,0	120	80,0
total	546	100,0	280	100,0	266	100,0	304	100,0	154	100,0	150	100,0

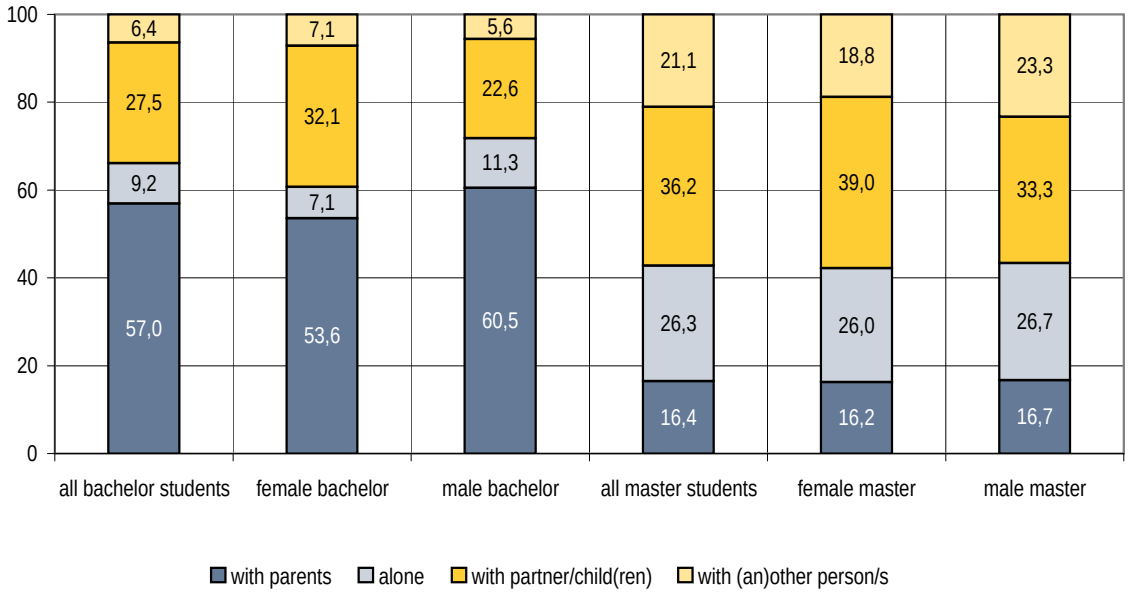
Share of all Bachelor students living with parents, in %	57,0
Share of all Bachelor students living in student halls, in %	11,0
Share of all Master students living with parents, in %	16,4
Share of all Master students living in student halls, in %	16,4

Form of housing by gender and qualification being studied for

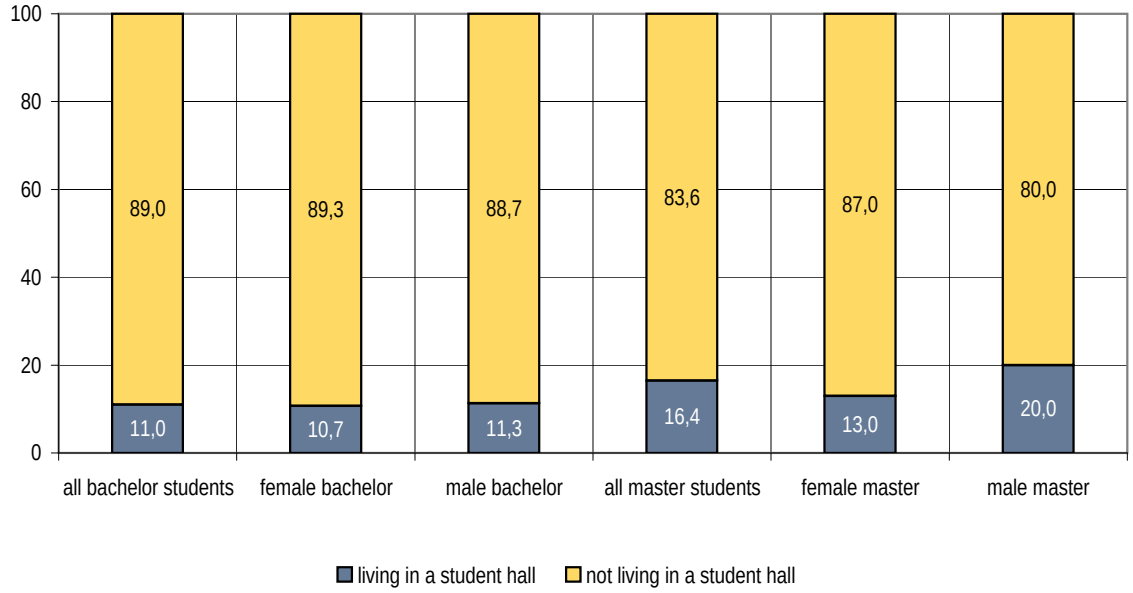
Form of housing of Bachelor and Master students by gender

Indicators:		
	Share of all Bachelor students living with parents, in %	57,0
	Share of all Bachelor students living in student halls, in %	11,0
	Share of all Master students living with parents, in %	16,4
	Share of all Master students living in student halls, in %	16,4

Type of housing of Bachelor and Master students by gender (in %)



Bachelor and Master students living in a student hall by gender (in %)



Form of housing for all students by size of study location

Source	Survey question 1.5, 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 the students. For example, 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	Table 1: Calculate absolute number of students by form of housing and by size of study location. For this subtopic national contributors must provide contextual data on the size of urban conurbations in their respective country. The category 'capital city' is treated independently of its size. In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category in the table (cp. for glossary). Table 2: Same procedure as for table 1. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. Note for both tables: 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 numbers of students in the category 'capital city' are already included in one of the other categories and they are just shown separately again). Key indicators: For each category of study location the ratio relates the share of students not living with parents to the share of students living with parents. See glossary for: Form of housing, study location, capital city.

Form of housing for 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	64,4	103	45,4	90	58,8	120	28,9	50	22,5
alone	25	12,2	40	17,6	30	19,6	100	24,1	51	23,0
with partner/child(ren)	30	14,6	52	22,9	20	13,1	110	26,5	80	36,0
with (an)other person/s	18	8,8	32	14,1	13	8,5	85	20,5	41	18,5
total	205	100,0	227	100,0	153	100,0	415	100,0	222	100,0
not with parents	73	35,6	124	54,6	63	41,2	295	71,1	172	77,5

All students living in a student hall 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 hall	10	4,9	20	8,8	25	16,3	75	18,1	40	18,0
not living in a student hall	195	95,1	207	91,2	128	83,7	340	81,9	182	82,0
total	205	100,0	227	100,0	153	100,0	415	100,0	222	100,0

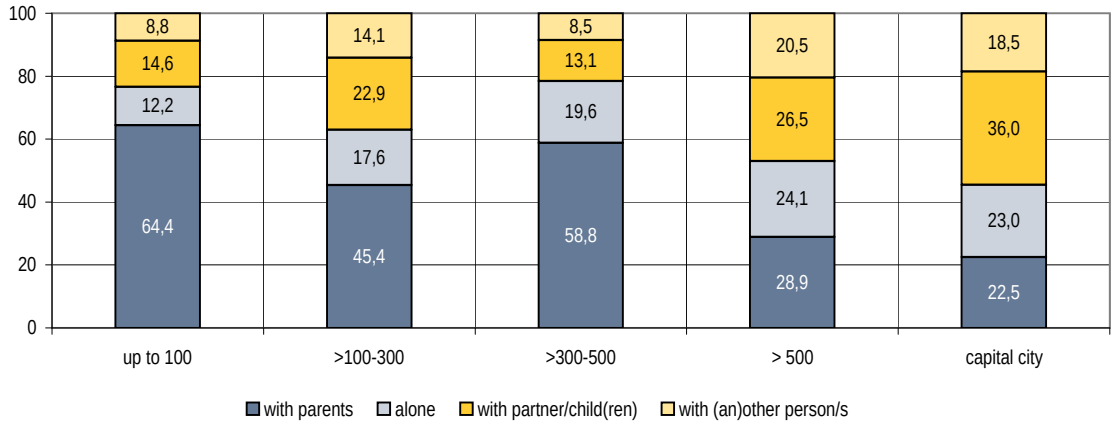
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	0,6
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	1,2
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	0,7
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	2,5
Ratio of students living (not with parents)/(with parents) in capital city	3,4

Form of housing for all students by size of study location

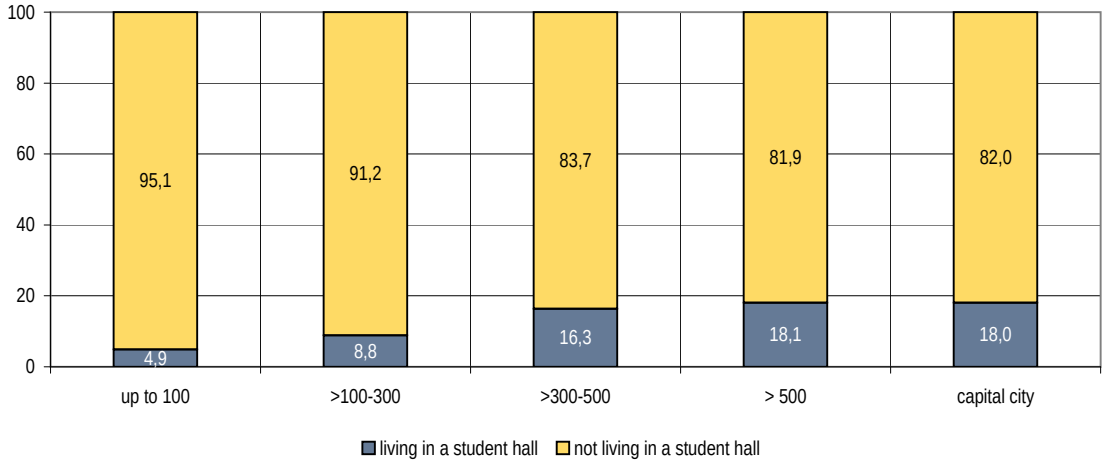
Form of housing for all students by size of study location in thousand inhabitants

Indicators:		
	Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	0,6
	Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	1,2
	Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	0,7
	Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	2,5
	Ratio of students living (not with parents)/(with parents) in capital city	3,4

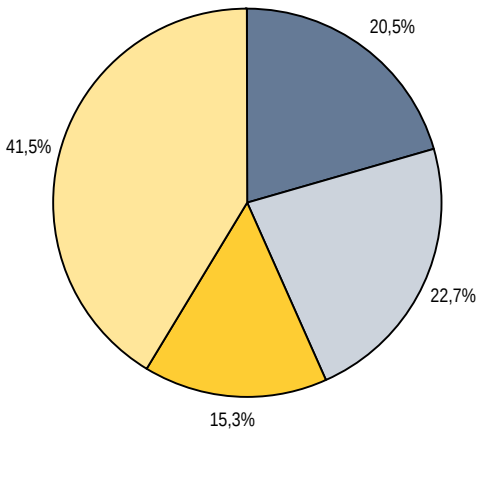
Type of housing by size of study location by 1,000 inhabitants (in %)



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



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



Form of housing by social background

Source	Survey question 3.1, 3.2 and 6.1
Purpose of subtopic	The analysis indicates the effect of a student's social background on his/her decision for a certain type of housing. The impact of social background on the choice of accommodation may be twofold: On the one hand, social background usually exerts a dominating influence on a student's budget (which is a major constraint for his/her choice). On the other hand, a student's socialisation may well shape his/her preferences for certain types of accommodation.
General instructions	Table 1: Calculate absolute number of students by form of housing and by social background. A student's social background is constructed by the highest educational qualification of his/her parents (of either the father or the mother). In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category in the table (cp. for glossary). Table 2: Same procedure as for table 1. The category 'not living in a student hall' includes all forms of housing other than living in a student hall. See glossary for: Form of housing, ISCED, lower secondary education, non-tertiary education, tertiary education. The hierarchy of parents' qualifications is divided into the three broad groups in the tables.

Form of student housing by social background

form of housing	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
with parents	100	35,8	70	42,9	275	49,3
alone	39	14,0	20	12,3	153	27,4
with partner/child(ren)	80	28,7	48	29,4	80	14,3
with (an)other person/s	60	21,5	25	15,3	50	9,0
total	279	100,0	163	100,0	558	100,0
not with parents	179	64,2	93	57,1	283	50,7

Students living in a student hall by social background

form of housing	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
living in a student hall	80	28,7	20	12,3	30	5,4
not living in a student hall	199	71,3	143	87,7	528	94,6
total	279	100,0	163	100,0	558	100,0

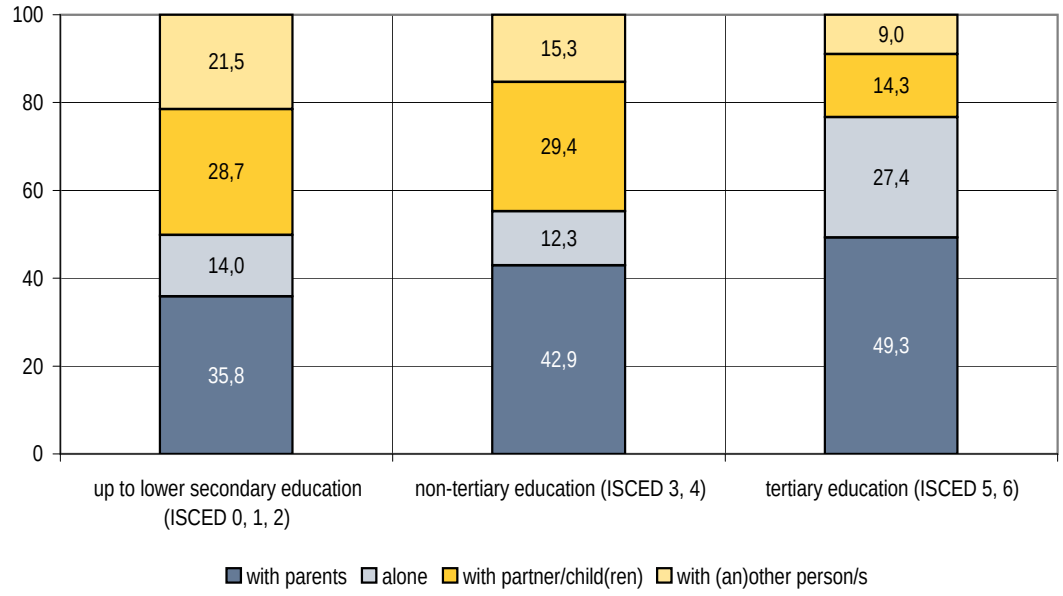
Share of all students from low education background living with parents, in %	35,8
Share of all students from low education background living in student halls, in %	28,7
Share of all students from high education background living with parents, in %	49,3
Share of all students from high education background living in student halls, in %	5,4

Form of housing by social background

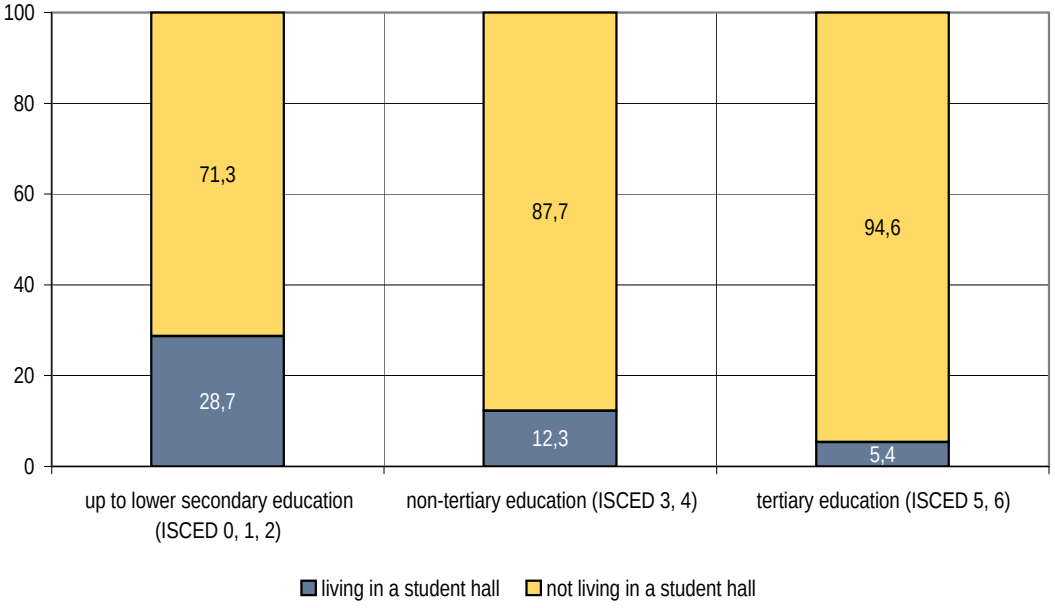
Form of student housing by social background

Indicators:		
	Share of all students from low education background living with parents, in %	35,8
	Share of all students from low education background living in student halls, in %	28,7
	Share of all students from high education background living with parents, in %	49,3
	Share of all students from high education background living in student halls, in %	5,4

Form of housing by social background (in %)



Students living in a student hall by social background (in %)



Assessment of accommodation by form of housing

Source	Survey question 3.1, 3.2 and 3.3
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: Calculate absolute number of students who assessed the respective type of housing as "very satisfied", "satisfied", "acceptable", "dissatisfied" and "very dissatisfied". The categories "(very) satisfied" and "(very) dissatisfied" are the sum of the first/last two smilies (cp. for questionnaire). The category "acceptable" corresponds to the median smiley. In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one category of housing form (cp. for glossary). The category 'not living with parents' includes all other forms of housing (also 'living in a student hall' is included). The category 'student hall' 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. See glossary for: Assessment, Form of housing.

Students' assessment of accomodation by form of housing

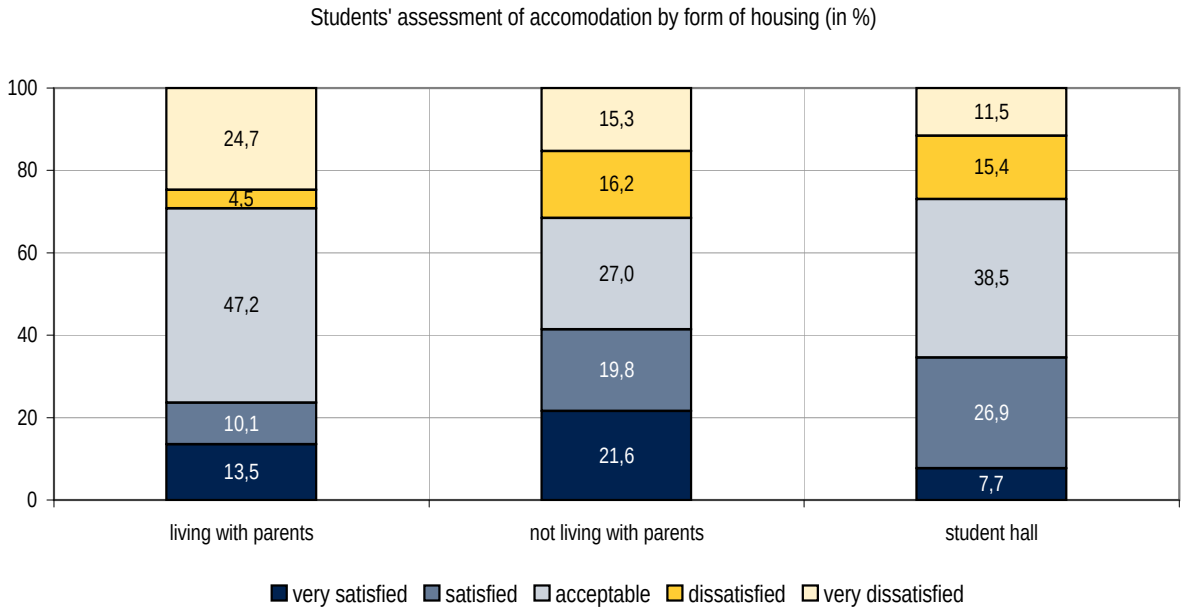
level of satisfaction	living with parents	living with parents	not living with parents	not living with parents	student hall	student hall
	numbers	percent	numbers	percent	numbers	percent
very satisfied	60	13,5	120	21,6	10	7,7
satisfied	45	10,1	110	19,8	35	26,9
acceptable	210	47,2	150	27,0	50	38,5
dissatisfied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

Students living with parents, who are (very) satisfied, in %	23,6
Students not living with parents, who are (very) satisfied, in %	41,4
Students residing in student halls, who are (very) satisfied, in %	34,6
Students living with parents, who are (very) dissatisfied, in %	29,2
Students not living with parents, who are (very) dissatisfied, in %	31,5
Students residing in student halls, who are (very) dissatisfied, in %	26,9

Assessment of accommodation by form of housing

Students' assessment of accomodation by form of housing

Indicators:		
	Students living with parents, who are (very) satisfied, in %	23,6
	Students not living with parents, who are (very) satisfied, in %	41,4
	Students residing in student halls, who are (very) satisfied, in %	34,6
	Students living with parents, who are (very) dissatisfied, in %	29,2
	Students not living with parents, who are (very) dissatisfied, in %	31,5
	Students residing in student halls, who are (very) dissatisfied, in %	26,9



Cost of accommodation for students not living with parents

Source	Survey question 3.1, 3.2 and 3.6
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 two types of accommodation (student hall and living alone [i.e. in this case living alone refers only to residing in a private accommodation]) and the source of payments for rent, i.e. direct (out of own pocket) payments by students or indirect (intangible) 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]). It must be assured that students living in student halls are not counted twice (this refers to the categories 'alone' and 'with (an)other person/s'). In case a student gave (consistent) multiple answers concerning the form of housing, the student will be assigned to only one 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. For the payments of students and parents (others) compute the average amount (arithm. mean). For the total payments refer to the arithm. mean and the median. See glossary for: Form of housing, payments.

Average cost of accommodation per month including additional charges and costs for utilities in national currency for students not living with parents

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

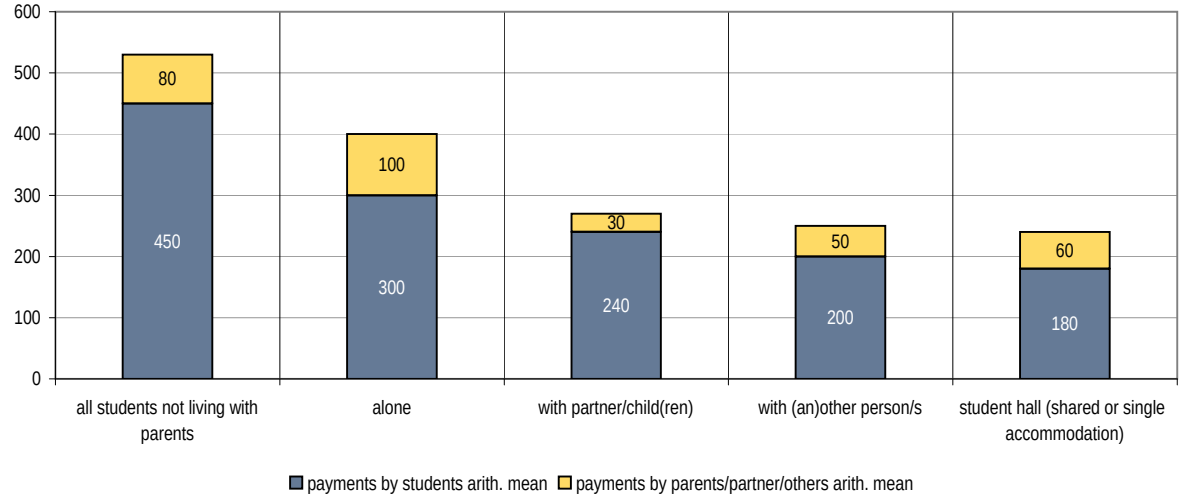
Average monthly rent (total payments, median)	
all students not living with parents	510
student hall	220
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	530
student hall	240
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0,6

Cost of accommodation for students not living with parents

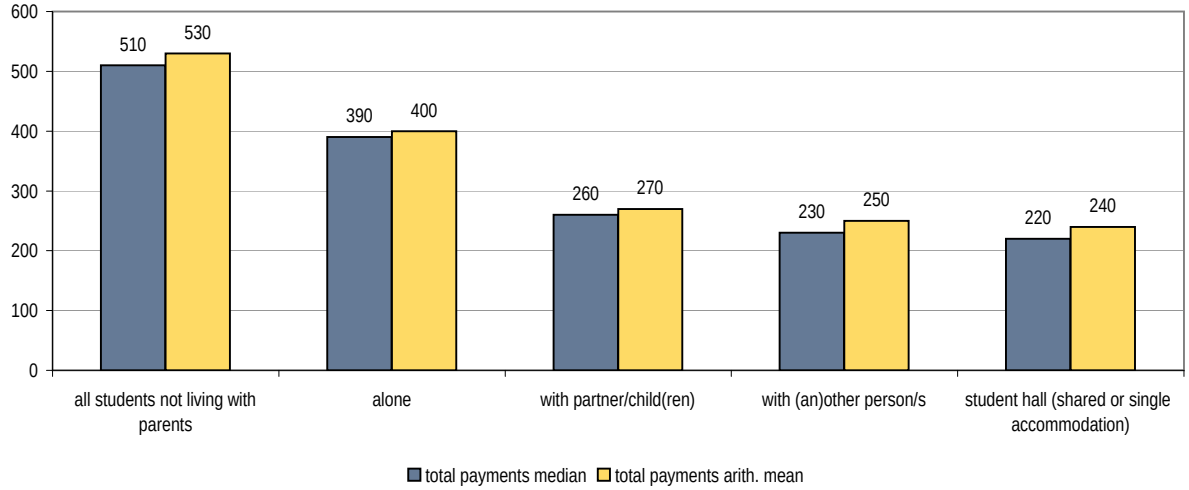
Average cost of accommodation per month including additional charges and costs for utilities in national currency for students not living with parents

Indicators:	
Average monthly rent (total payments, median)	
all students not living with parents	510
student hall	220
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	530
student hall	240
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0,6

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



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



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

Source	Survey 3.1, 3.2 and 3.4
Purpose of subtopic	This subtopic provides data on the average 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 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 one category of housing form (cp. for glossary). Refer to the arithmetic mean and the median. Calculate the standard deviation 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)	travelling time (in minutes)	
	median	arith. mean	standard deviation (arithm. mean)
all forms of accommodation	20	23	5
living with parents	30	35	8
student hall	6	8	5

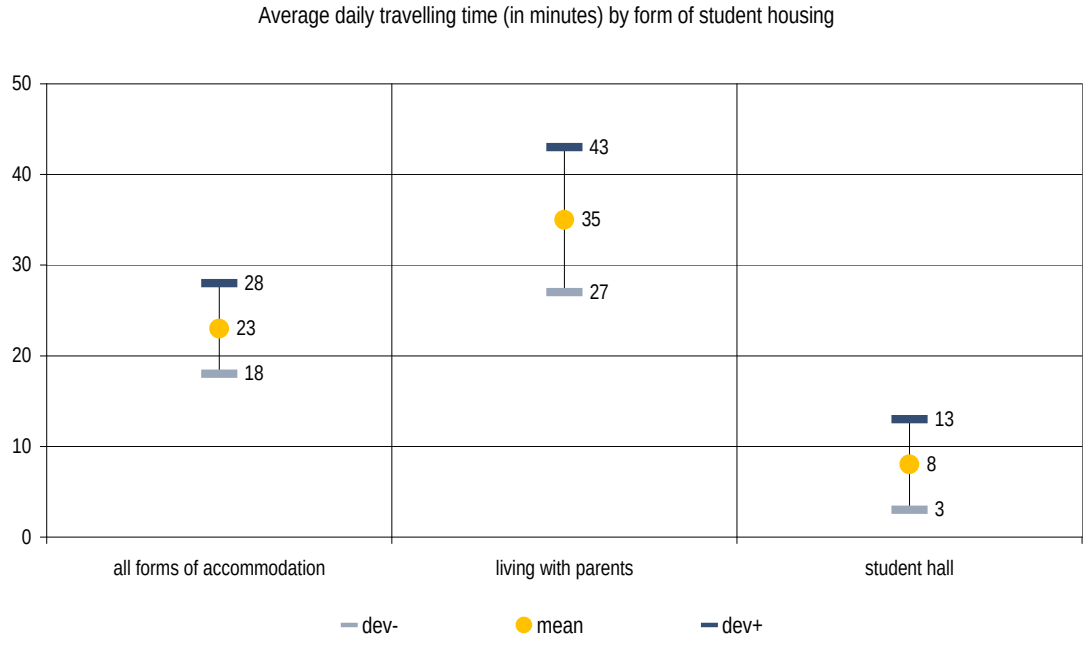
Travelling time from home in minutes (median)

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

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 hall	6



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	panel data possible?	Source	Instructions
1	**Profile of students' expenditure by form of housing**	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), too.	-	-	-	-	-	-	-	living with parents, not living with parents	-	yes	Survey question 3.6 and 3.1	Study-related costs per semester should be re-calculated as per month expenses. Table 1: Calculate average monthly or last month cash expenditure of students. Refer only to costs paid by the students themselves (that is "paid out of own pocket"). Distinguish between the two fundamental forms of housing. Table 2: Calculate average monthly or last month cash expenditure of students not living with parents and of related persons. Refer to costs paid by the students themselves ("paid out of own pocket", columns 2 and 3) and paid by other persons (that is "paid by parents/partners/others for me", columns 4 and 5). Column 6 is the sum of both out-of-own-pocket costs and costs paid by parents/partners/others in absolute terms. Key indicators: They focus only on comparison of out-of-own-pocket costs (see table 1). See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, transfers in kind.
2	**Profile of students' key expenditure by characteristics of students who are not living with parents**	From the range of student expenditure some items are defined as key expenditure. Costs 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' characteristics.	18-24, ≥25	female, male, all	BA, MA	-	-	-	low-intensity	not living with parents	school leaver, lifelong learner	yes	Survey question 3.6, 3.1, 1.1, 3.11, 5.1, 5.2, 2.3, 2.4	Table: Calculate amounts for key expenditure for the different groups of students. Refer to the sum of both type of costs, i.e. calculate the sum of out-of-own-pocket costs and costs paid by parents/partners/others. The amounts in column 2 (all students [not living with parents]) must be the same as in table 2 in sheet 1. Total expenditure is the sum of all expenditure categories, not just key expenditure. Analysis is restricted to students who are not living with their parents. See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, Bachelor/Master students, low-intensity students, age, direct/delayed transition students, transfers in kind.
3	**Profile of students' key expenditure by social background for students not living with parents**	For this subtopic students' key expenditure is calculated by students' social background. The idea is that students' income on the one hand and their spending pattern on the other hand are influenced - at least to a certain degree - by their parents' social status.	-	-	-	-	-	ISCED 0-2, 3-4, 5-6	-	not living with parents	-	yes	Survey question 3.6, 3.1 and 6.1	Table: Calculate amounts for key expenditure for the groups of students differentiated by social background. Refer to the sum of both type of costs, i.e. calculate the sum of out-of-own-pocket costs and costs paid by parents/partners/others. Total expenditure is the sum of all expenditure categories, not just key expenditure. Analysis is restricted to students not living with their parents. See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, ISCED, low/high education background, lower secondary education, non-tertiary education and tertiary education, transfers in kind.
4	**Profile of students' key expenditure by size of study location for students not living with parents**	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 costs for students correlated to the size of the study location is shown here.	-	-	-	-	urban and rural locations according to number of inhabitants	-	-	not living with parents	capital city	yes	Survey question 1.5, 3.1, 3.6 and population census	Table: Calculate absolute values for students' key expenditure by size of study location. Refer to the sum of both type of costs, i.e. calculate the sum of out-of-own-pocket costs and costs paid by parents/partners/others. Total expenditure is the sum of all expenditure categories, not just key expenditure. Further to the differentiation by size of study location, the analysis should include figures for expenditure in the capital city of the respective country under the assumption that infrastructure and higher education system may be more focussed there which affects students' expenditure. For this subtopic national contributors must provide contextual data on the size of urban conurbations in their respective country. Analysis is restricted to students not living with their parents. See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, study location, transfers in kind.
5	**Students' assessment of their financial situation by form of housing**	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 sufficiency of their means to cover monthly costs. As the level and also the pattern of expenditure vary by the form of housing it was differentiated by this criterion.	-	-	-	-	-	-	-	living with parents, not living with parents	-	yes	Survey question 3.7 and 3.1	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). Key indicators: The category '(strong) agreement' is the sum of the two sub-categories 'strongly agree' and 'agree'. The same holds mutatis mutandis for the category '(strong) disagreement'. See glossary for: Form of housing, assessment.
6	**Students' assessment of their financial situation and average income by form of housing**	In this case the students' assessment of sufficiency of their funding to cover monthly costs is contrasted to their average income. That way a rather subjective perception is compared to 'hard facts'. By this means it is possible to shed some light on the question whether complaints about the financial strength is justified (though one has to keep in mind that only average values are used for comparison and particular cases may not be appropriately reflected by that). Again the form of housing was used as criterion for differentiation.	-	-	-	-	-	-	-	living with parents, not living with parents	-	basically yes	Survey question 3.7, 3.5 and 3.1	For both tablulations the shares in column 2 (assessment in %) must be the same as in sheet 5. For each category of assessment calculate the students' average income (arithmetic mean and median). 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, assessment, income by source.
7	**Students' assessment of their financial situation by characteristics of students who are not living with parents**	The students' assessment of sufficiency of funding to cover monthly costs is evaluated for different groups of students (distinguishing by basic characteristics which are of special interest). The focus is on students not living with their parents as this is the normal form of housing in most of the countries. Furthermore, this group is in need of a much higher funding compared to their peers who are still living at their parents' house.	18-24, ≥25	female, all	BA, MA	-	-	-	low-intensity	not living with parents	school leaver, lifelong learner	yes	Survey question 3.7, 3.1, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4	Table: Calculate for each characteristic value of the assessment scale the absolute number of students by gender, qualification being studied for, mode of study, age and time-lag for entering HE. Analysis is restricted to students not living with their parents. Key indicators: The category '(strong) agreement' is the sum of the two sub-categories 'strongly agree' and 'agree'. The same holds mutatis mutandis for the category '(strong) disagreement'. See glossary for: assessment, form of housing, Bachelor/Master students, low-intensity students, age, direct/delayed transition students.
8	**Students' assessment of their financial situation by finance-related characteristics for students not living with parents**	In this case the students' assessment of sufficiency of funding is compared for finance-related characteristics - that is social background, dependents and dependency on a certain funding source (state support, parental support and paid employment).	-	-	-	-	-	ISCED 0-2, 3-4, 5-6	-	not living with parents	-	yes	Survey question 3.7, 6.1, 3.5, 5.6 and 3.1	Table: Calculate for each characteristic value of the assessment scale the number of students differentiated by finance-related characteristics. Dependency on income source means the income source makes up more than 50% of total income. Key indicators: The category '(strong) agreement' is the sum of the two sub-categories 'strongly agree' and 'agree'. The same holds mutatis mutandis for the category '(strong) disagreement'. See glossary for: Form of housing, assessment, ISCED, low education background, dependents.

Special instructions for treatment of missing data in the topic “living costs”

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 monthly expenses).

Rules for data cleaning
These rules are broadly the same as for Question 3.5.

1. If all fields in the first column – "I pay out of my own pocket" – are empty or filled with 0, then exclude the case completely from analysis of this subtopic.

2. Extreme values of the distribution of total cost (= the sum of all cost categories except Total cost) 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 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. For the analysis of total costs differentiate between the two groups “living with parents” and “not living with parents”.

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. and all cases affected by rule 3. in the metadata and/or respective subtopic comment box.

EUROSTUDENT IV: Living costs

Profile of students' expenditure by form of housing

Source	Survey question 3.6 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), too.
General instructions	Study-related costs per semester should be re-calculated as per month expenses. Table 1: Calculate average monthly or last month cash expenditure of students. Refer only to costs paid by the students themselves (that is "paid out of own pocket"). Distinguish between the two fundamental forms of housing. Table 2: Calculate average monthly or last month cash expenditure of students not living with parents and of related persons. Refer to costs paid by the students themselves ("paid out of own pocket", columns 2 and 3) and paid by other persons (that is "paid by parents/partners/others for me", columns 4 and 5). Column 6 is the sum of both out-of-own-pocket costs and costs paid by parents/partners/others in absolute terms. Key indicators: They focus only on comparison of out-of-own-pocket costs (see table 1). See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, transfers in kind.

Monthly spending profile of students by form of housing, in national currency and percent

	students living with parents	students living with parents	students not living with parents	students not living with parents
	out-of-own-pocket costs	out-of-own-pocket costs	out-of-own-pocket costs	out-of-own-pocket costs
	amount	percent	amount	percent
accommodation (including utilities, water, electricity,...)	50	6,8	200	22,2
living/ daily expenses (food, clothing/toiletries etc.)	100	13,5	180	20,0
social and leisure activities	60	8,1	50	5,6
transportation	120	16,2	60	6,7
health costs (e.g. medical insurance)	30	4,1	40	4,4
communication (telephone, internet etc.)	50	6,8	60	6,7
childcare	30	4,1	80	8,9
other regular **living** costs (tobacco, pets, insurance, debt payment...)	80	10,8	70	7,8
tuition fees, registration fees, examination fees	50	6,8	50	5,6
social welfare contributions to the university/college and student association	20	2,7	30	3,3
learning materials (e.g. books, photocopying, DVDs, fields trips)	70	9,5	50	5,6
other regular **study** costs (e.g. training, further education)	80	10,8	30	3,3
total	740	100,0	900	100,0

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

	students not living with parents	students not living with parents	students not living with parents	students not living with parents	students not living with parents	students not living with parents
	out-of-own-pocket costs	out-of-own-pocket costs	costs paid by parents/partners/others	costs paid by parents/partners/others	both type of costs	both type of costs
	amount	percent	amount	percent	amount	percent
accommodation (including utilities, water, electricity,...)	200	22,2	100	25,0	300	23,1
living/ daily expenses (food, clothing/toiletries etc.)	180	20,0	40	10,0	220	16,9
social and leisure activities	50	5,6	15	3,8	65	5,0
transportation	60	6,7	50	12,5	110	8,5
health costs (e.g. medical insurance)	40	4,4	20	5,0	60	4,6
communication (telephone, internet etc.)	60	6,7	10	2,5	70	5,4
childcare	80	8,9	50	12,5	130	10,0
other regular **living** costs (tobacco, pets, insurance, debt payment...)	70	7,8	10	2,5	80	6,2
tuition fees, registration fees, examination fees	50	5,6	30	7,5	80	6,2
social welfare contributions to the university/college and student association	30	3,3	25	6,3	55	4,2
learning materials (e.g. books, photocopying, DVDs, fields trips)	50	5,6	30	7,5	80	6,2
other regular **study** costs (e.g. training, further education)	30	3,3	20	5,0	50	3,8
total	900	100,0	400	100,0	1.300	100,0

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	6,8
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	5,6
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	16,2
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	6,7
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	6,8
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	22,2

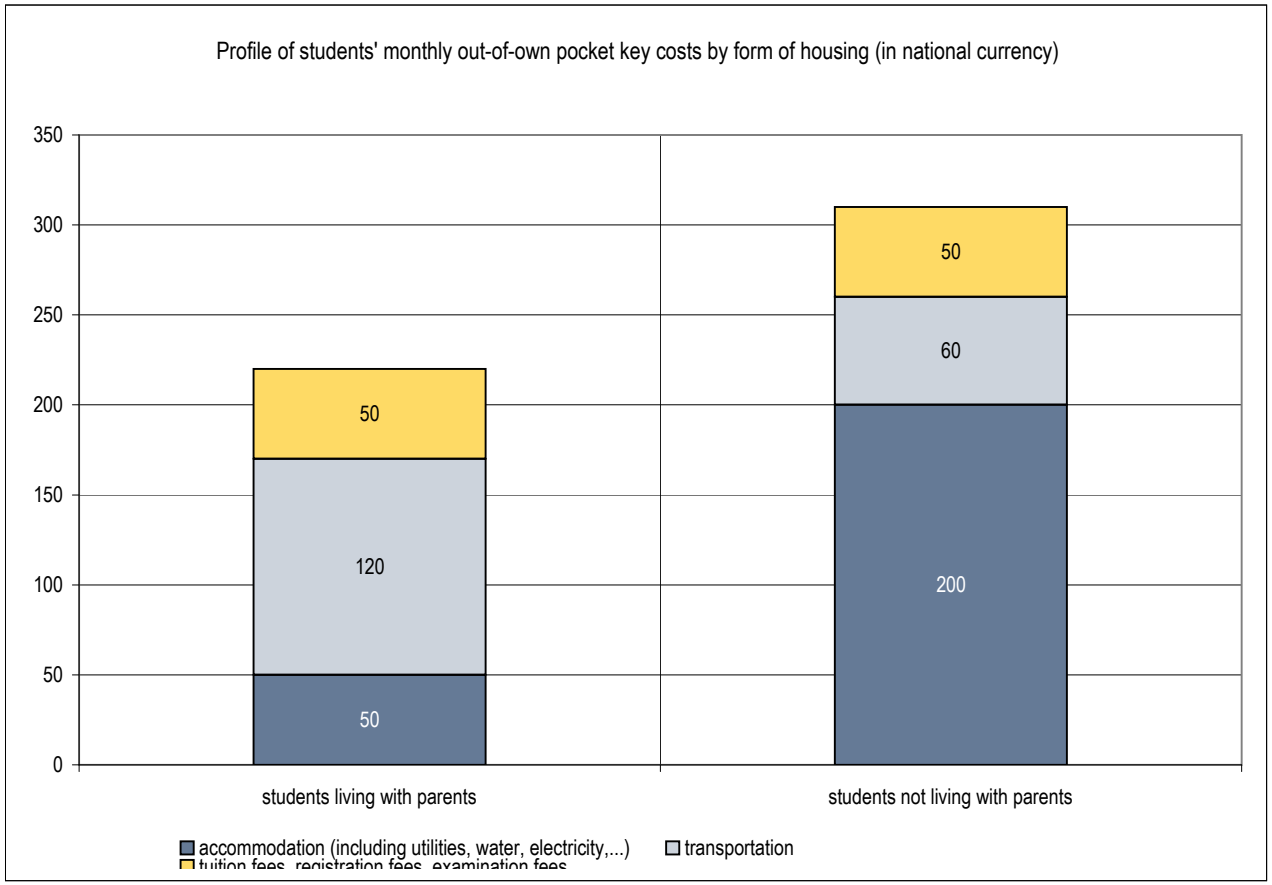
EUROSTUDENT IV: Living costs

Profile of students' expenditure by form of housing

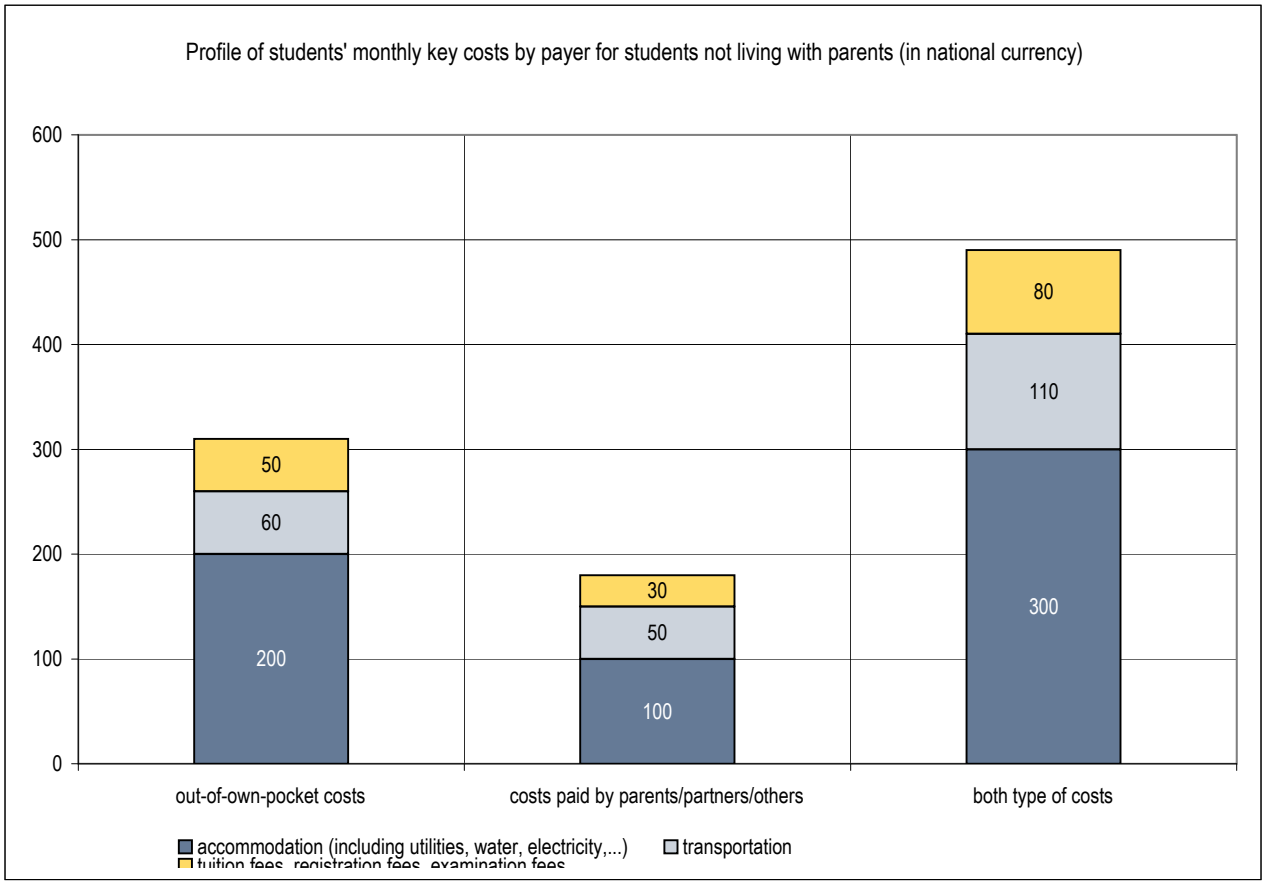
Monthly spending profile of students by form of housing, in national currency and percent

Indicators:		
	Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	6,8
	Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	5,6
	Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	16,2
	Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	6,7
	Accommodation as share of total costs paid by students living with parents out of own pocket, in %	6,8
	Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	22,2

new graph



new graph


Profile of students' monthly key costs by payer for students not living with parents (in national currency)
600
500
400
300
200
100
0
50
60
200
30
50
100
80
110
300
out-of-own-pocket costs
costs paid by parents/partners/others
both type of costs
accommodation (including utilities, water, electricity,...)
transportation
tuition fees, registration fees, examination fees

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

Source	Survey question 3.6, 3.1, 1.1, 3.11, 5.1, 5.2, 2.3, 2.4
Purpose of subtopic	From the range of student expenditure some items are defined as key expenditure. Costs 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' characteristics.
General instructions	Table: Calculate amounts for key expenditure for the different groups of students. Refer to the sum of both type of costs, i.e. calculate the sum of out-of-own-pocket costs and costs paid by parents/partners/others. The amounts in column 2 (all students [not living with parents]) must be the same as in table 2 in sheet 1. Total expenditure is the sum of all expenditure categories, not just key expenditure. Analysis is restricted to students who are not living with their parents. See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, Bachelor/Master students, low-intensity students, age, direct/delayed transition students, transfers in kind.

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

	all students	all students	female students	female students	male students	male students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
accommodation (including utilities, water, electricity,...)	300	23,1	320	25,6	280	20,3	230	23,0	330	23,6	360	24,0	250	22,7	335	22,3	230	19,2	340	25,0
transportation	110	8,5	90	7,2	120	8,7	50	5,0	120	8,6	75	5,0	55	5,0	75	5,0	60	5,0	78	5,7
tuition fees, registration fees, examination fees	80	6,2	70	5,6	80	5,8	60	6,0	85	6,1	63	4,2	70	6,4	80	5,3	60	5,0	76	5,6
total expenditure/ share of total expenditure	1.300	37,7	1.250	38,4	1.380	34,8	1.000	34,0	1.400	38,2	1.500	33,2	1.100	34,1	1.500	32,7	1.200	29,2	1.360	36,3
	[Control sums from Sheet 1]																			

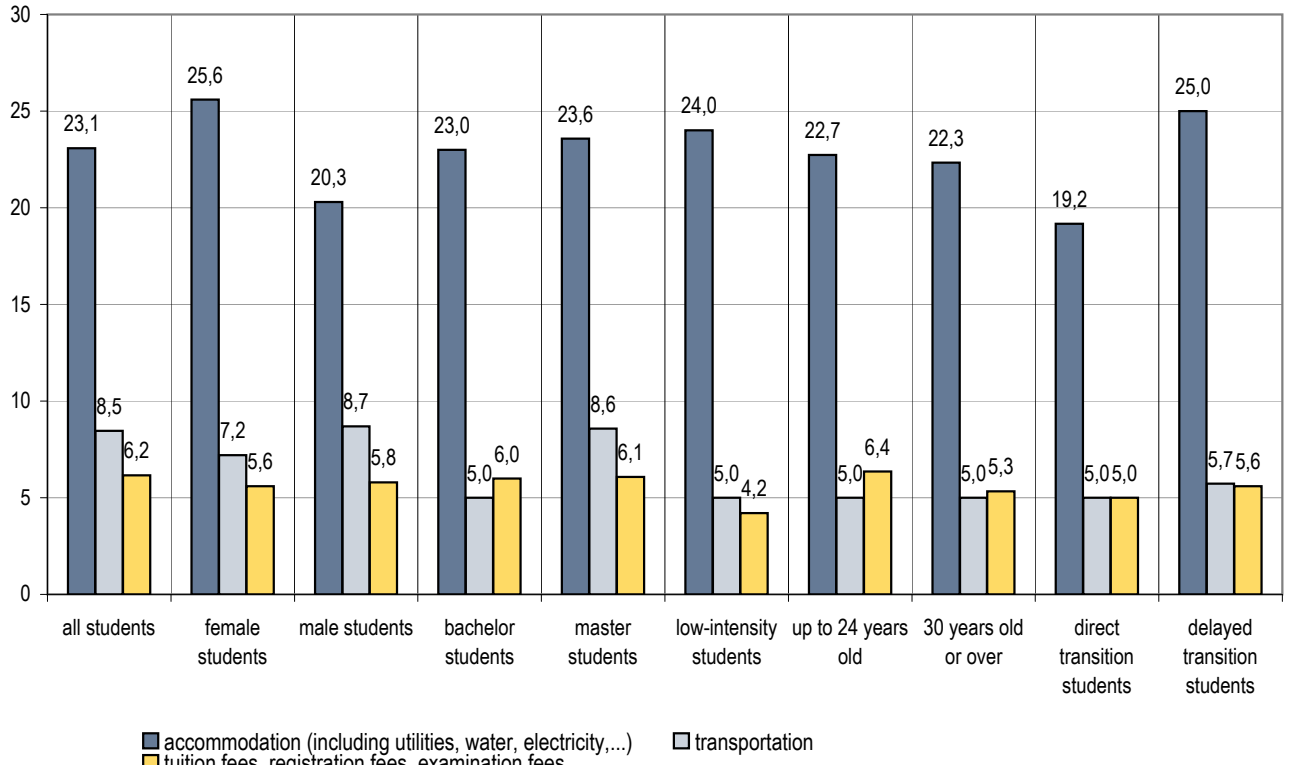
Fees to higher education institution as share of total costs for BA students, in %	6,0
Fees to higher education institution as share of total costs for MA students, in %	6,1
Fees to higher education institution as share of total costs for low-intensity students, in %	4,2
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	22,7
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	22,3

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

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

Indicat		
	Fees to higher education institution as share of total costs for BA students, in %	6,0
	Fees to higher education institution as share of total costs for MA students, in %	6,1
	Fees to higher education institution as share of total costs for low-intensity students, in %	4,2
	Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	22,7
	Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	22,3

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with their parents (in % of total expenditure)



Profile of students' key expenditure by social background for students not living with parents

Source	Survey question 3.6, 3.1 and 6.1
Purpose of subtopic	For this subtopic students' key expenditure is calculated by students' social background. The idea is that students' income on the one hand and their spending pattern on the other hand are influenced - at least to a certain degree - by their parents' social status.
General instructions	Table: Calculate amounts for key expenditure for the groups of students differentiated by social background. Refer to the sum of both type of costs, i.e. calculate the sum of out-of-own-pocket costs and costs paid by parents/partners/others. Total expenditure is the sum of all expenditure categories, not just key expenditure. Analysis is restricted to students not living with their parents. See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, ISCED, low/high education background, lower secondary education, non-tertiary education and tertiary education, transfers in kind.

Monthly spending profile for key expenditure by social background of students not living with parents

	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	amount	percent	amount	percent	amount	percent
accommodation (including utilities, water, electricity,...)	180	16,1	200	16,7	400	23,5
transportation	50	4,5	65	5,4	140	8,2
tuition fees, registration fees, examination fees	70	6,3	70	5,8	110	6,5
total expenditure/ share of total expenditure	1.120	26,8	1.200	27,9	1.700	38,2

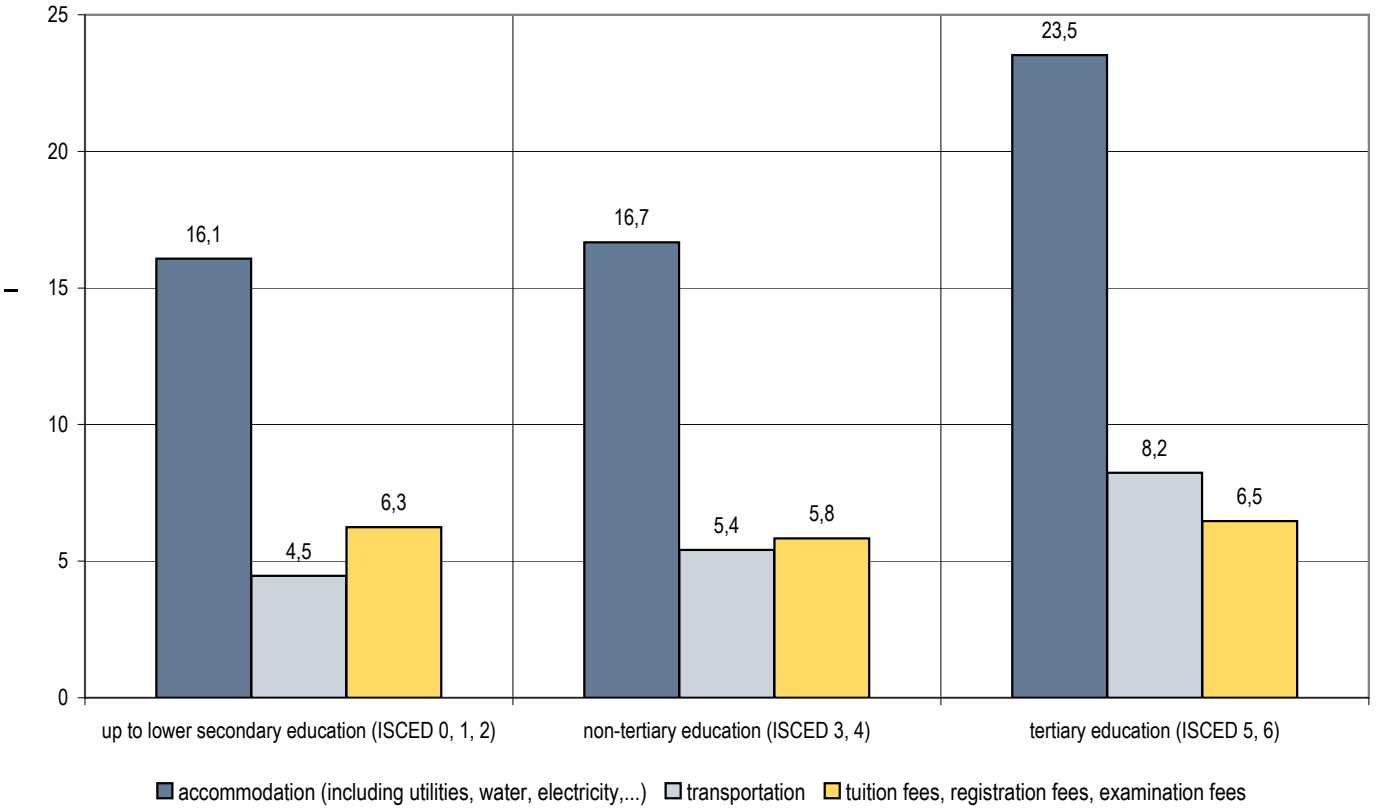
Fees to higher education institution as share of total costs for low education group, in %	6,3
Fees to higher education institution as share of total costs for high education group, in %	6,5
Expenditure on accommodation as share of total expenditure for low education background, in %	16,1
Expenditure on accommodation as share of total expenditure for high education background, in %	23,5

Profile of students' key expenditure by social background for students not living with parents

Monthly spending profile for key expenditure by social background of students not living with parents

Indicat		
	Fees to higher education institution as share of total costs for low education group, in %	6,3
	Fees to higher education institution as share of total costs for high education group, in %	6,5
	Expenditure on accommodation as share of total expenditure for low education background, in %	16,1
	Expenditure on accommodation as share of total expenditure for high education background, in %	23,5

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)



EUROSTUDENT IV: Living costs

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

Source	Survey question 1.5, 3.1, 3.6 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 costs for students correlated to the size of the study location is shown here.
General instructions	Table: Calculate absolute values for students' key expenditure by size of study location. Refer to the sum of both type of costs, i.e. calculate the sum of out-of-own-pocket costs and costs paid by parents/partners/others. Total expenditure is the sum of all expenditure categories, not just key expenditure. Further to the differentiation by size of study location, the analysis should include figures for expenditure in the capital city of the respective country under the assumption that infrastructure and higher education system may be more focussed there which affects students' expenditure. For this subtopic national contributors must provide contextual data on the size of urban conurbations in their respective country. Analysis is restricted to students not living with their parents. See glossary for: Form of housing, costs of living, out-of-own-pocket costs, costs paid by parents/partners/others, study location, transfers in kind.

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 (including utilities, water, electricity,...)	180	18,0	250	22,7	300	25,0	330	23,6	470	29,4
transportation	36	3,6	56	5,1	60	5,0	56	4,0	60	3,8
tuition fees, registration fees, examination fees	54	5,4	54	4,9	54	4,5	54	3,9	60	3,8
total expenditure/ share of total expenditure	1.000	27,0	1.100	32,7	1.200	34,5	1.400	31,4	1.600	36,9

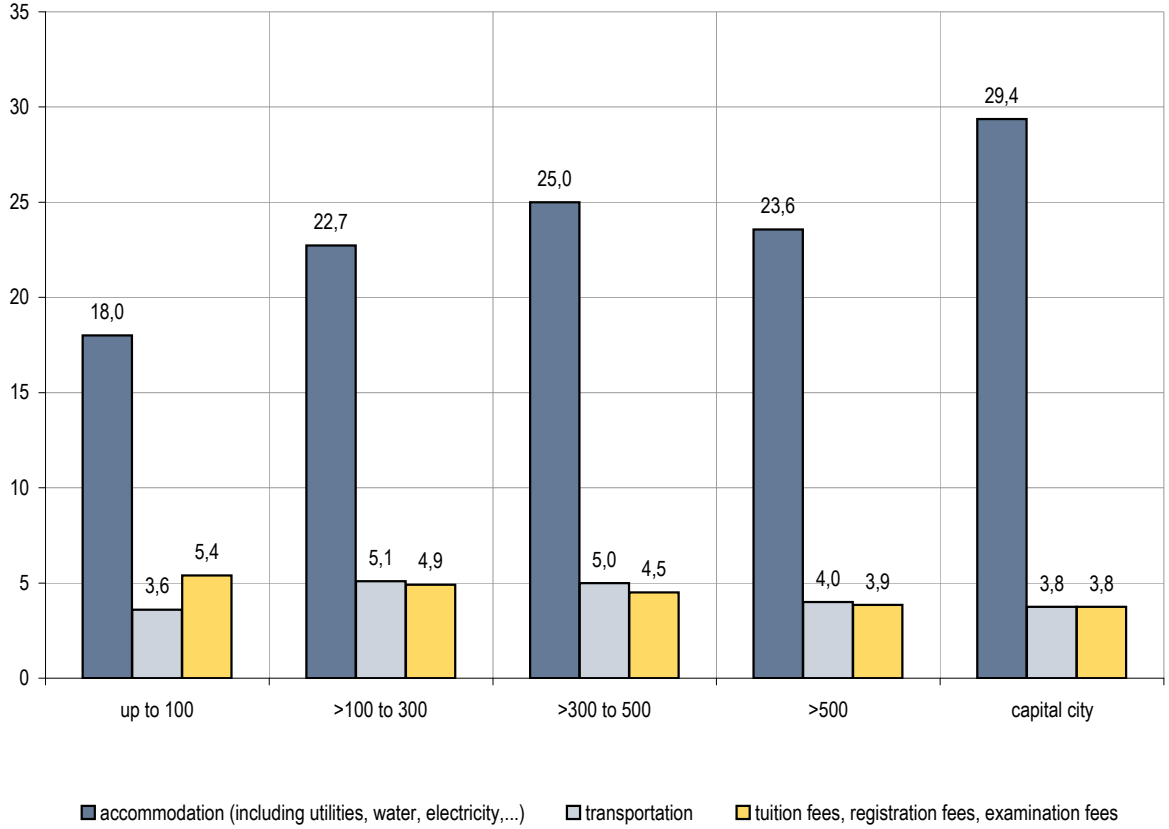
Total expenditure for students in study locations with up to 100,000 inhabitants, amount	1.000
Total expenditure for study locations in capital city, amount	1.600
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	18,0
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	29,4

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

Indicat		
	Total expenditure for students in study locations with up to 100,000 inhabitants, amount	1.000
	Total expenditure for study locations in capital city, amount	1.600
	Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	18,0
	Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	29,4

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by size of study location (by 1,000 inhabitants) for students not living with parents (in % of total expenditure)



Students' assessment of their financial situation by form of housing

Source	Survey question 3.7 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 sufficiency of their means to cover monthly costs. 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). Key indicators: The category '(strong) agreement' is the sum of the two sub-categories 'strongly agree' and 'agree'. The same holds mutatis mutandis for the category '(strong) disagreement'. See glossary for: Form of housing, assessment.

Assessment of sufficency of funding to cover monthly costs

	all students	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
strongly agree	150	15,0	100	22,5	50	9,0
agree	230	23,0	130	29,2	110	19,8
neither agree, nor disagree	220	22,0	95	21,3	130	23,4
disagree	220	22,0	70	15,7	140	25,2
strongly disagree	180	18,0	50	11,2	125	22,5
total	1.000	100,0	445	100,0	555	100,0

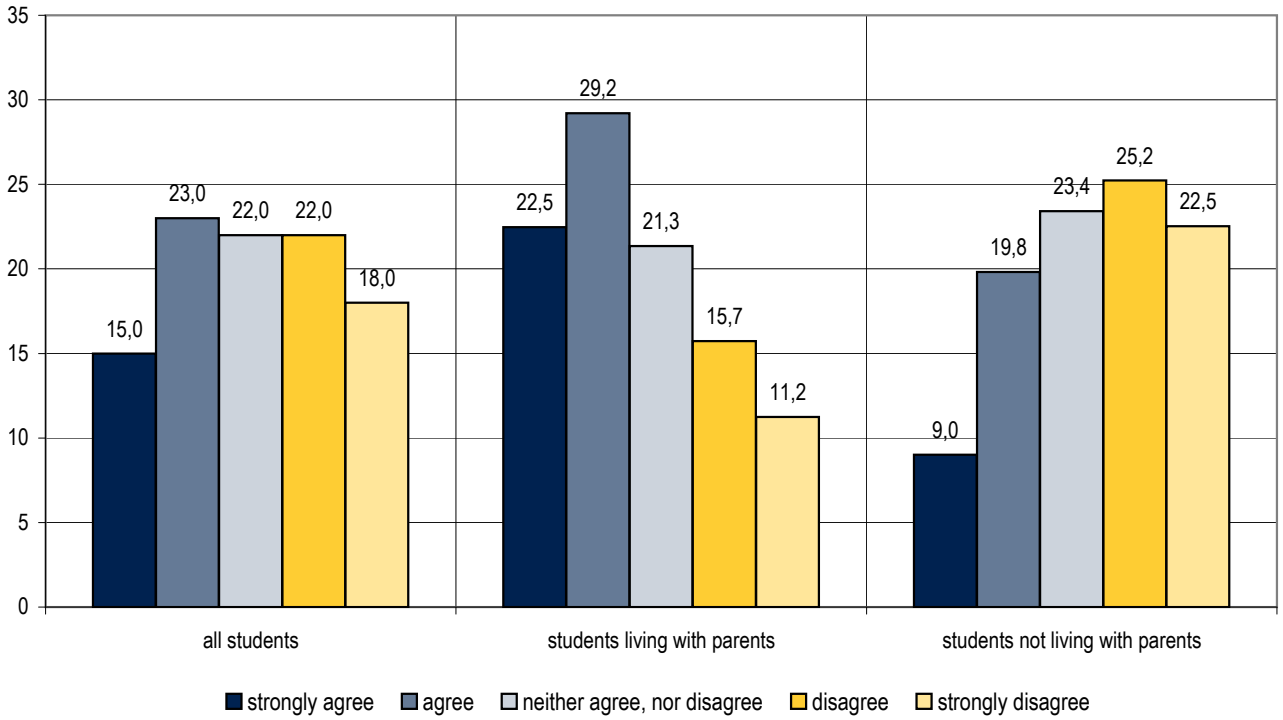
(Strong) agreement of all students that funding is sufficient, in %	38,0
(Strong) disagreement of all students that funding is sufficient, in %	40,0
(Strong) agreement of students living with parents that funding is sufficient, in %	51,7
(Strong) disagreement of students living with parents that funding is sufficient, in %	27,0
(Strong) agreement of students not living with parents that funding is sufficient, in %	28,8
(Strong) disagreement of students not living with parents that funding is sufficient, in %	47,7

Students' assessment of their financial situation by form of housing

Assessment of sufficency of funding to cover monthly costs

Indicat		
	(Strong) agreement of all students that funding is sufficient, in %	38,0
	(Strong) disagreement of all students that funding is sufficient, in %	40,0
	(Strong) agreement of students living with parents that funding is sufficient, in %	51,7
	(Strong) disagreement of students living with parents that funding is sufficient, in %	27,0
	(Strong) agreement of students not living with parents that funding is sufficient, in %	28,8
	(Strong) disagreement of students not living with parents that funding is sufficient, in %	47,7

Students' assessment of sufficiency of funding to cover monthly costs by form of housing (in %)



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

Source	Survey question 3.7, 3.5 and 3.1
Purpose of subtopic	In this case the students' assessment of sufficiency of their funding to cover monthly costs is contrasted to their average income. That way a rather subjective perception is compared to 'hard facts'. By this means it is possible to shed some light on the question whether complaints about the financial strength is justified (though one has to keep in mind that only average values are used for comparison and particular cases may not be appropriately reflected by that). Again the form of housing was used as criterion for differentiation.
General instructions	For both tablulations the shares in column 2 (assessment in %) must be the same as in sheet 5. For each category of assessment calculate the students' average income (arithmetic mean and median). 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, assessment, income by source.

Assessment of sufficency of funding to cover monthly costs by average income

...for students living with parents

	assessment	average income (arith. mean)	median income	standard deviation (arithm. mean)
	in %	amount	amount	amount
strongly agree	22,5	618	614	120
agree	29,2	604	611	80
neither agree, nor disagree	21,3	596	611	75
disagree	15,7	589	591	60
strongly disagree	11,2	582	581	65
total	100,0			

[Data from Sheet 5]

...for students not living with parents

	assessment	average income (arith. mean)	median income	standard deviation (arithm. mean)
	in %	amount	amount	amount
strongly agree	9,0	874	869	130
agree	19,8	854	864	95
neither agree, nor disagree	23,4	844	864	82
disagree	25,2	834	836	70
strongly disagree	22,5	824	823	68
total	100,0			

[Data from Sheet 5]

Students living with parents:

Median income of students with very strong agreement that funding is sufficient, amount	614
Median income of students with very strong disagreement that funding is sufficient, amount	581

Students not living with parents:

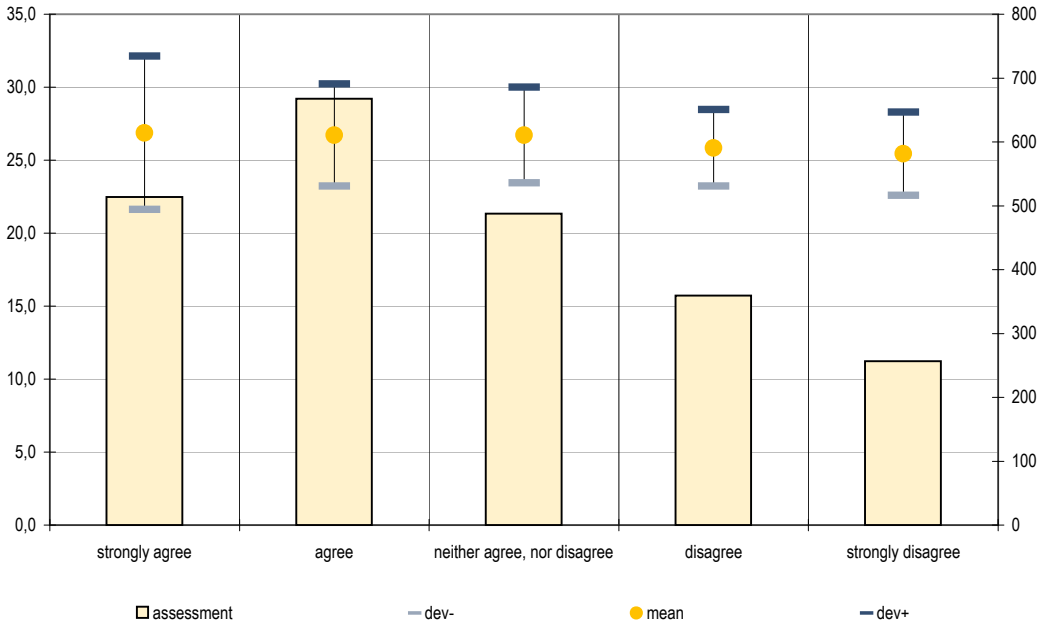
Median income of students with very strong agreement that funding is sufficient, amount	869
Median income of students with very strong disagreement that funding is sufficient, amount	823

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

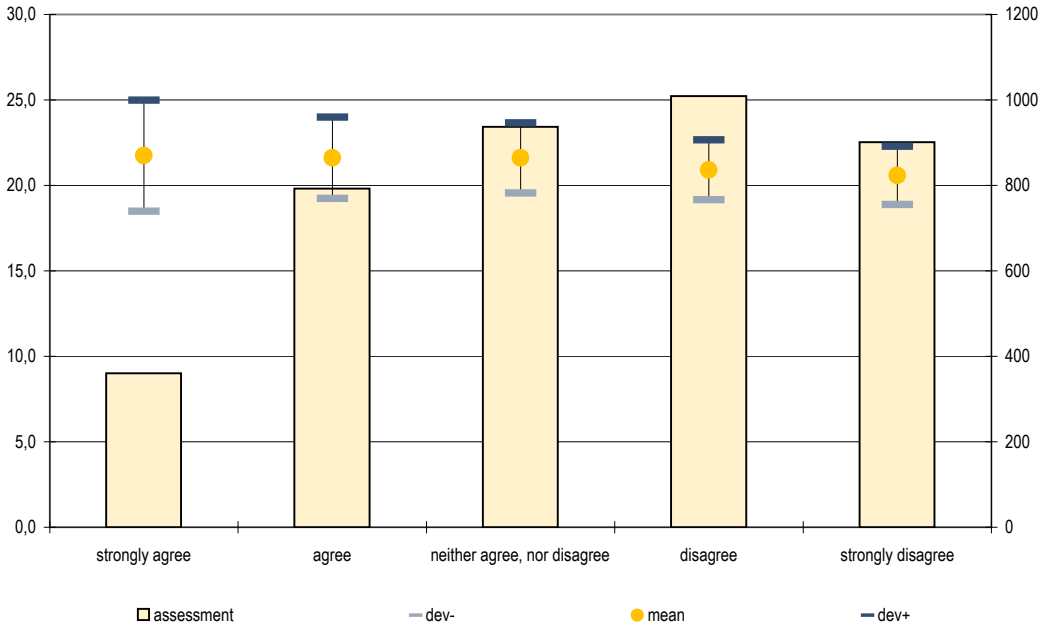
Assessment of sufficency of funding to cover monthly costs by average income

Indicat		
	Students living with parents:	
	Median income of students with very strong agreement that funding is sufficient, amount	614
	Median income of students with very strong disagreement that funding is sufficient, amount	581
	Students not living with parents:	
	Median income of students with very strong agreement that funding is sufficient, amount	869
	Median income of students with very strong disagreement that funding is sufficient, amount	823

Students' assessment (in %) of sufficiency of funding to cover monthly costs and average income
- students living with parents



Students' assessment (in %) of sufficiency of funding to cover monthly costs and average income
- students not living with parents



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

Source	Survey question 3.7, 3.1, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4
Purpose of subtopic	The students' assessment of sufficiency of funding to cover monthly costs is evaluated for different groups of students (distinguishing by basic characteristics which are of special interest). The focus is on students not living with their parents as this is the normal form of housing in most of the countries. Furthermore, this group is in need of a much higher funding compared to their peers who are still living at their parents' house.
General instructions	Table: Calculate for each characteristic value of the assessment scale the absolute number of students by gender, qualification being studied for, mode of study, age and time-lag for entering HE. Analysis is restricted to students not living with their parents. Key indicators: The category '(strong) agreement' is the sum of the two sub-categories 'strongly agree' and 'agree'. The same holds mutatis mutandis for the category '(strong) disagreement'. See glossary for: assessment, form of housing, Bachelor/Master students, low-intensity students, age, direct/delayed transition students.

Assessment of sufficency of funding to cover monthly costs by characteristics of students not living with parents

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
strongly agree	50	9,0	50	16,7	30	12,8	30	11,8	20	10,0	40	14,0	15	11,1	20	13,3	50	12,3
agree	110	19,8	80	26,7	50	21,3	50	19,7	60	30,0	65	22,8	25	18,5	50	33,3	110	27,2
neither agree, nor disagree	130	23,4	100	33,3	65	27,7	74	29,1	60	30,0	90	31,6	40	29,6	45	30,0	130	32,1
disagree	140	25,2	50	16,7	60	25,5	60	23,6	40	20,0	50	17,5	35	25,9	25	16,7	80	19,8
strongly disagree	125	22,5	20	6,7	30	12,8	40	15,7	20	10,0	40	14,0	20	14,8	10	6,7	35	8,6
total	555	100,0	300	100,0	235	100,0	254	100,0	200	100,0	285	100,0	135	100,0	150	100,0	405	100,0
	same as in sheet 5																	

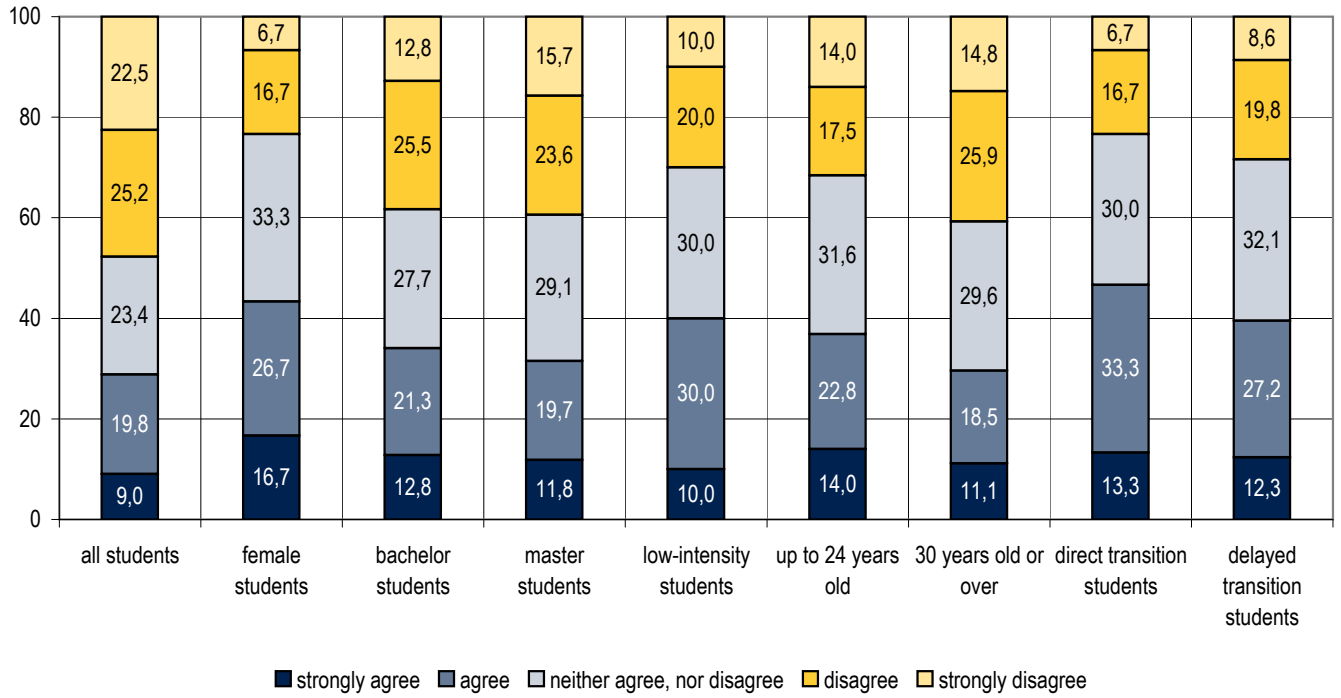
(Strong) agreement that funding is sufficient of low-intensity students, in %	40,0
(Strong) disagreement that funding is sufficient of low-intensity students, in %	30,0
(Strong) agreement that funding is sufficient of up to 24 years old, in %	36,8
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	31,6
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	29,6
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	40,7

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

Assessment of sufficency of funding to cover monthly costs by characteristics of students not living with parents

Indicat		
	(Strong) agreement that funding is sufficient of low-intensity students, in %	40,0
	(Strong) disagreement that funding is sufficient of low-intensity students, in %	30,0
	(Strong) agreement that funding is sufficient of up to 24 years old, in %	36,8
	(Strong) disagreement that funding is sufficient of up to 24 years old, in %	31,6
	(Strong) agreement that funding is sufficient of 30 year olds or over, in %	29,6
	(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	40,7

Students' assessment of sufficiency of funding to cover monthly costs by characteristics of students not living with parents (in %)



Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Source	Survey question 3.7, 6.1, 3.5, 5.6 and 3.1
Purpose of subtopic	In this case the students' assessment of sufficiency of funding is compared for finance-related characteristics - that is social background, dependents and dependency on a certain funding source (state support, parental support and paid employment).
General instructions	Table: Calculate for each characteristic value of the assessment scale the number of students differentiated by finance-related characteristics. Dependency on income source means the income source makes up more than 50% of total income. Key indicators: The category '(strong) agreement' is the sum of the two sub-categories 'strongly agree' and 'agree'. The same holds mutatis mutandis for the category '(strong) disagreement'. See glossary for: Form of housing, assessment, ISCED, low education background, dependents.

Assessment of sufficency of funding to cover monthly costs by finance-related characteristics for students not living with parents

	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	for students with child/ren	for students with child/ren	for students with a dependency on state support	for students with a dependency on state support	for students with a dependency on parental support	for students with a dependency on parental support	for students with a dependency on paid employment	for students with a dependency on paid employment
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
strongly agree	10	7,7	60	17,1	24	17,3	45	16,2	30	12,5
agree	10	7,7	120	34,3	40	28,8	70	25,2	55	22,9
neither agree, nor disagree	30	23,1	90	25,7	50	36,0	90	32,4	75	31,3
disagree	50	38,5	60	17,1	20	14,4	48	17,3	50	20,8
strongly disagree	30	23,1	20	5,7	5	3,6	25	9,0	30	12,5
total	130	100,0	350	100,0	139	100,0	278	100,0	240	100,0

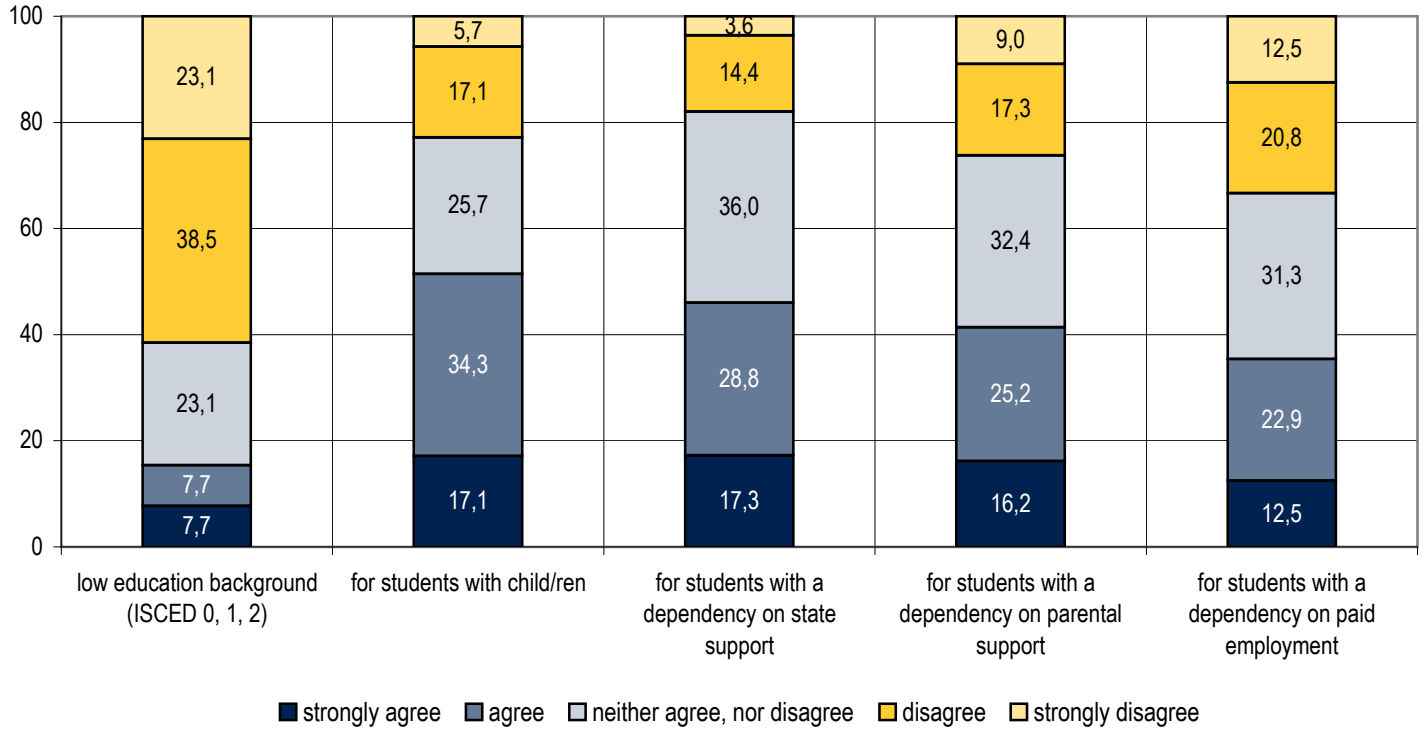
(Strong) disagreement that funding is sufficient for students from low education background, in %	61,5
(Strong) disagreement that funding is sufficient for students with child/ren, in %	22,9
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	18,0
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	33,3

Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Assessment of sufficency of funding to cover monthly costs by finance-related characteristics for students not living with parents

Indicat		
	(Strong) disagreement that funding is sufficient for students from low education background, in %	61,5
	(Strong) disagreement that funding is sufficient for students with child/ren, in %	22,9
	(Strong) disagreement that funding is sufficient of students dependent on state support, in %	18,0
	(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	33,3

Students' assessment of sufficiency of funding to cover monthly costs by social background for students not living with parents (in %)



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
1	**Composition of monthly income by type of housing and characteristics of students**	The composition of students' income is analysed. The most important sources of income are contributions of the family/partner, funding from the state and income from employment. The share of these sources in students' income varies by certain characteristics of the students. The level of income (driven mostly by needs) 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.	-	-	BA, MA	-	-	ISCED 0-2, 5-6	-	living with parents, not living with parents	lowest + highest ISCED group	Survey question 3.1, 1.1, 6.1, 3.5, 3.6	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 by using the arithmetic mean. The values for total income must be the same as in sheet 2/sheet 4 (arithmetic mean). To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the income of students according to question 3.5. See glossary for: Income by source, Bachelor/Master students, low/high education background, transfers in kind.
2	**Total monthly income by characteristics of students for students living with parents**	In economic terms sufficient income is the condition sine qua non for taking up and completing studies. This subtopic looks at the students' monthly overall income for various groups of students. Income data are characterised by location and dispersion parameters. Analysis is restricted to students living with their parents.	18-24, 25-29;30+	female, male, all	BA, MA	-	-	ISCED 0-2, 5-6	low-intensity	living with parents	delayed / direct transition, lowest + highest ISCED group	Survey question 3.1, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4, 6.1 and 3.5	Table: Calculate the students' average monthly overall income (median and arithmetic mean) by students' characteristics (gender, qualification being studied for, mode of study, age, time-lag for entering HE and social background). The standard deviation shall be based on the arithmetic mean. Key indicators: They concentrate on the median income. See glossary for: Income by source, Bachelor/Master students, low-instensity students, age, direct/delayed transition students, high/low education background.
3	**Distribution and concentration of total monthly income for students living with parents**	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 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.	-	-	-	-	-	-	-	living with parents	-	Survey question 3.1 and 3.5	Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). For calculation of total income all income categories must be taken into account (cp. for question 3.5). Also, for every 10%-group compute the arithmetic mean for income and specify the absolute number of students in the respective income group. The income value for the 5th decile must be the same as the median for all students in the table in sheet 2. See glossary for: Income by source, Lorenz curve, Gini coefficient, income decile.
4	**Total monthly income by characteristics of students for students not living with parents**	In economic terms sufficient income is the condition sine qua non for taking up and completing studies. This subtopic looks at the students' monthly overall income for various groups of students. Income data are characterised by location and dispersion parameters. Analysis is restricted to students who are not living with their parents.	18-24, 25-29;30+	female, male, all	BA, MA	-	-	ISCED 0-2, 5-6	low-intensity	not living with parents	delayed / direct transition, lowest + highest ISCED group	Survey question 3.1, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4, 6.1, 3.5, 3.6	Table: Calculate the students' average monthly overall income (median and arithmetic mean) by students' characteristics (gender, qualification being studied for, mode of study, age, time-lag for entering HE and social background). To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the income of students according to question 3.5. The standard deviation shall be based on the arithmetic mean. Key indicators: They concentrate on the median income. See glossary for: Income by source, Bachelor/Master students, low-instensity students, age, direct/delayed transition students, high/low education background, transfers in kind.
5	**Distribution and concentration of total monthly income for students not living with parents**	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 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 who are not living with their parents.	-	-	-	-	-	-	-	not living with parents	-	Survey question 3.1, 3.5, 3.6	Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). For calculation of total income all income categories must be taken into account (cp. for question 3.5). To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the income of students according to question 3.5. For every 10%-group compute the arithmetic mean for income and specify the absolute number of students in the respective income group. The income value for the 5th decile must be the same as the median for all students in the table in sheet 4. See glossary for: Income by source, Lorenz curve, Gini coefficient, income decile, transfers in kind.
6	**Recipients of family/partner contribution and importance of income source by type of housing**	Financial contribution of 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.	-	-	BA, MA	-	-	ISCED 0-2, 5-6	-	living with parents, not living with parents	lowest + highest ISCED group	Survey question 3.1, 1.1, 6.1, 3.5, 3.6	Table 1/2: Calculate the share of recipients of family/partner contribution, values of monthly amount of contribution and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate the amounts of family/partner contribution and total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the family/partner contribution and to total income according to question 3.5 in table 2 of this subtopic. For the income relate to the arithmetic mean (cp. for sheets 2 and 4), values for total income must be the same as in sheets 2 and 4. See glossary for: Form of housing, income by source, disposable income, Bachelor/Master students, low/high education background, transfers in kind.
7	**Recipients of public support and importance of income source by form of housing**	In many cases students don't have sufficient private funds at their disposal to cover the costs of study. Public support then is indispensible to afford going to university. So again 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.	-	-	BA, MA	-	-	ISCED 0-2, 5-6	-	living with parents, not living with parents	lowest + highest ISCED group	Survey question 3.1, 1.1, 6.1, 3.5, 3.6	Table 1/2: Calculate the share of recipients of public support, values of monthly amount of public support and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the total income according to question 3.5 in table 2 of this subtopic. Public support includes in this case only the values for non-repayable and repayable support (i.e. non-repayable grants/scholarships and repayable loans), not any other public support which may be included in the category 'other sources' (cp. for question 3.5). For the income relate to the arithmetic mean (cp. for sheets 2 and 4), values for total income must be the same as in sheets 2 and 4. See glossary for: Form of housing, income by source, disposable income, public support, Bachelor/Master students, low/high education background, transfers in kind.
8	**Make-up of public support**	The state is making use of different instruments to support students financially. It is differentiated between non-repayable support (grants and scholarships) and repayable support (loans). For the group of recipients and also for the whole student body it is analysed to which extent students profit from these kinds of public support.	-	-	all, BA	-	-	-	-	-	-	Survey question 1.1 and 3.5	Table 1: Calculate absolute number of students by specific instrument of public support (i.e. receivers of non-repayable and repayable support). Percentages in columns must sum up to 100%. Table 2: Insert absolute numbers of receivers from table 1. Add also absolute total of student population in the respective student group (for all students and BA students, cp. for topic 'Metadata'). The shares, which are automatically calculated refer to the total student population (receivers and non-receivers of public support) in the respective group. Total of shares in columns will not be calculated as they won't sum up to 100% (unless the whole student body receives public support by the instruments mentioned afore). See glossary for: Income by source, disposable income, public support, Bachelor/Master students.
9	**Public support by payment of fees to institutions of higher education for Bachelor students**	In many countries students have to contribute to the funding of higher education institutions by paying fees, especially tuition fees. The relationship between the payment of fees and the recipience of public support is looked at. For receivers and non-receivers of public support the burden of paying fees is compared. This analysis is restricted to Bachelor students only.	-	-	BA	-	-	-	-	-	students who pay fees, students who don't pay fees	Survey question 1.1, 3.5 and 3.6	Table 1: This is a four-field matrix where values in columns and in rows altogether must sum up to 100%. Calculate absolute numbers of receivers and non-receivers of public support in combination with payers and non-payers 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'. 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 and repayable support, not any other public support which may be included in the category 'other sources' (cp. for question 3.5). 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, transfers in kind.

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 3.5 of the questionnaire (average income).

Rules for data cleaning

1. If all fields are empty or filled with 0, then exclude the case completely from analysis of this subtopic.

2. Extreme values of the distribution of total income (= the sum of all income categories except Total income) 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 missing for this subtopic. For the analysis of total income differentiate between the two groups “living with parents” and “not living with parents”.

3. If a student has responded that he/she works (question 3.8), and no income is given for field “self-earned income through paid job” or field is empty, then exclude the case completely from analysis of this subtopic.

4. For all other cases, where fields are left empty, replace empty field with 0.

Please quantify the sum of all excluded cases in the categories 1.- 3. and all cases affected by rule 4. in the metadata and/or respective subtopic comment box.

EUROSTUDENT IV: Funding and state assistance

Composition of monthly income by type of housing and characteristics of students

Source	Survey question 3.1, 1.1, 6.1, 3.5, 3.6
Purpose of subtopic	The composition of students' income is analysed. The most important sources of income are contributions of the family/partner, funding from the state and income from employment. The share of these sources in students' income varies by certain characteristics of the students. The level of income (driven mostly by needs) 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 by using the arithmetic mean. The values for total income must be the same as in sheet 2/sheet 4 (arithmetic mean). To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the income of students according to question 3.5. See glossary for: Income by source, Bachelor/Master students, low/high education background, transfers in kind.

Students' monthly income (arithm. mean) in national currency and percent by source for students living with parents

	all students	all students	bachelor students	bachelor students	master students	master students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
family/partner	300	49,4	250	40,7	50	7,1	230	39,0	460	63,0
public sources	251	41,4	300	48,9	150	21,2	326	55,3	180	24,7
self-earned income	45	7,4	50	8,1	500	70,5	30	5,1	50	6,8
other	11	1,8	14	2,3	9	1,3	4	0,7	40	5,5
total	607	100,0	614	100,0	709	100,0	590	100,0	730	100,0

Students' monthly income (arithm. mean) in national currency and percent by source for students not living with parents

	all students	all students	bachelor students	bachelor students	master students	master students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
family/partner	330	48,2	297	42,9	60	7,5	270	43,9	490	63,6
public sources	300	43,9	340	49,1	180	22,6	311	50,6	200	26,0
self-earned income	52	7,6	52	7,5	540	67,7	30	4,9	50	6,5
other	2	0,3	3	0,4	18	2,3	4	0,7	30	3,9
total	684	100,0	692	100,0	798	100,0	615	100,0	770	100,0

Composition of monthly income for students not living with parents

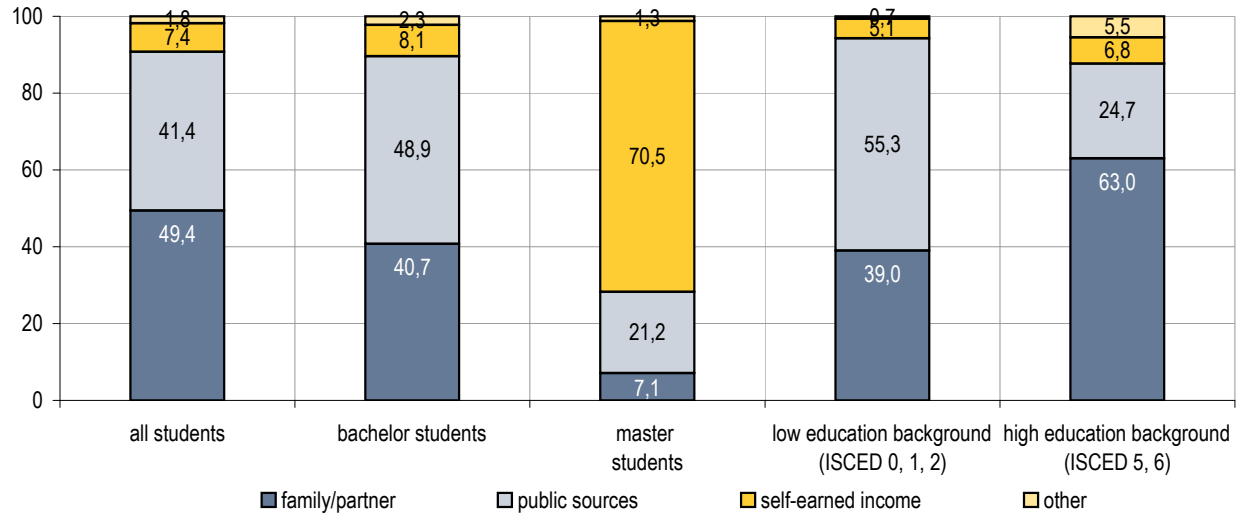
Family/partner contribution for all students, in %	48,2
Family/partner contribution for Bachelor students, in %	42,9
Family/partner contribution for students with low education background, in %	43,9
Family/partner contribution for students with high education background, in %	63,6
Job contribution for all students, in %	7,6
Job contribution for Bachelor students, in %	7,5
Job contribution for students with low education background, in %	4,9
Job contribution for students with high education background, in %	6,5

Composition of monthly income by type of housing and characteristics of students

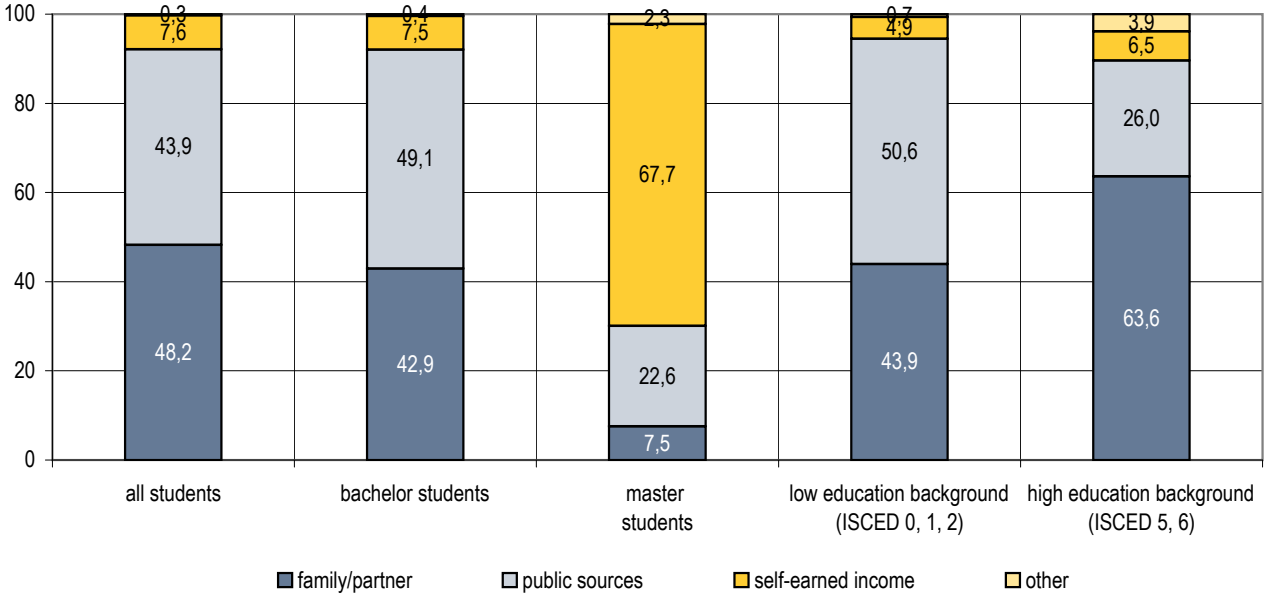
Indicators: **Composition of monthly income for students not living with parents**

Family/partner contribution for all students, in %	48,2
Family/partner contribution for Bachelor students, in %	42,9
Family/partner contribution for students with low education background, in %	43,9
Family/partner contribution for students with high education background, in %	63,6
Job contribution for all students, in %	7,6
Job contribution for Bachelor students, in %	7,5
Job contribution for students with low education background, in %	4,9
Job contribution for students with high education background, in %	6,5

Students' monthly income by source for students living with parents (in %)



Students' monthly income by source for students not living with parents (in %)



Total monthly income by characteristics of students for students living with parents

Source	Survey question 3.1, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4, 6.1 and 3.5
Purpose of subtopic	In economic terms sufficient income is the condition sine qua non for taking up and completing studies. This subtopic looks at the students' monthly overall income for various groups of students. Income data are characterised by location and dispersion parameters. Analysis is restricted to students living with their parents.
General instructions	Table: Calculate the students' average monthly overall income (median and arithmetic mean) by students' characteristics (gender, qualification being studied for, mode of study, age, time-lag for entering HE and social background). The standard deviation shall be based on the arithmetic mean. Key indicators: They concentrate on the median income. See glossary for: Income by source, Bachelor/Master students, low-instensity students, age, direct/delayed transition students, high/low education background.

Students' average total income per month by characteristics of students, national currency

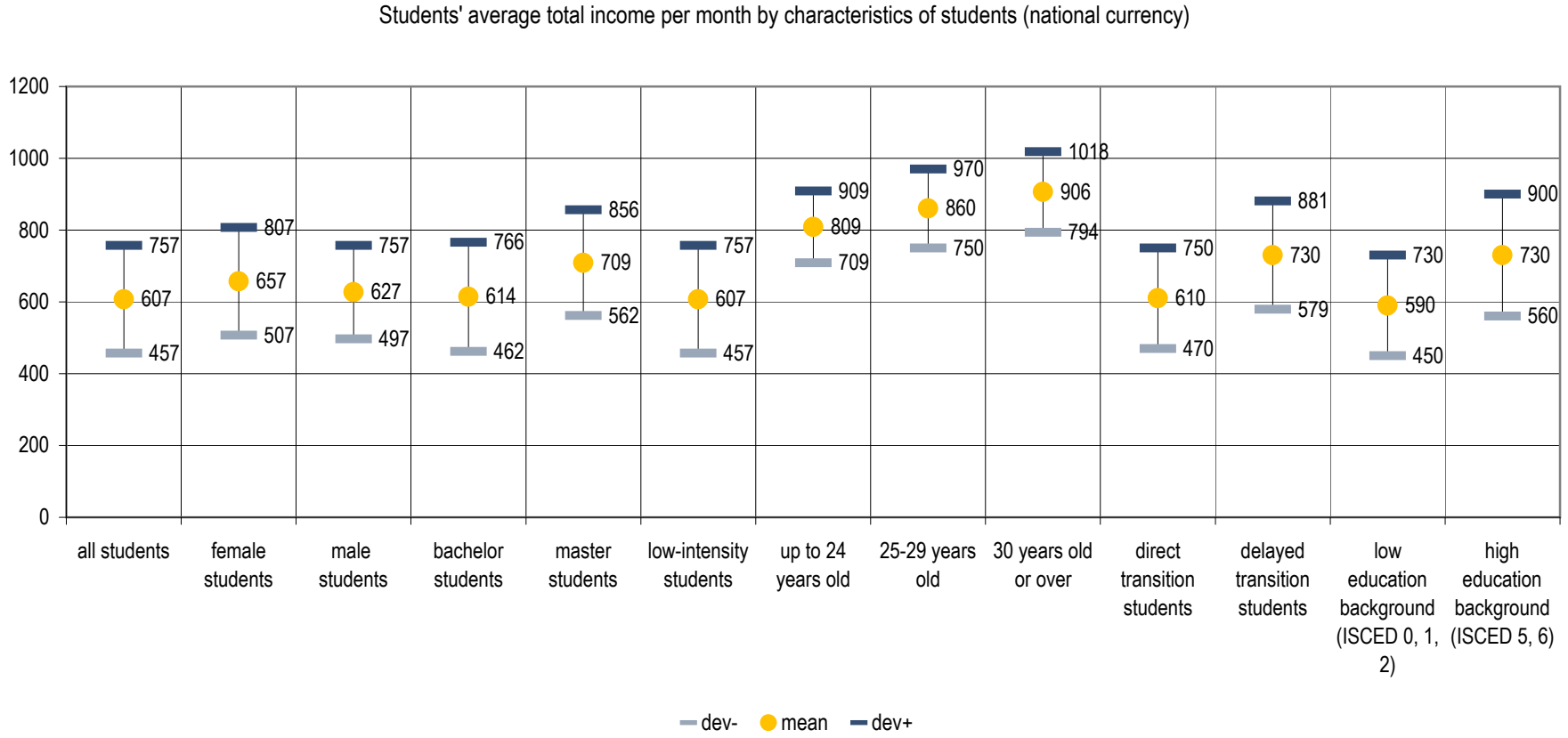
	all students	female students	male students	bachelor students	master students	low-intensity students	up to 24 years old	25-29 years old	30 years old or over	direct transition students	delayed transition students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)
	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount
median	600	650	620	607	701	600	800	850	896	600	700	580	720
arith. mean	607	657	627	614	709	607	809	860	906	610	730	590	730
standard deviation (arith. mean)	150	150	130	152	147	150	100	110	112	140	151	140	170

median income all students, amount	600
median income Bachelor students, amount	607
median income Master students, amount	701
median income low-intensity students, amount	600
median income 25-29 years old, amount	850

Total monthly income by characteristics of students for students living with parents

Students' average total income per month by characteristics of students, national currency

Indicators:		
	median income all students, amount	600
	median income Bachelor students, amount	607
	median income Master students, amount	701
	median income low-intensity students, amount	600
	median income 25-29 years old, amount	850



Distribution and concentration of total monthly income for students living with parents

Source	Survey question 3.1 and 3.5
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 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	Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). For calculation of total income all income categories must be taken into account (cp. for question 3.5). Also, for every 10%-group compute the arithmetic mean for income and specify the absolute number of students in the respective income group. The income value for the 5th decile must be the same as the median for all students in the table in sheet 2. See glossary for: Income by source, Lorenz curve, Gini coefficient, income decile.

Distribution and concentration of students' total income

income decile	total income in nat.curr.	artihm. 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	
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

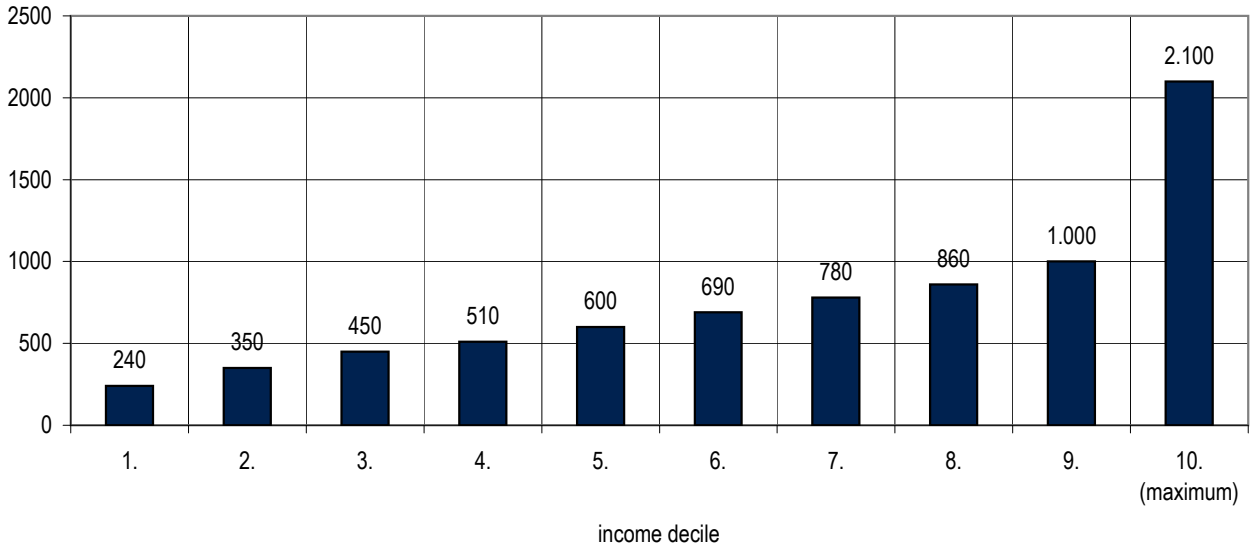
Income cut-off point for lowest 20% of students, amount	350
Gini coefficient	0,32

Distribution and concentration of total monthly income for students living with parents

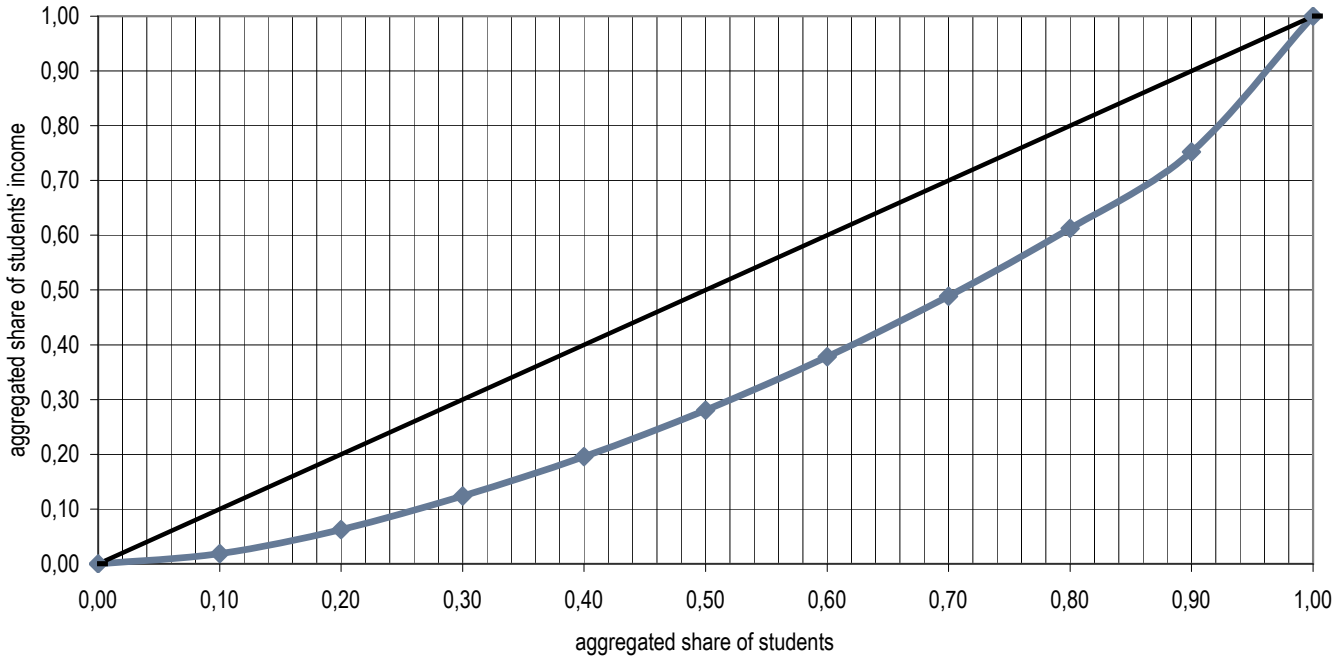
Distribution and concentration of students' total income

Indicators:		
	Income cut-off point for lowest 20% of students, amount	350
	Gini coefficient	0,32

Distribution of students' total income per month by income decile (national currency)



Concentration of students' monthly total income (Lorenz curve) (decimal fraction)



Total monthly income by characteristics of students for students not living with parents

Source	Survey question 3.1, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4, 6.1, 3.5, 3.6
Purpose of subtopic	In economic terms sufficient income is the condition sine qua non for taking up and completing studies. This subtopic looks at the students' monthly overall income for various groups of students. Income data are characterised by location and dispersion parameters. Analysis is restricted to students who are not living with their parents.
General instructions	Table: Calculate the students' average monthly overall income (median and arithmetic mean) by students' characteristics (gender, qualification being studied for, mode of study, age, time-lag for entering HE and social background). To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the income of students according to question 3.5. The standard deviation shall be based on the arithmetic mean. Key indicators: They concentrate on the median income. See glossary for: Income by source, Bachelor/Master students, low-instensity students, age, direct/delayed transition students, high/low education background, transfers in kind.

Students' average total income per month by characteristics of students, national currency

	all students	female students	male students	bachelor students	master students	low-intensity students	up to 24 years old	25-29 years old	30 years old or over	direct transition students	delayed transition students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)
	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount
median	630	732	699	684	789	676	901	950	1.010	700	780	600	750
arith. mean	684	741	706	692	798	684	912	962	1.021	711	795	615	770
standard deviation (arith. mean)	169	169	146	171	166	169	113	118	126	160	180	145	170

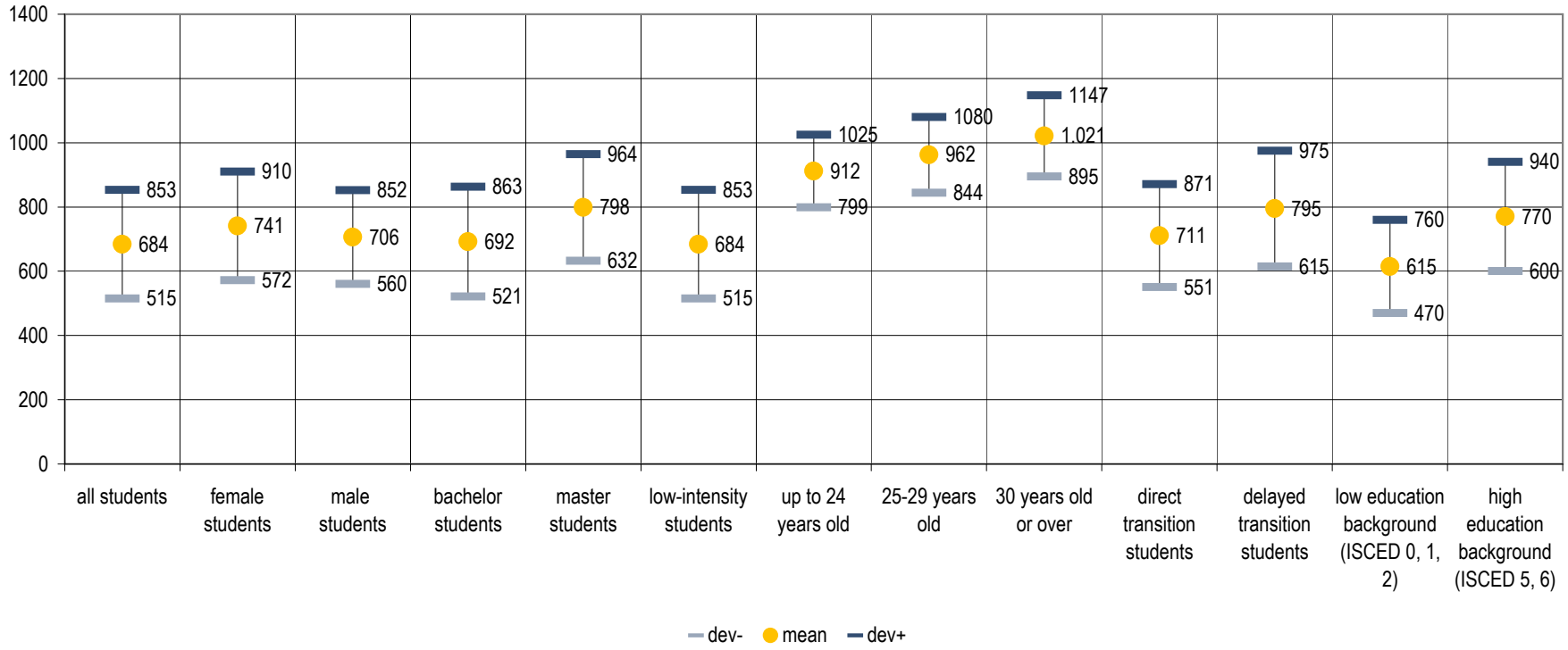
median income all students, amount	630
median income Bachelor students, amount	684
median income Master students, amount	789
median income low-intensity students, amount	676
median income 25-29 years old, amount	950

Total monthly income by characteristics of students for students not living with parents

Students' average total income per month by characteristics of students, national currency

Indicators:		
	median income all students, amount	630
	median income Bachelor students, amount	684
	median income Master students, amount	789
	median income low-intensity students, amount	676
	median income 25-29 years old, amount	950

Students' average total income per month by characteristics of students (national currency)



Distribution and concentration of total monthly income for students not living with parents

Source	Survey question 3.1, 3.5, 3.6
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 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 who are not living with their parents.
General instructions	Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). For calculation of total income all income categories must be taken into account (cp. for question 3.5). To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the income of students according to question 3.5. For every 10%-group compute the arithmetic mean for income and specify the absolute number of students in the respective income group. The income value for the 5th decile must be the same as the median for all students in the table in sheet 4. See glossary for: Income by source, Lorenz curve, Gini coefficient, income decile, transfers in kind.

Distribution and concentration of students' total income

income decile	total income in nat.curr.	artihm. 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	
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

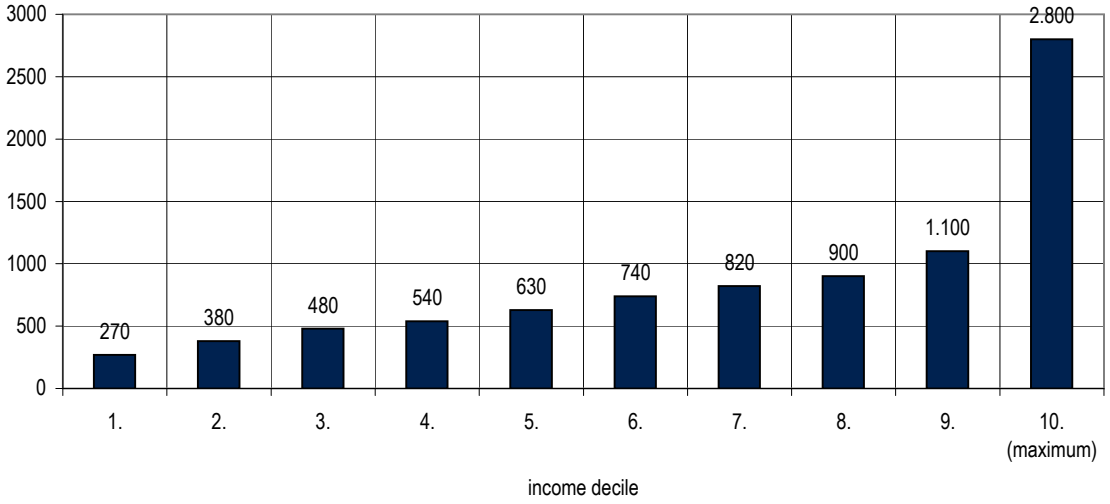
Income cut-off point for lowest 20% of students, amount	380
Gini coefficient	0,33

Distribution and concentration of total monthly income for students not living with parents

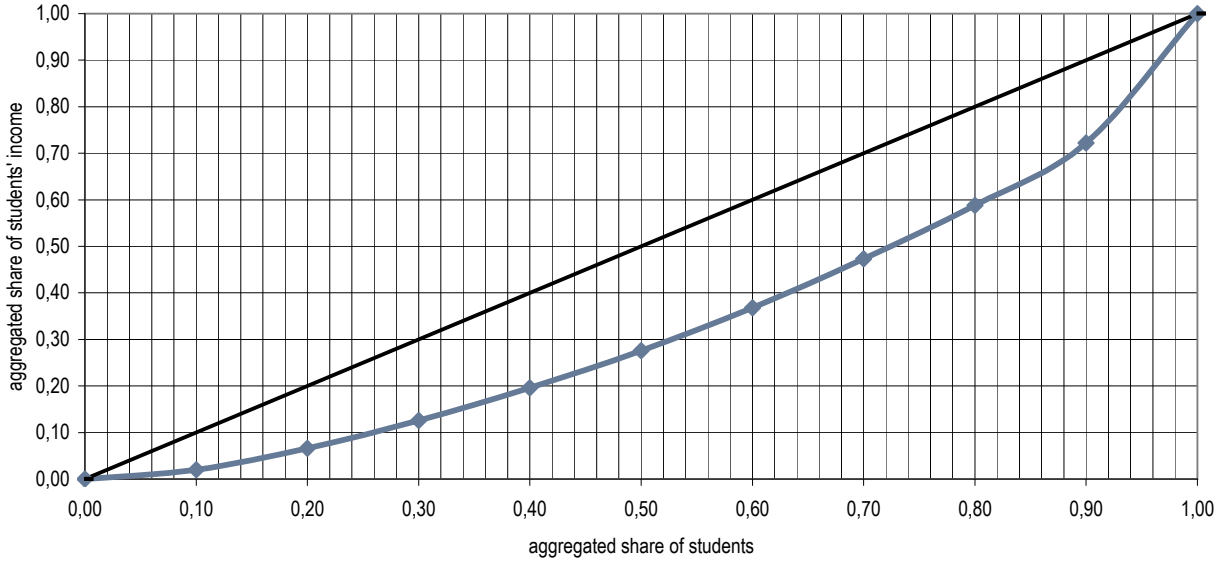
Distribution and concentration of students' total income

Indicators:		
	Income cut-off point for lowest 20% of students, amount	380
	Gini coefficient	0,33

Distribution of students' total income per month by income decile (national currency)



Concentration of students' monthly total income (Lorenz curve) (decimal fraction)



Recipients of family/partner contribution and importance of income source by type of housing

Source	Survey question 3.1, 1.1, 6.1, 3.5, 3.6
Purpose of subtopic	Financial contribution of 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.
General instructions	Table 1/2: Calculate the share of recipients of family/partner contribution, values of monthly amount of contribution and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate the amounts of family/partner contribution and total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the family/partner contribution and to total income according to question 3.5 in table 2 of this subtopic. For the income relate to the arithmetic mean (cp. for sheets 2 and 4), values for total income must be the same as in sheets 2 and 4. See glossary for: Form of housing, income by source, disposable income, Bachelor/Master students, low/high education background, transfers in kind.

Share of recipients and financial importance of income source for students living with parents

	all students	bachelor students	master students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	
share of recipients in %	35,8	42,9	21,5	32,2	44,3	
monthly amount of family/partner contribution in national currency	300	250	50	230	460	
total monthly income of recipients in national currency	607	614	709	590	730	same as in sheet 2
income source as share of total income in %	49,4	40,7	7,1	39,0	63,0	

Share of recipients and financial importance of income source for students not living with parents

	all students	bachelor students	master students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	
share of recipients in %	50,0	60,0	30,0	45,0	62,0	
monthly amount of family/partner contribution in national currency	330	297	60	270	490	
total monthly income of recipients in national currency	684	692	798	615	770	same as in sheet 4
income source as share of total income in %	48,3	42,9	7,5	43,9	63,6	

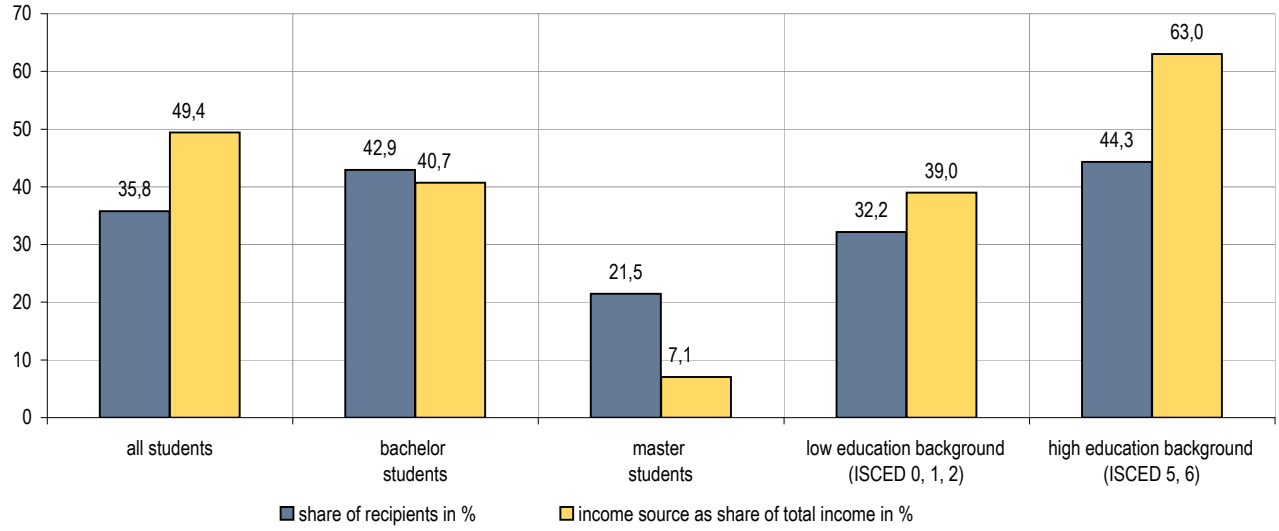
Family/partner contribution for students not living with parents

Share of recipients among all students, in %	50,0
Share of recipients among Bachelor students, in %	60,0
Share of recipients among students with low education background, in %	45,0
Share of recipients among students with high education background, in %	62,0
Contribution to total monthly income of all students, in %	48,3
Contribution to total monthly income of Bachelor students, in %	42,9
Contribution to total monthly income of students with low education background, in %	43,9
Contribution to total monthly income of students with high education background, in %	63,6

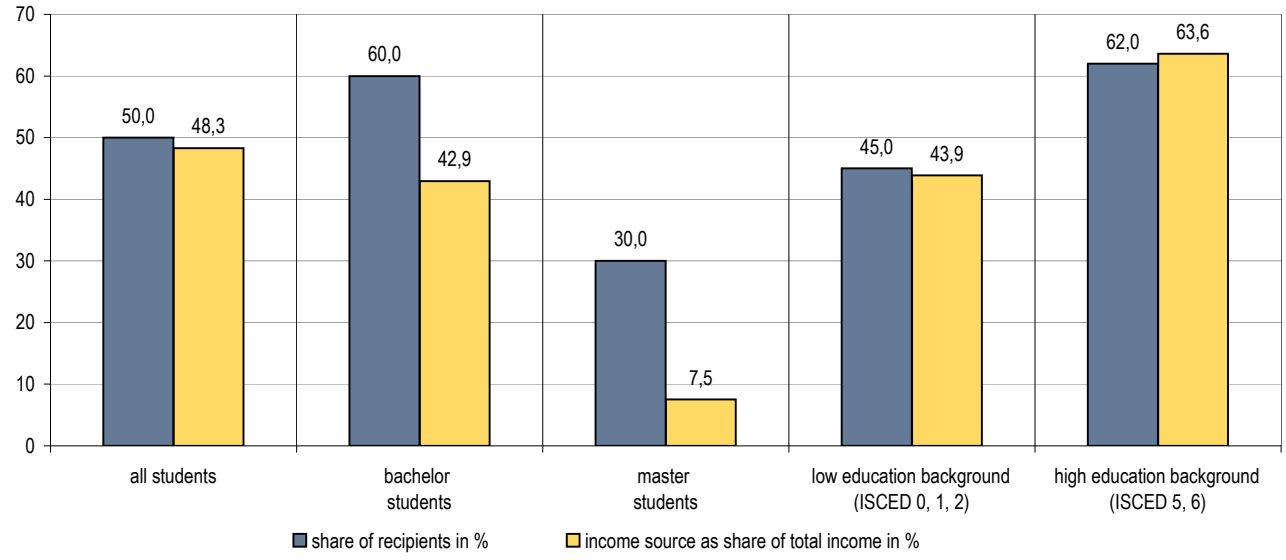
Recipients of family/partner contribution and importance of income source by type of housing

Indicators:	Family/partner contribution for students not living with parents	
	Share of recipients among all students, in %	50,0
	Share of recipients among Bachelor students, in %	60,0
	Share of recipients among students with low education background, in %	45,0
	Share of recipients among students with high education background, in %	62,0
	Contribution to total monthly income of all students, in %	48,3
	Contribution to total monthly income of Bachelor students, in %	42,9
	Contribution to total monthly income of students with low education background, in %	43,9
	Contribution to total monthly income of students with high education background, in %	63,6

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 %)



Recipients of public support and importance of income source by form of housing

Source	Survey question 3.1, 1.1, 6.1, 3.5, 3.6
Purpose of subtopic	In many cases students don't have sufficient private funds at their disposal to cover the costs of study. Public support then is indispensible to afford going to university. So again 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.
General instructions	Table 1/2: Calculate the share of recipients of public support, values of monthly amount of public support and total monthly income of recipients by characteristics of students and by two basic forms of housing. To calculate the total income of students who are not living with their parents you have to add the transfers in kind (in the categories 'living costs' and 'study-related costs', cp. for question 3.6) to the total income according to question 3.5 in table 2 of this subtopic. Public support includes in this case only the values for non-repayable and repayable support (i.e. non-repayable grants/scholarships and repayable loans), not any other public support which may be included in the category 'other sources' (cp. for question 3.5). For the income relate to the arithmetic mean (cp. for sheets 2 and 4), values for total income must be the same as in sheets 2 and 4. See glossary for: Form of housing, income by source, disposable income, public support, Bachelor/Master students, low/high education background, transfers in kind.

Share of recipients and financial importance of income source for students living with parents

	all students	bachelor students	master students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	
share of recipients in %	24,0	25,0	14,4	26,0	10,6	
monthly amount of public support in national currency	251	300	150	326	180	
total monthly income of recipients in national currency	607	614	709	590	730	same as in sheet 2
income source as share of total income in %	41,4	48,9	21,2	55,3	24,7	

Share of recipients and financial importance of income source for students not living with parents

	all students	bachelor students	master students	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	
share of recipients in %	25,0	26,0	15,0	27,0	11,0	
monthly amount of public support in national currency	300	340	180	311	200	
total monthly income of recipients in national currency	684	692	798	615	770	same as in sheet 4
income source as share of total income in %	43,9	49,1	22,5	50,6	26,0	

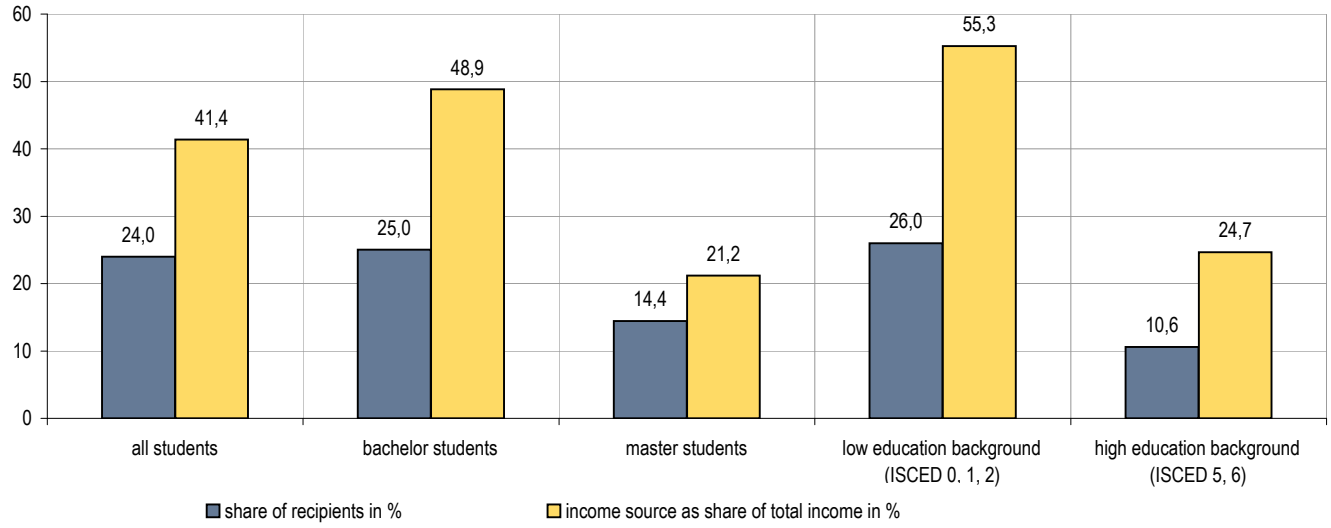
Public support for students not living with parents

Share of recipients among all students, in %	25,0
Share of recipients among Bachelor students, in %	26,0
Share of recipients among students with low education background, in %	27,0
Share of recipients among students with high education background, in %	11,0
Contribution to total monthly income of all students, in %	43,9
Contribution to total monthly income of Bachelor students, in %	49,1
Contribution to total monthly income of students with low education background, in %	50,6
Contribution to total monthly income of students with high education background, in %	26,0

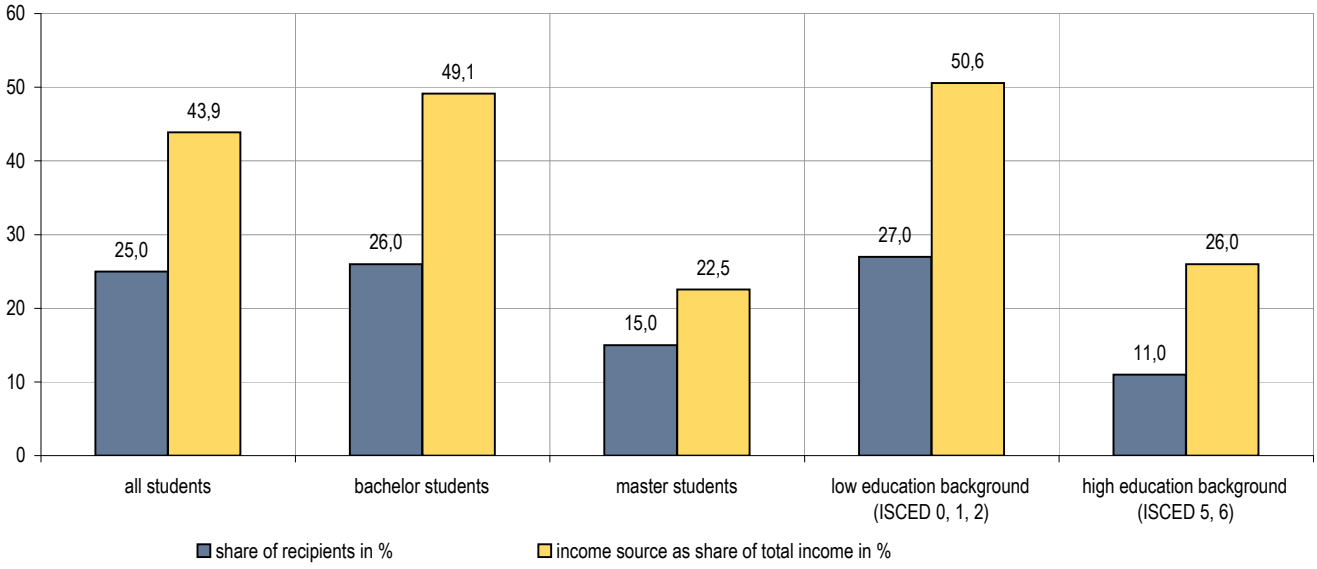
Recipients of public support and importance of income source by form of housing

Indicators:	Public support for students not living with parents	
	Share of recipients among all students, in %	25,0
	Share of recipients among Bachelor students, in %	26,0
	Share of recipients among students with low education background, in %	27,0
	Share of recipients among students with high education background, in %	11,0
	Contribution to total monthly income of all students, in %	43,9
	Contribution to total monthly income of Bachelor students, in %	49,1
	Contribution to total monthly income of students with low education background, in %	50,6
	Contribution to total monthly income of students with high education background, in %	26,0

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 %)



EUROSTUDENT IV: Funding and state assistance

Make-up of public support

Source	Survey question 1.1 and 3.5
Purpose of subtopic	The state is making use of different instruments to support students financially. It is differentiated between non-repayable support (grants and scholarships) and repayable support (loans). For the group of recipients and also for the whole student body it is analysed to which extent students profit from these kinds of public support.
General instructions	Table 1: Calculate absolute number of students by specific instrument of public support (i.e. receivers of non-repayable and repayable support). Percentages in columns must sum up to 100%. Table 2: Insert absolute numbers of receivers from table 1. Add also absolute total of student population in the respective student group (for all students and BA students, cp. for topic 'Metadata'). The shares, which are automatically calculated refer to the total student population (receivers and non-receivers of public support) in the respective group. Total of shares in columns will not be calculated as they won't sum up to 100% (unless the whole student body receives public support by the instruments mentioned afore). See glossary for: Income by source, disposable income, public support, Bachelor/Master students.

Receivers of public support by instrument

	all students (recipients only)	all students (recipients only)	bachelor students (recipients only)	bachelor students (recipients only)
	numbers	percent	numbers	percent
non-repayable grant / scholarship	130	54,2	80	58,4
repayable loan	110	45,8	57	41,6
total	240	100,0	137	100,0

Receivers of public support by instrument opposed to whole student population

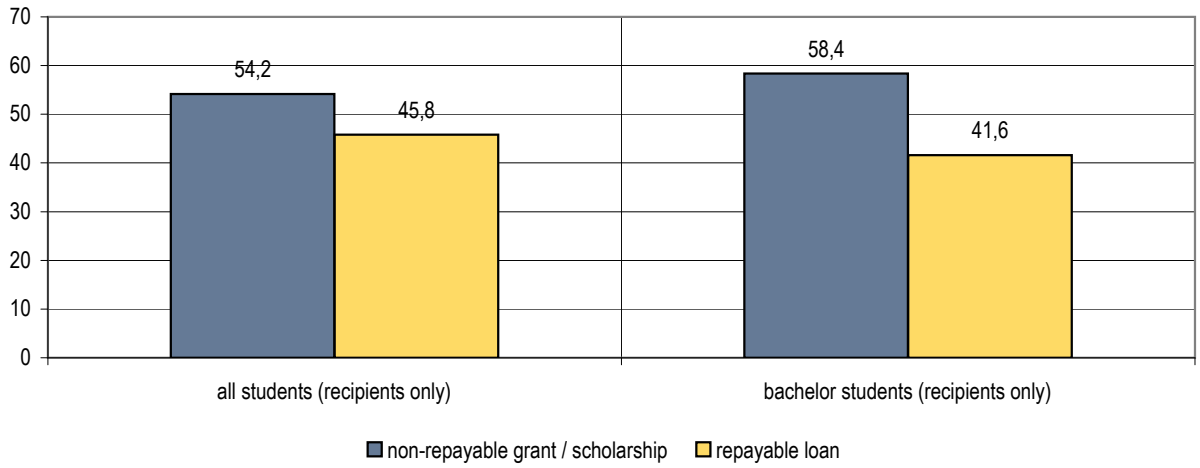
	all students	all students	bachelor students	bachelor students
	numbers	percent	numbers	percent
receivers of non-repayable grant/scholarship	130	13,0	80	14,7
receivers of repayable loan	110	11,0	57	10,4
total student population in respective group	1.000		546	

Non-repayable public support as share of total public support for all students (recipients only), in %	54,2
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	58,4
Students who receive non-repayable support as share of whole student body, in %	13,0
Students who receive non-repayable support as share of all Bachelor students, in %	14,7
Students who receive repayable loans as share of whole student body, in %	11,0
Students who receive repayable loans as share of all Bachelor students, in %	10,4

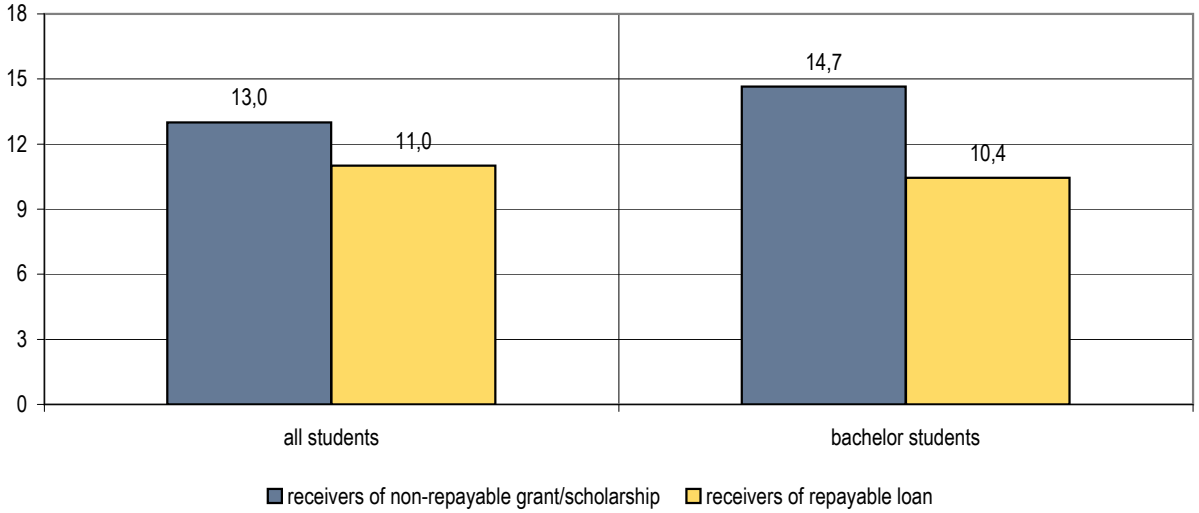
Make-up of public support

Indicators:		
	Non-repayable public support as share of total public support for all students (recipients only), in %	54,2
	Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	58,4
	Students who receive non-repayable support as share of whole student body, in %	13,0
	Students who receive non-repayable support as share of all Bachelor students, in %	14,7
	Students who receive repayable loans as share of whole student body, in %	11,0
	Students who receive repayable loans as share of all Bachelor students, in %	10,4

Share of total public support allocated by instrument (in %)



Share of recipients of public support among whole student body by instrument (in %)



EUROSTUDENT IV: Funding and state assistance

Public support by payment of fees to institutions of higher education for Bachelor students

Source	Survey question 1.1, 3.5 and 3.6
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 the payment of fees and the recipience of public support is looked at. 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	Table 1: This is a four-field matrix where values in columns and in rows altogether must sum up to 100%. Calculate absolute numbers of receivers and non-receivers of public support in combination with payers and non-payers 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'. 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 and repayable support, not any other public support which may be included in the category 'other sources' (cp. for question 3.5). 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, transfers in kind.

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
recipients of public support	21	3,8	116	21,2	137	25,1
non-receivers of public support	303	55,5	106	19,4	409	74,9
total (columns)	324	59,3	222	40,7	546	100,0

Importance of fees for receivers of public support

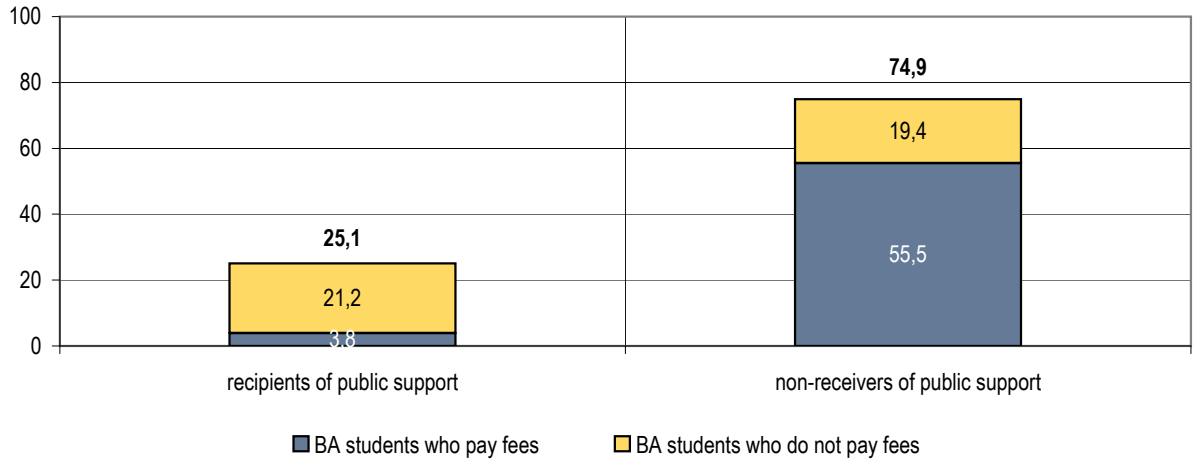
	average fee (arith. mean)	average fee standard deviation (arithm. mean)	average public support (arith. mean)	average public support standard deviation (arithm. mean)
	monthly amount in national currency	amount	monthly amount in national currency	amount
recipients of public support	56	4	200	6
non-receivers of public support	75	3	0	0

Recipients of public support who pay fees, in %	3,8
Share of public support which covers fees for recipients of public support, in %	28,0

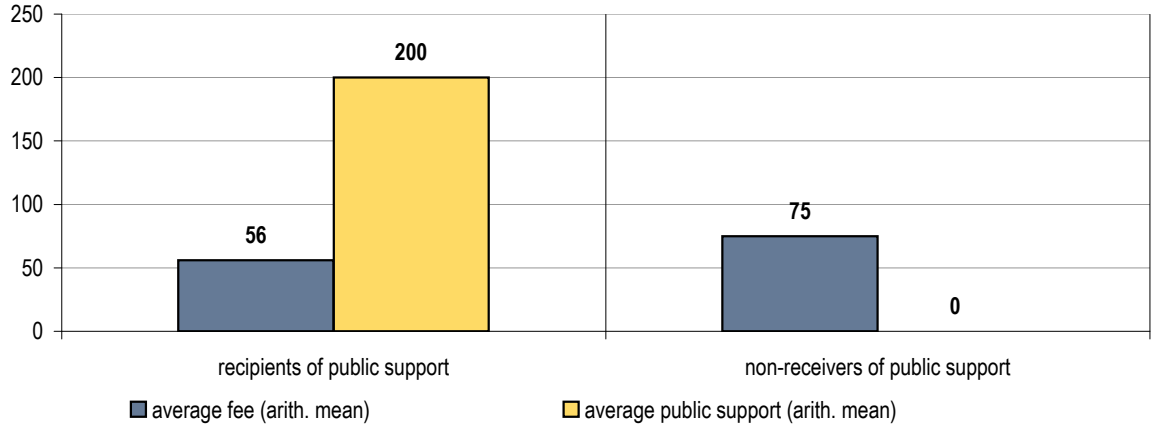
Public support by payment of fees to institutions of higher education for Bachelor students

Indicators:		
	Recipients of public support who pay fees, in %	3,8
	Share of public support which covers fees for recipients of public support, in %	28,0

Recipients of public support by payment of fees (in %)



Impact of fees for receivers of public support (amounts in national currency)



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
1	**Employment rate during term-time and in the term break by type of housing**	The indicators focus on all student's employment behaviour during term-time and in term break. As students who don't live with their parents anymore usually have to cover higher costs and, therefore, may face a higher necessity to earn money it was differentiated by the form of housing.	-	-	-	-	-	-	-	living with parents, not living with parents	-	Survey question 3.8, 3.9 with 3.1	Table 1/2: This is a six-field matrix where values in columns and in rows altogether must sum up to 100% (note, however, that rounding differences may occur). Calculate absolute number of students by job activity during term and in term break. The category 'Total (rows)' contains in each box the marginal frequency, that means it is the sum in rows of the combination 'employment relationship during term' and 'employment relationship in term break'. Differentiate between the two fundamental forms of housing. Key indicators: They focus on the employment relationships of students not living with parents. See glossary for: Form of housing, regular paid job during term, occasional paid job during term.
2	**Employment rate during term-time by hours of work and characteristics of students who are not living with parents**	This subtopic looks at the intensity of work (measured in working hours per week) for different student groups. The focus is on students not living with their parents as they are more likely to depend upon own earnings and, therefore, have a higher workload than their peers who are still living with their parents.	up to 24, 30+	female, all	BA, MA	-	-	-	low-intensity	not living with parents	direct / delayed transition students	Survey question 3.8 with 5.2, 1.1, 3.11, 5.1, 2.3, 2.4	Table: Calculate absolute number of students by employment relationship during term-time and by basic characteristics of students (distinguishing by gender, qualification being studied for, mode of study, age and time-lag for entering HE). Analysis is restricted to students not living with their parents. Key indicators: They concentrate on those students who regularly work more than 5 hours per week. See glossary for: regular paid job during term, Bachelor/Master students, low-intensity students, age, direct/delayed transition students.
3	**Employment during term-time by parents' highest educational attainment**	The interrelation between students' employment behaviour and their social background is analysed here. The social background determines the students' parents' power to financially support their children which may affect the students' employment behaviour. The students' income from employment is compared to a so called base income in order to reveal the importance of own earnings.	-	-	-	-	-	ISCED 0-2, 3-4, 5-6	-	not living with parents	-	Survey question 3.5, 3.8, 3.11 and 6.1	Table 1: Calculate absolute number of students by employment relationship during term and by social background. Students' parents' highest educational attainment serves as proxy for social background. Table 2: Calculate the 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 and financial support from public sources (= non-repayable grant/scholarship and repayable loan). Total income is in this case the sum of base income and employment income. The categories "savings" and "other sources of income" (cp. for question 3.5 of questionnaire) shall not be included in any of the categories in table 2. Standard deviation shall be calculated for employment income. For both tables analysis is restricted to students not living with parents. See glossary for: regular paid job during term, ISCED, lower secondary education, non-tertiary education, tertiary education, low/high education background, base income, income from employment.
4	**Employment during term-time by field of study**	The student employment rate (during term) is calculated in general and by field of study. This may provide information whether differences in the extent of employment is connected to fields of study. As far as student focus groups are concerned it was differentiated by all students and Bachelor students.	-	-	BA, MA	all fields according to international classification	-	-	-	not living with parents	-	Survey question 3.8 with 1.1, 1.4	Table: Calculate absolute number of students and absolute number of students employed during term by field of study for all students and BA students. Columns 2 and 3 (all fields of study) contain the sum (in rows) of the various fields of study. Analysis is restricted to students not living with parents. Key indicators: The focus is on the fields of engineering and humanities/arts. See glossary for: Bachelor students, all fields of study, regular paid job during term.
5	**Reliance on paid employment by characteristics of students who are not living with parents**	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.	up to 24, 30+	female, male, all	BA, MA	-	-	-	low-intensity	not living with parents	direct / delayed transition students	Survey question 3.5 with 5.2, 1.1, 3.11, 5.1, 2.3, 2.4	Table: Calculate the absolute values for students' base income and employment income (refer to the arithmetic mean in both cases). Differentiate by basic characteristics of students. The base income is the sum of provision from family/partner and financial support from public sources (= non-repayable grant/scholarship and repayable loan). Total income is in this case the sum of base income and employment income. The categories "savings" and "other sources of income" (cp. for question 3.5 of questionnaire) shall not be included in any of the categories in the table. Standard deviation shall be calculated for employment income. Analysis is restricted to students not living with parents. See glossary for: Bachelor/Master students, low-intensity students, age, direct/delayed transition students, base income, income from employment.
6	**Distribution and concentration of student income from paid employment, students not living with parents**	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.	-	-	-	-	-	-	-	not living with parents	-	Survey question 3.5 and 3.1	Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). Only income from employment will be taken into account; all other categories of income will be disregarded. This implies that column 4 (number of students per income group) contains only students with paid employment. 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. See glossary for: Income by source, income from employment, income decile, Gini coefficient, Lorenz curve.

No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	Instructions
7	**Time budget for study-related activities by characteristics of students**	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'.	up to 24, 30+	female, male, all	BA, MA	-	-	-	low-intensity	living with parents, not living with parents	direct/delayed transition students, more/less importance of studies	Survey question 3.11 with 3.1, 5.2, 1.1, 5.1, 2.3, 2.4.	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by basic characteristics of students. The last two columns of the tables refer to the students' assessment of centrality of studies (i.e. the importance of studies compared to other activities, cp. for topic 'assessment of studies', subtopic 5); in this case we focussed on the top and bottom of the assessment scale. The standard deviation shall refer to the total of hours. Distinguish between the two basic forms of housing. Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: taught studies, personal study time, Bachelor/Master student, low-intensity student, age, direct/delayed transition student.
8	**Time budget by parents' highest educational attainment**	A student's social background determines his/her financial setting in terms of family contribution. The extent of family contribution may well affect the student's employment behaviour as high family contribution reduces the necessity for own earnings, hence, the student can spend his/her time on other purposes. The interrelation between a student's social background and his/her time allocation is looked at here.	-	-	-	-	-	-	-	living with parents, not living with parents	-	Survey question 3.11 with 6.1, 3.1	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by social background. Students' parents' highest educational attainment serves as proxy for social background. The standard deviation shall refer to the total of hours. Distinguish between the two basic forms of housing. Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: taught studies, personal study time, low/high education background, lower secondary education, non-tertiary education, tertiary education, ISCED.
9	**Time budget by extent of paid employment**	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.	-	-	-	-	-	-	-	-	hours worked	Survey question 3.11	Table: Calculate for all students the hours per week allocated on study time (taught and personal) and employment. Taught studies are to be reported in clock hours likewise to the other categories. If hours are not reported by the students in full hours, round up or down to the nearest whole number (e.g. if someone reported 5.3 hours then round down to 5 hours, if 5.7 hours were reported, round up to 6 hours). Differentiate by students' working hours per week (also for those students who are not employed). Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: time budget in a typical week, personal study time, taught studies.
10	**Time budget by qualification being studied for and field of study**	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.	-	-	BA, MA	all fields according to international classification	-	-	-	-	-	Survey question 3.11, 1.4 and 1.1	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. 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). Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: taught studies, personal study time, all fields of study.
11	**Students' assessment of their workload by characteristics of students**	This is a general assessment of all students of their total weekly workload. This subtopic refers especially to the success of the coping strategy of those students who are working alongside their studies. The analysis distinguishes by students' basic characteristics such as gender, qualification being studied for, mode of study, age and time-lag for entering HE.	up to 24, 30+	female, all	BA, MA	-	-	-	low-intensity	-	direct / delayed transition students	Survey question 3.12, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4	Table: Calculate absolute number of students for the different characteristic values of the assessment scale differentiating by basic characteristics of students. In this case the expression workload comprises the time spend on both study-related activities and on paid work. Key indicators: The focus is on the upper level of satisfaction. The category '(very) satisfied' contains the sub-categories 'very satisfied' and 'satisfied'. See glossary for: assessment, Bachelor/Master students, low-intensity students, age, direct/delayed transition students, workload.
12	**Students' assessment of their workload by composition of time budget**	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.	-	-	all, BA	-	-	-	low-intensity	-	-	Survey question 3.12, 3.11 and 1.1	Table 1/2/3: Calculate the hours per week spent by students on study-related activities (= taught studies and personal study time) and on employment for each characteristic value of the assessment scale. Differentiate by all students, BA students and low-intensity students. Low-intensity students are considered to be those students who spend less than 21 hours per week on study-related activities irrespective of their formal status. Key indicators: The focus is on the lowest level of satisfaction, i.e. the category 'very dissatisfied'. See glossary for: assessment, Bachelor students, low-intensity students, study-related activities, job-related activities, workload.

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 3.11 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 exclude the case completely from analysis of this subtopic.

2. If total hours per day (i.e. the sum of all fields in column) exceed 24 hours or total hours per week is more than 120, then exclude the case completely from analysis of this subtopic.

3. If a student has responded that he/she works “regularly during term-time” (question 3.8) and the field for “paid jobs” in question 3.11 is empty or 0, then exclude the case completely from analysis of this subtopic.

4. If a student has responded that he/she does not work (question 3.8), and the value for "paid jobs" in question 3.11 is not 0, set it to 0.

5. For all other cases, where fields are left empty, replace empty field with 0.

Please quantify the sum of all excluded cases in the categories 1.-3. and all cases affected by rules 4. and 5. in the metadata and/or respective subtopic comment box.

Employment rate during term-time and in the term break by type of housing

Source	Survey question 3.8, 3.9 with 3.1
Purpose of subtopic	The indicators focus on all student's employment behaviour during term-time and in term break. As students who don't live with their parents anymore usually have to cover higher costs and, therefore, may face a higher necessity to earn money it was differentiated by the form of housing.
General instructions	Table 1/2: This is a six-field matrix where values in columns and in rows altogether must sum up to 100% (note, however, that rounding differences may occur). Calculate absolute number of students by job activity during term and in term break. The category 'Total (rows)' contains in each box the marginal frequency, that means it is the sum in rows of the combination 'employment relationship during term' and 'employment relationship in term break'. Differentiate between the two fundamental forms of housing. Key indicators: They focus on the employment relationships of students not living with parents. See glossary for: Form of housing, regular paid job during term, occasional paid job during term.

Job activity during studies, students living with parents

	paid job in term break	paid job in term break	no paid job in term break	no paid job in term break	**total (rows)**	**total (rows)**
	numbers	percent	numbers	percent	numbers	percent
regular paid job during term	75	16,9	80	18,0	155	34,8
occassional paid job during term	30	6,7	30	6,7	60	13,5
no paid job during term	120	27,0	110	24,7	230	51,7
total (columns)	225	50,6	220	49,4	445	100,0

Job activity during studies, students not living with parents

	paid job in term break	paid job in term break	no paid job in term break	no paid job in term break	**total (rows)**	**total (rows)**
	numbers	percent	numbers	percent	numbers	percent
regular paid job during term	160	28,8	80	14,4	240	43,2
occassional paid job during term	40	7,2	40	7,2	80	14,4
no paid job during term	110	19,8	125	22,5	235	42,3
total (columns)	310	55,9	245	44,1	555	100,0

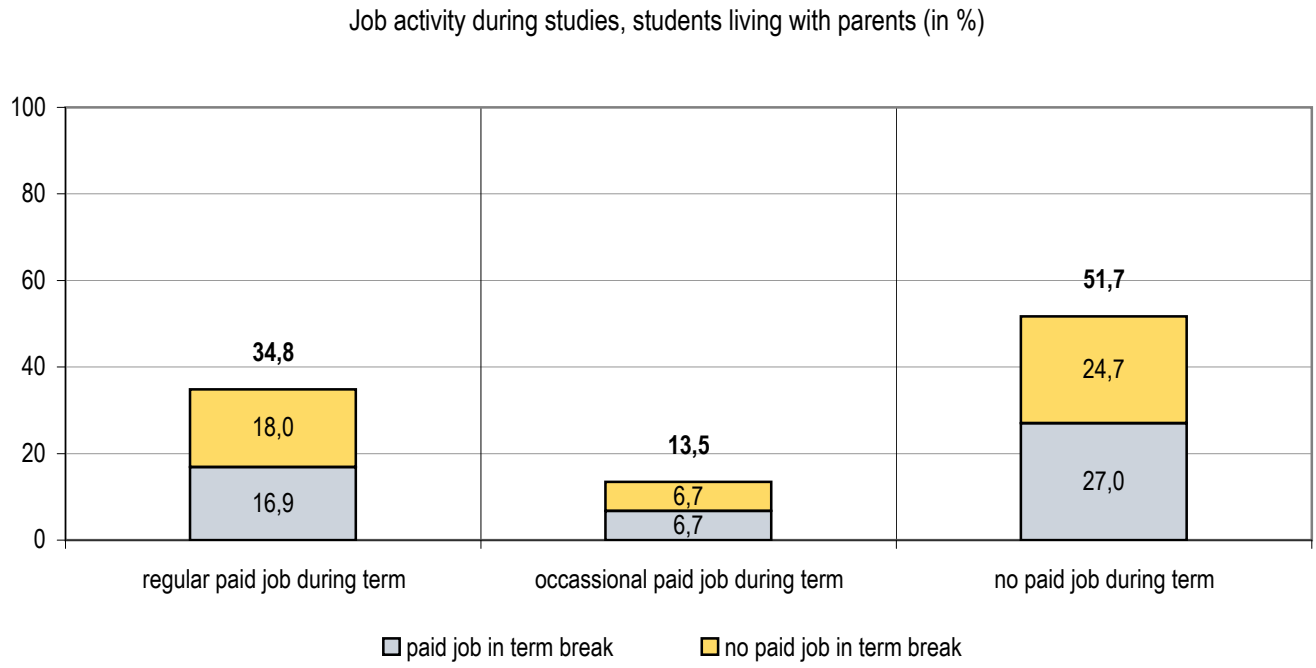
For students not living with parents:

Regular paid job during term, in %	43,2
Occassional paid job during term, in %	14,4
Regular paid job during term and in term break, in %	28,8
Occassional paid job during term and in term break, in %	7,2
No paid job at any time, in %	22,5

Employment rate during term-time and in the term break by type of housing

Job activity during studies

Indicators:	For students not living with parents:	
	Regular paid job during term, in %	43,2
	Occassional paid job during term, in %	14,4
	Regular paid job during term and in term break, in %	28,8
	Occassional paid job during term and in term break, in %	7,2
	No paid job at any time, in %	22,5



Employment rate during term-time by hours of work and characteristics of students who are not living with parents

Source	Survey question 3.8 with 5.2, 1.1, 3.11, 5.1, 2.3, 2.4
Purpose of subtopic	This subtopic looks at the intensity of work (measured in working hours per week) for different student groups. The focus is on students not living with their parents as they 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 relationship during term-time and by basic characteristics of students (distinguishing by gender, qualification being studied for, mode of study, age and time-lag for entering HE). Analysis is restricted to students not living with their parents. Key indicators: They concentrate on those students who regularly work more than 5 hours per week. See glossary for: regular paid job during term, Bachelor/Master students, low-intensity students, age, direct/delayed transition students.

Regular paid employment during term, students not living with parents

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
no regular paid job	315	56,8	150	50,0	150	63,8	40	25,0	30	15,0	160	56,1	30	23,1	65	43,3	200	49,4
regular paid job, less than 5 hours per week	100	18,0	50	16,7	50	21,3	20	12,5	40	20,0	40	14,0	20	15,4	20	13,3	50	12,3
regular paid job, 5 hours or more per week	140	25,2	100	33,3	35	14,9	100	62,5	130	65,0	85	29,8	80	61,5	65	43,3	155	38,3
total	555	100,0	300	100,0	235	100,0	160	100,0	200	100,0	285	100,0	130	100,0	150	100,0	405	100,0

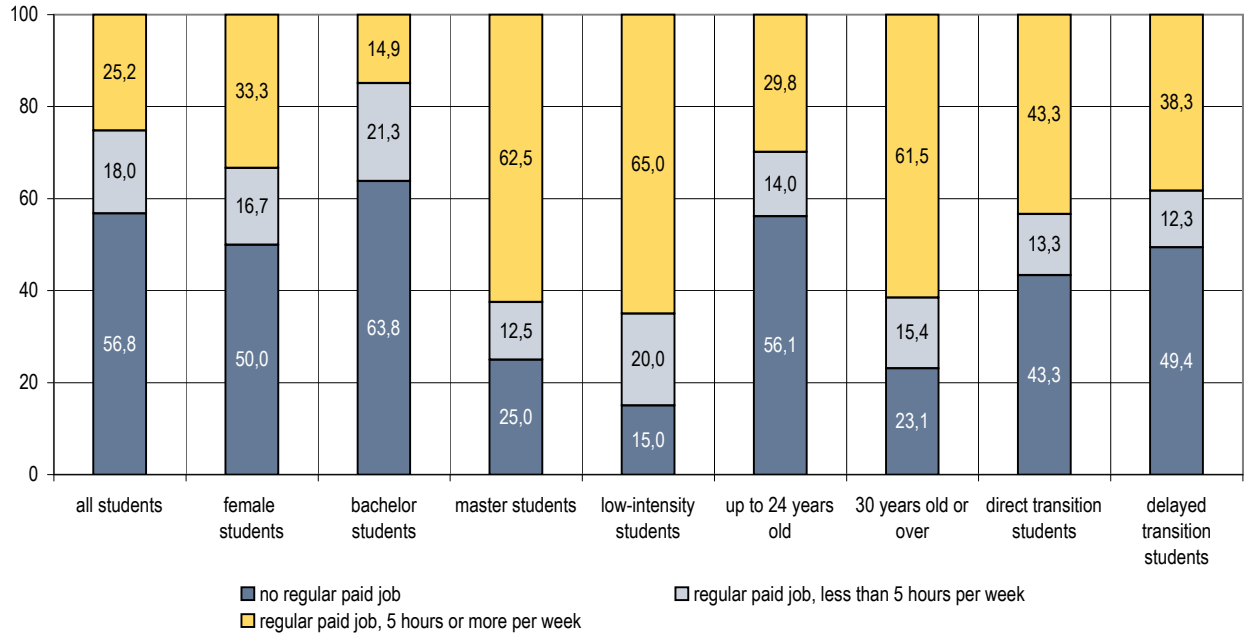
Regular paid job, 5 hours of more per week, all students, in %	25,2
Regular paid job, 5 hours of more per week, BA students, in %	14,9
Regular paid job, 5 hours of more per week, low-intensity students, in %	65,0
Regular paid job, 5 hours of more per week, 30 years old or over, in %	61,5

Employment rate during term-time by hours of work and characteristics of students who are not living with parents

Regular paid employment during term, students not living with parents

Indicators:		
	Regular paid job, 5 hours of more per week, all students, in %	25,2
	Regular paid job, 5 hours of more per week, BA students, in %	14,9
	Regular paid job, 5 hours of more per week, low-intensity students, in %	65,0
	Regular paid job, 5 hours of more per week, 30 years old or over, in %	61,5

Job activity during term-time, students not living with parents (in %)



Employment during term-time by parents' highest educational attainment

Source	Survey question 3.5, 3.8, 3.11 and 6.1
Purpose of subtopic	The interrelation between students' employment behaviour and their social background is analysed here. The social background determines the students' parents' power to financially support their children which may affect the students' employment behaviour. The students' income from employment is compared to a so called base income in order to reveal the importance of own earnings.
General instructions	Table 1: Calculate absolute number of students by employment relationship during term and by social background. Students' parents' highest educational attainment serves as proxy for social background. Table 2: Calculate the 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 and financial support from public sources (= non-repayable grant/scholarship and repayable loan). Total income is in this case the sum of base income and employment income. The categories "savings" and "other sources of income" (cp. for question 3.5 of questionnaire) shall not be included in any of the categories in table 2. Standard deviation shall be calculated for employment income. For both tables analysis is restricted to students not living with parents. See glossary for: regular paid job during term, ISCED, lower secondary education, non-tertiary education, tertiary education, low/high education background, base income, income from employment.

Regular paid employment during term, students not living with parents

	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
no regular paid job	40	19,0	30	27,3	170	79,1
regular paid job, less than 5 hrs/wk	30	14,3	20	18,2	20	9,3
regular paid job, 5 hrs/wk or more	140	66,7	60	54,5	25	11,6
total	210	100,0	110	100,0	215	100,0

Income (arithm. mean) from regular paid employment in national currency, students not living with parents

	up to lower secondary education (ISCED 0, 1, 2)	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)	tertiary education (ISCED 5, 6)
	amount	percent	amount	percent	amount	percent
base income	500	90,9	600	89,6	700	95,9
employment income	50	9,1	70	10,4	30	4,1
total income	550	100,0	670	100,0	730	100,0
standard deviation (employment income)	6		5		4	

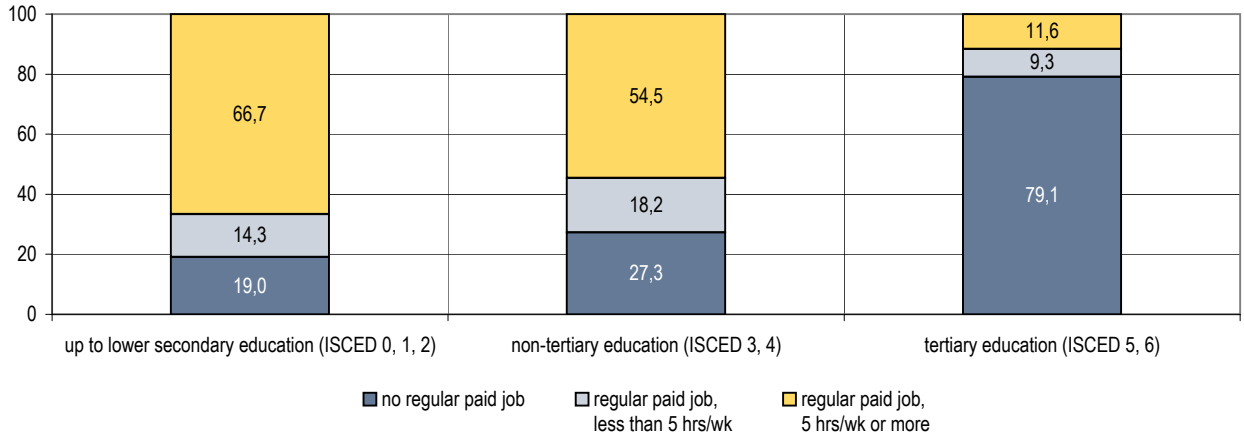
Regular paid job, 5 hours of more per week, for students from low education background, in%	66,7
Regular paid job, 5 hours of more per week, for students from high education background, in %	11,6
Income from employment as proportion of total income, for students from low education background, in %	9,1
Income from employment as proportion of total income, for students from high education background, in %	4,1

Employment during term-time by parents' highest educational attainment

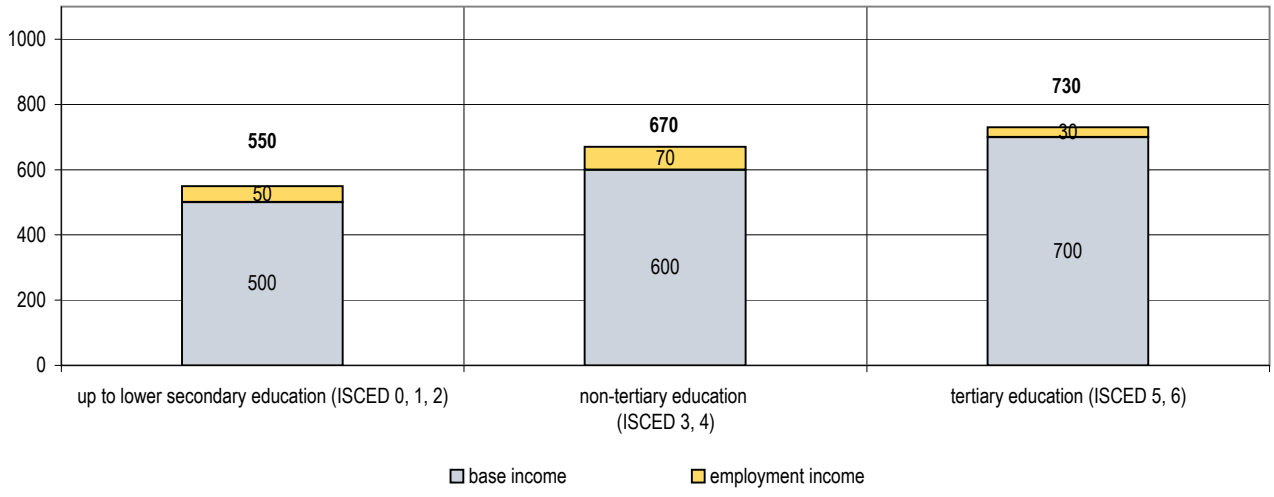
Regular paid employment during term

Indicators:		
	Regular paid job, 5 hours of more per week, for students from low education background, in%	66,7
	Regular paid job, 5 hours of more per week, for students from high education background, in %	11,6
	Income from employment as proportion of total income, for students from low education background, in %	9,1
	Income from employment as proportion of total income, for students from high education background, in %	4,1

Job activity during term-time, students not living with parents (in %)



Reliance on paid employment, students not living with parents (amounts)



EUROSTUDENT IV: Time budget and employment

Employment during term-time by field of study

newly arranged

Source	Survey question 3.8 with 1.1, 1.4
Purpose of subtopic	The student employment rate (during term) is calculated in general and by field of study. This may provide information whether differences in the extent of employment is connected to fields of study. As far as student focus groups are concerned it was differentiated by all students and Bachelor students.
General instructions	Table: Calculate absolute number of students and absolute number of students employed during term by field of study for all students and BA students. Columns 2 and 3 (all fields of study) contain the sum (in rows) of the various fields of study. Analysis is restricted to students not living with parents. Key indicators: The focus is on the fields of engineering and humanities/arts. See glossary for: Bachelor students, all fields of study, regular paid job during term.

Regular paid employment during term, students not living with parents, employment rate in %

	all fields of study	all fields of study	education	education	humanities and arts	humanities and arts	social sciences, business, law	social sciences, business, law	(natural) science	(natural) science	engineering, manufacturing, construction	engineering, manufacturing, construction	agriculture	agriculture	health and welfare	health and welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
employment - all students	240	24,0	35	33,0	30	37,0	55	18,0	20	12,3	30	23,3	20	24,7	40	39,6	10	30,3
enrolment - all students	1.000		106		81		306		163		129		81		101		33	
employment - BA students	85	15,6	12	14,1	10	8,3	18	14,4	8	10,7	10	21,7	8	32,0	11	44,0	8	17,8
enrolment - BA students	546		85		120		125		75		46		25		25		45	

Employment rate of:

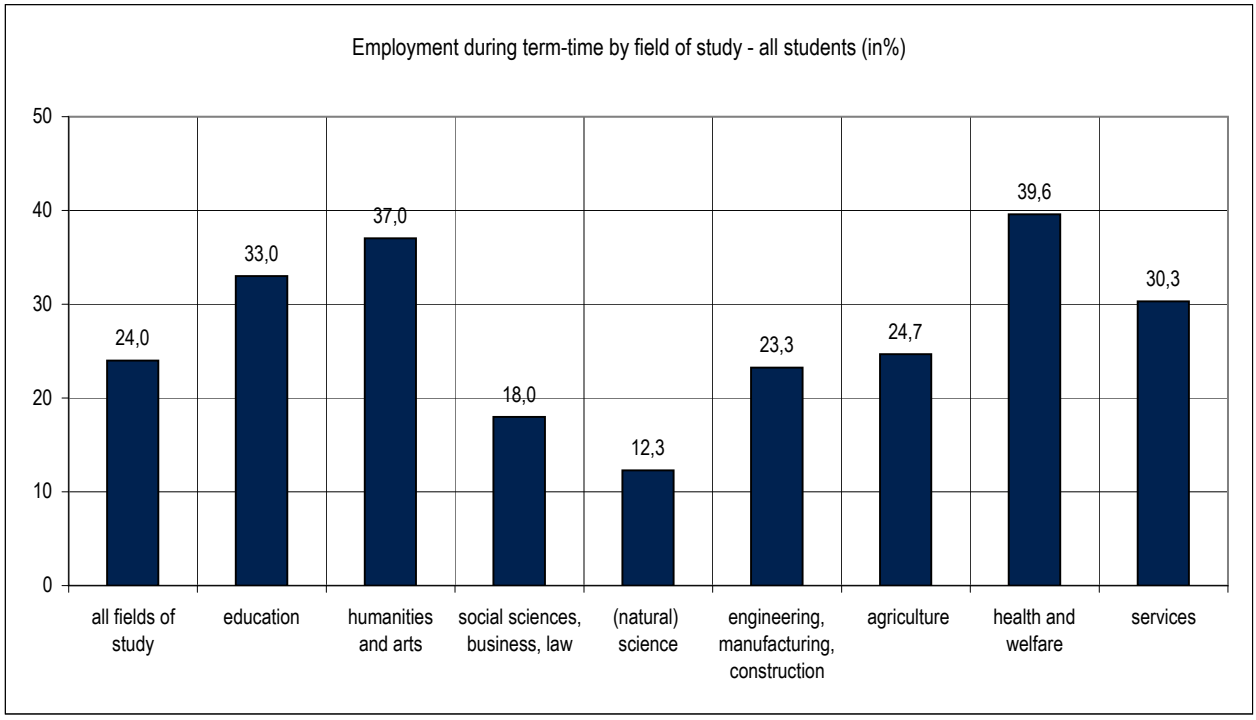
all students in engineering disciplines, in %	23,3
all students in humanities and arts, in %	37,0
BA students in engineering disciplines, in %	21,7
BA students in humanities and arts, in %	8,3

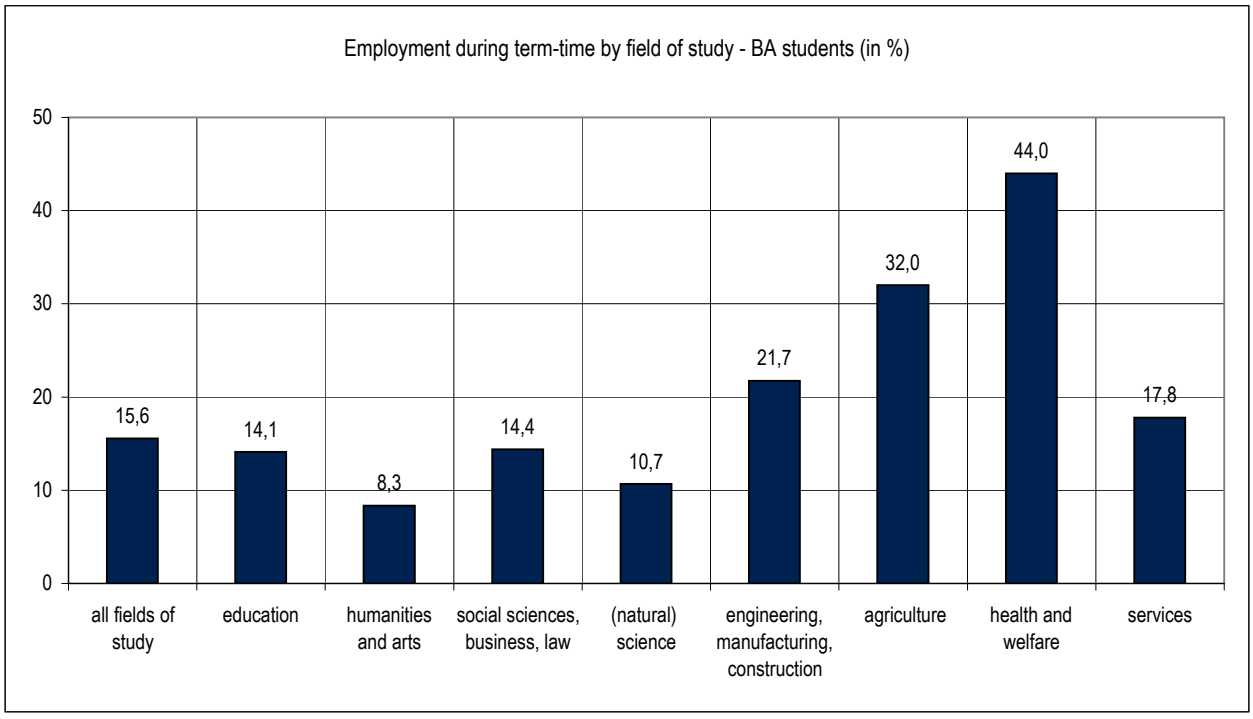
newly arranged

Employment during term-time by field of study

Regular paid employment during term, students not living with parents, employment rate in %

Indicators:	Employment rate of:	
	all students in engineering disciplines, in %	23,3
	all students in humanities and arts, in %	37,0
	BA students in engineering disciplines, in %	21,7
	BA students in humanities and arts, in %	8,3





Reliance on paid employment by characteristics of students who are not living with parents

Source	Survey question 3.5 with 5.2, 1.1, 3.11, 5.1, 2.3, 2.4
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 the absolute values for students' base income and employment income (refer to the arithmetic mean in both cases). Differentiate by basic characteristics of students. The base income is the sum of provision from family/partner and financial support from public sources (= non-repayable grant/scholarship and repayable loan). Total income is in this case the sum of base income and employment income. The categories "savings" and "other sources of income" (cp. for question 3.5 of questionnaire) shall not be included in any of the categories in the table. Standard deviation shall be calculated for employment income. Analysis is restricted to students not living with parents. See glossary for: Bachelor/Master students, low-intensity students, age, direct/delayed transition students, base income, income from employment.

Income (arithm. mean) from regular paid employment in national currency, students not living with parents

	all students	female students	male students	bachelor students	master students	low-intensity students	up to 24 years old	30 years old or over	direct transition students	delayed transition students
	amount	amount	amount	amount	amount	amount	amount	amount	amount	amount
base income	384	400	426	492	280	160	700	400	500	330
employment income	300	341	280	200	518	524	212	621	211	465
total income	684	741	706	692	798	684	912	1.021	711	795
standard deviation (employment income)	6	4	5	3	5	10	4	8	3	6
employment income as share of total income in %	43,9	46,0	39,7	28,9	64,9	76,6	23,2	60,8	29,7	58,5

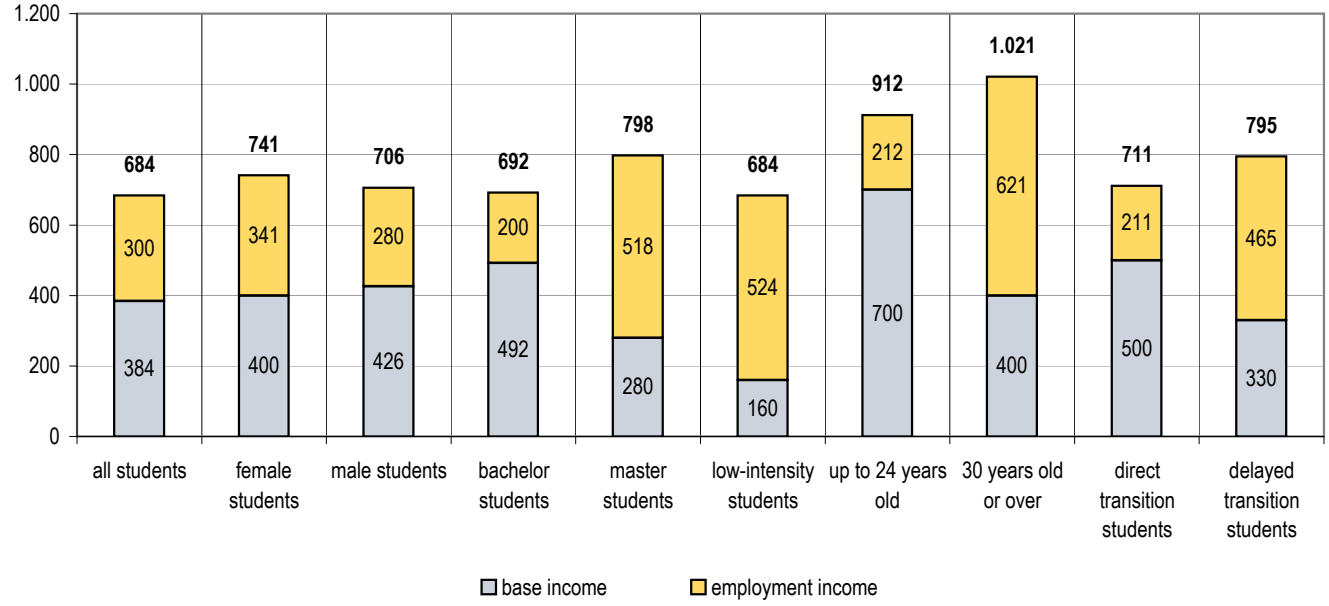
Income from employment as share of total income for all students, in %	43,9
Income from employment as share of total income for BA students, in %	28,9
Income from employment as share of total income for low-intensity students, in %	76,6
Income from employment as share of total income for 30 years old or above, in %	60,8

Reliance on paid employment by characteristics of students who are not living with parents

Income (arithm. mean) from regular paid employment in national currency, students not living with parents

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 %	28,9
	Income from employment as share of total income for low-intensity students, in %	76,6
	Income from employment as share of total income for 30 years old or above, in %	60,8

Reliance on paid employment for students not living with parents (amounts)



Distribution and concentration of student income from paid employment, students not living with parents

Source	Survey question 3.5 and 3.1
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	Table: Calculate the cut-off points for income deciles (also for the highest 10%-group). Only income from employment will be taken into account; all other categories of income will be disregarded. This implies that column 4 (number of students per income group) contains only students with paid employment. 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. See glossary for: Income by source, income from employment, income decile, Gini coefficient, Lorenz curve.

Distribution and concentration of all working students' income from employment, national currency

income decile	employment income in nat.curr.	artihm. 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	
1.	50	30	55	0,10	0,10	1.650	0,01	0,01	0,00	
2.	100	80	55	0,10	0,20	4.400	0,03	0,04	0,01	
3.	150	130	55	0,10	0,30	7.150	0,04	0,08	0,02	
4.	200	190	55	0,10	0,40	10.450	0,07	0,15	0,05	
5.	280	265	55	0,10	0,50	14.575	0,09	0,24	0,08	
6.	330	320	55	0,10	0,60	17.600	0,11	0,35	0,12	
7.	400	380	55	0,10	0,70	20.900	0,13	0,48	0,17	
8.	450	440	55	0,10	0,80	24.200	0,15	0,63	0,23	
9.	500	490	55	0,10	0,90	26.950	0,17	0,80	0,29	
10. (maximum)	680	580	55	0,10	1,00	31.900	0,20	1,00	0,38	
total			550	1,00		159.775	1,00		1,34	
									0,34	gini coefficient

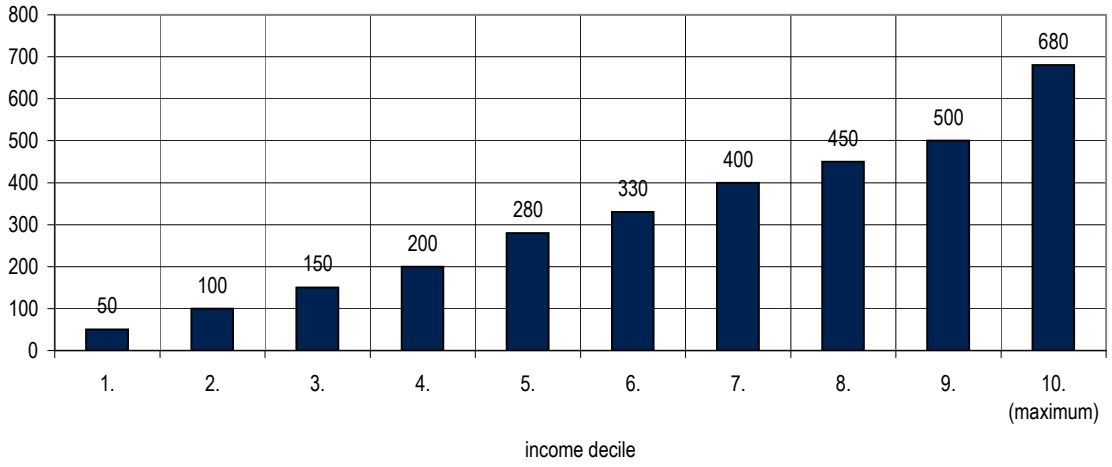
Income cut-off point for lowest 20% of working students, amount	100
Gini coefficient	0,34

Distribution and concentration of student income from paid employment, students not living with parents

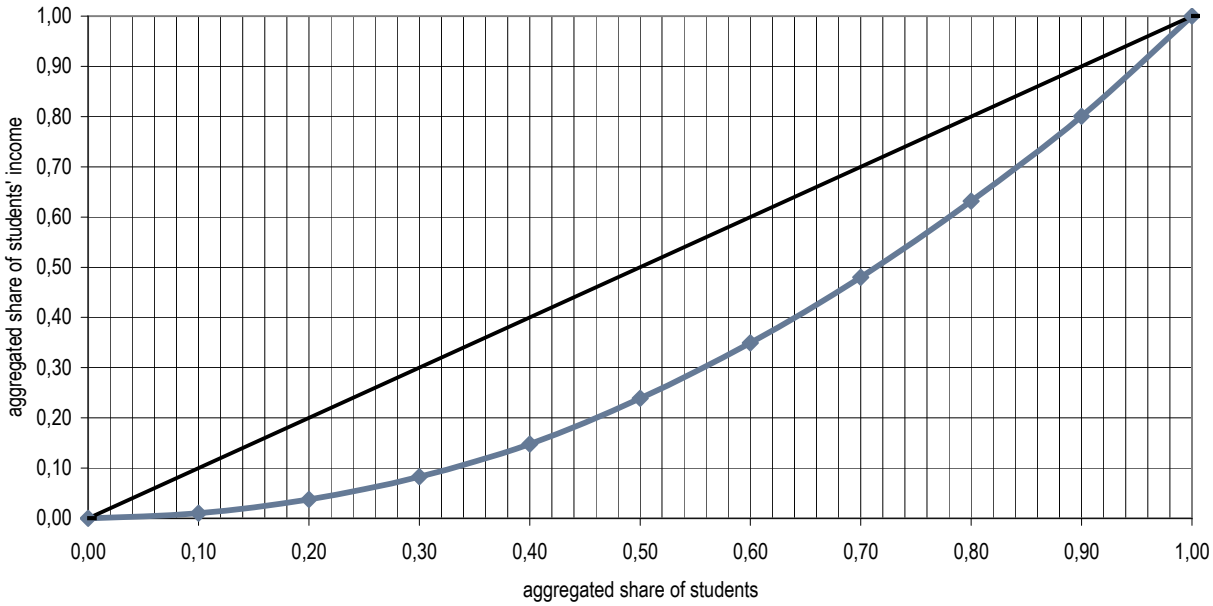
Distribution and concentration of all working students' income from employment, national currency

Indicators:		
	Income cut-off point for lowest 20% of working students, amount	100
	Gini coefficient	0,34

Distribution of students' income from employment per month of all working students by income decile (national currency)



Concentration of students' monthly income from employment (Lorenz curve) (decimal fraction)



EUROSTUDENT IV: Time budget and employment

Time budget by characteristics of students

Source	Survey question 3.11 with 3.1, 5.2, 1.1, 5.1, 2.3, 2.4., 3.10
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. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by basic characteristics of students. The last two columns of the tables refer to the students' assessment of centrality of studies (i.e. the importance of studies compared to other activities, cp. for topic 'assessment of studies', subtopic 5); in this case we focussed on the top and bottom of the assessment scale. The standard deviation shall refer to the total of hours. Distinguish between the two basic forms of housing. Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: taught studies, personal study time, Bachelor/Master student, low-intensity student, age, direct/delayed transition student.

Time budget in a typical study week in hours per week (arithm. mean)

Students living with parents

	all students	female students	male students	bachelor students	master students	low-intensity students	up to 24 years old	30 years old or over	direct transition students	delayed transition students	new column: studies of more importance	new column: studies of less importance
taught studies	13	13	17	19	13	9	17	19	17	12	13	7
personal study time	18	17	19	17	18	10	19	17	16	17	17	8
paid jobs	4	4	1	1	4	12	1	1	2	5	3	10
total	35	34	37	37	35	31	37	37	35	34	33	25
standard deviation (on total hours)	7	8	5	4	9	9	4	6	5	8	6	5

Students not living with parents

	all students	female students	male students	bachelor students	master students	low-intensity students	up to 24 years old	30 years old or over	direct transition students	delayed transition students	new column: studies of more importance	new column: studies of less importance
taught studies	14	15	16	18	12	7	17	18	19	11	14	6
personal study time	18	17	19	17	18	8	19	17	17	15	17	7
paid jobs	12	11	9	6	12	22	5	9	5	14	8	20
total	44	43	44	41	42	37	41	44	41	40	39	33
standard deviation (on total hours)	9	8	4	5	8	9	4	7	4	6	7	6

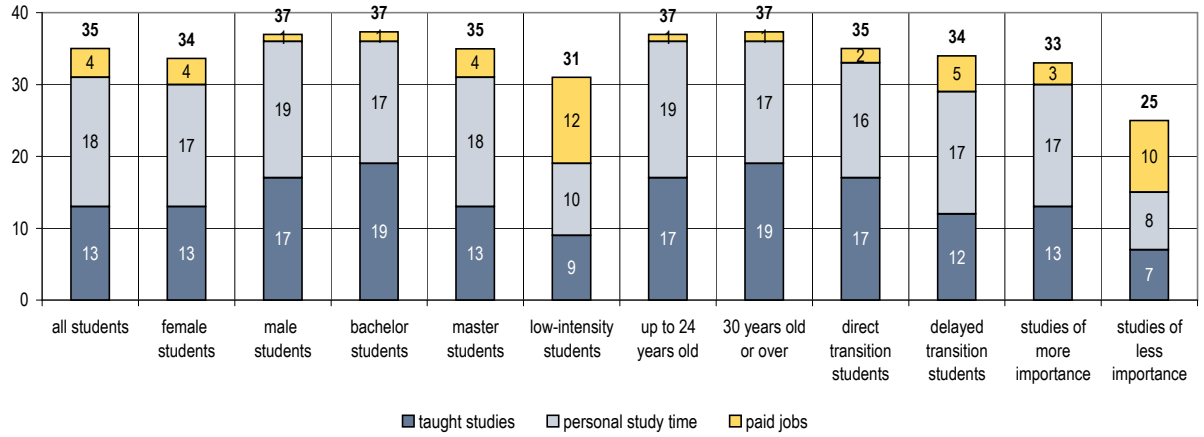
Study-related activities for all students not living with parents, hrs/wk	32
Study-related activities for BA students not living with parents, hrs/wk	35
Study-related activities for MA students not living with parents, hrs/wk	30
Study-related activities for low-intensity students not living with parents, hrs/wk	15
Study-related activities for students not living with parents who assess studies as more important compared to other activities, in hrs/wk	31
Study-related activities for students not living with parents who assess studies as less important compared to other activities, in hrs/wk	13

Time budget by characteristics of students

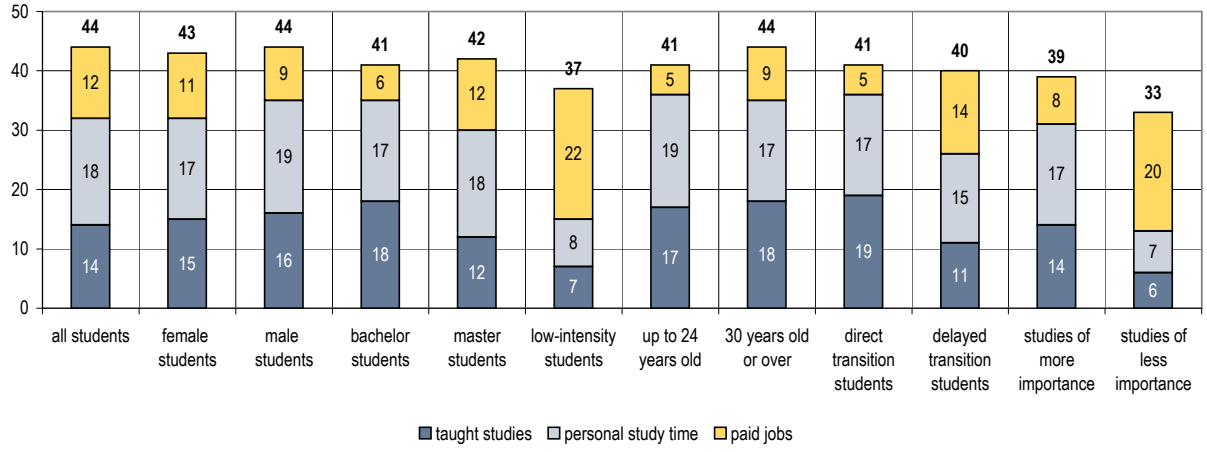
Time budget in a typical study week in hours per week (arithm. mean)

Indicators:		
	Study-related activities for all students not living with parents, hrs/wk	32
	Study-related activities for BA students not living with parents, hrs/wk	35
	Study-related activities for MA students not living with parents, hrs/wk	30
	Study-related activities for low-intensity students not living with parents, hrs/wk	15
	Study-related activities for students not living with parents who assess studies as more important compared to other activities, in hrs/wk	31
	Study-related activities for students not living with parents who assess studies as less important compared to other activities, in hrs/wk	13

Time budget by characteristics of students who are living with parents (in hours per week)



Time budget by characteristics of students who are not living with parents (in hours per week)



Time budget by parents' highest educational attainment

Source	Survey question 3.11 with 6.1, 3.1
Purpose of subtopic	A student's social background determines his/her financial setting in terms of family contribution. The extent of family contribution may well affect the student's employment behaviour as high family contribution reduces the necessity for own earnings, hence, the student can spend his/her time on other purposes. The interrelation between a student's social background and his/her time allocation is looked at here.
General instructions	Table 1/2: Calculate the hours per week allocated by students on study time (taught and personal) and employment. Taught studies are to be reported in clock hours likewise to the other categories. Differentiate by social background. Students' parents' highest educational attainment serves as proxy for social background. The standard deviation shall refer to the total of hours. Distinguish between the two basic forms of housing. Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: taught studies, personal study time, low/high education background, lower secondary education, non-tertiary education, tertiary education, ISCED.

Time budget in a typical study week in hours per week (arithm. mean)

Weekly time budget (hrs/w), students living with parents

	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)
taught studies	15	15	19
personal study time	20	19	21
paid jobs	6	6	2
total	41	39	42
standard deviation (on total hours)	3	3	7

Weekly time budget (hrs/w), students not living with parents

	up to lower secondary education (ISCED 0, 1, 2)	non-tertiary education (ISCED 3, 4)	tertiary education (ISCED 5, 6)
taught studies	13	13	17
personal study time	18	17	19
paid jobs	12	11	3
total	43	41	39
standard deviation (on total hours)	4	3	8

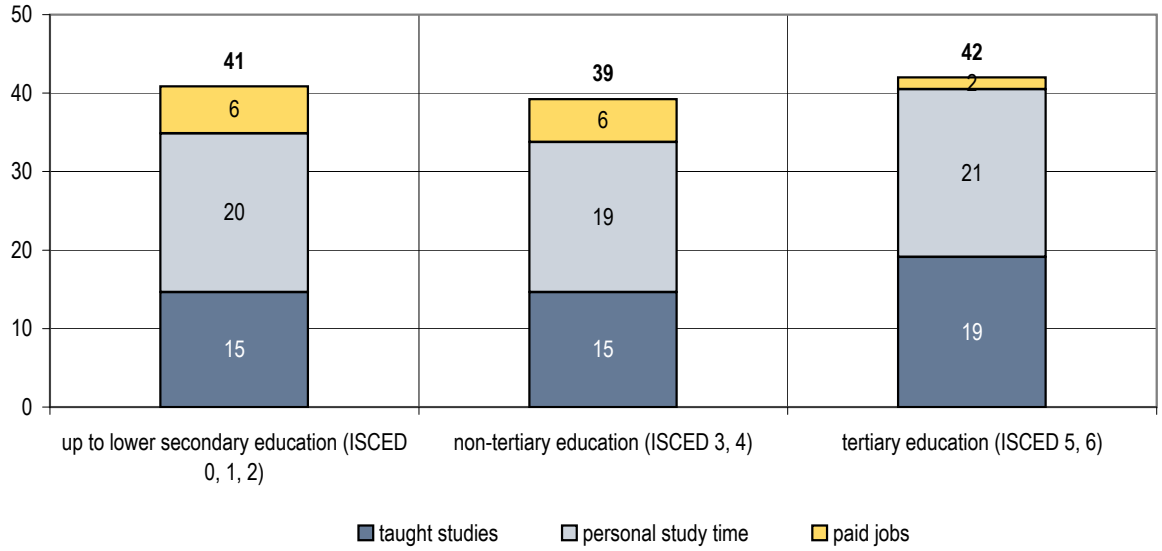
Study-related activities for students not living with parents with high education background, hrs/wk	36
Study-related activities for students not living with parents with low education background, hrs/wk	31

Time budget by parents' highest educational attainment

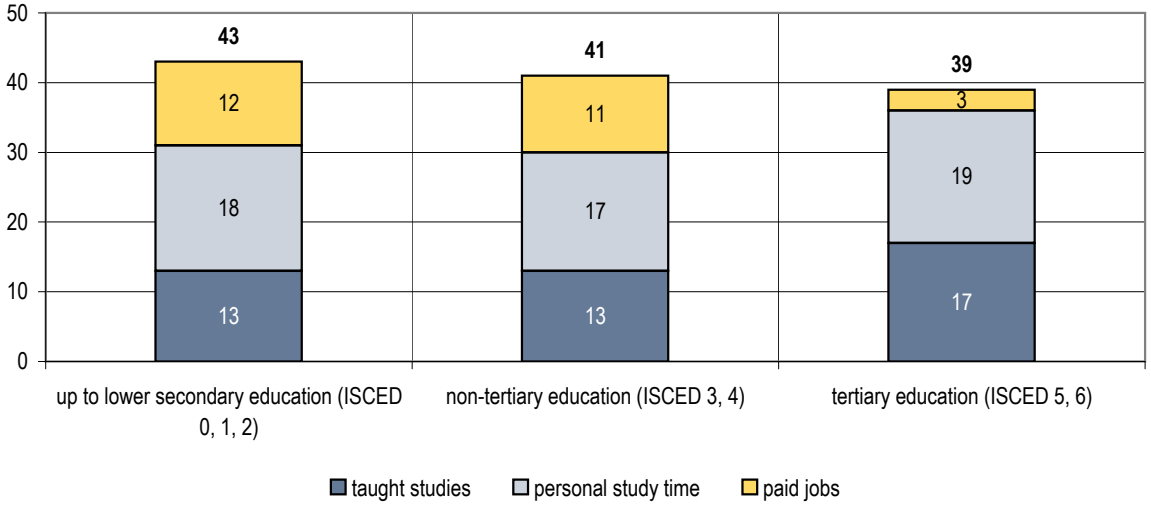
Time budget in a typical study week in hours per week (arithm. mean)

Indicators:		
	Study-related activities for students not living with parents with high education background, hrs/wk	36
	Study-related activities for students not living with parents with low education background, hrs/wk	31

Time budget by educational background, students living with parents (in hours per week)



Time budget by educational background, students not living with parents (in hours per week)



EUROSTUDENT IV: Time budget and employment

Time budget by extent of paid employment

Source	Survey question 3.11
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. Taught studies are to be reported in clock hours likewise to the other categories. If hours are not reported by the students in full hours, round up or down to the nearest whole number (e.g. if someone reported 5.3 hours then round down to 5 hours, if 5.7 hours were reported, round up to 6 hours). Differentiate by students' working hours per week (also for those students who are not employed). Key indicators: Study-related activities include taught studies as well as personal study time. 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 regular paid employment (arithm. mean)

	0 hrs	1-5 hrs	6-10 hrs	11-15 hrs	more than 15 hrs
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

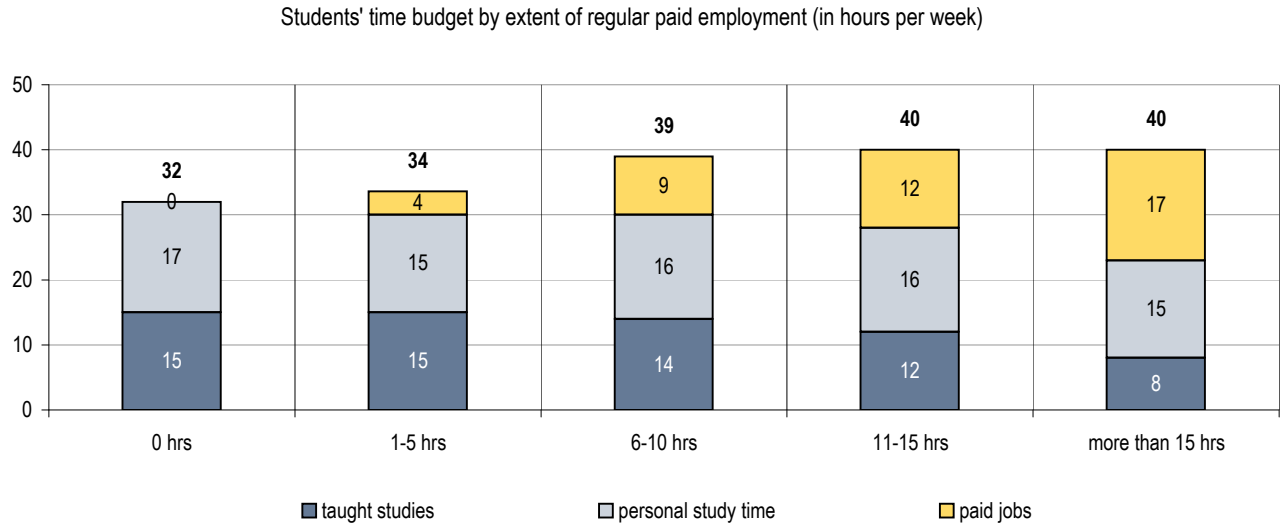
Study-related activities for students without paid employment, hrs/wk	32
Study-related activities for students who work 1-5 hrs/wk, hrs/wk	30
Study-related activities for students who work 11-15 hrs/wk, hrs/wk	28
Study-related activities for students who work more than 15 hrs/wk, hrs/wk	23

EUROSTUDENT IV: Time budget and employment

Time budget by extent of paid employment

Time budget in a typical study week by hours per week in regular 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



EUROSTUDENT IV: Time budget and employment

Time budget by qualification being studied for and field of study

Source	Survey question 3.11, 1.4 and 1.1
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. 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). Key indicators: Study-related activities include taught studies as well as personal study time. See glossary for: taught studies, personal study time, all fields of study.

Time budget in a typical study week by field of study (hours per week, arithm. mean)
Bachelor students

	all fields of study	education	humanities and arts	social sciences, business, law	(natural) science	engineering, manufacturing, construction	agriculture	health and welfare	services
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

Master students

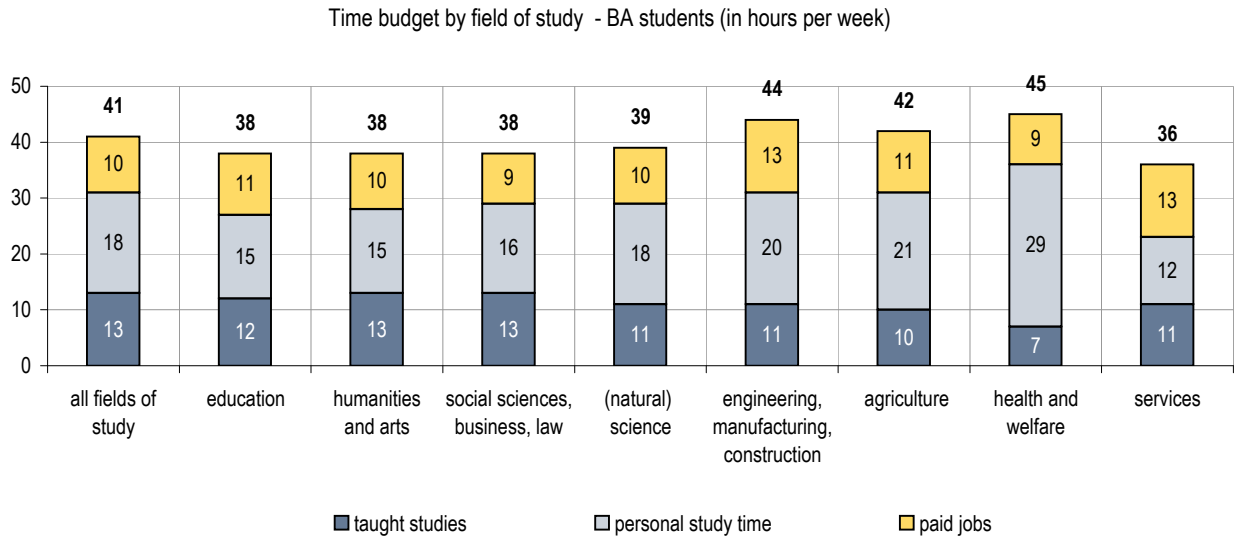
	all fields of study	education	humanities and arts	social sciences, business, law	(natural) science	engineering, manufacturing, construction	agriculture	health and welfare	services
taught studies	11	10	11	10	10	10	9	7	6
personal study time	16	14	12	12	16	18	19	20	11
paid jobs	12	13	13	12	14	17	14	11	15
total	39	37	36	34	40	45	42	38	32

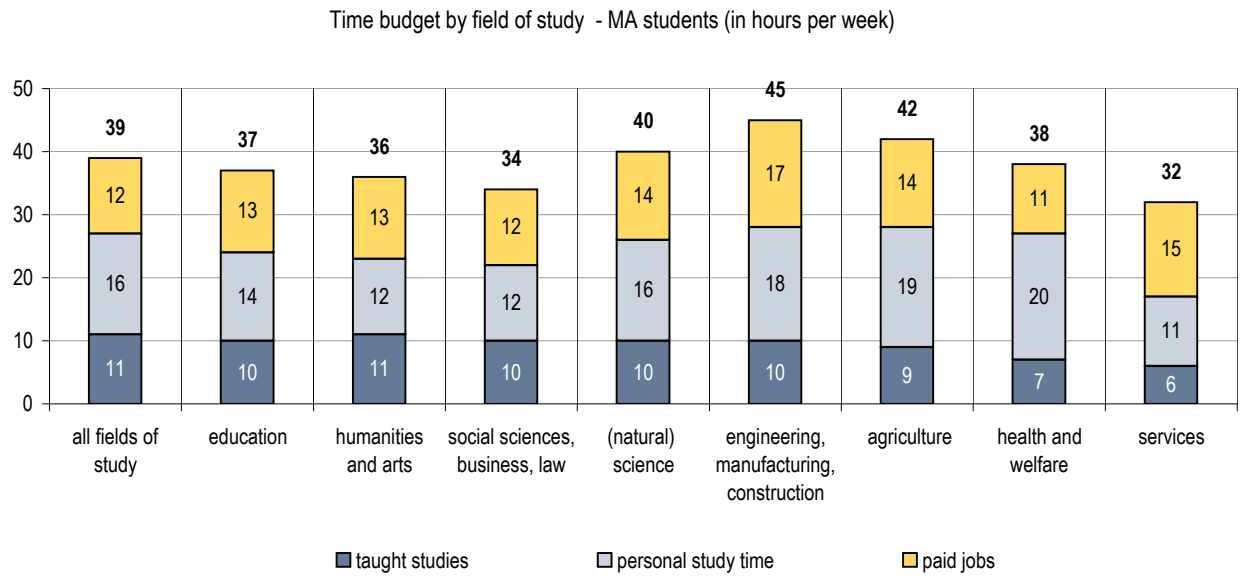
Time budget of BA students for study-related activities in engineering disciplines, hrs/wk	31
Time budget of BA students for study-related activities in humanities and arts, hrs/wk	28
Time budget of MA students for study-related activities in engineering disciplines, hrs/wk	28
Time budget of MA students for study-related activities in humanities and arts, hrs/wk	23

Time budget by qualification being studied for and field of study

Time budget in a typical study week by field of study (hours per week, arithm. mean)

Indicators:		
	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





Students' assessment of their workload by characteristics of students

Source	Survey question 3.12, 5.2, 1.1, 3.11, 5.1, 2.3, 2.4
Purpose of subtopic	This is a general assessment of all students of their total weekly workload. This subtopic refers especially to the success of the coping strategy of those students who are working alongside their studies. The analysis distinguishes by students' basic characteristics such as gender, qualification being studied for, mode of study, age and time-lag for entering HE.
General instructions	Table: Calculate absolute number of students for the different characteristic values of the assessment scale differentiating by basic characteristics of students. In this case the expression workload comprises the time spend on both study-related activities and on paid work. Key indicators: The focus is on the upper level of satisfaction. The category '(very) satisfied' contains the sub-categories 'very satisfied' and 'satisfied'. See glossary for: assessment, Bachelor/Master students, low-intensity students, age, direct/delayed transition students, workload.

Students' assessment of their total weekly workload

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
very satisfied	150	15,0	86	16,7	80	14,7	50	16,4	70	25,0	130	19,0	28	18,7	55	16,4	90	13,5
satisfied	280	28,0	150	29,1	160	29,3	110	36,2	50	17,9	240	35,0	50	33,3	150	44,8	170	25,6
acceptable	300	30,0	130	25,2	170	31,1	70	23,0	60	21,4	170	24,8	20	13,3	80	23,9	230	34,6
dissatisfied	220	22,0	90	17,4	96	17,6	60	19,7	60	21,4	95	13,9	40	26,7	30	9,0	135	20,3
very dissatisfied	50	5,0	60	11,6	40	7,3	14	4,6	40	14,3	50	7,3	12	8,0	20	6,0	40	6,0
total	1.000	100,0	516	100,0	546	100,0	304	100,0	280	100,0	685	100,0	150	100,0	335	100,0	665	100,0

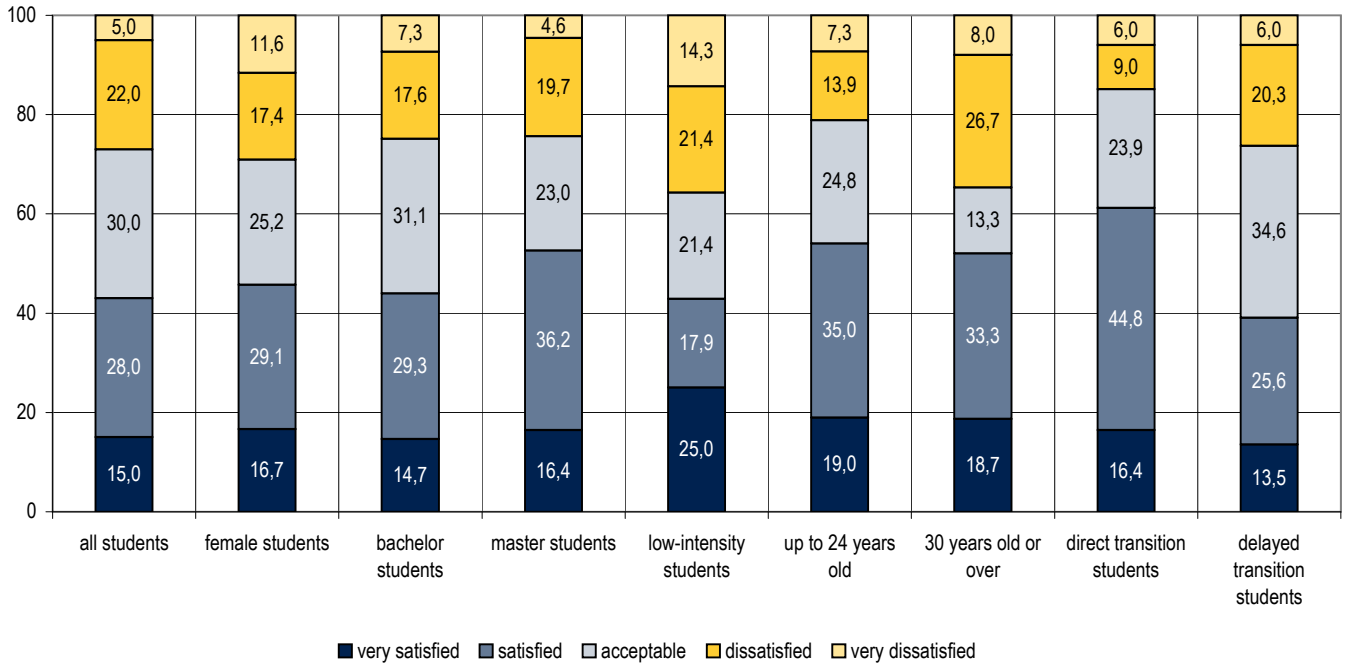
Share of all students who are (very) satisfied, in %	43,0
Share of BA students who are (very) satisfied, in %	44,0
Share of low-intensity students who are (very) satisfied, in %	42,9
Share of 30 years old or over who are (very) satisfied, in %	52,0

Students' assessment of their workload by characteristics of students

Students' assessment of their total weekly workload

Indicators:		
	Share of all students who are (very) satisfied, in %	43,0
	Share of BA students who are (very) satisfied, in %	44,0
	Share of low-intensity students who are (very) satisfied, in %	42,9
	Share of 30 years old or over who are (very) satisfied, in %	52,0

Students' assessment of their workload by characteristics of students (in %)



EUROSTUDENT IV: Time budget and employment

Students' assessment of their workload by composition of time budget

Source	Survey question 3.12, 3.11 and 1.1
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 1/2/3: Calculate the hours per week spent by students on study-related activities (= taught studies and personal study time) and on employment for each characteristic value of the assessment scale. Differentiate by all students, BA students and low-intensity students. Low-intensity students are considered to be those students who spend less than 21 hours per week on study-related activities irrespective of their formal status. Key indicators: The focus is on the lowest level of satisfaction, i.e. the category 'very dissatisfied'. See glossary for: assessment, Bachelor students, low-intensity students, study-related activities, job-related activities, workload.

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
very satisfied	22	3	25
satisfied	20	5	25
acceptable	19	8	27
dissatisfied	18	11	29
very dissatisfied	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
very satisfied	23	3	26
satisfied	21	4	25
acceptable	19	9	28
dissatisfied	15	14	29
very dissatisfied	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
very satisfied	22	4	26
satisfied	20	4	24
acceptable	19	9	28
dissatisfied	18	17	35
very dissatisfied	15	19	34

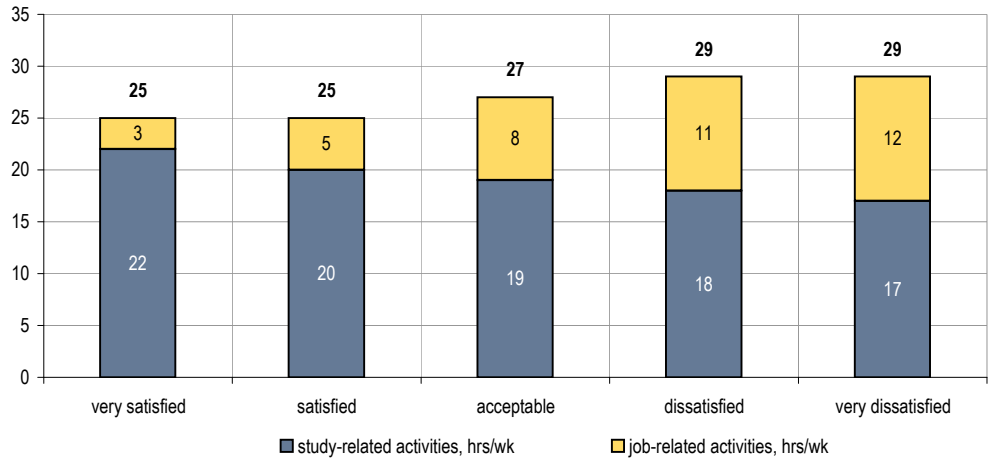
Total workload of all students who are very dissatisfied, hrs/wk	29	new
Total workload of BA students who are very dissatisfied, hrs/wk	30	new
Total workload of low-intensity students who are very dissatisfied, hrs/wk	34	new

Students' assessment of their workload by composition of time budget

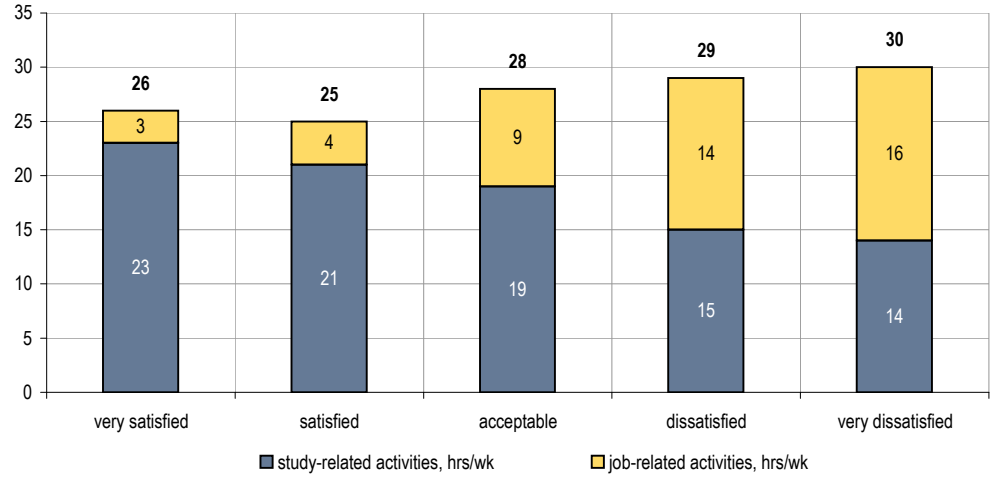
Breakdown of total weekly workload (arithm. mean) by level of satisfaction

Indicators:		
	Total workload of all students who are very dissatisfied, hrs/wk	29
	Total workload of BA students who are very dissatisfied, hrs/wk	30
	Total workload of low-intensity students who are very dissatisfied, hrs/wk	34

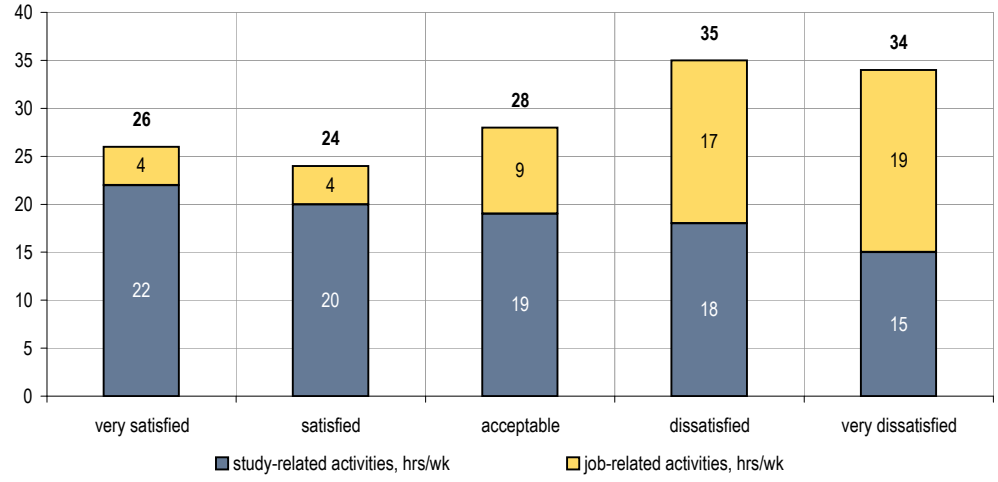
Breakdown of total weekly workload by level of satisfaction, all students (in hours per week)



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)



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	General instructions
1	**All students' assessment of general aspects of studies**	Higher education may serve different needs. A successful completion of studies is in many cases an entrance qualification for the labour market and the starting point of an occupational career. Academic studies are also suitable for developing one's own personality. For this subtopic the students were questioned on the importance of these criteria and the fulfiment of these basic goals.	-	-	-	-	-	-	-	-	-	Survey question 1.8	Table 1/2: Calculate absolute number of students by the various characteristic values of the assessment scale and by purpose of programme (i.e. programme as basis for starting work and for personal development). Table 3: This is based on all students who assessed the two criteria ('basis for starting work' and 'basis for personal development') as of 'high' or 'very high' importance (see table 1). The totals in rows in absolute numbers in table 3 must be the same as the aggregated number of students in the categories 'high' and 'very high' in table 1. See glossary for: Assessment.
2	**Bachelor students' assessment of general aspects of studies**	This subtopic conducts the same analysis as subtopic 1. This time the focus is on Bachelor students as highly important group. On the one hand, BA students are in most countries the biggest group of students compared to the groups of MA and PhD-students. On the other hand, BA students are the first to enter higher education and can be considered as future 'customers' (in terms of postgraduate studies). So with respect to 'customer retention' BA students' assessment of studies is of special importance to higher education institutions and policy-makers.	-	-	BA	-	-	-	-	-	-	Survey question 1.8 and 1.1	Table 1/2: Calculate absolute number of BA students by the various characteristic values of the assessment scale and by purpose of programme (i.e. programme as basis for starting work and for personal development). Table 3: This is based on the BA students who assessed the two criteria ('basis for starting work' and 'basis for personal development') as of 'high' or 'very high' importance (see table 1). The totals in rows in absolute numbers in table 3 must be the same as the aggregated number of BA students in the categories 'high' and 'very high' in table 1. See glossary for: Assessment, Bachelor student.
3	**Students' assessment of general aspects of studies by social background**	Students' parents influence their collegiate children in many ways. Socio-cultural and economic conditions at the parents' house may shape the children's preferences and expectations, provide an economical base for studies and they may also be an inspiration drive. This subtopic tries to figure out whether there are differences observable concerning the students' expectations for their studies and the achievement of these expectations, that can be traced back to their social background.	-	-	-	-	-	ISCED 0-2, 5-6	-	-	-	Survey question 1.8 and 6.1	Table 1: Calculate absolute number of students for the various characteristic values of the assessment scale by purpose of programme (i.e. programme as 'basis for starting work' and for 'personal development') and by social background (only lowest and highest social background groups) for the categories (very) high [= high + very high], middle and (very) low [= low + very low]. Table 2: This is based on those students who assessed the two criteria ('basis for starting work' and 'basis for personal development') as of '(very) high' importance (not shown in table 1). Key indicators: The focus is on the upper level of the assessment scale. See glossary for: Assessment, ISCED, high/low education background.
4	**Students' assessment of general aspects of studies by field of study**	This subtopic takes a look at the assessment of study by the programme the students follow (i.e. by field of study). For this analysis only the extreme charatersitic values of the assessment scale were taken into account, e.g.only the very high level of importance is opposed to the very low level of fulfilment of goal. This way it is possible to keep analysis clearly arranged and it may help identifying those study programmes where performance of higher education institutions seems urgently in need of improvement with respect to 'customer satisfaction'.	-	-	-	all fields according to inter-national classifi-cation	-	-	-	-	-	Survey question 1.8 and 1.4	Table 1: Calculate absolute number of students by purpose of programme (i.e. 'programme as basis for starting work' and 'for personal development') and by field of study. Take only those students into account who assessed the level of fulfilment of goal as (very) low [= low + very low]. Table 2: Calculate absolute number of students by purpose of programme (i.e. 'programme as basis for starting work' and 'for personal development') and by field of study. Take only those students into account who assessed the level of fulfilment of goal as (very) low [= low + very low] and the aspect as of (very) high importance [= high + very high]. Key indicators: They focus on students in the fields of humanities and engineering. See glossary for: Assessment, all fields of study.
5	**Students' assessment of importance of studies**	This subtopic is about the centrality of studies within students' life. The question aims at exploring students' assessment of the importance of their studies compared to other activities such as work alongside the studies and other personal interests.	up to 24, 30+	female, all	BA, MA	-	-	ISCED 0-2, 5-6	low-intensity	-	direct/ delayed transition students	Survey question 3.10, 1.1, 3.11, 5.1, 5.2, 2.3, 2.4, 6.1	Table: Calculate absolute number of students by importance of studies and by characteristics of students differentiating by gender, qualification being studied for, mode of study, age, time-lag for entering HE. In this case it was also differentiated by social background to see whether this criterion accounts for any remarkable differences. See glossary for: Bachelor students, Master students, low-intensity students, age, direct/delayed transition students, ISCED, low/high education background.

No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	General instructions
6	**Students' assessment of importance of studies by field of study**	This subtopic is about the centrality of studies within students' life. The question aims at exploring students' assessment of the importance of their studies compared to other activities such as work alongside the studies and other personal interests. Since it can be surmised that the extent of relatedness between the studies and other personal interests is also dependent upon the course of study a student is following, this subtopic differentiates by field of study.	-	-	-	all fields according to inter-national classifi-cation	-	-	-	-	-	Survey question 3.10, 1.4	Table: Calculate absolute number of students by importance of studies and by field of study. Key indicators: They concentrate on comparing the subject groups humanities/arts, engineering disciplines and social sciences. See glossary for: all fields of study.
7	**Plans for future studies**	The main aim of this subtopic is to provide data on plans for future studies following the completion of students' current higher education programme. Continuation of the studies is viewed in the light of the qualification levels and location of studies, which is connected with change of study and living conditions. The issues of higher educational paths may be interpreted in the light of the stage of study career and students' perception of the qualification(s) needed for entering the labour market.	-	female, all	BA, MA	-	-	ISCED 0-2, 5-6	low-intensity	-	direct/ delayed transition students	Survey question 1.6, 1.1, 3.11, 5.2, 2.3, 2.4, 6.1	Table: Calculate absolute number of students by plans for future studies and by characteristics of students. It is distinguished between gender, qualification being studied for, mode of study and time-lag for entering HE. The educational family background is used too in order to investigate the role and influence of this factor on the educational choices of the children. The category 'another programme' includes all HE-programmes, which do not (yet) belong to the Bologna system, i.e. BA, MA and PhD are not subject to this category. See glossary for: Continuation of studies, another programme, BA/MA student, low-intensity student, direct/delayed transition student, ISCED, low/high education background.

All students' assessment of general aspects of studies

Source	Survey question 1.8
Purpose of subtopic	Higher education may serve different needs. A successful completion of studies is in many cases an entrance qualification for the labour market and the starting point of an occupational career. Academic studies are also suitable for developing one's own personality. For this subtopic the students were questioned on the importance of these criteria and the fulfiment of these basic goals.
General instructions	Table 1/2: Calculate absolute number of students by the various characteristic values of the assessment scale and by purpose of programme (i.e. programme as basis for starting work and for personal development). Table 3: This is based on all students who assessed the two criteria ('basis for starting work' and 'basis for personal development') as of 'high' or 'very high' importance (see table 1). The totals in rows in absolute numbers in table 3 must be the same as the aggregated number of students in the categories 'high' and 'very high' in table 1. See glossary for: Assessment.

Level of importance

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total**	**total**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	400	40,0	150	15,0	350	35,0	80	8,0	20	2,0	1.000	100,0
programme as a good basis for personal development	100	10,0	200	20,0	300	30,0	200	20,0	200	20,0	1.000	100,0

Level of fulfilment of goal

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total**	**total**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	300	30,0	250	25,0	180	18,0	150	15,0	120	12,0	1.000	100,0
programme as a good basis for personal development	320	32,0	270	27,0	150	15,0	170	17,0	90	9,0	1.000	100,0

Fulfilment for those who see aspect as of (very) high importance

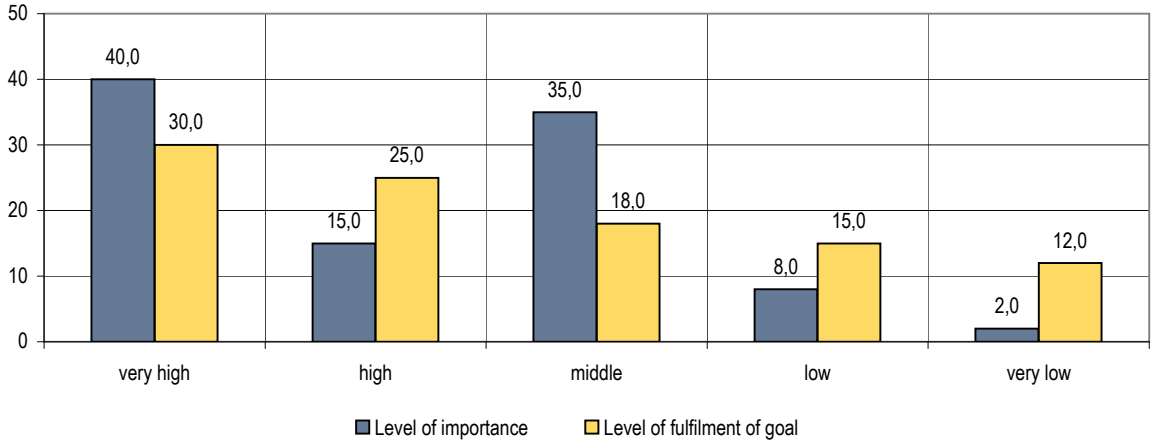
	very high	very high	high	high	middle	middle	low	low	very low	very low	**total**	**total**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	150	27,3	160	29,1	120	21,8	80	14,5	40	7,3	550	100,0
programme as a good basis for personal development	60	20,0	80	26,7	60	20,0	70	23,3	30	10,0	300	100,0

Share of all students whose goals are fulfilled at (very) high level - basis for starting work, in %	55,0
Share of all students whose goals are fulfilled at (very) high level - basis for personal development, in %	59,0

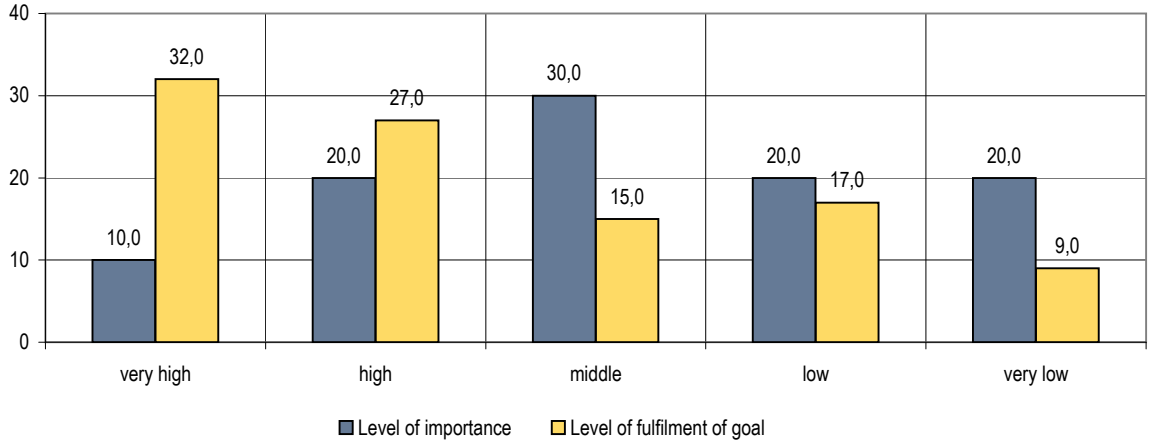
All students' assessment of general aspects of studies

Indicators:		
	Share of all students whose goals are fulfilled at (very) high level - basis for starting work, in %	55,0
	Share of all students whose goals are fulfilled at (very) high level - basis for personal development, in %	59,0

All students' assessment of study programme as good basis for starting work (in %)



All students' assessment of study programme as good basis for personal development (in %)



Fulfilment for those who see aspect as of (very) high importance (in %)

Bachelor students' assessment of general aspects of studies

Source	Survey question 1.8 and 1.1
Purpose of subtopic	This subtopic conducts the same analysis as subtopic 1. This time the focus is on Bachelor students as highly important group. On the one hand, BA students are in most countries the biggest group of students compared to the groups of MA and PhD-students. On the other hand, BA students are the first to enter higher education and can be considered as future 'customers' (in terms of postgraduate studies). So with respect to 'customer retention' BA students' assessment of studies is of special importance to higher education institutions and policy-makers.
General instructions	Table 1/2: Calculate absolute number of BA students by the various characteristic values of the assessment scale and by purpose of programme (i.e. programme as basis for starting work and for personal development). Table 3: This is based on the BA students who assessed the two criteria ('basis for starting work' and 'basis for personal development') as of 'high' or 'very high' importance (see table 1). The totals in rows in absolute numbers in table 3 must be the same as the aggregated number of BA students in the categories 'high' and 'very high' in table 1. See glossary for: Assessment, Bachelor student.

Level of importance

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total**	**total**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	200	36,6	180	33,0	90	16,5	56	10,3	20	3,7	546	100,0
programme as a good basis for personal development	150	27,5	160	29,3	120	22,0	66	12,1	50	9,2	546	100,0

Level of fulfilment of goal

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total**	**total**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	150	27,5	160	29,3	126	23,1	70	12,8	40	7,3	546	100,0
programme as a good basis for personal development	110	20,1	130	23,8	150	27,5	90	16,5	66	12,1	546	100,0

Fulfilment for those who see aspect as of (very) high importance

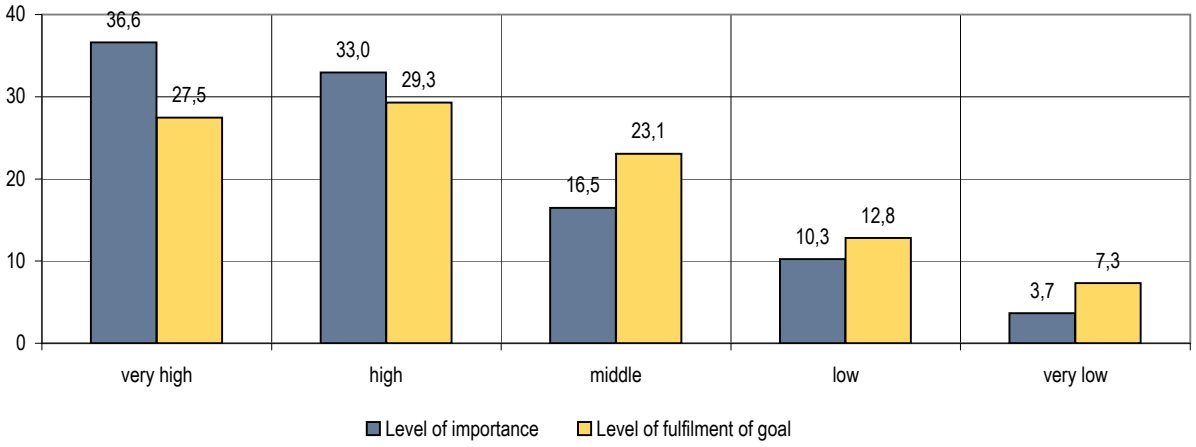
	very high	very high	high	high	middle	middle	low	low	very low	very low	**total**	**total**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	100	26,3	110	28,9	90	23,7	50	13,2	30	7,9	380	100,0
programme as a good basis for personal development	70	22,6	100	32,3	70	22,6	50	16,1	20	6,5	310	100,0

Share of BA students whose goals are fulfilled at (very) high level - basis for starting work, in %	56,8
Share of BA students whose goals are fulfilled at (very) high level - basis for personal development, in %	44,0

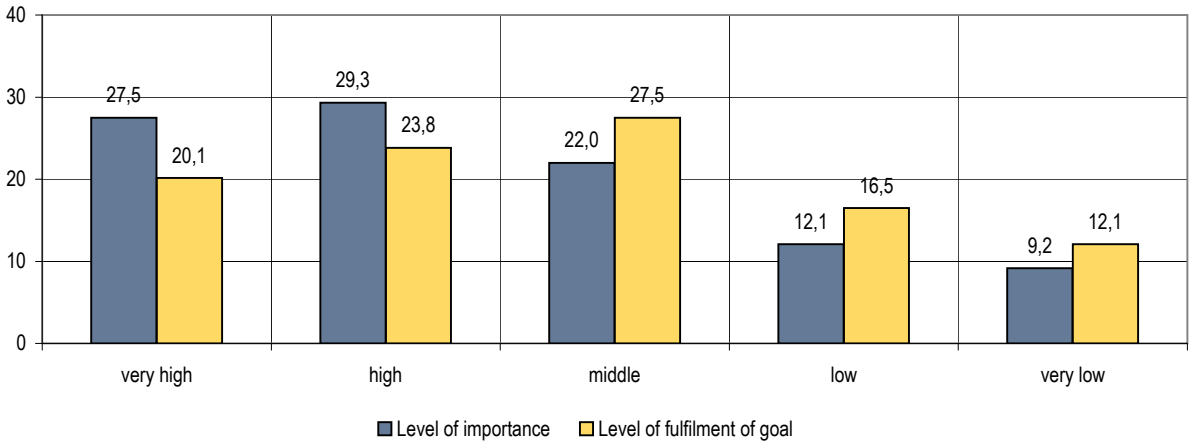
Bachelor students' assessment of general aspects of studies

Indicators:		
	Share of BA students whose goals are fulfilled at (very) high level - basis for starting work, in %	56,8
	Share of BA students whose goals are fulfilled at (very) high level - basis for personal development, in %	44,0

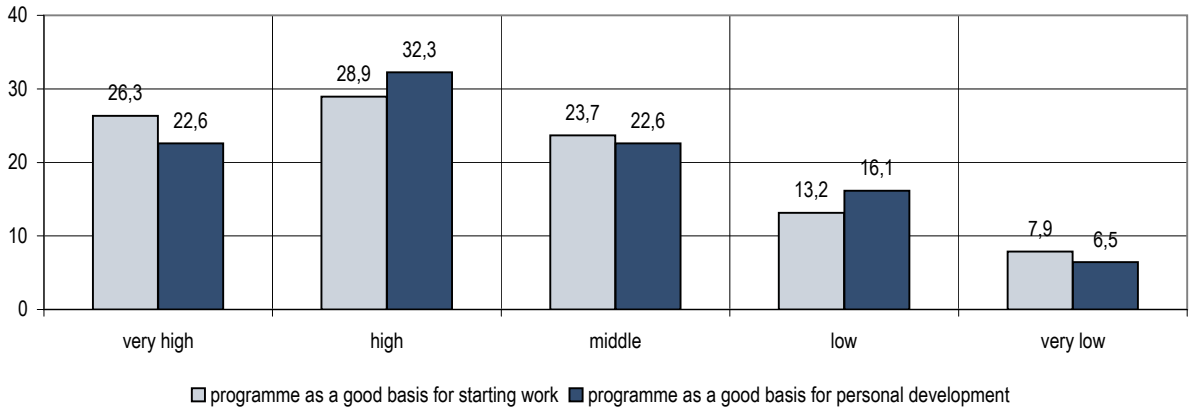
BA students' assessment of study programme as good basis for starting work (in %)



BA students' assessment of study programme as good basis for personal development (in %)



Fulfilment for those BA students who see aspect as of (very) high importance (in %)



Students' assessment of general aspects of studies by social background

Source	Survey question 1.8 and 6.1
Purpose of subtopic	Students' parents influence their collegiate children in many ways. Socio-cultural and economic conditions at the parents' house may shape the children's preferences and expectations, provide an economical base for studies and they may also be an inspiration drive. This subtopic tries to figure out whether there are differences observable concerning the students' expectations for their studies and the achievement of these expectations, that can be traced back to their social background.
General instructions	Table 1: Calculate absolute number of students for the various characteristic values of the assessment scale by purpose of programme (i.e. programme as 'basis for starting work' and for 'personal development') and by social background (only lowest and highest social background groups) for the categories (very) high [= high + very high], middle and (very) low [= low + very low]. Table 2: This is based on those students who assessed the two criteria ('basis for starting work' and 'basis for personal development') as of '(very) high' importance (not shown in table 1). Key indicators: The focus is on the upper level of the assessment scale. See glossary for: Assessment, ISCED, high/low education background.

Level of fulfilment of goal

	(very) high				middle				(very) low				**total**			
	low education background	low education background	high education background	high education background	low education background	low education background	high education background	high education background	low education background	low education background	high education background	high education background	low education background	low education background	high education background	high education background
	numbers	percent	percent	numbers	numbers	percent	percent	numbers	numbers	percent	percent	numbers	numbers	percent	numbers	percent
programme as a good basis for starting work	160	57,3	43,0	240	84	30,1	37,6	210	35	12,5	19,4	108	279	100,0	558	100,0
programme as a good basis for personal development	140	50,2	37,6	210	79	28,3	34,1	190	60	21,5	28,3	158	279	100,0	558	100,0

Fulfilment for those who see aspect as of (very) high importance

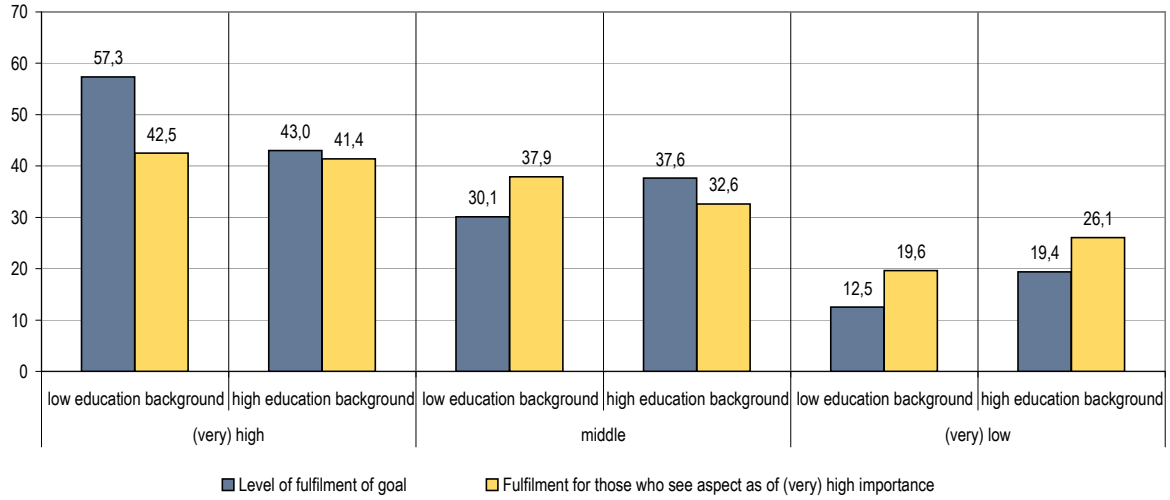
	(very) high				middle				(very) low				**total**			
	low education background	low education background	high education background	high education background	low education background	low education background	high education background	high education background	low education background	low education background	high education background	high education background	low education background	low education background	high education background	high education background
	numbers	percent	percent	numbers	numbers	percent	percent	numbers	numbers	percent	percent	numbers	numbers	percent	numbers	percent
programme as a good basis for starting work	65	42,5	41,4	127	58	37,9	32,6	100	30	19,6	26,1	80	153	100,0	307	100,0
programme as a good basis for personal development	33	39,3	29,9	50	27	32,1	28,1	47	24	28,6	41,9	70	84	100,0	167	100,0

Share of students from low education background whose goals are fulfilled at (very) high level - basis for starting work, in %	57,3
Share of students from low education background whose goals are fulfilled at (very) high level - basis for personal development, in %	50,2
Share of students from high education background whose goals are fulfilled at (very) high level - basis for starting work, in %	43,0
Share of students from high education background whose goals are fulfilled at (very) high level - basis for personal development, in %	37,6

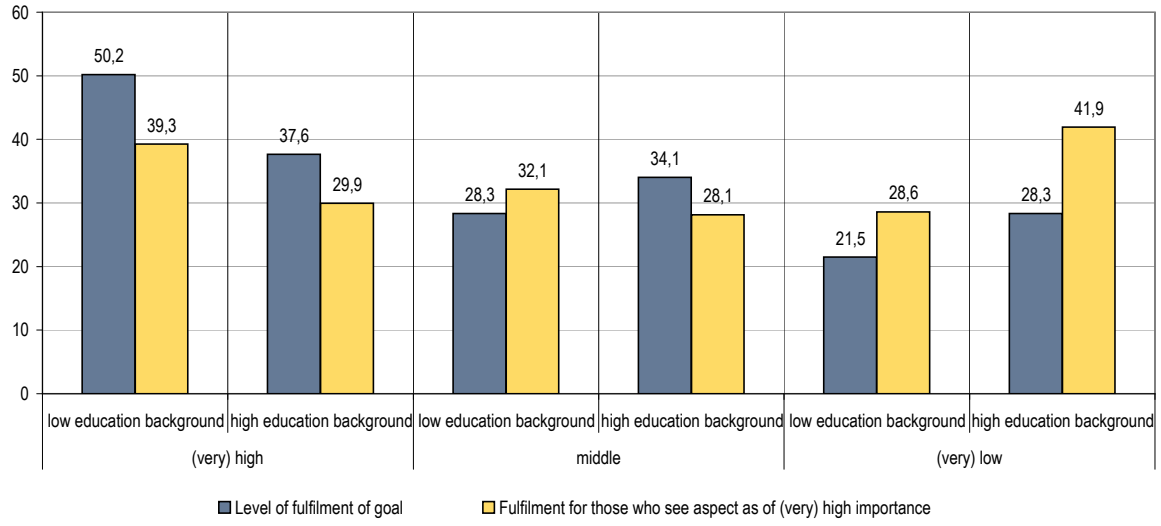
Students' assessment of general aspects of studies by social background

Indicators:		
	Share of students from low education background whose goals are fulfilled at (very) high level - basis for starting work, in %	57,3
	Share of students from low education background whose goals are fulfilled at (very) high level - basis for personal development, in %	50,2
	Share of students from high education background whose goals are fulfilled at (very) high level - basis for starting work, in %	43,0
	Share of students from high education background whose goals are fulfilled at (very) high level - basis for personal development, in %	37,6

Students' assessment of study programme as good basis for starting work by social background (in %)



Students' assessment of study programme as good basis for personal development by social background (in %)



Students' assessment of general aspects of studies by field of study

Source	Survey question 1.8 and 1.4
Purpose of subtopic	This subtopic takes a look at the assessment of study by the programme the students follow (i.e. by field of study). For this analysis only the extreme charatersitic values of the assessment scale were taken into account, e.g.only the very high level of importance is opposed to the very low level of fulfilment of goal. This way it is possible to keep analysis clearly arranged and it may help identifying those study programmes where performance of higher education institutions seems urgently in need of improvement with respect to 'customer satisfaction'.
General instructions	Table 1: Calculate absolute number of students by purpose of programme (i.e. 'programme as basis for starting work' and 'for personal development') and by field of study. Take only those students into account who assessed the level of fulfilment of goal as (very) low [= low + very low]. Table 2: Calculate absolute number of students by purpose of programme (i.e. 'programme as basis for starting work' and 'for personal development') and by field of study. Take only those students into account who assessed the level of fulfilment of goal as (very) low [= low + very low] and the aspect as of (very) high importance [= high + very high]. Key indicators: They focus on students in the fields of humanities and engineering. See glossary for: Assessment, all fields of study.

(Very) low level of fulfilment of goal

	all fields of study	all fields of study	education	education	humanities and arts	humanities and arts	social sciences, business, law	social sciences, business, law	(natural) science	(natural) science	engineering, manufacturing, construction	engineering, manufacturing, construction	agriculture	agriculture	health and welfare	health and welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	270	100,0	55	20,4	40	14,8	60	22,2	30	11,1	40	14,8	15	5,6	20	7,4	10	3,7
programme as a good basis for personal development	260	100,0	55	21,2	40	15,4	60	23,1	20	7,7	25	9,6	20	7,7	30	11,5	10	3,8
	same as in sheet 1																	

(Very) low level of fulfilment of goal for those who see aspect as of (very) high importance

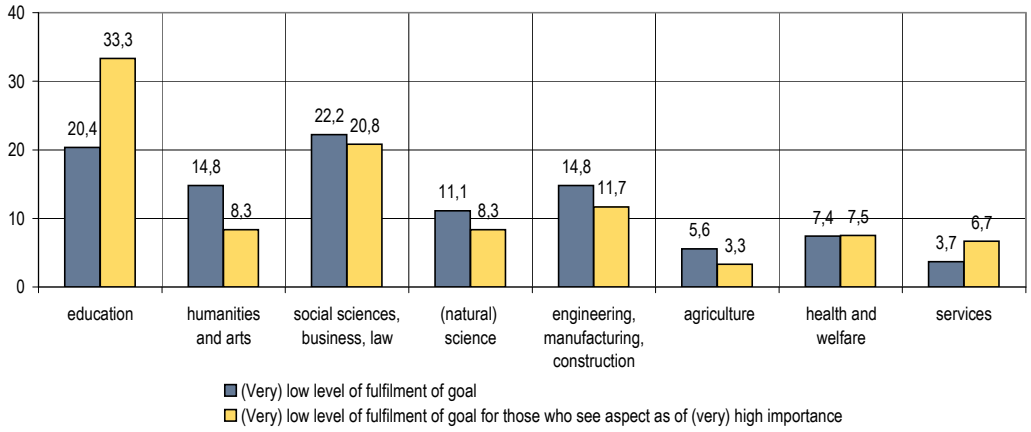
	all fields of study	all fields of study	education	education	humanities and arts	humanities and arts	social sciences, business, law	social sciences, business, law	(natural) science	(natural) science	engineering, manufacturing, construction	engineering, manufacturing, construction	agriculture	agriculture	health and welfare	health and welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
programme as a good basis for starting work	120	100,0	40	33,3	10	8,3	25	20,8	10	8,3	14	11,7	4	3,3	9	7,5	8	6,7
programme as a good basis for personal development	100	100,0	13	13,0	15	15,0	16	16,0	13	13,0	10	10,0	15	15,0	10	10,0	8	8,0
	same as in sheet 1																	

Share of students in humanities and arts whose high importance goals are fulfilled at (very) low level - basis for starting work, in %	8,3
Share of students in humanities and arts whose high importance goals are fulfilled at (very) low level - basis for personal development, in %	15,0
Share of students in engineering disciplines whose high importance goals are fulfilled at (very) low level - basis for starting work, in %	11,7
Share of students in engineering disciplines whose high importance goals are fulfilled at (very) low level - basis for personal development, in %	10,0

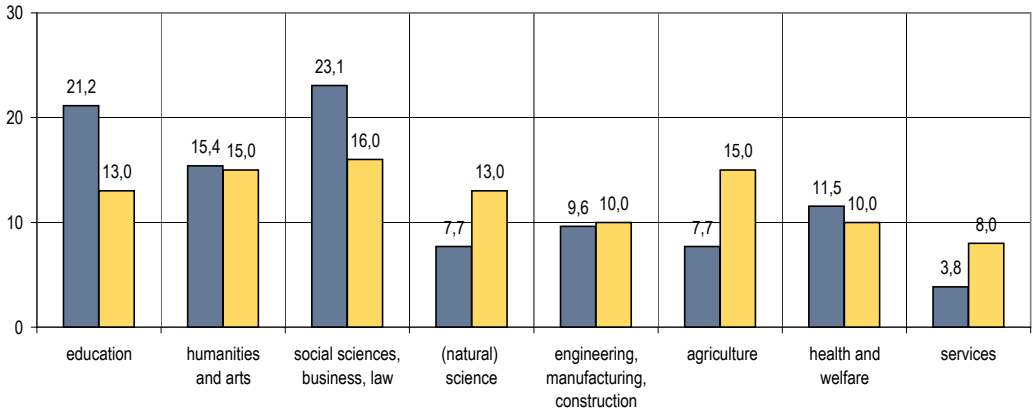
Students' assessment of general aspects of studies by field of study

Indicators:		
	Share of students in humanities and arts whose high importance goals are fulfilled at (very) low level - basis for starting work, in %	8,3
	Share of students in humanities and arts whose high importance goals are fulfilled at (very) low level - basis for personal development, in %	15,0
	Share of students in engineering disciplines whose high importance goals are fulfilled at (very) low level - basis for starting work, in %	11,7
	Share of students in engineering disciplines whose high importance goals are fulfilled at (very) low level - basis for personal development, in %	10,0

Students' assessment of study programme as good basis for starting work by field of study (in %)



Students' assessment of study programme as good basis for personal development by field of study (in %)



EUROSTUDENT IV: Assessment of studies

subtopic completely new

Students' assessment of importance of studies

Source	Survey question 3.10, 1.1, 3.11, 5.1, 5.2, 2.3, 2.4, 6.1
Purpose of subtopic	This subtopic is about the centrality of studies within students' life. The question aims at exploring students' assessment of the importance of their studies compared to other activities such as work alongside the studies and other personal interests.
General instructions	Table: Calculate absolute number of students by importance of studies and by characteristics of students differentiating by gender, qualification being studied for, mode of study, age, time-lag for entering HE. In this case it was also differentiated by social background to see whether this criterion accounts for any remarkable differences. See glossary for: Bachelor students, Master students, low-intensity students, age, direct/delayed transition students, ISCED, low/high education background.

Assessment of importance of studies by characteristics of students

Compared to other activities studies are…	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
more important	600	60,0	356	69,0	330	60,4	260	85,5	90	32,1	400	58,4	100	66,7	175	52,2
equally important	300	30,0	130	25,2	166	30,4	40	13,2	140	50,0	215	31,4	30	20,0	110	32,8
less important	100	10,0	30	5,8	50	9,2	4	1,3	50	17,9	70	10,2	20	13,3	50	14,9
total	1.000	100,0	516	100,0	546	100,0	304	100,0	280	100,0	685	100,0	150	100,0	335	100,0

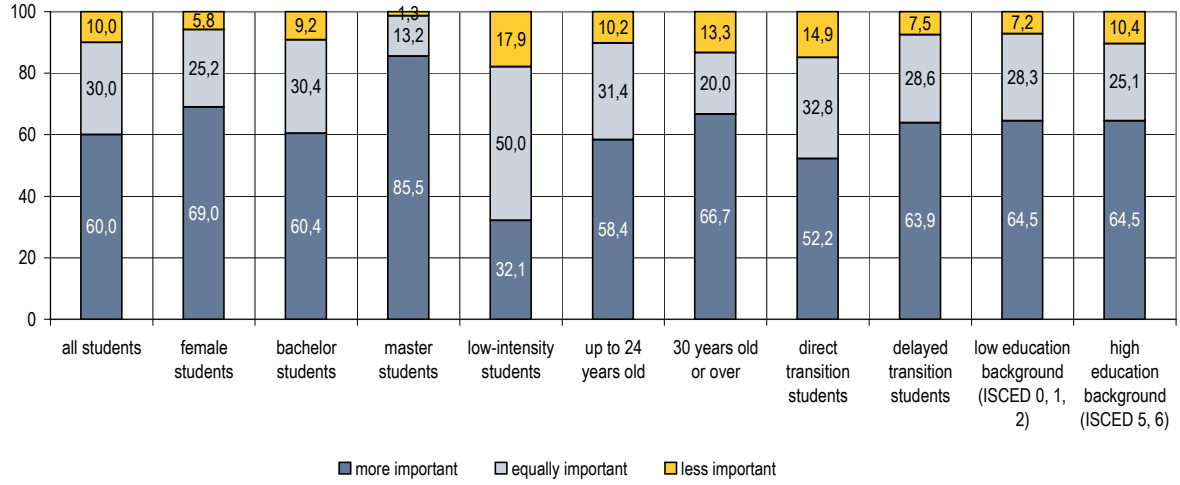
Compared to other activities studies are…	delayed transition students	delayed transition students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
more important	425	63,9	180	64,5	360	64,5
equally important	190	28,6	79	28,3	140	25,1
less important	50	7,5	20	7,2	58	10,4
total	665	100,0	279	100,0	558	100,0

Share of all students for whom studies are more important, in %	60,0
Share of all students for whom studies are less important, in %	10,0
Share of BA students for whom studies are more important, in %	60,4
Share of BA students for whom studies are less important, in %	9,2
Share of low-intensity students for whom studies are more important, in %	32,1
Share of low-intensity students for whom studies are less important, in %	17,9
Share of 30 years old or over for whom studies are more important, in %	66,7
Share of 30 years old or over for whom studies are less important, in %	13,3

Students' assessment of importance of studies

Indicators:		
	Share of all students for whom studies are more important, in %	60,0
	Share of all students for whom studies are less important, in %	10,0
	Share of BA students for whom studies are more important, in %	60,4
	Share of BA students for whom studies are less important, in %	9,2
	Share of low-intensity students for whom studies are more important, in %	32,1
	Share of low-intensity students for whom studies are less important, in %	17,9
	Share of 30 years old or over for whom studies are more important, in %	66,7
	Share of 30 years old or over for whom studies are less important, in %	13,3

Importance of studies compared to other activities by characteristics of students (in %)



EUROSTUDENT IV: Assessment of studies

subtopic completely new

Students' assessment of importance of studies by field of study

Source	Survey question 3.10, 1.4
Purpose of subtopic	This subtopic is about the centrality of studies within students' life. The question aims at exploring students' assessment of the importance of their studies compared to other activities such as work alongside the studies and other personal interests. Since it can be surmised that the extent of relatedness between the studies and other personal interests is also dependent upon the course of study a student is following, this subtopic differentiates by field of study.
General instructions	Table: Calculate absolute number of students by importance of studies and by field of study. Key indicators: They concentrate on comparing the subject groups humanities/arts, engineering disciplines and social sciences. See glossary for: all fields of study.

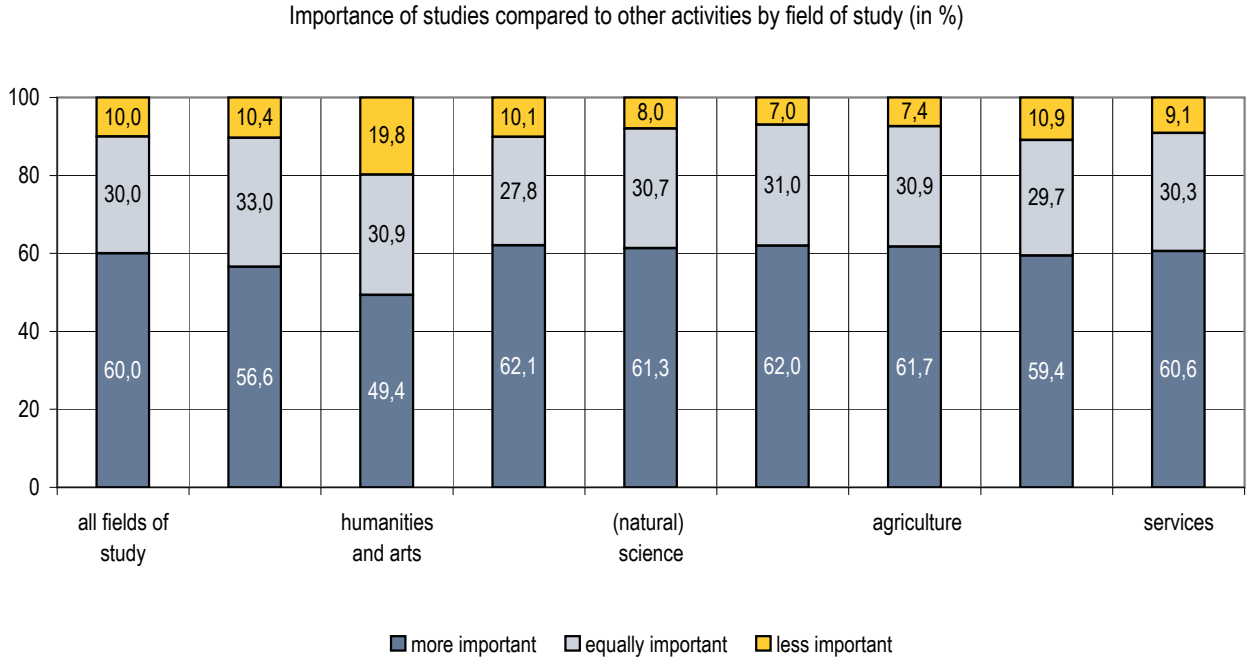
Assessment of importance of studies by field of study

Compared to other activities studies are…	all fields of study	all fields of study	education	education	humanities and arts	humanities and arts	social sciences, business, law	social sciences, business, law	(natural) science	(natural) science	engineering, manufacturing, construction	engineering, manufacturing, construction	agriculture	agriculture	health and welfare	health and welfare	services	services
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
more important	600	60,0	60	56,6	40	49,4	190	62,1	100	61,3	80	62,0	50	61,7	60	59,4	20	60,6
equally important	300	30,0	35	33,0	25	30,9	85	27,8	50	30,7	40	31,0	25	30,9	30	29,7	10	30,3
less important	100	10,0	11	10,4	16	19,8	31	10,1	13	8,0	9	7,0	6	7,4	11	10,9	3	9,1
total	1.000	100,0	106	100,0	81	100,0	306	100,0	163	100,0	129	100,0	81	100,0	101	100,0	33	100,0
	same as sheet 5	same as sheet 5																

Share of students in humanities and arts for whom studies are more important, in %	49,4
Share of students in humanities and arts for whom studies are less important, in %	19,8
Share of students in engineering disciplines for whom studies are more important, in %	62,0
Share of students in engineering disciplines for whom studies are less important, in %	7,0
Share of students in social sciences for whom studies are more important, in %	62,1
Share of students in social sciences for whom studies are less important, in %	10,1

Students' assessment of importance of studies by field of study

Indicators:		
	Share of students in humanities and arts for whom studies are more important, in %	49,4
	Share of students in humanities and arts for whom studies are less important, in %	19,8
	Share of students in engineering disciplines for whom studies are more important, in %	62,0
	Share of students in engineering disciplines for whom studies are less important, in %	7,0
	Share of students in social sciences for whom studies are more important, in %	62,1
	Share of students in social sciences for whom studies are less important, in %	10,1



subtopic completely new

Plans for future studies

Source	Survey question 1.6, 1.1, 3.11, 5.2, 2.3, 2.4, 6.1
Purpose of subtopic	The main aim of this subtopic is to provide data on plans for future studies following the completion of students' current higher education programme. Continuation of the studies is viewed in the light of the qualification levels and location of studies, which is connected with change of study and living conditions. The issues of higher educational paths may be interpreted in the light of the stage of study career and students' perception of the qualification(s) needed for entering the labour market.
General instructions	Table: Calculate absolute number of students by plans for future studies and by characteristics of students. It is distinguished between gender, qualification being studied for, mode of study and time-lag for entering HE. The educational family background is used too in order to investigate the role and influence of this factor on the educational choices of the children. The category 'another programme' includes all HE-programmes, which do not (yet) belong to the Bologna system, i.e. BA, MA and PhD are not subject to this category. See glossary for: Continuation of studies, another programme, BA/MA student, low-intensity student, direct/delayed transition student, ISCED, low/high education background.

Plans for continuation of studies after completing current programme

Students who plan…	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	direct transition students	direct transition students	delayed transition students	delayed transition students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
BA in home country	190	19,0	110	21,3	100	18,3	20	6,6	5	1,8	90	26,9	100	15,0	60	21,5	90	16,1
BA in a foreign country	110	11,0	70	13,6	70	12,8	10	3,3	0	0,0	60	17,9	50	7,5	25	9,0	62	11,1
MA in home country	90	9,0	55	10,7	60	11,0	25	8,2	2	0,7	40	11,9	50	7,5	30	10,8	50	9,0
MA in a foreign country	50	5,0	27	5,2	30	5,5	15	4,9	0	0,0	32	9,6	18	2,7	5	1,8	35	6,3
PhD in home country	40	4,0	20	3,9	0	0,0	36	11,8	0	0,0	25	7,5	15	2,3	5	1,8	30	5,4
PhD in foreign country	20	2,0	12	2,3	0	0,0	15	4,9	0	0,0	10	3,0	10	1,5	2	0,7	13	2,3
another programme not mentioned above	20	2,0	12	2,3	15	2,7	3	1,0	5	1,8	8	2,4	12	1,8	7	2,5	8	1,4
no continuation of studies	290	29,0	130	25,2	190	34,8	80	26,3	220	78,6	40	11,9	250	37,6	100	35,8	150	26,9
Students who don't know yet	190	19,0	80	15,5	81	14,8	100	32,9	48	17,1	30	9,0	160	24,1	45	16,1	120	21,5
total	1.000	100,0	516	100,0	546	100,0	304	100,0	280	100,0	335	100,0	665	100,0	279	100,0	558	100,0

Plans for continuation of studies after completing current programme - overview

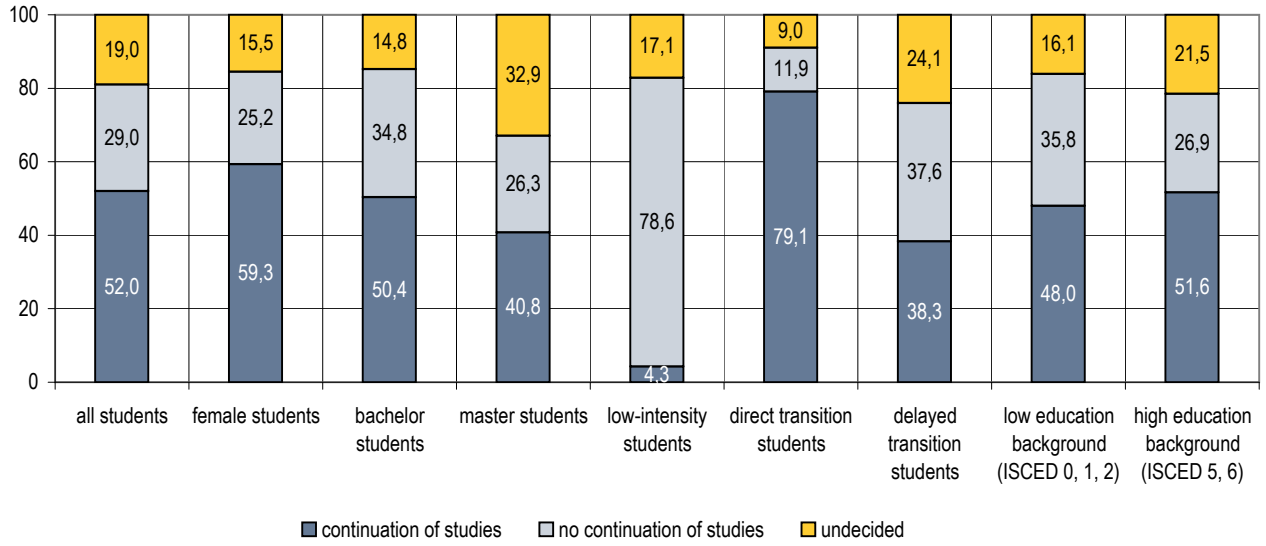
	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	direct transition students	direct transition students	delayed transition students	delayed transition students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
continuation of studies	520	52,0	306	59,3	275	50,4	124	40,8	12	4,3	265	79,1	255	38,3	134	48,0	288	51,6
no continuation of studies	290	29,0	130	25,2	190	34,8	80	26,3	220	78,6	40	11,9	250	37,6	100	35,8	150	26,9
undecided	190	19,0	80	15,5	81	14,8	100	32,9	48	17,1	30	9,0	160	24,1	45	16,1	120	21,5
total	1.000	100,0	516	100,0	546	100,0	304	100,0	280	100,0	335	100,0	665	100,0	279	100,0	558	100,0

Share of all students with plans for future studies, in %	52,0
Share of all students who plan not to continue studies, in %	29,0
Share of students with low education background with plans for future studies, in %	48,0
Share of students with low education background who plan not to continue studies, in %	35,8
Share of students with high education background with plans for future studies, in %	51,6
Share of students with high education background who plan not to continue studies, in %	26,9

Plans for future studies

Indicators:		
	Share of all students with plans for future studies, in %	52,0
	Share of all students who plan not to continue studies, in %	29,0
	Share of students with low education background with plans for future studies, in %	48,0
	Share of students with low education background who plan not to continue studies, in %	35,8
	Share of students with high education background with plans for future studies, in %	51,6
	Share of students with high education background who plan not to continue studies, in %	26,9

Students' plans for continuation of studies after completing current programme (in %)



No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	General instructions
1	**Enrolment abroad by characteristics of students**	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 is looked at.	up to 24, ≥25	female, all	BA, MA	-	-	-	low-intensity	-	direct/delayed transition students	Survey question 4.1, 5.1, 5.2, 1.1, 3.11, 2.3, 2.4	Table: Calculate absolute number of students by (plans for) enrolment abroad and by basic characteristics of students (gender, qualification being studied for, mode of study, age and time-lag for entering HE). Please see glossary for: enrolment abroad, BA/MA student, low-intensity student, age, direct/delayed transition student.
2	**Enrolment abroad by field of study**	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. This was used as criterion for differentiation as the field of study may imply different possibilities and needs for students to go abroad.	-	-	-	all fields according to international classification	-	-	-	-	-	Survey question 4.1 and 1.4	Table: Calculate absolute number of students by (plans for) enrolment abroad and by field of study. Please see glossary for: enrolment abroad, all fields of study.
3	**Enrolment abroad by social background and form of housing**	Student mobility is analysed by students' social background. The social status of students' parents may influence the students' mobility in terms of financial power, preferences and inspiration. The basic form of housing was also used as criterion for differentiation as this may give insight whether this factor is rather encouraging or discouraging students to go abroad (e.g. living with parents may provide a good organisational basis for easily leaving and returning to the home country).	-	-	-	-	-	ISCED 0-2, 5-6	-	living with parents, not living with parents	-	Survey question 4.1, 6.1 and 3.1	Table: Calculate absolute number of students by (plans for) enrolment abroad, by social background and by basic form of housing. Students' parents' highest educational attainment of either the father or the mother serves as proxy for social background. Please see glossary for: enrolment abroad, ISCED, low/high education background and form of housing.
4	**Study-related activities abroad by characteristics of students**	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 basic characteristics of students, which may have impact on mobility rates. Also the time period of staying abroad is looked at.	up to 24, ≥25	female, all	BA, MA	-	-	-	low-intensity	-	direct/delayed transition students	Survey question 4.6, 5.1, 5.2, 1.1, 3.11, 2.3, 2.4	Table 1: Calculate absolute number of students by study-related activities abroad and by basic characteristics of students. Some students may have taken part in more than one study-related activity abroad. Shares are automatically calculated based on the total number of students in the respective focus group (cp. for topic 'Metadata'). Totals for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple answers. Table 2: Calculate average duration of study-related activities abroad in months (arithmetic mean) for all students and two focus groups (time-lag for entering HE). Please see glossary for: study-related activities abroad, BA/MA student, low-intensity student, age, direct/delayed transition student.
5	**Organisation of enrolment abroad**	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.	-	-	BA, MA	-	-	-	-	-	-	Survey question 4.2 and 1.1	Table 1: Calculate absolute number of students who participated in one (or more) of the specified programmes. Some students may have taken part in more than one programme. The shares are automatically calcualted by relating the number of programme-participants to the total number of students (with and without enrolment abroad) in the respective focus group (cp. for topic 'Metadata'). Shares will not be summed up as multiple responses are possible (i.e. one person may undertake multi-enrolment stays abroad with different programmes). Table 2: Take absolute number of students from table 1. The shares are automatically computed by relating the number of programme-participants to the total number of students with an enrolment stay abroad in the respective group. For these total numbers of students only headcounts are considered (that means for the totals in the three groups each student with an enrolment abroad is counted only once, even if he/she has undertaken more than one enrolment abroad). Shares will not be summed up as multiple responses are possible and totals might exceed 100%. See glossary for: Enrolment abroad by programme, BA/MA student, headcounts.
6	**Sources of funding for enrolment abroad**	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. Criteria for differentiation are qualification being studied for and students' social background.	-	-	BA, MA	-	-	ISCED 0-2, 5-6	-	-	lowest + highest ISCED groups	Survey question 4.3, 1.1 and 6.1	Table 1: Calculate absolute number of students with enrolment abroad by funding source, by qualification aspired to and by the highest educational attainment of either the father or the mother. To profit from more than one source is possible for the students. The shares are automatically computed by relating the number of receivers to the total number of students with enrolment abroad in the respective student group. Shares will not be summed up as the total might exceed 100% due to the possibility of multiple answers. 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. The shares are automatically computed by relating the number of receivers of primary source to the total number of receivers in the respective student group. Shares in columns must sum up to 100%. Please see glossary for: source of funding, primary source of funding, BA/MA student, low/high education background, ISCED.
7	**Important aspects and fulfilled expectations concerning the enrolment abroad**	This is an assessment of students on the importance of and satisfaction with different personal, academic and socio-cultural aspects of an enrolment abroad. This assessment can be regarded as a basis for undertaking both national and institutional policy measures for improving the academic and social services offered to foreign students by higher education institutions if needs be.	-	-	-	-	-	-	-	-	-	Survey question 4.4	Table 1/2: Calculate absolute number of students for the various categories of the assessment scale by aspects of enrolment abroad. Values in rows must sum up to 100%. The population in absolute terms for the column 'total in rows' is the number of all students who have been enrolled abroad (cp. for sheet 1). Table 3: This is based on all students who assessed the aspects of enrolment abroad as of high or very high importance (see table 1). The totals in rows in absolute numbers in table 3 must be the same as the aggregated number of students in the categories 'high' and 'very high' in table 1. Key indicators: The focus is on the upper level of the assessment scale. The category '(very) high level' is the sum of the sub-categories 'very high' and 'high'. See glossary for: Enrolment abroad, aspects of enrolment abroad.
8	**Issues that influence plans for an enrolment abroad**	Students who are willing to enrol 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. The target group is all students who have not been enrolled abroad (this includes both those who plan and those who do not plan to go abroad).	-	-	-	-	-	-	-	-	-	Survey question 4.5 and 4.1	Table 1: Calculate absolute number of students who have not undertaken enrolment abroad by obstructions and by perceived size of obstacle. Table 2: Calculate absolute number of students who have not undertaken enrolment abroad by grouped obstructions and by perceived size of obstacle. Sub-items in groups: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12, 15), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7), attitudinal/social obstacles (4, 8). See glossary for: Enrolment abroad, obstacles to enrolment abroad.
9	**Issues that influence plans for an enrolment abroad by field of study**	The choice of field of study influences the possibility and probability for students to go abroad. This subtopic analyses obstacles in relation to this attribute. The analysis concentrates on the fields of humanities and engineering. These fields of study are often opposed to each other as they are different in many ways. Again the target group is all students who have not been enrolled abroad (this includes both those who plan and those who do not plan to go abroad).	-	-	-	humanities, engineering	-	-	-	-	-	Survey question 4.5, 4.1 and 1.4	Table 1/2: Calculate absolute number of students who have not undertaken enrolment abroad by grouped obstructions and by perceived size of obstacle. Differentiate by two fields of study (humanities and engineering). Subitems in groups: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12, 15), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7), attitudinal/social obstacles (4, 8). See glossary for: Enrolment abroad, obstacles to enrolment abroad, all fields of study.
10	**Issues that obstruct plans for an enrolment abroad by social background**	A student's social background is viewed as an important factor for influencing mobility behaviour (in terms of financial power, shaping a student's preferences and supplying inspiration). This subtopic analyses obstacles to enrolment abroad in relation to this factor. The target group is all students who have not been enrolled abroad (this includes both those who plan and those who do not plan to go abroad).	-	-	-	-	-	ISCED 0-2, 5-6	-	-	-	Survey question 4.1 and 4.5, 6.1	Table 1/2: Calculate absolute number of students who have not undertaken enrolment abroad by grouped obstructions and by perceived size of obstacle. Differentiate by social background (high and low). Students' parents' highest educational attainment of either the father or the mother serves as proxy for social background. Subitems in groups: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12, 15), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7), attitudinal/social obstacles (4, 8). Please see glossary for: Enrolment abroad, obstacles to enrolment abroad, low/high education background, ISCED.

No.	Title of subtopic	Purpose of subtopic	Age group	Sex	Study programme	Field of study	Region	Social background	Mode of study	Form of housing	Special category	Source	General instructions
11	**Choice of country for foreign study-related activities**	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 countries, students prefer to go to for other study-related activities (such as research, internship, summer school, etc.). Enrolment abroad is excluded from this analysis.	-	-	-	-	foreign countries	-	-	-	out-going students	Survey question 4.6	Table: Insert the five most frequently visited host countries of foreign study-related activities abroad for students from your country (this does not include students who were enrolled abroad). Calculate absolute number of students with study-related activities abroad. Some students may have taken part in more than one study-related activity abroad. All activities mentioned according to question 4.6 will be taken into account (i.e. the valid number of cases will be counted). Please see glossary for: study-related activities abroad, host country, out-going student, number of cases.
12	**Foreign language proficiency according to self-assessment**	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.	-	-	-	-	-	ISCED 0-2, 5-6	-	-	-	Survey question 5.5 and 6.1	Table 1: Calculate absolute number of students by language profiency and by social background. Students' parents' highest educational attainment of either the father or the mother serves as proxy for social background. The proficiency level 'well' includes the characteristic values 'good' and 'very good'. Shares are automatically calculated on the basis of the total number of students in the respective focus group (cp. for topic 'Metadata'). Totals for shares will not be calculated. Table 2: Name the 3 most frequently used foreign languages in your country including English as a foreign language. 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. Key indicators: The category '(very) good proficiency' contains the sub-categories 'good' and 'very good'. Please see glossary for: low/high education background, ISCED.
13	**Language of domestic study programme**	The purpose of this subtopic is the recognition of "internal internationalisation", i.e. to determine the extent to which study programmes are offered in a foreign language (usually 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.	-	-	BA, MA	-	-	-	-	-	-	Survey question 1.7, 1.1	Table: Insert the three 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). Shares are automatically calculated based on the total number of students in the respective focus group (cp. for topic 'Metadata'). Totals for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple answers. See glossary for: BA/MA student.

Enrolment abroad by characteristics of students

Source	Survey question 4.1, 5.1, 5.2, 1.1, 3.11, 2.3, 2.4
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 is looked at.
General instructions	Table: Calculate absolute number of students by (plans for) enrolment abroad and by basic characteristics of students (gender, qualification being studied for, mode of study, age and time-lag for entering HE). Please see glossary for: enrolment abroad, BA/MA student, low-intensity student, age, direct/delayed transition student.

Previous enrolment abroad or plans for enrolment

	all students	all students	female students	female students	male students	male students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	25-29 years old	25-29 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	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	136	13,6	76	14,7	60	12,4	40	7,3	74	24,3	40	14,3	50	7,3	43	26,1	60	40,0	55	16,4	120	18,0
students who have not been enrolled abroad but plan to go	250	25,0	130	25,2	120	24,8	130	23,8	90	29,6	30	10,7	120	17,5	70	42,4	60	40,0	110	32,8	230	34,6
students who have not been enrolled abroad and do not plan to go	614	61,4	310	60,1	304	62,8	376	68,9	140	46,1	210	75,0	515	75,2	52	31,5	30	20,0	170	50,7	315	47,4
total	1.000	100,0	516	100,0	484	100,0	546	100,0	304	100,0	280	100,0	685	100,0	165	100,0	150	100,0	335	100,0	665	100,0

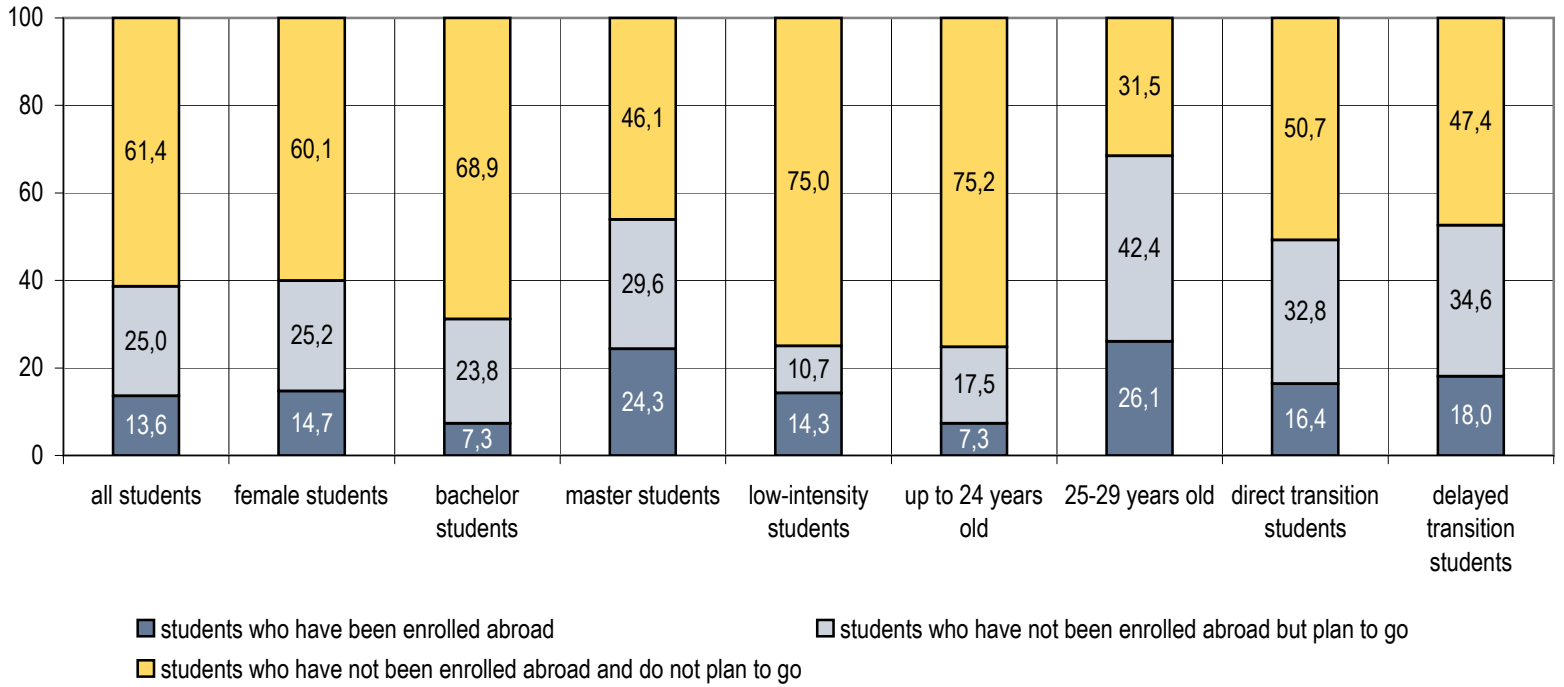
Enrolment rate of all students, in %	13,6
Enrolment rate of female students, in %	14,7
Enrolment rate of Bachelor students, in %	7,3
Enrolment rate of Master students, in %	24,3
Plans for foreign enrolment of all students, in %	25,0
Plans for foreign enrolment of Bachelor students, in %	23,8

Enrolment abroad by characteristics of students

Previous enrolment abroad or plans for enrolment

Indicators:		
	Enrolment rate of all students, in %	13,6
	Enrolment rate of female students, in %	14,7
	Enrolment rate of Bachelor students, in %	7,3
	Enrolment rate of Master students, in %	24,3
	Plans for foreign enrolment of all students, in %	25,0
	Plans for foreign enrolment of Bachelor students, in %	23,8

Students' previous enrolment abroad or respective plans by students' characteristics (in %)



Enrolment abroad by field of study

Source	Survey question 4.1 and 1.4
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. This 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. Please see glossary for: enrolment abroad, all fields of study.

Previous enrolment abroad or plans for enrolment

	all fields of study	all fields of study	education	education	humanities and arts	humanities and arts	social sciences, business, law	social sciences, business, law	(natural) science	(natural) science	engineering, manufacturing, construction	engineering, manufacturing, construction	agriculture	agriculture	health and welfare	health and 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	136	13,6	26	14,4	22	13,6	30	20,0	12	9,8	18	11,9	8	12,9	13	11,1	7	12,7
students who have not been enrolled abroad but plan to go	250	25,0	45	24,9	50	30,9	60	40,0	20	16,4	33	21,9	4	6,5	34	29,1	4	7,3
students who have not been enrolled abroad and do not plan to go	614	61,4	110	60,8	90	55,6	60	40,0	90	73,8	100	66,2	50	80,6	70	59,8	44	80,0
total	1.000	100,0	181	100,0	162	100,0	150	100,0	122	100,0	151	100,0	62	100,0	117	100,0	55	100,0
	same as in sheet 1	same as in sheet 1																

Enrolment rate of all students in:

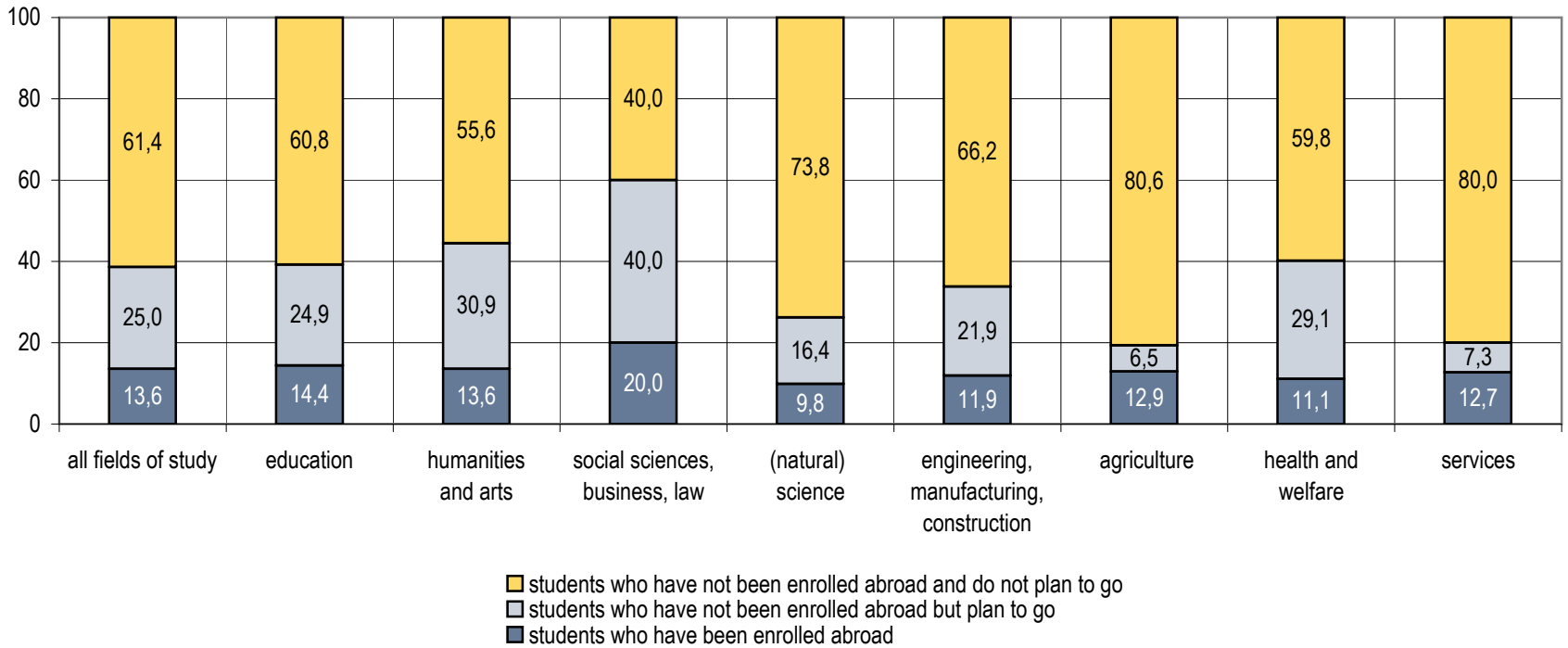
humanities and arts, in %	13,6
social sciences, in %	20,0
(natural) science, in %	9,8
engineering disciplines, in %	11,9

Enrolment abroad by field of study

Previous enrolment abroad or plans for enrolment

Indicators:	Enrolment rate of all students in:	
	humanities and arts, in %	13,6
	social sciences, in %	20,0
	(natural) science, in %	9,8
	engineering disciplines, in %	11,9

Students with previous enrolment abroad or respective plans by field of study (in %)



Enrolment abroad by social background and form of housing

Source	Survey question 4.1, 6.1 and 3.1
Purpose of subtopic	Student mobility is analysed by students' social background. The social status of students' parents may influence the students' mobility in terms of financial power, preferences and inspiration. The basic form of housing was also used as criterion for differentiation as this may give insight whether this factor is rather encouraging or discouraging students to go abroad (e.g. living with parents may provide a good organisational basis for easily leaving and returning to the home country).
General instructions	Table: Calculate absolute number of students by (plans for) enrolment abroad, by social background and by basic form of housing. Students' parents' highest educational attainment of either the father or the mother serves as proxy for social background. Please see glossary for: enrolment abroad, ISCED, low/high education background and form of housing.

Previous enrolment abroad or plans for enrolment by social background and form of housing

	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)	living with parents	living with parents	not living with parents	not living with parents
	numbers	percent	numbers	percent	numbers	percent	numbers	percent
students who have been enrolled abroad	30	10,8	90	16,1	80	18,0	56	10,1
students who have not been enrolled abroad but plan to go	20	7,2	350	62,7	180	40,4	70	12,6
students who have not been enrolled abroad and do not plan to go	229	82,1	118	21,1	185	41,6	429	77,3
total	279	100,0	558	100,0	445	100,0	555	100,0

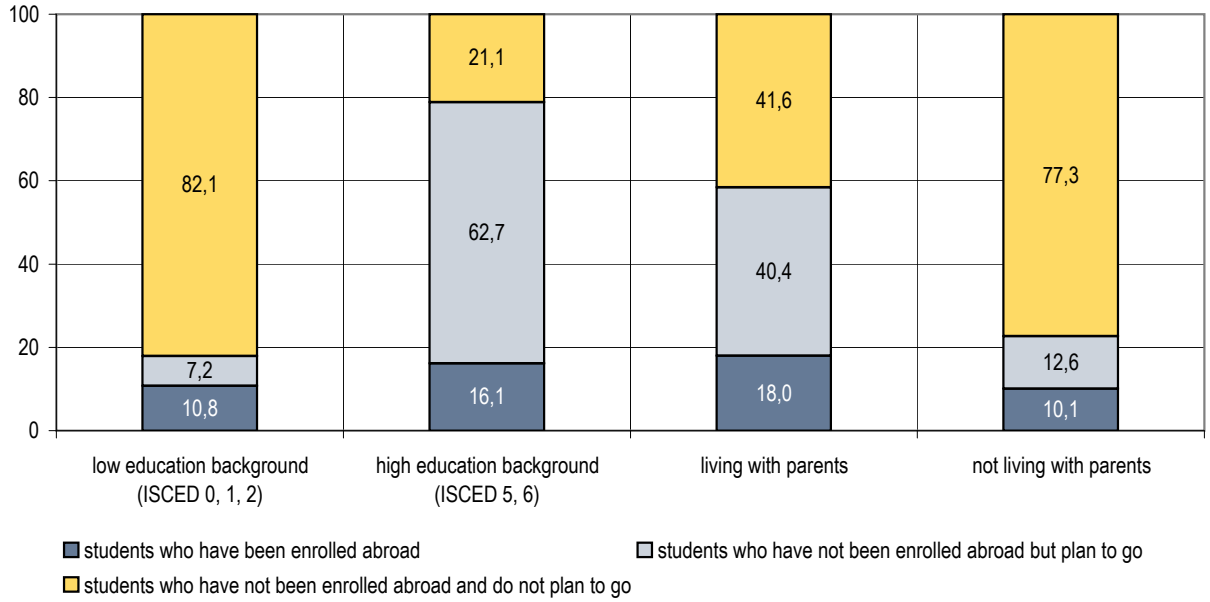
Enrolment rate of all students by parents with high education, in %	16,1
Enrolment rate of all students by parents with low education, in %	10,8
Ratio enrolment rate high education background to low education background	1,5

Enrolment abroad by social background and form of housing

Previous enrolment abroad or plans for enrolment by social background and form of housing

Indicators:		
	Enrolment rate of all students by parents with high education, in %	16,1
	Enrolment rate of all students by parents with low education, in %	10,8
	Ratio enrolment rate high education background to low education background	1,5

Students with previous enrolment abroad or respective plans by social background and form of housing (in %)



Study-related activities abroad by characteristics of students

Source	Survey question 4.6, 5.1, 5.2, 1.1, 3.11, 2.3, 2.4
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 basic characteristics of students, which may have impact on mobility rates. Also the time period of staying abroad is looked at.
General instructions	Table 1: Calculate absolute number of students by study-related activities abroad and by basic characteristics of students. Some students may have taken part in more than one study-related activity abroad. Shares are automatically calculated based on the total number of students in the respective focus group (cp. for topic 'Metadata'). Totals for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple answers. Table 2: Calculate average duration of study-related activities abroad in months (arithmetic mean) for all students and two focus groups (time-lag for entering HE). Please see glossary for: study-related activities abroad, BA/MA student, low-intensity student, age, direct/delayed transition student.

Study-related activities by type and characteristics of students

	all students	all students	female students	female students	bachelor students	bachelor students	master students	master students	low-intensity students	low-intensity students	up to 24 years old	up to 24 years old	30 years old or over	30 years old or over	direct transition students	direct transition students	delayed transition students	delayed transition students
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
research	40	4,0	20	3,9	0	0,0	30	9,9	0	0,0	5	0,7	25	16,7	15	4,5	25	3,8
internship/work placement	220	22,0	85	16,5	120	22,0	50	16,4	30	10,7	140	20,4	30	20,0	90	26,9	130	19,5
summer school	140	14,0	60	11,6	70	12,8	40	13,2	15	5,4	90	13,1	35	23,3	60	17,9	80	12,0
language course	190	19,0	100	19,4	80	14,7	50	16,4	60	21,4	120	17,5	20	13,3	90	26,9	100	15,0
other	60	6,0	30	5,8	20	3,7	40	13,2	20	7,1	34	5,0	15	10,0	35	10,4	25	3,8
no activities abroad	560	56,0	280	54,3	316	57,9	144	47,4	175	62,5	456	66,6	60	40,0	230	68,7	330	49,6
total number of students in respective group	1.000		516		546		304		280		685		150		335		665	

Study-related activities by average duration in months (arithm. mean) and characteristics of students

	all students	direct transition students	delayed transition students
research	6,0	5,0	4,0
internship/work placement	5,0	4,6	3,0
summer school	3,0	3,0	2,5
language course	2,1	3,0	1,5
other	3,0	1,0	1,0

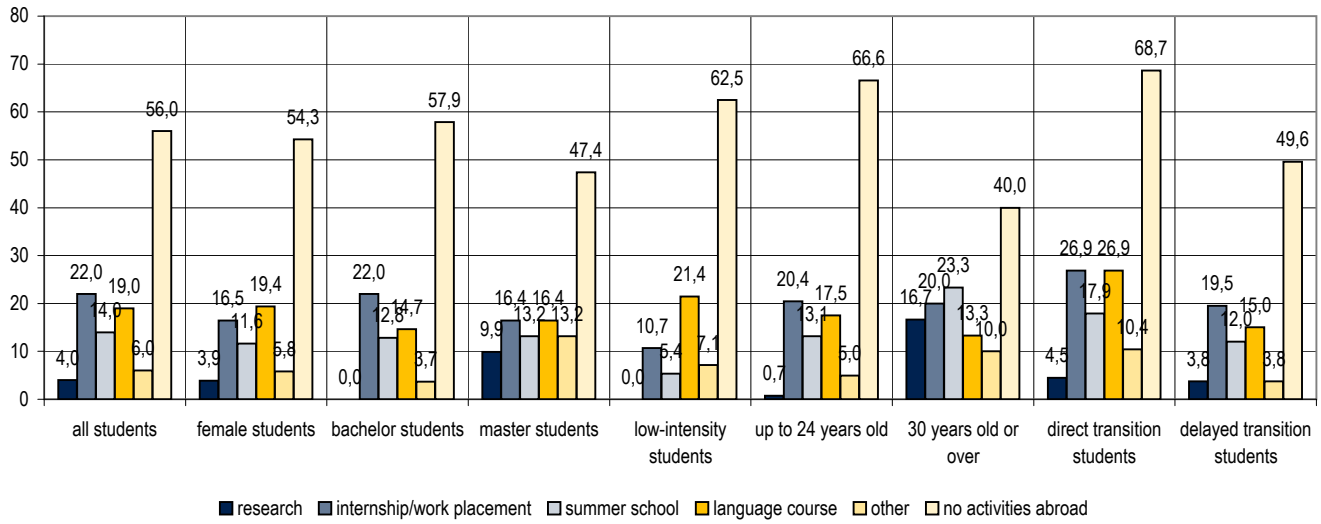
No acitivities abroad of all students, in %	56,0
No acitivities abroad of up to 24 years old, in %	66,6
Average duration (in months) - internship/work placement, all students	5,0
Average duration (in months) - language course, all students	2,1

Study-related activities abroad by characteristics of students

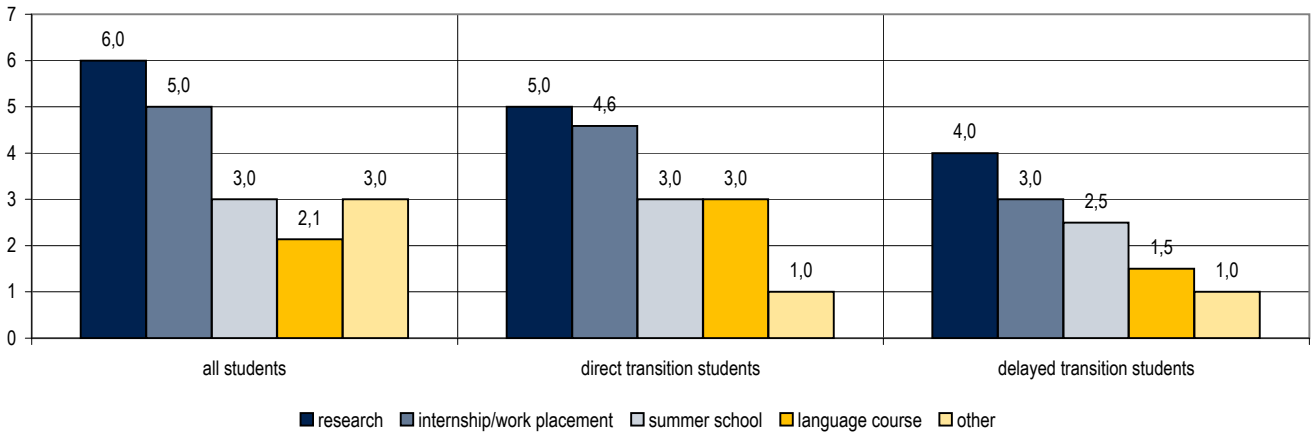
Study-related activities by type and characteristics of students

Indicators:		
	No acitivities abroad of all students, in %	56,0
	No acitivities abroad of up to 24 years old, in %	66,6
	Average duration (in months) - internship/work placement, all students	5,0
	Average duration (in months) - language course, all students	2,1

Study-related activities abroad by characteristics of students (in %)



Study-related activities abroad by average duration (in months) and characteristics of students



Organisation of enrolment abroad

Source	Survey question 4.2 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 participated in one (or more) of the specified programmes. Some students may have taken part in more than one programme. The shares are automatically calcualted by relating the number of programme-participants to the total number of students (with and without enrolment abroad) in the respective focus group (cp. for topic 'Metadata'). Shares will not be summed up as multiple responses are possible (i.e. one person may undertake multi-enrolment stays abroad with different programmes). Table 2: Take absolute number of students from table 1. The shares are automatically computed by relating the number of programme-participants to the total number of students with an enrolment stay abroad in the respective group. For these total numbers of students only headcounts are considered (that means for the totals in the three groups each student with an enrolment abroad is counted only once, even if he/she has undertaken more than one enrolment abroad). Shares will not be summed up as multiple responses are possible and totals might exceed 100%. See glossary for: Enrolment abroad by programme, BA/MA student, headcounts.

Programme participation based on entire student body

	all students	all students	bachelor students	bachelor students	master students	master students
	numbers	percent	numbers	percent	numbers	percent
part of the study programme (international programme)	25	2,5	7	1,3	14	4,6
TEMPUS	30	3,0	9	1,6	15	4,9
ERASMUS (MUNDUS)	55	5,5	18	3,3	28	9,2
LINGUA	20	2,0	7	1,3	9	3,0
other EU-programme	15	1,5	5	0,9	8	2,6
other	10	1,0	3	0,5	7	2,3
no programme	5	0,5	1	0,2	2	0,7
total number of students (with and without enrolment abroad) in respective group	1.000		546		304	
	same as in sheet 1		same as in sheet 1		same as in sheet 1	

Programme participation based only on mobile students

	all students	all students	bachelor students	bachelor students	master students	master students
	numbers	percent	numbers	percent	numbers	percent
part of the study programme (international programme)	25	18,4	7	17,5	14	18,9
TEMPUS	30	22,1	9	22,5	15	20,3
ERASMUS (MUNDUS)	55	40,4	18	45,0	28	37,8
LINGUA	20	14,7	7	17,5	9	12,2
other EU-programme	15	11,0	5	12,5	8	10,8
other	10	7,4	3	7,5	7	9,5
no programme	5	3,7	1	2,5	2	2,7
total number of students with an enrolment period abroad in respective group	136		40		74	
	same as in sheet 1		same as in sheet 1		same as in sheet 1	

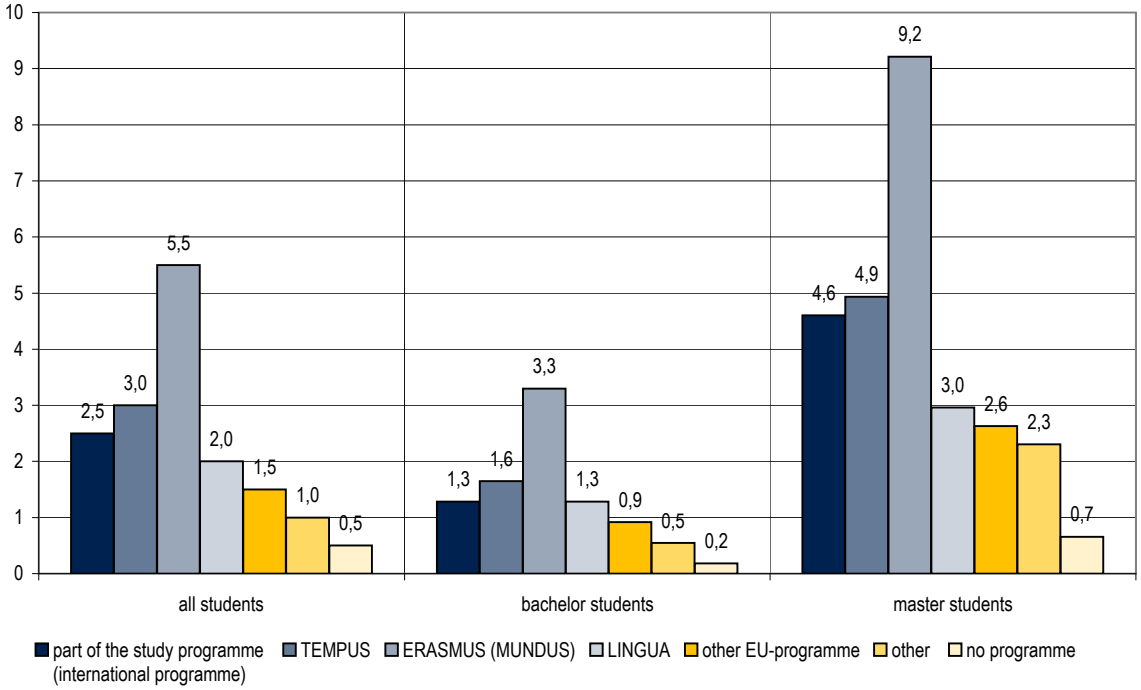
Share of all mobile students, who went abroad without a programme (free-movers), in %	3,7
Share of all mobile students, who went abroad with ERASMUS, in %	40,4
Share of mobile BA students, who went abroad without a programme (free-movers), in %	2,5
Share of mobile BA students, who went abroad with ERASMUS, in %	45,0

Organisation of enrolment abroad

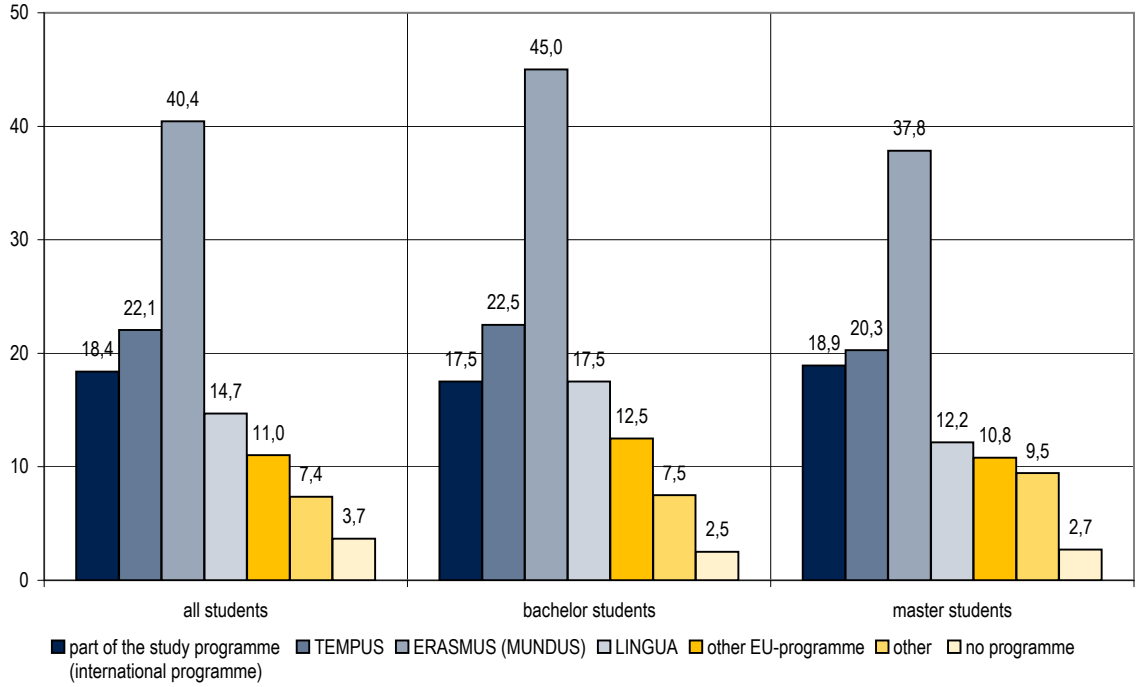
Indicators:		
	Share of all mobile students, who went abroad without a programme (free-movers), in %	3,7
	Share of all mobile students, who went abroad with ERASMUS, in %	40,4
	Share of mobile BA students, who went abroad without a programme (free-movers), in %	2,5
	Share of mobile BA students, who went abroad with ERASMUS, in %	45,0

Graphs new arranged

Programme participation based on entire student body (in %)



Programme participation based only on mobile students (in %)



Sources of funding for enrolment abroad

Source	Survey question 4.3, 1.1 and 6.1
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. Criteria for differentiation are qualification being studied for and students' social background.
General instructions	Table 1: Calculate absolute number of students with enrolment abroad by funding source, by qualification aspired to and by the highest educational attainment of either the father or the mother. To profit from more than one source is possible for the students. The shares are automatically computed by relating the number of receivers to the total number of students with enrolment abroad in the respective student group. Shares will not be summed up as the total might exceed 100% due to the possibility of multiple answers. 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. The shares are automatically computed by relating the number of receivers of primary source to the total number of receivers in the respective student group. Shares in columns must sum up to 100%. Please see glossary for: source of funding, primary source of funding, BA/MA student, low/high education background, ISCED.

Students utilising each source of funding for enrolment abroad

	all students	all students	bachelor students	bachelor students	master students	master students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
parents/family	80	58,8	30	75,0	30	40,5	10	33,3	90	100,0
income from previous job	25	18,4	4	10,0	23	31,1	10	33,3	30	33,3
income from job during studies abroad	15	11,0	3	7,5	13	17,6	5	16,7	8	8,9
study grants/loans from host country	20	14,7	7	17,5	10	13,5	9	30,0	25	27,8
home state loans (repayable)	8	5,9	5	12,5	20	27,0	3	10,0	15	16,7
home state grants (non-repayable)	3	2,2	11	27,5	6	8,1	8	26,7	6	6,7
EU study grants	70	51,5	26	65,0	40	54,1	15	50,0	40	44,4
other	16	11,8	3	7,5	4	5,4	1	3,3	6	6,7
total number of students with an enrolment period abroad	136		40		74		30		90	
	same as in sheet 1		same as in sheet 1		same as in sheet 1		same as in sheet 3		same as in sheet 3	

Students giving particular source as primary source of funding for enrolment abroad

	all students	all students	bachelor students	bachelor students	master students	master students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
parents/family	40	29,4	13	32,5	10	13,5	4	13,3	52	57,8
income from previous job	5	3,7	2	5,0	8	10,8	2	6,7	7	7,8
income from job during studies abroad	8	5,9	3	7,5	7	9,5	2	6,7	5	5,6
study grants/loans from host country	18	13,2	5	12,5	10	13,5	3	10,0	7	7,8
home state loans (repayable)	10	7,4	4	10,0	14	18,9	4	13,3	8	8,9
home state grants (non-repayable)	23	16,9	4	10,0	8	10,8	9	30,0	2	2,2
EU study grants	25	18,4	6	15,0	12	16,2	5	16,7	6	6,7
other	7	5,1	3	7,5	5	6,8	1	3,3	3	3,3
total	136	100,0	40	100,0	74	100,0	30	100,0	90	100,0

Share of students utilising parents/family as funding source:

all students, in %	58,8
BA students, in %	75,0
students with high educational background, in %	100,0
students with low educational background, in %	33,3

Share of students giving parents/family as primary source:

students with high educational background, in %	57,8
students with low educational background, in %	13,3

Share of students giving public support as primary source:

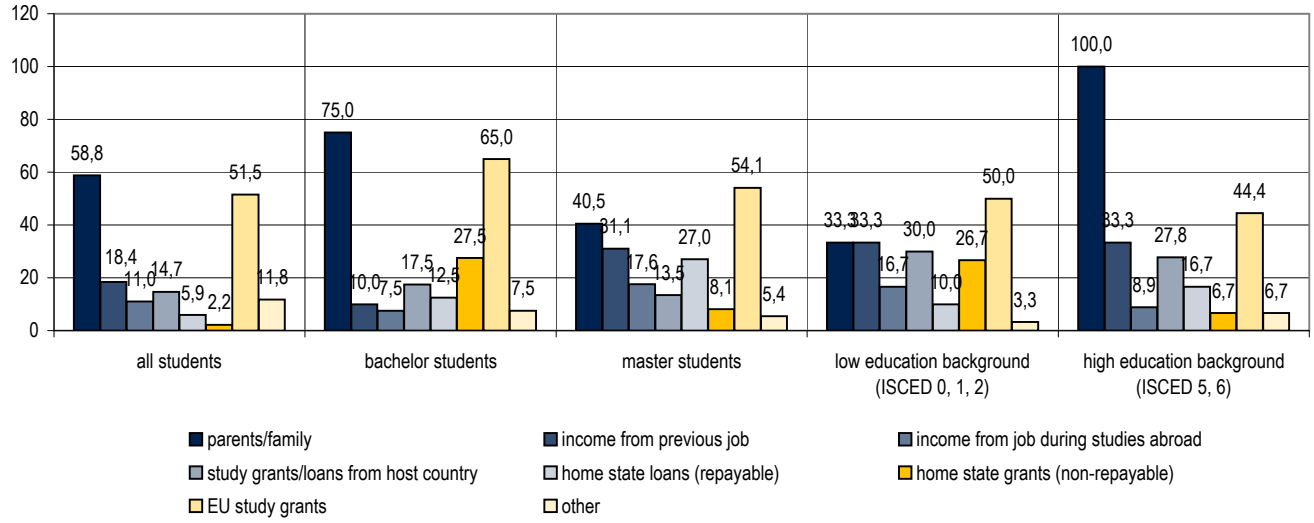
students with high educational background, in %	25,6
students with low educational background, in %	70,0

Sources of funding for enrolment abroad

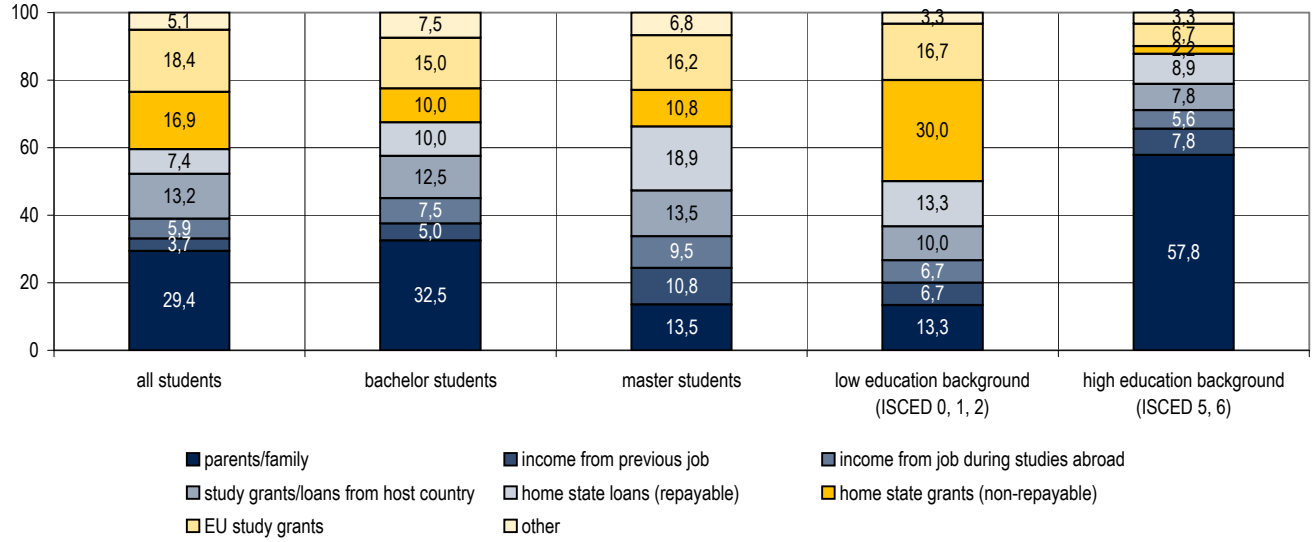
Students utilising each source of funding for enrolment abroad

Indicators:		
	Share of students utilising parents/family as funding source:	
	all students, in %	58,8
	BA students, in %	75,0
	students with high educational background, in %	100,0
	students with low educational background, in %	33,3
	Share of students giving parents/family as primary source:	
	students with high educational background, in %	57,8
	students with low educational background, in %	13,3
	Share of students giving public support as primary source:	
	students with high educational background, in %	25,6
	students with low educational background, in %	70,0

Students utilising each source of funding for enrolment abroad (in %)



Students giving particular source as primary source of funding for enrolment abroad (in %)



Important aspects and fulfilled expectations concerning the enrolment abroad

Source	Survey question 4.4
Purpose of subtopic	This is an assessment of students on the importance of and satisfaction with different personal, academic and socio-cultural aspects of an enrolment abroad. This assessment can be regarded as a basis for undertaking both national and institutional policy measures for improving the academic and social services offered to foreign students by higher education institutions if needs be.
General instructions	Table 1/2: Calculate absolute number of students for the various categories of the assessment scale by aspects of enrolment abroad. Values in rows must sum up to 100%. The population in absolute terms for the column 'total in rows' is the number of all students who have been enrolled abroad (cp. for sheet 1). Table 3: This is based on all students who assessed the aspects of enrolment abroad as of high or very high importance (see table 1). The totals in rows in absolute numbers in table 3 must be the same as the aggregated number of students in the categories 'high' and 'very high' in table 1. Key indicators: The focus is on the upper level of the assessment scale. The category '(very) high level' is the sum of the sub-categories 'very high' and 'high'. See glossary for: Enrolment abroad, aspects of enrolment abroad.

Importance of aspects concerning the enrolment abroad

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
personal development	25	18,4	35	25,7	40	29,4	26	19,1	10	7,4	136	100,0
language improvement	50	36,8	36	26,5	25	18,4	20	14,7	5	3,7	136	100,0
quality of education	60	44,1	41	30,1	20	14,7	10	7,4	5	3,7	136	100,0
academic level	30	22,1	36	26,5	35	25,7	20	14,7	15	11,0	136	100,0
social integration	40	29,4	35	25,7	25	18,4	20	14,7	16	11,8	136	100,0
service from host institution	50	36,8	40	29,4	30	22,1	11	8,1	5	3,7	136	100,0

must be same as in sheet 1

Fulfilment of expectations

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
personal development	18	13,2	28	20,6	32	23,5	28	20,6	30	22,1	136	100,0
language improvement	45	33,1	33	24,3	20	14,7	24	17,6	14	10,3	136	100,0
quality of education	42	30,9	34	25,0	20	14,7	20	14,7	20	14,7	136	100,0
academic level	28	20,6	33	24,3	34	25,0	23	16,9	18	13,2	136	100,0
social integration	45	33,1	28	20,6	30	22,1	23	16,9	10	7,4	136	100,0
service from host institution	42	30,9	36	26,5	33	24,3	14	10,3	11	8,1	136	100,0

must be same as in sheet 1

Fulfilment of high importance aspects (i.e. assessment by those who see aspect as of "(very) high importance")

	very high	very high	high	high	middle	middle	low	low	very low	very low	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
personal development	22	36,7	12	20,0	16	26,7	8	13,3	2	3,3	60	100,0
language improvement	35	40,7	24	27,9	14	16,3	10	11,6	3	3,5	86	100,0
quality of education	50	49,5	27	26,7	16	15,8	5	5,0	3	3,0	101	100,0
academic level	22	33,3	24	36,4	14	21,2	4	6,1	2	3,0	66	100,0
social integration	30	40,0	24	32,0	5	6,7	10	13,3	6	8,0	75	100,0
service from host institution	30	33,3	30	33,3	17	18,9	8	8,9	5	5,6	90	100,0

Share of students whose expectations are fulfilled at (very) high level:

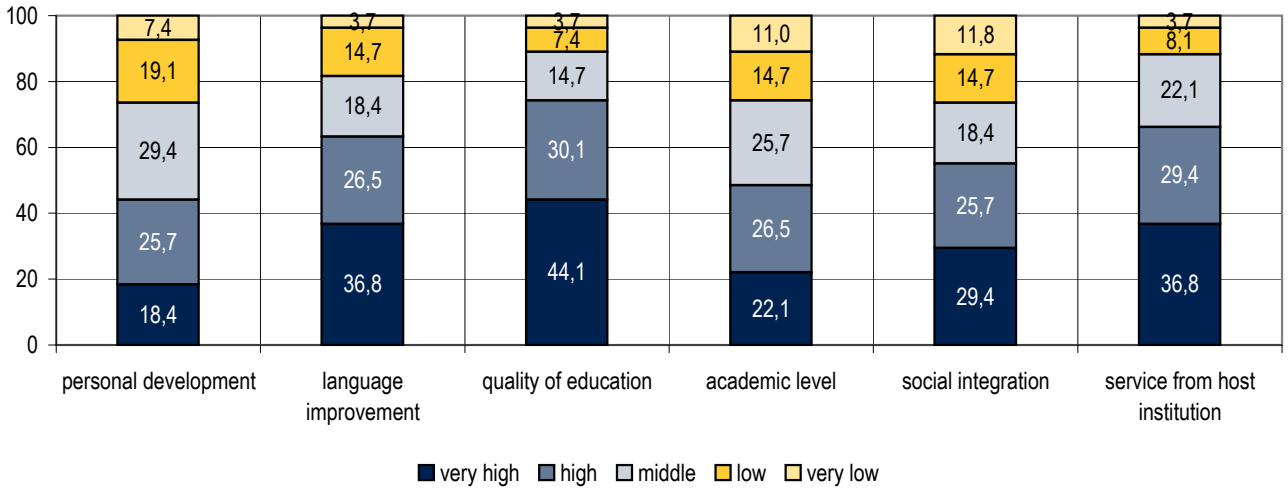
personal development, in %	33,8
language improvement, in %	57,4
quality of education, in %	55,9
academic level, in %	44,9
social integration, in %	53,7
service from host institution, in %	57,4

Important aspects and fulfilled expectations concerning the enrolment abroad

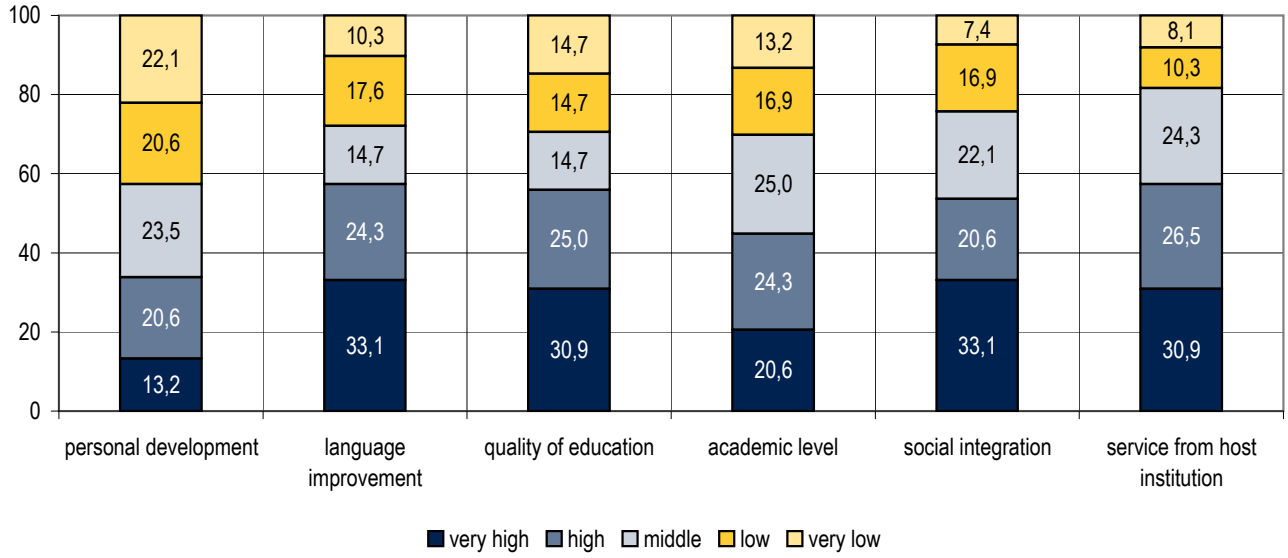
Indicators: **Share of students whose expectations are fulfilled at (very) high level:**

personal development, in %	33,8
language improvement, in %	57,4
quality of education, in %	55,9
academic level, in %	44,9
social integration, in %	53,7
service from host institution, in %	57,4

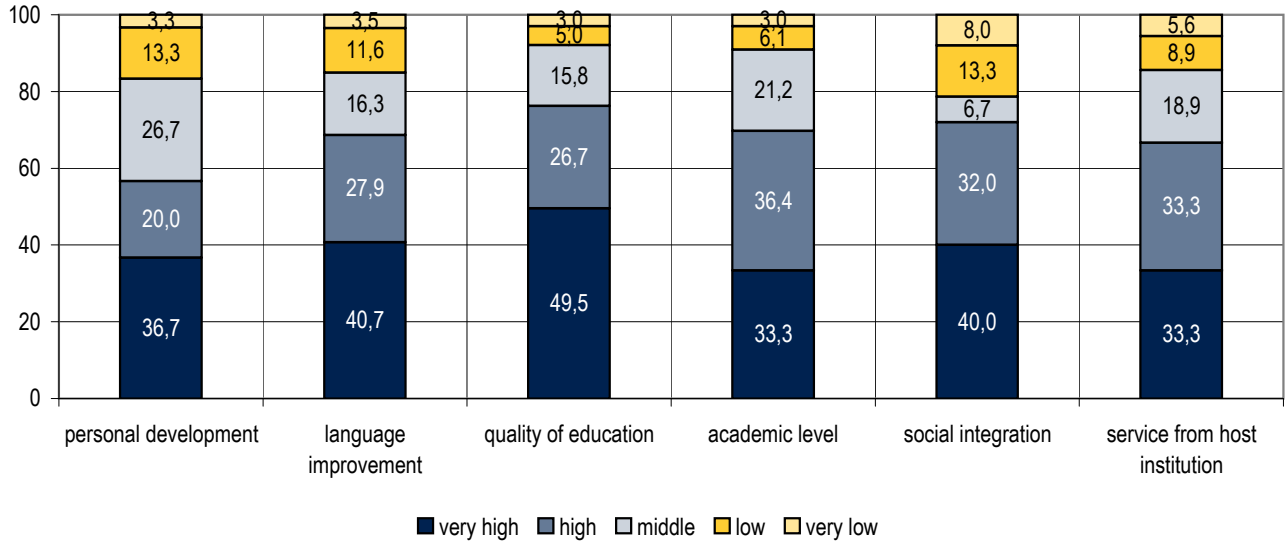
Importance of aspects concerning enrolment abroad (in %)



Fulfilment of expectations concerning enrolment abroad (in %)



Fulfilment of high importance aspects (i.e. assessment by those who see aspect as of '(very) high importance') concerning enrolment abroad (in %)



Issues that influence plans for an enrolment abroad

Source	Survey question 4.5 and 4.1
Purpose of subtopic	Students who are willing to enrol 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. The target group is all students who have not been enrolled abroad (this includes both those who plan and those who do not plan to go abroad).
General instructions	Table 1: Calculate absolute number of students who have not undertaken enrolment abroad by obstructions and by perceived size of obstacle. Table 2: Calculate absolute number of students who have not undertaken enrolment abroad by grouped obstructions and by perceived size of obstacle. Sub-items in groups: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12, 15), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7), attitudinal/social obstacles (4, 8). See glossary for: Enrolment abroad, obstacles to enrolment abroad.

Perceptions of obstructions to enrolment abroad for students, who have not untertaken enrolment abroad

	big obstacle	big obstacle	obstacle	obstacle	indifferent	indifferent	small obstacle	small obstacle	no obstacle	no obstacle	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
1. insufficient skills in foreign language	210	24,3	140	16,2	90	10,4	84	9,7	340	39,4	864	100,0
2. difficulties in getting information	100	11,6	134	15,5	120	13,9	160	18,5	350	40,5	864	100,0
3. problems with accommodation in the host country	110	12,7	144	16,7	140	16,2	180	20,8	290	33,6	864	100,0
4. separation from partner, child(ren), friends	150	17,4	140	16,2	110	12,7	120	13,9	344	39,8	864	100,0
5. loss of social benefits (e.g. child allowance, price discount for students)	140	16,2	130	15,0	100	11,6	95	11,0	399	46,2	864	100,0
6. loss of opportunities to earn money	220	25,5	190	22,0	120	13,9	164	19,0	170	19,7	864	100,0
7. expected additional financial burden	350	40,5	230	26,6	120	13,9	90	10,4	74	8,6	864	100,0
8. lack of personal drive	394	45,6	160	18,5	130	15,0	100	11,6	80	9,3	864	100,0
9. expected delay in progress in my studies	210	24,3	114	13,2	120	13,9	170	19,7	250	28,9	864	100,0
10. presumed low benefit for my studies at home	110	12,7	140	16,2	174	20,1	200	23,1	240	27,8	864	100,0
11. problems with recognition of results achieved in foreign countries	214	24,8	250	28,9	150	17,4	120	13,9	130	15,0	864	100,0
12. limited access to mobility programms in home country	100	11,6	140	16,2	170	19,7	230	26,6	224	25,9	864	100,0
13. problems with access regulations to the preferred country(visa, residence permit)	70	8,1	120	13,9	124	14,4	240	27,8	310	35,9	864	100,0
14. limited admittance to the preferred institution and/or study programme in foreign country	200	23,1	150	17,4	90	10,4	140	16,2	284	32,9	864	100,0
15. It does not fit in the structure of the programme	250	28,9	260	30,1	130	15,0	120	13,9	104	12,0	864	100,0

Types of obstruction to enrolment abroad by grouped items for students, who have not undertaken enrolment abroad

	big obstacle	big obstacle	obstacle	obstacle	indifferent	indifferent	small obstacle	small obstacle	no obstacle	no obstacle	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
lack of language competency	210	24,3	140	16,2	90	10,4	84	9,7	340	39,4	864	100,0
insufficient support of mobility in home country	984	19,0	1.038	20,0	864	16,7	1.000	19,3	1.298	25,0	5.184	100,0
insufficient support of mobility in host country	270	15,6	270	15,6	214	12,4	380	22,0	594	34,4	1.728	100,0
financial insecurities	820	23,7	694	20,1	480	13,9	529	15,3	933	27,0	3.456	100,0
attitudinal/social obstacles	544	31,5	300	17,4	240	13,9	220	12,7	424	24,5	1.728	100,0

Big obstacle to enrolment abroad:

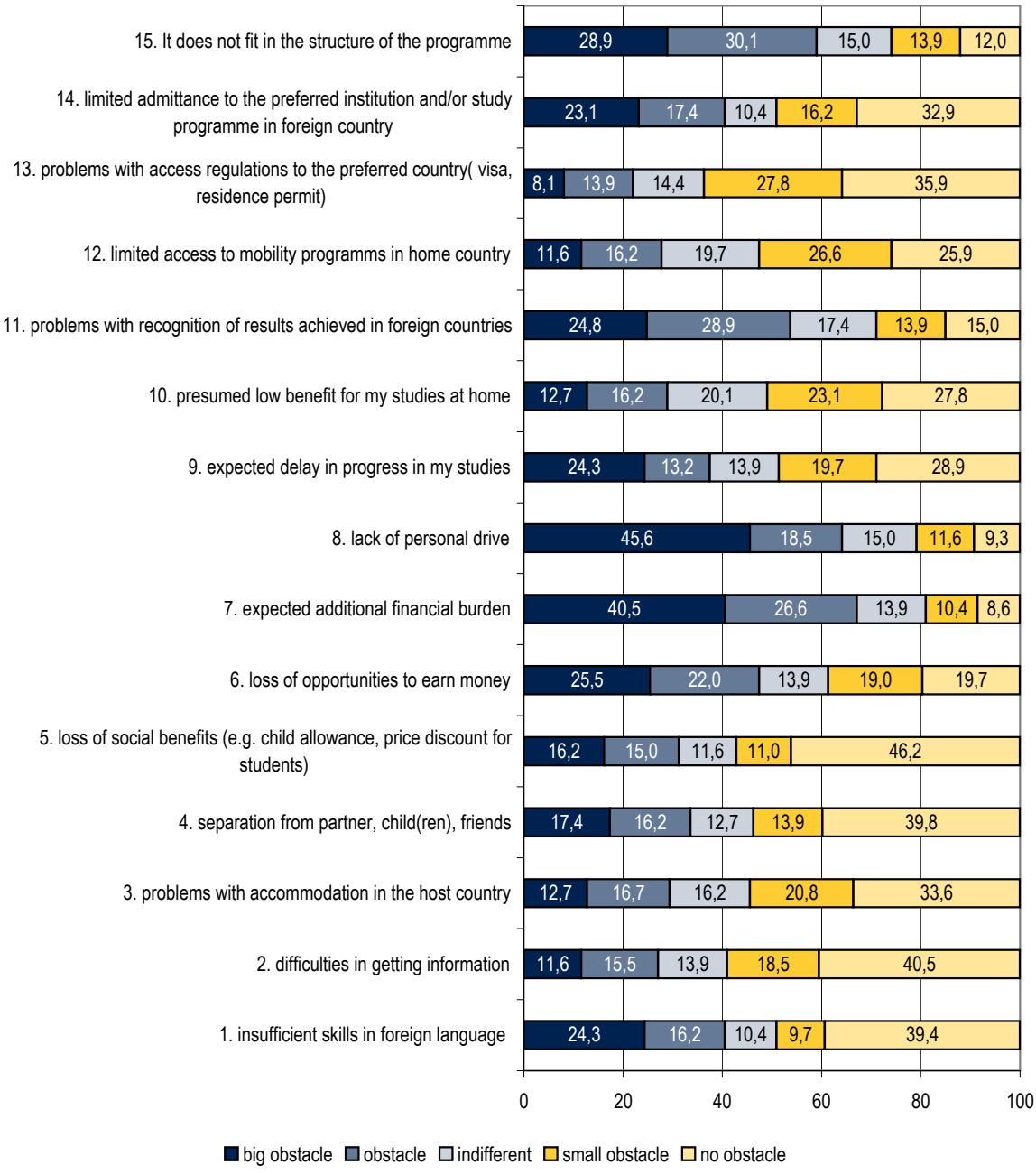
language, in %	24,3
home support, in %	19,0
host support, in %	15,6
finances, in %	23,7
attitudinal/social obstacles, in %	31,5

Issues that influence plans for an enrolment abroad

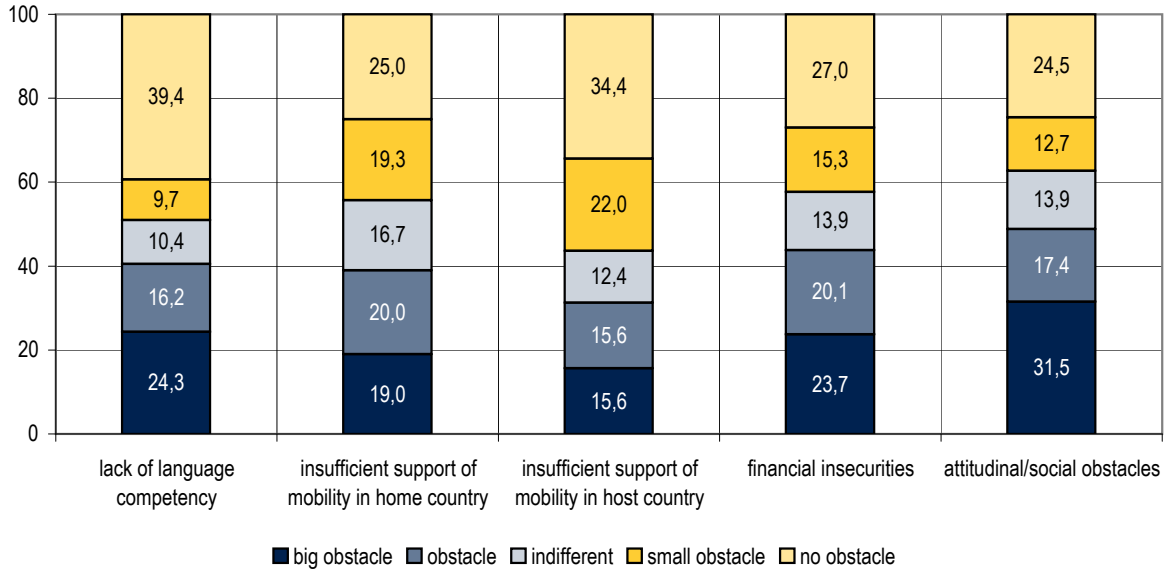
Perceptions of obstructions to enrolment abroad for students, who have not untertaken enrolment abroad

Indicators:	Big obstacle to enrolment abroad:
language, in %	24,3
home support, in %	19,0
host support, in %	15,6
finances, in %	23,7
attitudinal/social obstacles, in %	31,5

Perception of obstructions to enrolment abroad for students, who have not undertaken studies abroad (in %)



Types of obstruction to enrolment abroad by grouped items for students, who have not undertaken enrolment abroad (in %)



Issues that influence plans for an enrolment abroad by field of study

Source	Survey question 4.5, 4.1 and 1.4
Purpose of subtopic	The choice of field of study influences the possibility and probability for students to go abroad. This subtopic analyses obstacles in relation to this attribute. The analysis concentrates on the fields of humanities and engineering. These fields of study are often opposed to each other as they are different in many ways. Again the target group is all students who have not been enrolled abroad (this includes both those who plan and those who do not plan to go abroad).
General instructions	Table 1/2: Calculate absolute number of students who have not undertaken enrolment abroad by grouped obstructions and by perceived size of obstacle. Differentiate by two fields of study (humanities and engineering). Subitems in groups: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12, 15), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7), attitudinal/social obstacles (4, 8). See glossary for: Enrolment abroad, obstacles to enrolment abroad, all fields of study.

Grouped items for students, who study humanities and have not undertaken enrolment abroad

	big obstacle	big obstacle	obstacle	obstacle	indifferent	indifferent	small obstacle	small obstacle	no obstacle	no obstacle	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
lack of language competency	15	10,7	20	14,3	30	21,4	35	25,0	40	28,6	140	100,0
insufficient support of mobility in home country	130	15,5	110	13,1	190	22,6	170	20,2	240	28,6	840	100,0
insufficient support of mobility in host country	30	10,7	40	14,3	60	21,4	70	25,0	80	28,6	280	100,0
financial insecurities	200	35,7	180	32,1	90	16,1	50	8,9	40	7,1	560	100,0
attitudinal/social obstacles	8	2,9	16	5,7	30	10,7	110	39,3	116	41,4	280	100,0

Grouped items for students, who study engineering and have not undertaken enrolment abroad

	big obstacle	big obstacle	obstacle	obstacle	indifferent	indifferent	small obstacle	small obstacle	no obstacle	no obstacle	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
lack of language competency	50	37,6	40	30,1	30	22,6	8	6,0	5	3,8	133	100,0
insufficient support of mobility in home country	110	13,8	100	12,5	160	20,1	190	23,8	238	29,8	798	100,0
insufficient support of mobility in host country	40	15,0	55	20,7	65	24,4	66	24,8	40	15,0	266	100,0
financial insecurities	90	16,9	80	15,0	130	24,4	102	19,2	130	24,4	532	100,0
attitudinal/social obstacles	50	18,8	40	15,0	25	9,4	76	28,6	75	28,2	266	100,0

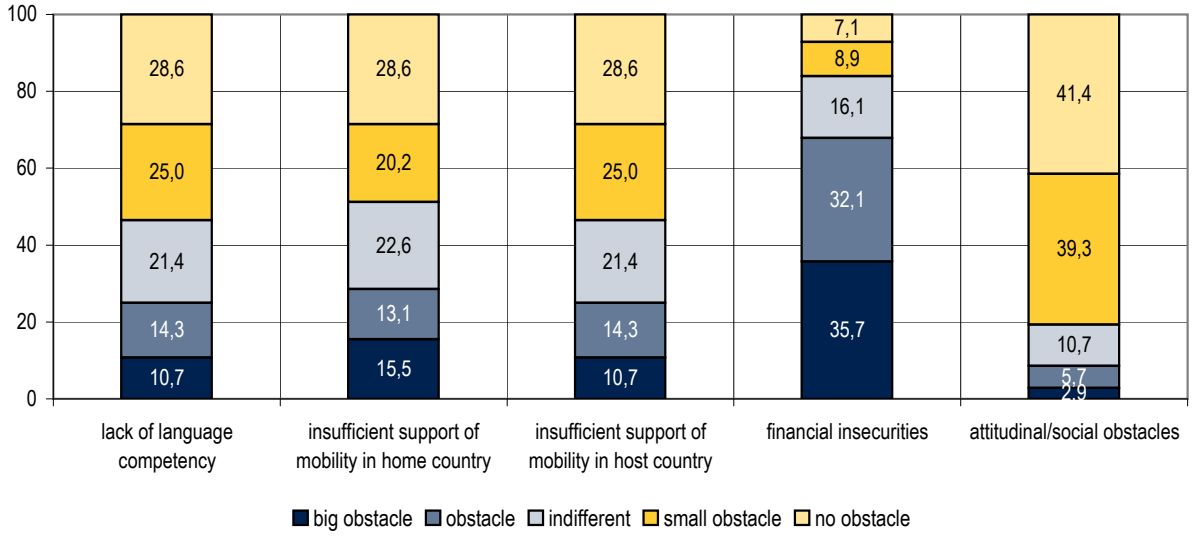
Big obstacle to enrolment abroad for students studying:

humanities - language, in %	10,7
engineering - language, in %	37,6
humanities - home support, in %	15,5
engineering - home support, in %	13,8
humanities - finances, in %	35,7
engineering - finances, in %	16,9

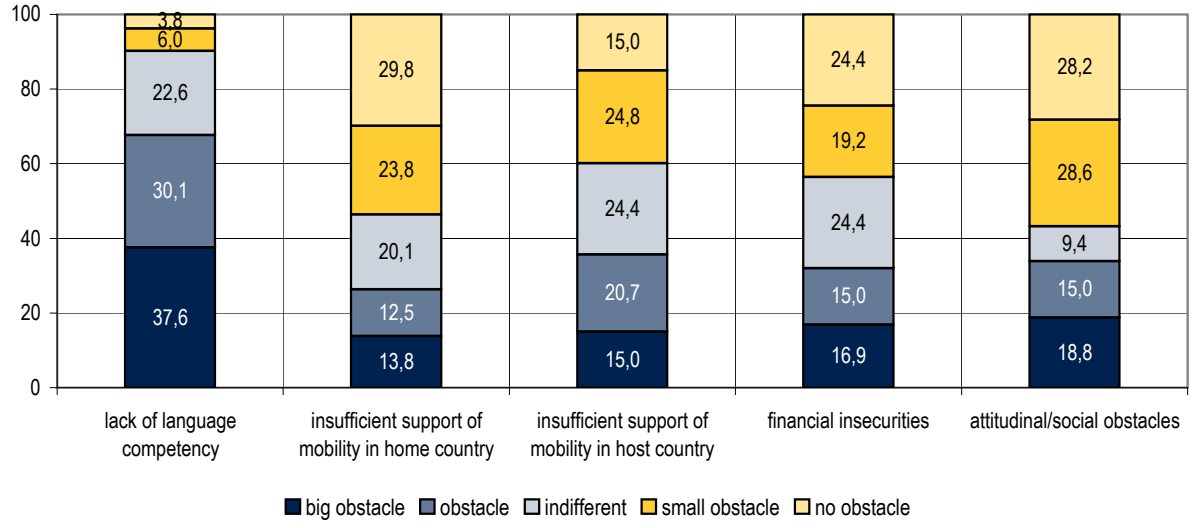
Issues that influence plans for an enrolment abroad by field of study

Indicators:	Big obstacle to enrolment abroad for students studying:
humanities - language, in %	10,7
engineering - language, in %	37,6
humanities - home support, in %	15,5
engineering - home support, in %	13,8
humanities - finances, in %	35,7
engineering - finances, in %	16,9

Types of obstruction to enrolment abroad by grouped items for students in humanities, who have not undertaken enrolment abroad (in %)



Types of obstruction to enrolment abroad by grouped items for students in engineering, who have not undertaken enrolment abroad (in %)



Issues that obstruct plans for an enrolment abroad by social background

Source	Survey question 4.1 and 4.5, 6.1
Purpose of subtopic	A student's social background is viewed as an important factor for influencing mobility behaviour (in terms of financial power, shaping a student's preferences and supplying inspiration). This subtopic analyses obstacles to enrolment abroad in relation to this factor. The target group is all students who have not been enrolled abroad (this includes both those who plan and those who do not plan to go abroad).
General instructions	Table 1/2: Calculate absolute number of students who have not undertaken enrolment abroad by grouped obstructions and by perceived size of obstacle. Differentiate by social background (high and low). Students' parents' highest educational attainment of either the father or the mother serves as proxy for social background. Subitems in groups: lack of language competency (1), insufficient support of mobility in home country (2, 9, 10, 11, 12, 15), insufficient support of mobility in guest country (13, 14), financial insecurities (3, 5, 6, 7), attitudinal/social obstacles (4, 8). Please see glossary for: Enrolment abroad, obstacles to enrolment abroad, low/high education background, ISCED.

Grouped items for students, who have not undertaken enrolment abroad with high education background

	big obstacle	big obstacle	obstacle	obstacle	indifferent	indifferent	small obstacle	small obstacle	no obstacle	no obstacle	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
lack of language competency	20	4,3	44	9,4	60	12,8	120	25,6	224	47,9	468	100,0
insufficient support of mobility in home country	98	3,5	160	5,7	400	14,2	450	16,0	1.700	60,5	2.808	100,0
insufficient support of mobility in host country	86	9,2	190	20,3	150	16,0	120	12,8	390	41,7	936	100,0
financial insecurities	10	0,5	32	1,7	80	4,3	350	18,7	1.400	74,8	1.872	100,0
attitudinal/social obstacles	40	4,3	60	6,4	76	8,1	280	29,9	480	51,3	936	100,0

Grouped items for students, who have not undertaken enrolment abroad with low education background

	big obstacle	big obstacle	obstacle	obstacle	indifferent	indifferent	small obstacle	small obstacle	no obstacle	no obstacle	**total (in rows)**	**total (in rows)**
	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent	numbers	percent
lack of language competency	100	40,2	70	28,1	44	17,7	20	8,0	15	6,0	249	100,0
insufficient support of mobility in home country	440	29,5	320	21,4	344	23,0	210	14,1	180	12,0	1.494	100,0
insufficient support of mobility in host country	210	42,2	120	24,1	70	14,1	58	11,6	40	8,0	498	100,0
financial insecurities	516	51,8	300	30,1	110	11,0	50	5,0	20	2,0	996	100,0
attitudinal/social obstacles	40	8,0	40	8,0	60	12,0	144	28,9	214	43,0	498	100,0

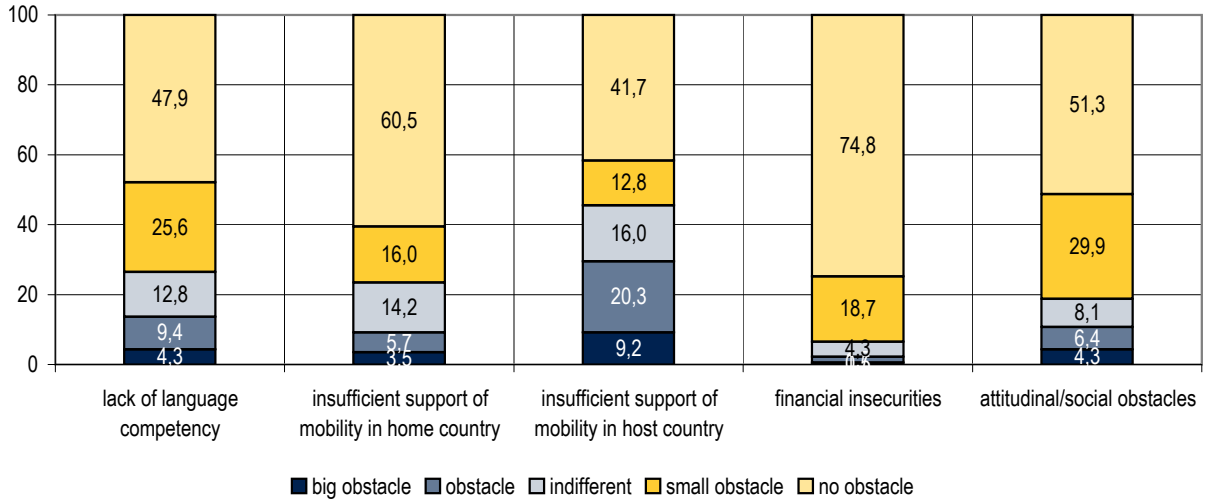
Big obstacle to enrolment for students with parents with:

low education - language, in %	40,2
high education - language, in %	4,3
low education - home support, in %	29,5
high education - home support, in %	3,5
low education - finances, in %	51,8
high education - finances, in %	0,5

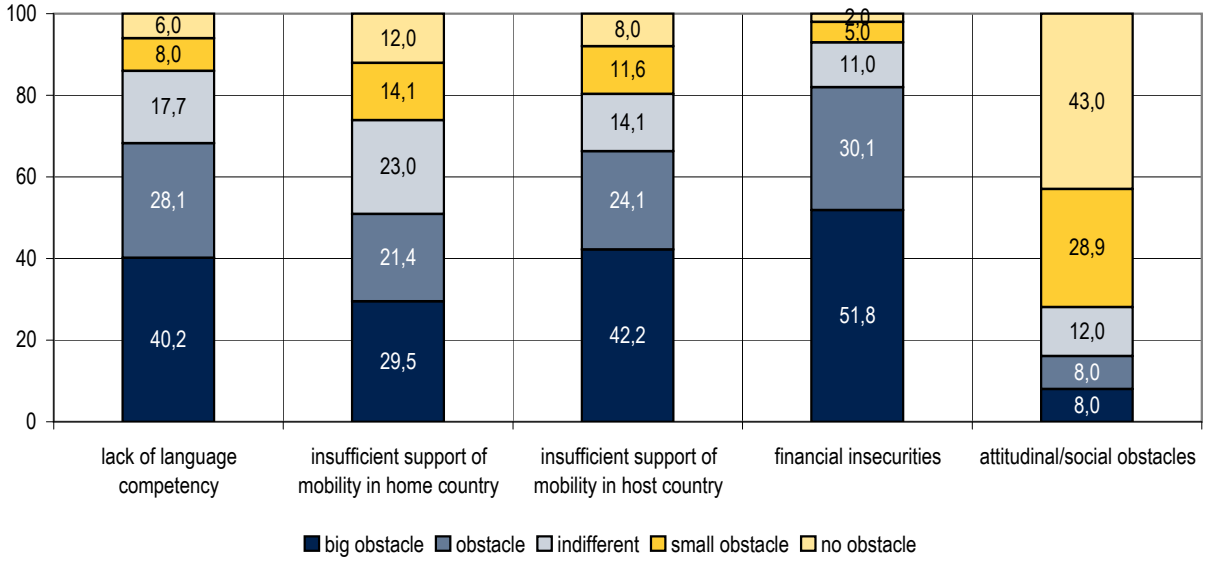
Issues that obstruct plans for an enrolment abroad by social background

Indicators:	Big obstacle to enrolment for students with parents with:	
	low education - language, in %	40,2
	high education - language, in %	4,3
	low education - home support, in %	29,5
	high education - home support, in %	3,5
	low education - finances, in %	51,8
	high education - finances, in %	0,5

Types of obstruction to enrolment abroad by grouped items for students who have not undertaken enrolment abroad with parents from high educational group (in %)



Types of obstruction to enrolment abroad by grouped items for students, who have not undertaken enrolment abroad with parents from low educational group (in %)



EUROSTUDENT IV: Internationalisation and mobility

Choice of country for foreign study-related activities

Source	Survey question 4.6
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 countries, students prefer to go to for other study-related activities (such as research, internship, summer school, etc.). Enrolment abroad is excluded from this analysis.
General instructions (new text)	Table: Insert the five most frequently visited host countries of foreign study-related activities abroad for students from your country (this does not include students who were enrolled abroad). Calculate absolute number of students with study-related activities abroad. Some students may have taken part in more than one study-related activity abroad. All activities mentioned according to question 4.6 will be taken into account (i.e. the valid number of cases will be counted). Please see glossary for: study-related activities abroad, host country, out-going student, number of cases.

Host country of foreign study-related activities

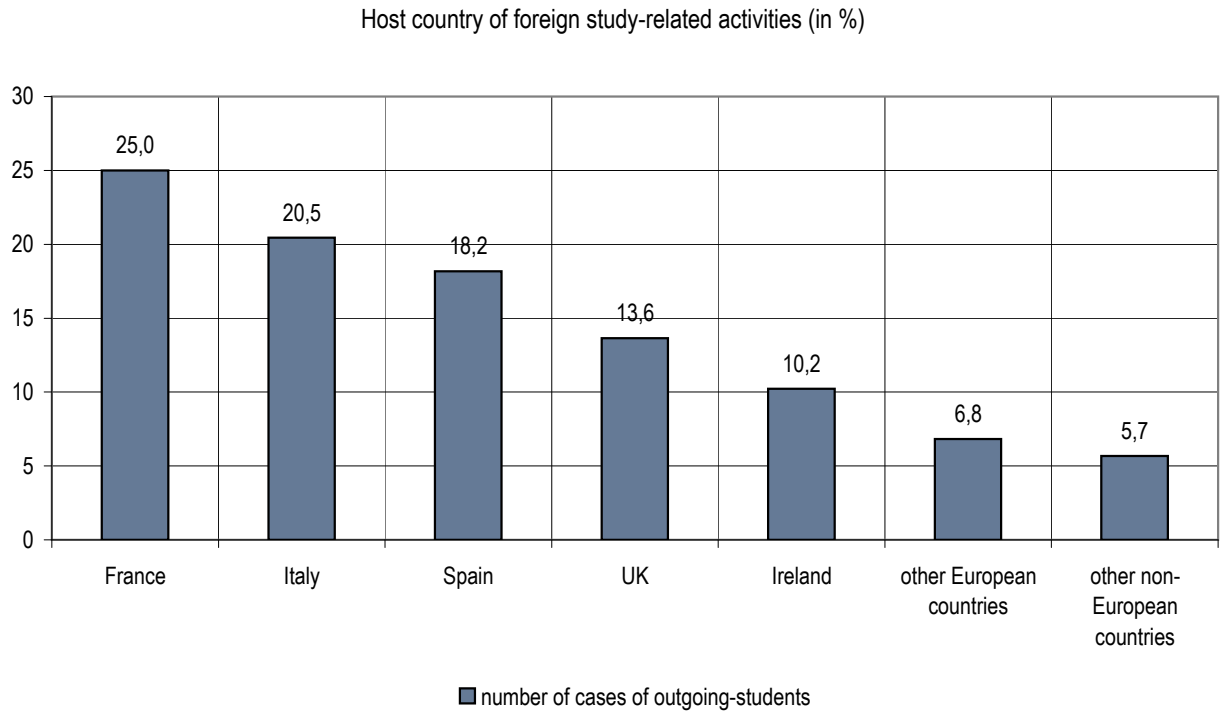
ranking	host country	out-going students	out-going students
		number of cases	percent
1.	France	110	25,0
2.	Italy	90	20,5
3.	Spain	80	18,2
4.	UK	60	13,6
5.	Ireland	45	10,2
	other European countries	30	6,8
	other non-European countries	25	5,7
total		440	100,0

Most frequent host country and visiting students (number of cases), in %	France 25,0
Second most frequent host country and visiting students (number of cases), in %	Italy 20,5
Third most frequent host country and visiting students (number of cases), in %	Spain 18,2

Choice of country for foreign study-related activities

Host country of foreign study-related activities

Indicators:		
	Most frequent host country and visiting students (number of cases), in %	France 25,0
	Second most frequent host country and visiting students (number of cases), in %	Italy 20,5
	Third most frequent host country and visiting students (number of cases), in %	Spain 18,2



Foreign language proficiency according to self-assessment

Source	Survey question 5.5 and 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 (revised text)	Table 1: Calculate absolute number of students by language profiency and by social background. Students' parents' highest educational attainment of either the father or the mother serves as proxy for social background. The proficiency level 'well' includes the characteristic values 'good' and 'very good'. Shares are automatically calculated on the basis of the total number of students in the respective focus group (cp. for topic 'Metadata'). Totals for shares will not be calculated. Table 2: Name the 3 most frequently used foreign languages in your country including English as a foreign language. 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. Key indicators: The category '(very) good proficiency' contains the sub-categories 'good' and 'very good'. Please see glossary for: low/high education background, ISCED.

General foreign language proficiency by parents' educational attainment

	all students	all students	low education background (ISCED 0, 1, 2)	low education background (ISCED 0, 1, 2)	high education background (ISCED 5, 6)	high education background (ISCED 5, 6)
	numbers	percent	numbers	percent	numbers	percent
students able to speak one foreign language well (good + very good)	250	25,0	50	17,9	180	32,3
students able to speak two or more foreign languages well (good + very good)	150	15,0	30	10,8	100	17,9
total number of students in respective group	1.000		279		558	

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

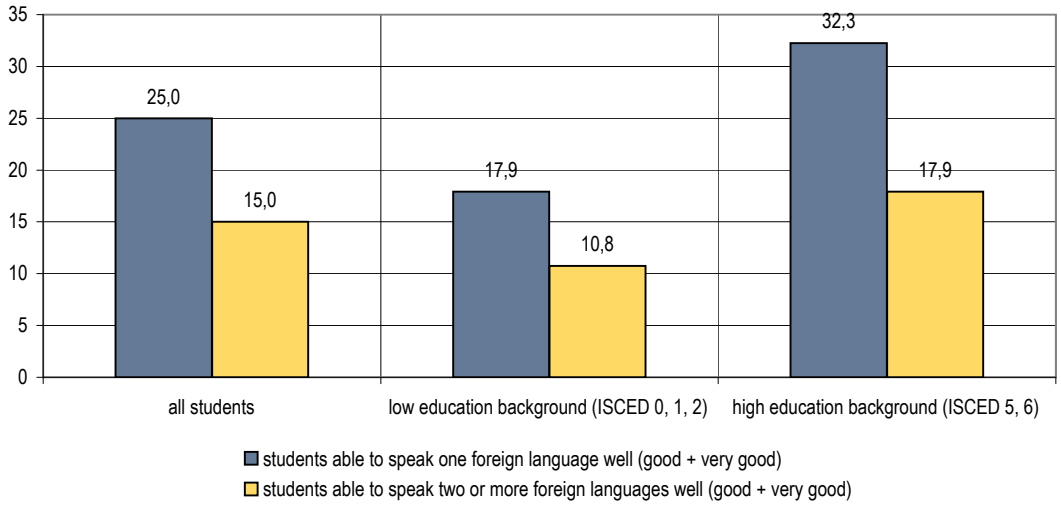
Most frequently used foreign language and share of students with (very) good proficiency, in %	English 25,0
2nd most frequently used foreign language and share of students with (very) good proficiency, in %	French 22,0
3rd most frequently used foreign language and share of students with (very) good proficiency, in %	Italian 16,0
Share of all students able to speak two or more foreign languages well (good + very good), in %	15,0

Foreign language proficiency according to self-assessment

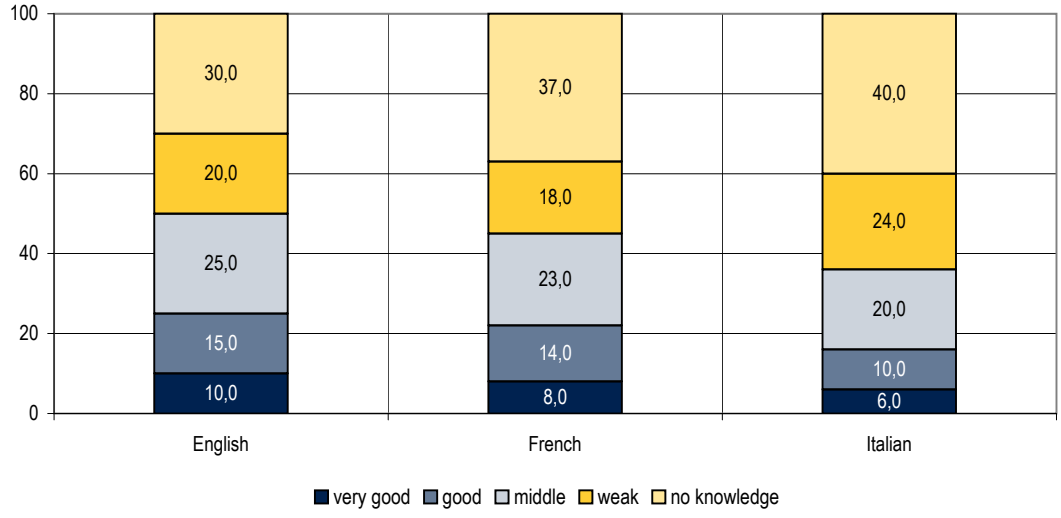
Indicators:

Most frequently used foreign language and share of students with (very) good proficiency, in %	English 25,0
2nd most frequently used foreign language and share of students with (very) good proficiency, in %	French 22,0
3rd most frequently used foreign language and share of students with (very) good proficiency, in %	Italian 16,0
Share of all students able to speak two or more foreign languages well (good + very good), in %	15,0

General foreign language proficiency by parents' highest educational attainment (in %)



Degree of language proficiency in most frequently used foreign languages, all students (in %)



Language of domestic study programme

Source	Survey question 1.7, 1.1
Purpose of subtopic	The purpose of this subtopic is the recognition of “internal internationalisation”, i.e. to determine the extent to which study programmes are offered in a foreign language (usually 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 three 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). Shares are automatically calculated based on the total number of students in the respective focus group (cp. for topic 'Metadata'). Totals for shares in columns are not calculated as they might exceed 100% due to the possibility of multiple answers. See glossary for: BA/MA student.

Languages in the study programme

	language	students studying in the language - all students	students studying in the language - all students	students studying in the language - BA students	students studying in the language - BA students	students studying in the language - MA students	students studying in the language - MA students
		numbers	percent	numbers	percent	numbers	percent
1.	German	870	87,0	500	91,6	210	69,1
2.	English	230	23,0	30	5,5	80	26,3
3.	French	80	8,0	20	3,7	30	9,9
4.	Other	90	9,0	5	0,9	10	3,3
total number of students in respective group		1.000		546		304	

Most frequent language of study programmes of all students, in %	German 87,0
2nd most frequent language of study programmes of all students, in %	English 23,0
3rd most frequent language of study programmes of all students, in %	French 8,0

Language of domestic study programme

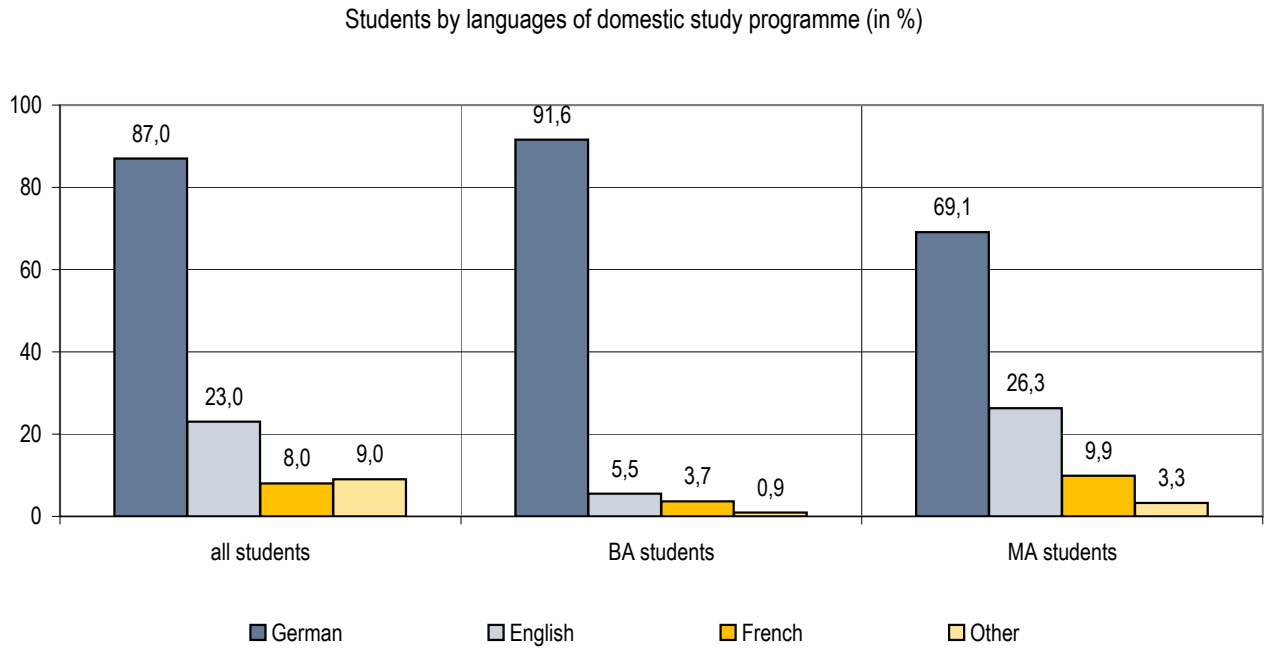
Languages in the study programme

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	87,0
English	23,0
French	8,0

Graph new arranged



EUROSTUDENT IV

Definition of target group
Questionnaire

Definition of the Target Groups

Following a survey among administrators, researchers and users of the data and the discussions at the workshop in Vienna (10-11.12.08), we have defined a standard target group to be surveyed by all participating countries and optional groups that might be surveyed. The core report of EUROSTUDENT IV will only include data on the standard target group. However, if a minimum of countries can also provide data on any optional groups, we will consider including special chapters on these groups or producing special (online) reports on these groups.
In defining the standard group we have particularly taken note of previous rounds of EUROSTUDENT and of standard international practice (e.g. by Eurostat).

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

- Resident students. Resident students are students who have finished their prior education (school) in the respective country regardless of their nationality (not citizenship, which may be different), i.e. that have not crossed a border to enter HE.
- Full-time and part-time students by status. (Not by study intensity, which may be different and will be included in the analysis of the data.)
- Students in ISCED 5A-programmes (not postgraduate programmes above ISCED 5A, but Masters students, who are often categorised in the subtopics as an extra group)
- All higher education institutions offering programmes at ISCED 5A and considered “normal”. In many cases this means only public, non-specialist institutions of higher education.
- BA, MA and all national degrees corresponding to ISCED 5A (E.g. traditional diploma, Lizentiat, national degrees in medicine. Short courses only if they are based on ISCED 5A)
- Distance students that study at a "normal" higher education institution, i.e. excluding institutions solely for long distance students like open universities, Fernuniversität Hagen and similar.

Optional groups:

- (Foreign) students in "diploma mobility": Finished prior education in another country, but intend to graduate in the country of the survey, i.e. that have crossed a border to enter/complete HE.
- (Foreign) students in "credit point mobility"/ exchange students: Finished prior education in another country, stay a maximum of two semesters in the country, intend to graduate in another country.
- ISCED 5B, ISCED 6
- Higher education institutions not considered in the standard target group (e.g. private and/or specialist institutions).

Please adapt your national questionnaire to ensure you can identify exactly the standard target group even if you are surveying other groups of students as well.

Core Questionnaire of EUROSTUDENT IV

1. Current Study Situation

1.1 Which programme are you currently enrolled in?

If you study more than 1 course at the same time, please fill-in the survey for your main course (and only 1 of these courses) and stick to this course throughout the whole questionnaire.

Qualification

- ○ Bachelor
- ○ Master
- ○ Short national degree (up to 3 years)
- ○ Long national degree (more than 3 years)
- ○ Other postgraduate programmes

1.2 What is your current formal status as a student?

Formal status

- ○ Full-time student
- ○ Part-time student
- ○ Other

1.3 Are you a student of distance education?

○ Yes
○ No

1.4 What is the programme you follow?

Name of programme: _____

1.5 Please name the location of the higher education institution you attend.

Name of the city / town / place: _____

1.6 Do you plan to continue studying after finishing your current programme?

○ Yes, a BA in [my country]
○ Yes, a BA in a foreign country
○ Yes, a MA in [my country]
○ Yes, a MA in a foreign country
○ Yes, a PhD in [my country]
○ Yes, a PhD in a foreign country
○ Yes, but another programme not mentioned here
○ No, I don't plan to continue my studies
○ I don't know yet

1.7 What is the language of your programme?
Multiple answers possible.

☐ [Common language in your country]
☐ [Common language in your country]
☐ [Common language in your country]
☐ Other

1.8 What expectations do you have for your studies and how well is your programme achieving these?

My study programme as a whole is a good basis for starting work.

					
How important is this intention for you?	○	○	○	○	○
How well is your programme fulfilling this goal?	○	○	○	○	○

My study programme as a whole is a good basis for personal development.

					
How important is this intention for you?	○	○	○	○	○
How well is your programme fulfilling this goal?	○	○	○	○	○

2. Study Background

2.1 Where were you living, when you graduated from secondary education?

District: _____

2.2 What qualification did you use for higher education entry?

Qualification / Certificate / Other initiatives (access courses)

- ○ [*name of national qualification*]
- ○ [*name of national qualification*]
- ○ [*name of national qualification*]
- ○ [*name of national qualification*]
- ○ [*name of national qualification*]
- ○ [*name of national qualification*]

2.3 When did you get the qualification used for entering higher education?

Month _____ Year _____

2.4 When did you enter higher education for the first time?

Month _____ Year _____

2.5 When did you start your current programme?

Month _____ Year _____

2.6 Before entering higher education, did you have any experience on the labour market?

○ Yes, I had a regular paid job (for at least one year, working at least 20h per week)
○ Yes, casual minor jobs (less than 1 year or less than 20h a week)
○ Yes, through vocational training (e.g. apprenticeship)
○ No, no experience

2.7 Did you ever interrupt your education career after graduating from secondary school for at least one year?
Multiple answers possible.

☐ Yes, I interrupted between graduating secondary education and entering higher education
☐ Yes, I interrupted between entering higher education and graduating from higher education
☐ Yes, I interrupted between graduating from higher education and re-entering higher education
☐ No

3. Living Conditions

3.1 Who do you live with during the study term/semester (Monday until Friday)?
Multiple answers possible.

☐ Parents
☐ Partner
☐ Child(ren)
☐ With another person/s not mentioned above
☐ I live alone

3.2 Do you live in a student-hall?

○ Yes
○ No

3.3 How satisfied are you with your accommodation?


○ ○ ○ ○ ○

3.4 On a typical day, what is the time and distance you cover from your home to your higher education institution?
Home is here your place of living during term-time (Monday until Friday)

_____ minutes on average (one way)
_____ kilometres on average (one way)

3.5 What is the average monthly income at your disposal from the following sources?
**At your disposal is the money which is meant for monthly consumption, no matter when it was earned. (National currency)*
**Add a '0' or strike-out box if you did not receive any income from a certain source.*

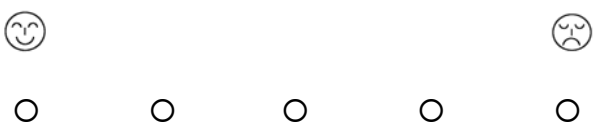
	Average Income
Provision from family/partner	_____
Financial support from public sources	
- non-repayable grant / scholarship	_____
- repayable loan	_____
Self-earned income through paid job	_____
Savings (e.g. previously earned money)	_____
Other sources (incl. other public or private support)	_____
Total income	_____

3.6 What are your average monthly expenses for the following needs?
Add a '0' or strike-out box if no money was spent on a certain type of costs.

A) Living costs *per month*	**I pay out of my own pocket**	**Paid by parents/partner/ others for me**
Accommodation (including utilities, water, electricity,…)	_____	_____
Living/ daily expenses (food, clothing/ toiletries etc.)	_____	_____
Social and leisure activities	_____	_____
Transportation	_____	_____
Health costs (e.g. medical insurance)	_____	_____
Communication (telephone, internet etc.)	_____	_____
Childcare	_____	_____
Other regular costs (tobacco, pets, insurance, debt payment...)	_____	_____
Total	_____	_____

B) Study-related costs *per semester*	**I pay out of my own pocket**	**Paid by parents/partner/ others for me**
Tuition fees, registration fees, examination fees	_____	_____
Social welfare contributions to the university/ college and student association	_____	_____
Learning materials (e.g. books, photocopying, DVDs, fields trips)	_____	_____
Other regular costs (e.g. training, further education)	_____	_____
Total	_____	_____

3.7 To what extent do you agree with the formulation?
I have sufficient funding in order to cover my monthly costs.



3.8 Do you have a paid job during the current semester?

○ Yes, I work regularly during term-time
○ Yes, I work occasionally during term-time
○ No, I don't work during term-time

3.9 Did you have a paid job during the term break in the last 12 months?

○ Yes
○ No

3.10 How important are your studies compared to other activities for you?

○ More important
○ Equally important
○ Less important

3.11 How many hours do you spend in a typical week in taught courses, personal study and on paid jobs?
(Try to remember day by day and fill in the sum of hours over the whole week including the weekend. Add a '0' or strike-out box if no hours were spent on an activity on the respective day.)

	MO	TU	WE	TH	FR	SA	SU
Taught studies (lessons, seminars, labs, tests, etc.)	___	___	___	___	___	___	___
Personal study time (like preparation, learning, reading, writing homework)	___	___	___	___	___	___	___
Paid jobs	___	___	___	___	___	___	___

3.12 Looking at your total workload based on the time you spend in study-related activities and in paid work, please rate your satisfaction with your workload.

○ ○ ○ ○ ○

4. International Mobility

4.1 Have you been enrolled abroad in a regular course of study?

○ Yes, I have been (-> please go on to question 4.2)
○ No, but I plan to go (-> please go on to question 4.5)
○ No (-> please go on to question 4.5)

4.2 Was your enrolment abroad part of any of the following programmes?
Please specify the name of the programme. Multiple answers are possible.

☐ Part of my study programme (international programme)
☐ TEMPUS
☐ ERASMUS (MUNDUS)
☐ LINGUA
☐ Other EU-programme
☐ Other (Please, fill in the name of the programme: _____)
☐ No programme

4.3 Which of the following sources did you use to fund your enrolment abroad and which one of them was your primary source of funding?
Multiple responses expected! Please choose only one primary source of funding.

	Source of funding	Primary source of funding
Contribution from parents/family	☐	○
Own income from previous job	☐	○
By working during my studies abroad	☐	○
Study grants/loans from host country	☐	○
Support by home state loan (repayable)	☐	○
Support by home state grant (non-repayable)	☐	○
EU study grants	☐	○
Other	☐	○

4.4 How important were the following aspects and were your expectations fulfilled concerning your enrolment abroad?

Importance					
Personal development	○	○	○	○	○
Language improvement	○	○	○	○	○
Quality of education	○	○	○	○	○
Academic level	○	○	○	○	○
Social integration	○	○	○	○	○
Service from host institution	○	○	○	○	○

Fulfilment of expectations					
Personal development	○	○	○	○	○
Language improvement	○	○	○	○	○
Quality of education	○	○	○	○	○
Academic level	○	○	○	○	○
Social integration	○	○	○	○	○
Service from host institution	○	○	○	○	○

(-> please go on to question 4.6)

4.5 To what extent are the following aspects an obstacle for an enrolment abroad to you?

	Big obstacle				No obstacle
Insufficient skills in foreign language	○	○	○	○	○
Difficulties in getting information	○	○	○	○	○
Problems with accommodation in the host country	○	○	○	○	○
Separation from partner, child(ren), friends	○	○	○	○	○
Loss of social benefits (e.g. child allowance, price discounts for students)	○	○	○	○	○
Loss of opportunities to earn money	○	○	○	○	○
Expected additional financial burden	○	○	○	○	○
Lack of personal drive	○	○	○	○	○
Presumed low benefit for my studies at home	○	○	○	○	○
Expected delay in progress in my studies	○	○	○	○	○
Problems with recognition of results achieved in foreign countries	○	○	○	○	○
Limited access to mobility programmes in home country	○	○	○	○	○
Problems with access regulations to the preferred country (visa, residence permit)	○	○	○	○	○
Limited admittance to the preferred institution and/or study programme in foreign country	○	○	○	○	○
It doesn't fit into the structure of my programme	○	○	○	○	○

4.6 Have you ever been abroad for other study related activities <u>during your study programme</u>?
Fill in the duration in months and the country you have been to per activity.
If you've been abroad more than once per activity, please refer to your most recent stay abroad.

	Duration in months	Country
Research	_____	_____
Internship / work placement	_____	_____
summer school	_____	_____
language course	_____	_____
Other	_____	_____

5. Personal details

5.1 When were you born?
Please provide month and year of your birthday.

Month _____ Year _____

5.2 What is your sex?

○ Female
○ Male

5.3 Were you born in the country in which you are now studying?

○ Yes
○ No

5.4 Were both of your parents born in the country in which you are now studying?

○ Yes
○ No

5.5 What are your language skills?
Please rate your grade of proficiency in the applicable language(s).

	Mother tongue	Very good				No know-ledge
[official language in your country]	○	○	○	○	○	○
English	○	○	○	○	○	○
[other common language in your country]	○	○	○	○	○	○
[other common language in your country]	○	○	○	○	○	○

5.6 Do you have any children?

○ Yes
○ No (please go on to question 5. 9)

5.7 How many children do you have?

___ child(ren)

5.8 How old is your youngest child?

___ years of age

5.9 Are you impaired in your studies by any of the following?
Multiple answers possible.

☐ Yes, chronic diseases
☐ Yes, mental problems
☐ Yes, physical disabilities
☐ Yes, other health problems
☐ No (please go on to question 6.1)

5.10 Do you feel that your impairment is sufficiently taken account of in your studies?


○ ○ ○ ○ ○

6. Family Background

In this section you will be asked some questions about your family background. The following questions are about your mother and father or those person(s) who are like a mother or father to you — for example, guardians, step-parents, foster parents, etc. If you shared your time with more than one set of parents or guardians during your youth, please answer the following questions for those parents/guardians you spent the most time with.

6.1 What is the highest level of education your father and mother have obtained?

	father	mother
Up to lower secondary (ISCED 0, 1, 2)	○	○
Upper secondary (ISCED 3)	○	○
Post-secondary non-tertiary (ISCED 4)	○	○
First stage of tertiary education (ISCED 5B, vocational)	○	○
First stage of tertiary education (ISCED 5A, academic)	○	○
Second stage of tertiary education (ISCED 6)	○	○
Do not know	○	○

6.2 What is your father/ mother currently doing?
Please tick only one box.

	father	mother
Working full-time for pay	○	○
Working part-time for pay	○	○
Not working, but looking for a job	○	○
Other (e.g. home duties, retired)	○	○
Do not know or deceased	○	○

6.3 What are the most recent or former occupations of your father and mother?
Please classify the job according to one of the following categories of occupation.

	father	mother
Legislators, senior officials and managers	○	○
Professionals	○	○
Technicians and associate professionals	○	○
Clerks	○	○
Service workers/sales workers	○	○
Skilled agricultural and fishery workers	○	○
Craft and related trades workers	○	○
Plant and machine operators and assemblers	○	○
Elementary occupations/domestic and related helpers	○	○
Armed forces/military	○	○
Do not know	○	○

6.4 Some people are considered to have a high social standing and some are considered to have a low social standing. Thinking about your family background, where would you place your parents on this scale if the top indicated high social standing and the bottom indicated low social standing?

- ○ **high social standing**
- ○
- ○
- ○
- ○
- ○
- ○
- ○
- ○
- ○ **low social standing**

Frequently Asked Questions

General issues

Q: Are there any guidelines for the weighting of data?

A: No, there are no central conventions for the weighting of data. We ask you to deal with weighting in the most appropriate way relating to your sample and the demands from Eurostudent. Weighting of data should ensure that the sample is representative for the standard target group to be covered by Eurostudent. If you weighted your data, please enter the frequencies after weighting into the Data Delivery Module. We will ask you to comment briefly on your weighting scheme for our manager's report at the end of the project.

Q: With respect to absolute figures, what kind of data should be delivered to the Data Delivery Module? Should the data submitted reflect the results for the sample that has been drawn or extrapolated data covering the whole Eurostudent target population within the student body?

A: Please deliver the results only for your sample (that may have been weighted), but not extrapolated data for the basic population. That means if the standard target group to be covered by Eurostudent amounts to e.g. 300,000 students in your country and the number of all students (only valid cases) in your sample amounts to e.g. 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.

Q: Where to report cases of missing value?

A: Please report any cases of missing value (type A and B) precisely in the metadata and in the subtopic comment box ("details on missing data").

Q: How should cases be treated in which the interviewed student is currently in an academic exchange programme abroad?

A: If your sample should contain resident students who are currently (i.e. during the semester in which the Eurostudent survey is being carried out) enrolled in an academic exchange programme abroad, please exclude those cases from the whole analysis.

Topic 2 Demographic characteristics

Subtopic 4 "Dependents by characteristics of students"

Q: In the case of students who are up to 24 years old, the true characteristic absolute value for the category "youngest child older than 15 years" would be 0, and though this value was properly entered into the DDM the respective graph does not indicate 0% for this group.

A: This is a technical problem related to the programming of the DDM. If 0 is the correct absolute value then you should enter 0.001 instead and the graph should indicate 0%.

Subtopic 6 "Migrant students"

Q: How to treat cases where the interviewed students don't have information about the place of birth of one or both of their parents?

A: If for at least one parent the place of birth is unknown, the question 5.4 of the questionnaire cannot be answered properly. Such cases should be excluded from analysis of this subtopic. Please report the number of excluded cases in the subtopic comment box.

Topic 3 Access and entry to higher education

General issue

Q: How to deal with non-resident students and students for whom the state of residence is not clear?

A: The standard target group of Eurostudent IV is resident students. Resident students are those students who have finished their prior school education in the country of the survey regardless of their nationality, i.e. they have not crossed a boarder to just enter HE. Non-resident students and also students whose state of residence is unclear are to be excluded from analysis of Eurostudent standard target group; however, according to a country's decision they may be subject to analysis of optional groups (such as foreign students, PhD-students, etc.).

Topic 4 Social background of student body

Subtopic 2 "Occupational status of students' parents"

Q: How should the category "0: military" be ranked compared to other occupational categories?

A: Our table makes use of the ISCO-88 classification and puts 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: military". This category is very heterogeneous as it takes 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 of which one belongs to the category "0: military", as a compromise this category should be considered 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 to have 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 should be reported in the category "0: military".

Q: Is it possible to enter the data in the rows "total" and "blue collar" in the table manually, in case that only these data are available?

A: Yes, the DDM will now give you the chance to edit those data.

Subtopic 4 "Occupational status by highest educational attainment"

Q: Is it possible to enter the data in the rows "total" and "blue collar" in the table manually, in case that only these data are available?

A: Yes, the DDM will now give you the chance to edit those data.

Topic 6 Living costs

Rules for data cleaning

Q: Should 0 values be taken into account for calculating the arithmetic mean for the various expenditure categories of students?

A: According to the data cleaning rule 3), empty fields should be replaced with 0, provided that the case has "survived" the data cleaning rules 1) and 2). For calculating the arithmetic mean all cases will be taken into account which "survived" the data cleaning rules. That means if a case has passed the whole data cleaning procedure successfully and it shows a 0 value e.g. in the category "learning materials", this case will be taken into account when the arithmetic mean for "learning materials" for a student target group is calculated.

Subtopic 1 "Profile of students' expenditure by form of housing"

Q: What is meant by "Social welfare contributions to the university/college and student association"?

A: This might be a fee that a student pays to the university or an associated organisation. However, this fee is not to cover the costs of teaching and research, but is specifically for universities to offer counselling of students, cheaper accommodation, food or other special services. Such fees are mandatory in some countries and do not exist in others.

Topic 7 Funding and state assistance

Subtopic 1 "Composition of monthly income by type of housing and characteristics of students"

Q: How should transfers in kind be taken into account?

A: Within our framework transfers in kind are considered to be either living costs or study-related costs that are paid by parents/partner/others for the student. For those students who are not living with their parents, transfers in kind must be reported on the expenditure side and be added to total income (otherwise the income side would be underestimated). For students living with their parents, transfers in kind will not be taken into account (neither on the income nor on the expenditure side). In table 2 (students not living with parents) of the above mentioned subtopic 1, the income category "family/partner" contains "provision from family/partner" (question 3.5 of questionnaire) plus "living costs and study-related costs paid by parents/partner/others" for the student (question 3.6).

Q: How should the category "savings" (question 3.5 of questionnaire) be interpreted?

A: Savings are any financial means which the student previously accumulated. It doesn't matter at what stage of live or in which way the savings were made (e.g. savings could have been made by a previous summer job, by inheritance or by a gift of money). The purpose of question 3.5 is – with respect to savings – to quantify the average amount of savings, which the student uses per month for living/studying (e.g. because income from other sources is not sufficient). In the tables of the above mentioned subtopic 1 of the DDM, income from savings will be assigned to the category "other".

Subtopic 3 and 5 "Distribution and concentration of total monthly income for students (not) living with parents"

Q: Why does the table contain a 10th value for income deciles?

A: In order to separate a sorted series of observations into ten groups of equal size one has to calculate 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 were calculated. The 10th value in the second column (= total income in nat. curr.) then states that 100% of the students receive an income, which is not higher then the value shown in the bottom row, or to put it differently the 10th value shows the highest value of the income distribution (maximum).

Topic 8 Time budget and employment

Subtopic 6 "Distribution and concentration of student income from paid employment, students not living with parents"

Q: Why does the table contain a 10th value for income deciles?

A: In order to separate a sorted series of observations into ten groups of equal size one has to calculate 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 were calculated. The 10th value in the second column (= total income in nat. curr.) then states that 100% of the students receive an income, which is not higher then the value shown in the bottom row, or to put it differently the 10th value shows the highest value of the income distribution (maximum).

Topic 10 Internationalisation and mobility

Subtopic 11 "Choice of country for foreign study-related activities"

Q: With respect to entering data into the DDM, what countries should be chosen from the drop-down menu for the categories "other European countries" and "other non-European countries"?

A: The categories "other European countries" and "other non-European countries" are residual categories. They capture all those countries that are destinations for foreign study-related activities for your out-going students, but which are not one of the top five host countries. The current technical possibility to use the drop-down menu for the residual categories will be disestablished in the near future.