Social and Economic Conditions of Student Life in Europe

National Profile of Switzerland

eurostudent IV

Metadata for the national survey

National Currency	Swiss francs (CHF)
Exchange rate: 1 Euro =	0.72532
Date and source of exchange rate:	May 2009, Swiss National Bank
Survey method	Online questionnaire. Personal reference number and password sent by postal letter. Two postal reminders.
Size of final sample	24500
Sampling method	Stratified random sample by higher education institution and field of study
Return rate	64%
Reference period of survey (semester, year)	Spring 2009
Weighting scheme	Weighting scheme based on sample selection probabilities and a correction for non-response. Data was calibrated on known population characteristics (gender, age, qualification, national origin)
Project sponsor	State Secretariat for Education and Research SER
Implementation	Federal Statistical Office FSO

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
The Swiss survey provides no information on the following Eurostudent questions:
Students assessment of study impairment, migrant students, assessment of social standing of parents, daily time for travel from home to institution, assessment of general aspects of studies, choice of country for study-related activities and language of domestic study programme.

Type of HEI
Switzerland's higher education landscape includes two main types of institutions: universities and institutes of technology (UIT, Universitäre Hochschulen / hautes écoles universitaires), which include Switzerland's two federal institutes of technology and its ten cantonal universities and universities of applied sciences (UAS, Fachhochschulen / hautes écoles spécialisées), which include some 90 establishments grouped together under 8 main UAS institutions. UIT are involved in academic and fundamental research activities, while UAS combine high-level professional training with applied research. UIT encompass two-thirds of total higher education students, UAS the remaining one-third. UAS also offer the possibility of attending classes while working in the field. Students who take this opportunity have a particular profile: they live mainly outside their parents' home (frequently with partner/wife/husband and children), tend to be older; they have a regular paid job and a comparatively higher income. These students account for 24% of total students in UAS (reference: academic year 2008/2009).

Bachelor and Master study programmes
The Bologna process has been gradually introduced in universities and institutes of technology (UIT) since academic year 2001/2002. In the universities of applied sciences (UAS), the Bachelor degree has been introduced since 2005/2006. Since the 2006/2007 academic year, all new students (UIT and UAS) are enrolled under the Bologna system.
It should be underlined that the Master degree was not introduced in all fields of studies at the time of the survey. The percentage of Master students in the survey is 12%, but this is not representative of all universities and of all fields of study.

ISCED level
Up to lower secondary = ISCED 0 1 2. For Switzerland, applies to "primary and lower secondary education".
Upper secondary = ISCED 3A and 3B. For Switzerland, it applies to "general education programmes", "vocational education", "teacher training", and "school preparing for university entrance certificate".

Higher education/university degree=ISCED 5A, 5B and 6 (all tertiary education). For Switzerland, it applies to "universities and institutes of technology", "universities of applied sciences and teacher's colleges" (ISCED 5A and 6) and "higher vocational education" (ISCED 5B). As both level 5 (5A and 5B) are included, this can result in a high percentage of students' parents having a higher education degree. The survey asked about the highest level of education of parents: in this case, it is not possible to distinguish between ISCED 3 and ISCED 4 level. ISCED 4 level includes people with two qualifications in the upper secondary level (ISCED 3), but if people are asked only for the highest (and not for all final qualifications) ISCED 4 is included in the category ISCED 3. That is why it is not possible to fill in the category ISCED 4.

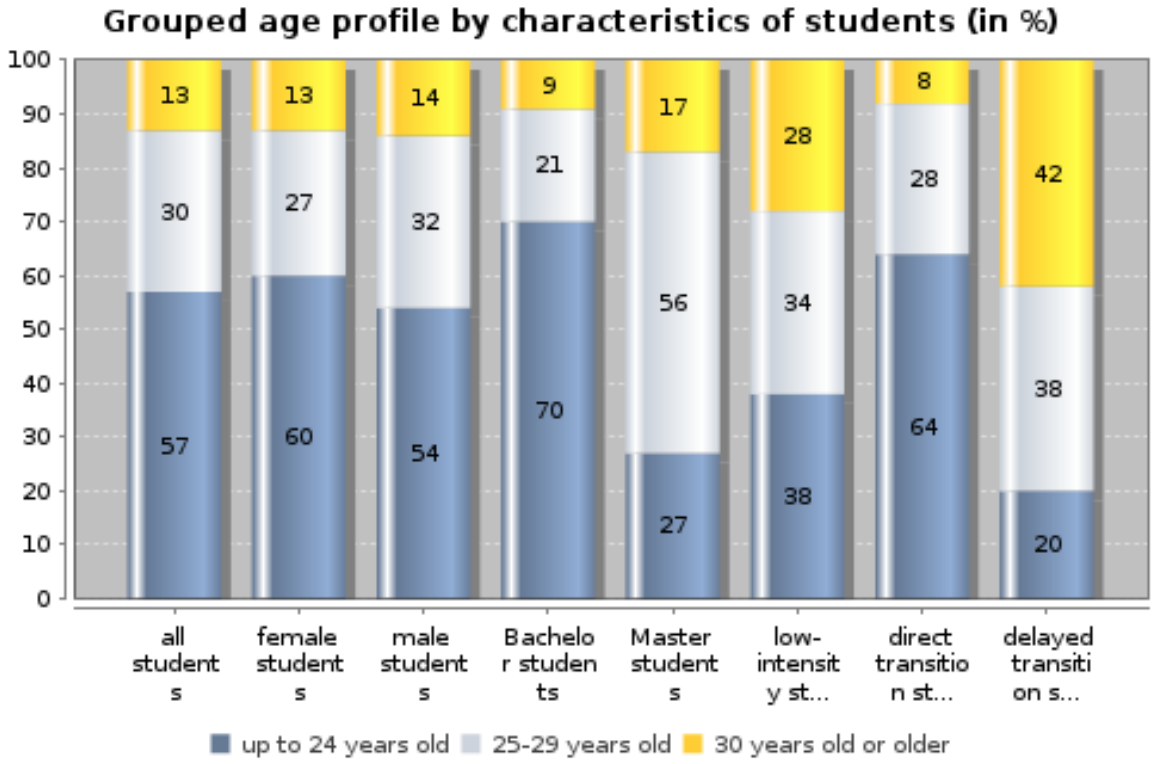
State assistance

In the Swiss case "state assistance" is intended as grants (non-repayable) and loans (repayable) awarded by the state. The state constitutes the greatest source of financial assistance in higher education: 80% of total grants and loans come from public authorities. Grants and loans are for the most part awarded by cantons (each canton has its own legislation), but some are also awarded by the Confederation or communes. Apart from the state, higher education institutions or private foundations also award grants and loans. These other sources are not included in the category "State assistance".

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	25.42
Average age (median) in years - all students	24.0
Average age (arithm.mean) in years - female students	25.37
Average age (arithm.mean) in years - male students	25.46
Average age (arithm.mean) in years - BA students	24.25
Average age (arithm.mean) in years - MA students	27.28
Average age (arithm.mean) in years - low-intensity students	27.97



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

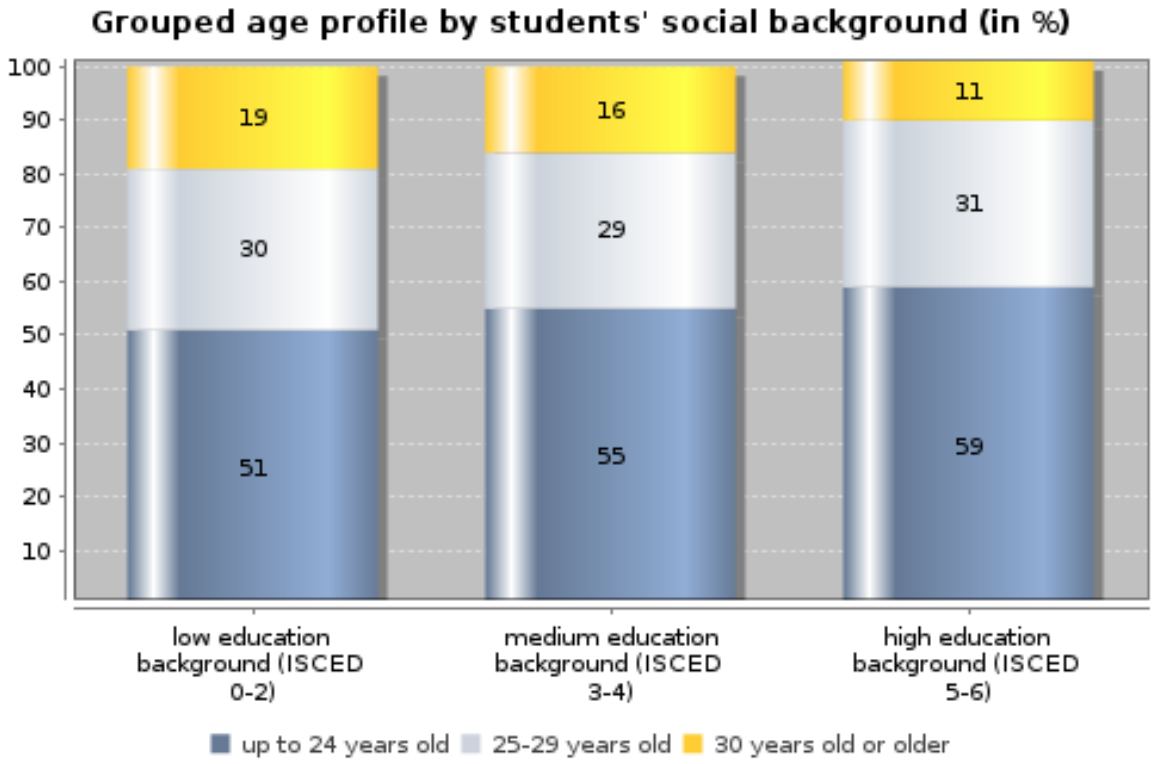
More than half of the Swiss students (57.0%) are up to 24 years old. Only about one eighth (13.3%) are 30 years old or older. The share of students who are 30 years old or older, is much higher for delayed transition students (42.1%) and low intensity students (27.5%).

The average age of Swiss students is 25.4 years old. The average age is higher in the universities of applied sciences (UAS, 26.2) than in the universities and institutes of technology (UIT, 24.9). This is mainly due to the type of students in the UAS. In the UAS it is possible to attend classes while working in the field and before entering the UAS, students often already have a professional experience, which means that they are frequently older.
On average, Master students (27.3) are three years older than Bachelor students (24.3).

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators	
Average age (arithm.mean) in years - low education background (ISCED 0-2)	26.56
Average age (median) in years - low education background (ISCED 0-2)	24.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	25.04
Average age (median) in years - high education background (ISCED 5-6)	24.0



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national interpretation of the results of the data analysis:

Students' age is influenced by their social background: The average age is lower for students whose parents have a higher education degree (25.0) and higher for students whose parents have attained a secondary education qualification (25.8) and students whose parents finished compulsory education (26.6). This is due to the larger share of students aged 30 years and above in the groups in which parents do not have a higher education degree. Only 10.9% of students whose parents attained a tertiary degree are 30 years old or older. Meanwhile 19.3% of students whose parents did finish compulsory education are in the same age group.

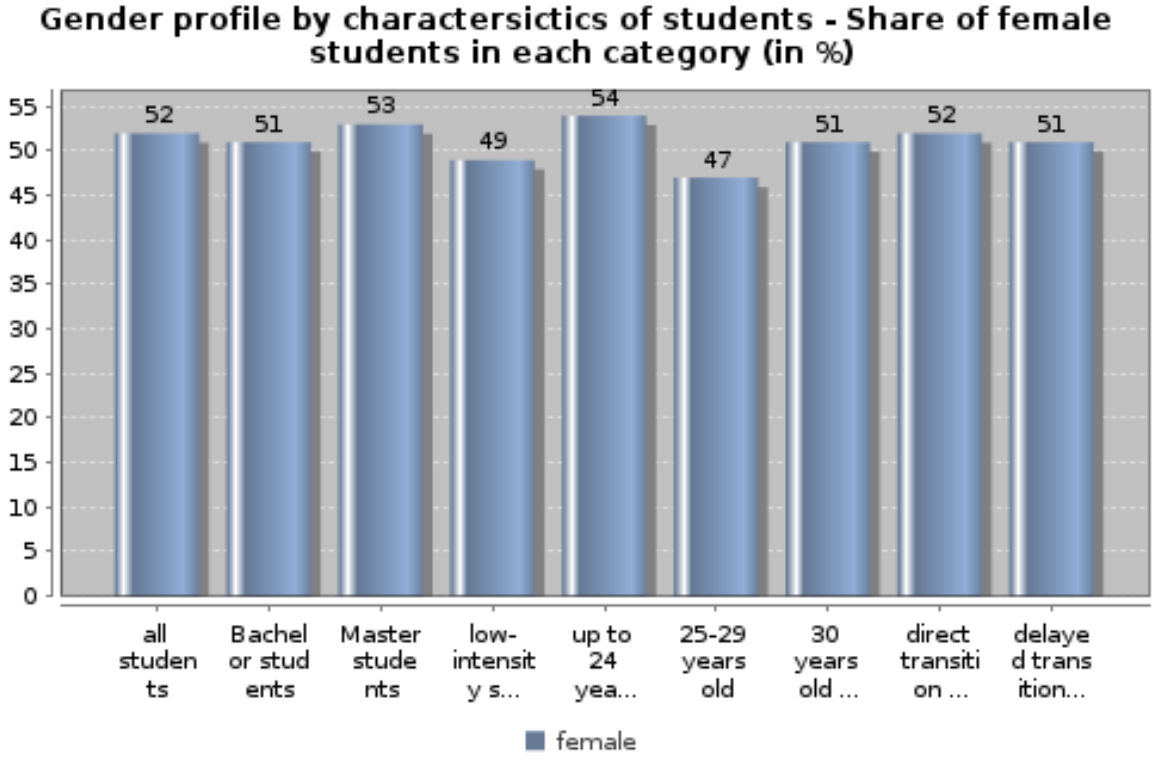
This difference is not reflected in the median age: Independent of parental education the median age is

24.0 years. This is attributable to the fact that in all three groups a majority of students is up to 24 years old.

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators	
Share of females among all students, in %	51.6
Share of females among BA students, in %	50.7
Share of females among MA students, in %	52.5
Share of females among low-intensity students, in %	49.0
Share of females among the 30 years old or older, in %	51.1



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methodical issues or considerations for data interpretation:

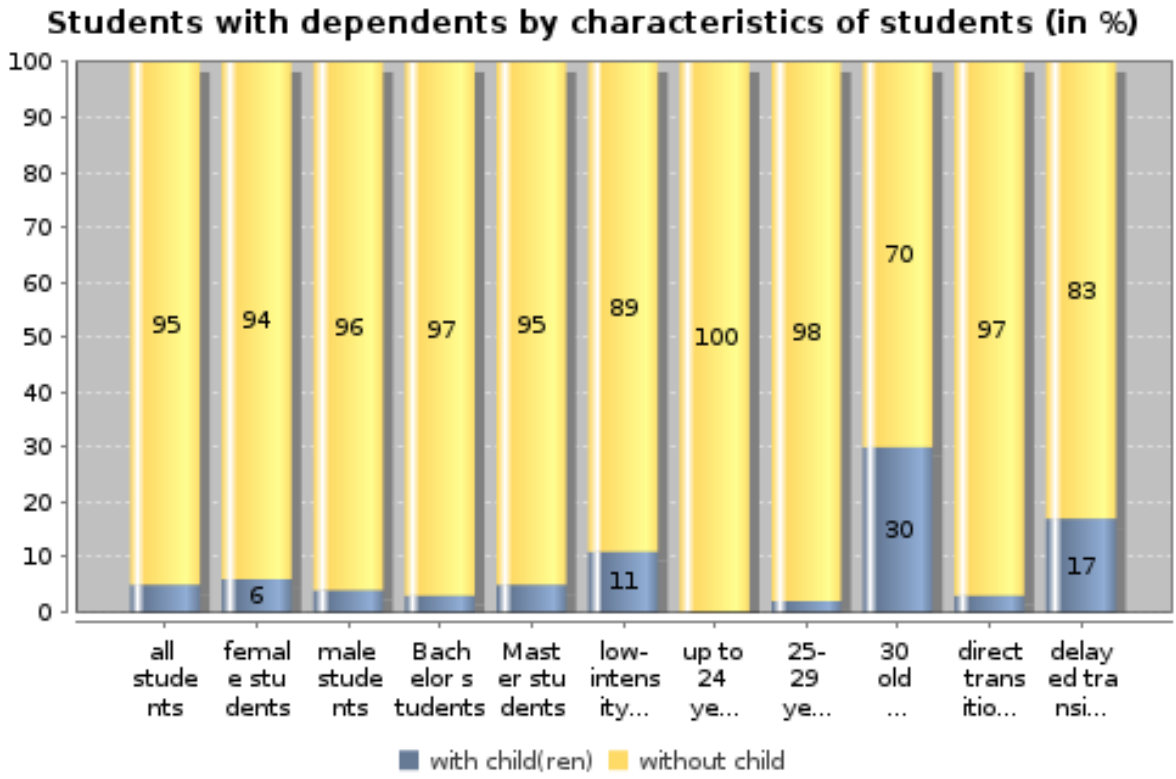
national interpretation of the results of the data analysis:

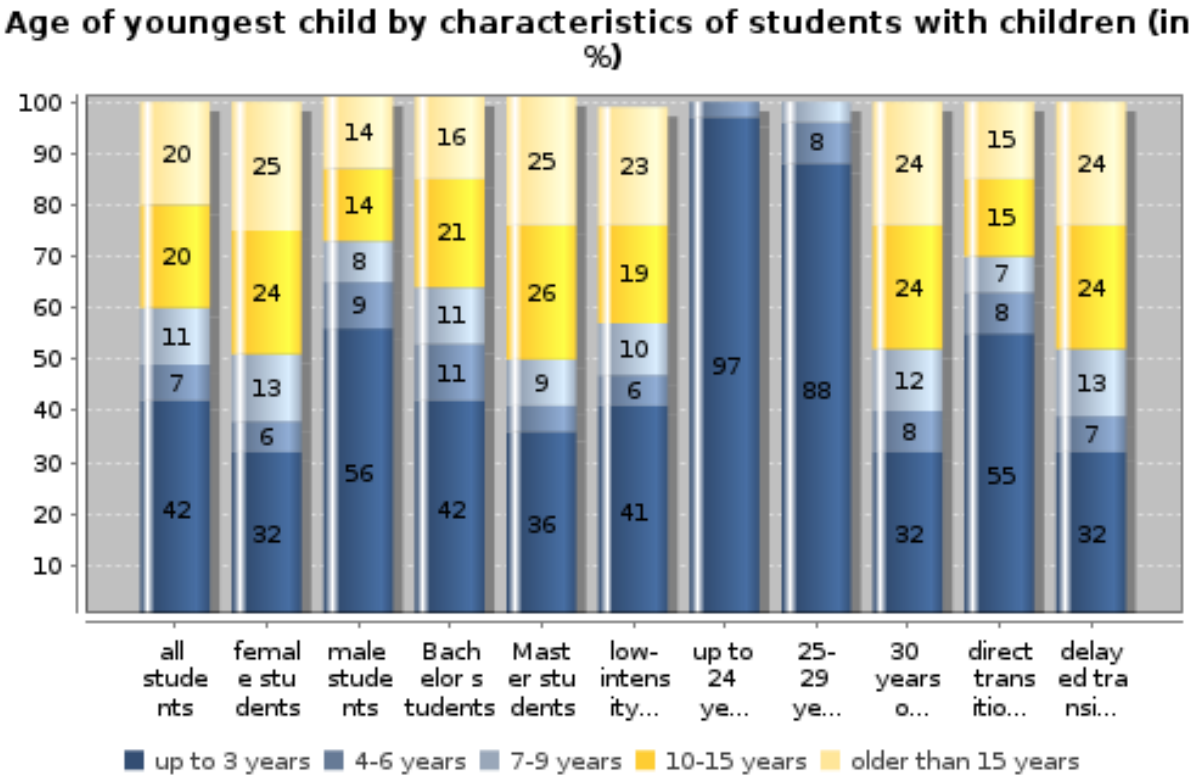
51.6% of Swiss students are female. In two groups of students the share of males is higher than 50%: among students aged 25-29 years old and among low intensity students.

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	4.9
Share of students with children among female students, in %	5.5
Share of students with children among male students, in %	4.2
Share of students with children among MA students, in %	5.3
Share of students with children among up to 24 years old, in %	0.4
Students with children up to the age of 3 years of all students with children, in %	42.2
Students with children between the ages of 4 to 6 of all students with children, in %	7.3





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national interpretation of the results of the data analysis:

4.9% of Swiss students have children. Most students with children are 30 years old or older (82.9%). The proportion of students with children is much bigger for delayed transition students (17.2%). The share of students with children is stable (5.0% in 2005) and low in comparison with other European countries.

Among most students with children (49.5%), the youngest child is between 0 and 6 years old. However, this depends on the age of the student. Among students aged up to 24 years old their youngest child is generally not older than 3 years (96.9%). Among students aged 30 years or older this share is much smaller (32.3%).

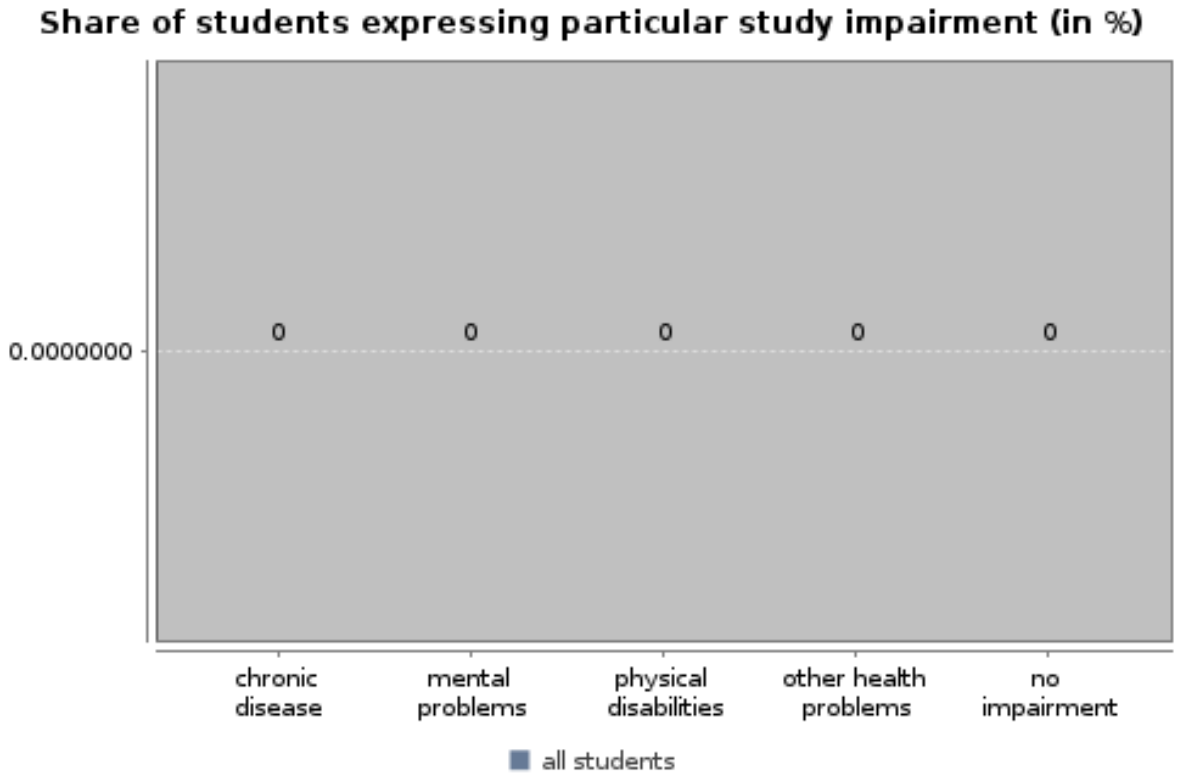
Topic: A. Demographic Characteristics

Subtopic 5: Students' assessment of study impairment and of how it is taken account of

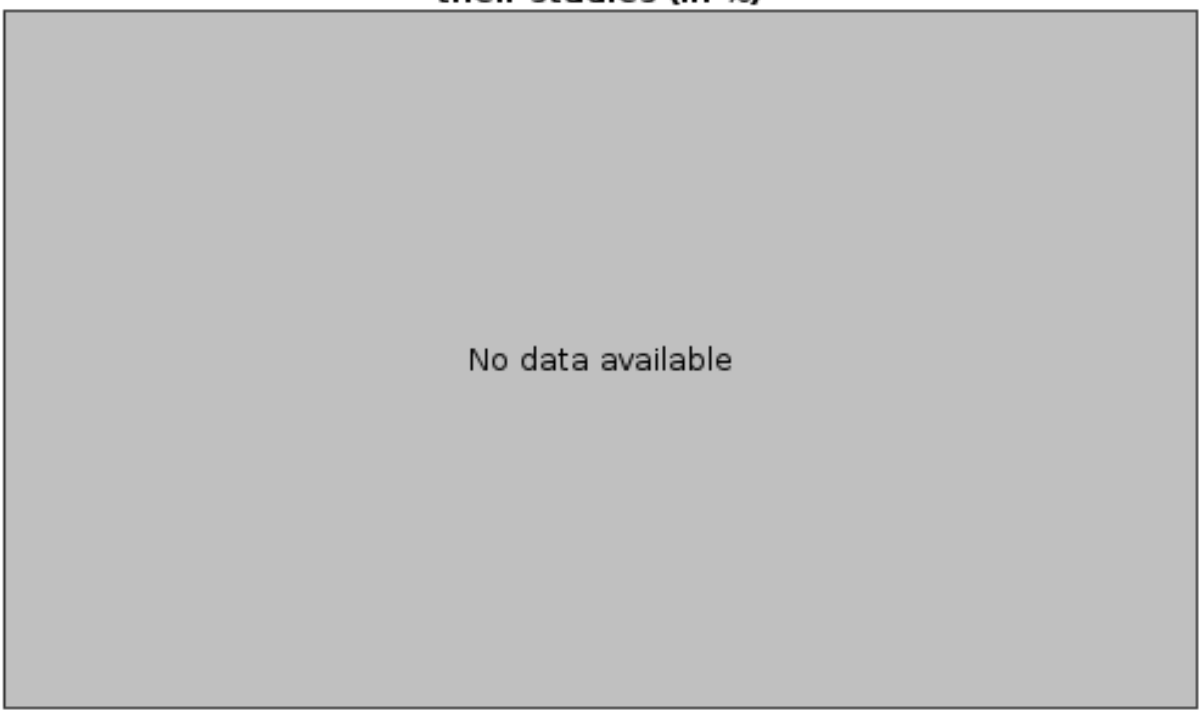
Key Indicators

Students who feel impaired in their studies in %

Students who are (very) satisfied with the way their impairments are taken account of in %



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



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

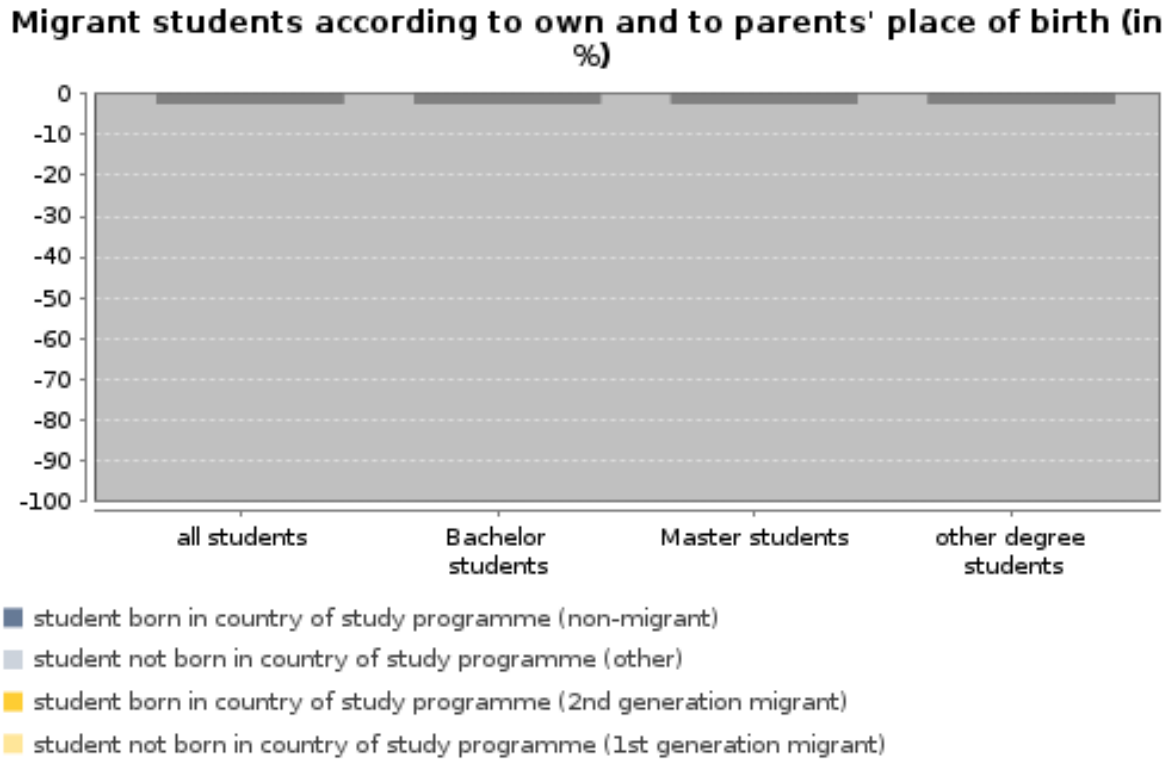
The Swiss questionnaire did not contain a question on this topic.

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	Share of non-migrants among all BA students, in %
Share of non-migrants among all MA students, in %	Share of 2nd generation migrants among all students, in %
Share of 2nd generation migrants among all BA students, in %	Share of 2nd generation migrants among all MA students, in %
Share of 1st generation migrants among all students, in %	Share of 1st generation migrants among all BA students, in %



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methodical issues or considerations for data interpretation:

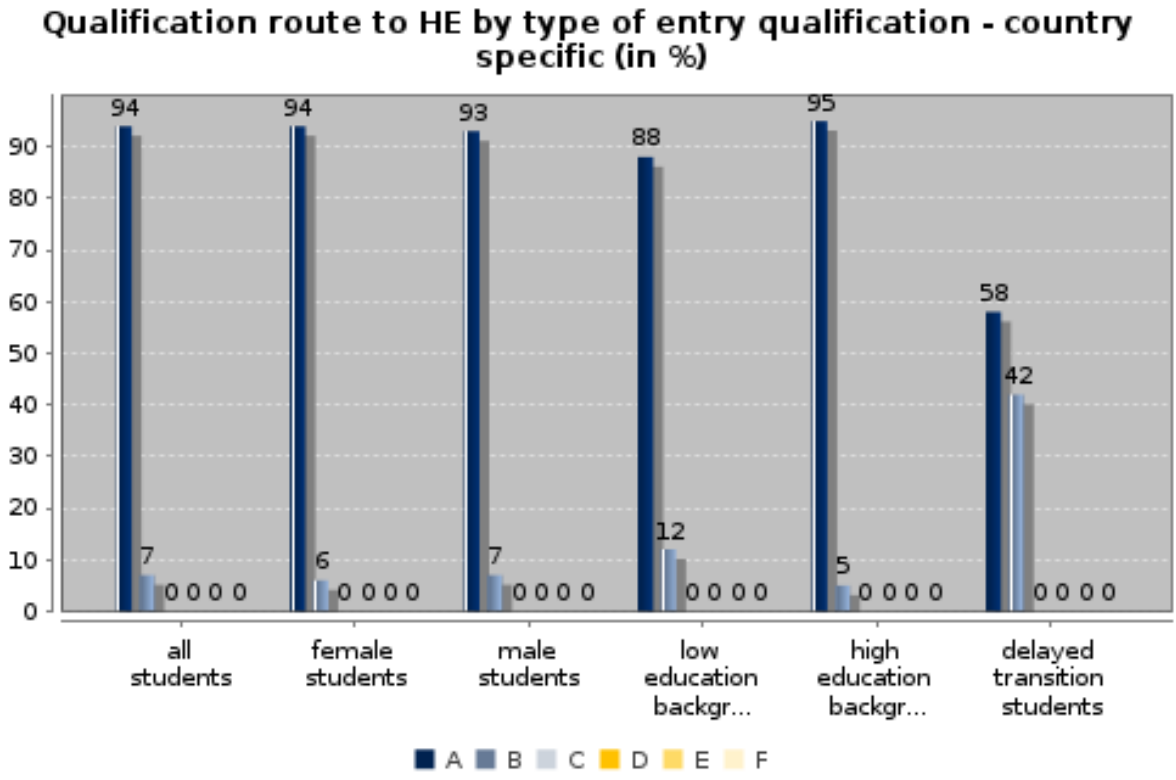
national interpretation of the results of the data analysis:

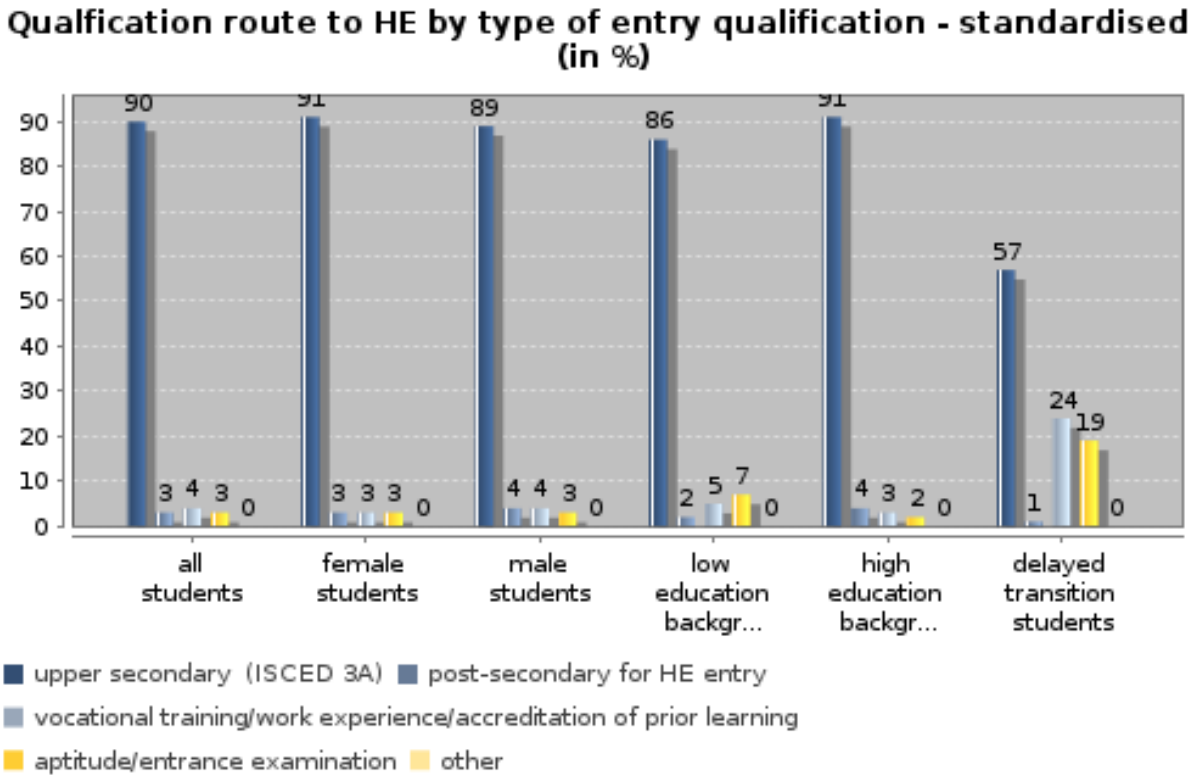
The Swiss questionnaire did not contain a question on this topic.

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	90.2
Female students via upper secondary in %	91.3
Male students via upper secondary in %	89.0
Students with low education background (ISCED 0-2) via upper secondary in %	86.1
Students with high education background (ISCED 5-6) via upper secondary in %	91.2
Students with delayed transition via upper secondary in %	56.5





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methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
National definition:
A= Gymnasiale Maturität / maturité gymnasiale / matura ; Berufsmaturität / maturité professionnelle / professional baccalaureat (ISCED 3A and 4A)
B = vocational training/work experience/accreditation of prior learning and aptitude/entrance examination

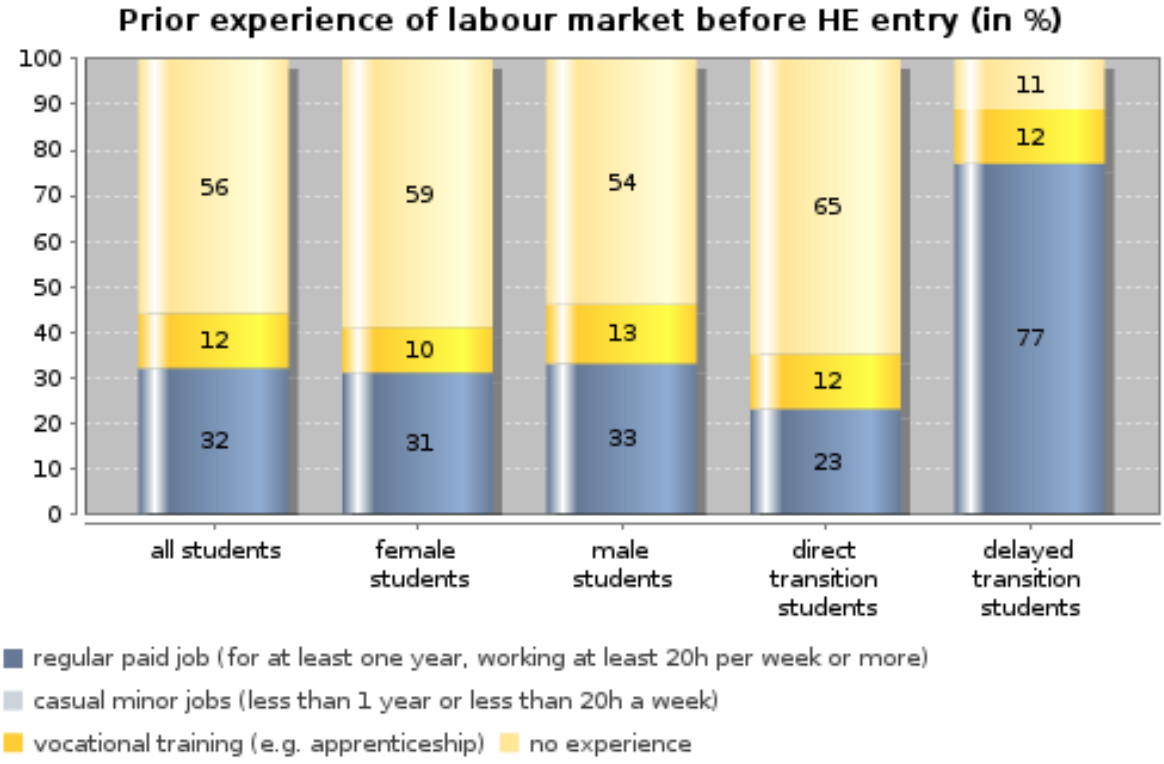
The certificates of ISCED 3A and 4A level (A), which are designed to prepare for entry to tertiary-type education, are classified as traditional routes to higher education. Certificates of ISCED 3A level are generally the matura (gymnasiale Maturität / maturité gymnasiale) as well as the professional baccalaureate (Berufsmaturität / maturité professionnelle). The certificates of ISCED 4A level are acquired in a second stage education cycle. Generally these are programmes for adults to obtain the matura as well as the professional baccalaureate.
A small number of students are also offered access to higher education after successful completion of a specific entrance examination, recognition of vocational training/work experience or accreditation of prior learning (B). For example, after having obtained a Federal proficiency certificate (Eidg. Fähigkeitszeugnis / Certificat Fédéral de capacité), it is possible to take an entrance exam for the UAS. This route is classified as a non-traditional one to higher education.
For a definition of ISCED levels with regards to the Swiss education system, see general information under "Metadata".

6.5% of all students took a non-traditional route to higher education. The percentage is slightly higher (11.7%) for students from a low educational background. This may be due to the bigger share of students with a delayed transition in this group. Students with delayed transitions frequently took a non-traditional route to higher education (42.2%).

Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators	
All students with regular paid job before entering HE in %	31.9
Females with regular paid job before entering HE in %	30.9
Males with regular paid job before entering HE in %	32.9
Direct transition students with regular paid job before entering HE, in %	23.4
Delayed transition students with regular paid job before entering HE, in %	77.2
All students without labour market experience before entering HE in %	56.4
Females without labour market experience before entering HE in %	58.9
Males without labour market experience before entering HE in %	53.7



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The following are included here as vocational training: apprenticeship or full-time vocational college (Berufslehre oder Vollzeitberufsschule / Apprentissage ou école professionnelle à plein temps) and teacher-training college (Lehrkräfte-Seminarien / Ecole normale). Not included are: advanced technical and professional training (Höhere Fach- oder Berufausbildung / Formation professionnelle supérieure) and higher college of technology with at least 3 years of full time study (Höhere Fachschule / Ecole professionnelle supérieure).

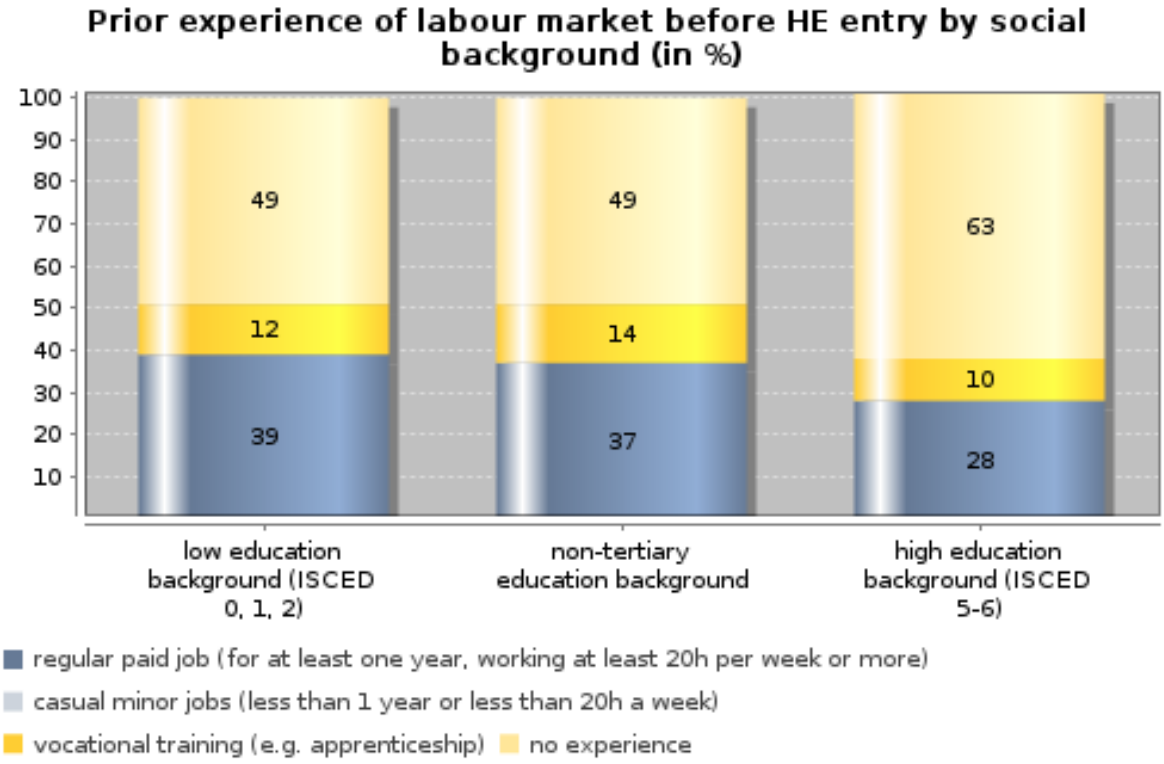
It is not possible to differentiate correctly between students with no experience in the labour market and students who held casual minor jobs. Therefore all students without a regular paid job and no vocational training have all been included in the category "no experience". Students who had both vocational training and a regular paid job have been included in the category "regular paid job".

31.9% of students had work experience (defined as regular paid job during at least 12 months working at least half-time) before entering higher education. Delayed transition students more often have prior work experience (77.2%). Direct transition students are less likely to have prior work experience (23.4%). Male students have work experience and/or vocational training (46.3%) more often than female students (41.1%).

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators	
Students without labour market experience and low education background (ISCED 0-2) in %	49.3
Students without labour market experience and high education background (ISCED 5-6) in %	62.5



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The following are included here as vocational training: apprenticeship or full-time vocational college (Berufslehre oder Vollzeitberufsschule / Apprentissage ou école professionnelle à plein temps) and teacher-training college (Lehrkräfte-Seminarien / Ecole normale). Not included are: advanced technical and professional training (Höhere Fach- oder Berufausbildung / Formation professionnelle supérieure) and higher college of technology with at least 3 years of full time study (Höhere Fachschule / Ecole professionnelle supérieure).

It is not possible to differentiate correctly between students with no experience in the labour market and students who held casual minor jobs. Therefore all students without a regular paid job and no vocational

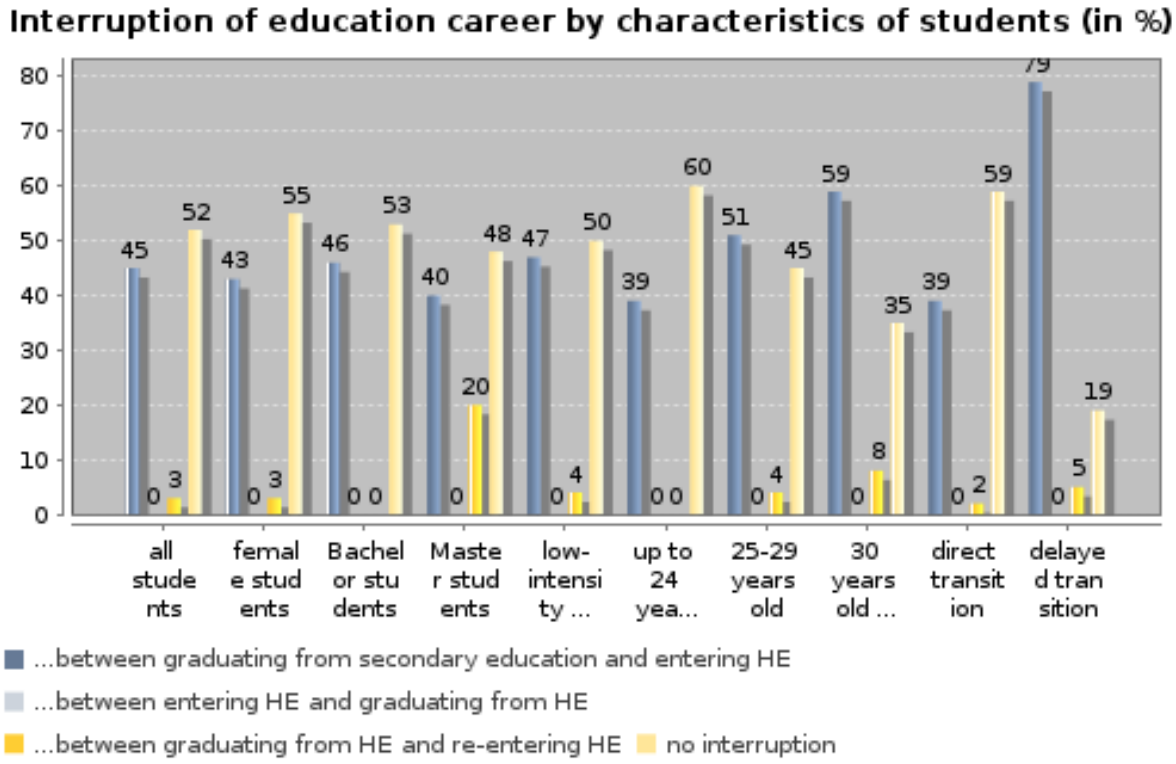
training have all been included in the category "no experience". Students who had both vocational training and a regular paid job have been included in the category "regular paid job".
For a definition of ISCED levels with regards to the Swiss education system, see general information under "Metadata".
Students with a low social background more often (38.7%) have prior experience of the labour market (defined as regular paid job during at least 12 months working at least half-time) than students with a high social background (27.8%). The later group more often has no or only casual experience of the labour market (62.5%) then the former (49.3%).

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators

BA students with interruption between graduating from secondary education and entering HE, in %	46.1
BA students with interruption between entering HE and graduating from HE, in %	BA students without interruption, in %



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

No data on interruption of studies during study programme is available.

Total number of students in a group also includes students with missing data. Data may be missing for one or both types of interruption.

Cases with no data on interruption of studies before entering HE are excluded from the category no interruption.

45.2% of all students have interrupted their studies between graduating from secondary education and entering higher education. Students up to 24 years old and direct transition students have less frequently interrupted their studies before entering higher education, while most delayed transition

students (78.5%) had this kind of interruption of studies.
20.2% of all Master students interrupted their studies between graduating from their Bachelor degree and entering their master programme.

Topic: B. Access and entry to higher education

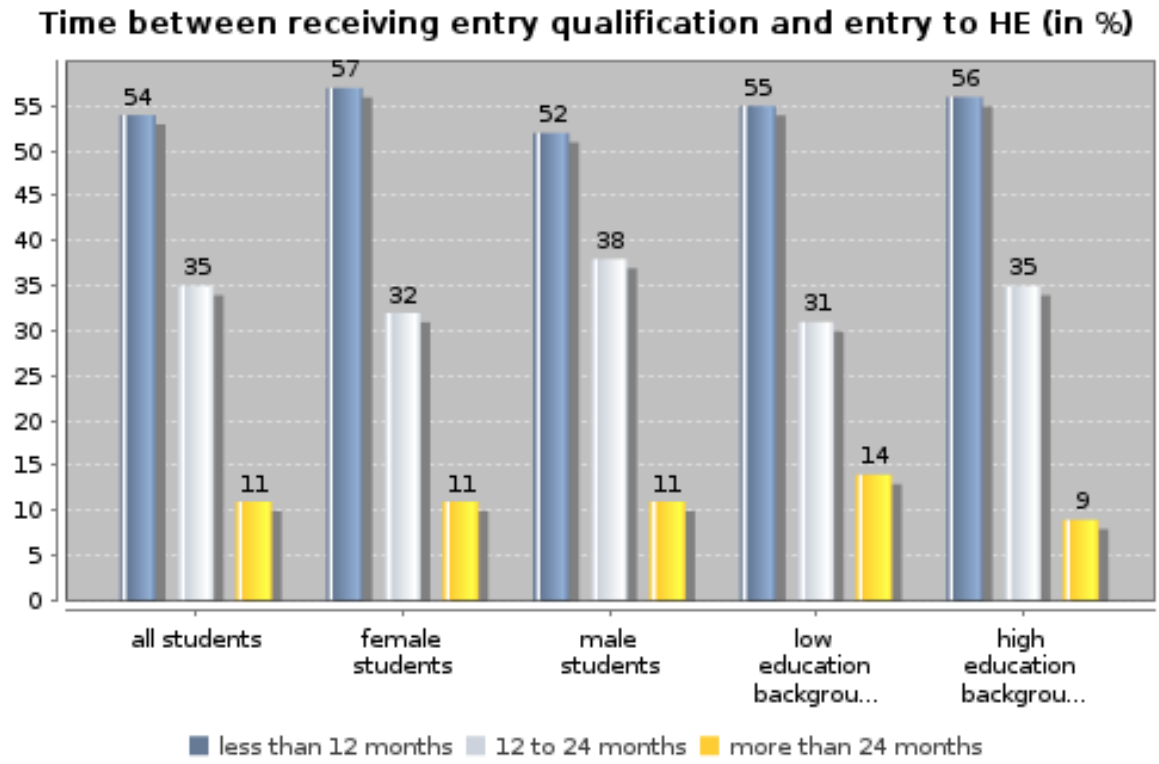
Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

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

all students | female students

male students | low education background (ISCED 0-2)



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Only the median may be calculated, as the range of possible responses in the Swiss questionnaire was limited to "more than two years".

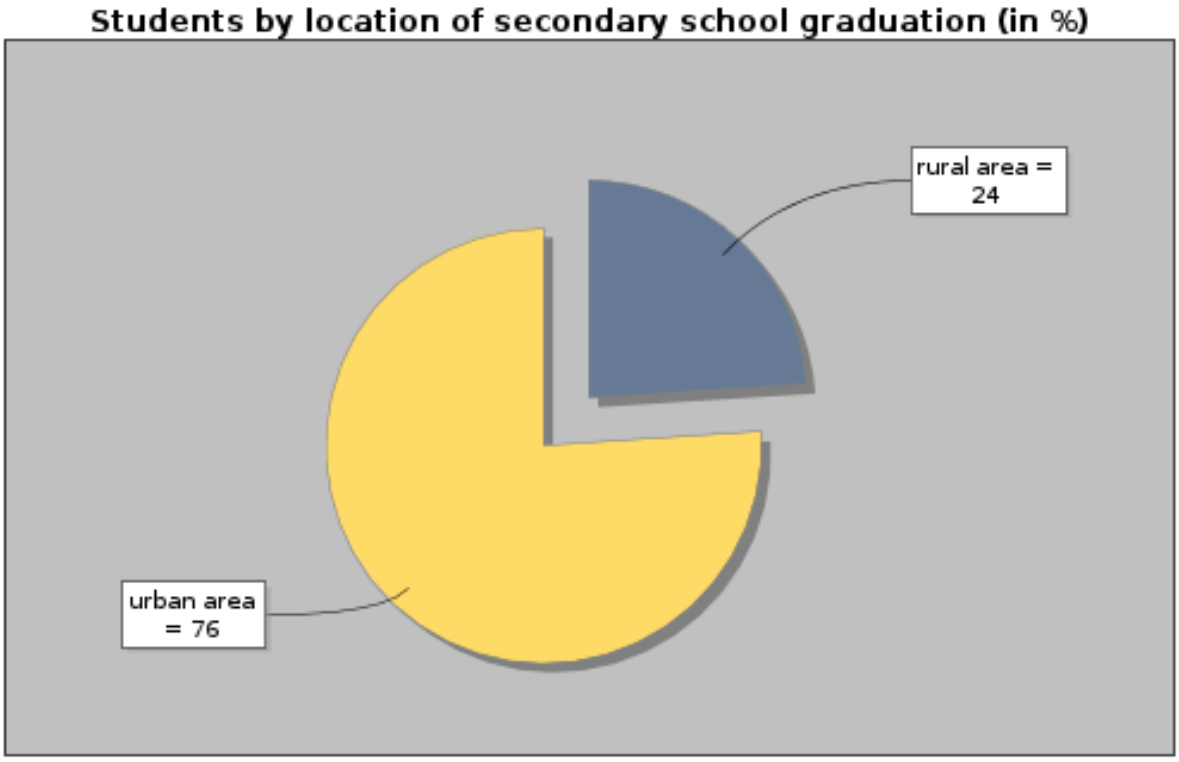
54.4% of all students begin their studies within a year after having obtained their entrance qualification. The median time between qualification and entry is 8 months. It is longer for male students (10 months) than for female students (5 months). This may be due to mandatory military service/civil service for male Swiss citizens.

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from secondary education in rural ares, in %	23.7



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The Federal Statistical Office uses a complex definition to classify communes. This classification was used to calculate the number of students in rural and urban areas for Switzerland.

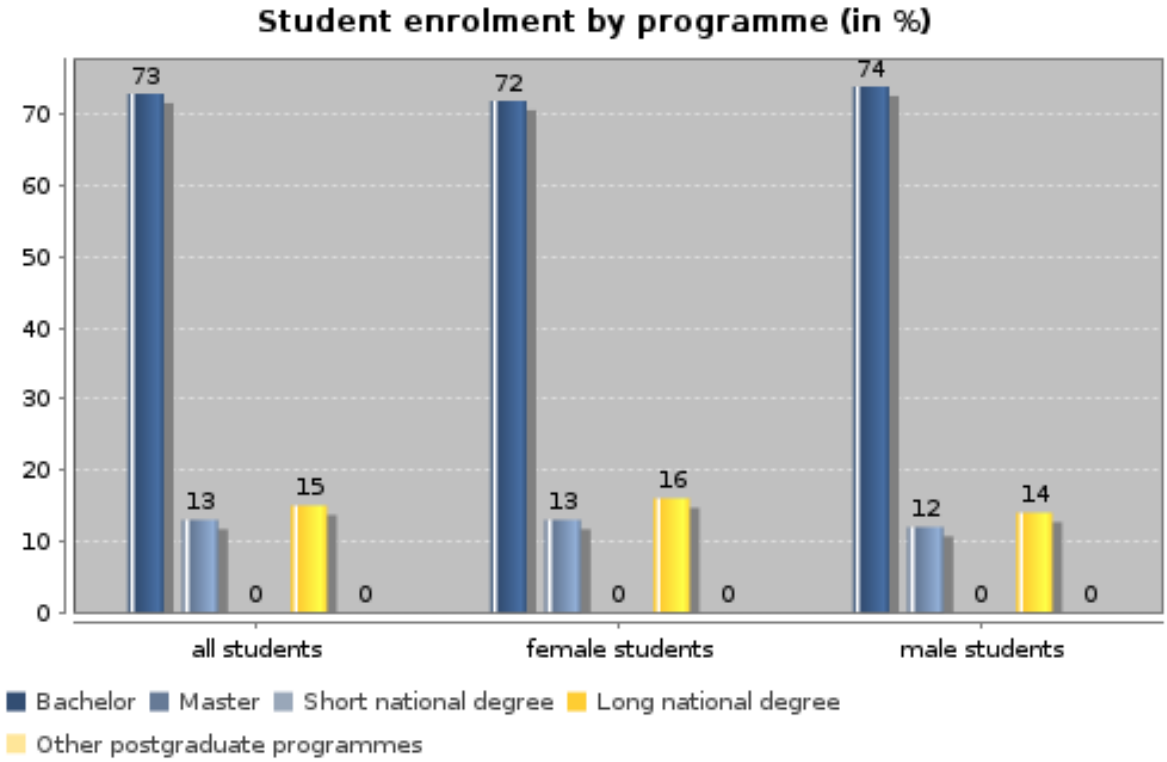
The classification is not based on average population density but uses a variety of indicators like population numbers and population development, commuting streams, the ratio of employment and population, economic structure as well as spatial dimensions.

76.3% of students graduated from secondary education in areas classified as urban. In the year 2000 73% of the Swiss population lived in urban areas and the share has likely increased slightly in the last 10 years. Therefore the location of graduation from secondary education seems to be similar to the population distribution on urban and rural areas.

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators	
All students studying for BA, in %	72.9
All students studying for MA, in %	12.5
All students studying for other national degrees, in %	14.6



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methodical issues or considerations for data interpretation:

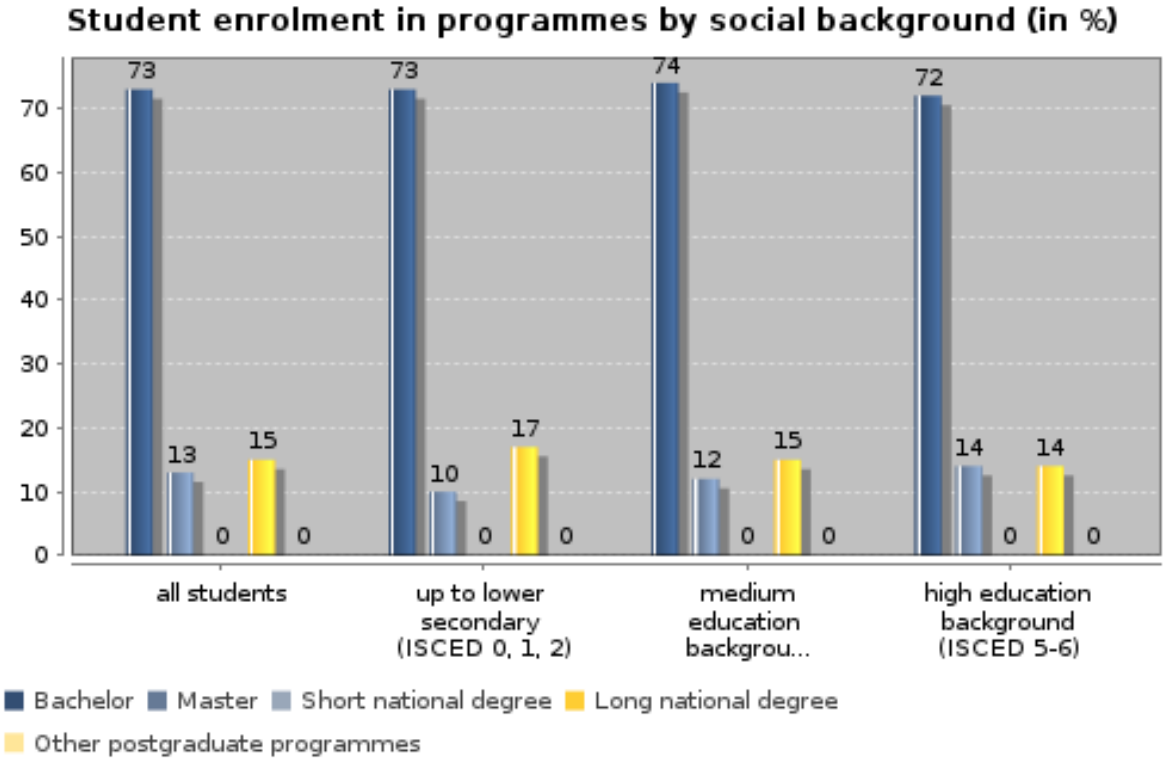
national interpretation of the results of the data analysis:

The long national degree corresponds to the old higher education degree or diploma programmes. Five out of six students (85.4%) are enrolled in Bachelor and Master programmes. 14.6% are still enrolled in the old higher education degree or diploma programmes. The data illustrates the big change in Swiss higher education: While in 2005, 80% of students were enrolled in the old study programmes, in 2009 the proportions are inversed.

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	73.1
Students with low education background (ISCED 0-2) studying for MA, in %	9.8
Students with high education background (ISCED 5-6) studying for BA, in %	71.6
Students with high education background (ISCED 5-6) studying for MA, in %	14.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

For the definition of ISCED levels with regards to the Swiss education system, see general information under "Metadata". For Master students, see general information under "Metadata".

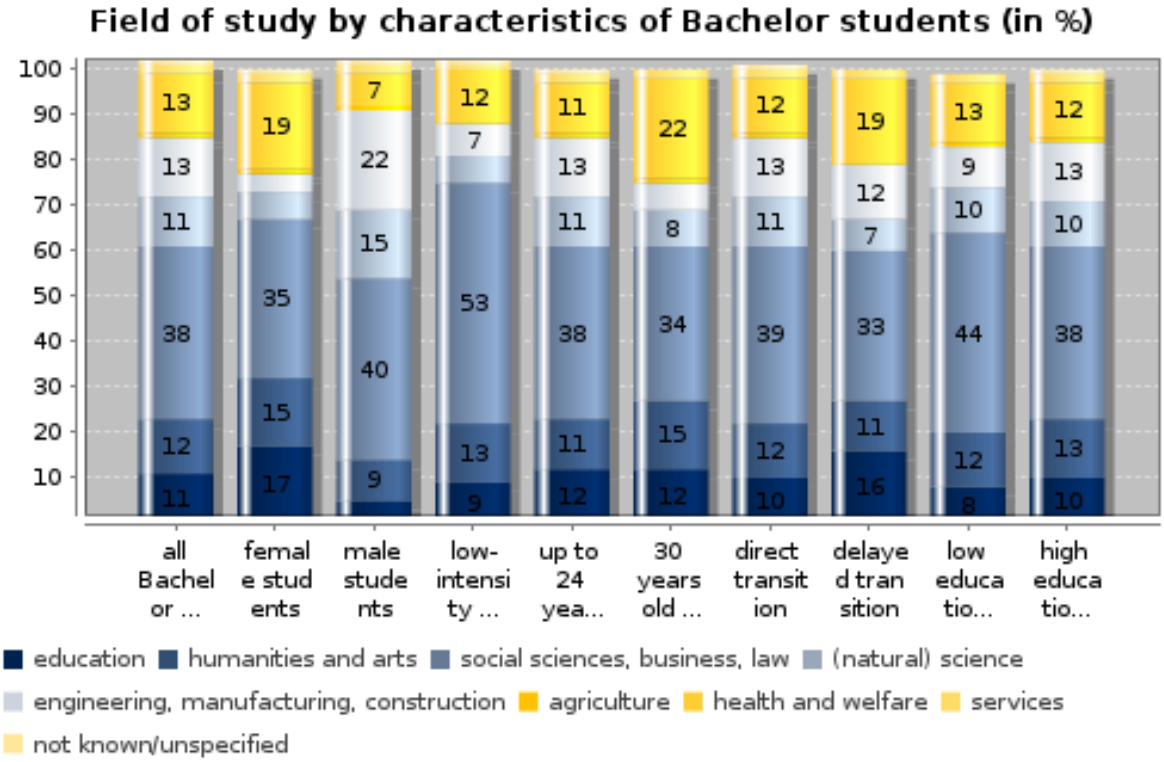
A bigger share of students from high education background is studying for a Master degree (14.0%) than is the case with students with a low educational background (9.8%). This difference is in part due to the higher share of students with a low educational background enrolled in the UAS, where a smaller

share of students enrols in a Master programme after getting the Bachelor degree than at the UIT.

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators	
Students in engineering disciplines among all BA students, in %	12.6
Students in humanities and arts among all BA students, in %	11.9
Students in social sciences, business and law among all BA students, in %	37.6
BA students from lowest education backgrounds in engineering disciplines, in %	9.2
BA students from lowest education backgrounds in humanities and arts, in %	12.2
BA students from lowest education backgrounds in social sciences, business and law, in %	44.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Female students are more frequently enrolled in health and welfare, humanities and arts as well as education, while male students are more frequently enrolled in (natural) sciences as well as

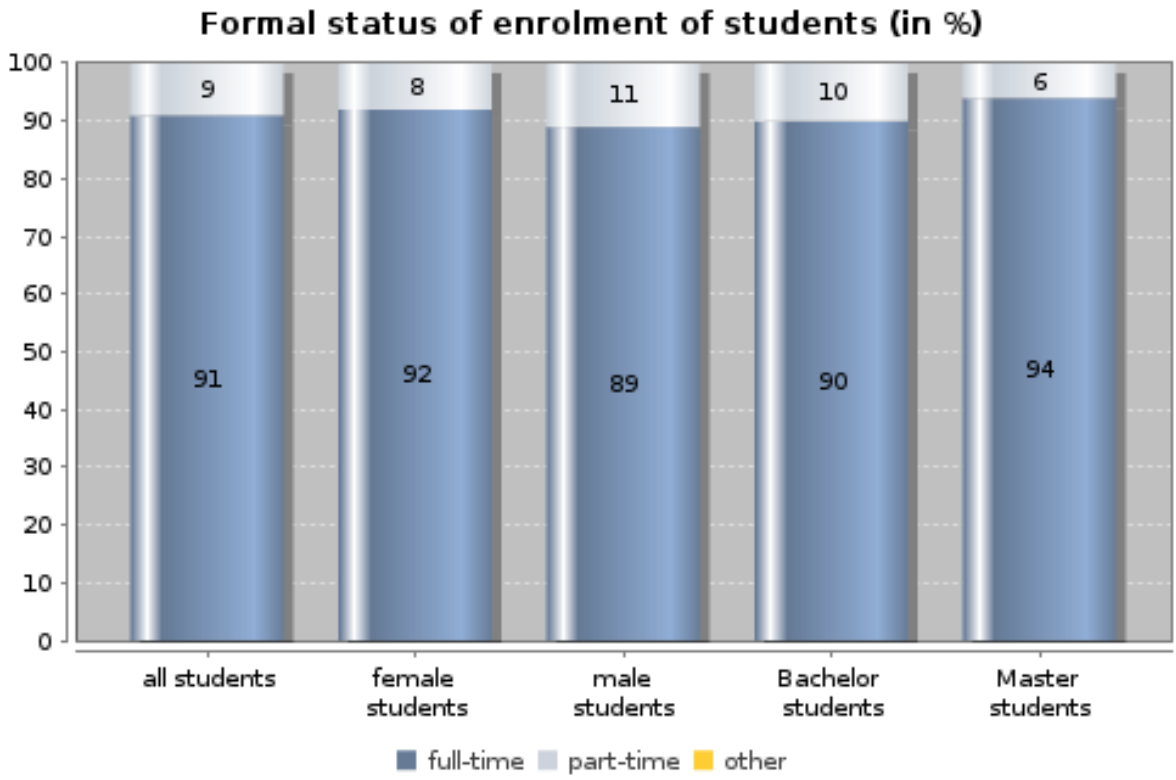
engineering, manufacturing and construction.
The distribution on the fields of study varies with age: Students aged 30 years or older are more frequently enrolled in health and welfare as well as humanities and arts and less frequently in (natural) sciences as well as engineering, manufacturing and construction.

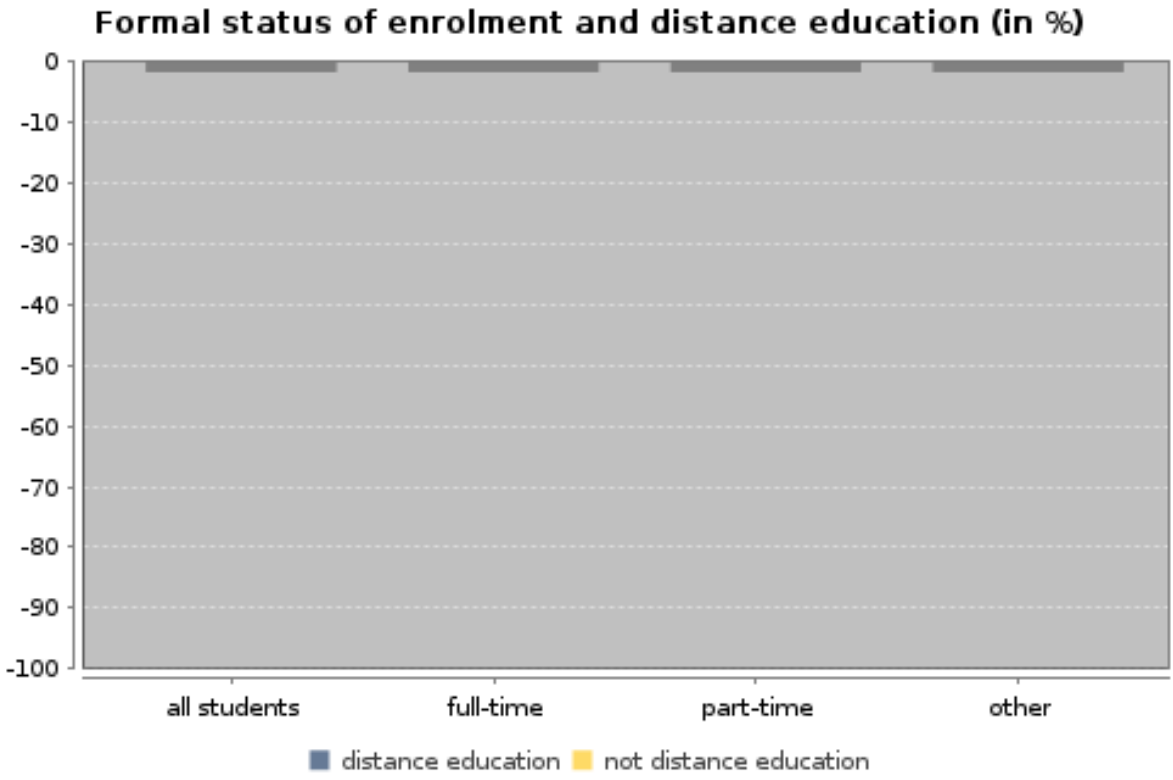
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	9.3
Share of part-time students among BA students, in %	10.4
Share of part-time students among MA students, in %	6.3





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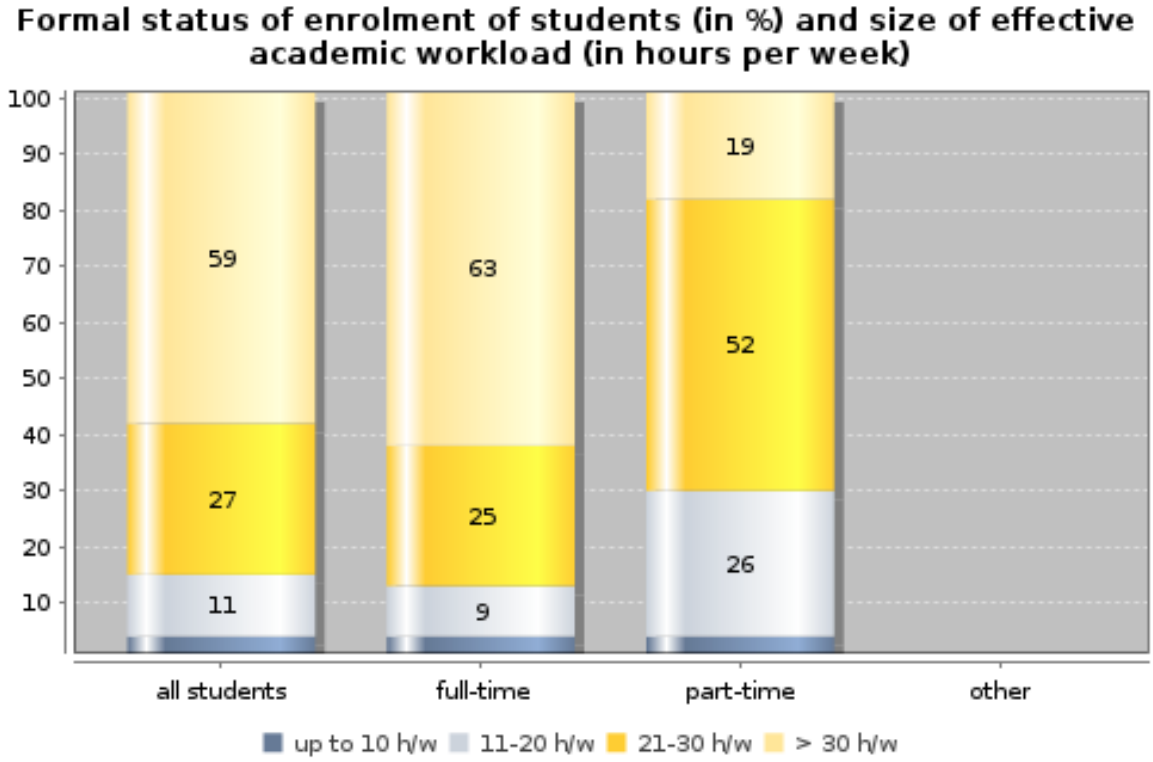
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
The question concerning distance education was not included in the Swiss questionnaire.

The UIT do not offer official part-time courses. Students aiming at an academic degree have to take part in full-time programs. This does not, however, prevent UIT students from having a paid job alongside their studies.
In the UAS, it is possible to have an official part-time student status and to attend classes while working in the field: these students have been counted here as "part-time students" (9.3% of the total students enrolled in higher education institutions). These students attend classes mainly in the evening or at the week-end and the duration of their bachelor programme lasts four years instead of three years for full-time students.
The percentage of students with an official part-time status is slightly higher among Bachelor students (10.4%) than among Master students (6.3%). This effect is caused by the much higher proportion of UIT students (all formally full-time) than of the students at UAS, who continue their studies after a Bachelor degree.

Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators	
All students with study-related activities up to 20 hours per week, in %	14.3
Students with full-time status and study-related activities up to 20 hours per week, in %	12.8
Students with part-time status and study-related activities of 21 hours or more per week, in %	70.7



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

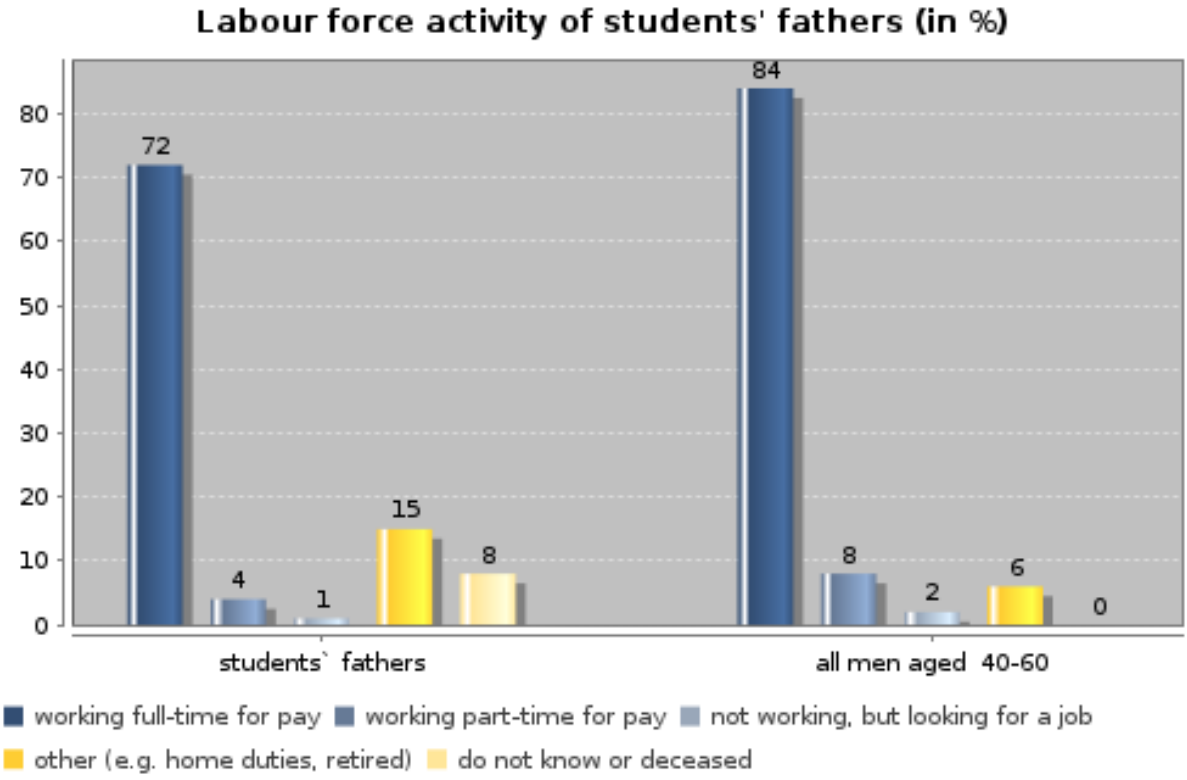
Workload for study-related activities includes taught studies (seminar, classes, internship, etc.) and personal study time (preparation for exams, dissertations, researches in the library, etc).

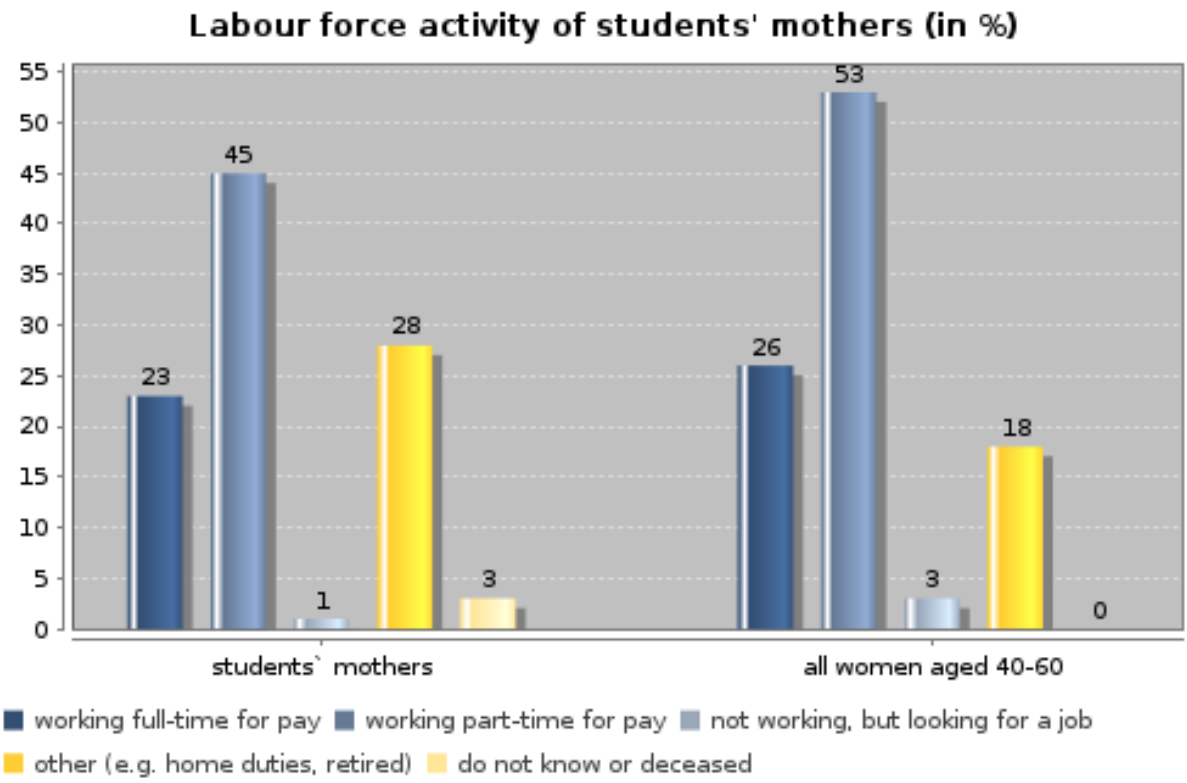
The majority (62.7%) of full-time students has a total workload for study-related activities that exceeds 30 hours per week. 81.1% of students formally enrolled as part-time students report a workload of up to 30 hours per week.

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	76.0
Share of economically active students' mothers in %	68.6
Ratio of economically active students' fathers to corresponding male population	0.8
Ratio of economically active students' mothers to corresponding female population	0.9





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

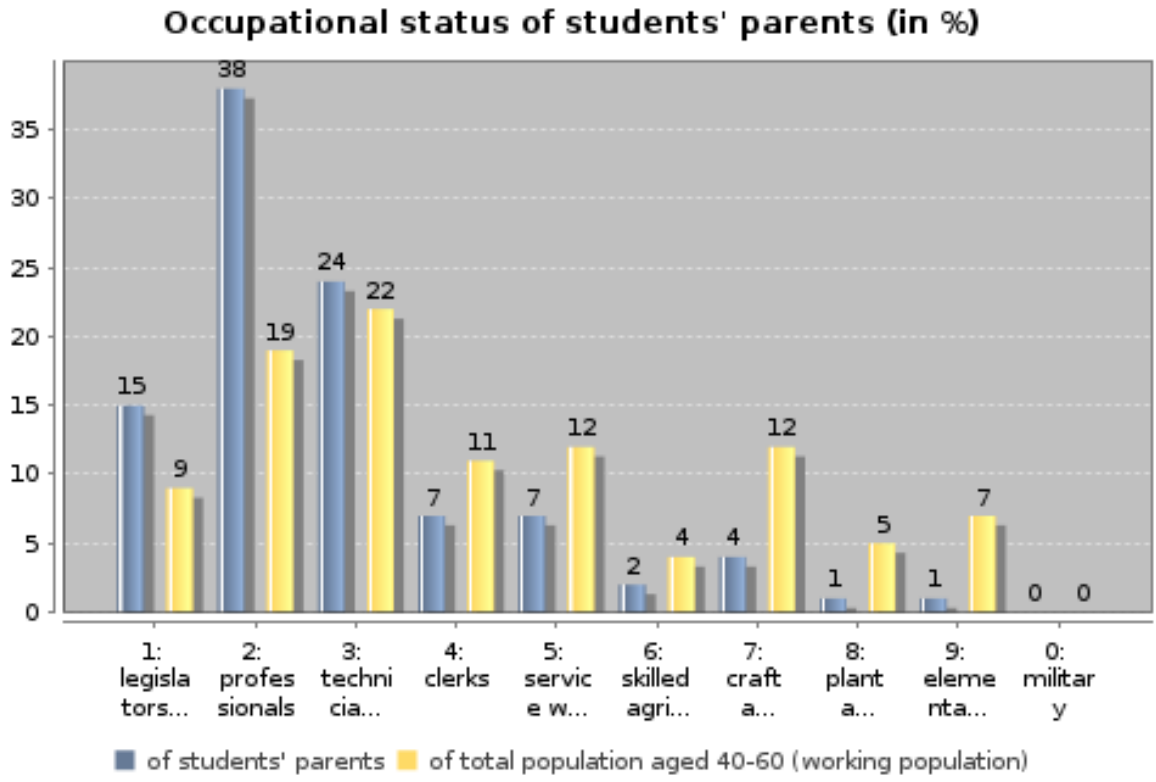
The source of the data concerning the reference population aged 40-60 is the Swiss Labour Force Survey 2009.

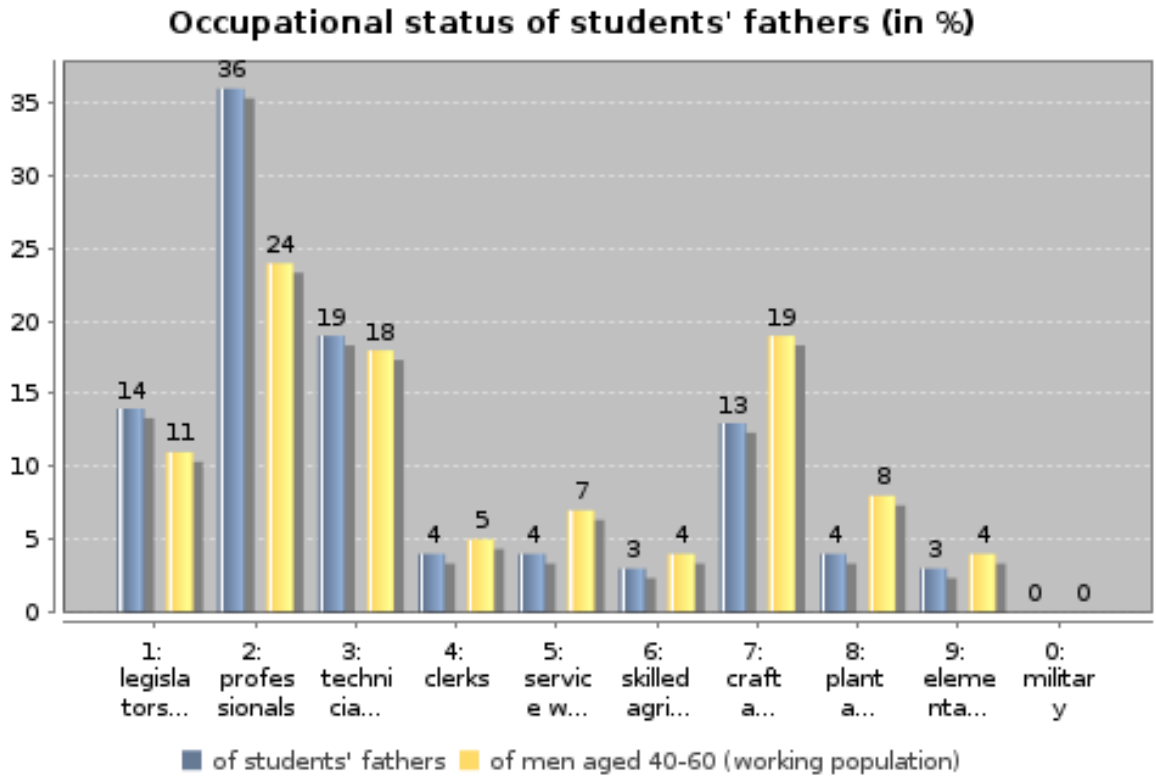
76.0% of students' fathers and 68.6% of students' mothers are economically active. Compared to the population aged 40 to 60 years, these shares are lower. This is due to the fact that students' parents are more frequently reported in the categories "other (e.g. home duties, retired)" and "do not know or deceased".

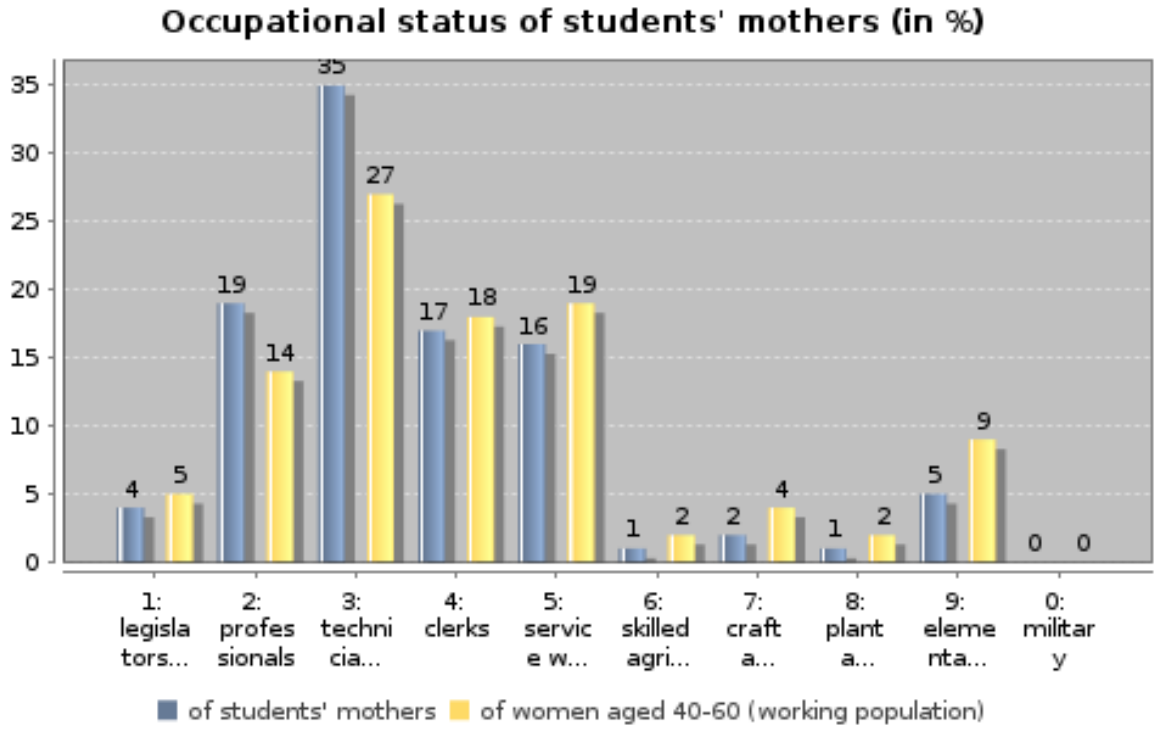
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	7.5
Students' fathers with blue-collar occupation in %	22.6
Students' mothers with blue-collar occupation in %	9.1
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	0.5







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methodical issues or considerations for data interpretation:

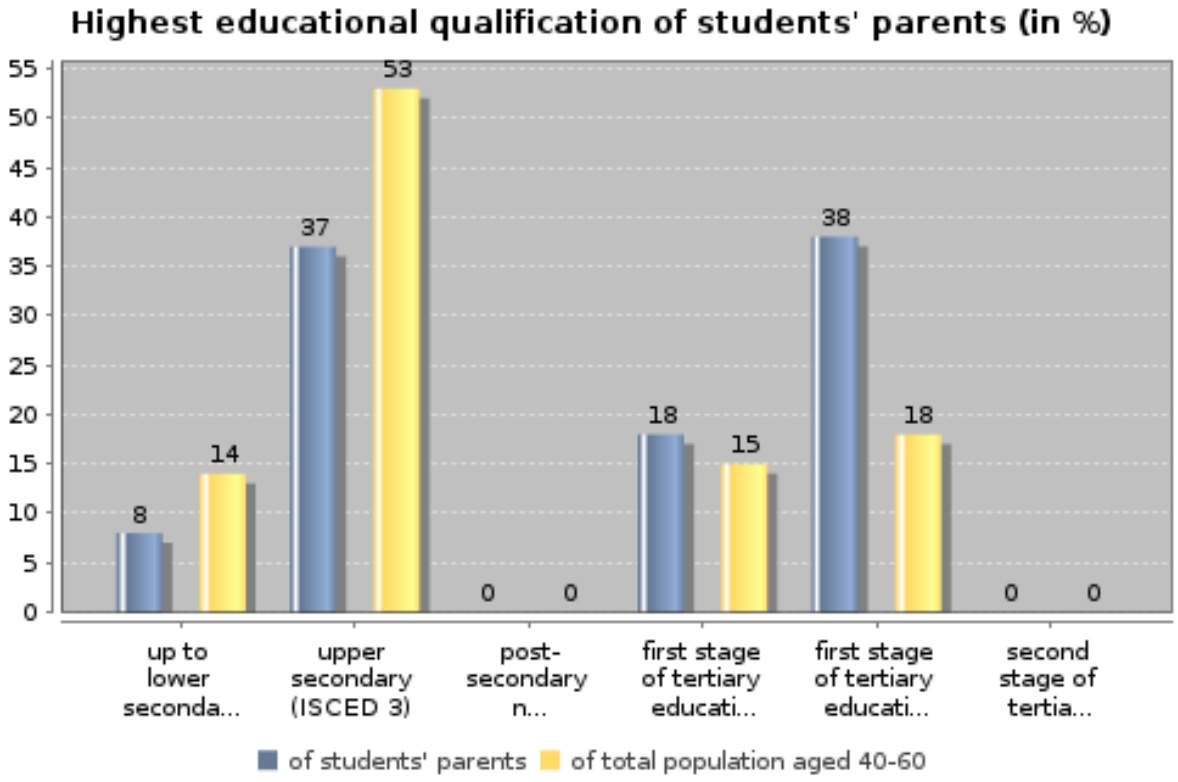
national interpretation of the results of the data analysis:

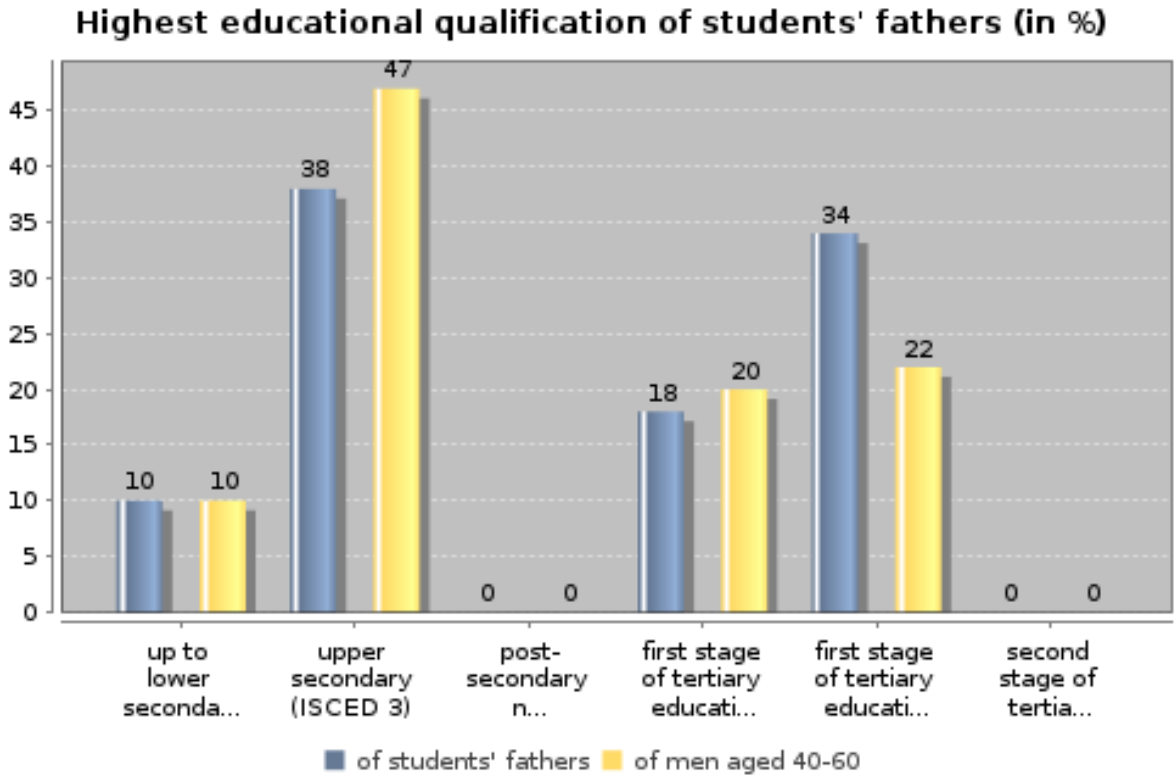
The source of the data concerning the reference population aged 40-60 is the Swiss Labour Force Survey 2009.
Students' parents work less frequently in blue-collar occupations than the population aged 40 to 60 years. If the higher occupational status of both parents is considered, only 7.5% of students' parents are employed in blue-collar occupations, even though of the reference population 27.1% work in blue-collar occupations.

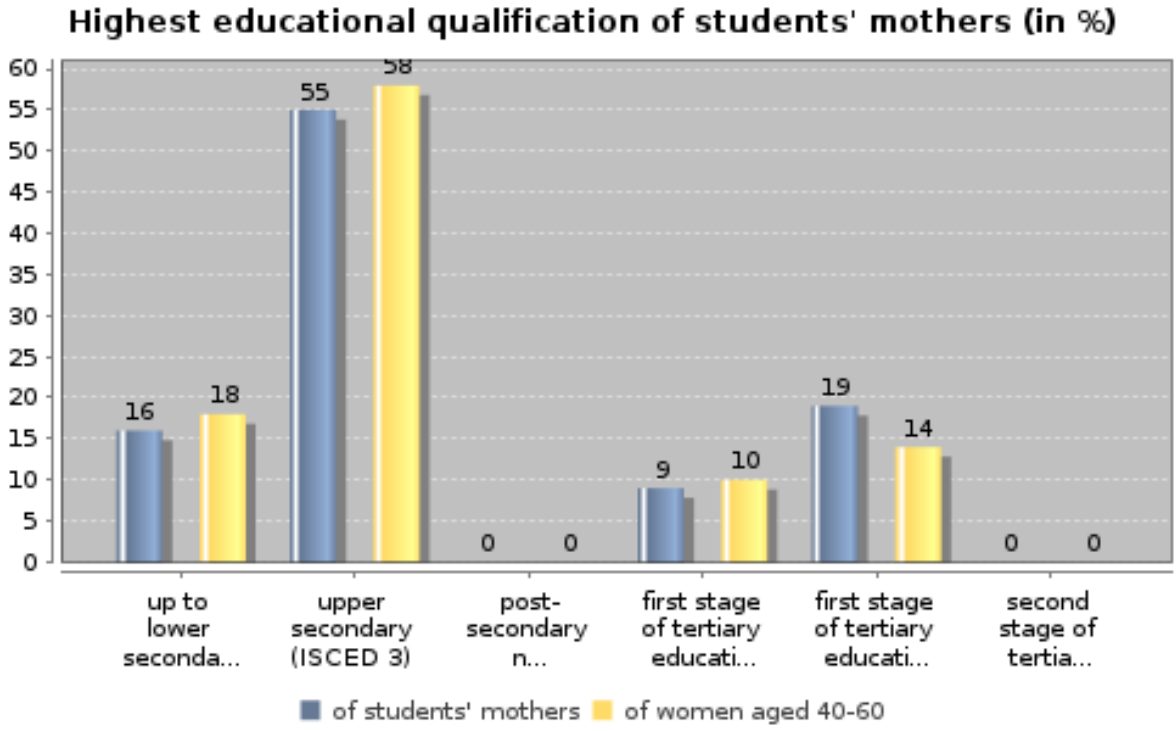
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators	
Students' parents without tertiary education (not ISCED 5-6) in %	44.4
Students' fathers without tertiary education (not ISCED 5-6) in %	48.4
Students' mothers without tertiary education (not ISCED 5-6) in %	71.3
Ratio students' fathers without tertiary education to counterparts in total population	0.8
Ratio students' mothers without tertiary education to counterparts in total population	0.9







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methodical issues or considerations for data interpretation:

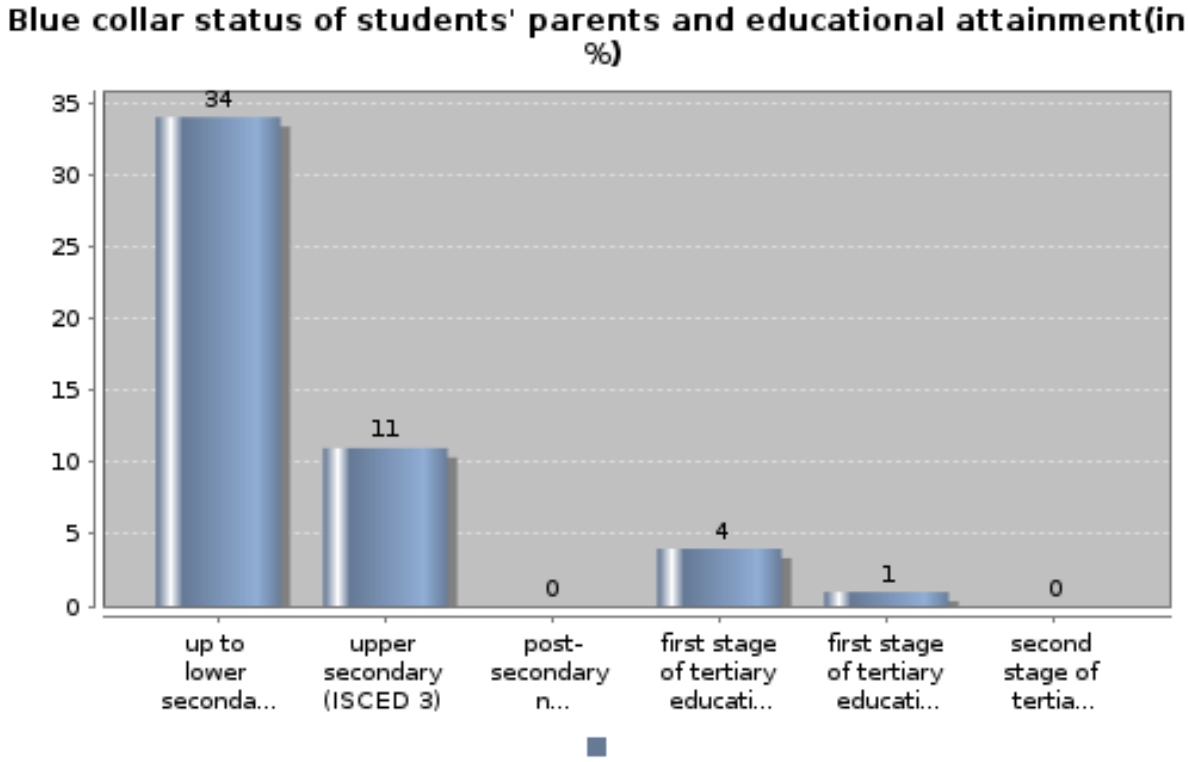
national interpretation of the results of the data analysis:

The source of the data concerning the reference population aged 40-60 is the Swiss Labour Force Survey 2009.
The Swiss survey does not allow a differentiation between ISCED 3 and 4. For this reason, ISCED 4 was also included in ISCED 3 for the reference population. Nor did the survey include ISCED 6 as a possible response. For the reference population ISCED 6 was therefore included in ISCED 5A.
The majority of students' fathers have a degree at higher education level (ISCED 5 6) while the majority of men in the 40-60-year-old population have an upper secondary educational qualification (ISCED 3). Consequently, students' fathers are over-represented among those with a degree at tertiary level (51.6% for fathers, 42.5% in the 40-60 years-old age group).
Students' mothers tend more frequently to have a higher educational background in comparison with women in the 40-60-year-old population. Nevertheless, the differences are less important than for students' fathers: 28.7% of students' mothers have a degree at higher education level (23.8% in the 40-60 years-old age group).
Compared to 2005 students' mothers in 2009 more frequently have a tertiary education. The same can be said of the reference population, although the difference is not as big.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	82.7
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	31.5



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While one third (33.8%) of students' parents with up to lower secondary education work in a blue-collar occupation, students' parents with an academic degree almost never (0.8%) work in blue collar

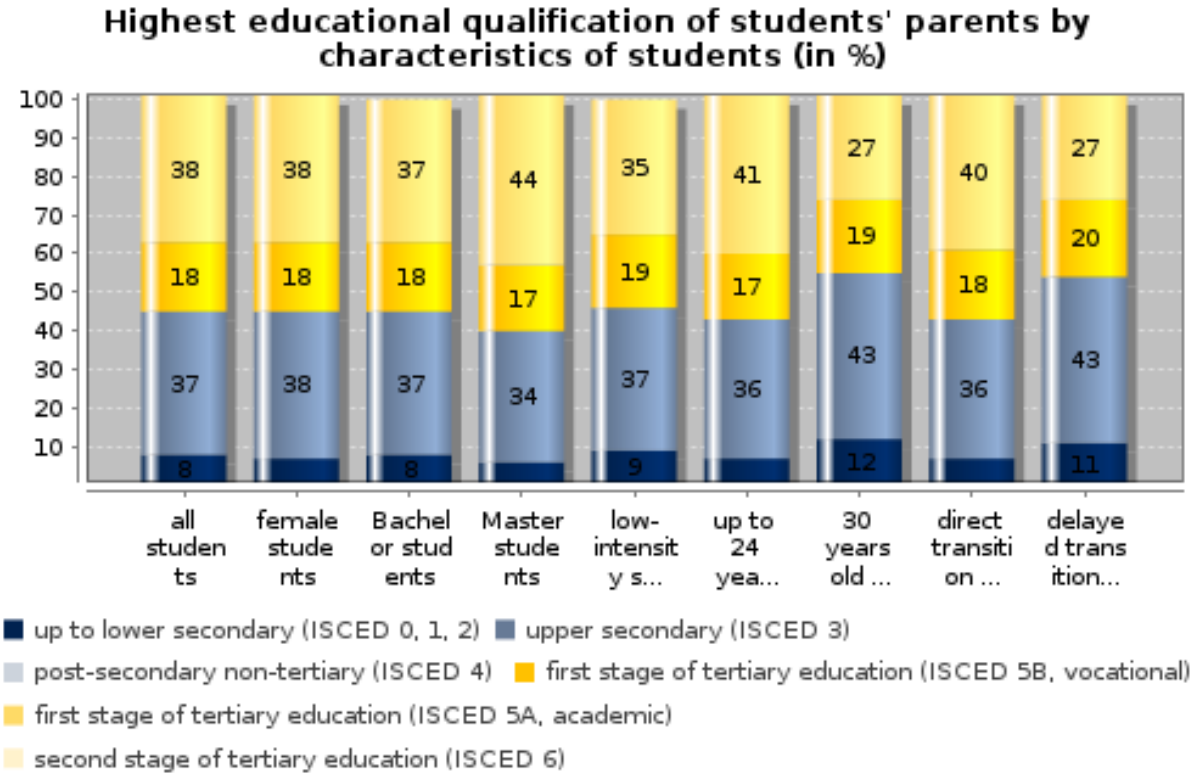
occupations. This may be due to the large share of the tertiary sector in the Swiss labour market.

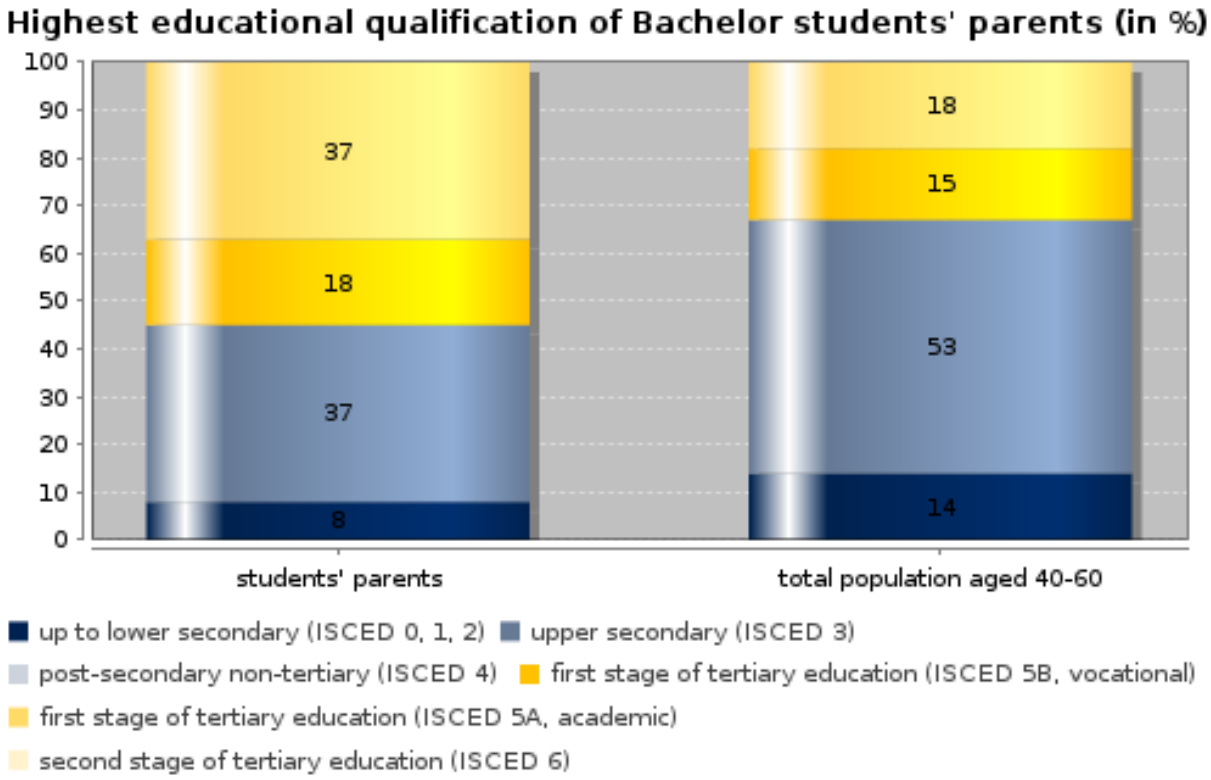
Topic: C. Social background of student body

Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	44.4
Share of BA students' parents without tertiary education (ISCED 5-6), in %	45.1
Share of MA students' parents without tertiary education (ISCED 5-6), in %	39.3
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	46.3
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	54.5
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	53.5





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national interpretation of the results of the data analysis:
The source of the data concerning the reference population aged 40-60 is the Swiss Labour Force Survey 2009.
The Swiss survey does not allow a differentiation between ISCED 3 and 4. For this reason, ISCED 4 was also included in ISCED 3 for the reference population. Nor did the survey include ISCED 6 as a possible response. For the reference population ISCED 6 was therefore included in ISCED 5A.

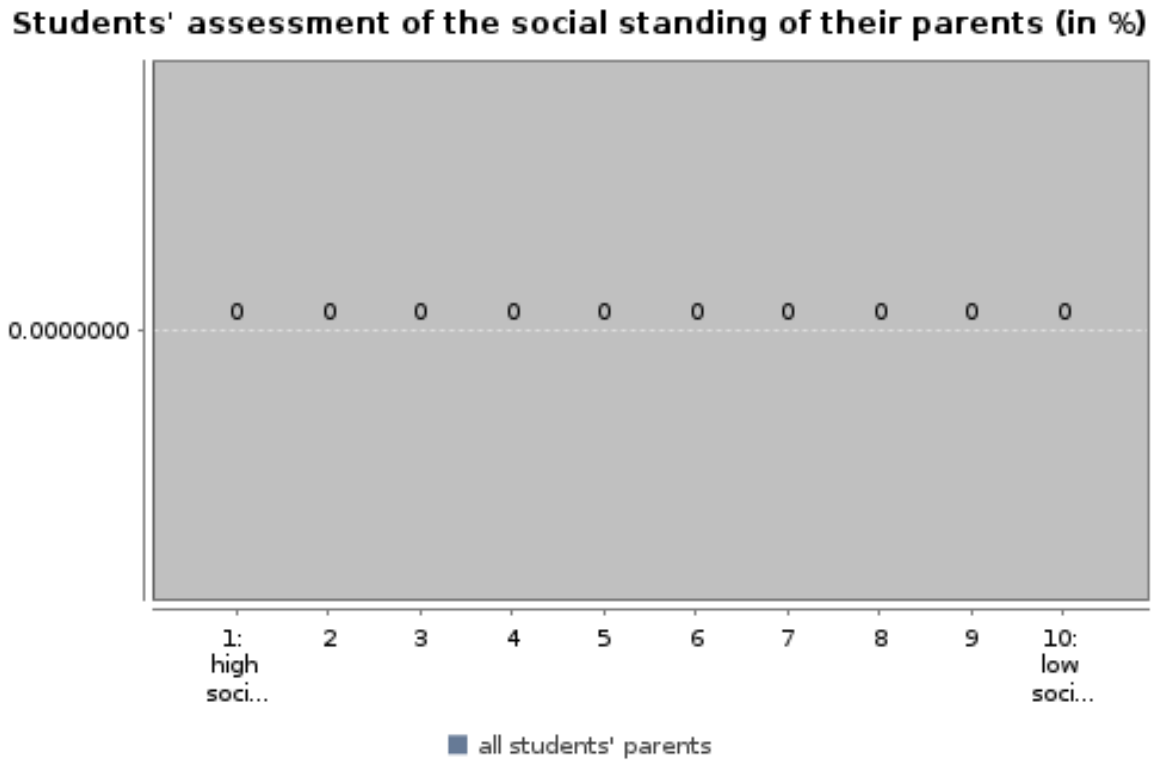
In general, the majority (55.6%) of students' parents have a tertiary education. This is not the case only for two focus groups. This is due to the fact that students aged 30 years or older and delayed transition students less frequently have parents with an academic degree (26.6% and 26.5%) compared to all students (37.7%).
Students whose parents have a tertiary education are overrepresented in Master programmes (60.7%) compared to students in Bachelor programmes (54.9%). Again this is due to the share of parents with an academic degree. The difference can be explained by the different social composition of UIT and UAS and the rates of transition from Bachelor to Master at those two types of HEI: Students at the UIT more frequently have at least one parent with an academic tertiary education. At the same time they far more often pass on to a Master programme after obtaining their Bachelor than the students at the UAS.

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	Students' parents with lower social standing (6-10)



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

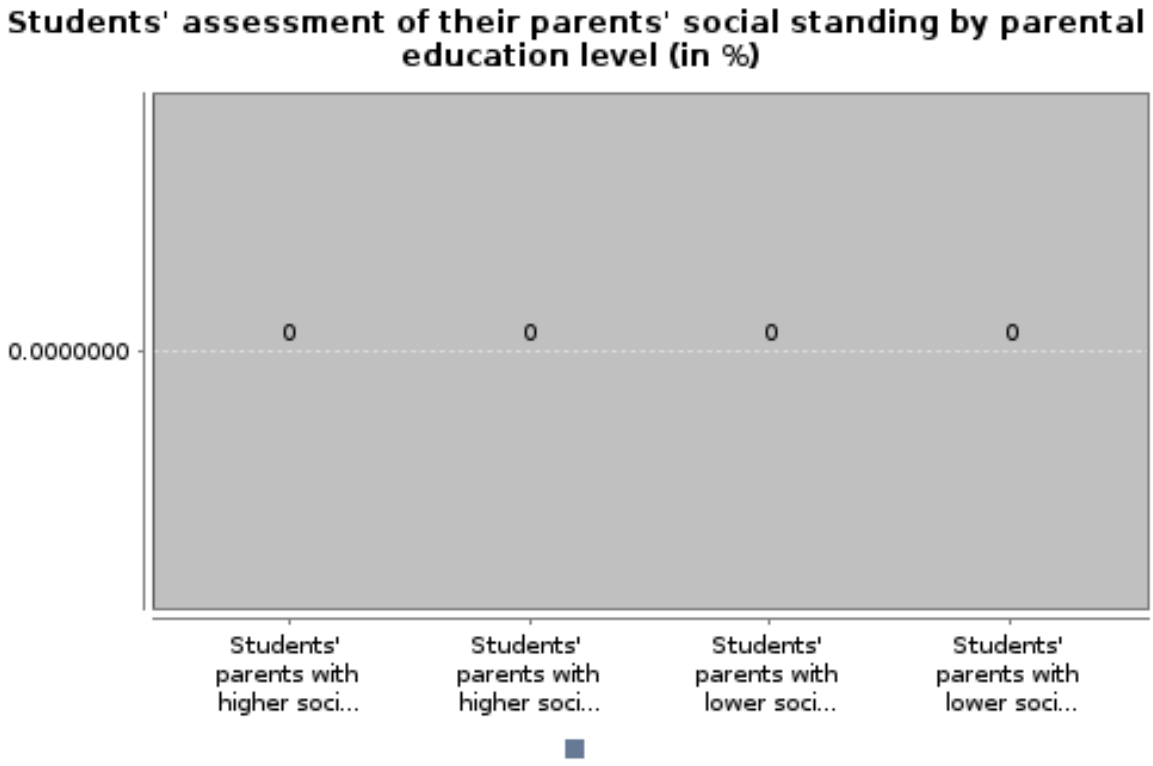
The question concerning students' assessment of the social standing of their parents was not included in the Swiss questionnaire.

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

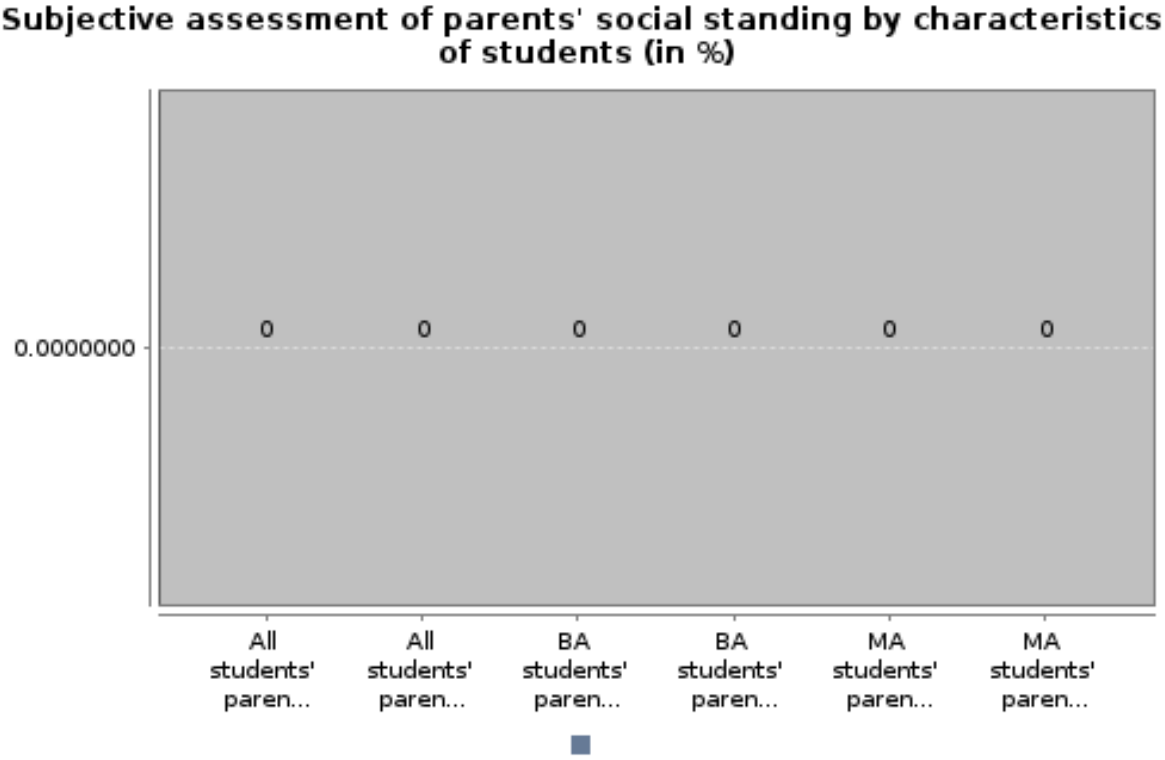
The question concerning students' assessment of the social standing of their parents was not included in the Swiss questionnaire.

Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators

All students' parents with higher social standing (1-5), in %	All students' parents with lower social standing (6-10), in %
BA students' parents with higher social standing (1-5), in %	BA students' parents with lower social standing (6-10), in %
MA students' parents with higher social standing (1-5), in %	MA students' parents with lower social standing (6-10), in %



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The question concerning students' assessment of the social standing of their parents was not included in the Swiss questionnaire.

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

41.6

Share of all students not living with parents, in %

58.4

Share of all students living in student halls, in %

2.4

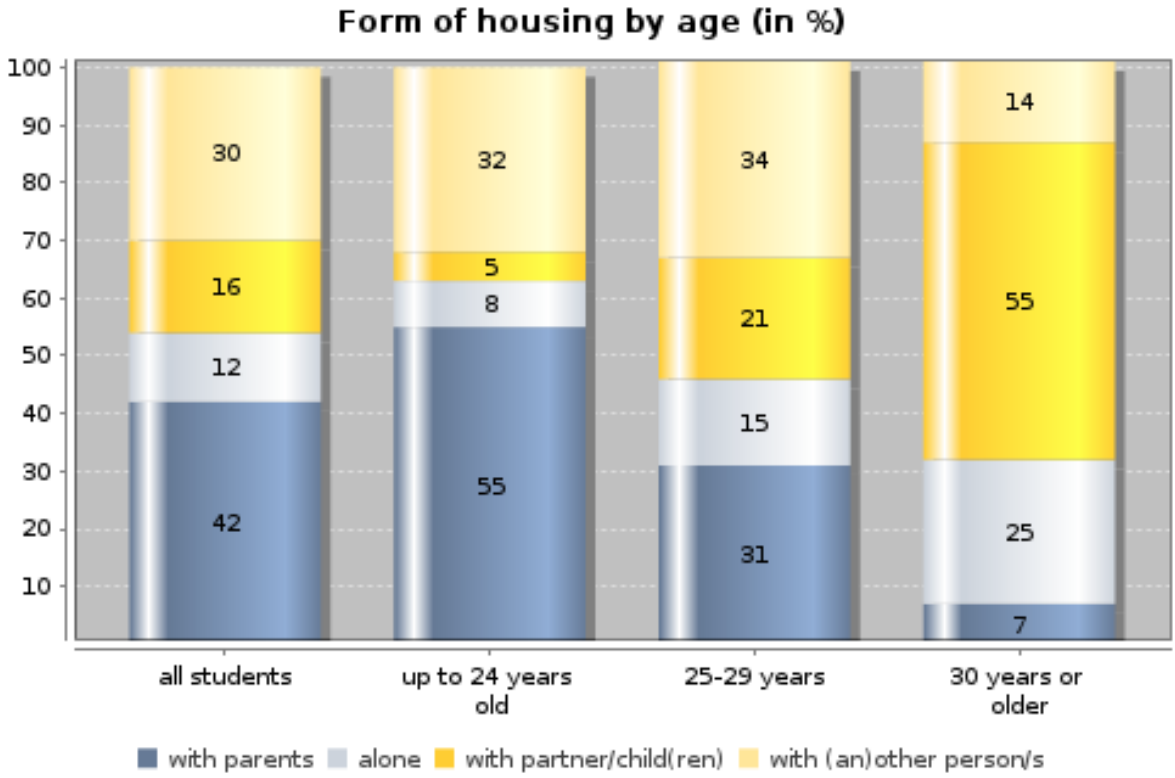
Share of students up to 24 years old living in the most frequent type of housing, in %

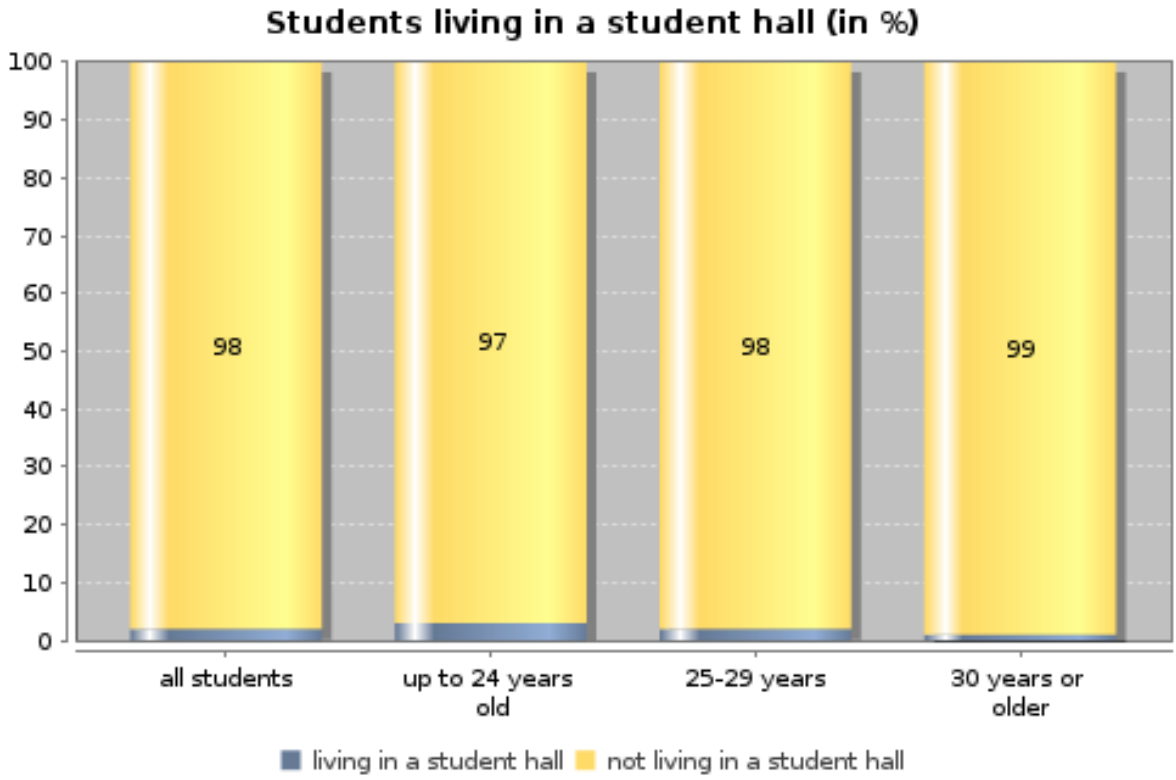
1.0

55.4

Share of students 30 years or older living in the most frequent type of housing, in %

3.0





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The majority of students (58.4%) do not live with their parents and only very few students (2.4%) live in student halls.

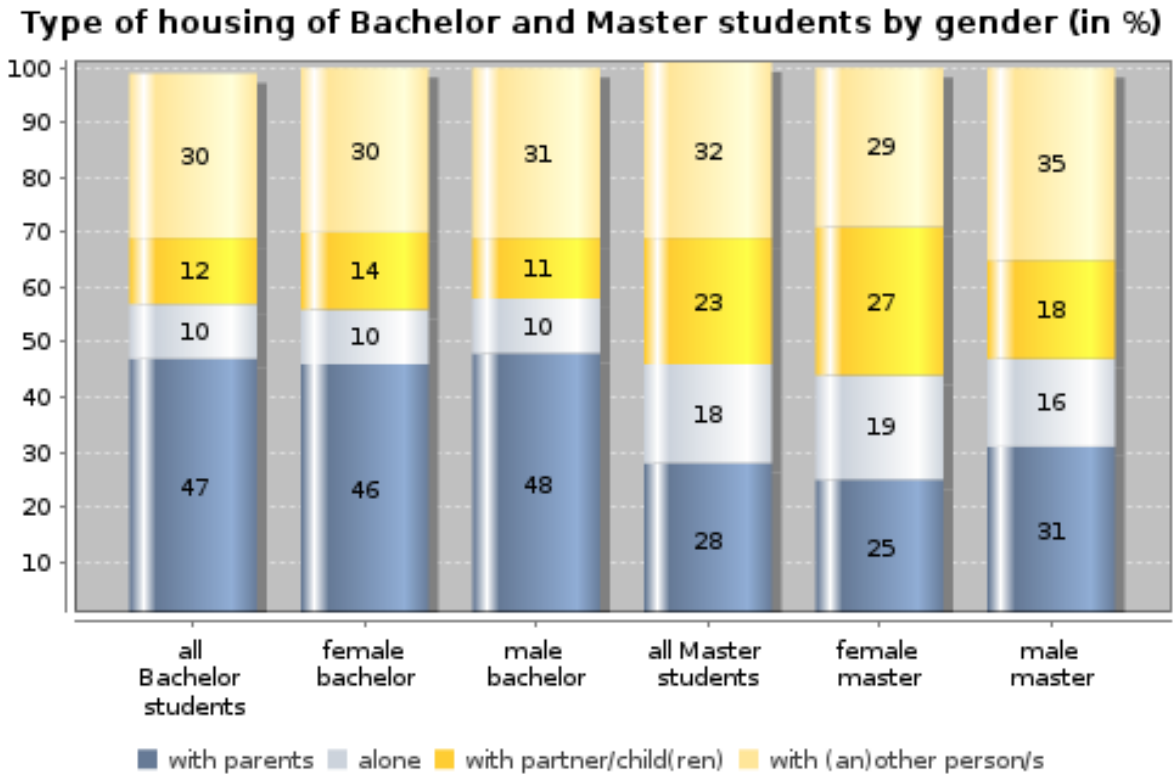
The dominant form of housing depends on the age group: While 55.4% of students up to 24 years old live with their parents, 55.0% of students aged 30 years or older live with their partner and/or their children.

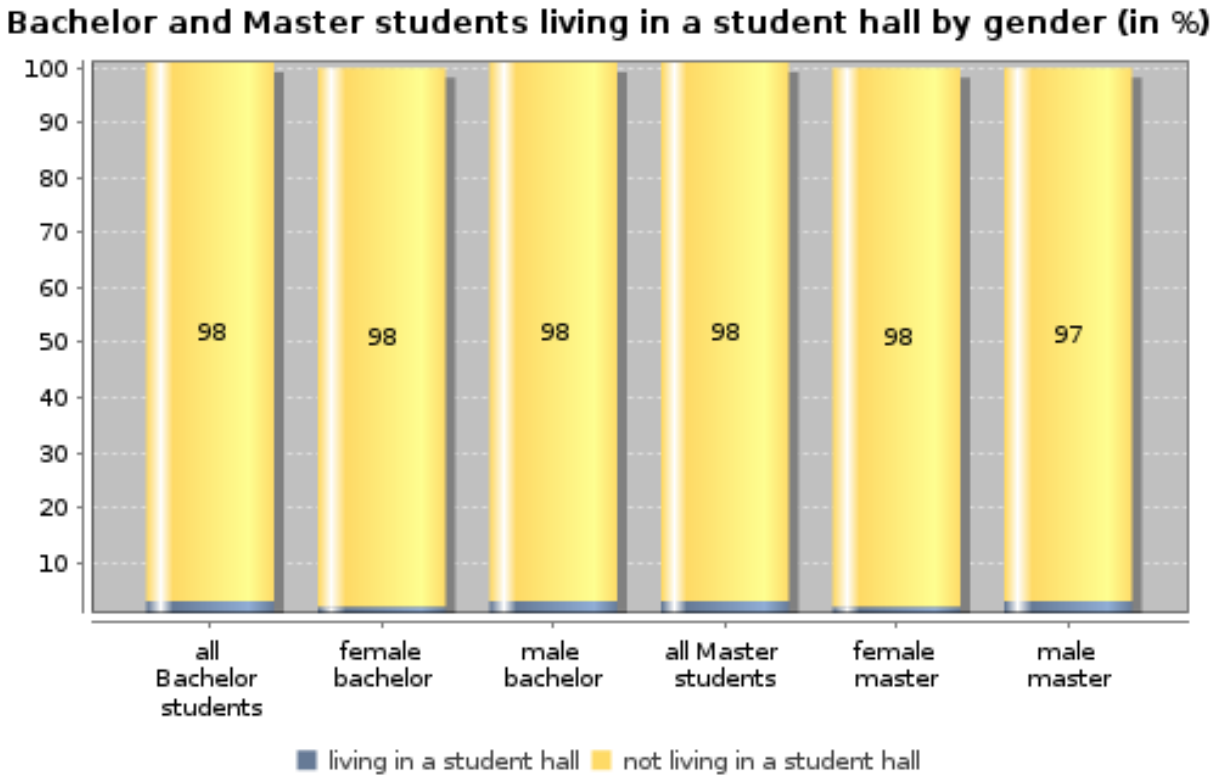
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	47.3
Share of all Bachelor students living in student halls, in %	2.5
Share of all Master students living with parents, in %	28.0
Share of all Master students living in student halls, in %	2.5





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

As the age of students influences their form of housing, some differences can be observed between Bachelor and Master students: Master students live less frequently with their parents and more frequently in every other form of housing.

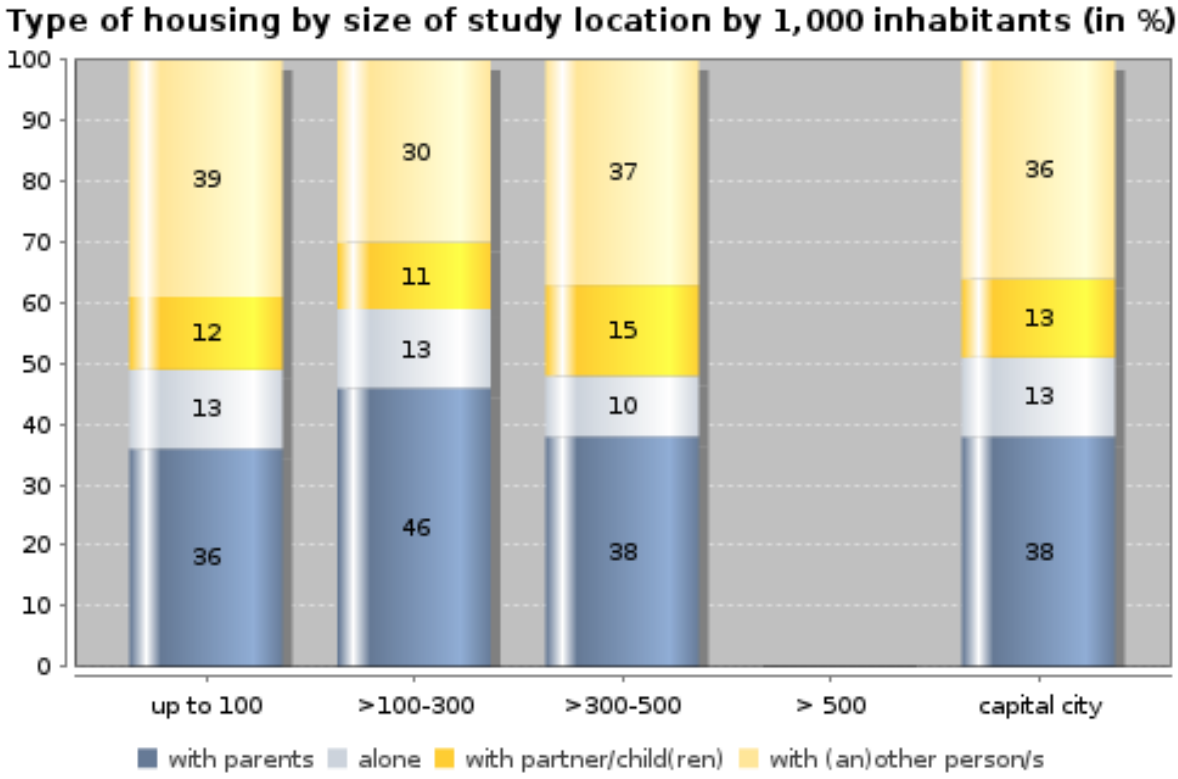
Male Master students live more frequently with their parents and less frequently with their partner and/or their children than female Master students.

Independent of study programme and gender, the share of students living in student halls is very low.

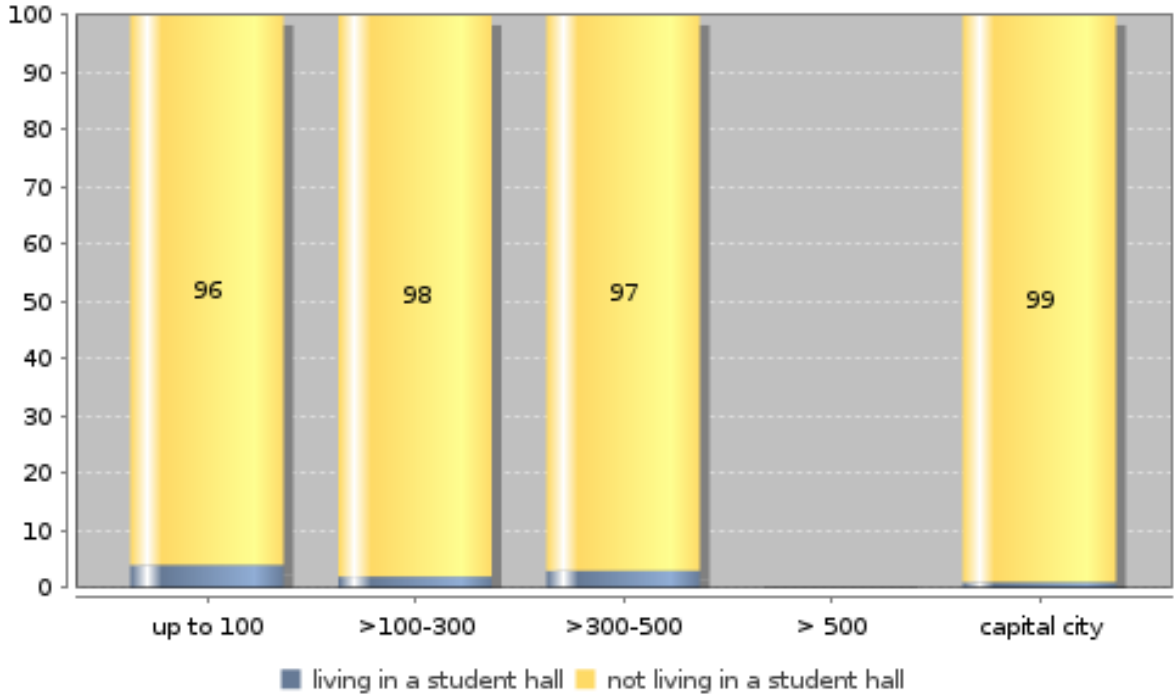
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

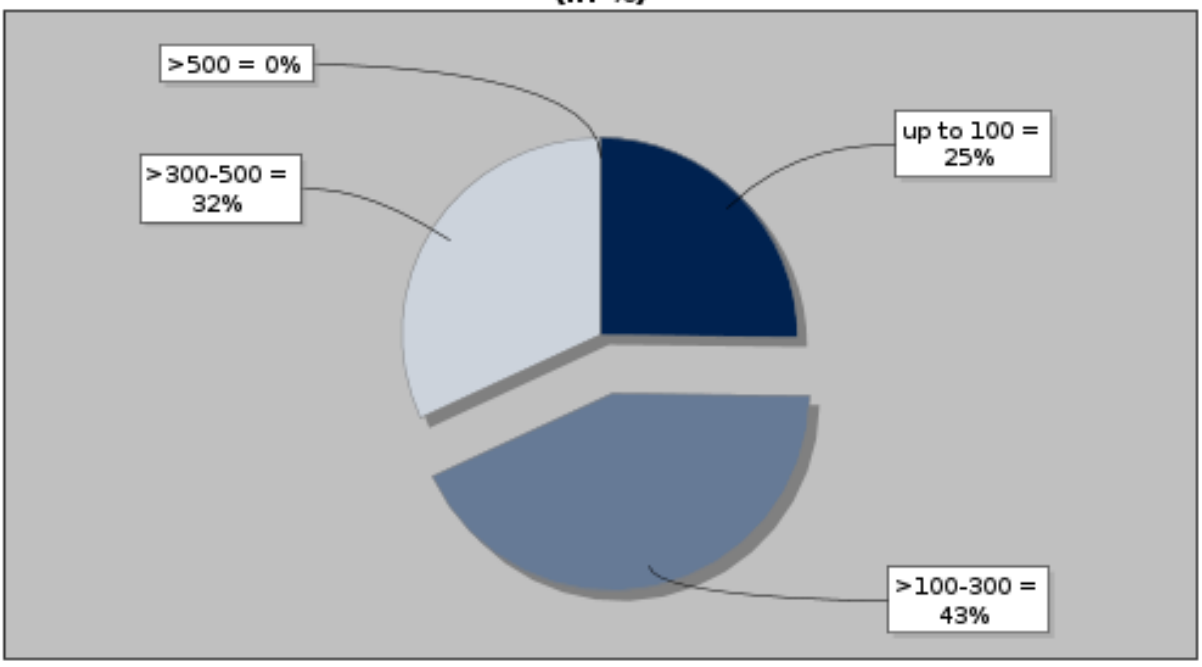
Key Indicators	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	1.8
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	1.2
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	1.6
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in capital city



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 %)



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data here refers only to UIT. Every UAS is composed of different school buildings, which are spread across a region or territory. Consequently, it is difficult to define the size of study location for UAS.
Cities with UIT included in the categories:
Up to 100,000 = St-Gallen, Luzern, Lugano, Fribourg, Neuchâtel
100,000 - 300,000 = Geneva, Basel, Bern, Lausanne
300,000 - 500,000 = Zurich
Capital city = Bern
There are no cities in Switzerland with more than 500'000 inhabitants. However, cities often appear larger: If the agglomeration is taken into account, Zurich has about 1.1 million inhabitants.

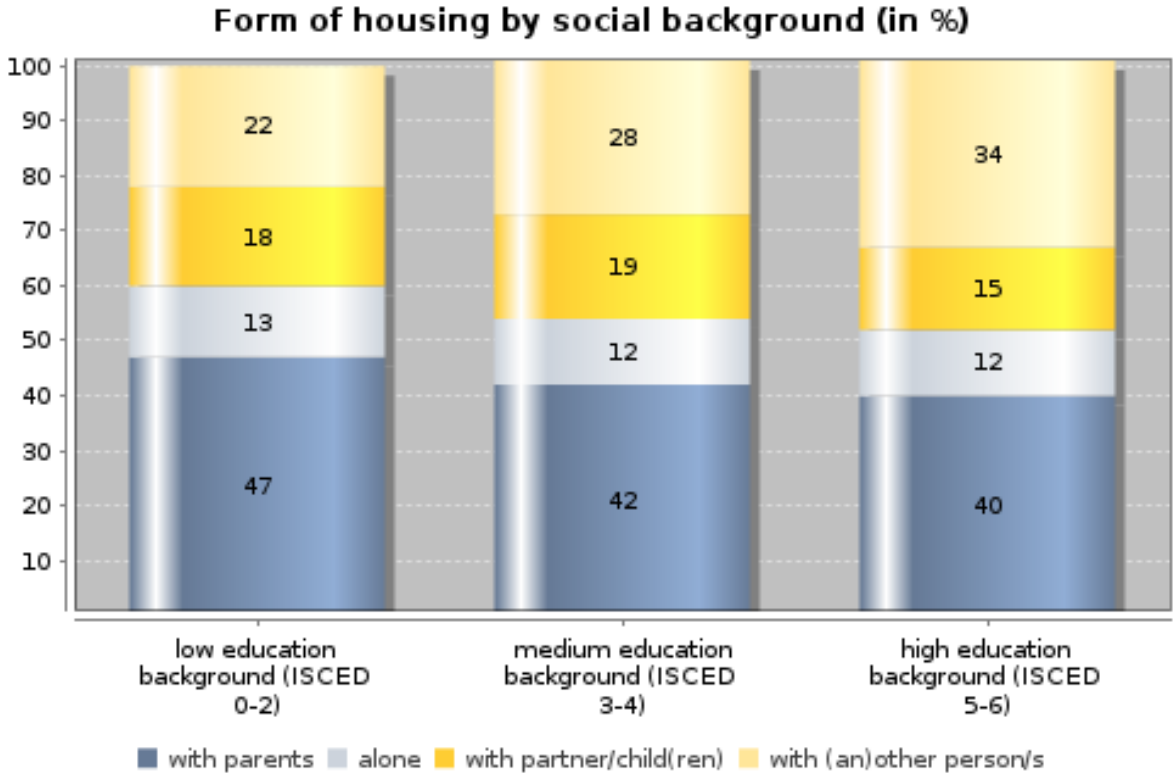
Students studying in small study locations (up to 100'000 inhabitants) live less frequently with their parents and more often with (an)other person(s). This is also the case for bigger study locations (more than 300'000 inhabitants) whereas for medium sized study locations the opposite can be observed.
An explanation for this picture may be that while rent costs are higher in bigger study locations on average the travelling time for students living with their parents is also longer.

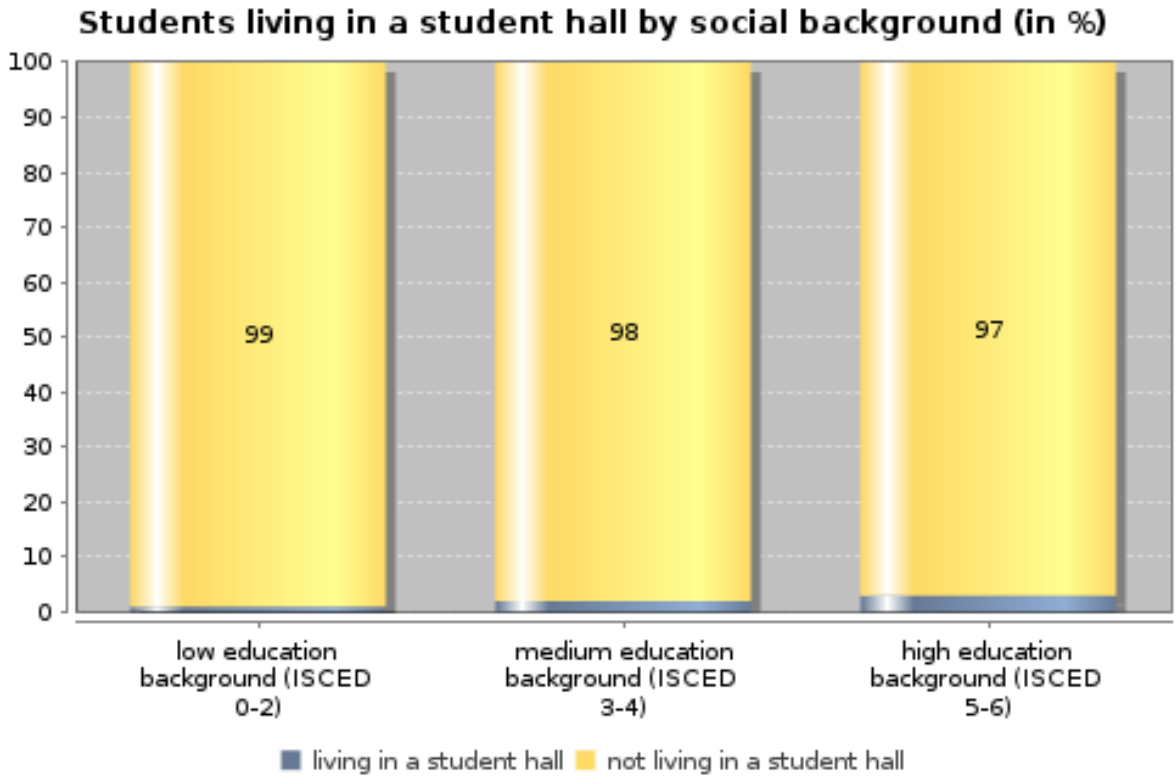
Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	47.3
Share of all students from low education background (ISCED 0-2) living in student halls, in %	1.3
Share of all students from high education background (ISCED 5-6) living with parents, in %	39.7
Share of all students from high education background (ISCED 5-6) living in student halls, in %	2.9





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students from lower education backgrounds live more frequently with their parents (47.3%) or with their partner and/or children (17.6%) and less often with (an)other person(s) (21.9%).

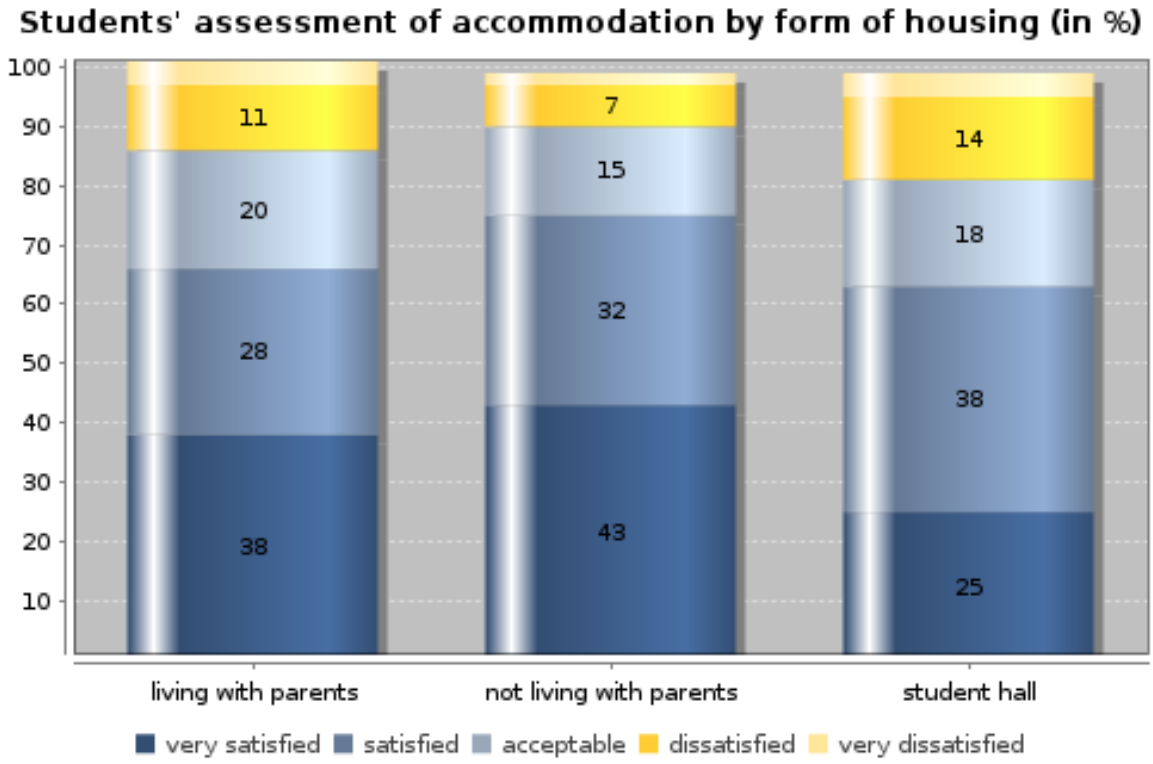
The higher share living with partner/children is explained by the fact that students in this group tend to be a little older and often study in part-time programmes at UAS. The remaining differences could be due to financial constraints on rent costs.

Students from higher education backgrounds live more frequently in student halls than students from a lower education background. Again, this is due to the fact that students with a lower educational background are more frequently at least 30 years old and enrolled at UAS. In addition, the offer of student halls is generally larger at UIT than at UAS.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	65.7
Students not living with parents, who are (very) satisfied in %:	75.6
Students residing in student halls, who are (very) satisfied in %:	63.3
Students living with parents, who are (very) dissatisfied in %:	14.2
Students not living with parents, who are (very) dissatisfied in %:	9.4
Students residing in student halls, who are (very) dissatisfied in %:	18.4



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methodical issues or considerations for data interpretation:

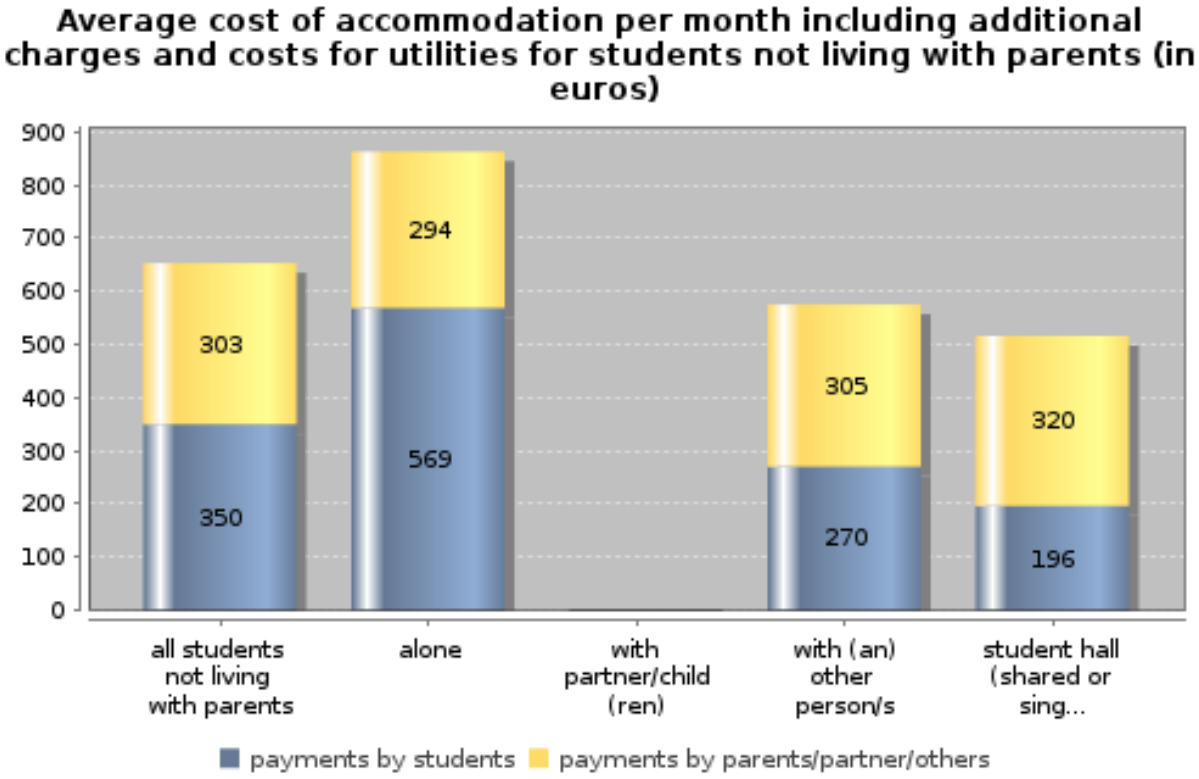
national interpretation of the results of the data analysis:

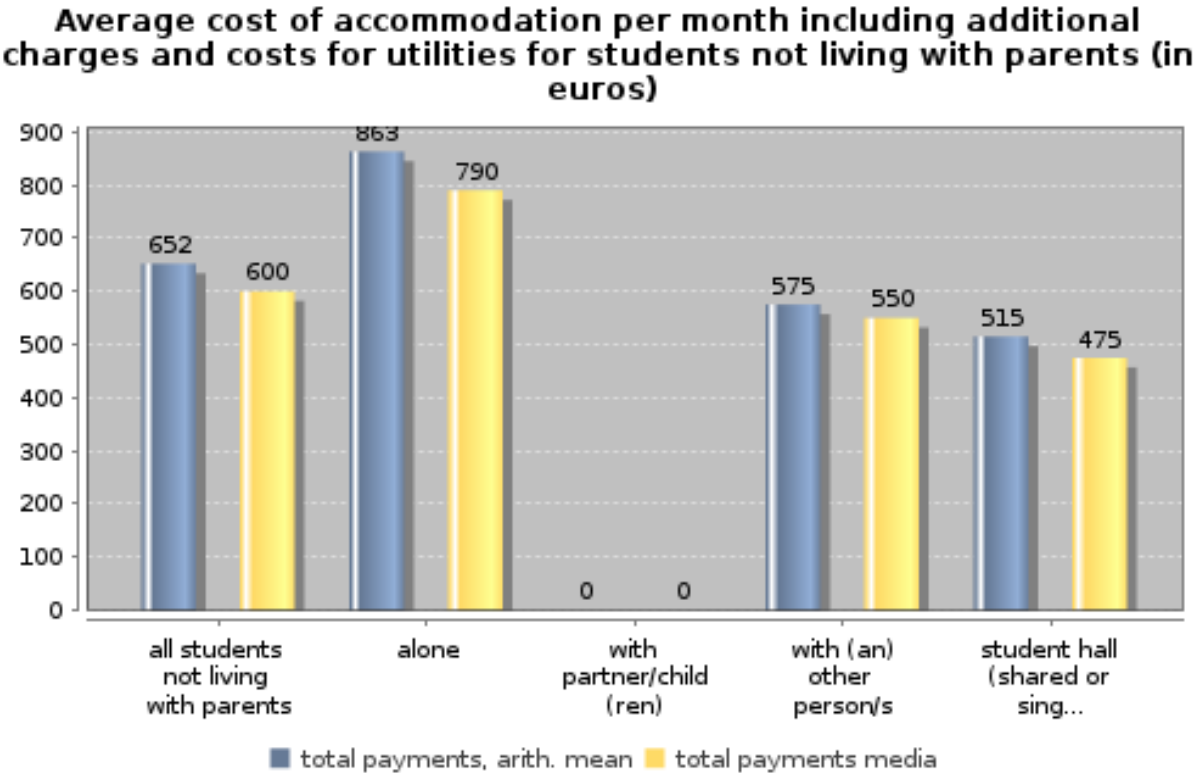
The large majority of students are satisfied with their accommodation. Students not living with their parents are more frequently (75.6%) satisfied with their accommodation, while students living with their parents and residing in student halls are slightly less frequently satisfied (65.7% and 63.3% respectively).

Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

Key Indicators	
Average monthly rent (total payments, median)	
all students not living with parents	435.1
student hall	344.5
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	472.9
student hall	373.5
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.6





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no data for the accommodation costs of students living with partner/child(ren), because those students were only asked for the amount of their total expenditure in the Swiss questionnaire.

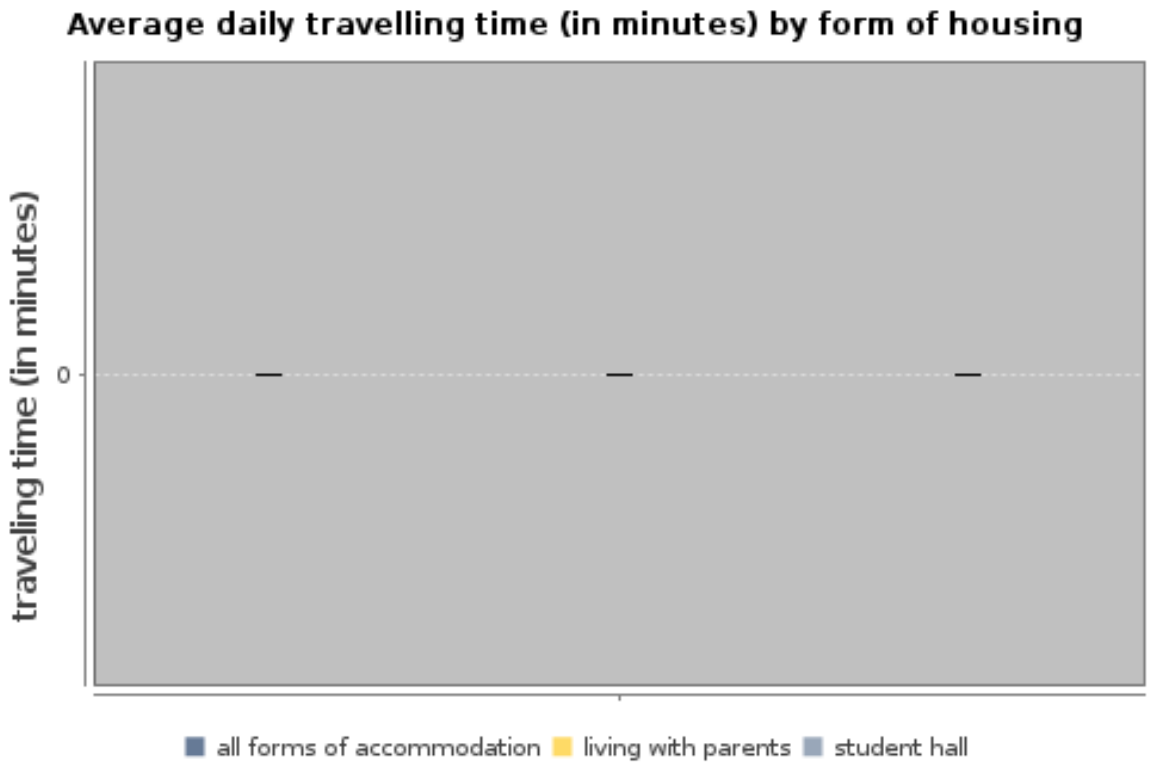
The median cost of accommodation of all students not living with their parents is CHF 600. The cheapest form of accommodation is the student hall (median CHF 475), while living alone is the most expensive one (median CHF 790). On average, almost half of the cost of accommodation is paid directly by the parents or the partner.

Topic: D. Accommodation

Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)	
all forms of accommodation	living with parents



details on missing data:

methodical issues or considerations for data interpretation:

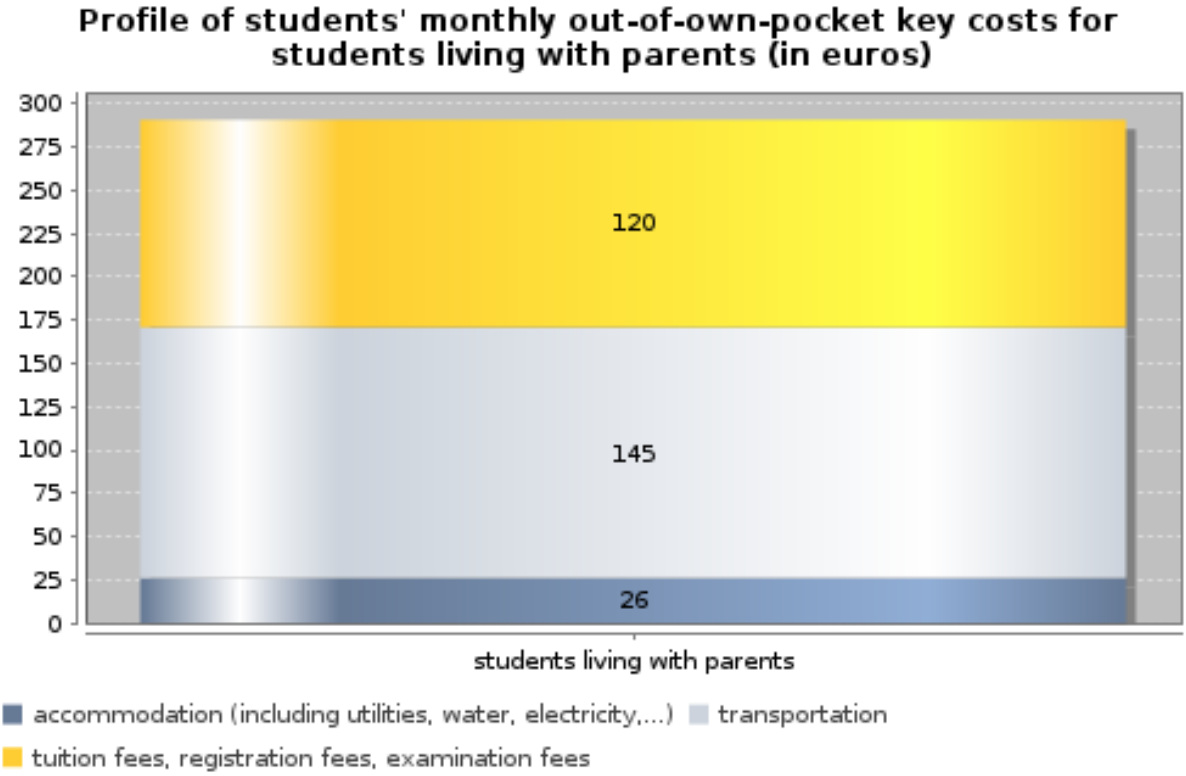
national interpretation of the results of the data analysis:

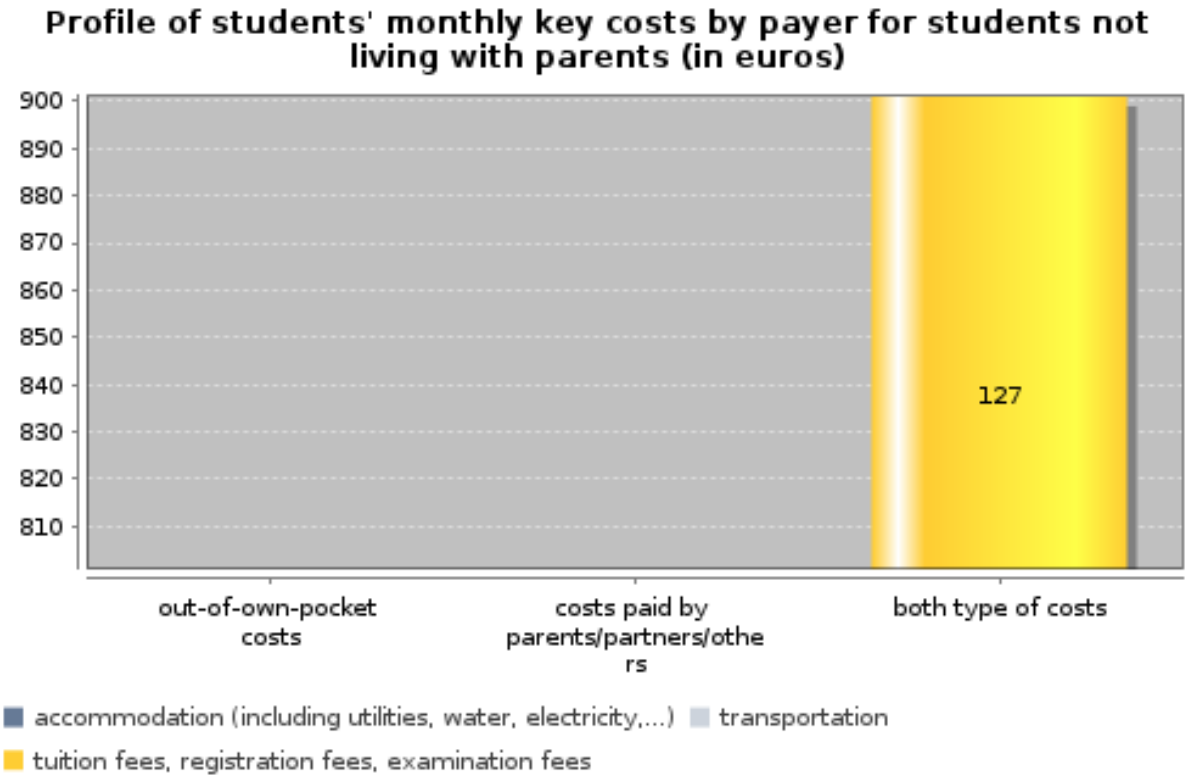
There are no data on the daily time spent travelling from home to the higher education institution, because the Swiss questionnaire only asked for the distance and not the time travelled.

Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators	
Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	9.6
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	6.3
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	11.6
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 %	2.1
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	31.8





details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Data for both forms of housing include transfers in kind.
Categories for social welfare contributions to university/college and student association and other regular costs did not exist in the Swiss questionnaire. Students were requested to calculate expenses on the basis of a "normal" month during term. The amount reported here refers to what students paid by themselves plus what parents/relatives paid for them.
The category "Study books and materials" includes additional costs for internship (related to the studies). In Switzerland everybody (including students) should pay monthly for the compulsory health insurance. This type of cost (which depends mainly on age, sex, canton of residence) can be a high expense.

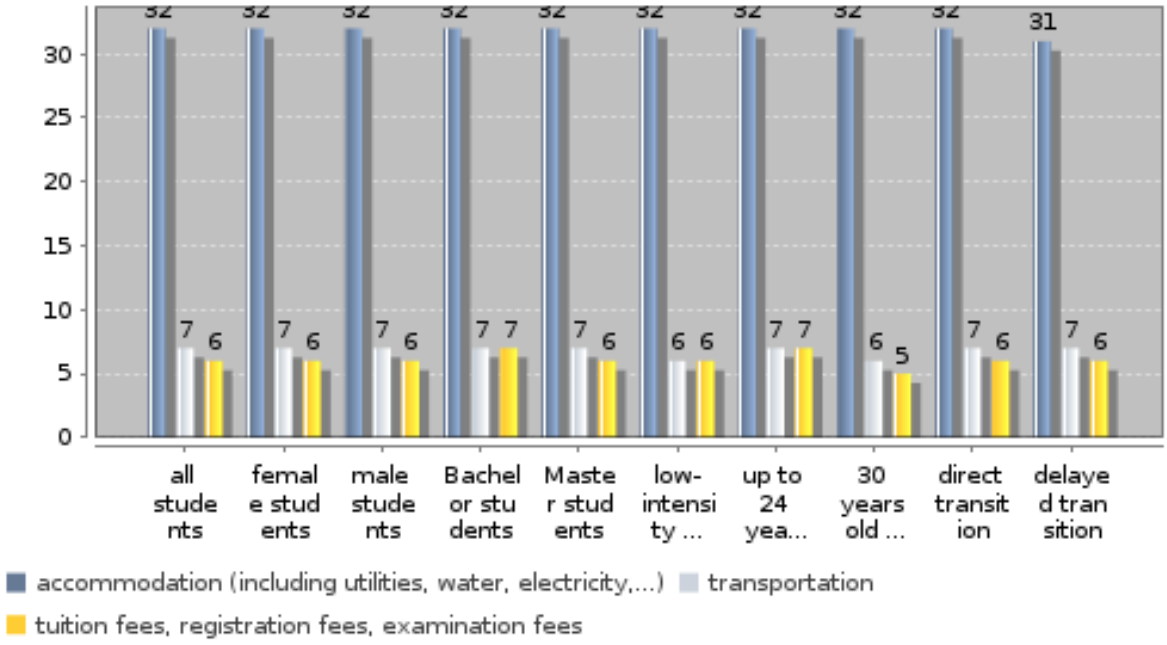
Students not living with their parents spend on average about CHF 2000 per month. More than a third (37%) is paid directly by their parents/their partner. Accommodation and daily expenses (food, clothing, etc.) make up for more than half (55.5%) of the total expenditure.
The accommodation cost for students living with their parents is very low compared to students not living with their parents. This is because 93.4% of students living with their parents do not report any costs for accommodation.

Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for BA students, in %	6.7
Fees to higher education institution as share of total costs for MA students, in %	5.5
Fees to higher education institution as share of total costs for low-intensity students, in %	5.9
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	31.9
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	32.2

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



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national interpretation of the results of the data analysis:

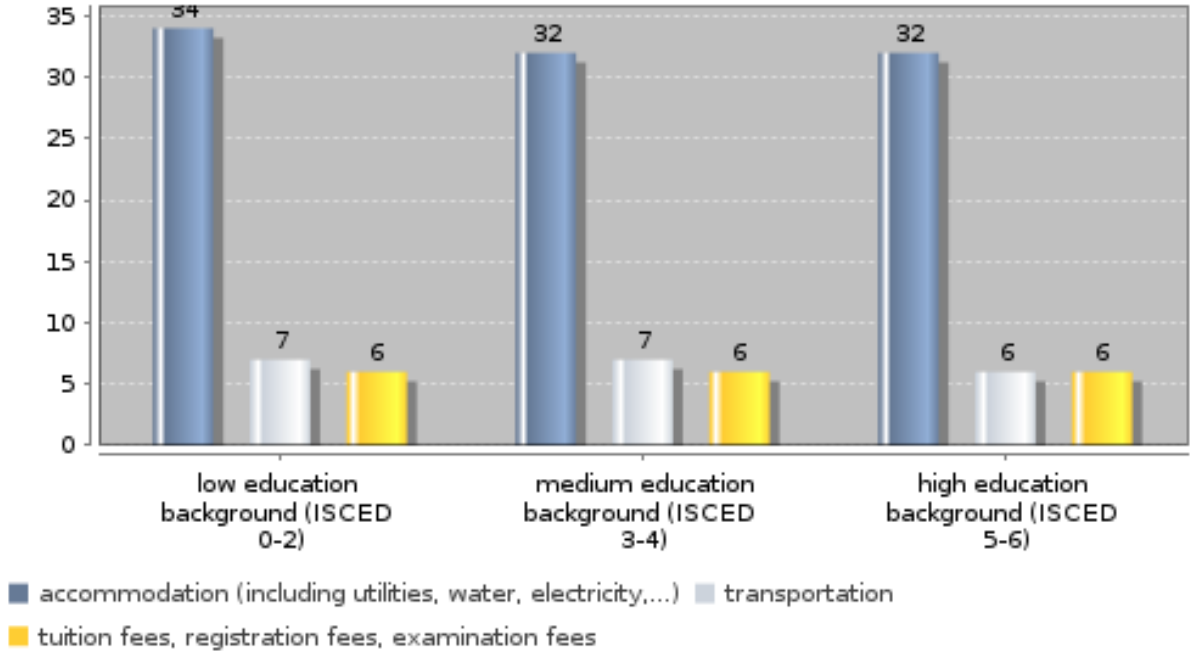
Generally the costs for accommodation, transportation and fees relative to the total of expenditure are very stable across focus groups. Slight differences can be observed for the category of fees, where the same absolute amount makes for a smaller share as total expenditure grows bigger for older students.

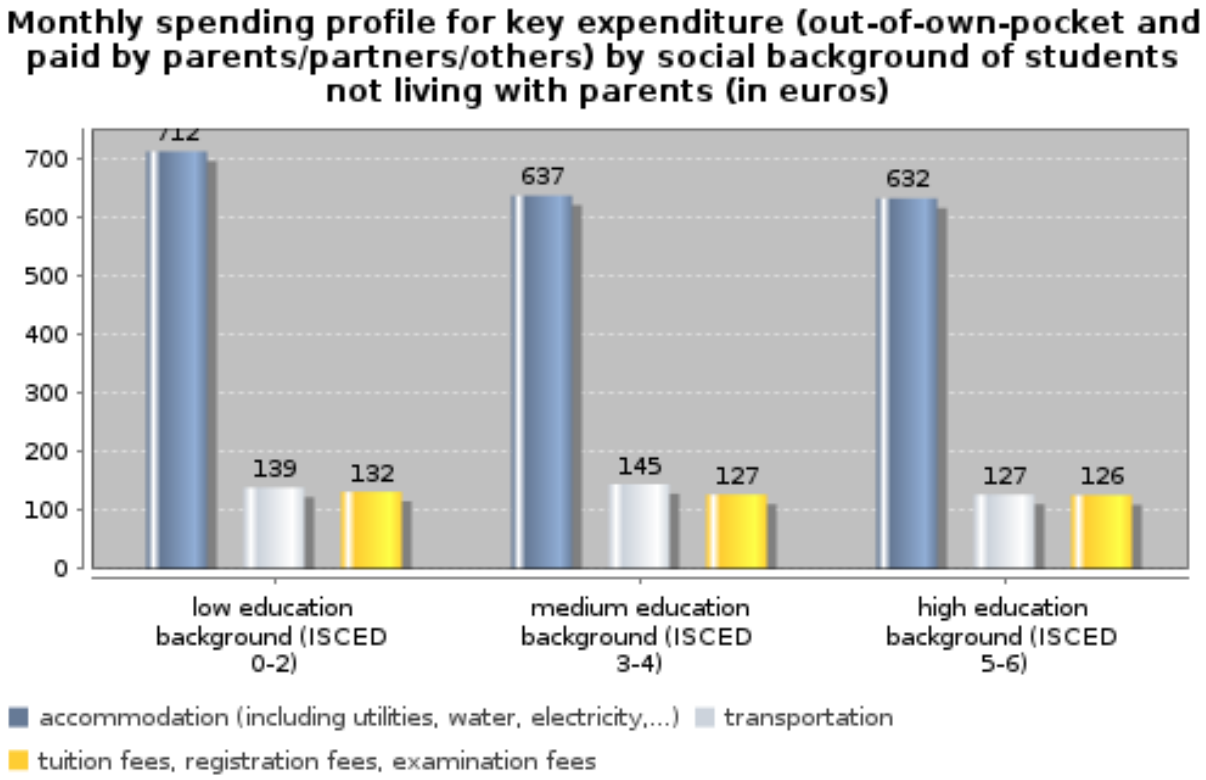
Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	6.3
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	6.3
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	33.8
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	31.6

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)





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methodical issues or considerations for data interpretation:

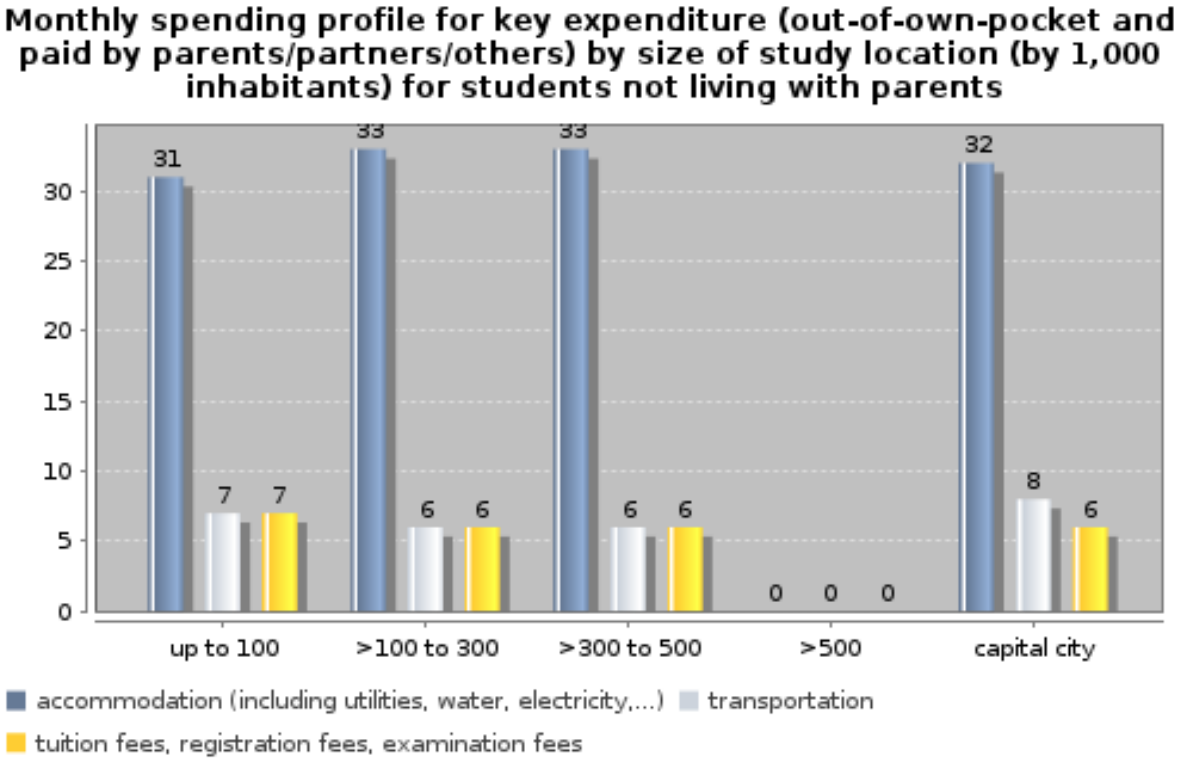
national interpretation of the results of the data analysis:

The costs for accommodation, transportation and fees relative to the total of expenditure are very stable across educational backgrounds of students. Slight differences can be observed for the categories of accommodation and transport.

Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators	
Total expenditure for students in study locations with up to 100,000 inhabitants, amount	1853.65
Total expenditure for study locations in capital city, amount	1924.87
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	31.0
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	31.9



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data here refers only to UIT. Every UAS is composed of different school buildings, which are spread across a region or territory. Consequently, it is difficult to define the size of study location for UAS. Cities with UIT included in the categories:

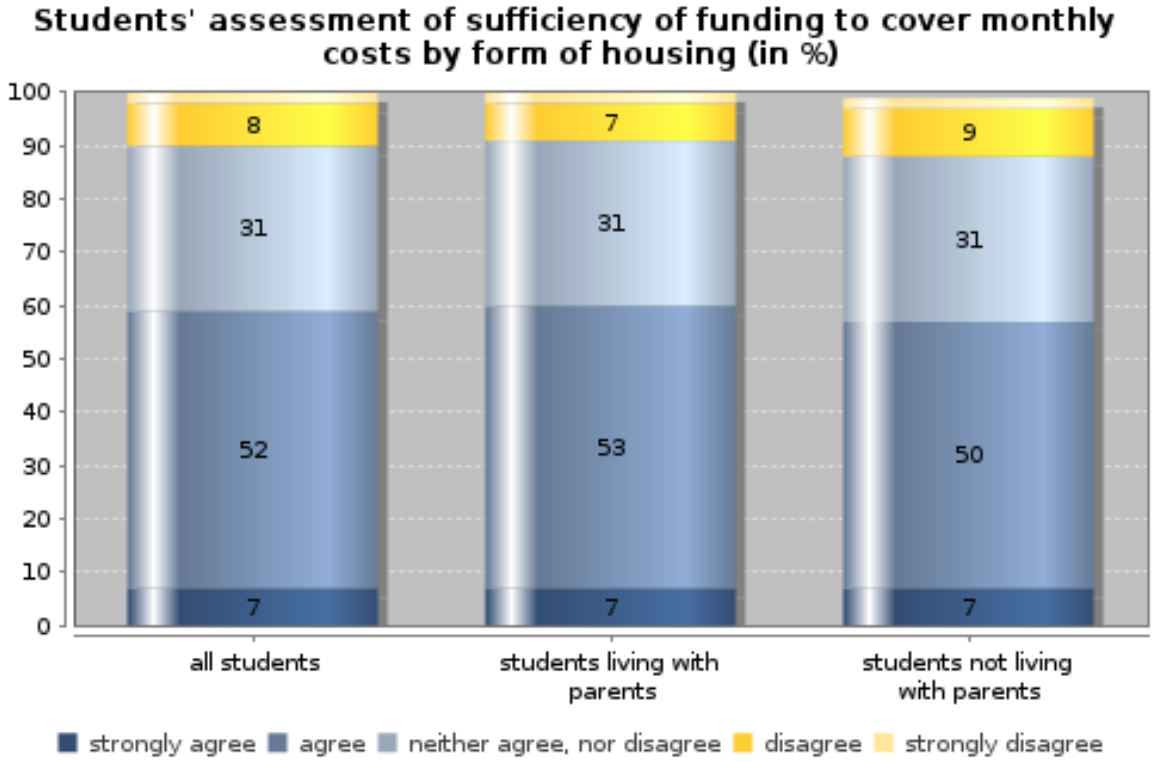
Up to 100,000 = St-Gallen, Luzern, Lugano, Fribourg, Neuchâtel
100,000 - 300,000 = Geneva, Basel, Bern, Lausanne
300,000 - 500,000 = Zurich
Capital city = Bern
There are no cities in Switzerland with more than 500'000 inhabitants. However, cities often appear larger: If the agglomeration is taken into account, Zurich has about 1.1 million inhabitants.

The average monthly expenses are higher in the only city with more than 300,000 inhabitants (Zurich). For other cities, the difference is less clear. Cities with less than 100,000 inhabitants are a little bit less expensive than cities with 100,000-300,000 inhabitants.

Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators	
(Strong) agreement of all students that funding is sufficient, in %	58.5
(Strong) disagreement of all students that funding is sufficient, in %	10.4
(Strong) agreement of students living with parents that funding is sufficient, in %	59.8
(Strong) disagreement of students living with parents that funding is sufficient, in %	9.2
(Strong) agreement of students not living with parents that funding is sufficient, in %	57.3
(Strong) disagreement of students not living with parents that funding is sufficient, in %	11.4



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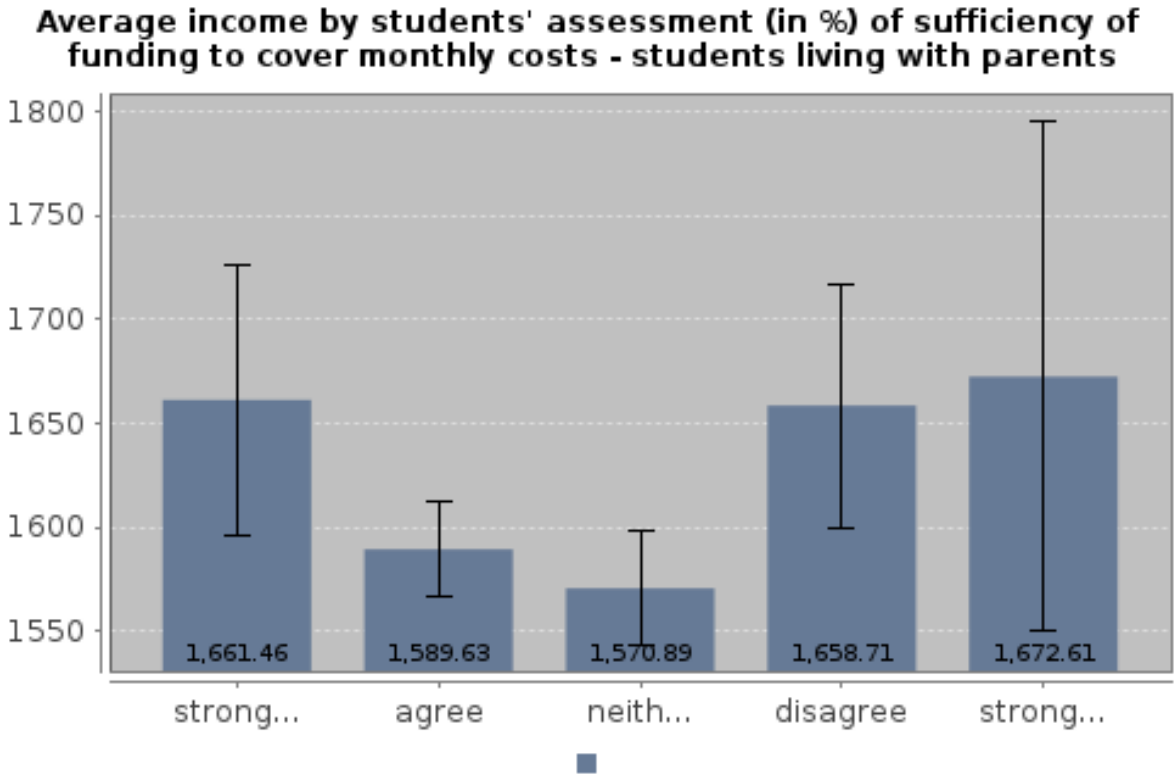
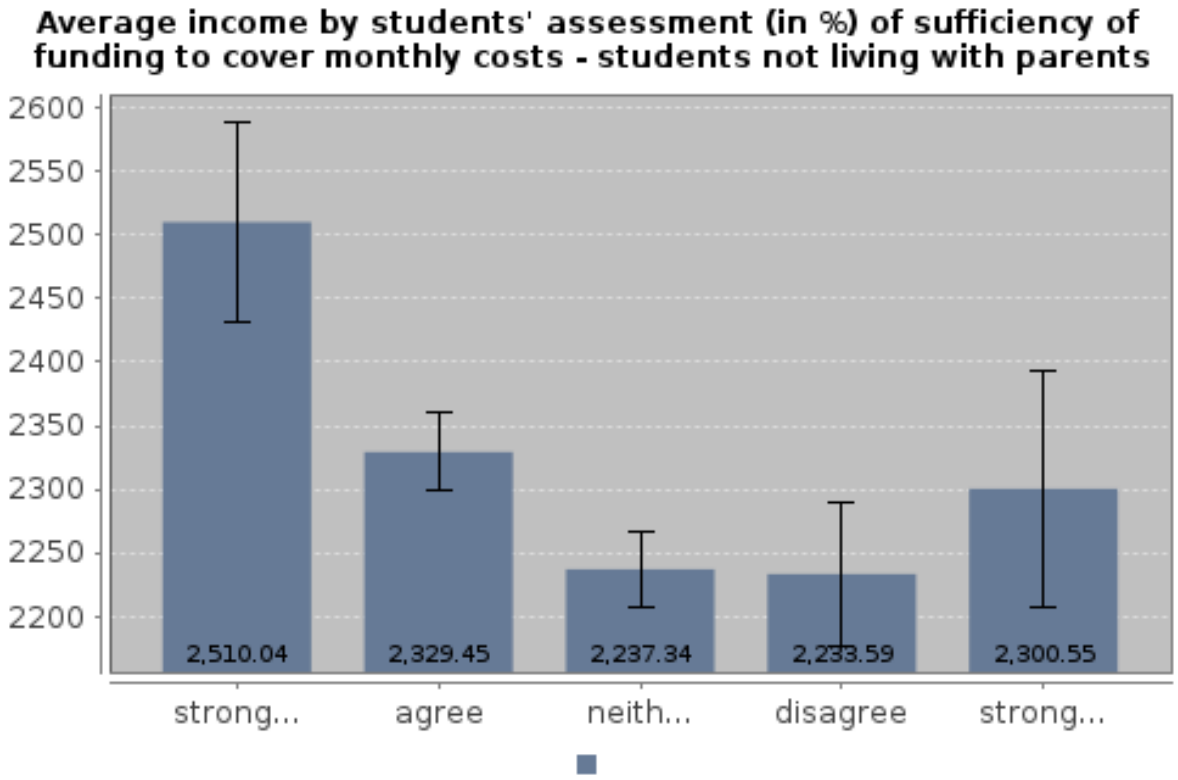
national interpretation of the results of the data analysis:
Data restricted to cases with valid income data. The question in the Swiss questionnaire differed from the question in the Eurostudent core questionnaire and the question asked in 2005. Students were asked "How do you evaluate your financial situation at the moment?" with possible responses labelled "very bad", "bad" "less good" "good" and "very good". Due to this differently worded question the results cannot be compared directly to the results from Eurostudent III or with other Eurostudent countries.

Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators	
students living with parents	
Median income of students with very strong agreement that funding is sufficient, amount	1426.0
Median income of students with very strong disagreement that funding is sufficient, amount	1500.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	2110.0
Median income of students with very strong disagreement that funding is sufficient, amount	2200.0





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data for both forms of housing include transfers in kind.

Data restricted to cases with valid income data.

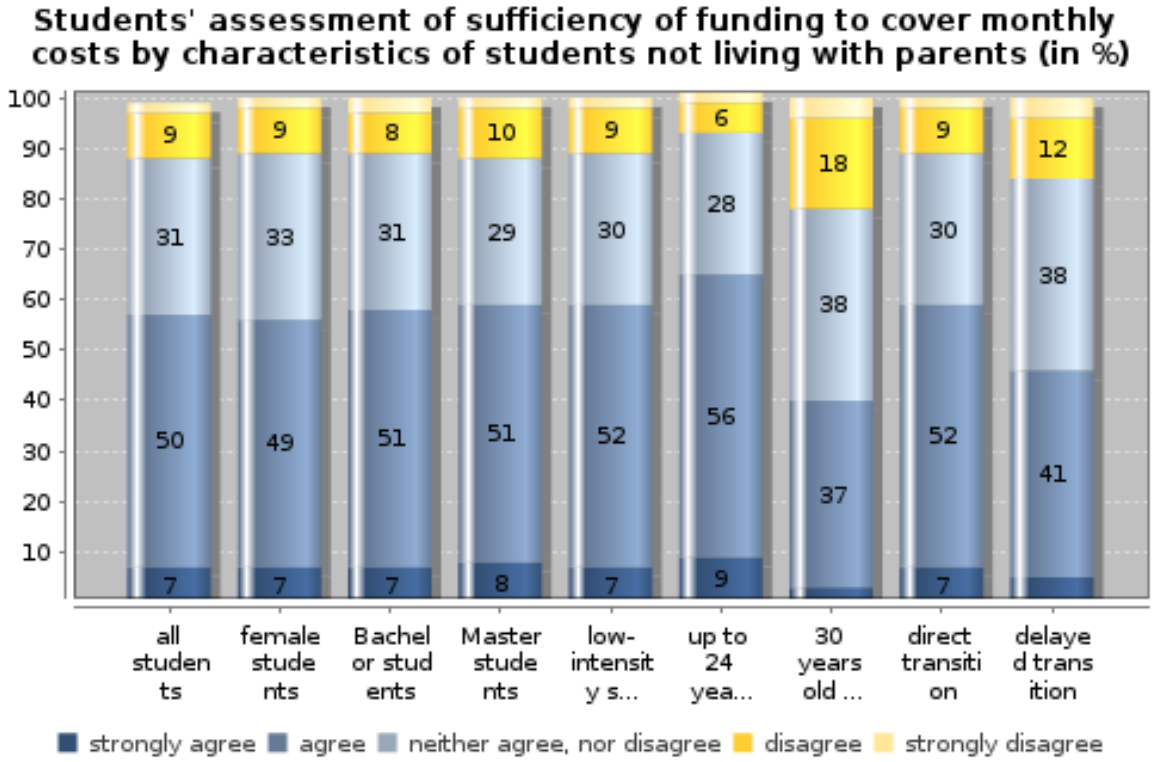
Students who are satisfied with their financial situation on average have a higher income than students who view their financial situation as neutral. While there is no significant difference between dissatisfied students and neutral students, the mean income of very dissatisfied students might be influenced by an age effect (cf. subtopic 7).

Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	58.8
(Strong) disagreement that funding is sufficient of low-intensity students, in %	11.8
(Strong) agreement that funding is sufficient of up to 24 years old, in %	64.7
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	7.7
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	40.0
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	21.7



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national interpretation of the results of the data analysis:

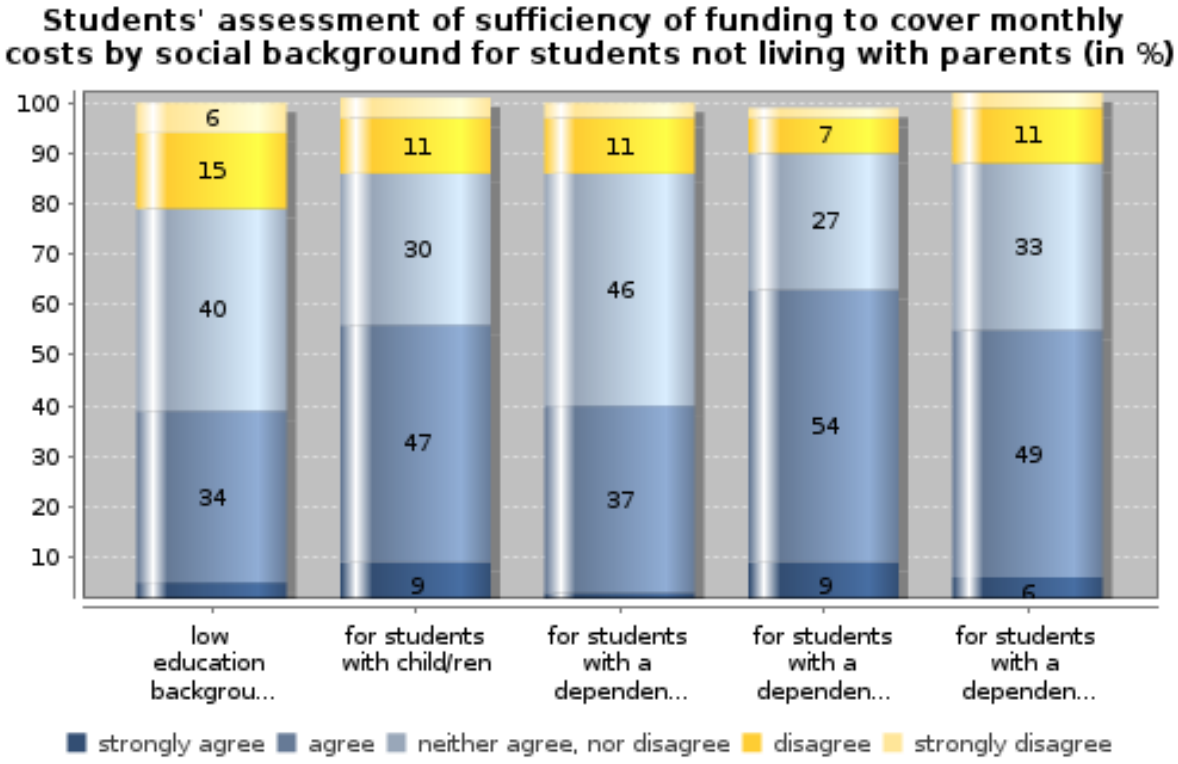
For most focus groups more than half of the students are satisfied with their financial situation. For two groups (students aged 30 years or older and delayed transition students) shares of satisfied students are lower (40.0% and 46.4% respectively) and shares of dissatisfied students are higher (21.7% and

15.2%). While their income may actually be higher than the income of younger and/or direct transition students, these students have probably experienced better financial situations.

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators	
(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	20.9
(Strong) disagreement that funding is sufficient for students with child/ren, in %	14.2
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	14.3
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	13.1



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Cases with invalid income data were excluded for dependencies. The validity of financial data was not taken into account for students with a low education background and students with children. Dependency on parental support does not include support from other family members.

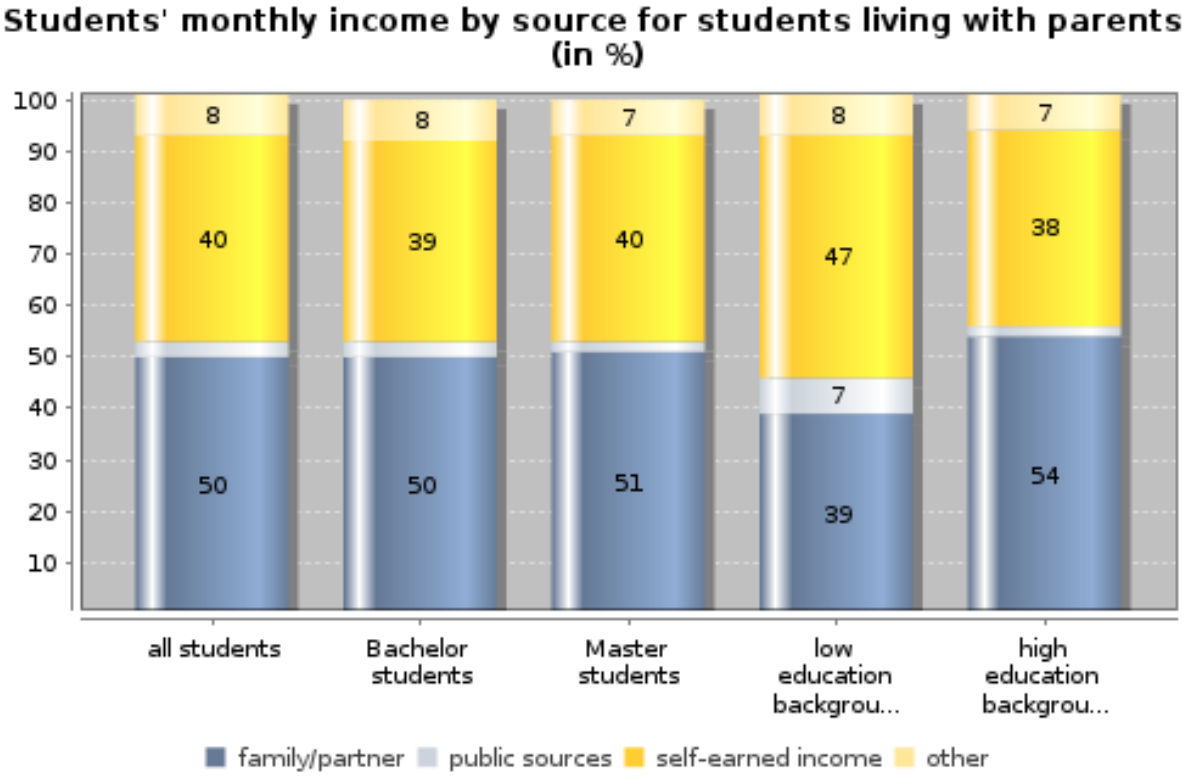
Dependency on paid employment does not include savings from paid employment.

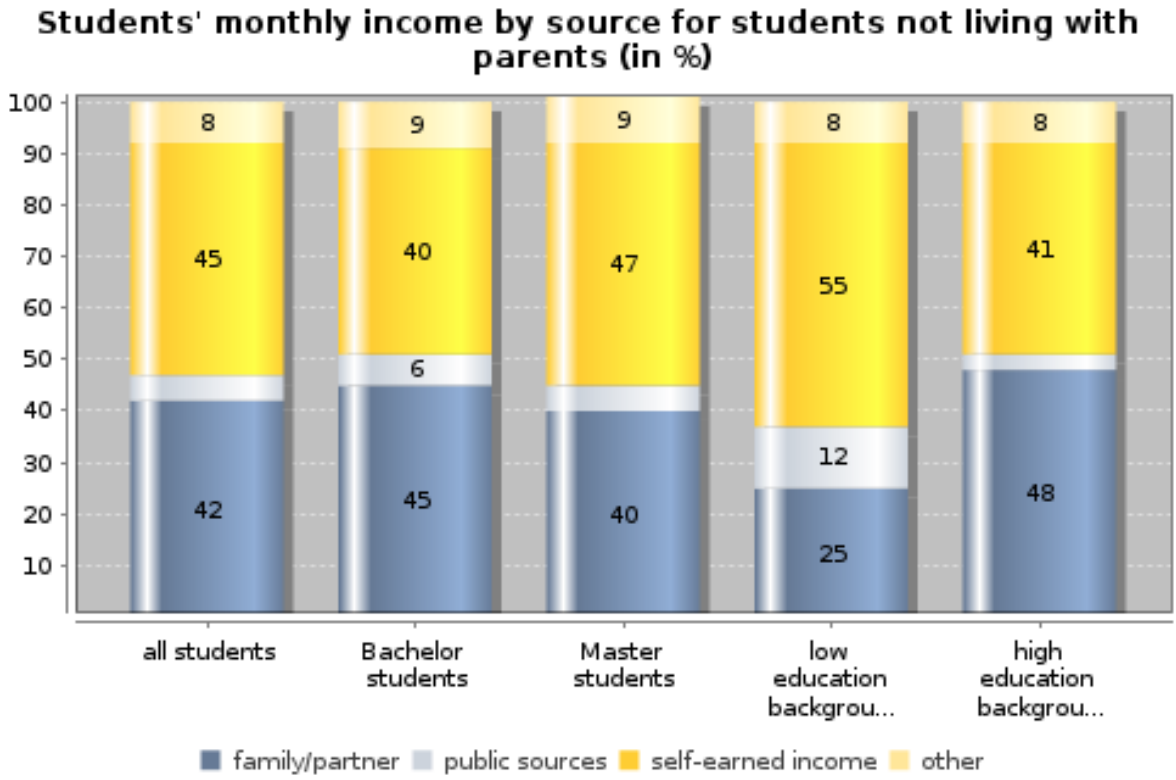
One of five students (20.9%) from lower educational backgrounds is dissatisfied with the financial situation. Students with children are also slightly less satisfied with their financial situation compared to all students.
Students depending on parental support are more frequently satisfied with their financial situation (63.7%) than students depending on paid employment (54.2%) or students depending on state support (40.1%).

Topic: F. Funding and state assistance

Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators	
Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	41.7
Family/partner contribution for Bachelor students, in %	45.3
Family/partner contribution for students with low education background (ISCED 0-2), in %	25.3
Family/partner contribution for students with high education background (ISCED 5-6), in %	47.6
Job contribution for all students, in %	44.7
Job contribution for Bachelor students, in %	40.1
Job contribution for students with low education background (ISCED 0-2), in %	54.5
Job contribution for students with high education background (ISCED 5-6), in %	41.1





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data for both forms of housing include transfers in kind.

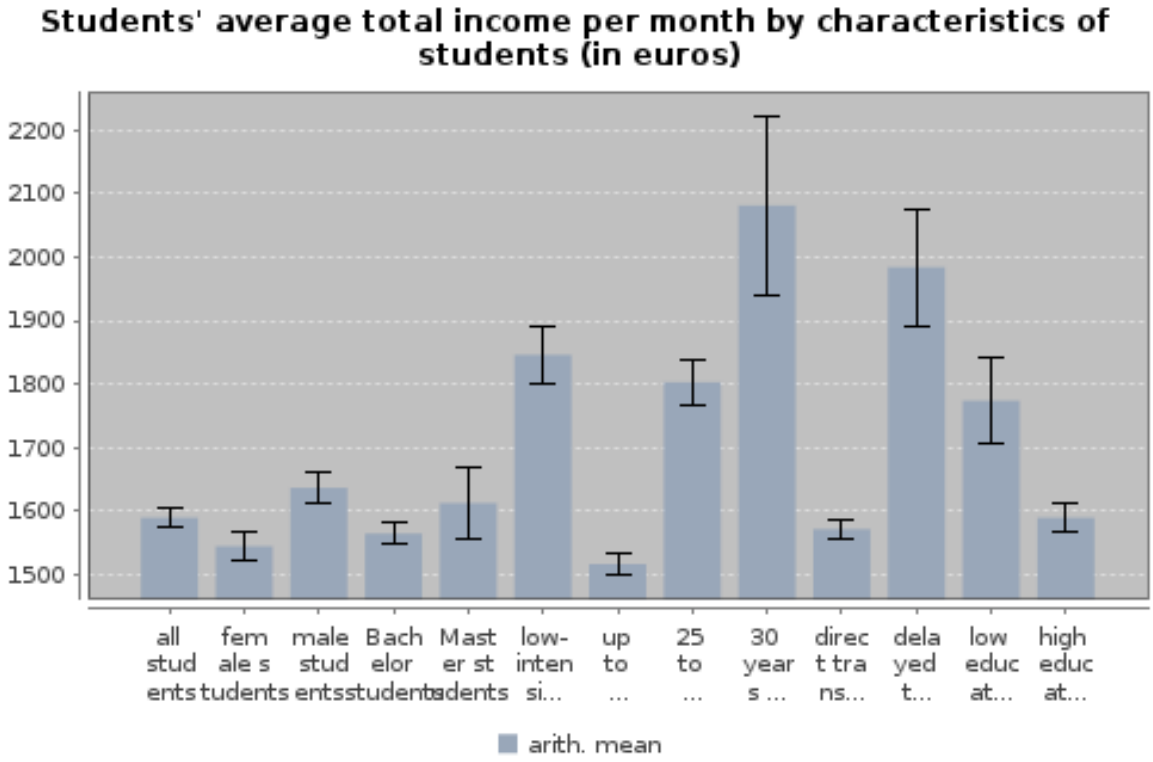
Students not living with their parents receive their income mainly from two sources: From self-earned income (44.7%) and from their family/partner (41.7%). The age of the students influences their dominant source of funding, as can be seen in the comparison of Bachelor and Master students: While Bachelor students receive a larger share of their income from their family/partner, Master students receive a smaller share from this source. For self-earned income the opposite can be observed.

While public sources account for a small share (5.2%) of the income of all students not living with their parents, the share is higher (12.4%) for students from low educational backgrounds. Still the students in this group earn more than half (54.4%) of their income themselves. The share of income from parents/partner is much lower (25.3%) for this group. These differences are in part explained by the larger proportion of older students and students in a formal part-time programme in this group. Students in both groups tend to earn a larger share of their income themselves.

Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators	
median income all students, amount	1015.4
median income Bachelor students, amount	986.4
median income Master students, amount	1051.7
median income low-intensity students, amount	1229.4
median income 25-29 years old, amount	1146.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data for both forms of housing include transfers in kind.

Students living with their parents have an average income of CHF 1590 per month. There are big differences by age groups: While students up to 24 years old have an income of 1517 Swiss Francs, students aged 30 years or older on average dispose of an additional CHF 560. The age structure is also reflected in the differences between groups: students with a low educational background have a higher

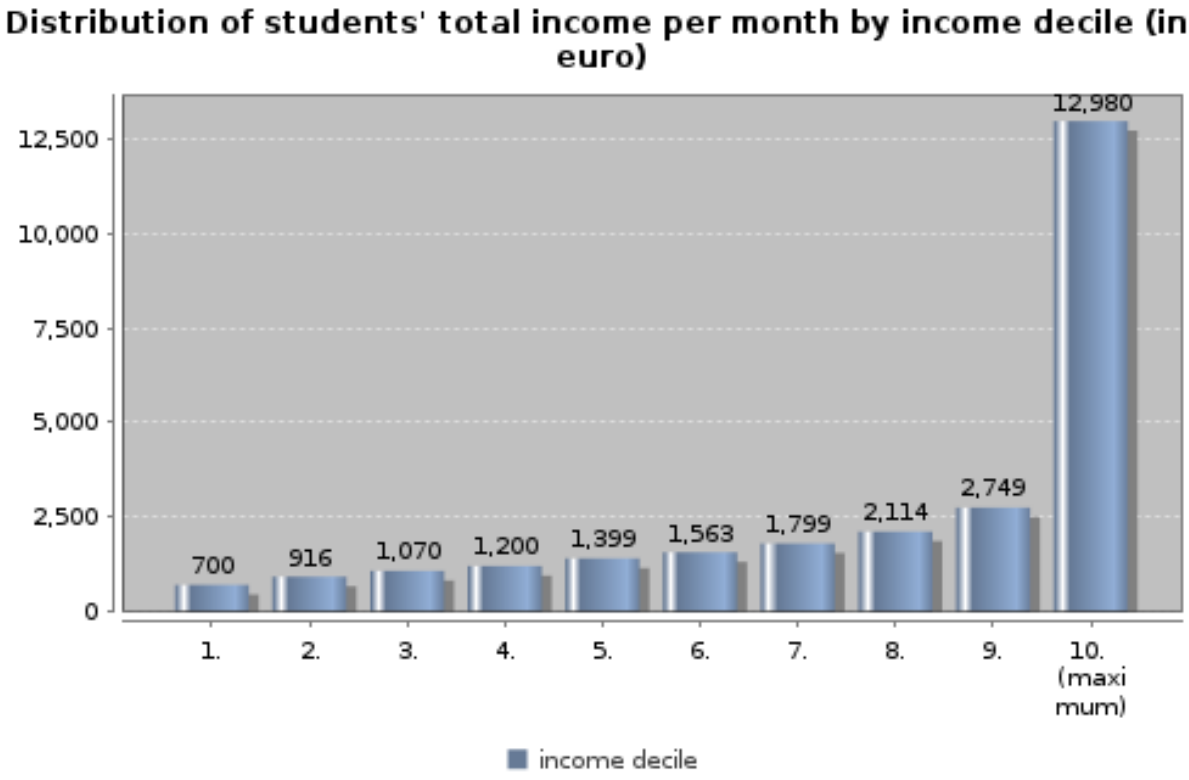
income than students with a high educational background and female students have a smaller income than male students. This is because the average age of students with a low educational background and of male students is higher than the average age of all students.

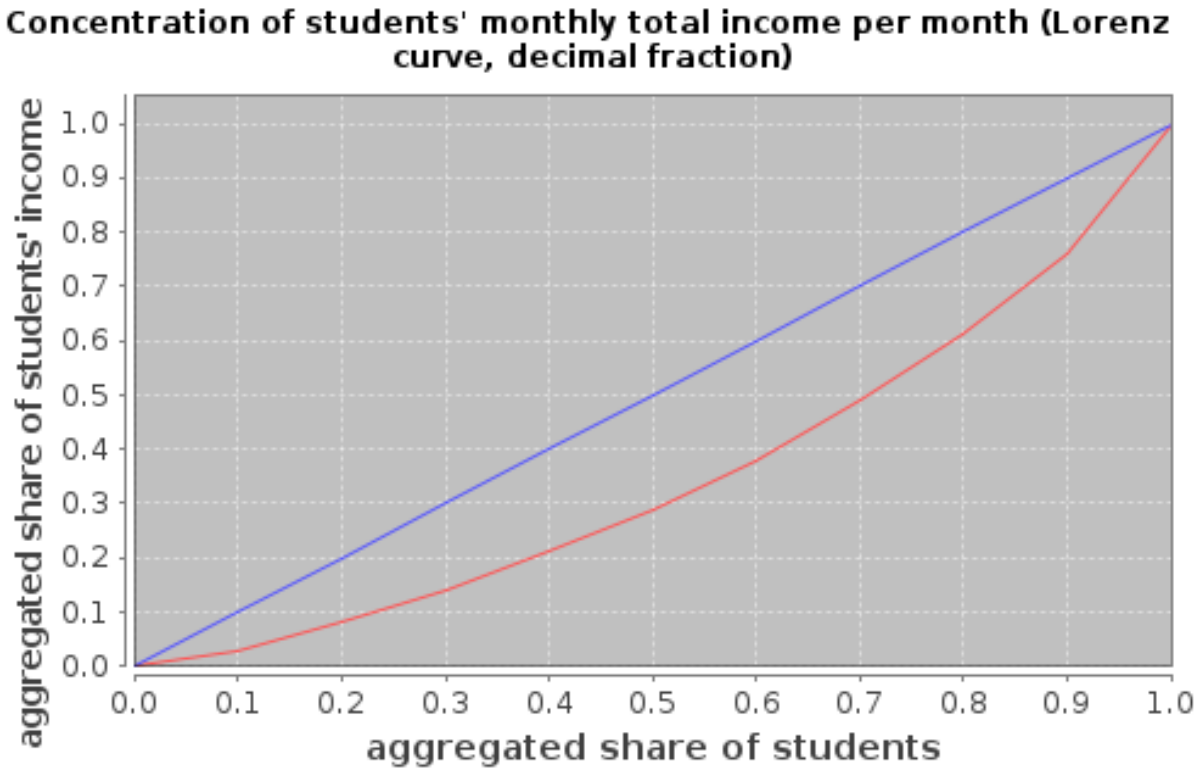
Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	664.3
Gini coefficient	0.29





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national interpretation of the results of the data analysis:

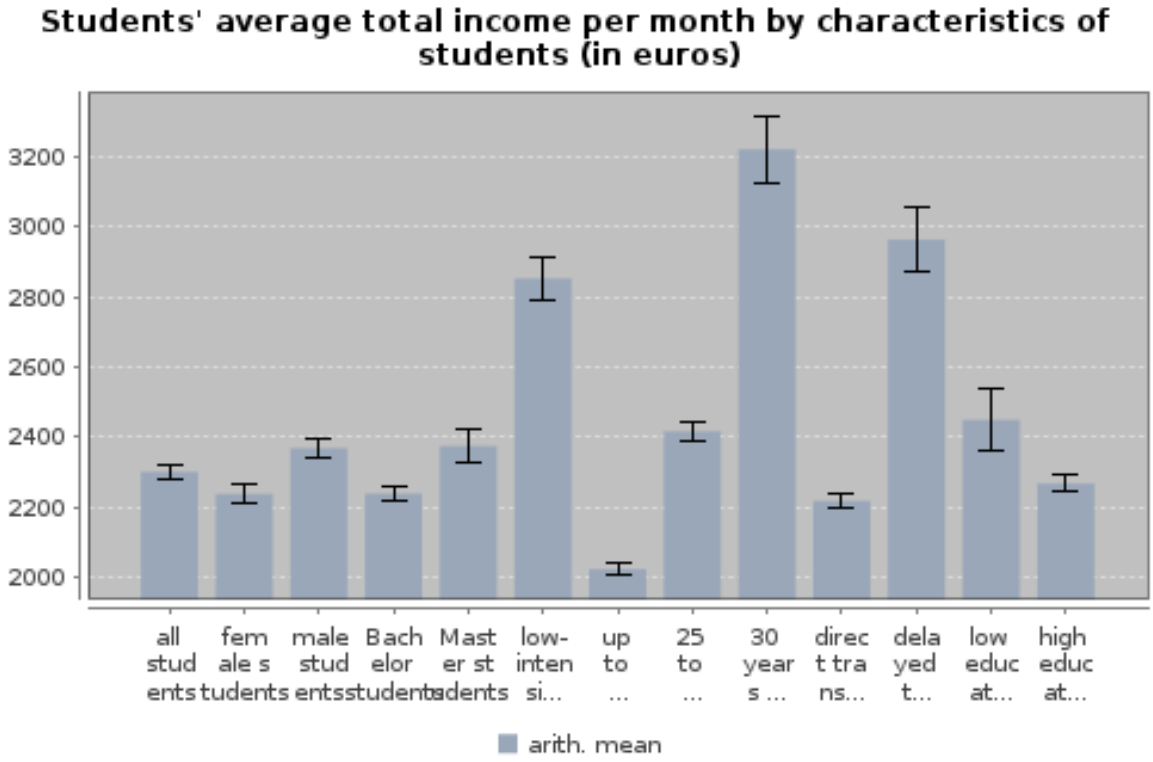
Data for both forms of housing include transfers in kind.

The income of students living with parents is unevenly distributed. While 20% have an income of at most CHF 916, the last decile has an average income of CHF 3562. This decile consists mainly of part-time students aged 30 years or older. These students are able to earn more money during their studies.

Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

Key Indicators	
median income all students, amount	1483.2
median income Bachelor students, amount	1450.6
median income Master students, amount	1541.3
median income low-intensity students, amount	1849.5
median income 25-29 years old, amount	1595.7



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national interpretation of the results of the data analysis:

Students not living with their parents have an average income of CHF 2300 per month. There are big differences by age groups: While students up to 24 years old have an income of CHF 2022, students aged 30 years or older on average dispose of an additional CHF 1200. Age also explains differences between groups: students with a low educational background have a higher income than students with a high educational background and female students have a smaller income than male students. These

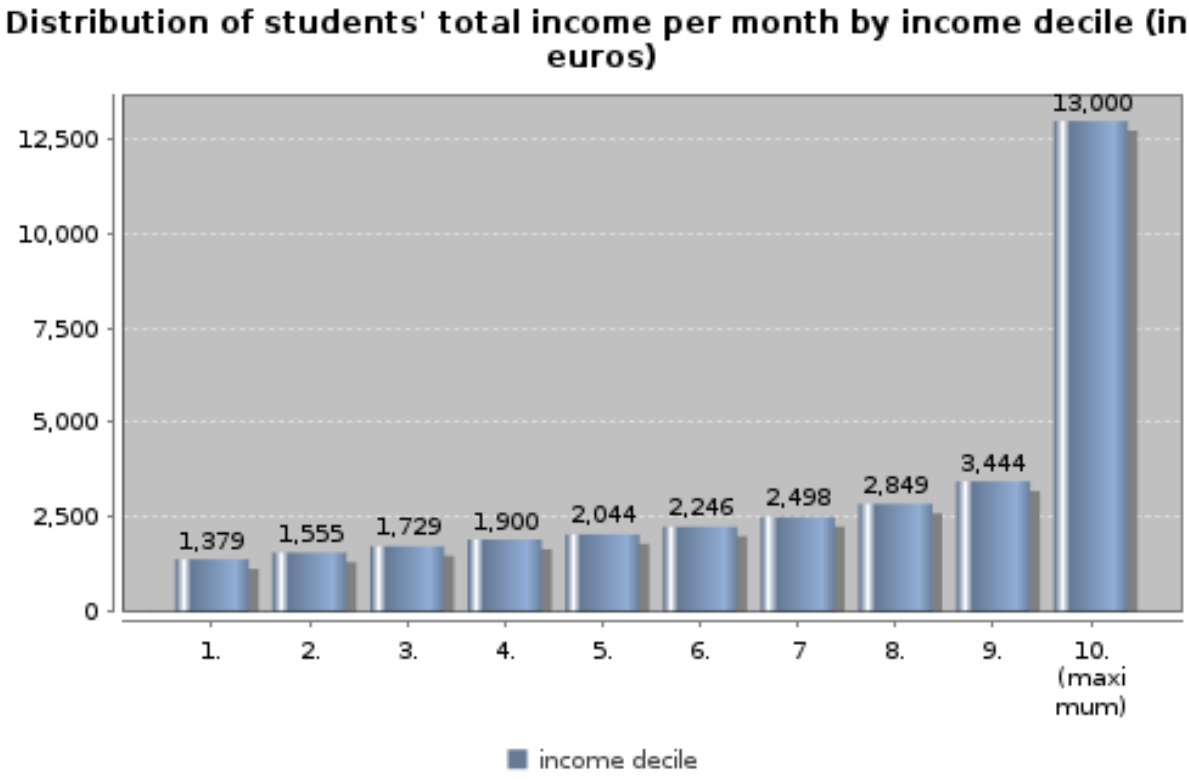
differences are due to differing age structures in these groups.

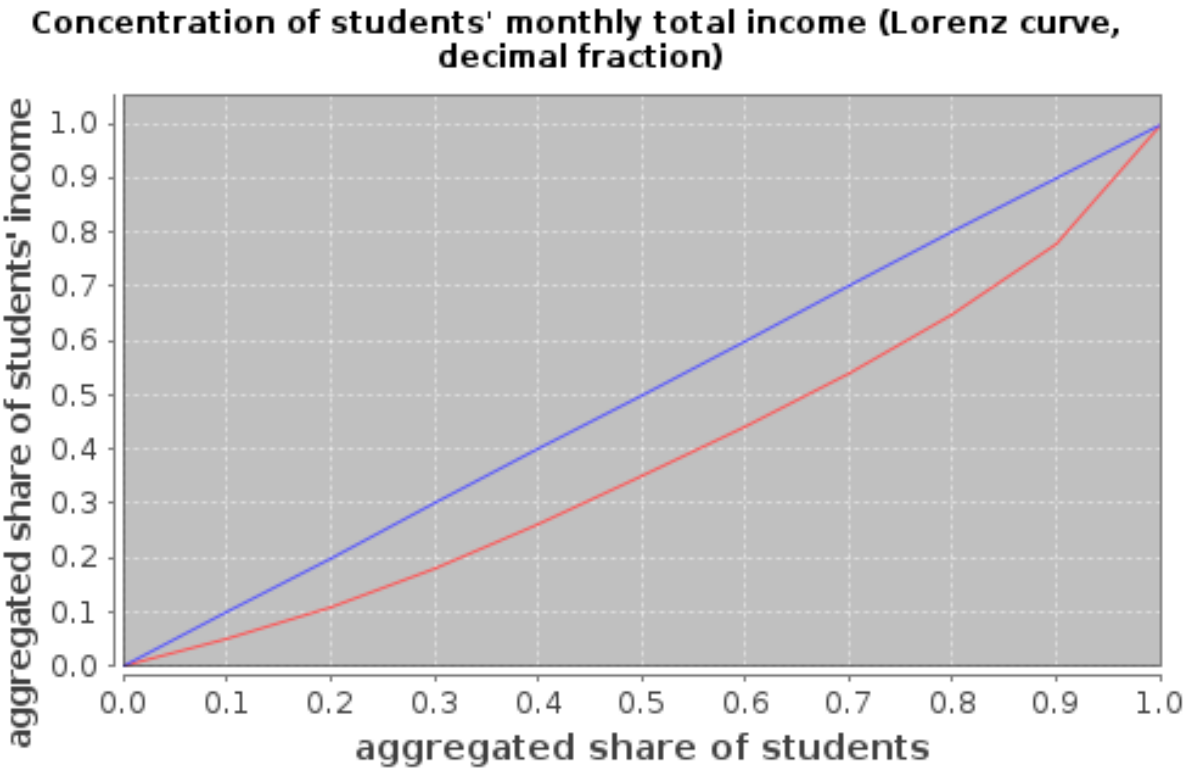
Topic: F. Funding and state assistance

Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	1127.8
Gini coefficient	0.2





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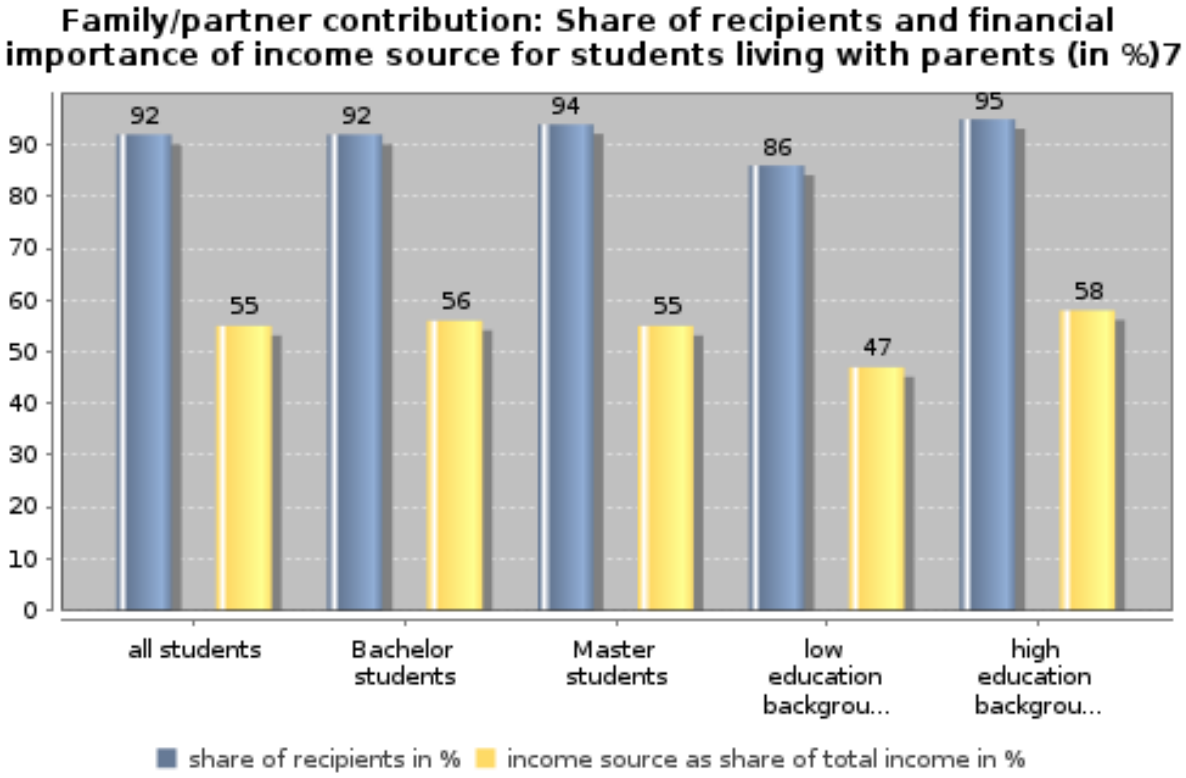
national interpretation of the results of the data analysis:

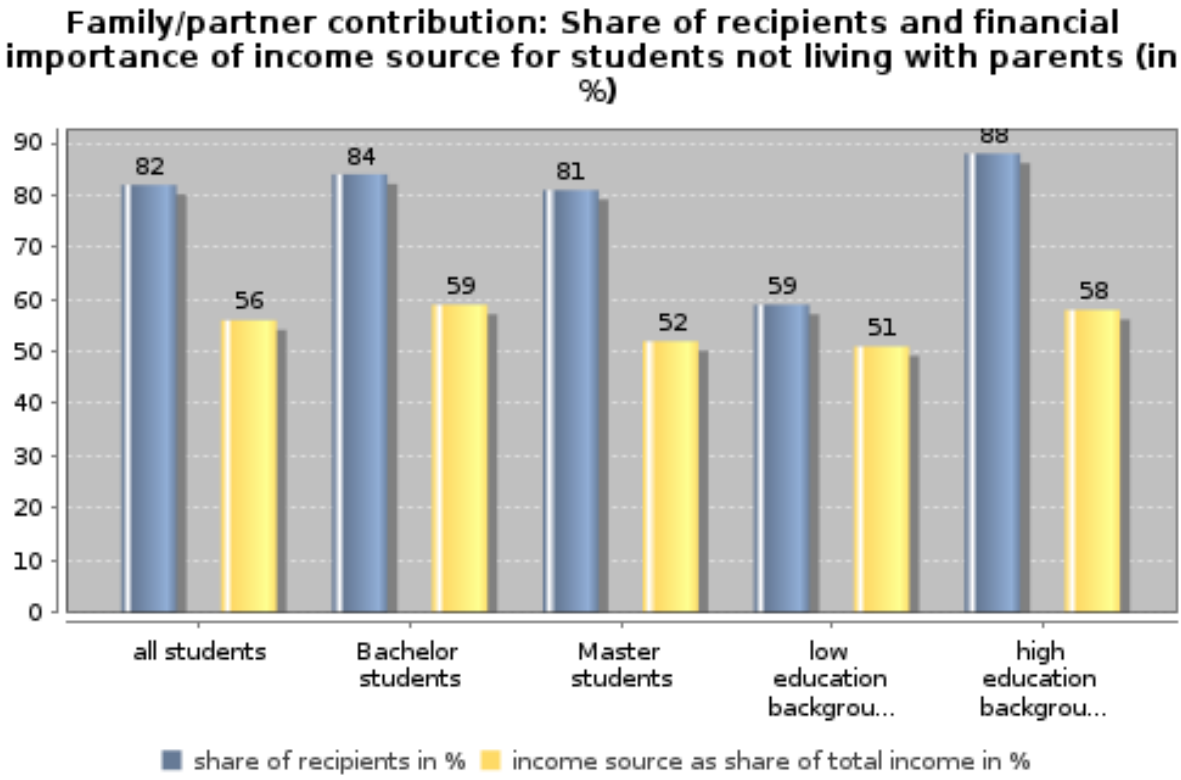
The income of students not living with parents is unevenly distributed. While 20% have an income of at most CHF 1556, the last decile has an average income of CHF 4675. This decile consists mainly of part-time students aged 30 years or older. These students are able to earn more money during their studies.

Topic: F. Funding and state assistance

Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	82.05
Share of recipients of Bachelor students, in %	83.73
Share of recipients of students with low education background, in %	59.31
Share of recipients of students with high education background (ISCED 5-6), in %	87.62
Contribution to total monthly income of all students, in %	55.6
Contribution to total monthly income of Bachelor students, in %	59.2
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	51.2
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	58.0





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national interpretation of the results of the data analysis:

Data for both forms of housing include transfers in kind.

5 out of 6 students (82.1%) not living with their parents receive a financial contribution from their family/partner. This contribution makes up for 55.6% of these students' income. Both the share of recipients and the importance of the income source are higher for bachelor students than for master students.

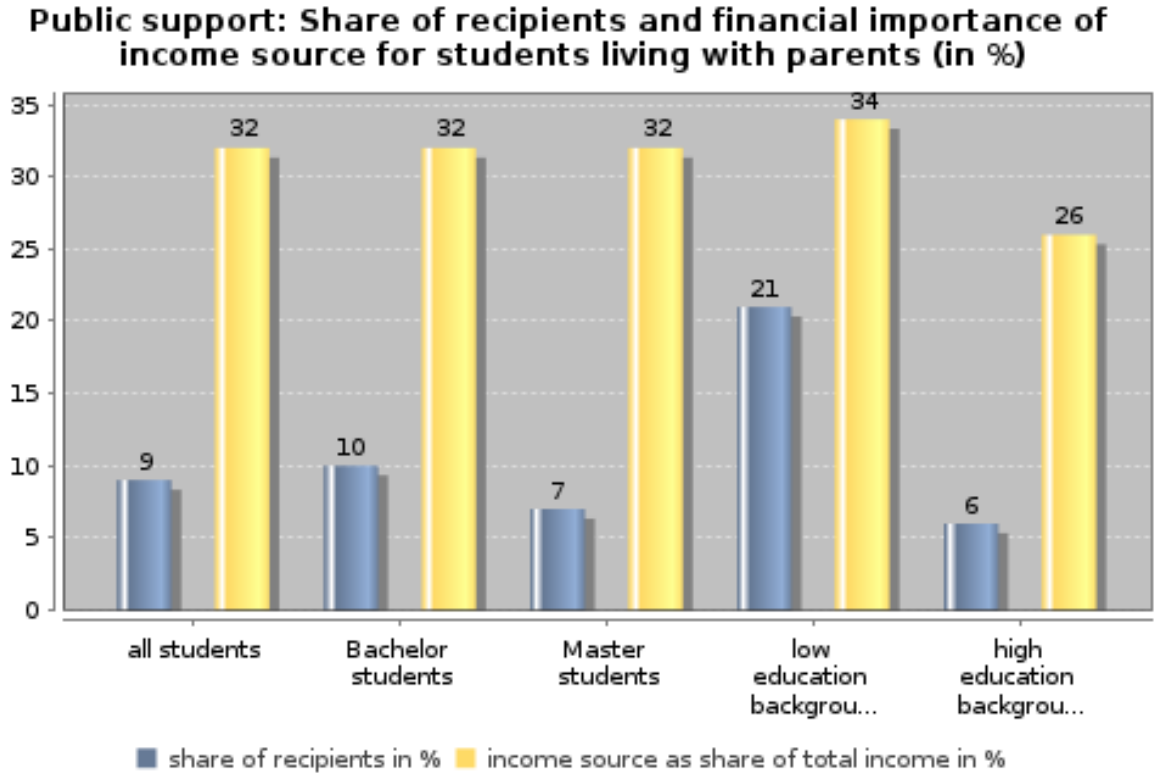
Students from a low education background receive less often a contribution from their family/partner (59.3%) than students from a high education background (87.6%). The source of income is also of less significance for recipients compared to the total income.

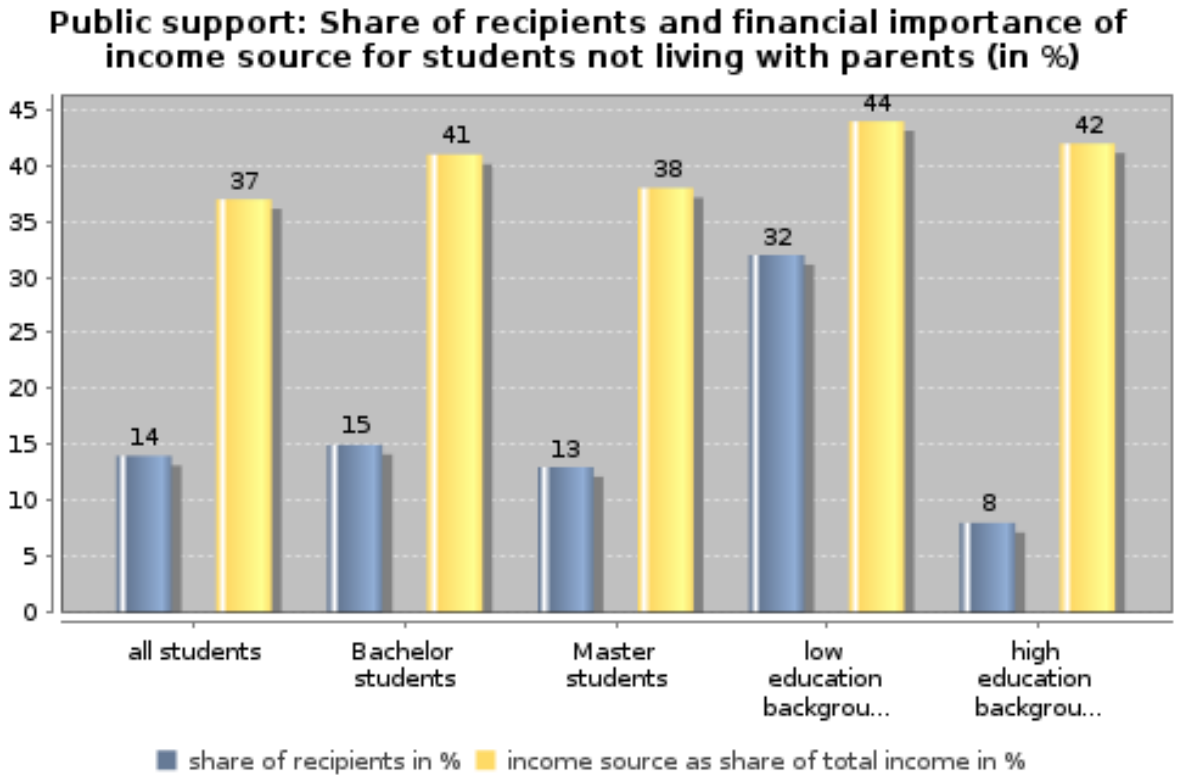
The same differences can be observed for students living with their parents.

Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators	
Public support for students not living with parents	
Share of recipients of all students, in %	13.92
Share of recipients of Bachelor students, in %	14.93
Share of recipients of students with low education background, in %	32.32
Share of recipients of students with high education background (ISCED 5-6), in %	8.25
Contribution to total monthly income of all students, in %	37.1
Contribution to total monthly income of Bachelor students, in %	41.4
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	43.8
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	41.7





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

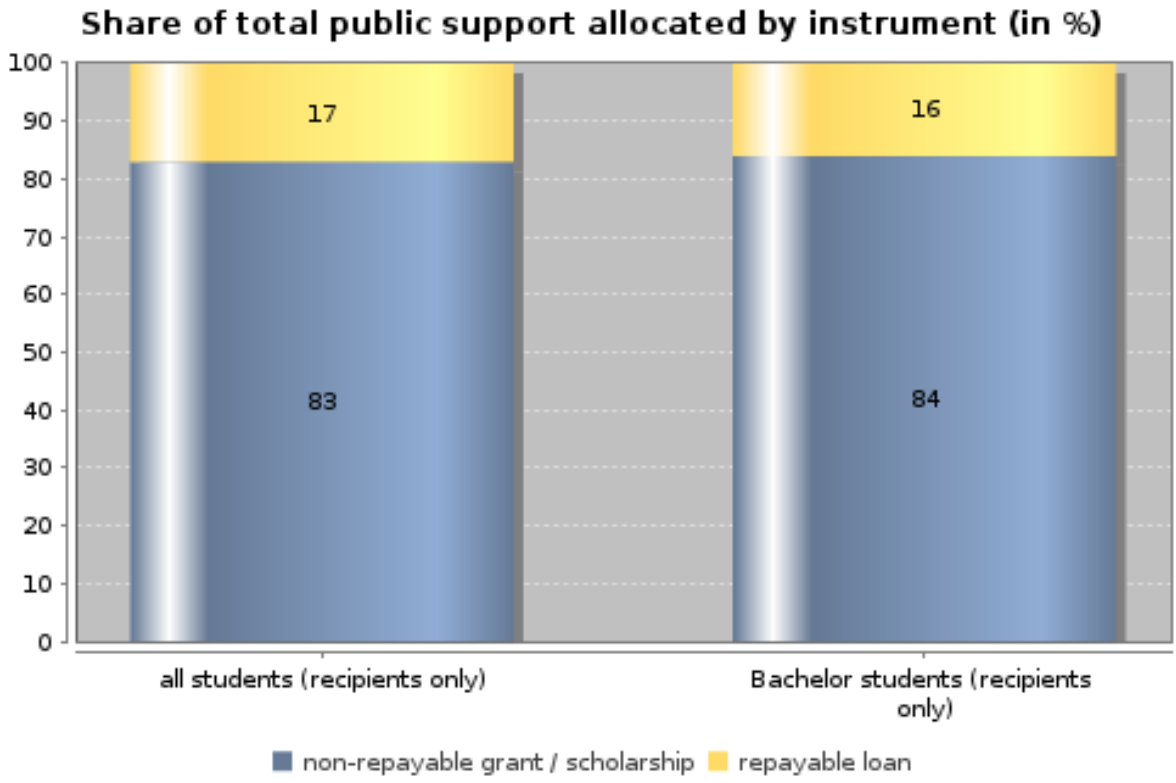
Data for both forms of housing include transfers in kind.

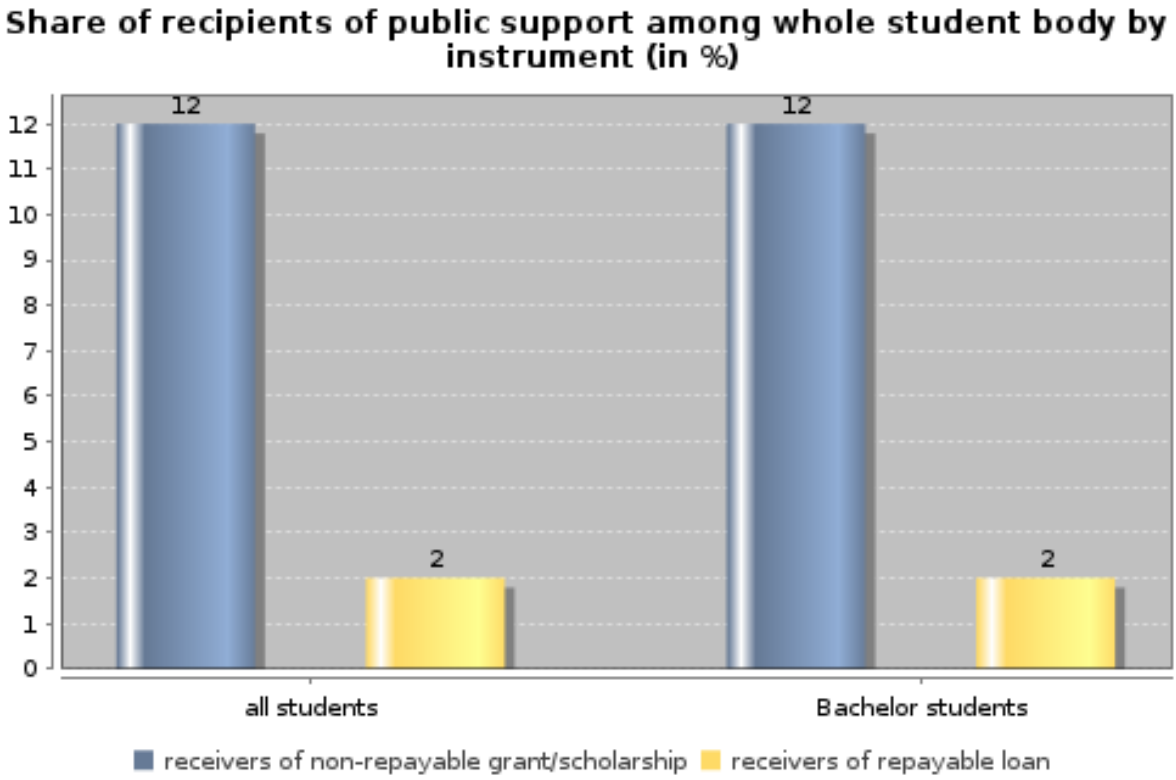
The share of recipients of public support is higher for students not living with their parents (13.9%) than for students living with their parents (9.0%). For both groups of housing the importance of public support for recipients is high (37.1% and 31.7% respectively). The share of recipients is higher for students with a low educational background (32.3% and 21.1% by form of housing respectively). For recipients not living with their parents and from a low education background, public support accounts for one 43.8% of the average income.

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators	
Non-repayable public support as share of total public support for all students (recipients only), in %	83.3
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	83.9
Students who receive non-repayable support as share of whole student body, in %	11.7
Students who receive non-repayable support as share of all Bachelor students, in %	12.4
Students who receive repayable loans as share of whole student body, in %	2.4
Students who receive repayable loans as share of all Bachelor students, in %	2.4





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

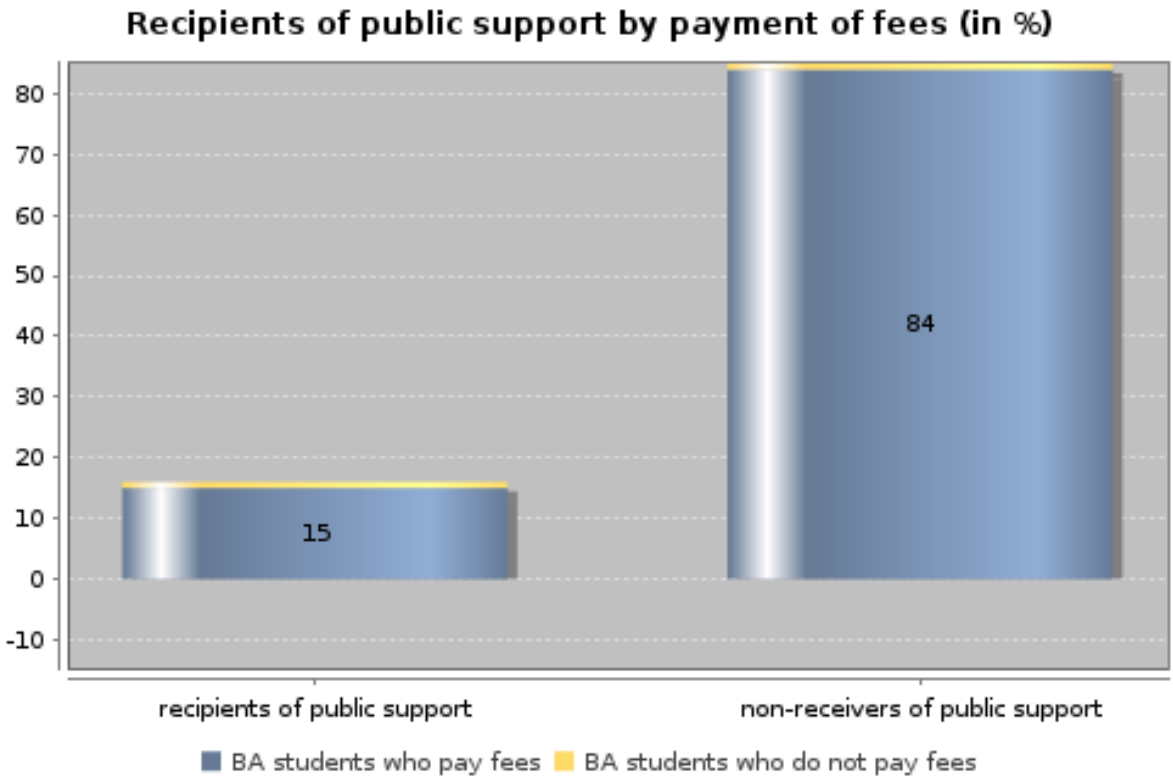
The Swiss Survey distinguishes three instruments: grants/scholarships, loans and a mixture of those two instruments.

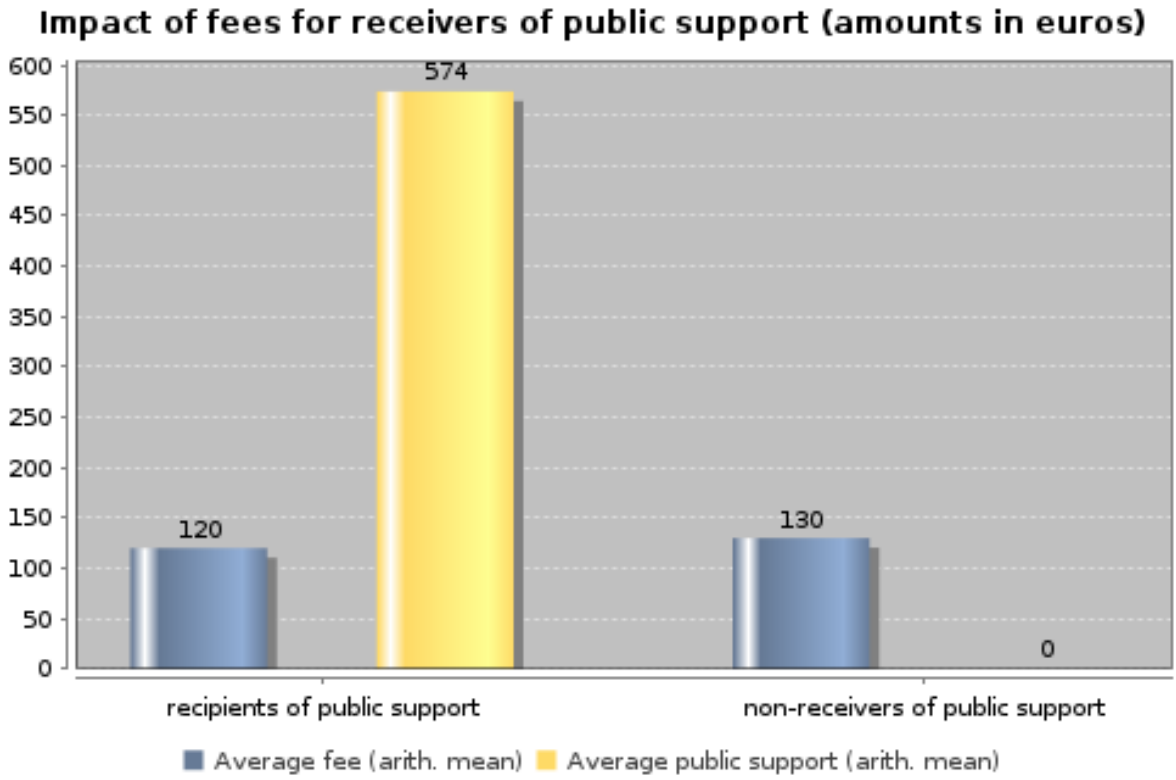
12.5% of all students receive public support. 5 out of 6 recipients (81.2%) get a non-repayable grant. The rest receive a repayable loan (6.3%) or a combination of a grant with a loan (12.6%). The group of Bachelor students does not differ very much from all students. The share of recipients is slightly higher (13.3%) in Bachelor programmes.

Topic: F. Funding and state assistance

Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators	
Recipients of public support who pay fees, in %	14.9
Share of public support which covers fees for recipients of public support, in %	20.9





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data for both forms of housing include transfers in kind.

The share of recipients of public support for Bachelor students differs from the share given in subtopic 8, because only Bachelor students with valid income data were considered for this subtopic.

Only a small share of students in Switzerland do not pay fees (1.4%). The share is higher for students with public support (4.3%) than for students without public support (0.7%).

The average fee paid by students with public support is therefore slightly smaller (CHF 120) than the average fee paid by non-recipients of public support (CHF 130).

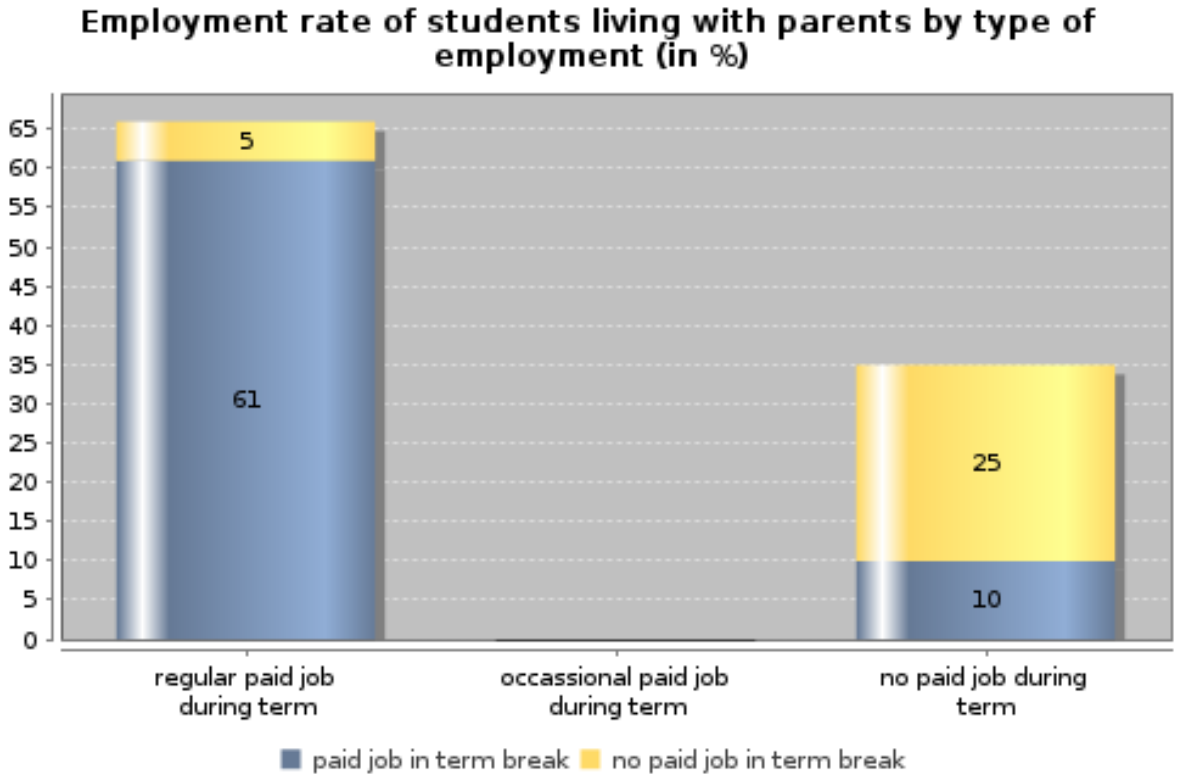
The fee paid by recipients of public support accounts for 20.9% of the average amount of public support (CHF 574).

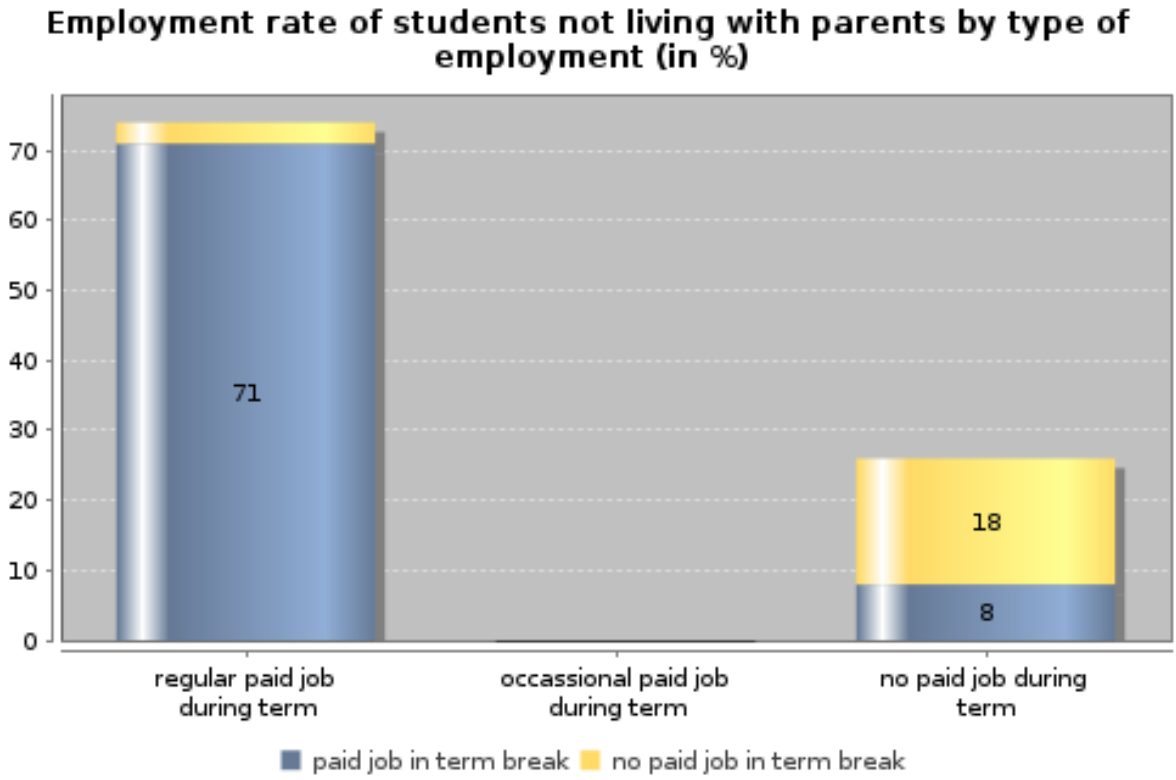
Topic: G. Time budget and employment

Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators

Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	73.5
Occassional paid job during term, in %	Regular paid job during term and in term break, in %
	Occassional paid job during term and in term break, in %
70.8	
No paid job at any time, in %	18.2





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

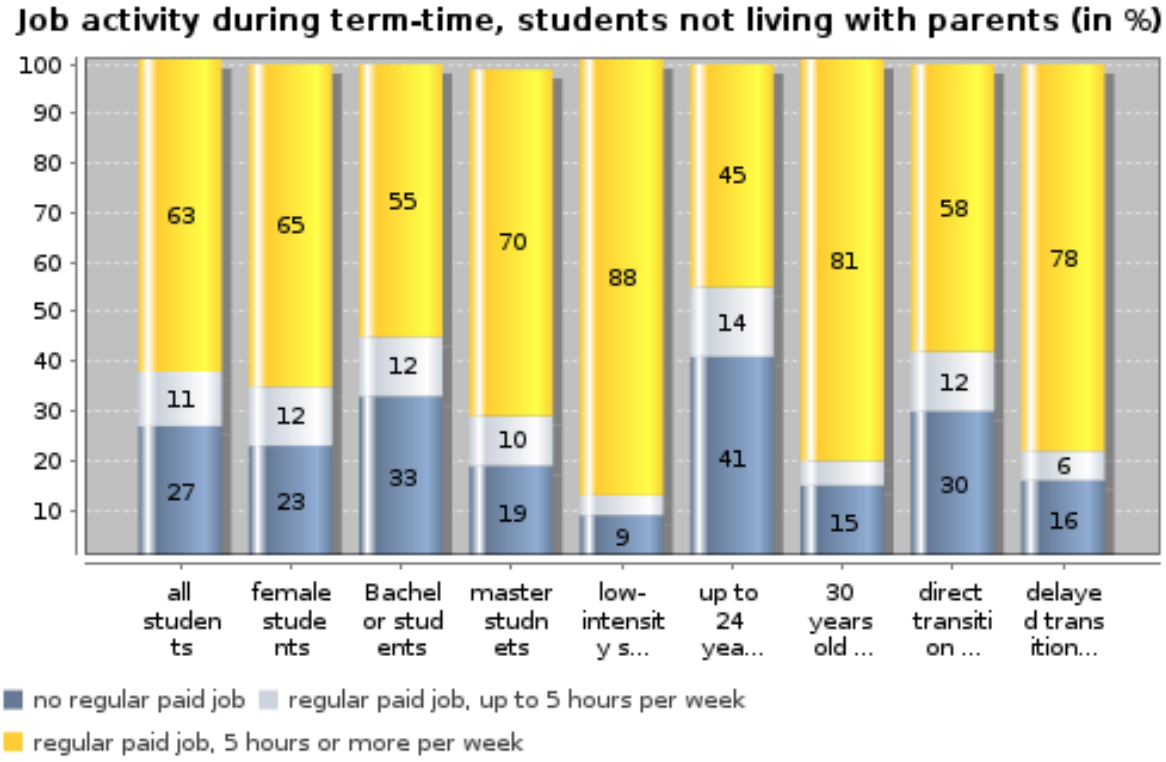
There is no distinction between regular and occasional paid jobs in the Swiss questionnaire. All students who work during the academic term have been included in the category "regular job during term". The majority of students in Switzerland work during the academic term and during term break. The share is higher for students not living with parents (70.1%) than for students living with their parents (60.8%).

The share of students who worked neither during term nor during term break is also smaller for students not living with their parents (18.2%) than for students living with their parents (24.5%).

Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators	
Regular paid job, 5 hours or more per week, all students, in %	62.6
Regular paid job, 5 hours or more per week, BA students, in %	55.3
Regular paid job, 5 hours or more per week, low-intensity students, in %	87.5
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	80.5



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methodical issues or considerations for data interpretation:

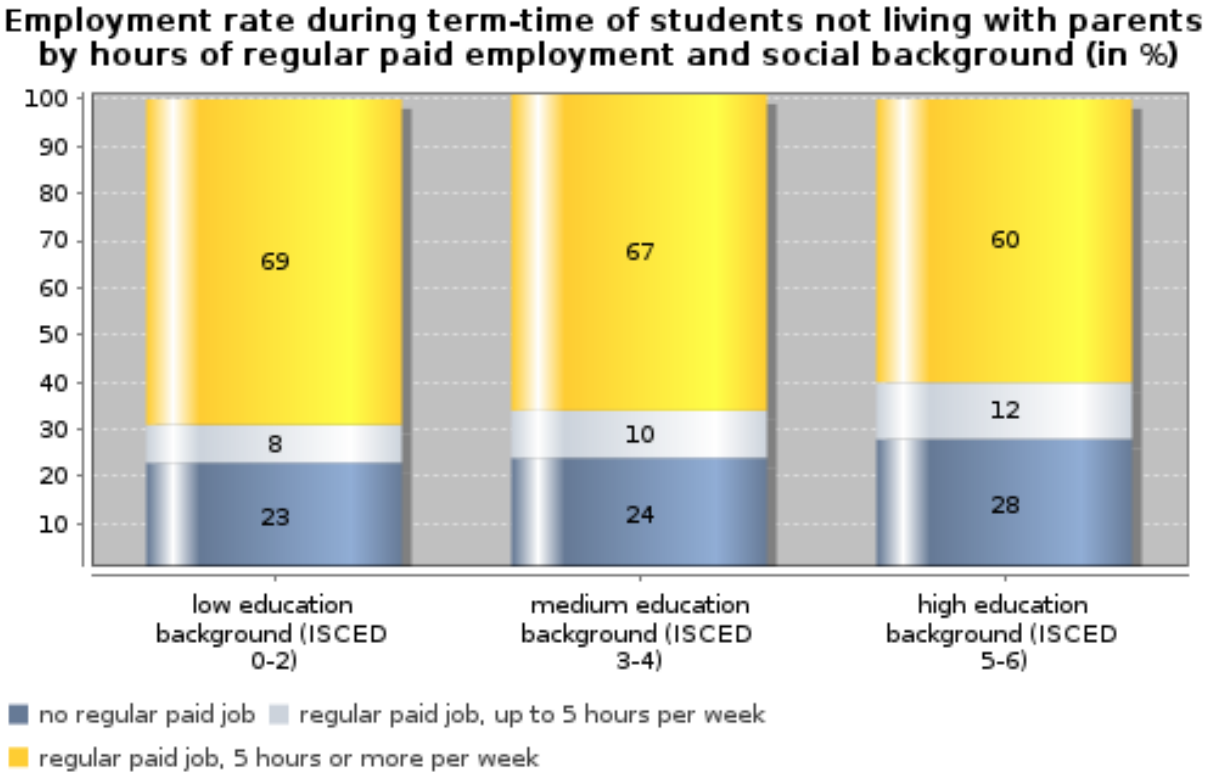
national interpretation of the results of the data analysis:

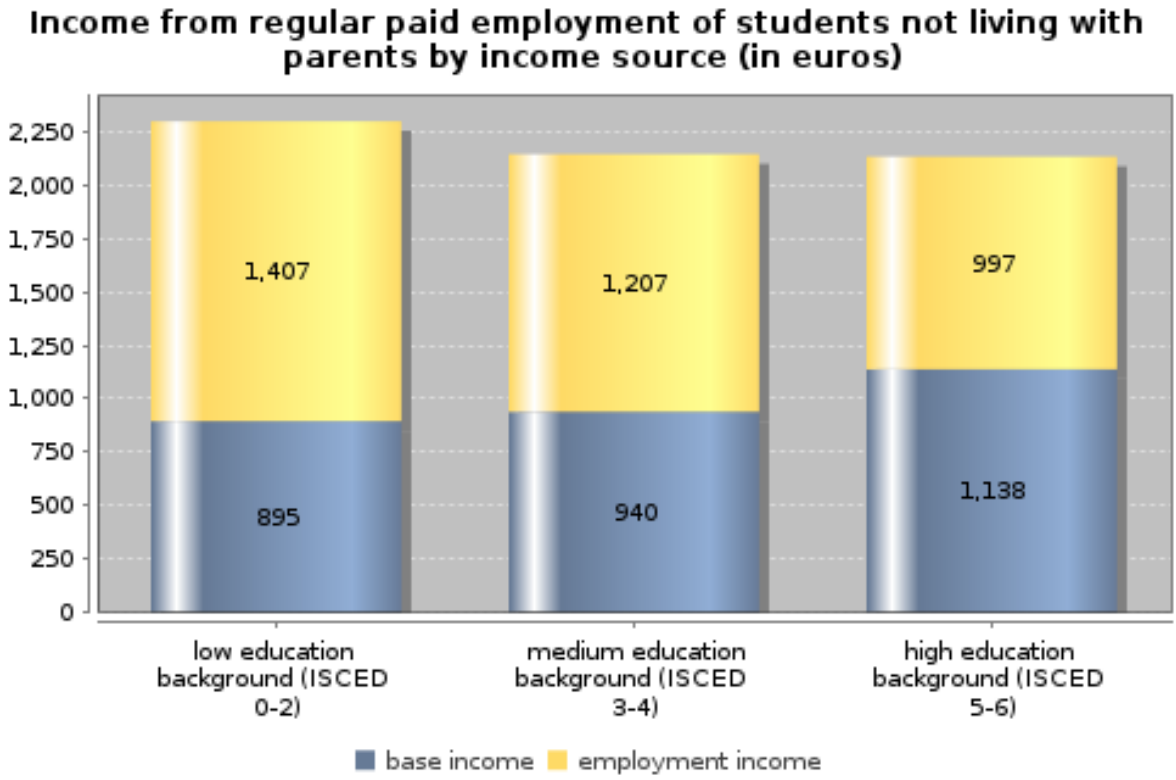
The majority of students indicate that they typically work more than 5 hours per week during term. About one fourth (26.6%) indicate no work hours in a typical week during term and 10.8% work less than 5 hours. Most low-intensity-students (87.5%) report working more than 5 hours per week during term. Differences between focus groups are influenced by age. 40.8% of the youngest age group report no work hours per week during term. This share is also increased for Bachelor students (33.0%) and direct transition students (29.6%) whose mean age is lower than that of all students.

Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators	
Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	69.1
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	60.4
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	61.1
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	46.7





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

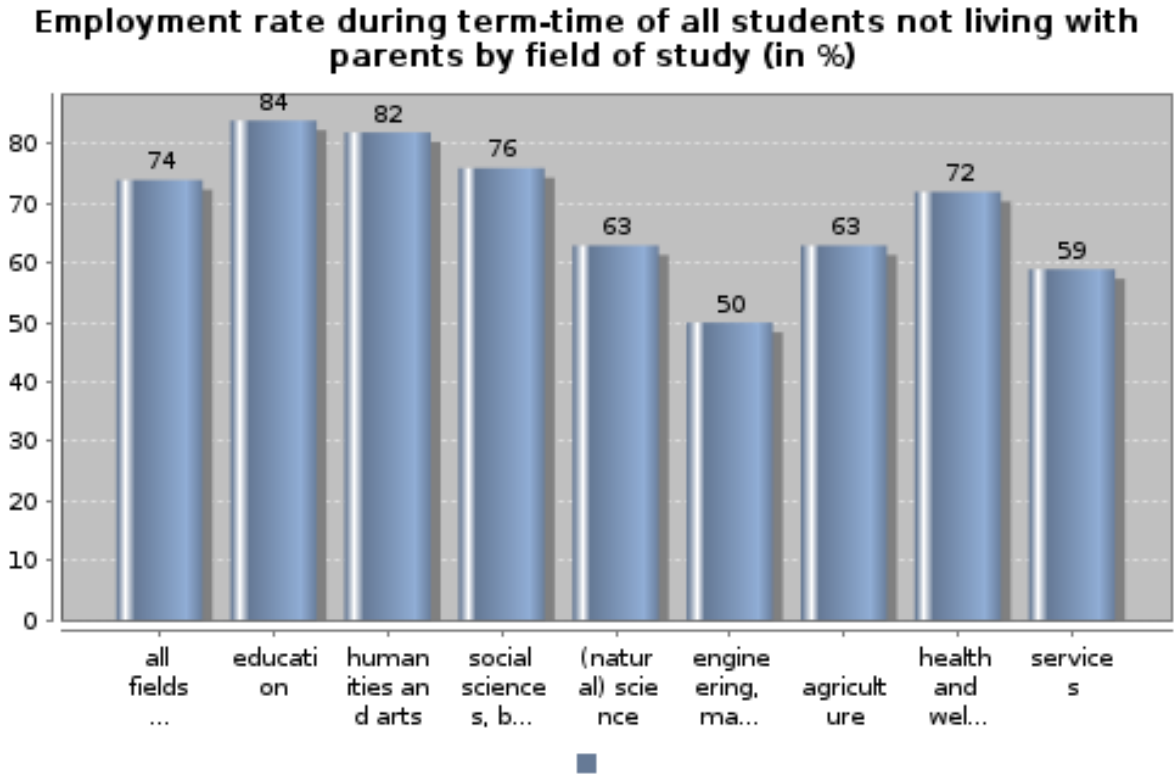
Students with a low or middle educational background tend to work more often and more hours than students with a high educational background.

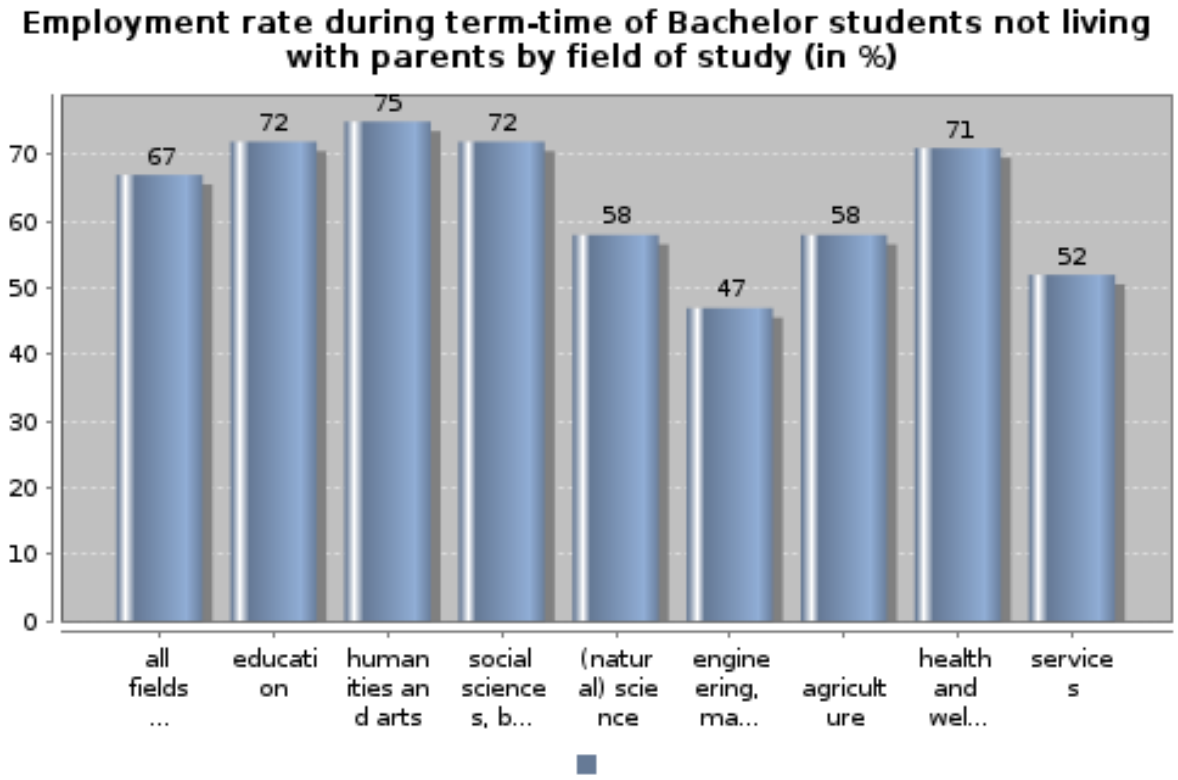
Students with a low or middle educational background rely more on their income from employment, which exceeds their income from parents/family and public sources. Students with a high educational background earn less money from their employment than their income from parents/family and public sources.

Topic: G. Time budget and employment

Subtopic 4: Employment rate during term-time by field of study

Key Indicators	
Employment rate of:	
all students in engineering disciplines, in %	50.4
all students in humanities and arts, in %	82.1
BA students in engineering disciplines, in %	47.4
BA students in humanities and arts, in %	75.2





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

73.5% of all students work during the academic term. This share varies from 50.4% in engineering, manufacturing and construction to 84.3% in education.

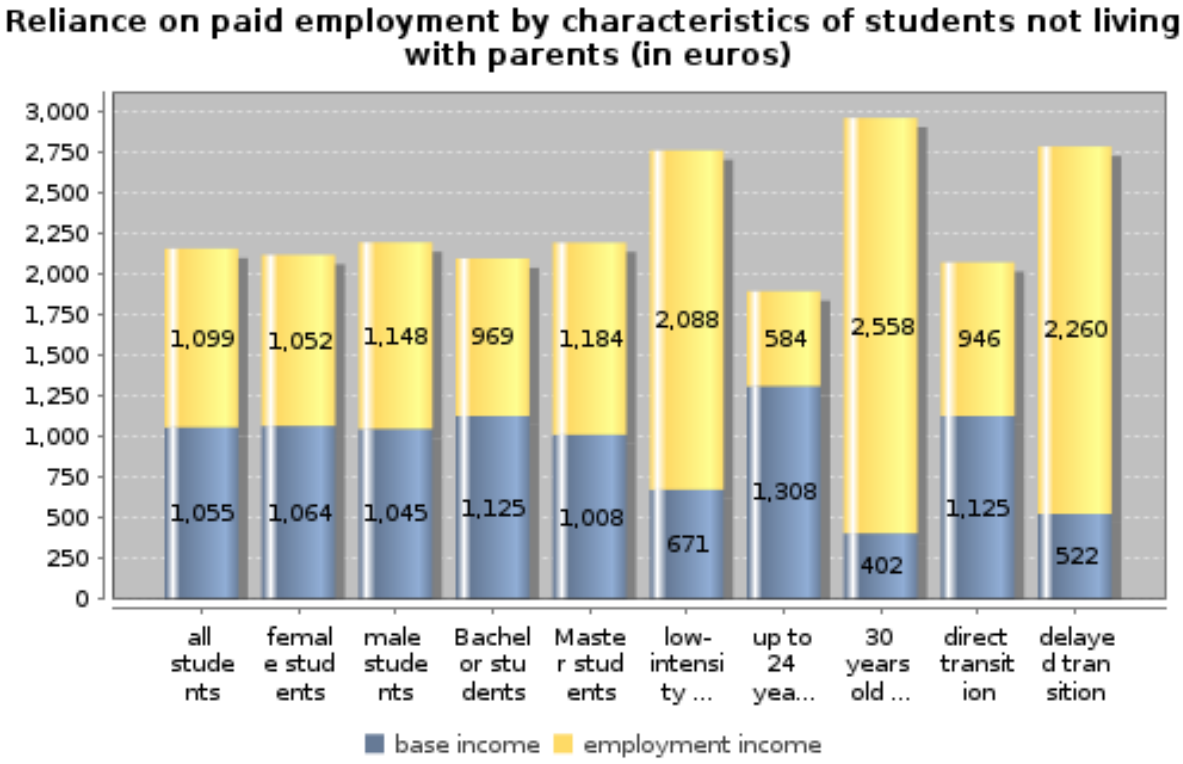
Bachelor students are less often employed during the academic term (67.1%). This is the case in all fields of studies.

The share of employed Bachelor students by field of study resembles that of all students. It is highest in the humanities and arts (75.2%).

Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators	
Income from employment as share of total income for all students, in %	51.0
Income from employment as share of total income for BA students, in %	46.3
Income from employment as share of total income for low-intensity students, in %	75.7
Income from employment as share of total income for 30 years old or above, in %	86.4



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students not living with their parents earn about the same amount as their base income through employment. Age has a big influence on the ratio of self-earned income to base income: 86.4% of the income of students aged 30 years or older is from employment, while this accounts for 30.9% of the income of students up to 24 years. Due to this, the share of income from employment is higher for delayed transition students and low-intensity students and lower for direct transition students and

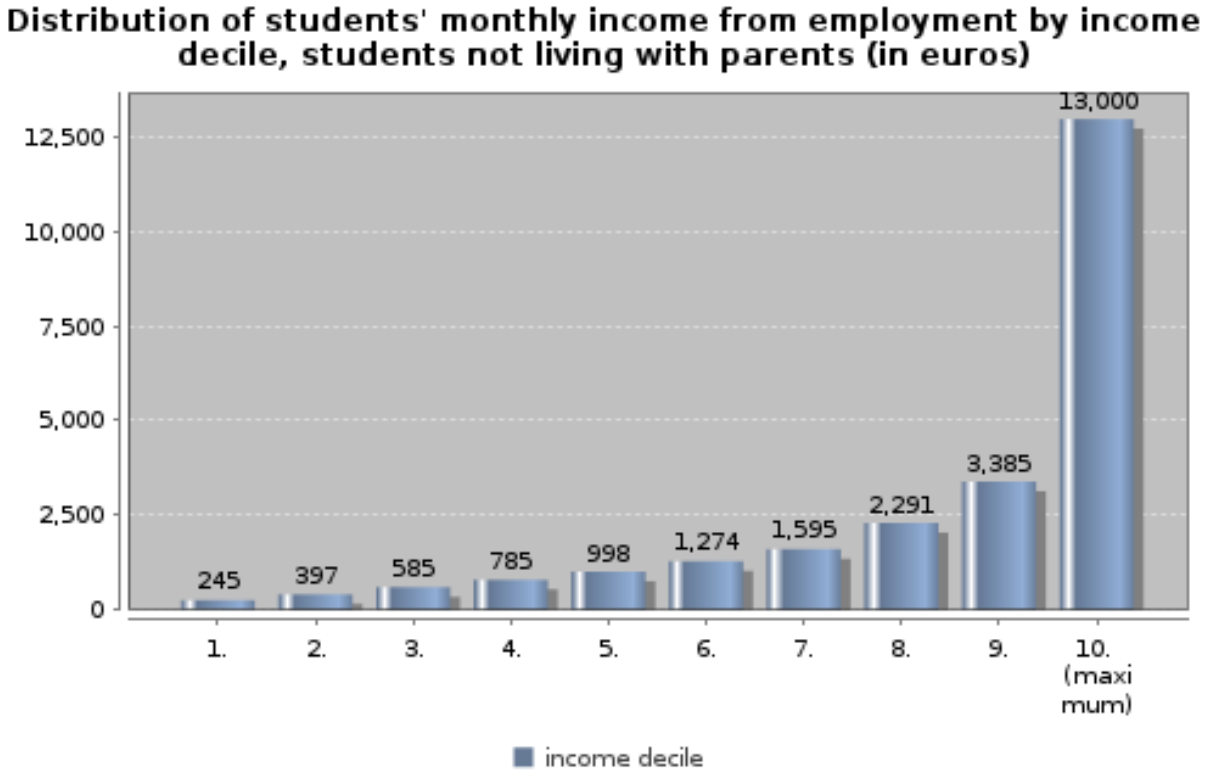
Bachelor students.

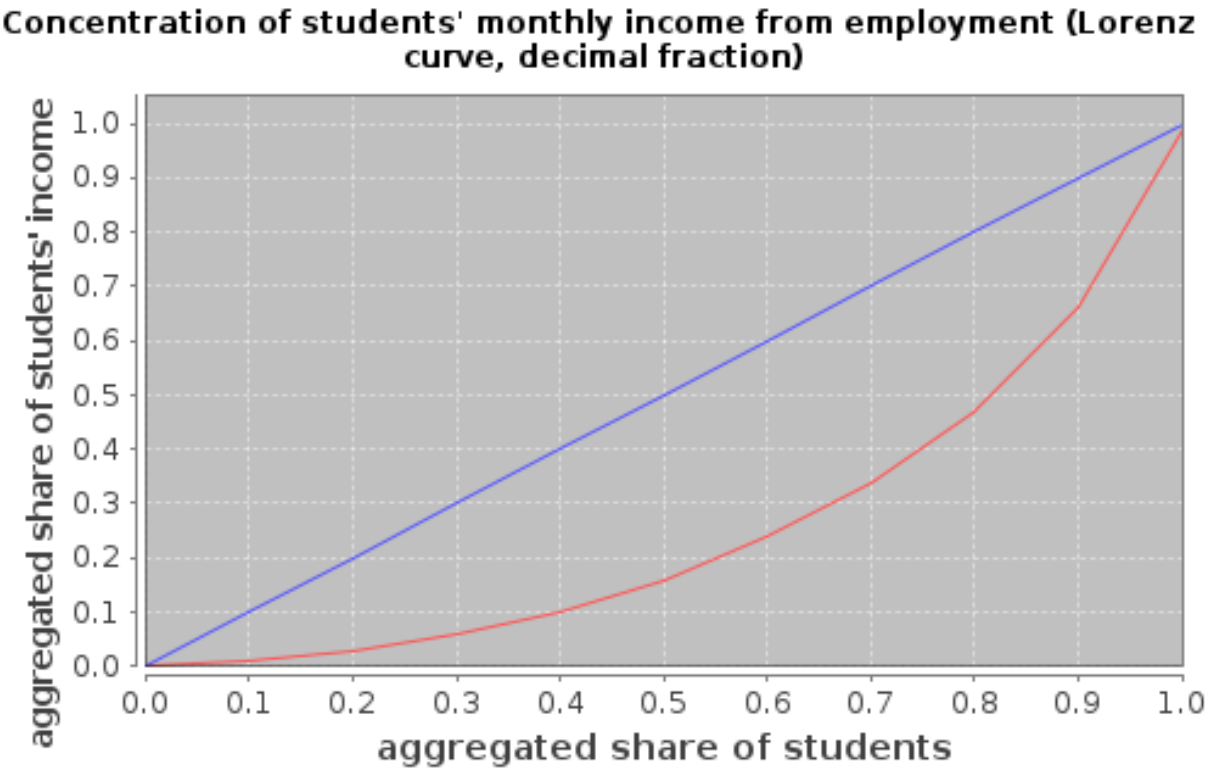
Topic: G. Time budget and employment

Subtopic 6: Distribution and concentration of students' monthly income from paid employment

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	287.9
Gini coefficient	0.47





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The income from employment is not very evenly distributed among working students not living with their parents. While 20% earn at most CHF 400 per month, another 20% earn more than CHF 2290 per month.

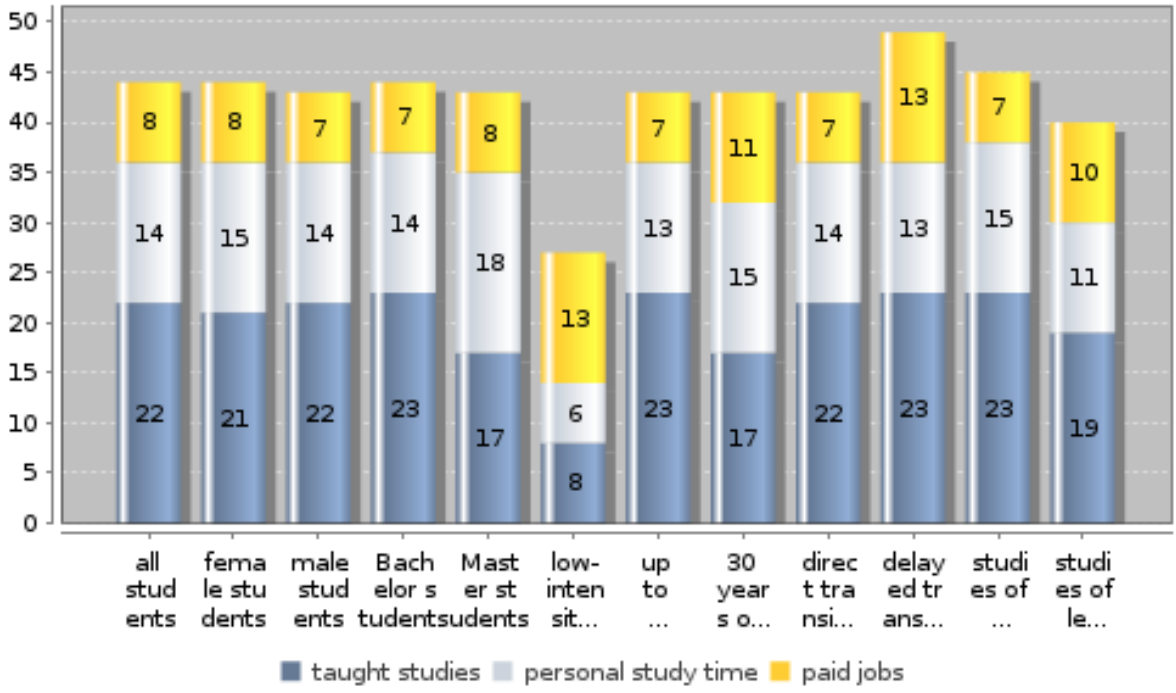
The wide range of income from employment is explained by the share of part-time students, who are often older and are working alongside their studies.

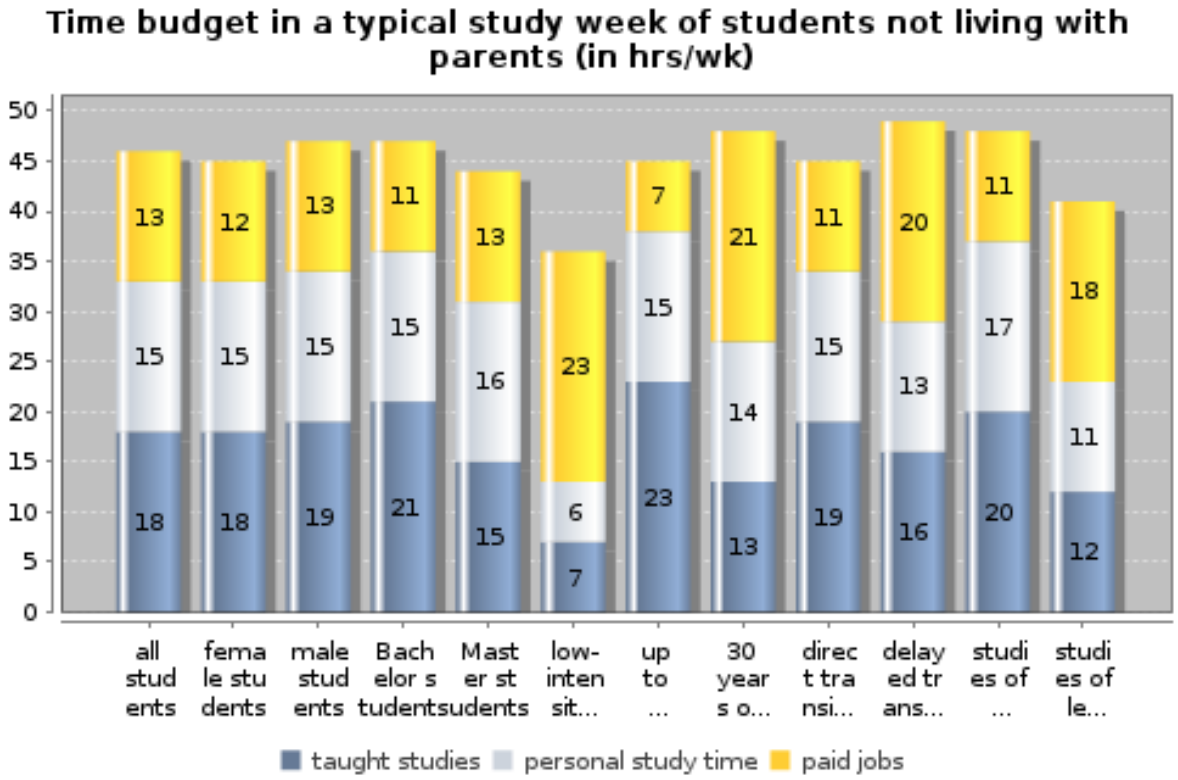
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	33.0
Study-related activities of BA students not living with parents, hrs/wk	36.0
Study-related activities of MA students not living with parents, hrs/wk	31.0
Study-related activities of low-intensity students not living with parents, hrs/wk	14.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	37.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	23.0

Time budget in a typical study week of students living with parents (in hrs/wk)





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Most focus groups for students living with their parents show a weekly time budget for studies and paid jobs ranging between 42 and 46 hours. Delayed transition students have a higher time budget, which is due to more hours of paid work. Low-intensity students have a much lower time budget, although they spend almost twice as much time on paid jobs as the average of all students. Students who judge their studies to be less important than their other activities have a slightly lower time budget.

For students not living with their parents, the situation is much the same, although most focus groups show a time budget between 46 and 48 hours per week. They also spend more hours per week on paid work and fewer hours on taught studies than students not living with their parents.

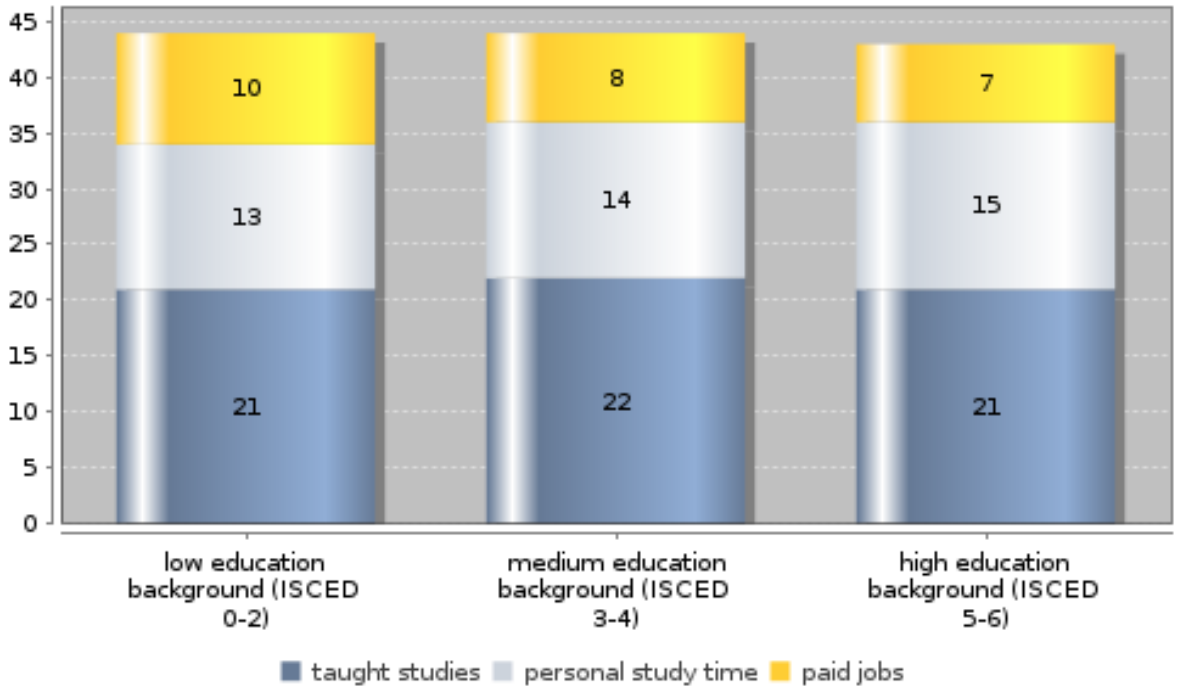
Topic: G. Time budget and employment

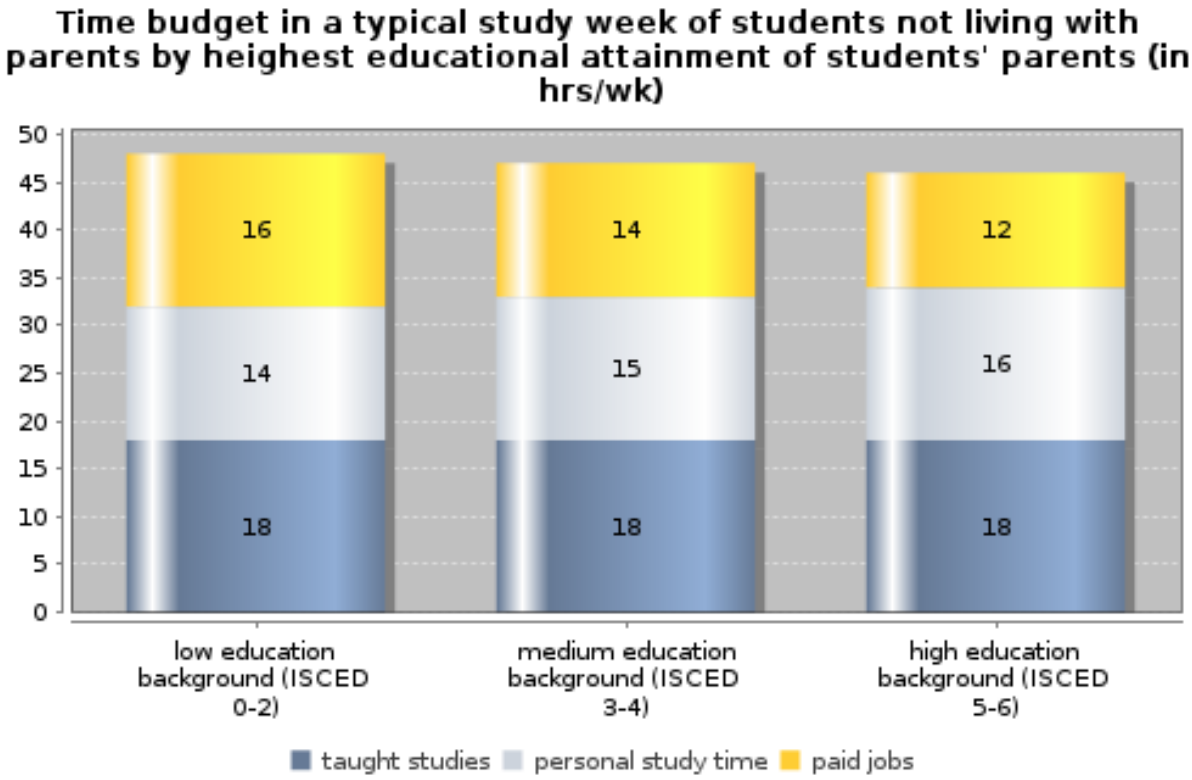
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	34.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	32.0

Time budget in a typical study week of students living with parents by heighest educational attainment of students' parents (in hrs/wk)





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methodical issues or considerations for data interpretation:

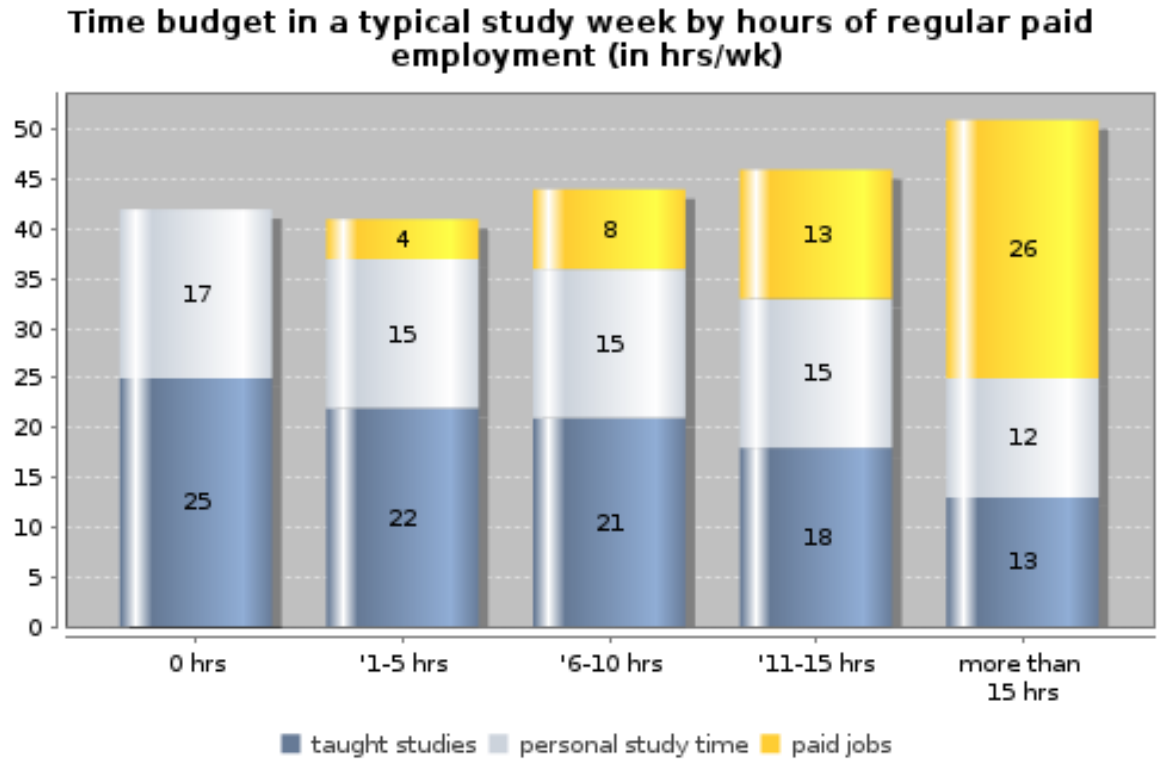
national interpretation of the results of the data analysis:

Independently of students' form of housing, their time budget shows the same tendencies by educational background: Students with a high educational background spend more time on their studies and less time on paid jobs than students with a low educational background.

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators	
Study-related activities of students with no paid employment, hrs/wk	42.0
Study-related activities of students, who work 1-5 hrs/wk	38.0
Study-related activities of students, who work 11-15 hrs/wk	33.0
Study-related activities of students, who work more than 15 hrs/wk	25.0



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methodical issues or considerations for data interpretation:

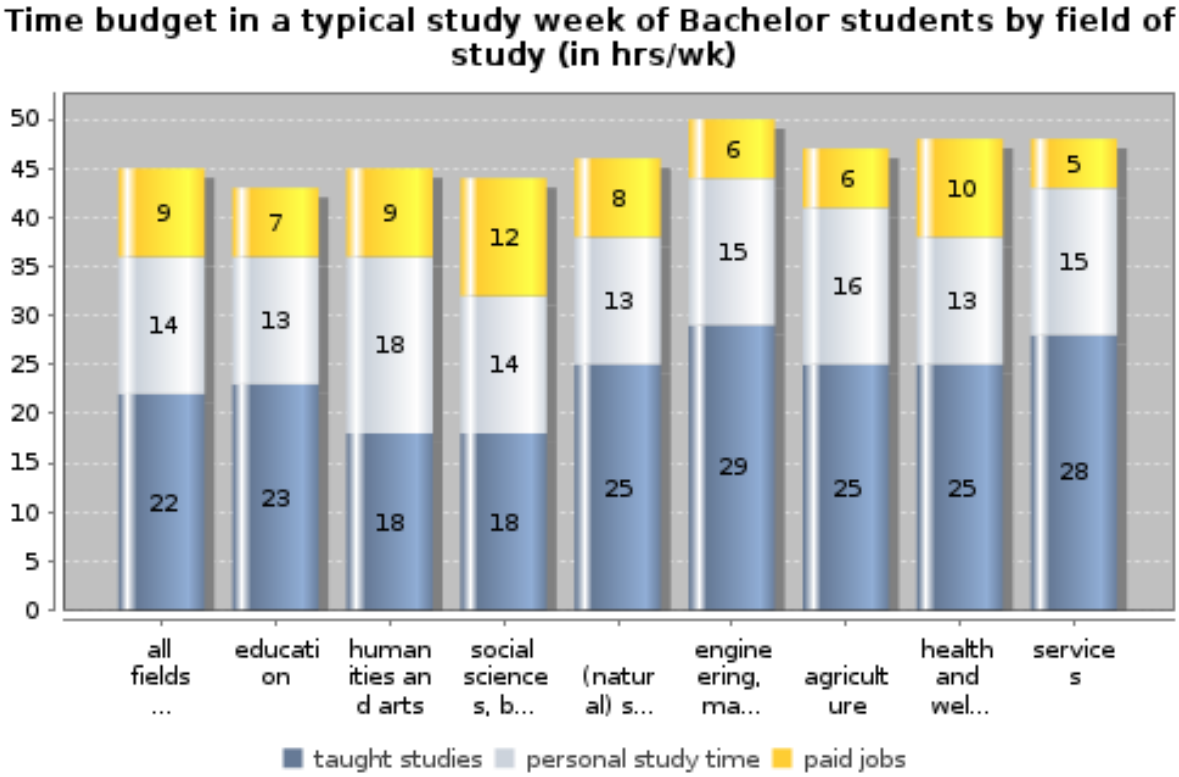
national interpretation of the results of the data analysis:

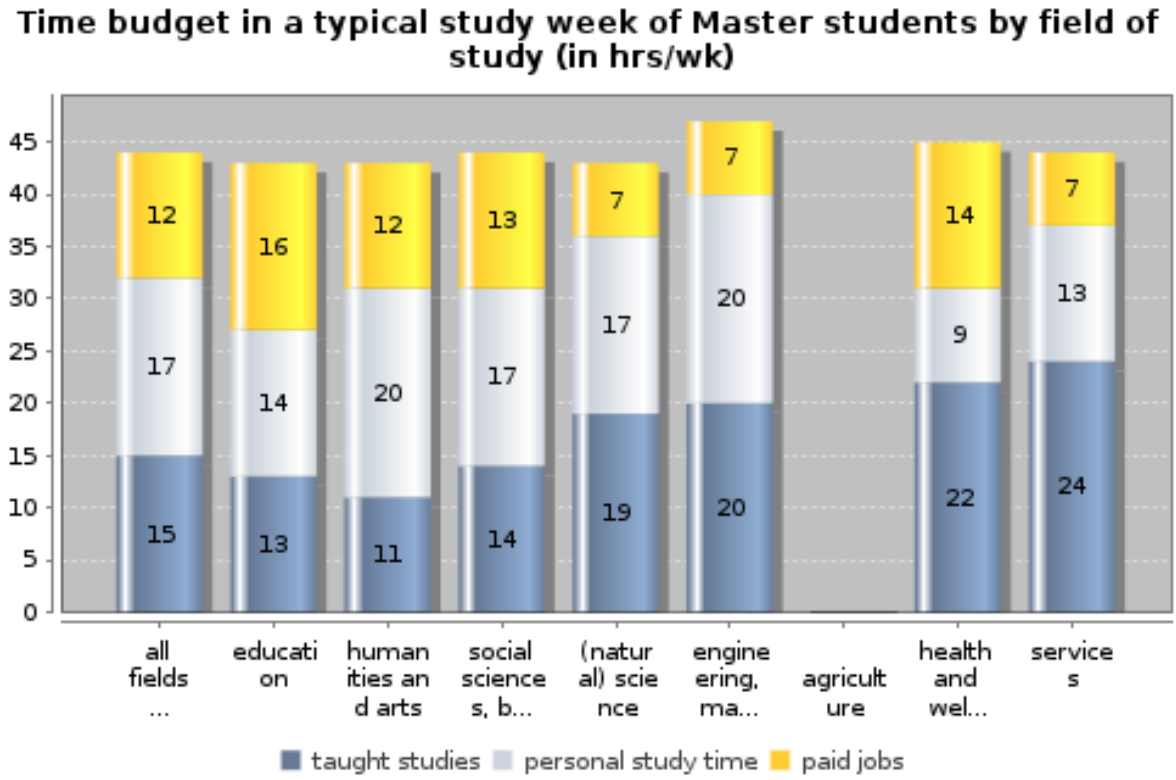
Looking at students' time budget by extent of paid employment, two effects of paid employment can be observed: About half of the hours that students work on paid jobs are deducted from the time spent on their studies. The other half of the work hours are added to the total time budget.

Topic: G. Time budget and employment

Subtopic 10: Time budget by field of study and study programme

Key Indicators	
Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	44.7
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	35.2
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	40.5
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	31.3





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

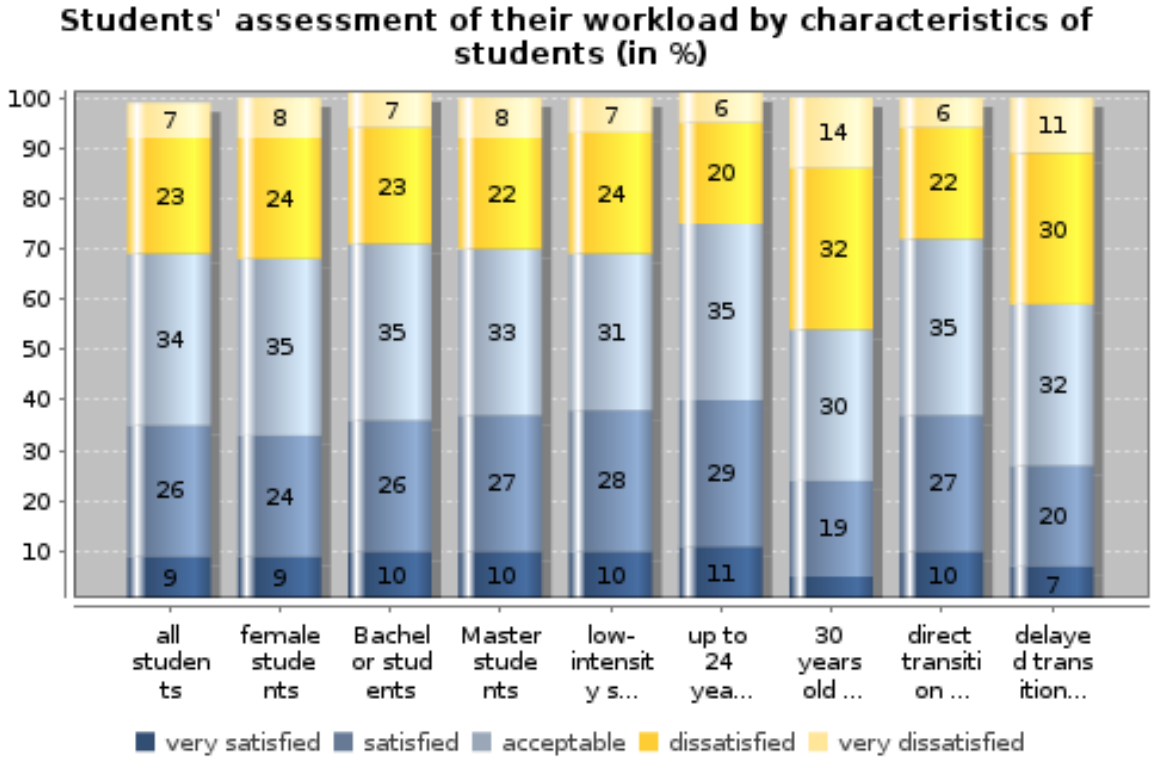
Generally, the time budget of Bachelor students is slightly bigger than the time budget of Master students and Master students spend more time on paid jobs. However, the total time spent on studies and paid jobs varies by field of studies.

The biggest time budget can be found in the field of engineering, manufacturing and construction. While the time budget in some fields is more or less stable for Bachelor and Master students, Master students in education, humanities and arts as well as health and welfare spend far more time on paid jobs than Bachelor students in the same fields.

Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators	
Share of all students who are (very) satisfied, in %	35.3
Share of BA students who are (very) satisfied, in %	35.7
Share of low-intensity students who are (very) satisfied, in %	38.4
Share of 30 year olds or over who are (very) satisfied, in %	23.9



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

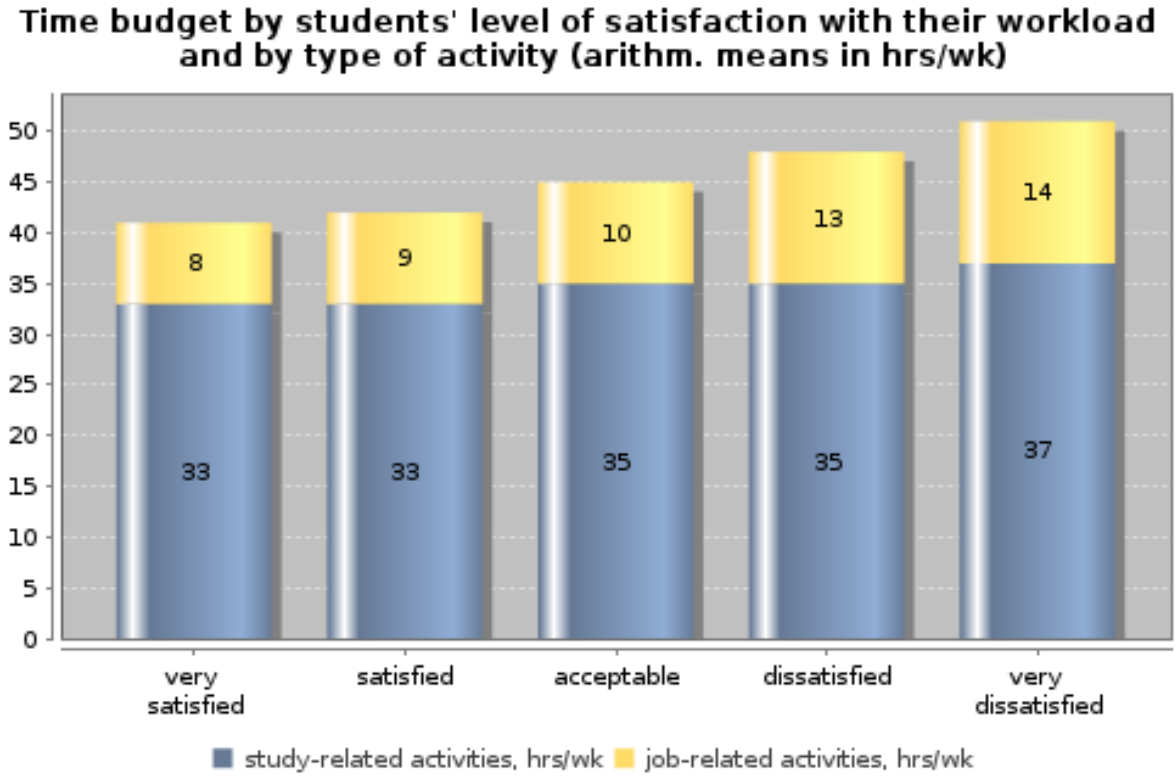
30.4% of students are (very) dissatisfied with their workload, while 35.3% are (very) satisfied and 34.3% find their workload acceptable. Students' age influences their assessment: 45.3% of students who are at least 30 years old are (very) dissatisfied with their workload. This is reflected in the larger share of delayed transition students who are dissatisfied with their workload. Low-intensity students, however, do not differ very much from the average of all students in their assessment.

Topic: G. Time budget and employment

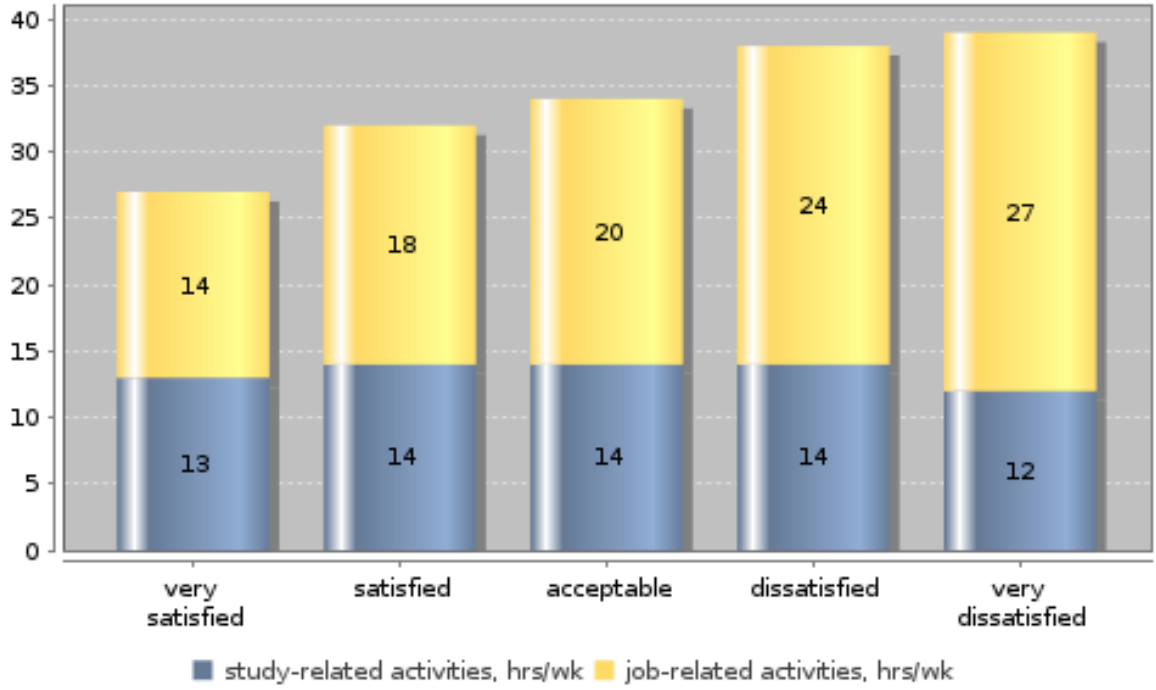
Subtopic 12: Time budget by students' level of satisfaction with their workload

Key Indicators

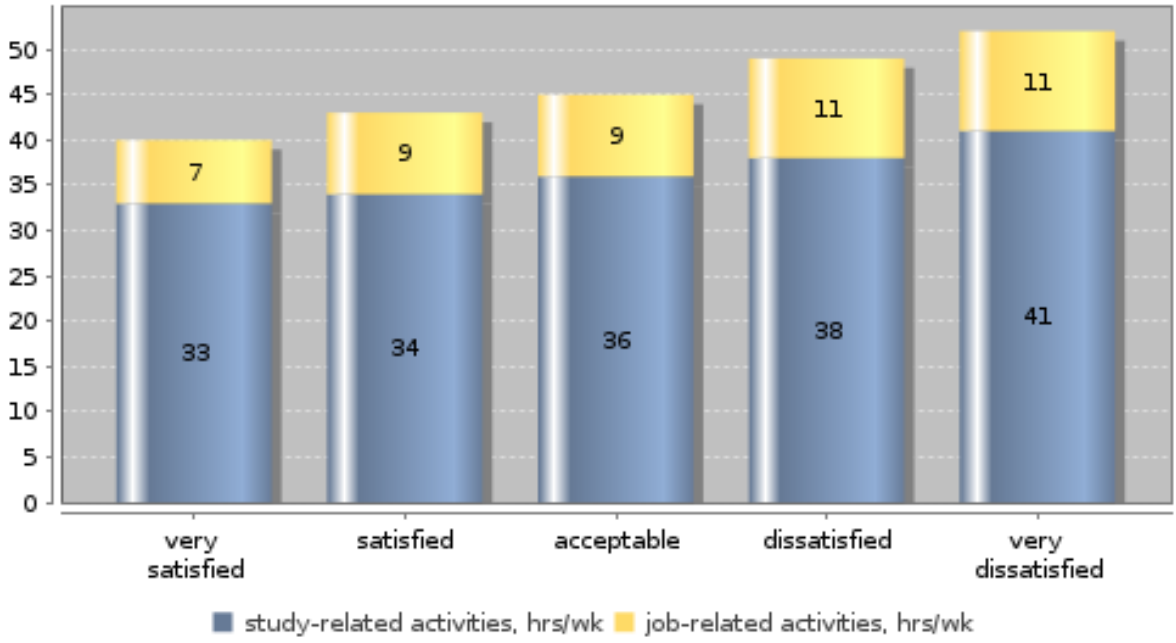
Total workload of all students who are very dissatisfied, in hrs/wk	51.5
Total workload of BA students who are very dissatisfied, in hrs/wk	51.9
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	38.9



Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The total workload per week by assessment of workload ranges from 40.3 hours for students who are very satisfied with their workload, to 51.5 hours for students who are very dissatisfied with their workload. The workload for studies as well as paid jobs increases as the satisfaction with the total workload decreases. This is also the case for Bachelor students.

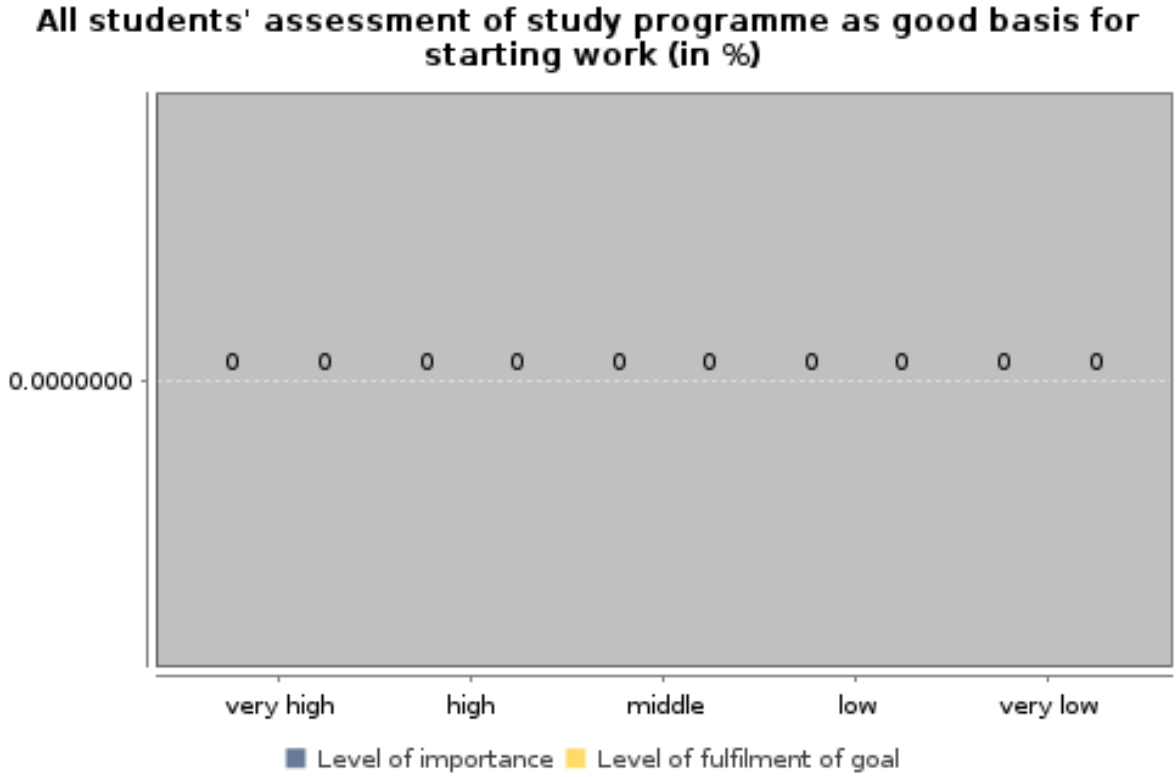
Topic: H. Assessment of studies

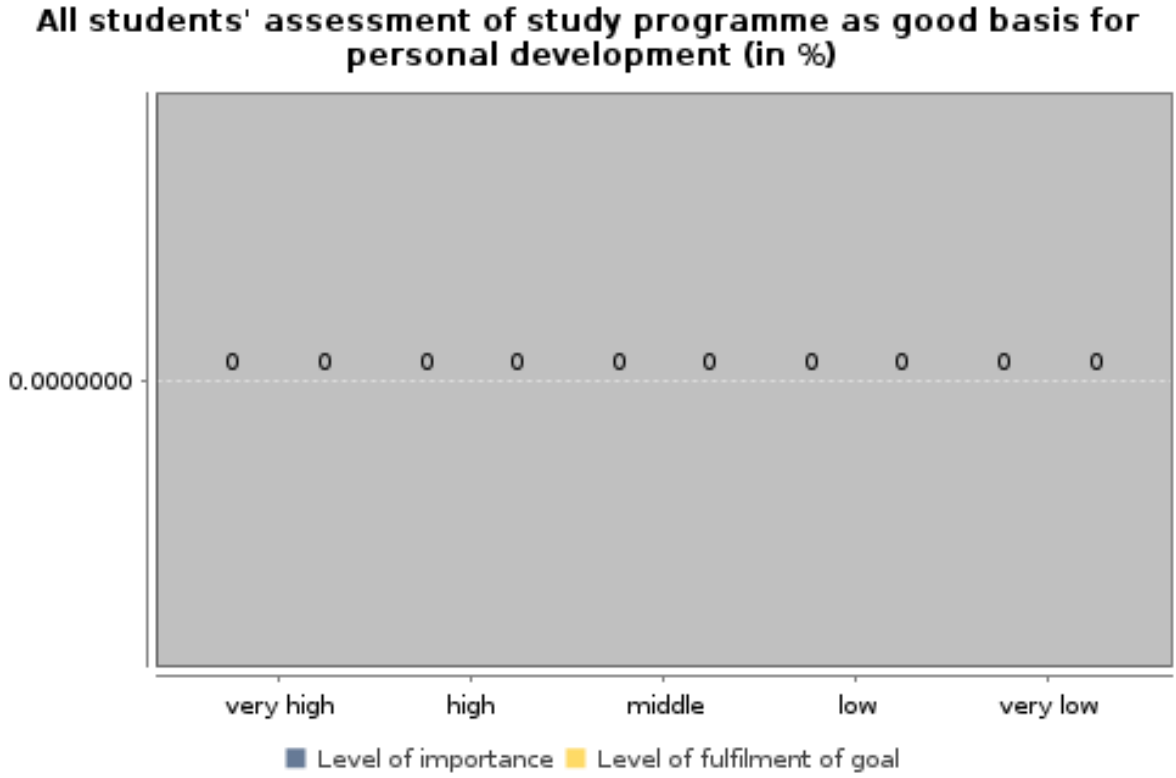
Subtopic 1: All students' assessment of general aspects of studies

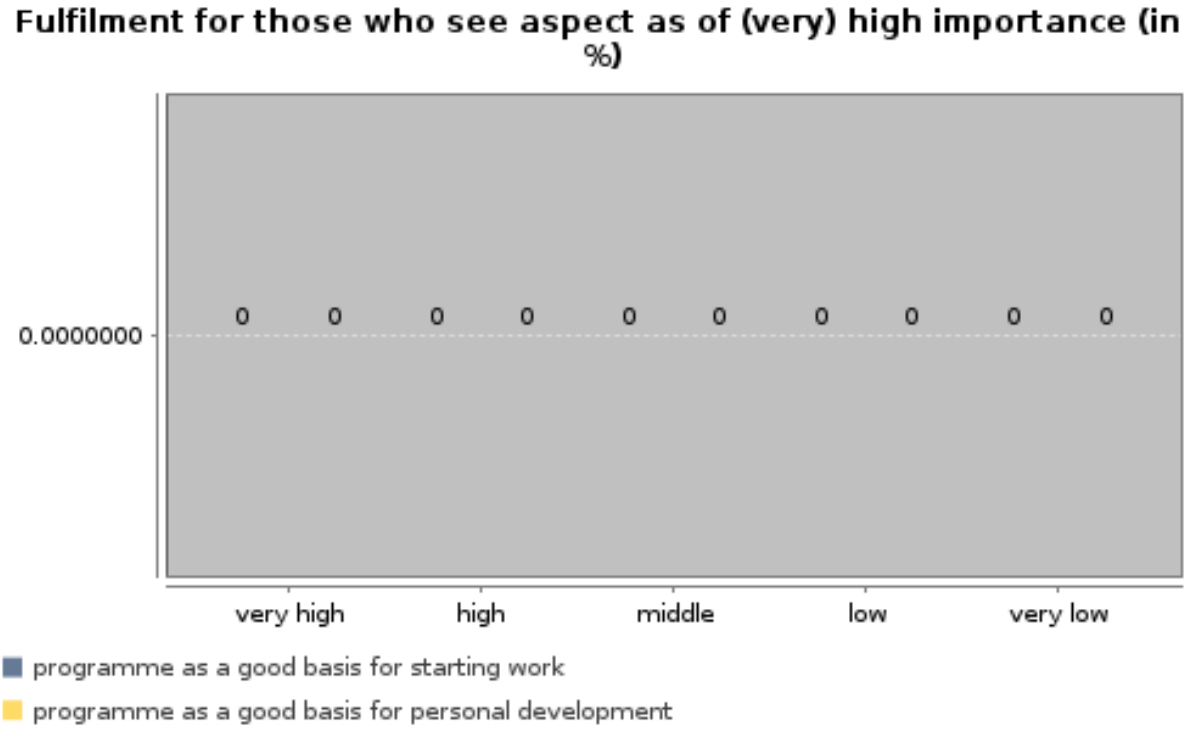
Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %

Share of all students whose goals are met at (very) high level - basis for personal development, in %







details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no data for this subtopic because the question concerning students' assessment of general aspects of studies was not included in the Swiss questionnaire.

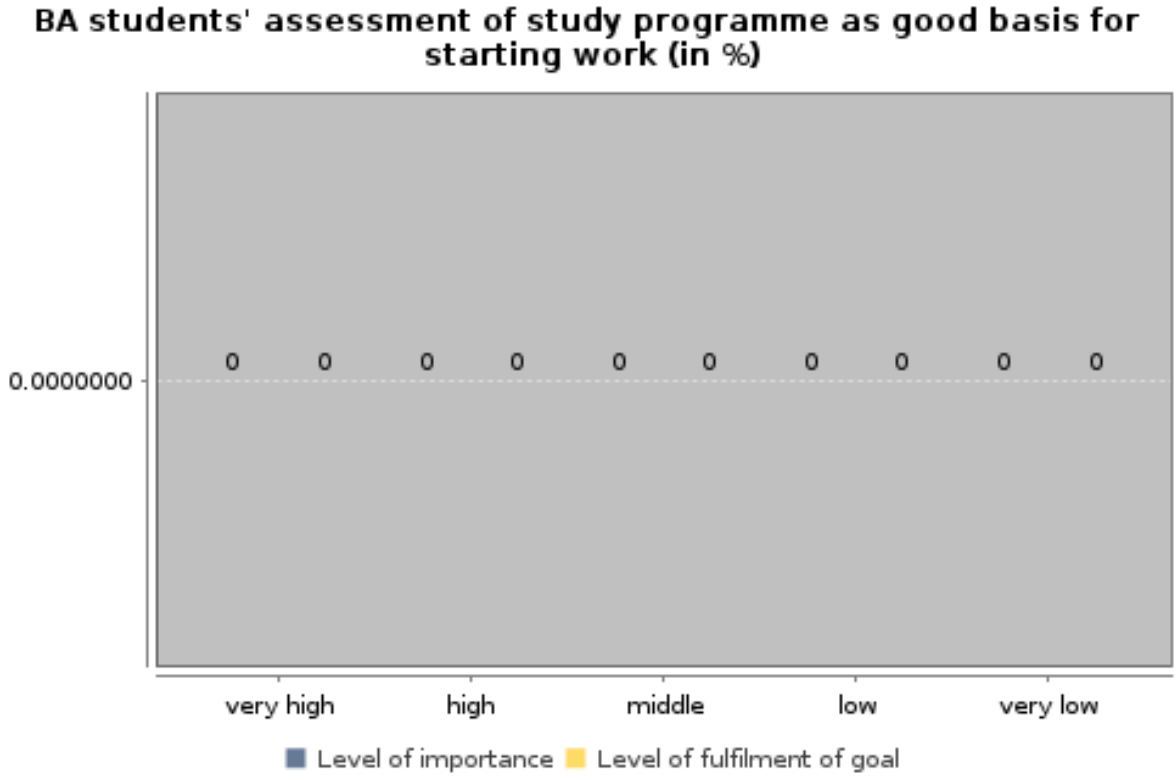
Topic: H. Assessment of studies

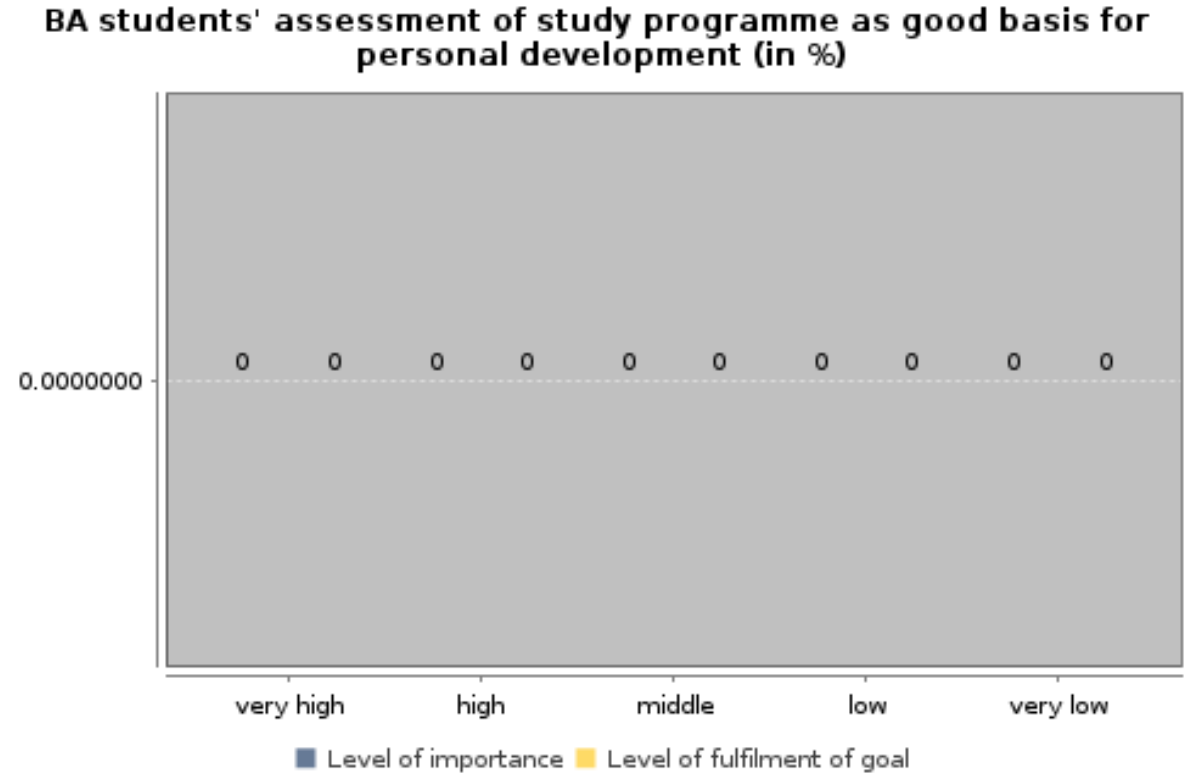
Subtopic 2: Bachelor students' assessment of general aspects of studies

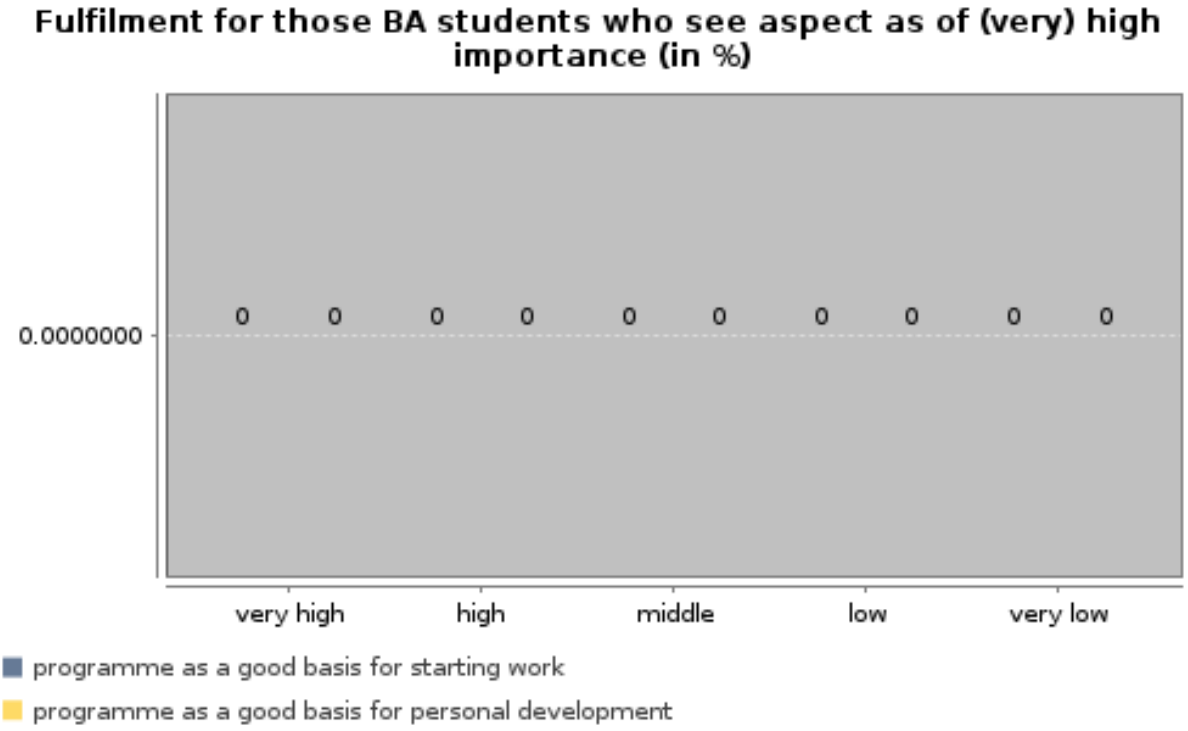
Key Indicators

Share of BA students whose goals are met at (very) high level - basis for starting work, in %

Share of BA students whose goals are met at (very) high level - basis for personal development, in %







details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no data for this subtopic because the question concerning students' assessment of general aspects of studies was not included in the Swiss questionnaire.

Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

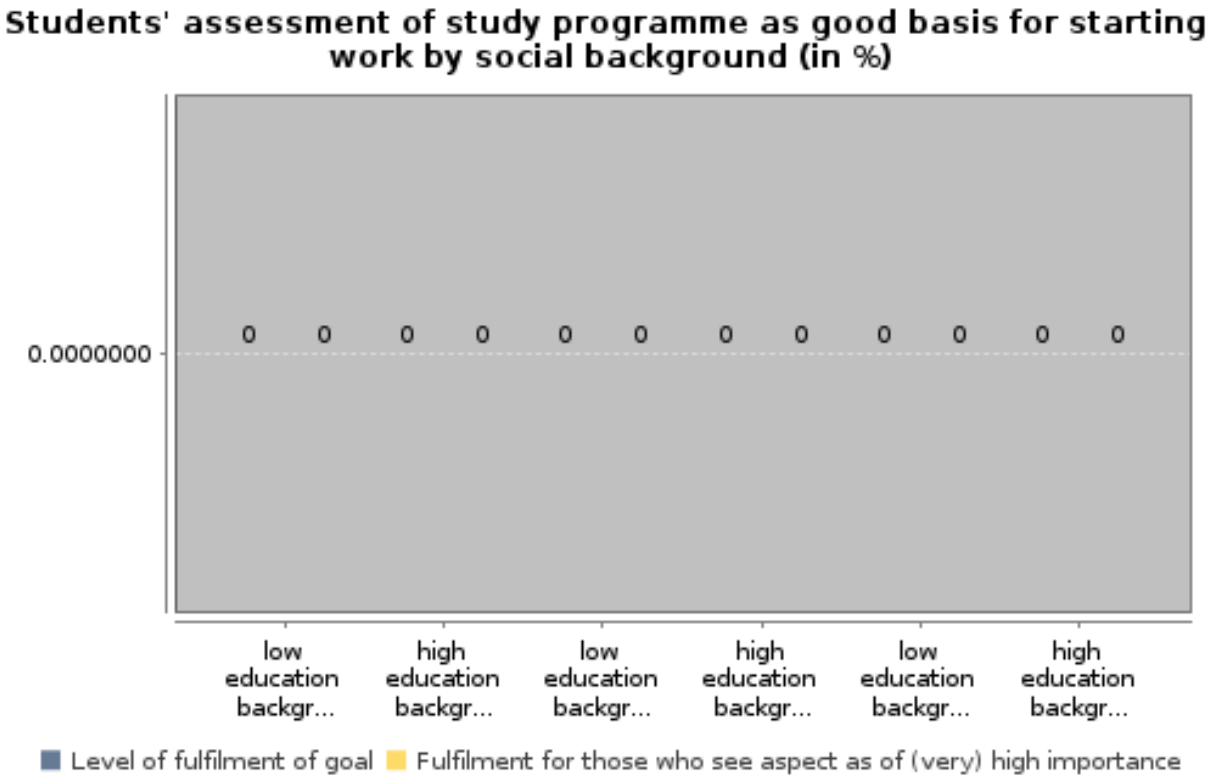
Key Indicators

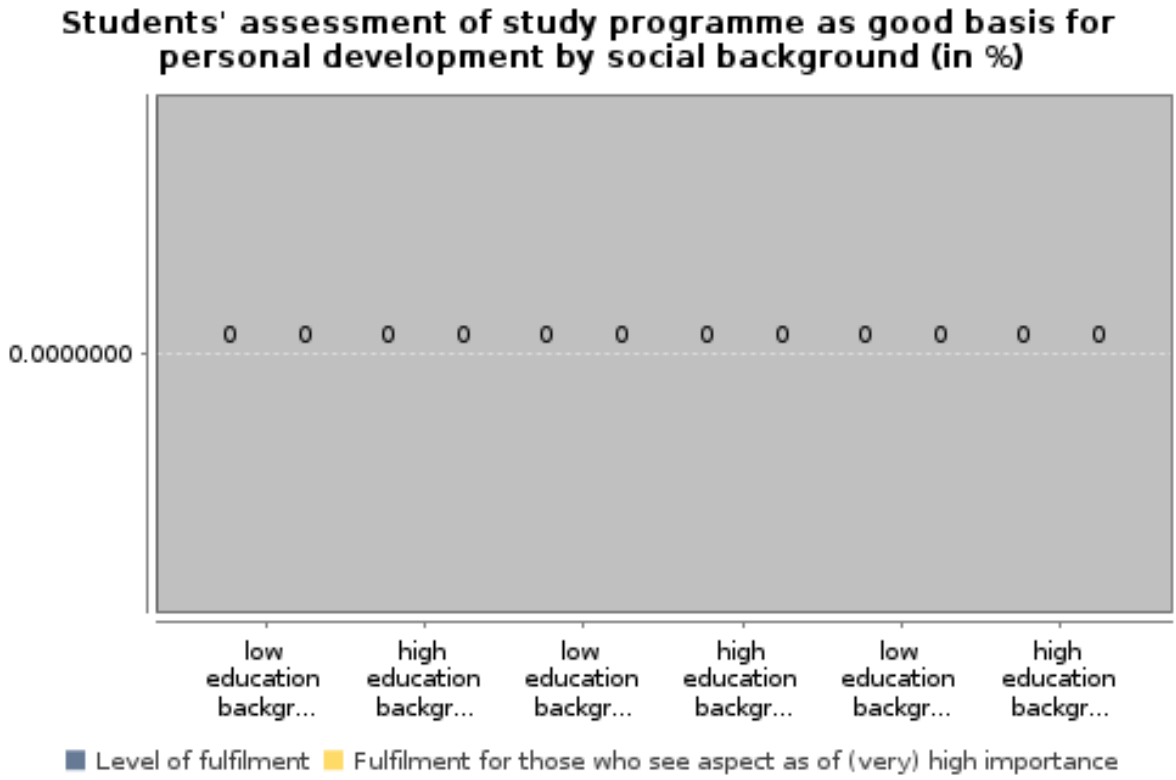
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %

Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %

Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

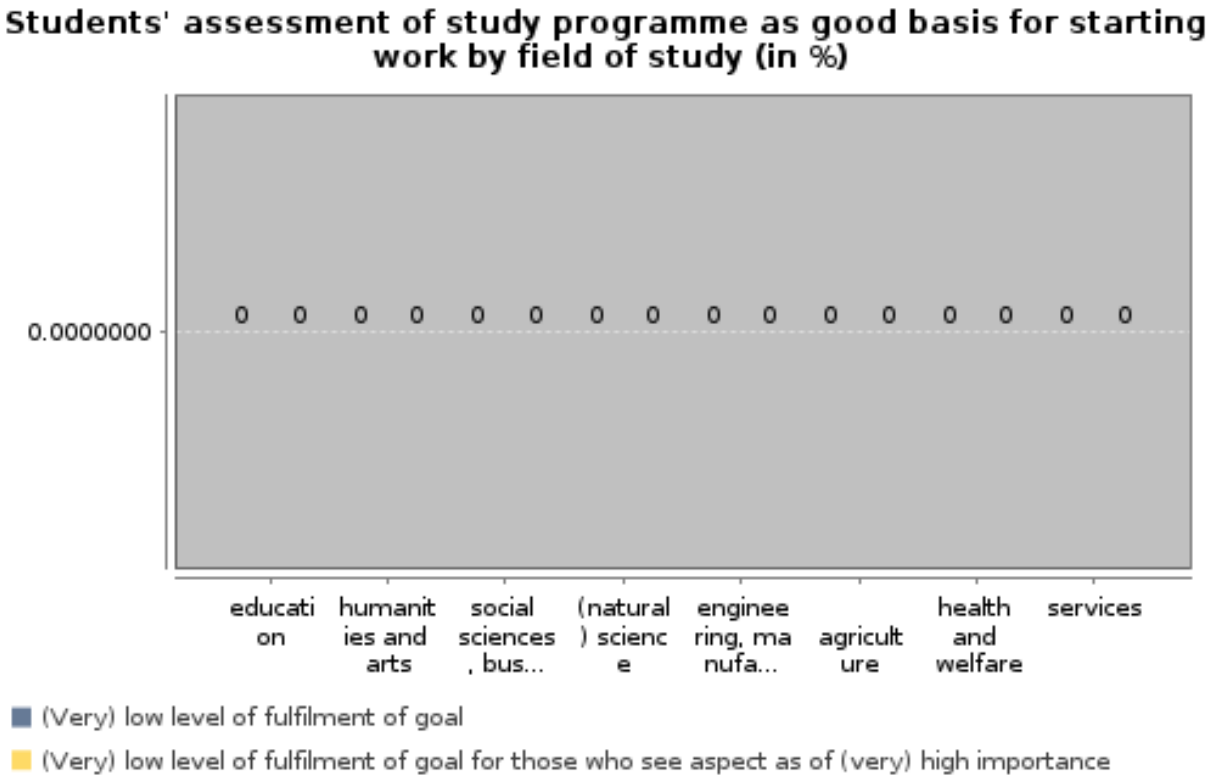
There are no data for this subtopic because the question concerning students' assessment of general aspects of studies was not included in the Swiss questionnaire.

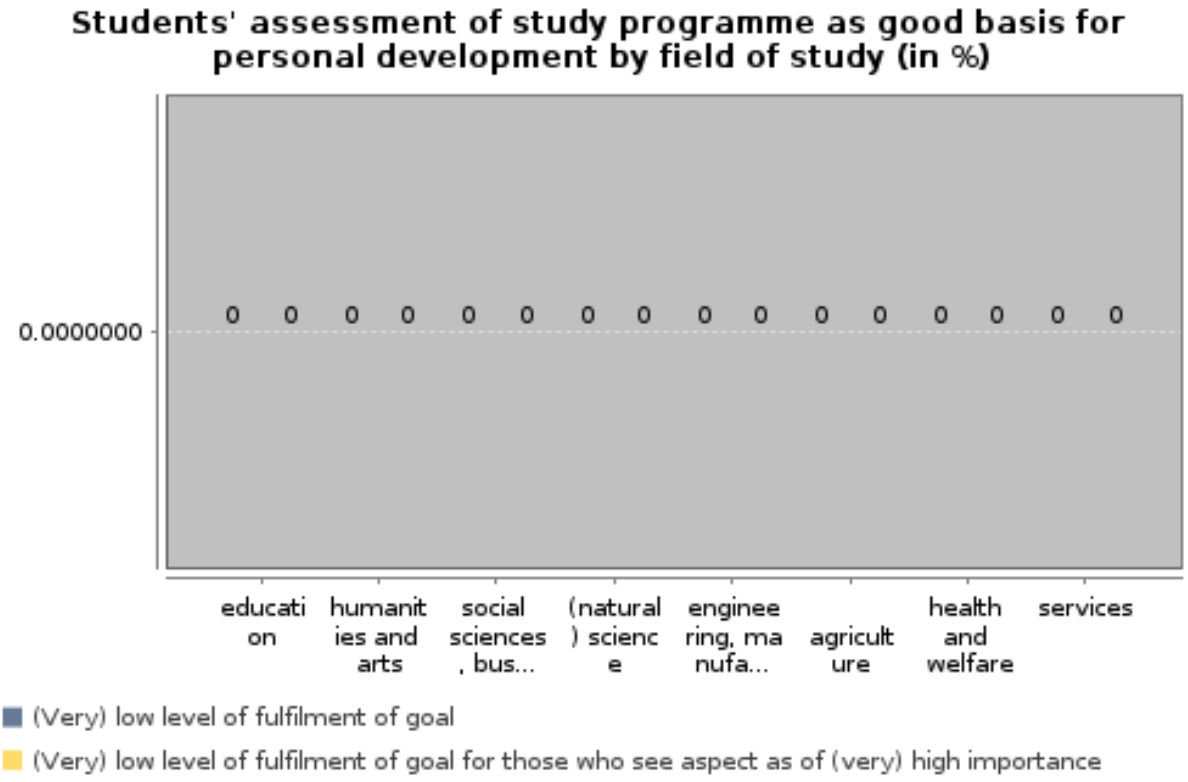
Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %





details on missing data:

methodical issues or considerations for data interpretation:

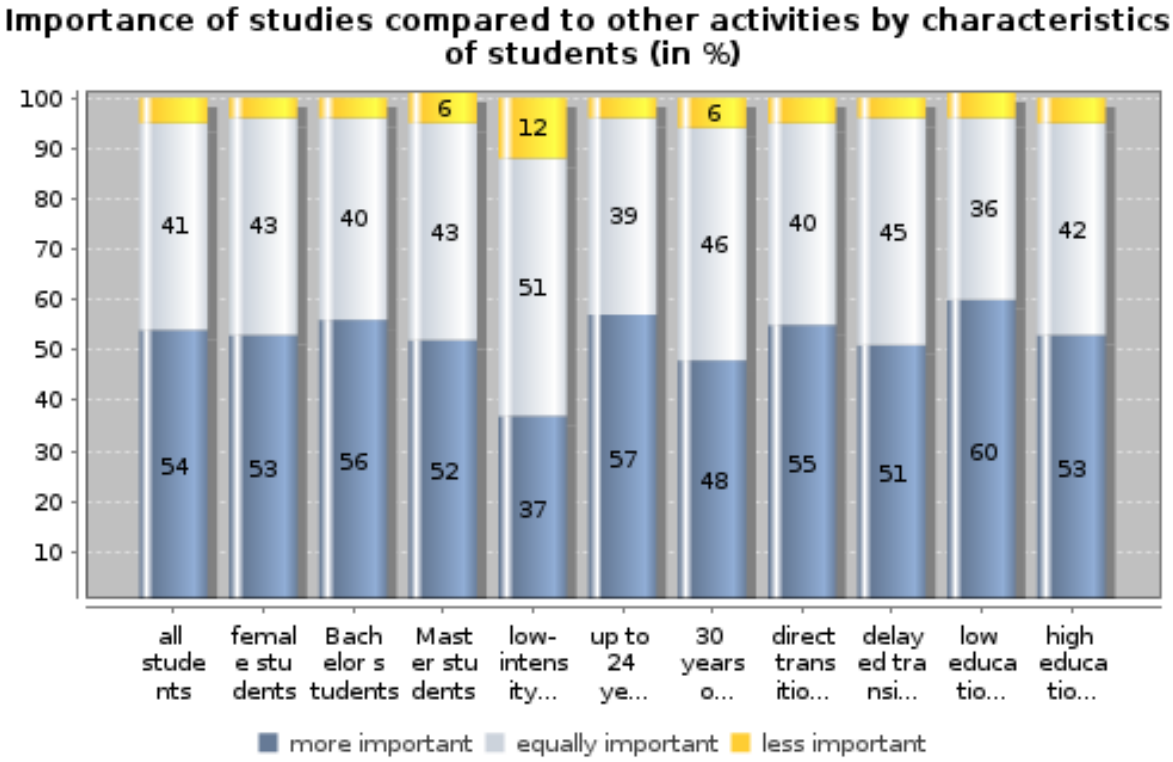
national interpretation of the results of the data analysis:

There are no data for this subtopic because the question concerning students' assessment of general aspects of studies was not included in the Swiss questionnaire.

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	54.1
Share of all students for whom studies are less important, in %	4.7
Share of BA students for whom studies are more important, in %	55.8
Share of BA students for whom studies are less important, in %	4.0
Share of low-intensity students for whom studies are more important, in %	37.4
Share of low-intensity students for whom studies are less important, in %	11.6
Share of 30 years old or older for whom studies are more important, in %	48.0
Share of 30 years old or older for whom studies are less important, in %	6.4



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methodical issues or considerations for data interpretation:

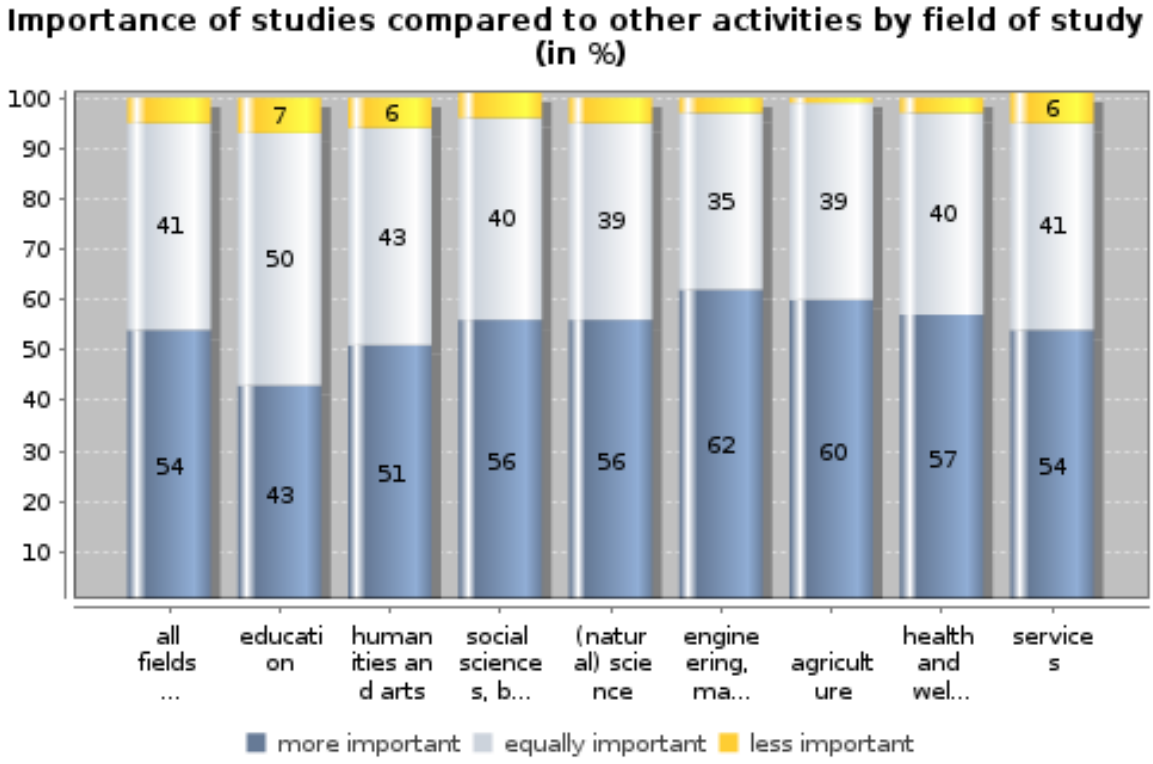
national interpretation of the results of the data analysis:

The majority of students (54.1%) consider their studies to be more important than their other activities. 4.7% consider their other activities to be more important. Low intensity students less frequently see their studies as more important and more frequently see them as less important.

Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	50.9
Share of students in humanities and arts for whom studies are less important, in %	5.8
Share of students in engineering disciplines for whom studies are more important, in %	61.7
Share of students in engineering disciplines for whom studies are less important, in %	3.3
Share of students in social sciences for whom studies are more important, in %	55.6
Share of students in social sciences for whom studies are less important, in %	4.5



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national interpretation of the results of the data analysis:

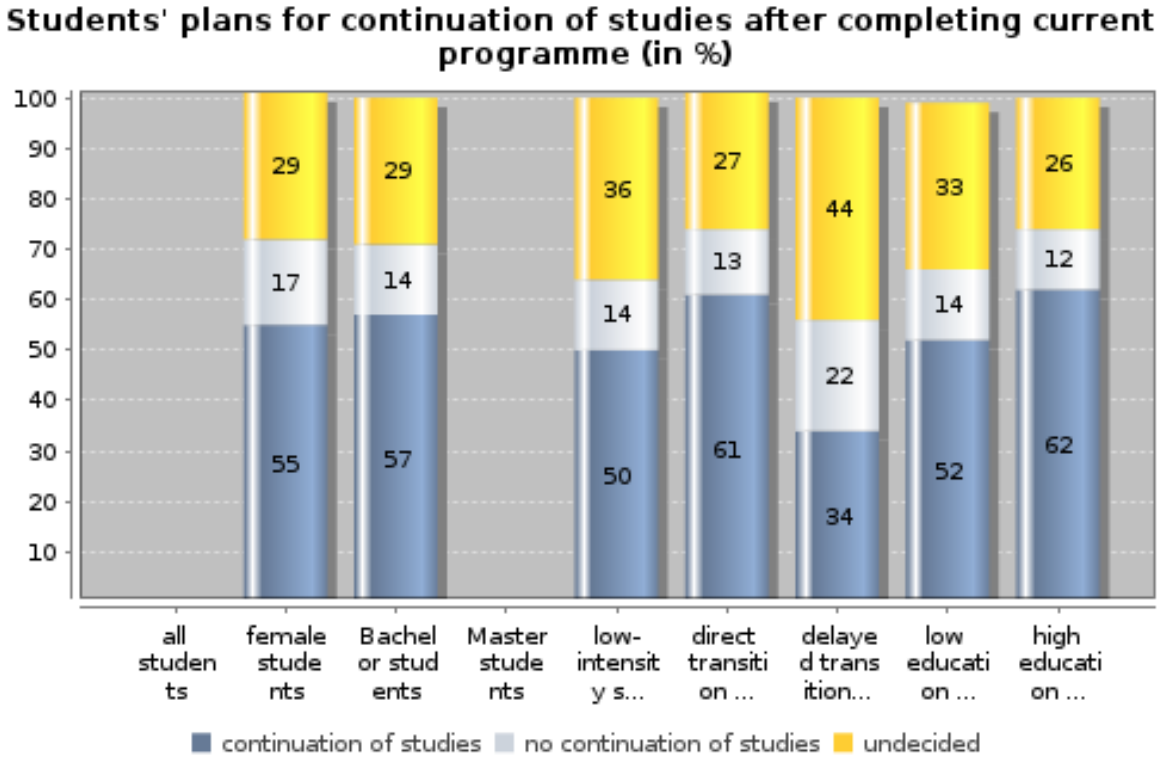
The share of students who consider their studies to be more important than their other activities varies by field of studies. Students in the field of education less often (43.2%) consider their studies to be more important, while students in engineering more often consider them to be more important (61.7%). However, the share of students who judge their studies to be less important remains small across all fields.

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	Share of all students who plan not to continue studies, in %
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Table 1: There is no comparable data for Switzerland. The Swiss questionnaire asked only for the highest degree the student would like to achieve. The current programme is not excluded and no differentiation between home and foreign country is made.

Table 2: Data was taken from a question asking Bachelor students whether they wanted to continue their studies with a Master programme. Therefore data for all subgroups include Bachelor students only!

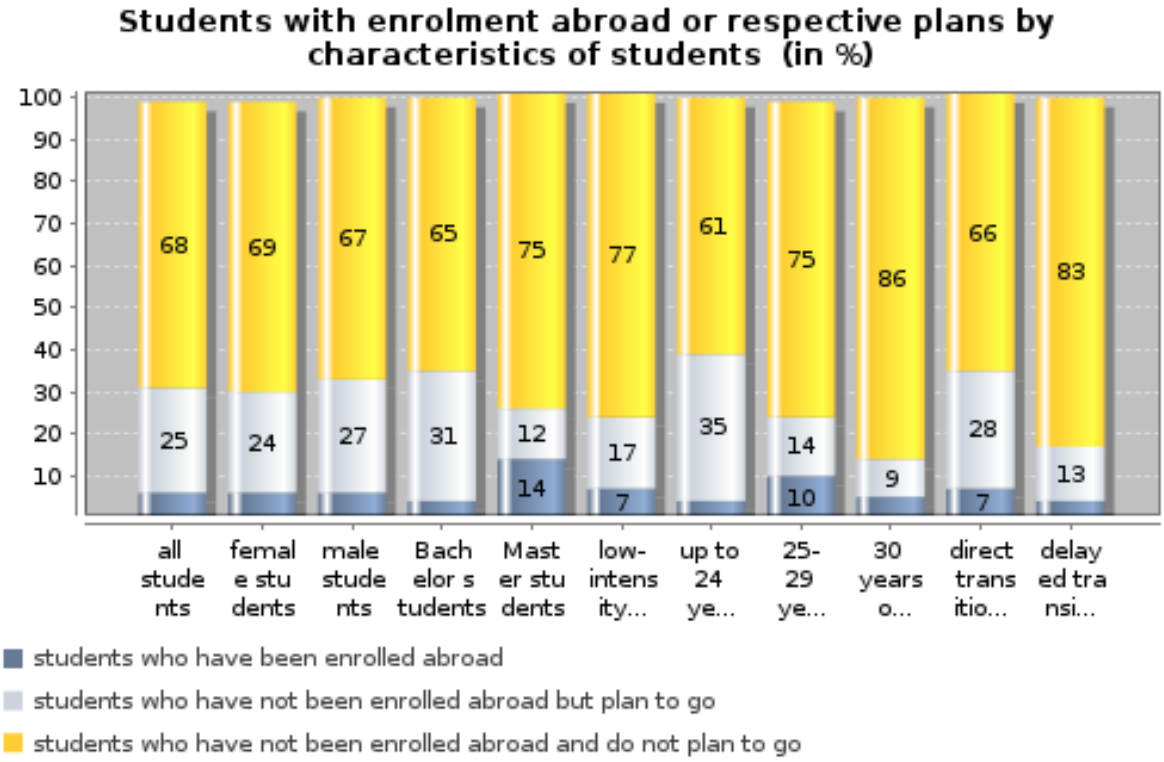
The majority (56.8%) of all Bachelor students want to continue their studies with a Master programme. 29.3% do not want to do a Master degree. The share who want to continue is much higher in the UIT

than in the UAS, which is at least partially due to the access conditions to Master programmes. This difference explains why delayed transition students and students from low educational backgrounds less often want to continue their studies.

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	6.3
Enrolment rate of female students, in %	6.3
Enrolment rate of Bachelor students, in %	3.6
Enrolment rate of Master students, in %	13.6
Plans for foreign enrolment of all students, in %	25.4
Plans for foreign enrolment of Bachelor students, in %	30.9



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

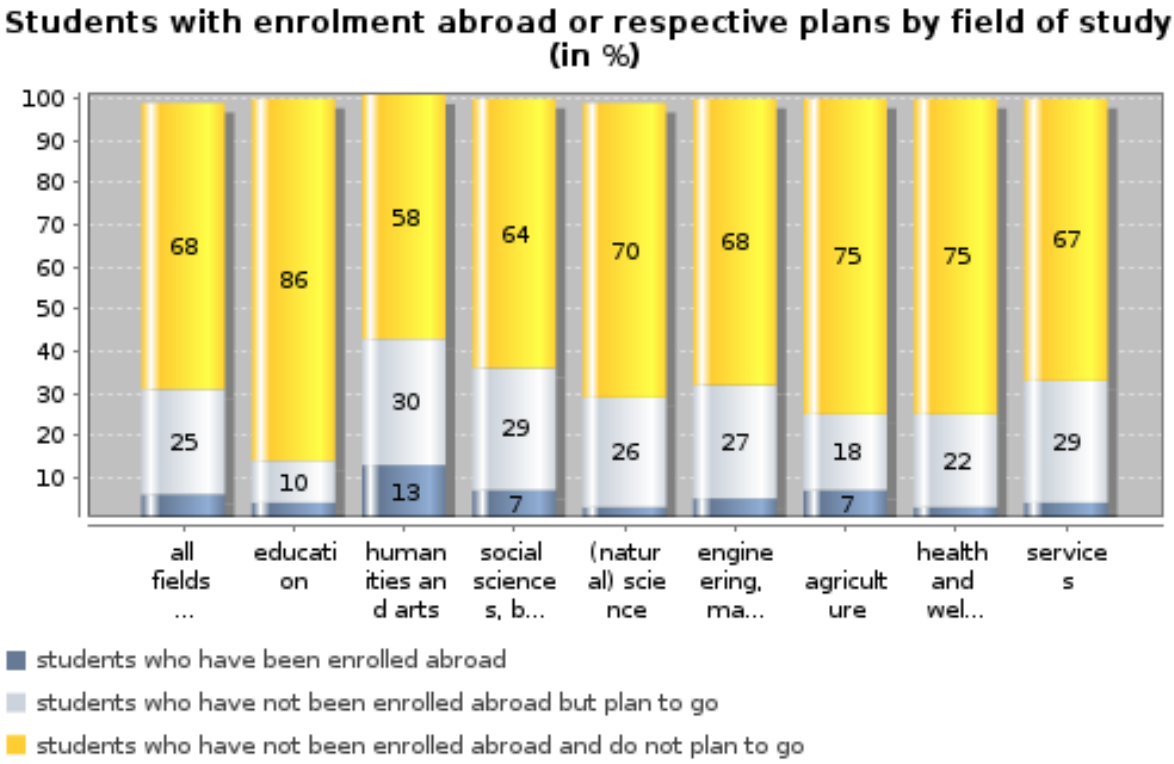
6.3% of students have enrolled abroad and 25.4% have plans to do so. Master students less often have plans to enrol abroad than Bachelor students, as they have already been abroad more frequently or may abandon their previous plans as the end of their studies moves nearer. More than 80% of students aged 30 or older and of delayed transition students have no intention of enrolling abroad.

Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:	
humanities and arts, in %	12.5
social sciences, in %	7.2
(natural) science, in %	3.3
engineering disciplines, in %	5.2



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methodical issues or considerations for data interpretation:

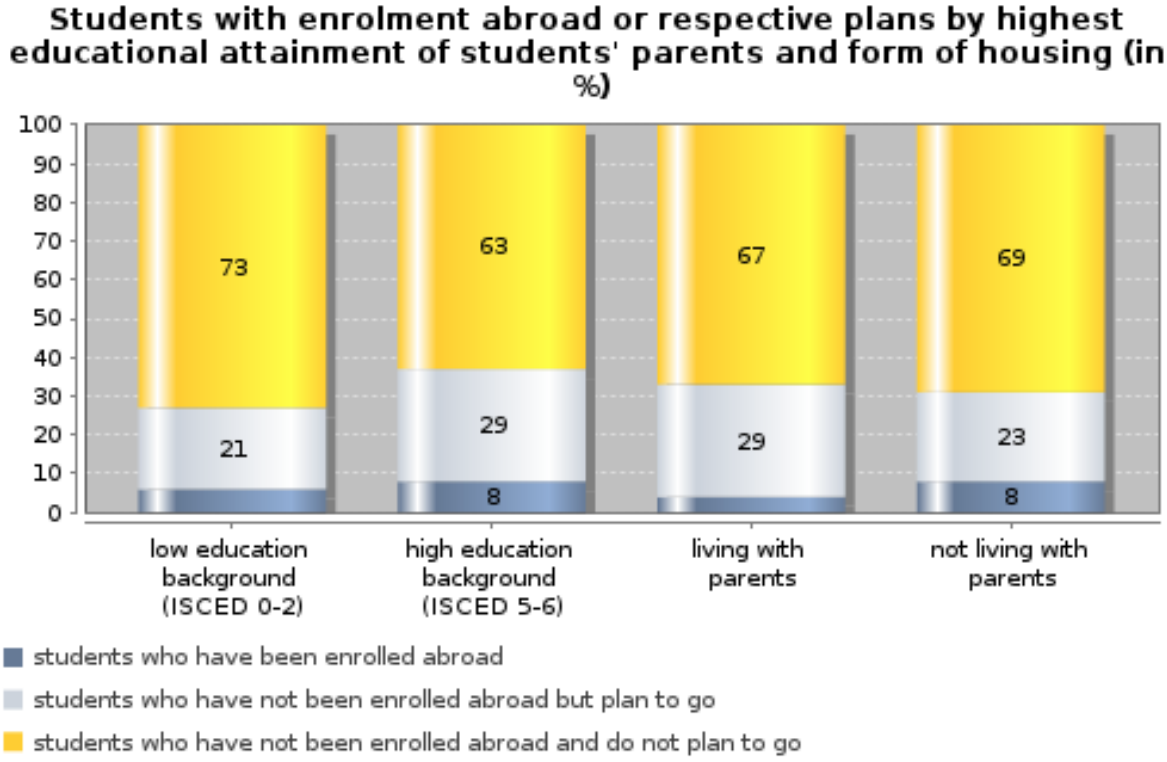
national interpretation of the results of the data analysis:

The share of students who have enrolled abroad varies by field of studies. The highest mobility rate is found in the humanities and the lowest in health and welfare, (natural) sciences and education. Students in the field of education also far more frequently have no plans to enrol abroad.

Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators	
Enrolment rate of students, parents with high education background (ISCED 5-6), in %	7.8
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	5.6
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	1.4



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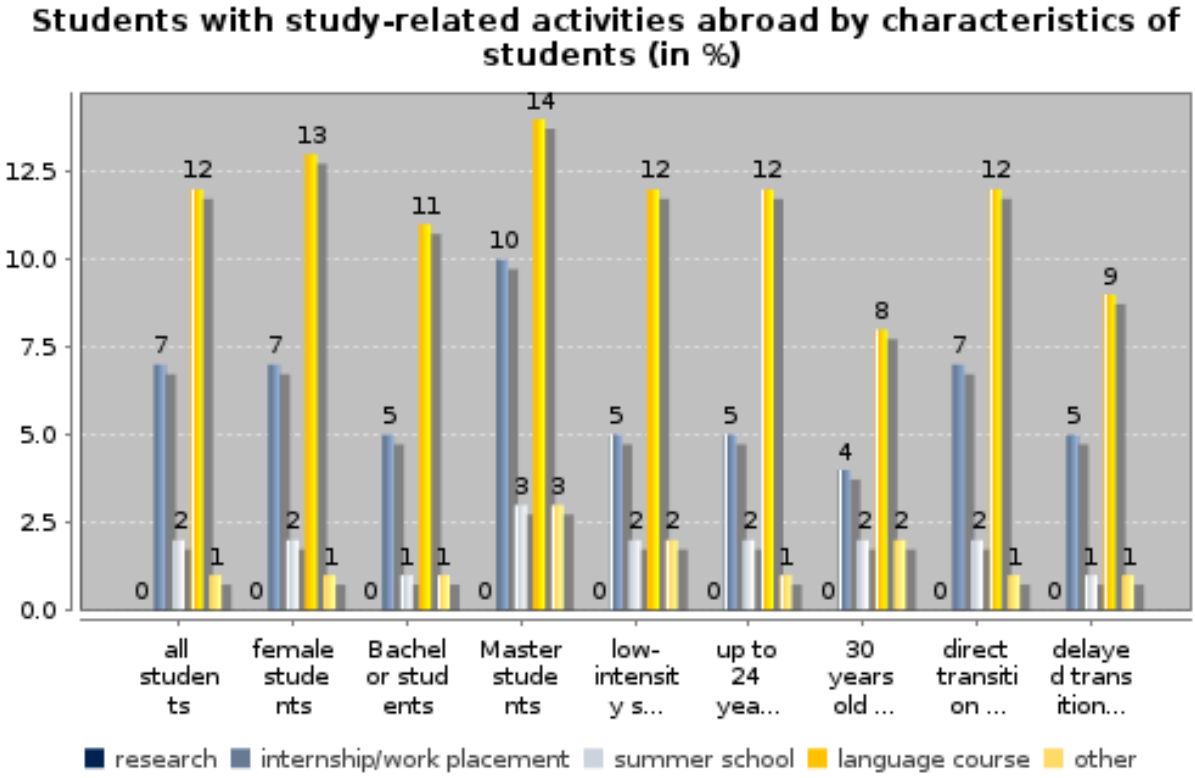
national interpretation of the results of the data analysis:

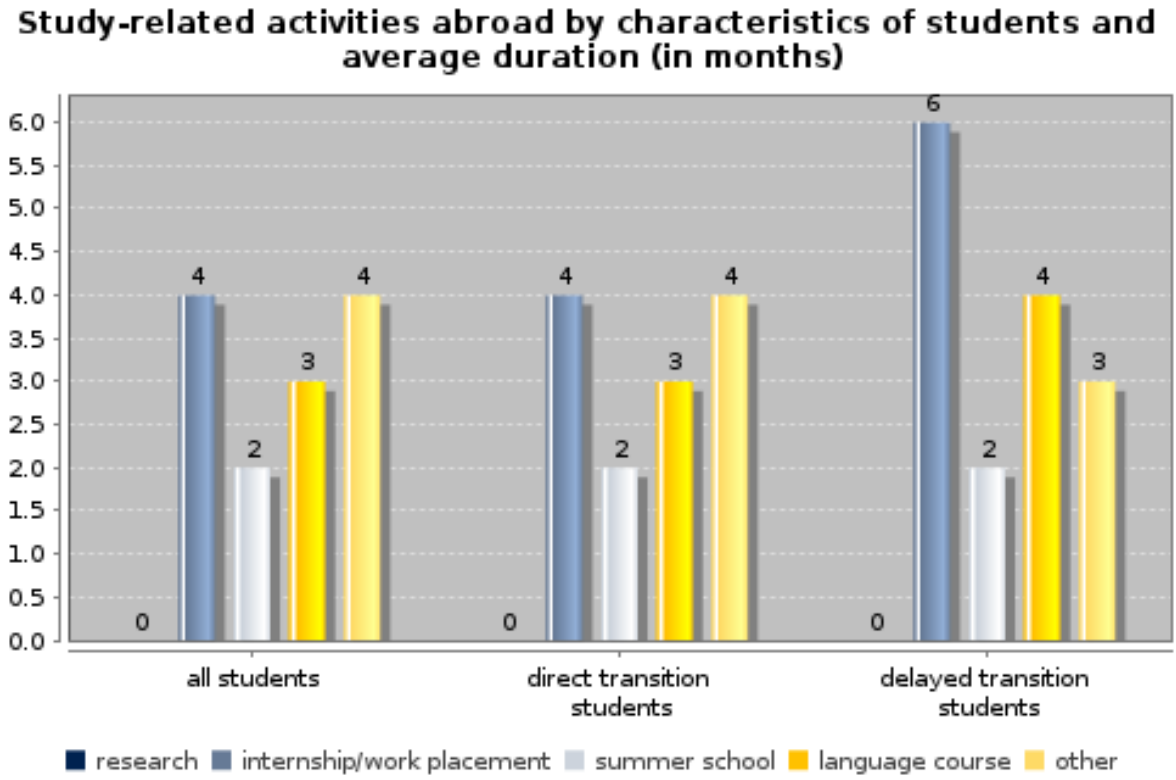
Students with low educational backgrounds have less often enrolled abroad or plan to do so. Students not living with their parents have more frequently enrolled abroad and have less frequently plans to do so than students living with their parents. This may be an effect correlated with age, as younger students more frequently live with their parents (cf. Bachelor and Master students in subtopic 1).

Topic: I. Internationalisation and mobility

Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators	
Internship/work placement abroad, all students, in %	4.32
Language course abroad, all students, in %	3.25
No acitivities abroad, all students, in %	76.1
No acitivities abroad, students up to 24 years, in %	77.1





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

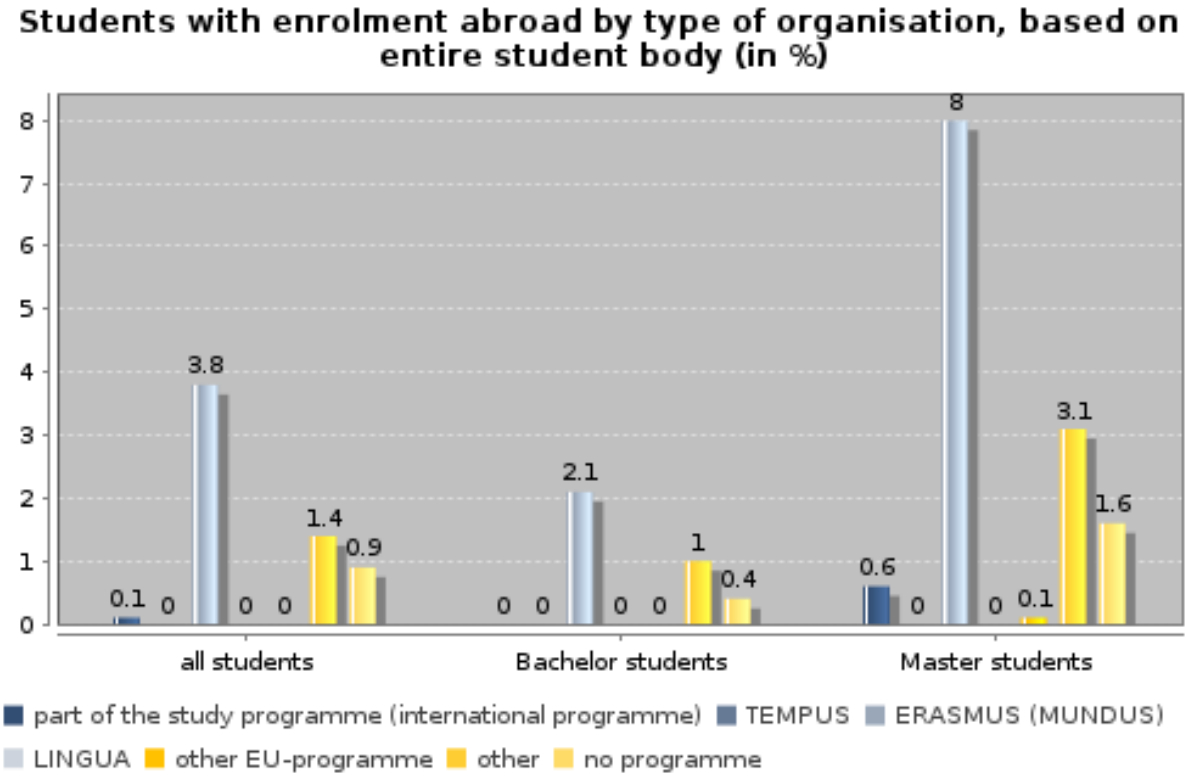
No data on research activities abroad is available because this option was not offered in the Swiss questionnaire.

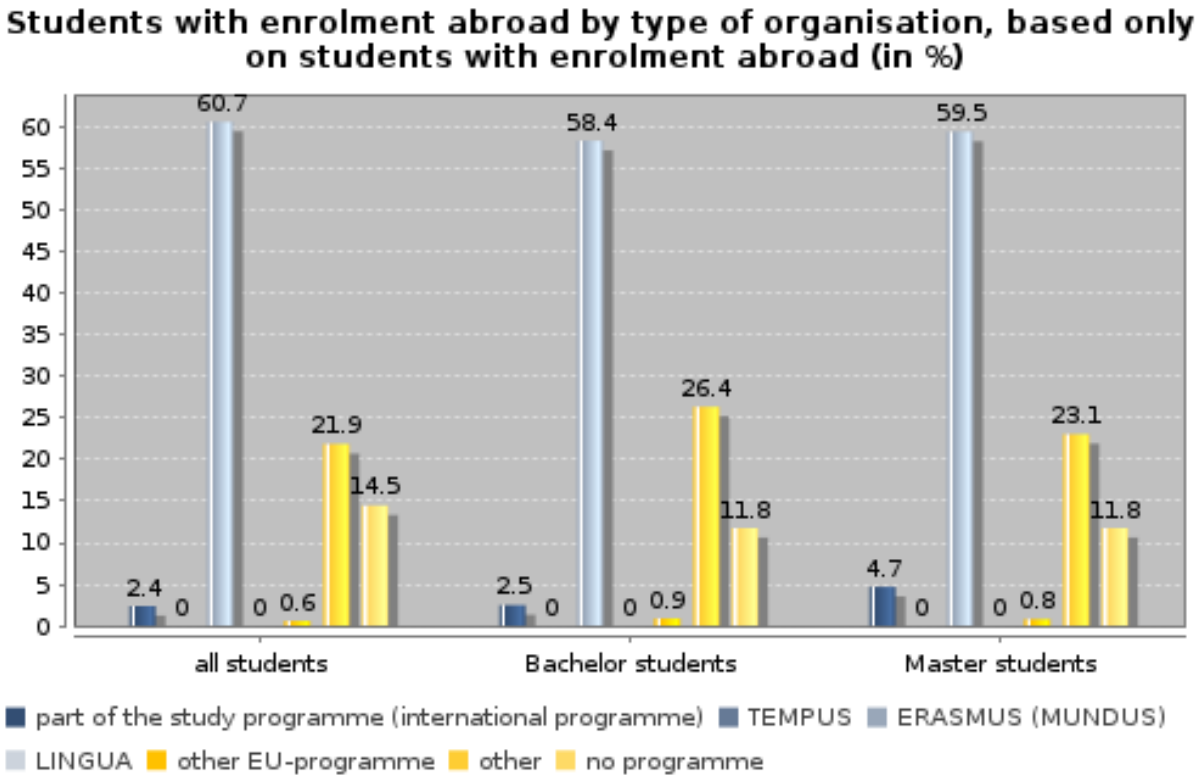
About three quarters of students have not been abroad for study-related activities. Small shares were abroad for language courses (11.6%) or internships/work placements (6.5%), while summer school or other study related activities were reported by less than 2%.

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	14.5
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	60.7
Bachelor students with enrolment abroad, who went abroad without a programme, in %	11.8
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	58.4





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methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
No data on TEMPUS and LINGUA are available, because these reply options were not offered in the Swiss questionnaire.

The majority of mobile students went abroad with ERASMUS (60.7%). 14.5% were free movers and 2.4% went abroad as part of an international study programme. Bachelor and Master students show similar programme participation rates.
Higher education institutions and their organisational units usually have other bilateral and multilateral agreements on enrolment abroad, which are included here in the category "other programme". The share of students in these other programmes (21.9%) is bigger than the share of free-movers.

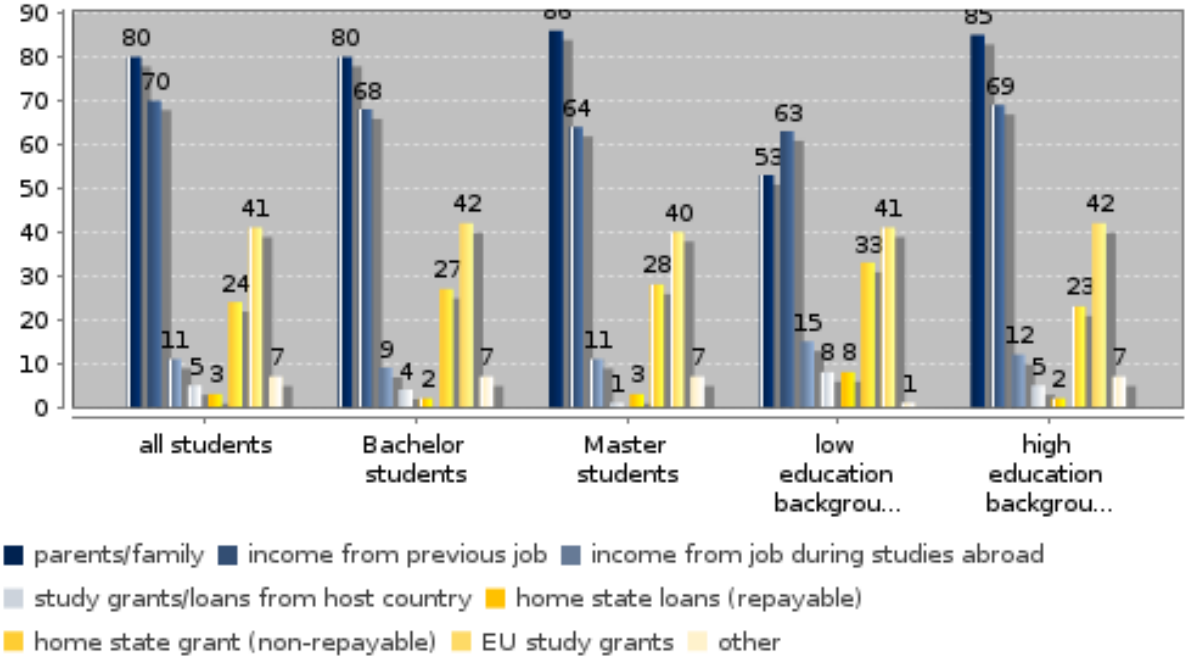
Topic: I. Internationalisation and mobility

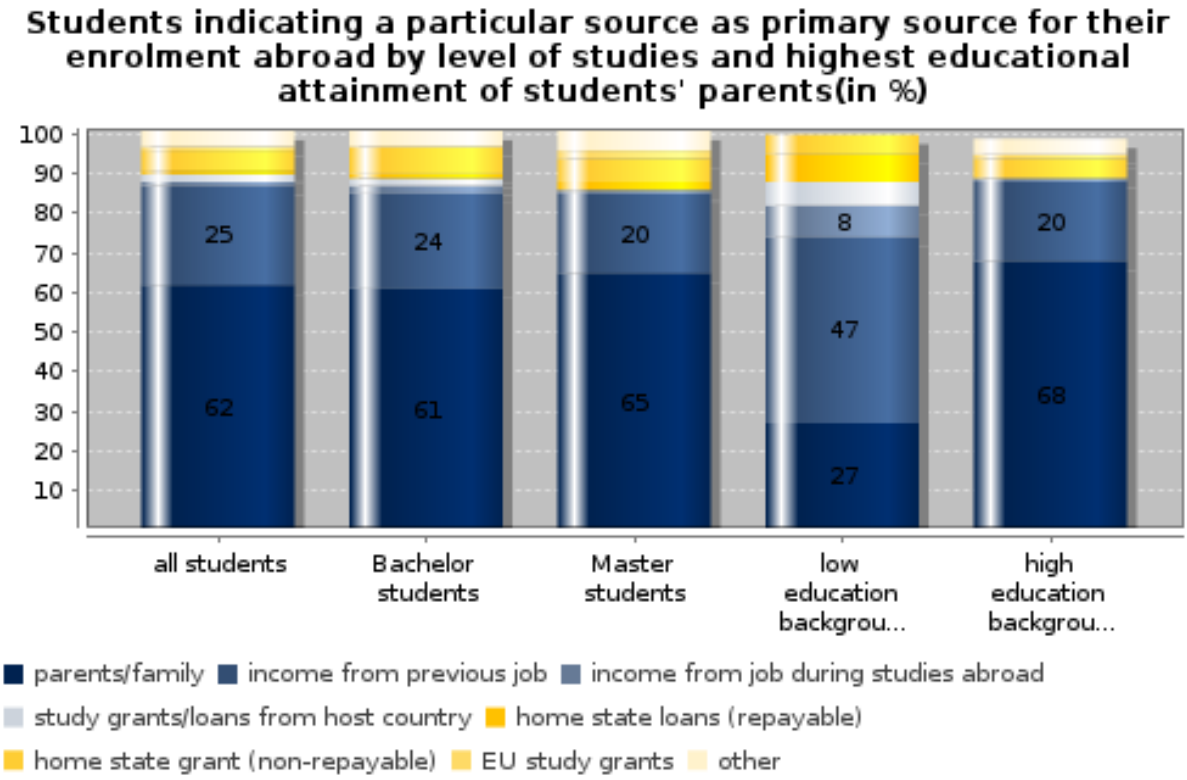
Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:	
all students, in %	80.3
BA students, in %	79.7
students with high education background (ISCED 5-6), in %	84.9
students with low education background (ISCED 0-2), in %	52.7
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	68.3
students with low education background (ISCED 0-2), in %	26.9
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	6.4
students with low education background (ISCED 0-2), in %	18.1

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)





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national interpretation of the results of the data analysis:

The most frequently used sources of funding for enrolment abroad are parents/family (80.3%), income from a previous job (70.4%) and EU study grants (40.6%). Students with low educational backgrounds more frequently rely on income from previous jobs (63.0%) than on their parents/family (52.7%).

Parents/family and income from previous jobs frequently are the primary source of funding (61.6% and 24.9% respectively). Students with a low educational background more often name income from previous jobs (63.0%) than support from parents/family (52.7%) as the primary source.

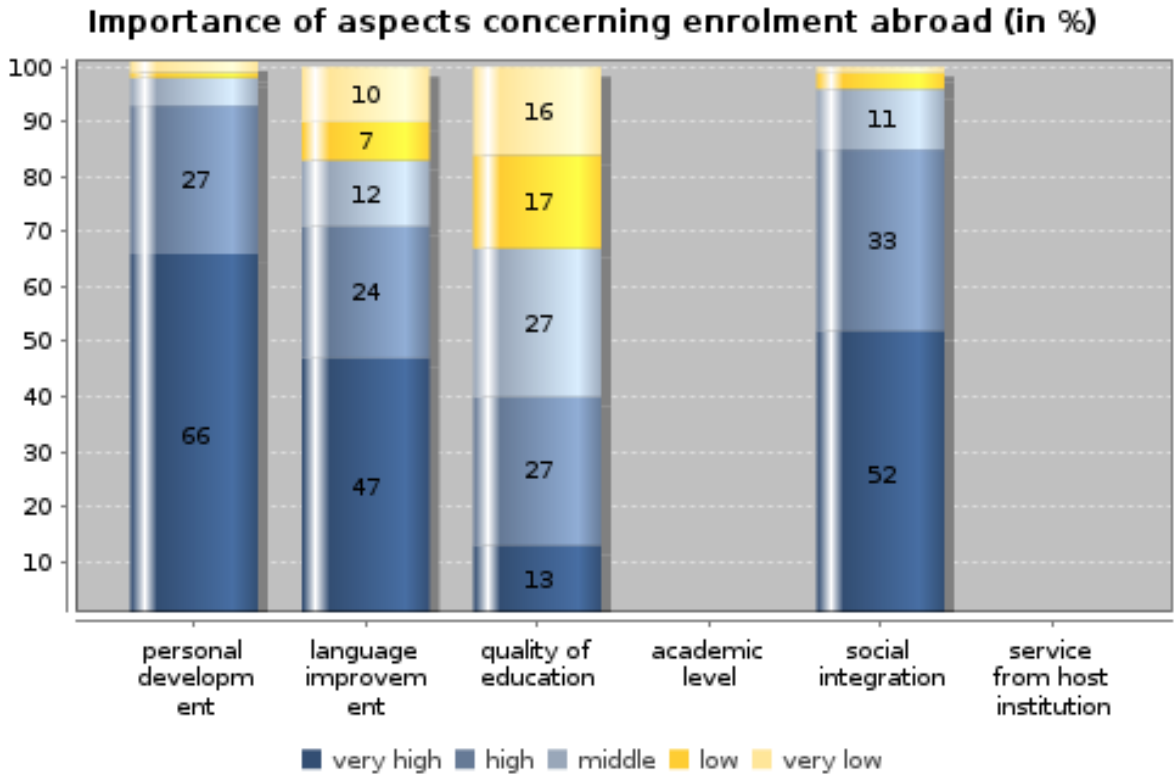
The findings for this subtopic correspond with the general results on funding of studies (cf. subtopic F.1): Parents and family play the most important role for the funding of studies, although their contribution depends on the social background and is therefore balanced by the income from employment.

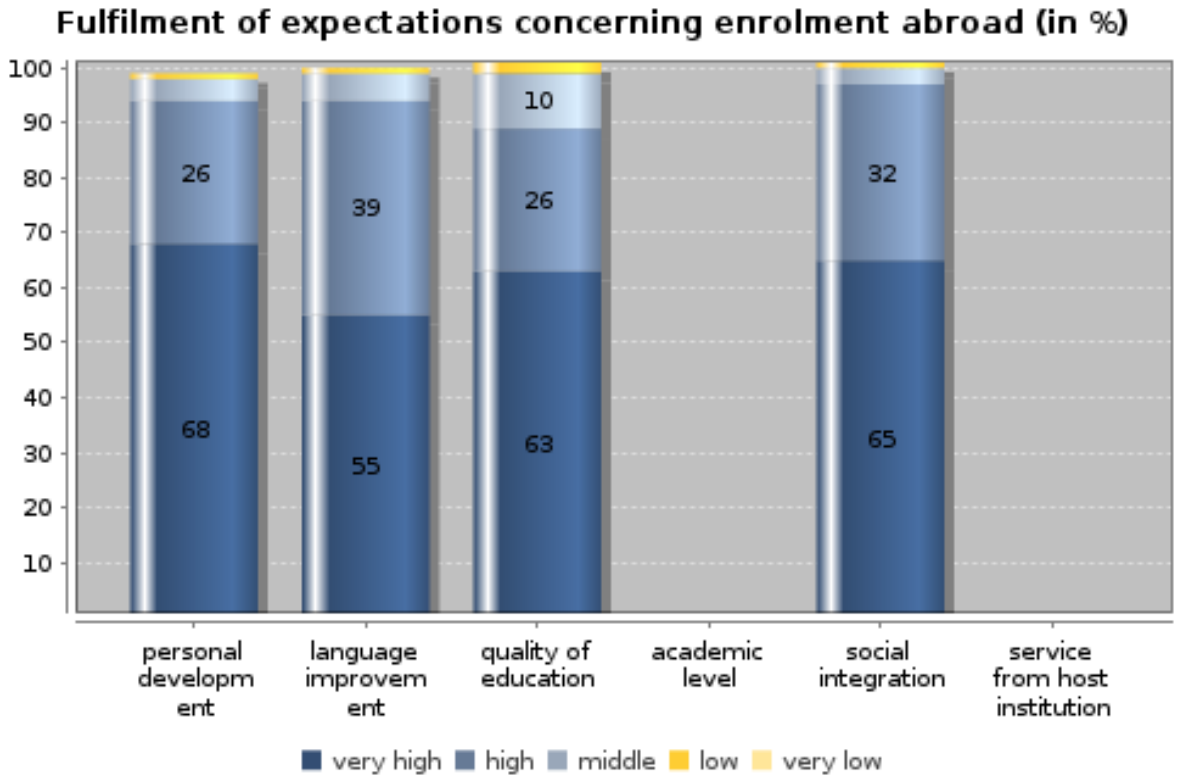
Topic: I. Internationalisation and mobility

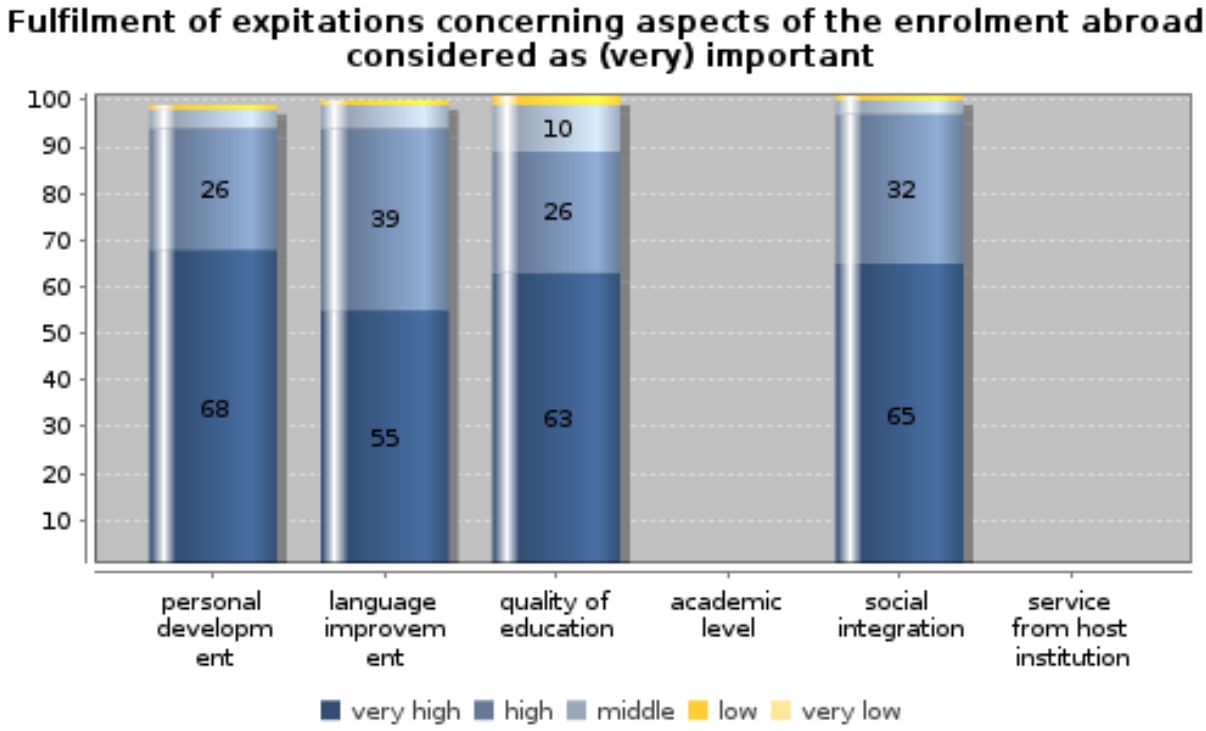
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	94.6
language improvement, in %	94.2
quality of education, in %	88.6
academic level, in %	social integration, in %
96.1	service from host institution, in %







details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no data for the aspects academic level and service from host institution.
The items "language improvement", "quality of education" and "social integration" were constructed using two similar items from the national questionnaire. "Language improvement" is the mean of the two items "language improvement - professional" and "language improvement - general". "Quality of education" is the mean of "study topics, that aren't taught at my HEI" and, "follow classes by different teachers". "Social integration" is the mean of "get to know another culture/mentality" and "get to know other economical and political realities".
Only students with high expectations were asked to evaluate their fulfilment in the Swiss questionnaire. The data of Fig.2 and 3 is therefore identical.

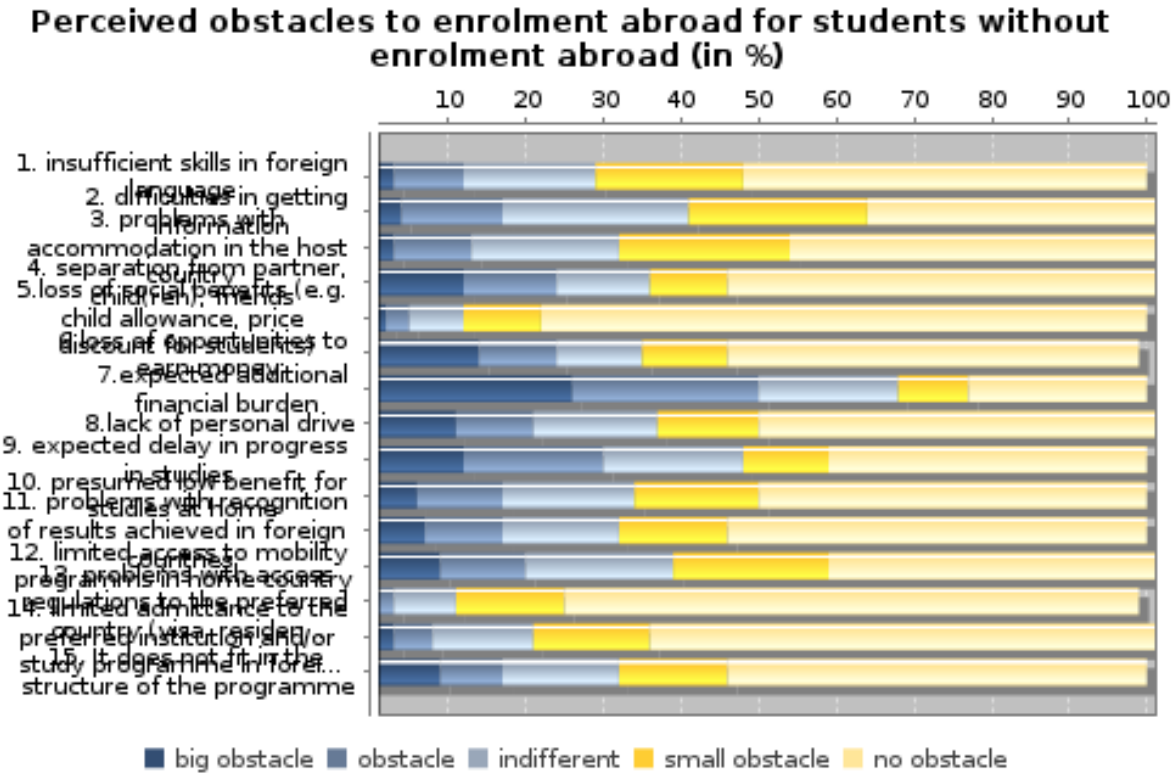
The share of mobile students who judge an aspect to be very important varies between 66.0% for personal development and 13.3% for quality of education. Concerning the fulfilment of their expectation all aspects show a majority of students whose expectations were met at a very high level. This is still the case if only students with (very) high expectation concerning that particular aspect are considered.

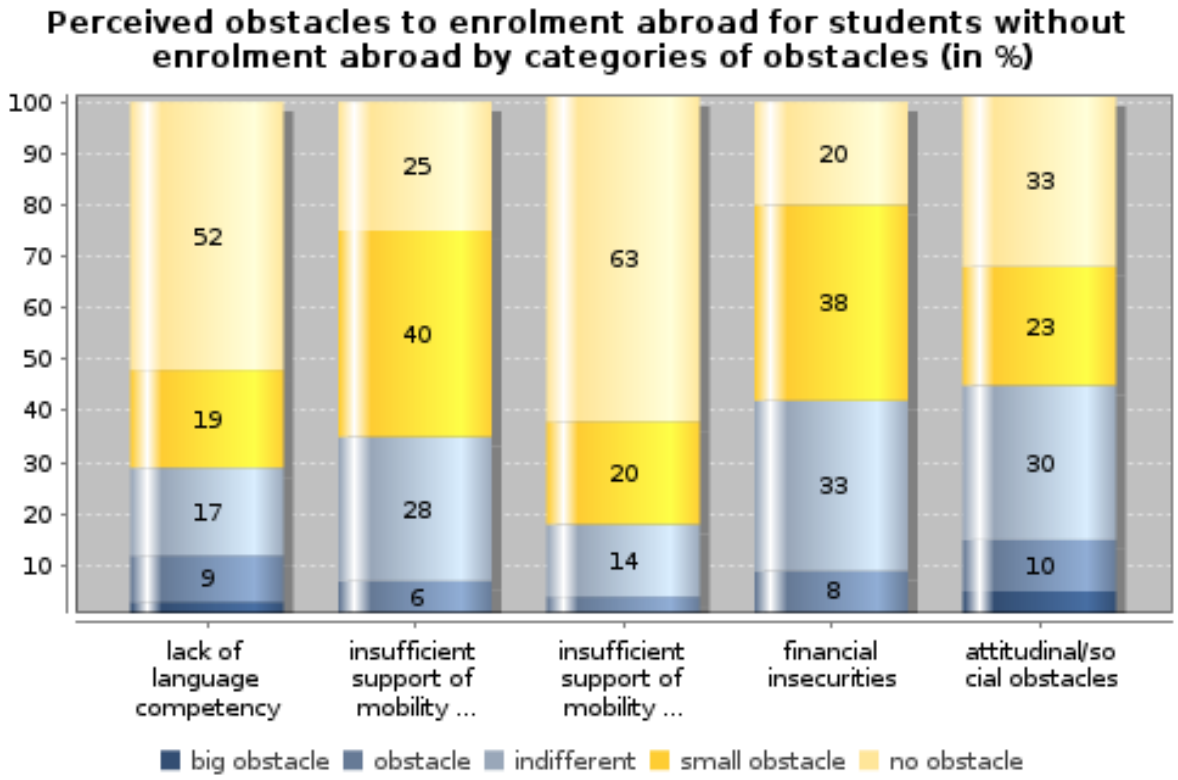
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	2.6
insufficient support in the home country, in %	0.8
insufficient support in the host country, in %	0.8
financial insecurities, in %	1.1
attitudinal/social abstacles, in %	5.3





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students who have not undertaken studies abroad most frequently see the additional financial burden (49.8%), the expected delay in progress of their studies (29.7%), the loss of opportunities to earn money (24.5%) and the separation from their partner, children and friends (23.7%) as (big) obstacles to enrolment abroad.

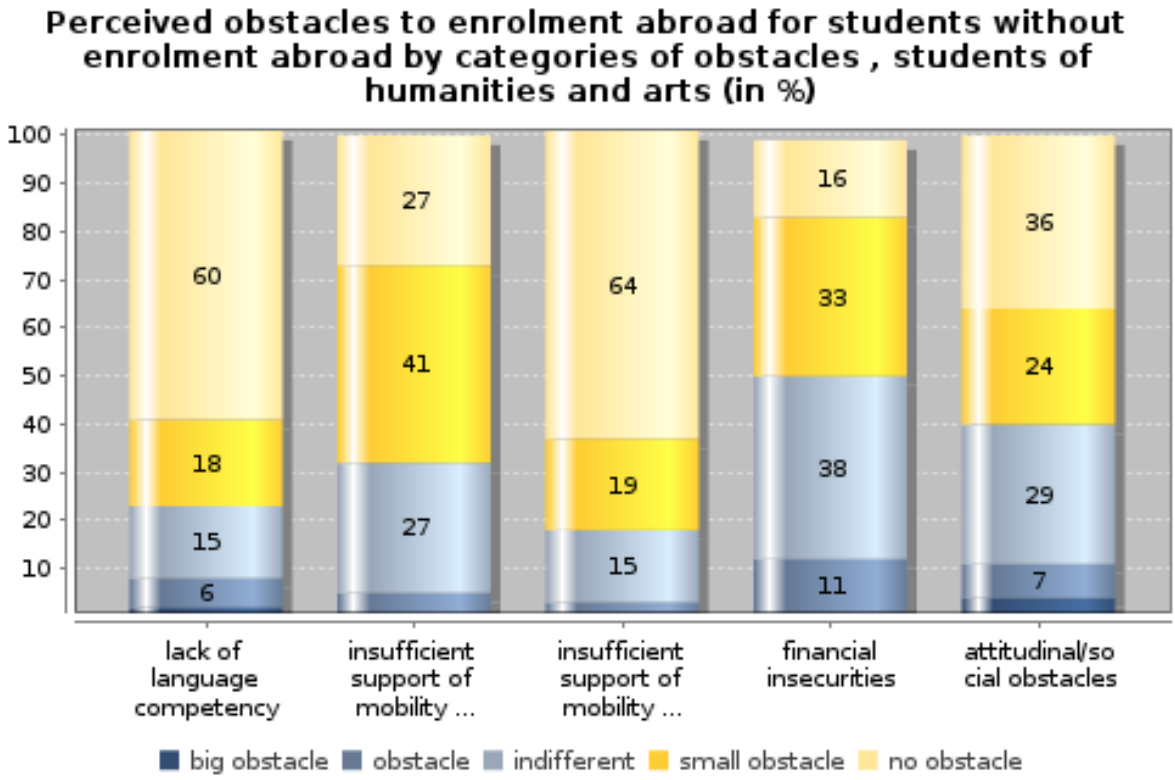
If the obstacles are grouped together, the groups show the mean of all relevant answers. The obstacle of an additional financial burden is therefore balanced by the small concern about the loss of social benefits. Students in Switzerland generally cannot profit from social benefits. Therefore they also have no fear of losing the social benefits they do not have.

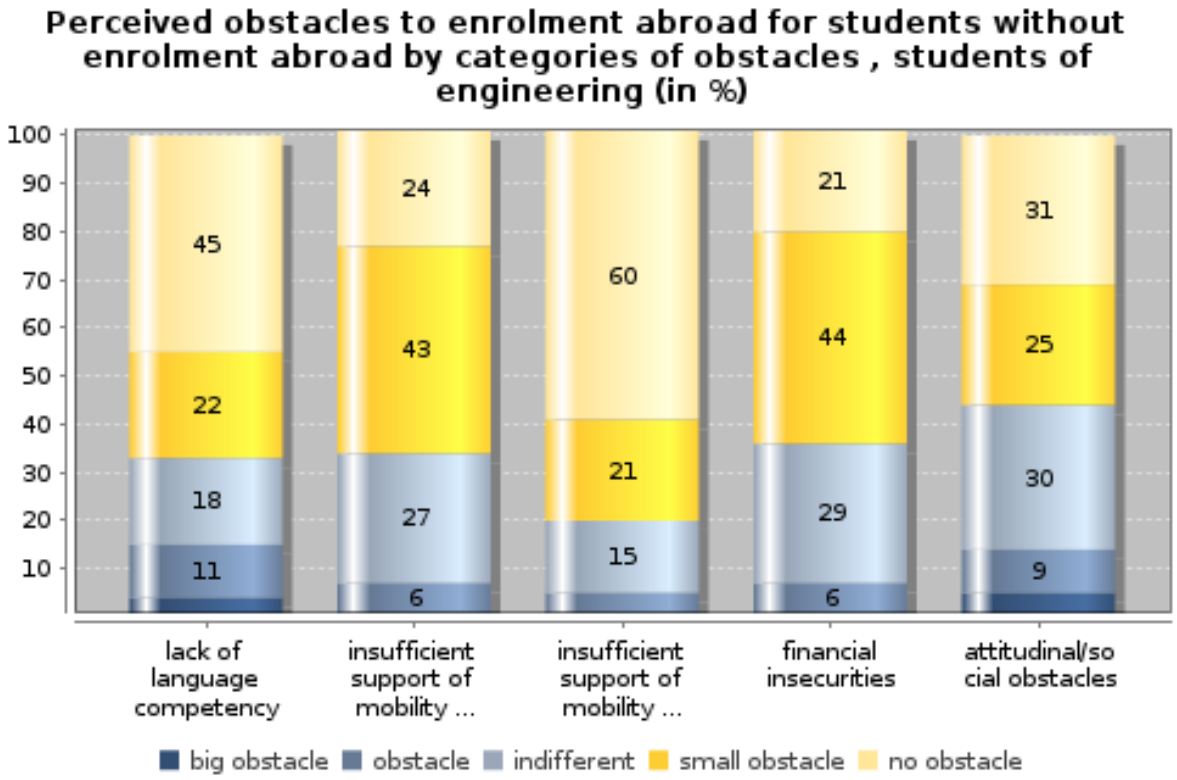
Topic: I. Internationalisation and mobility

Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	1.6
engineering disciplines - lack of language competency, in %	3.7
humanities and arts - insufficient support in the home country, in %	0.3
engineering disciplines - insufficient support in the home country, in %	1.0
humanities and arts - financial insecurities, in %	1.4
engineering disciplines - financial insecurities, in %	1.0





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

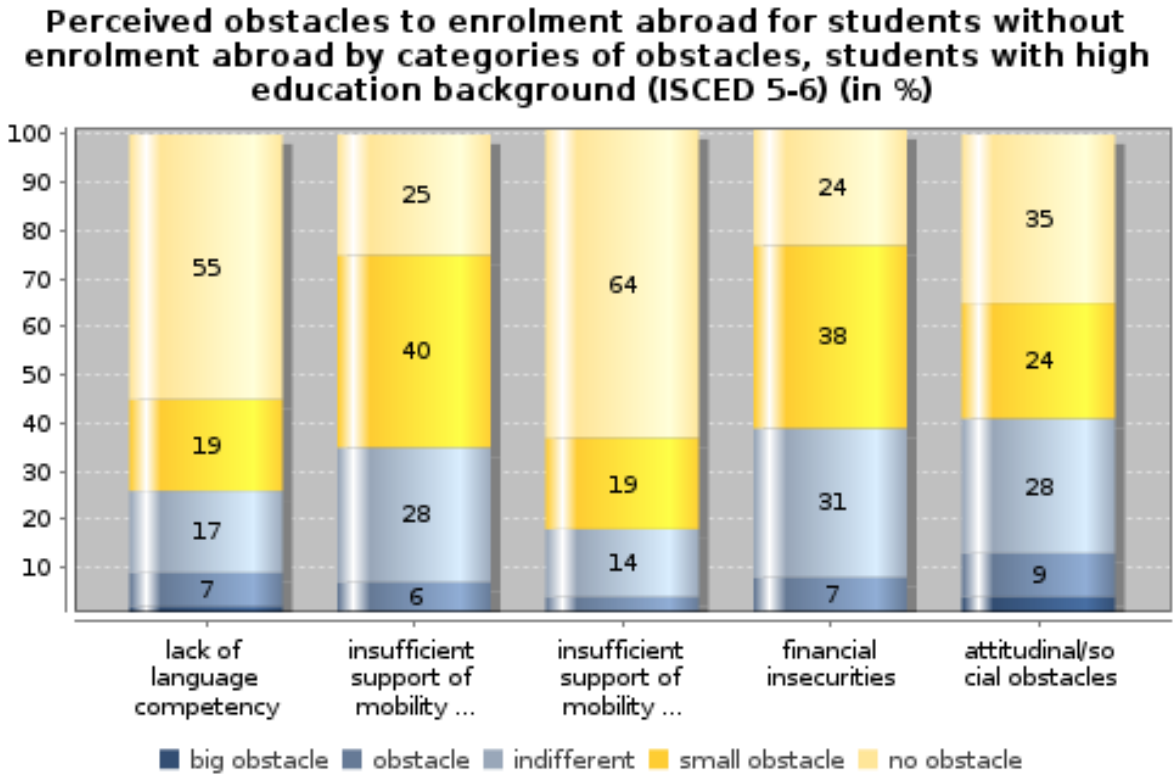
Depending on the field of study obstacles to enrolment abroad are perceived differently. Lack of language competency is more frequently seen as a (big) obstacle by students in engineering (15.1%) than by students in the humanities (7.6%). It is the other way around for financial security (6.5% and 12.7%).

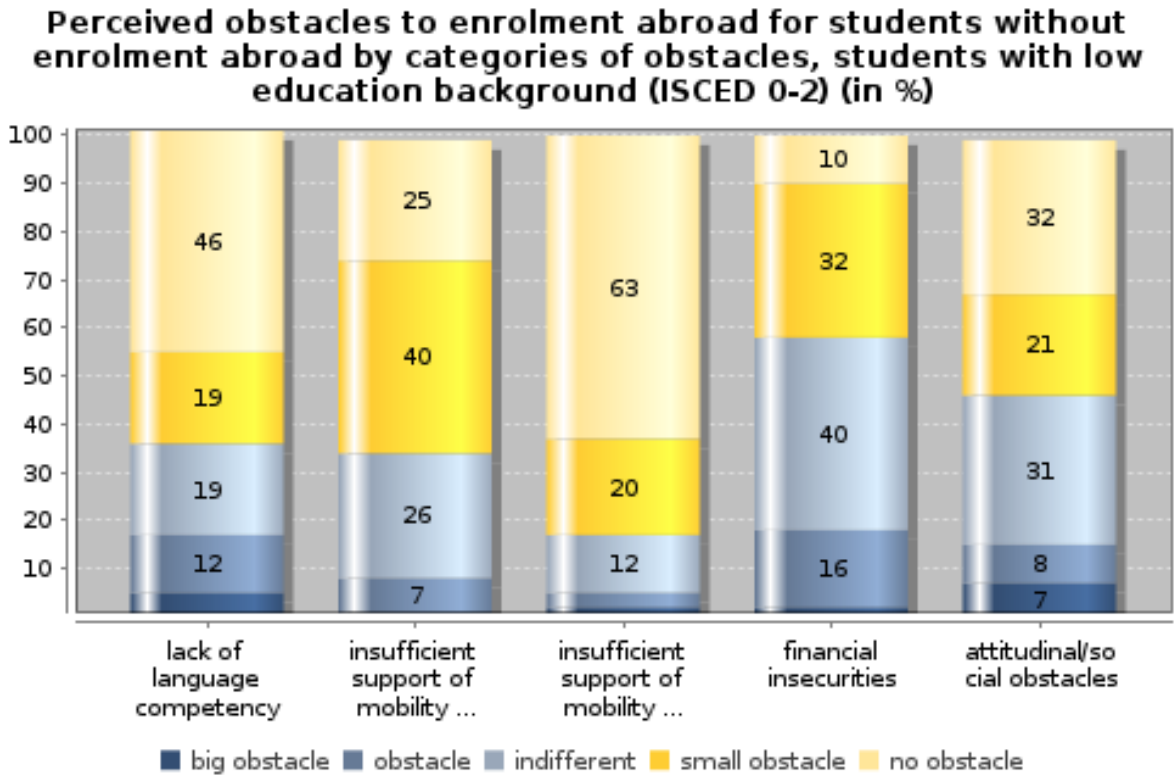
Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:	
low education background (ISCED 0-2) - lack of language competency, in %	4.5
high education background (ISCED 5-6) - lack of language competency, in %	2.0
low education background (ISCED 0-2) - insufficient support in the home country, in %	1.3
high education background (ISCED 5-6) - insufficient support in the home country, in %	0.7
low education background (ISCED 0-2) - financial insecurities, in %	2.2
high education background (ISCED 5-6) - financial insecurities, in %	0.8





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methodical issues or considerations for data interpretation:

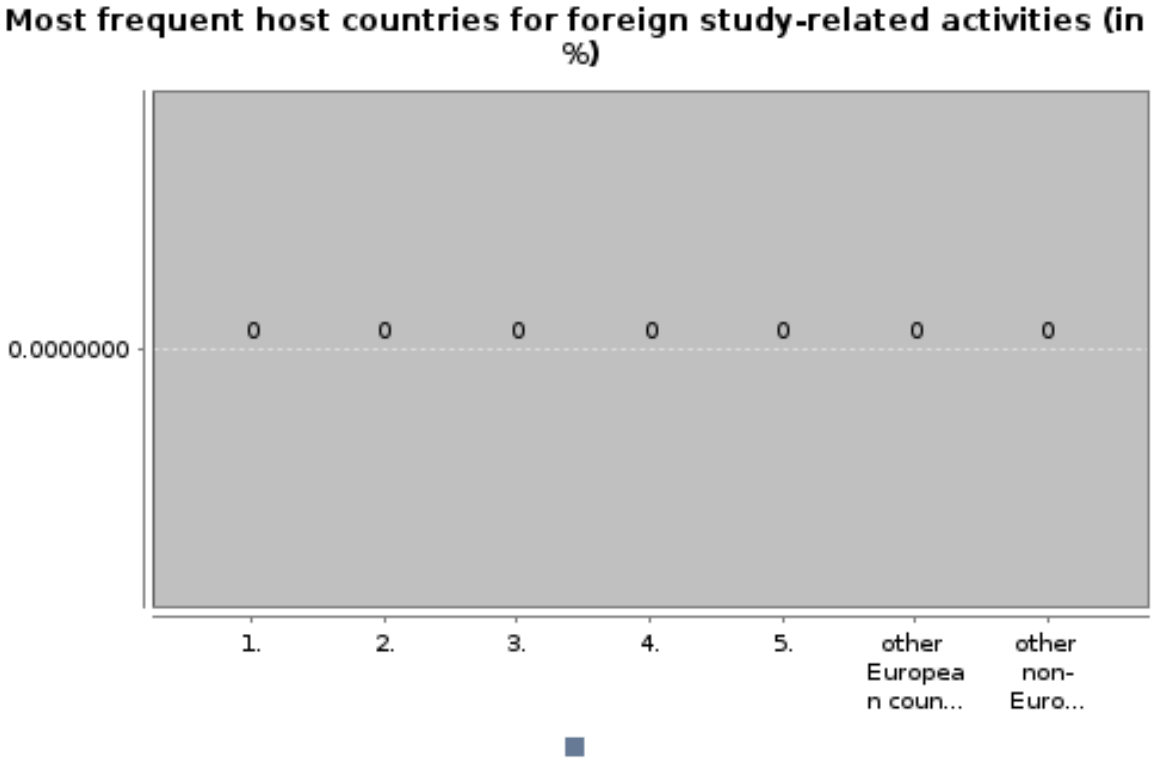
national interpretation of the results of the data analysis:

The issues that obstruct plans for an enrolment abroad are mostly the same for students with low and high educational backgrounds. There are almost no differences concerning support of mobility in home or host country or attitudinal/social obstacles. But financial insecurities play a more important role for students with lower educational backgrounds: While 18.5% of students with a low educational background see financial insecurity as a (big) obstacle, this is the case for only 7.7% of students with a high educational background.

Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators	
Students with study-related activities in most frequent host country, in %	0.0
Students with study-related activities in second most frequent host country, in %	0.0
Students with study-related activities in third most frequent host country, in %	0.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

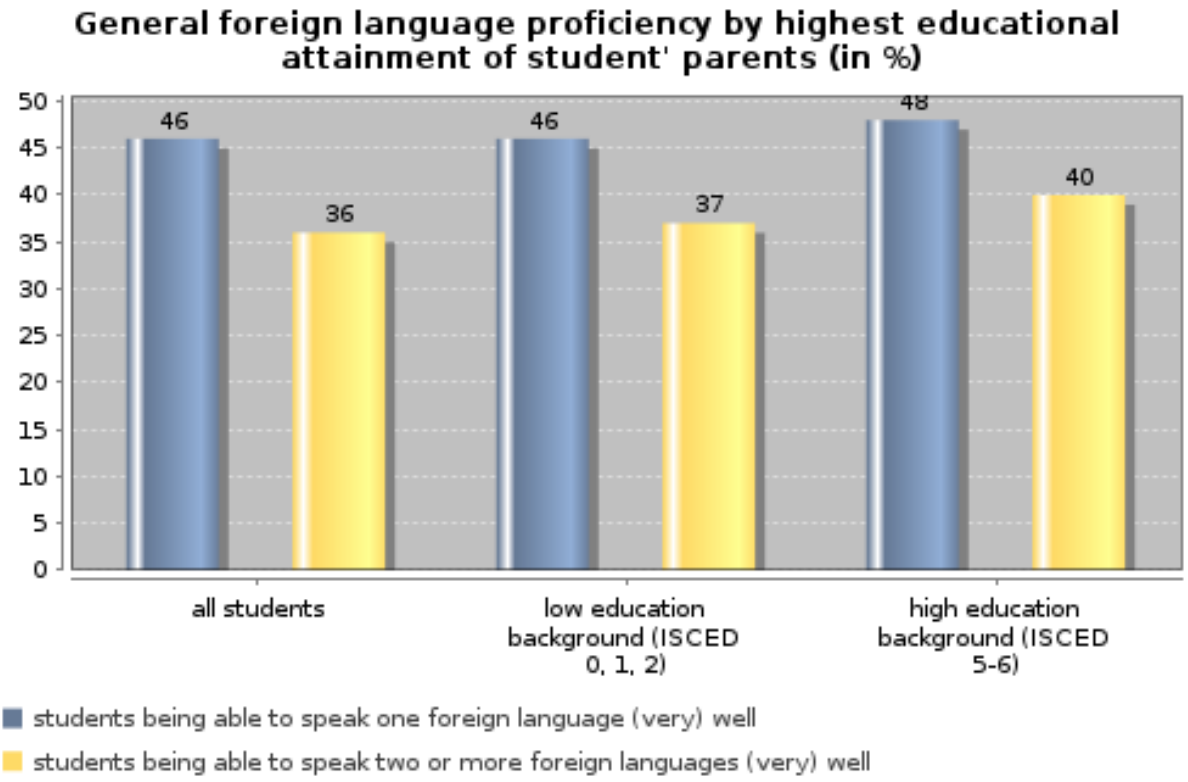
There are no data on country for foreign study-related activities available. This question was not included in the questionnaire. Instead mobile students were asked to name the country where they had been enrolled abroad.

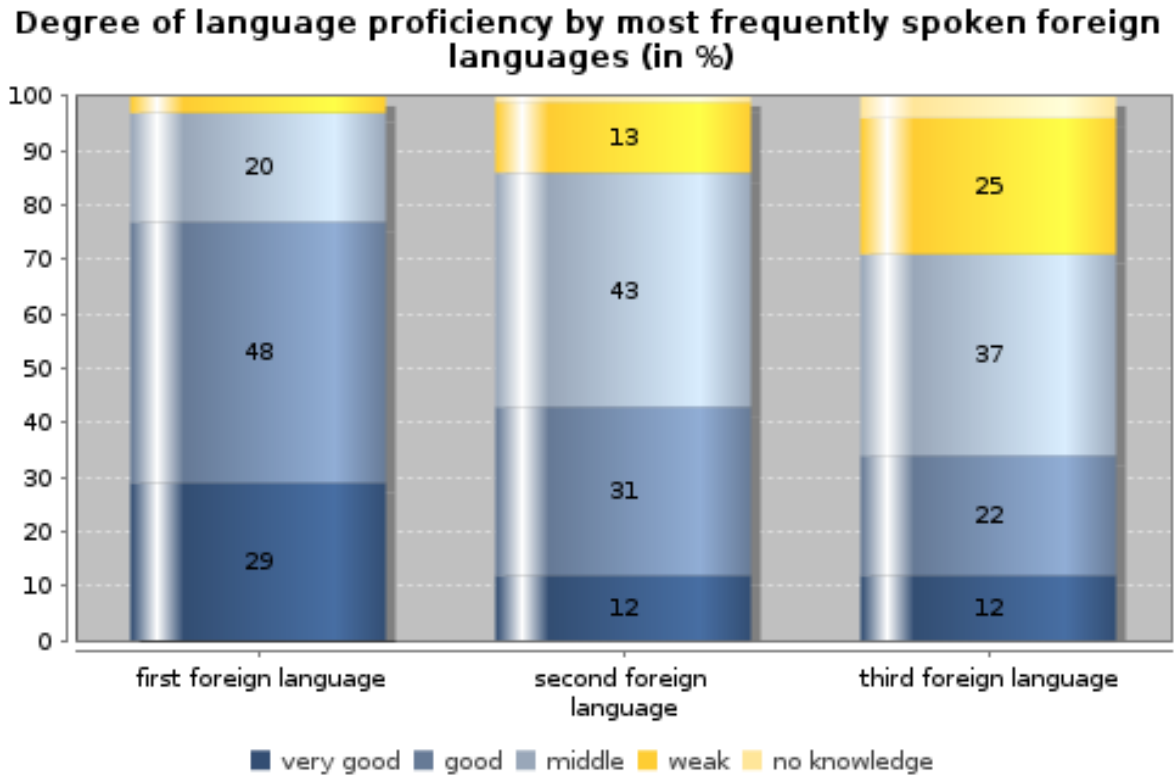
Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	0.0
77.3	Share of students with (very) good proficiency in second most frequently spoken foreign language, in %
0.0	43.3
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %	0.0
33.8	Share of all students being able to speak two or more foreign languages (very) well, in %
	36.4





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methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Students selected their native language first. They could not assess the knowledge of this language. This explains why German is less frequent as a foreign language than French, as the German-speaking proportion of the population is bigger than the French-speaking proportion.

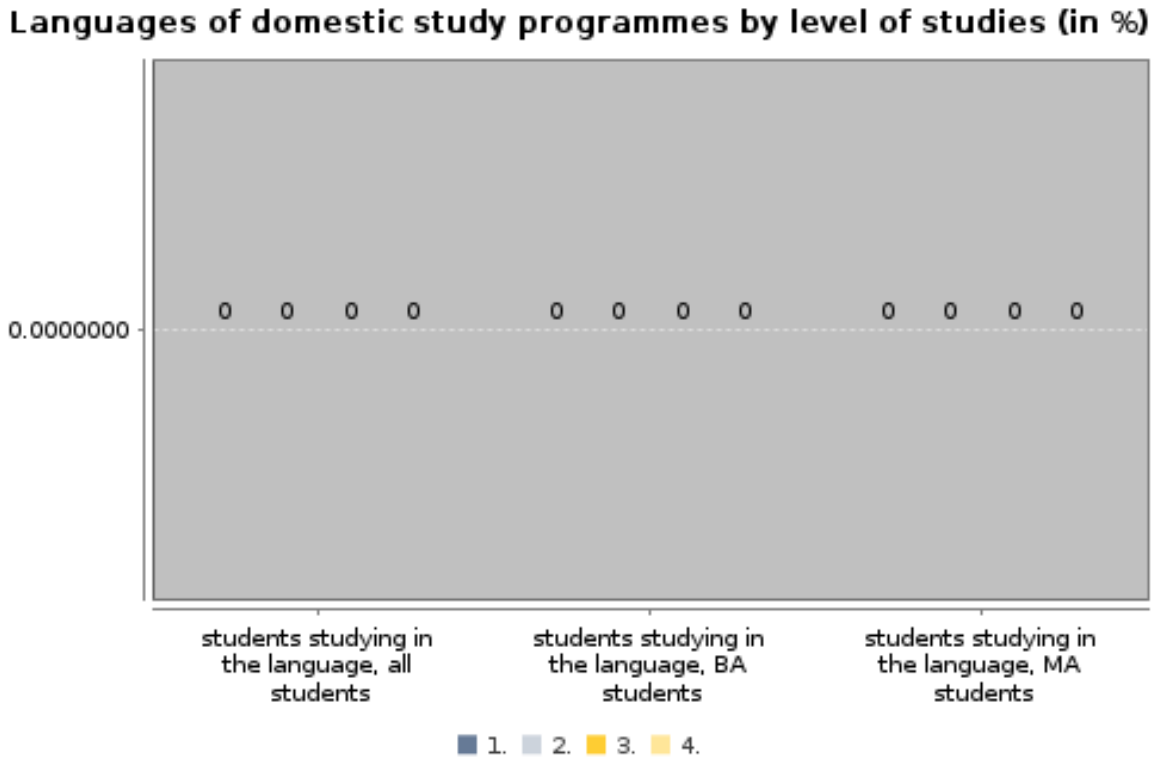
In Switzerland, more than a third (36.4%) of students are able to speak at least two foreign languages well. The most frequently used common language is English, which is spoken well by 77.3% of students. French and German are also frequently used as foreign languages (43.3% and 33.8% respectively).

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	0.0
2nd most frequent language of domestic study programmes, all students, in %	0.0
3rd most frequent language of domestic study programmes, all students, in %	0.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

No data on language of domestic study programme is available. This question was not included in the questionnaire.