

Social and Economic Conditions of Student Life in Europe
National Profile of Czech Republic
eurostudent IV

Metadata for the national survey

National Currency	CZK
Exchange rate: 1 Euro =	0.0395
Date and source of exchange rate:	31.8.2010, Czech National Bank
Survey method	CAWI
Size of final sample	12573
Sampling method	probability
Return rate	49%
Reference period of survey (semester, year)	2009/2010
Weighting scheme	age, school
Project sponsor	Ministry of Education, Youth and Sports
Implementation	SC&C

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

Details on missing data are discussed in individual topic and subtopic sections.

methodical issues or considerations for data interpretation:

Due to the sampling method (probability random sampling, sample drawn from the Central registry of students after checking for possible duplicities), rate of return (49 %), the effective size of analytical data file (12 573 cases) and subsequent weighting (age, school), the data are representative for the population of students in tertiary education corresponding to ISECD 5A level. In the Czech Republic, the so called Higher professional schools, whose graduates fall into ISCED 5B level, are not part of the tertiary system. Students in PhD and similar programmes were excluded already in the sampling procedure.

national interpretation of the results of the data analysis:

Contextual interpretative comments, where necessary, are presented in individual topics and subtopic sections. For the interpretation of the data, it has to be emphasized that the Czech team followed almost exactly the international master questionnaire. Users of the database may refer to the English version of the Czech questionnaire available at the following website: http://ipn.msmt.cz/data/uploads/projekt_3/Eurostudent_IV_Questionnaire_Czech_Republic_eng_web.pdf.

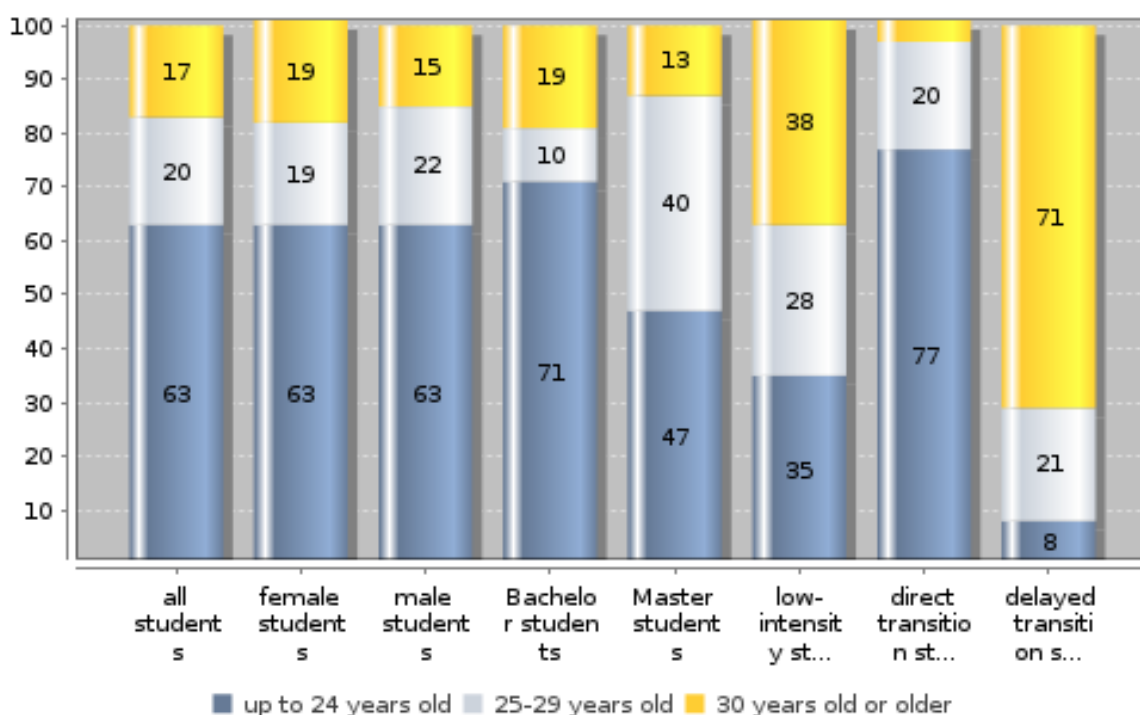
Topic: A. Demographic Characteristics

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	23.0
Average age (arithm.mean) in years - female students	25.73
Average age (arithm.mean) in years - male students	24.99
Average age (arithm.mean) in years - BA students	25.21
Average age (arithm.mean) in years - MA students	25.87
Average age (arithm.mean) in years - low-intensity students	29.04

Grouped age profile by characteristics of students (in %)



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting). Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Relatively high average age of students is namely due to high proportions of delayed transition students and low intensity students (most of them part-time students). Both groups are relatively large particularly because of postponed entry to tertiary education among those who were not admitted to study during the period of raising demand for tertiary education but limited number of study places. The situation has changed only recently due to the expansion of the tertiary system and demographic decline affecting age cohorts eligible for HE entry.

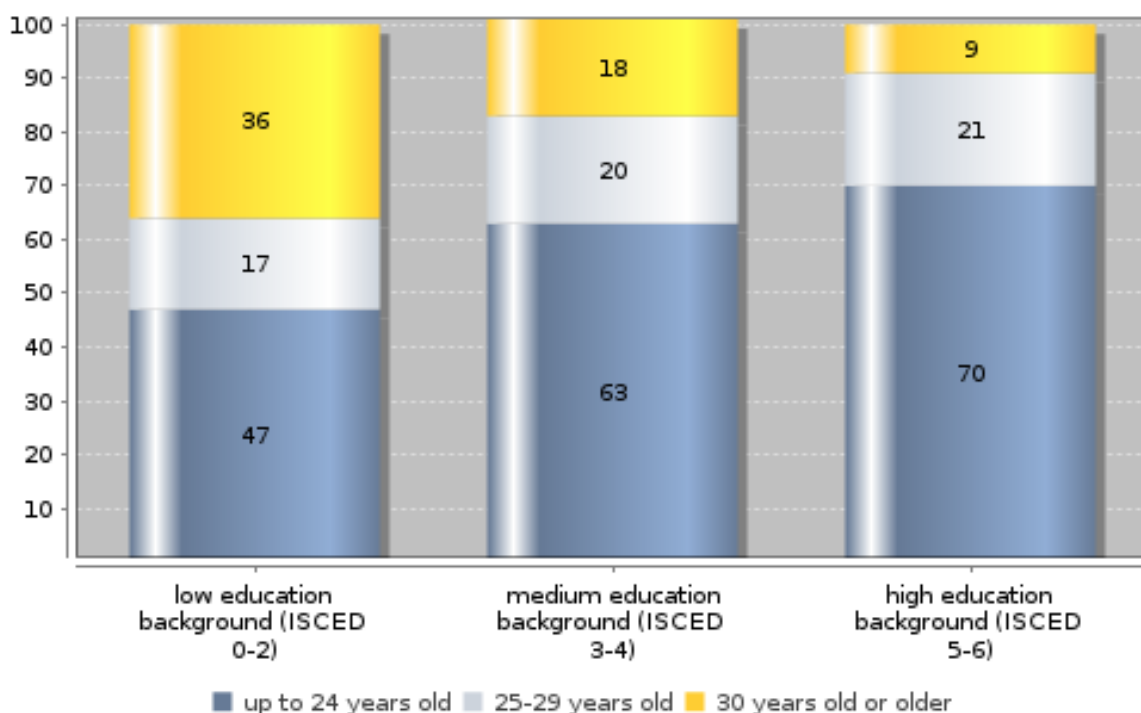
Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	28.59
Average age (median) in years - low education background (ISCED 0-2)	25.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	24.19
Average age (median) in years - high education background (ISCED 5-6)	23.0

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



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

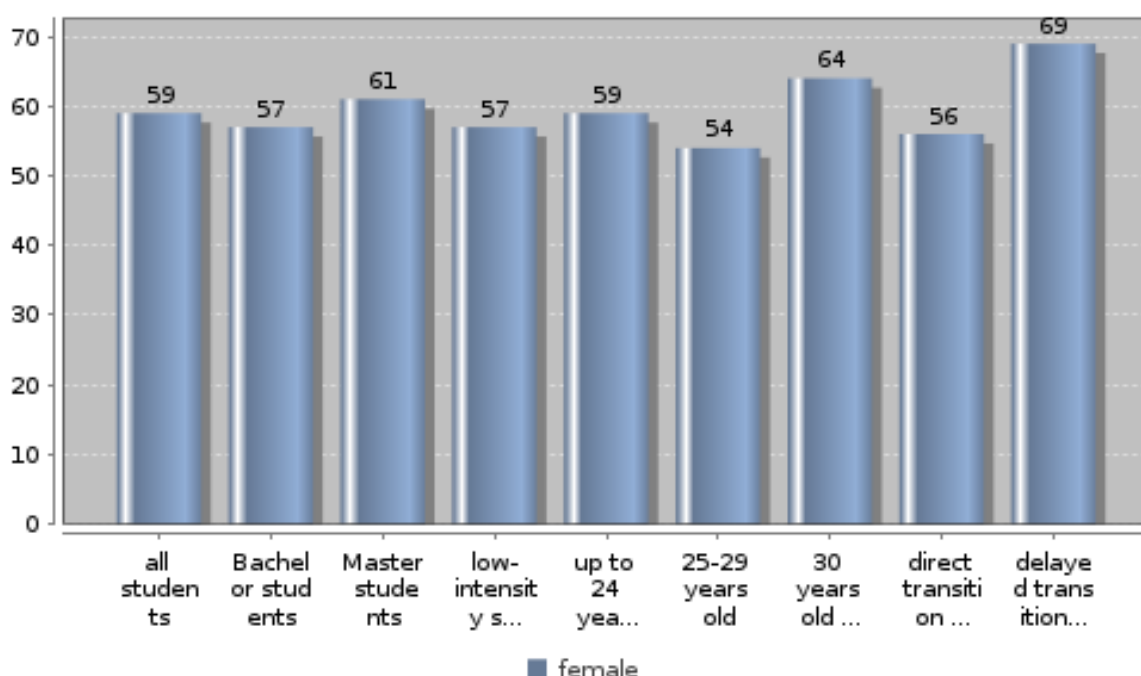
Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	58.5
Share of females among BA students, in %	57.2
Share of females among MA students, in %	61.2
Share of females among low-intensity students, in %	56.6
Share of females among the 30 years old or older, in %	63.6

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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting). Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Relatively high proportion of females among students is probably due to the diversification and selectivity of the Czech secondary school system, which at very early age channels school children to academic (so called gymnasia) vs. non-academic (apprentice schools, secondary vocational schools)

educational paths. Females are more likely to follow academic paths, while men are more often streamed to vocational schools preparing particularly for the labour market. Therefore, success in very competitive transition to tertiary education have been less likely for men than for women.

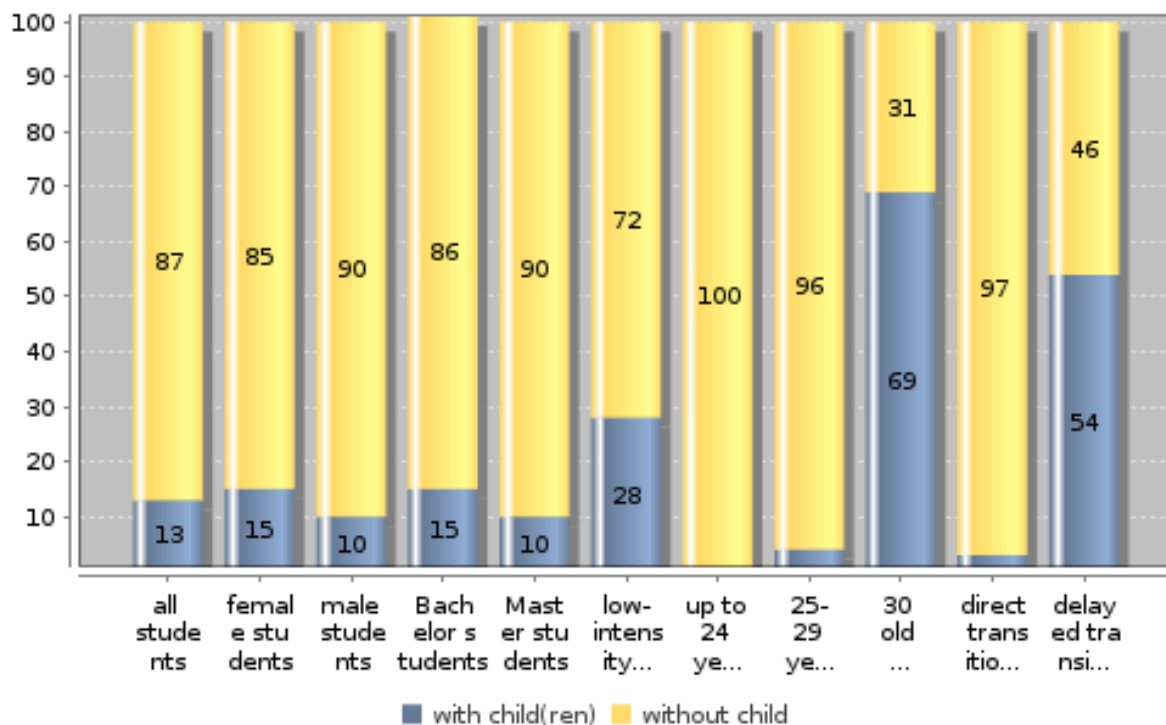
Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

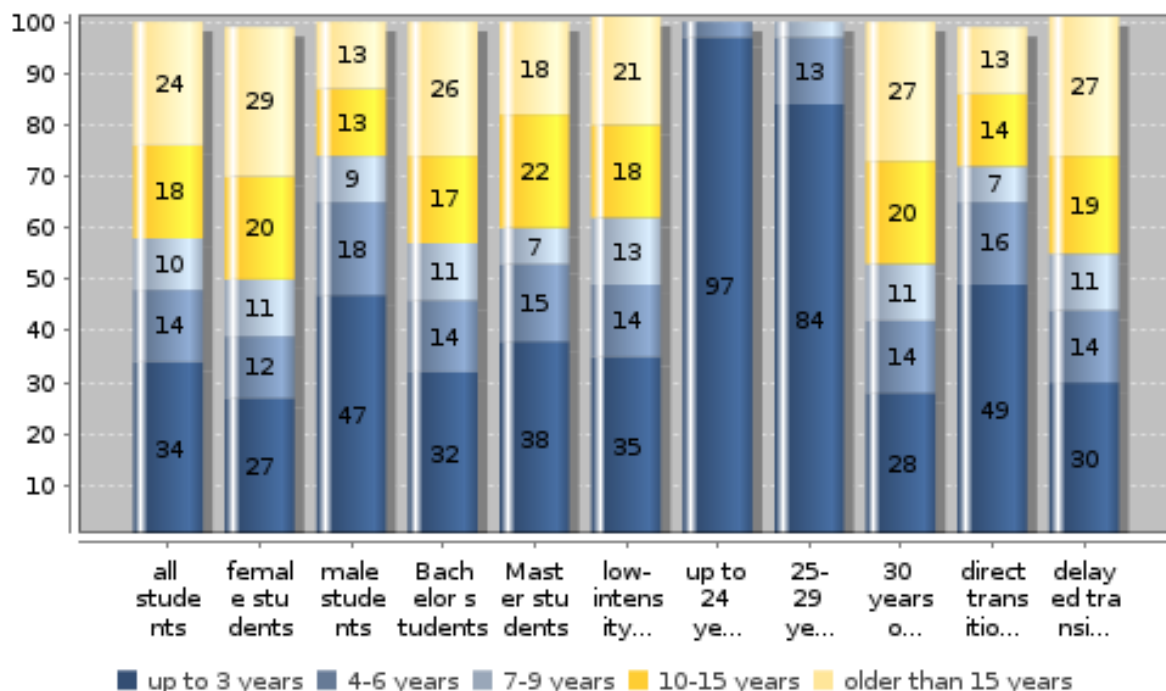
Key Indicators

Share of students with children among all students, in %	12.9
Share of students with children among female students, in %	15.1
Share of students with children among male students, in %	9.8
Share of students with children among MA students, in %	9.8
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 %	33.6
Students with children between the ages of 4 to 6 of all students with children, in %	14.0

Students with dependents by characteristics of students (in %)



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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting). Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Relatively low share of students (namely females) with children can be explained by generally very low birth rate in the Czech Republic as well as limited number of affordable child-care facilities and services for students with dependent children. Very often, children of mothers that are not fully employed, are not eligible for nursery school or kindergarten, while private child-care services may not be affordable for full-time or even part-time students.

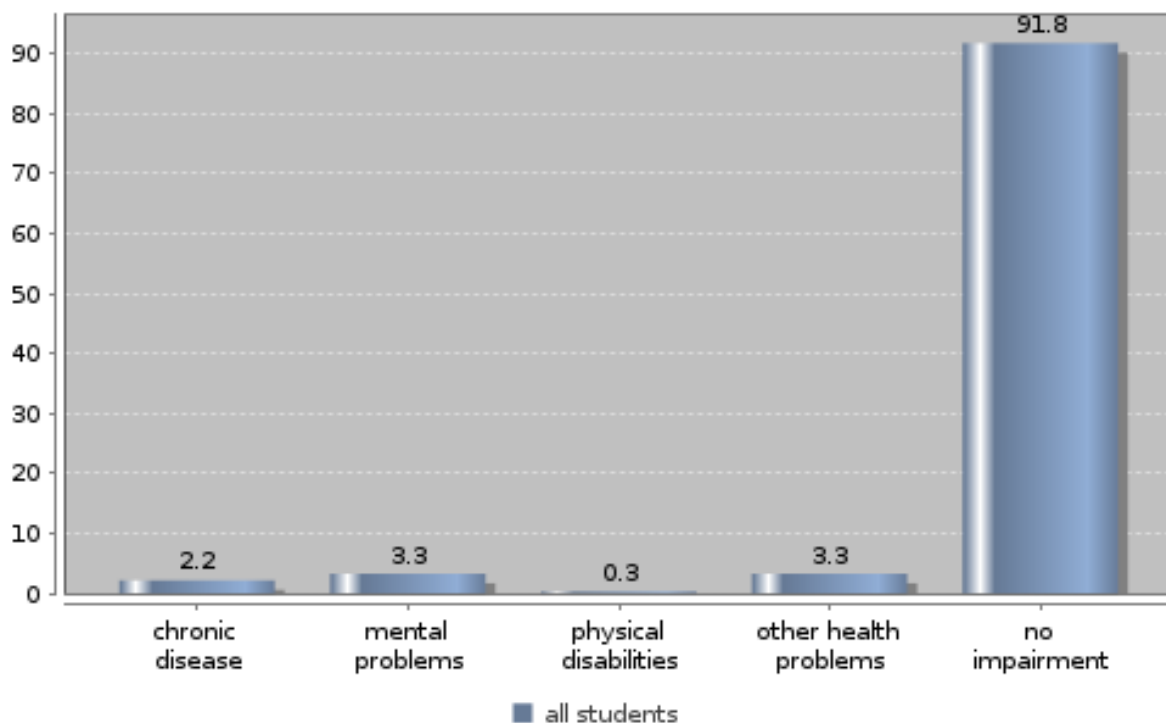
Topic: A. Demographic Characteristics

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

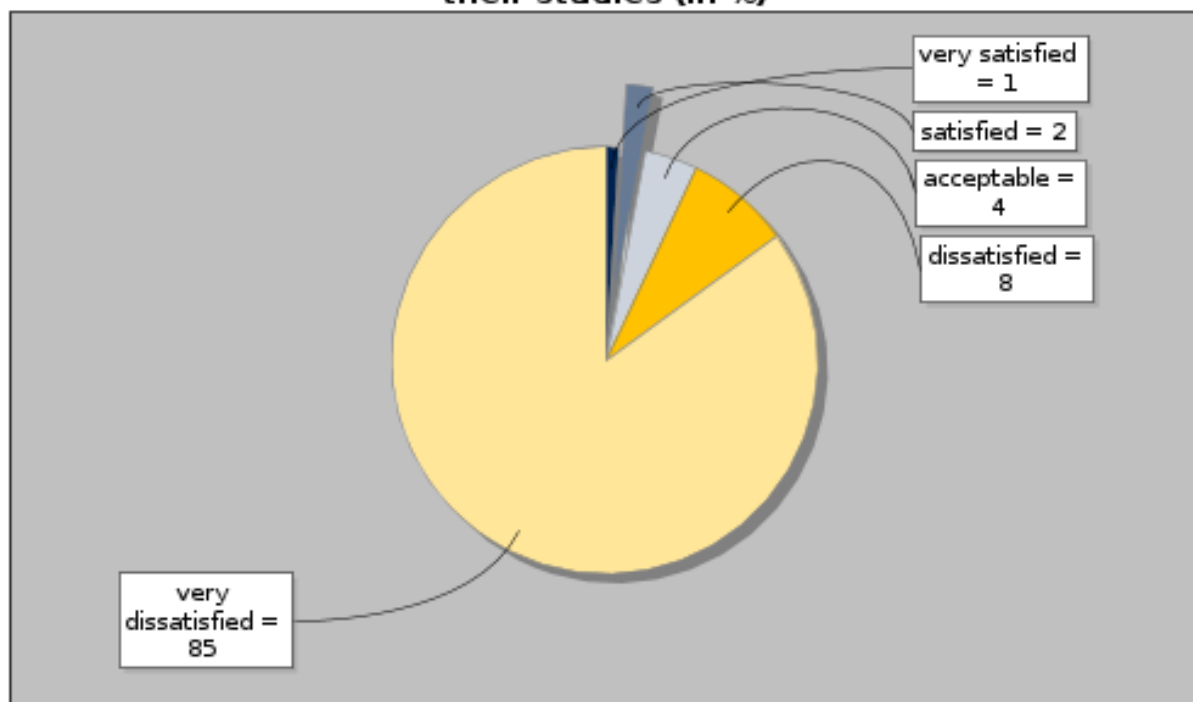
Key Indicators

Students who feel impaired in their studies in %	8.2
Students who are (very) satisfied with the way their impairments are taken account of in %	2.9
Students who are (very) dissatisfied with the way their impairments are taken account of in %	92.9

Share of students expressing particular study impairment (in %)



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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

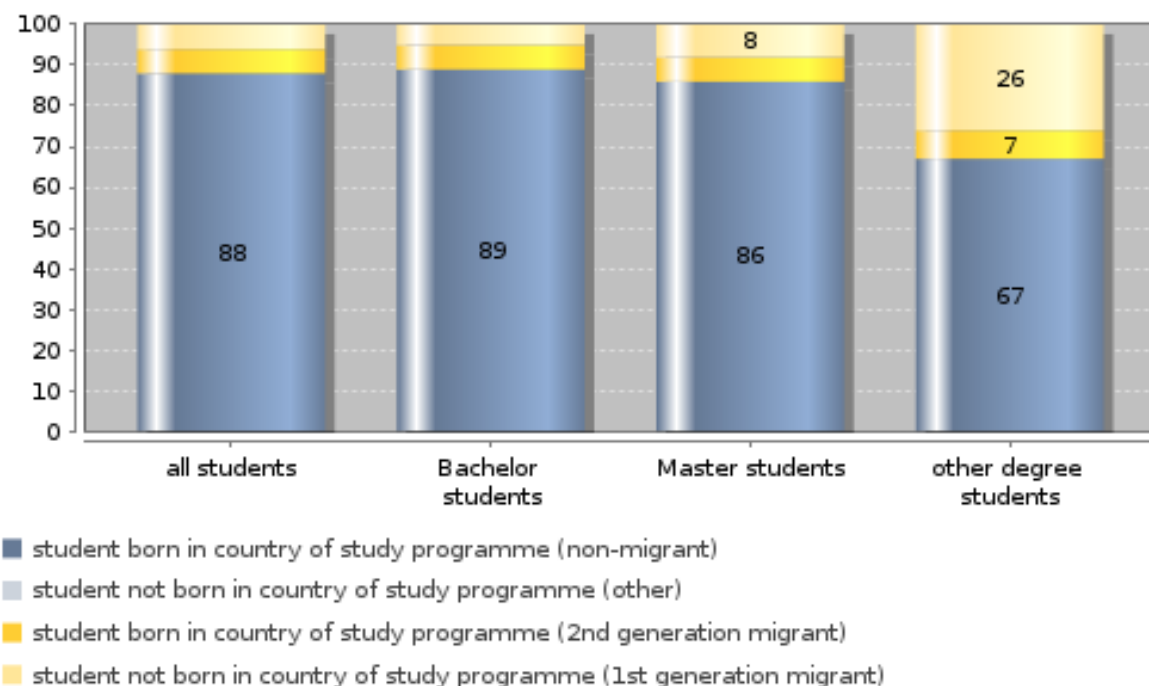
In country comparison, there is high level of dissatisfaction of impaired students with the way their impairments are taken into account. This is particularly due to the fact, that only few tertiary education institutions have adapted their buildings to physically handicapped students (wheelchair access) and developed special programs for communication with students with hearing or visual impairment. This also explains very low share of impaired among students.

Topic: A. Demographic Characteristics
Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	87.9
Share of non-migrants among all BA students, in %	88.9
Share of non-migrants among all MA students, in %	86.0
Share of 2nd generation migrants among all students, in %	5.6
Share of 2nd generation migrants among all BA students, in %	5.6
Share of 2nd generation migrants among all MA students, in %	5.6
Share of 1st generation migrants among all students, in %	6.3
Share of 1st generation migrants among all BA students, in %	5.2
Share of 1st generation migrants among all MA students, in %	8.3

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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

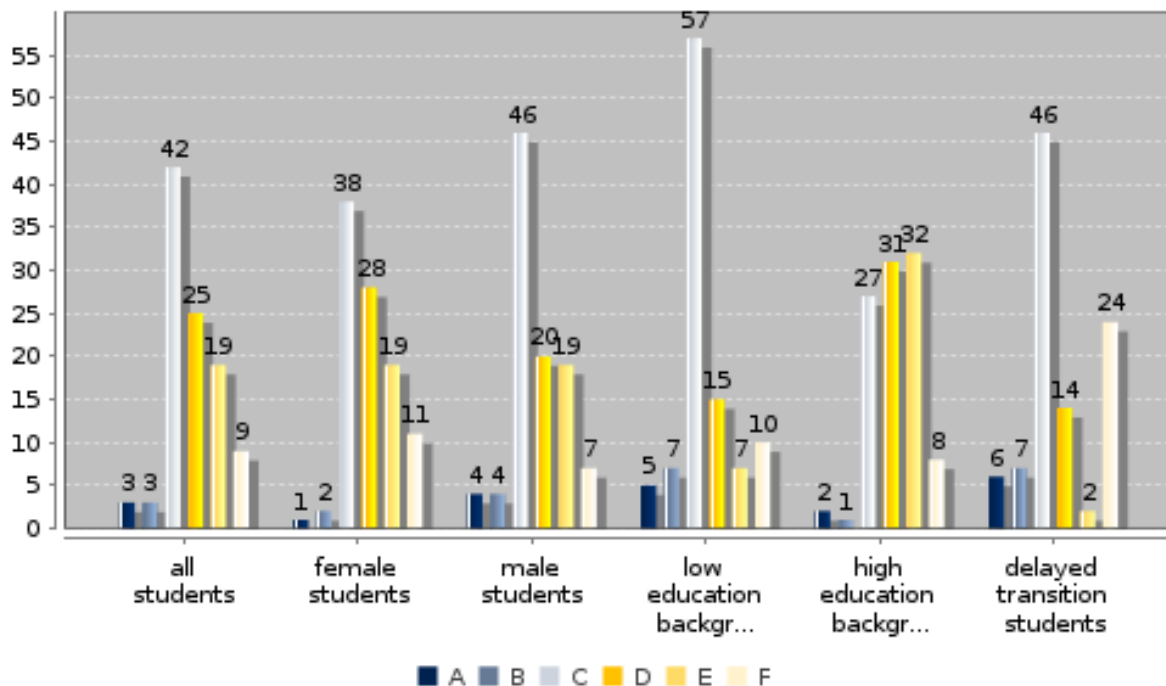
Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

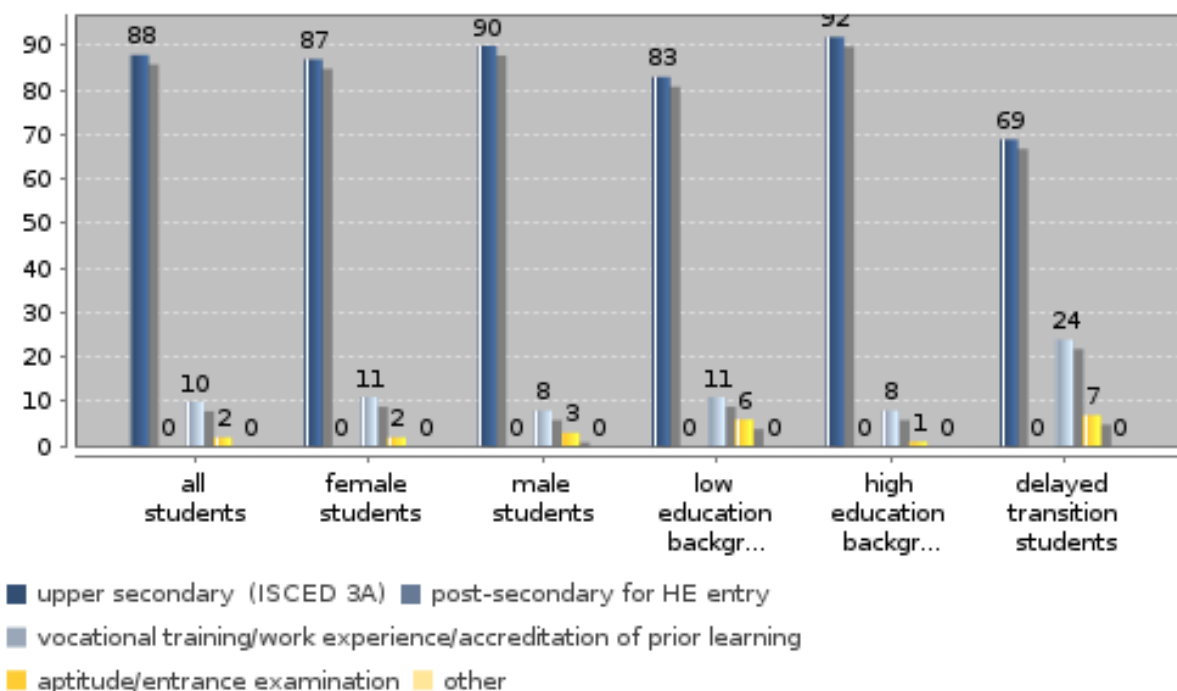
Key Indicators

All students via upper secondary in %	88.2
Female students via upper secondary in %	87.2
Male students via upper secondary in %	89.6
Students with low education background (ISCED 0-2) via upper secondary in %	83.3
Students with high education background (ISCED 5-6) via upper secondary in %	91.6
Students with delayed transition via upper secondary in %	68.9

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



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



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

- A - Apprentice school (with secondary school diploma; B - Extension studies after apprentice school; C - Vocational secondary school; D - Four-year grammar school; E - Multi-year grammar school
- F - Higher professional school or another higher education institution

national interpretation of the results of the data analysis:

In the Czech Republic, there is no specific segment of post-secondary education preparing for HE entry (ISCED 4A). As for relatively high proportion of entry from upper secondary academic education (ISCED 3A), it is due to some problems in matching ISCED categories with national classification. ISCED 3A includes all types of types of secondary schools finished with ?maturita? (secondary school leaving examination), i.e. secondary grammar schools (gymnasia), vocational (technical) secondary schools preparing both for the labor market and HE entry as well as labor market oriented ?apprentice schools? providing students with ?maturita?, thus formally permitting HE entry

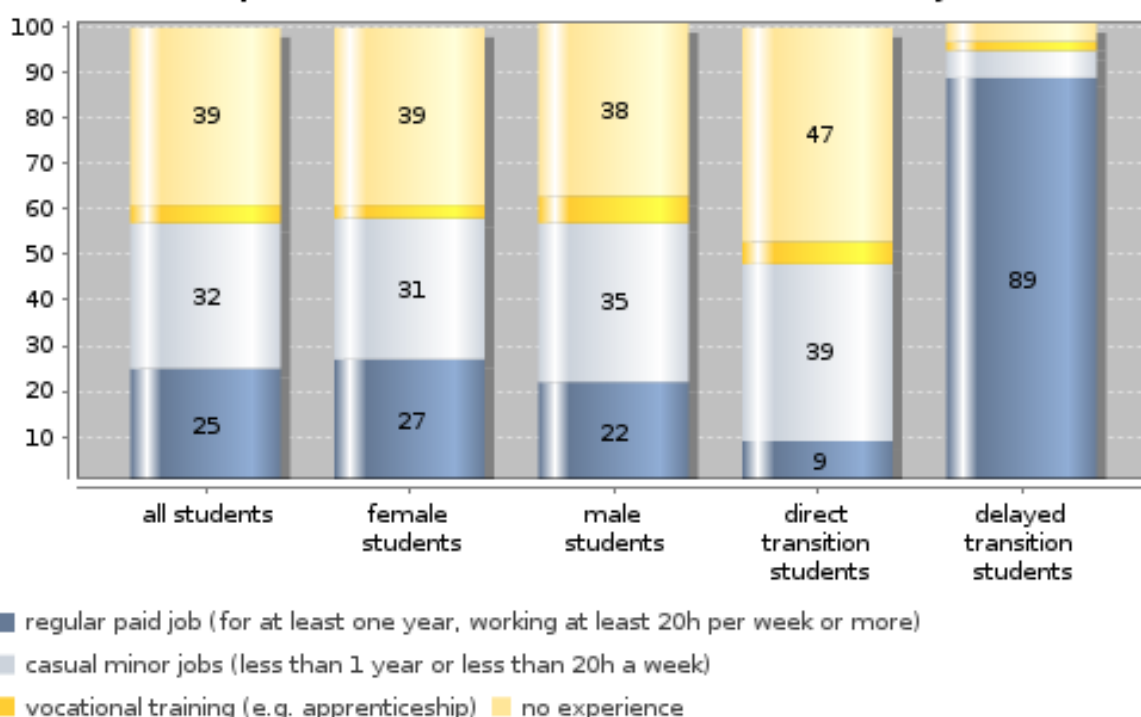
Topic: B. Access and entry to higher education

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

Key Indicators

All students with regular paid job before entering HE in %	24.9
Females with regular paid job before entering HE in %	26.8
Males with regular paid job before entering HE in %	22.2
Direct transition students with regular paid job before entering HE, in %	9.4
Delayed transition students with regular paid job before entering HE, in %	88.5
All students without labour market experience before entering HE in %	38.5
Females without labour market experience before entering HE in %	39.1
Males without labour market experience before entering HE in %	37.7

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



details on missing data:

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Large share of delayed transition students with prior regular paid job is due to high proportion of secondary school leavers eligible for HE entry who - due to limited number of study places during the past few decades - were not admitted for study and started their regular jobs instead. Current pressure of employers (especially in the public sector) on completing formal qualifications as well as increasing private returns to tertiary education generate high demand for tertiary education among already employed individuals.

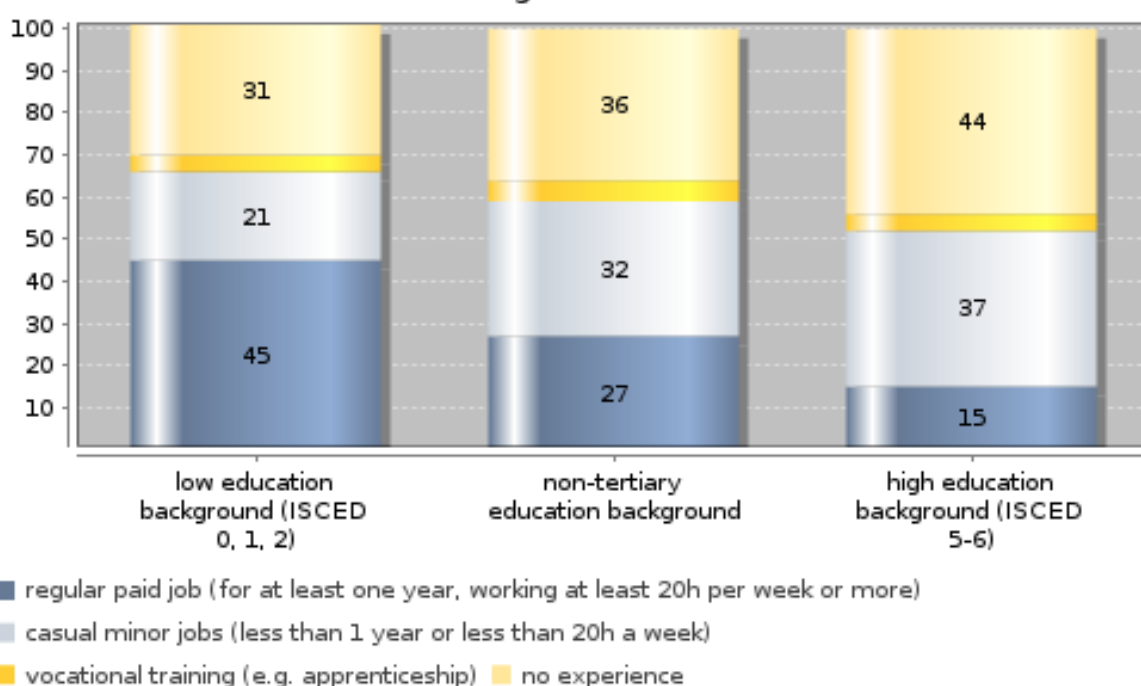
Topic: B. Access and entry to higher education

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 %	30.7
Students without labour market experience and high education background (ISCED 5-6) in %	44.3

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



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Due to relatively high selectivity of the Czech HE system reported in a number of comparative studies (i.e. lower chances of entering HE right after the secondary school graduation for individuals of lower SES background) students from lower SES groups enter HE after a job experience more frequently than students from higher SES groups.

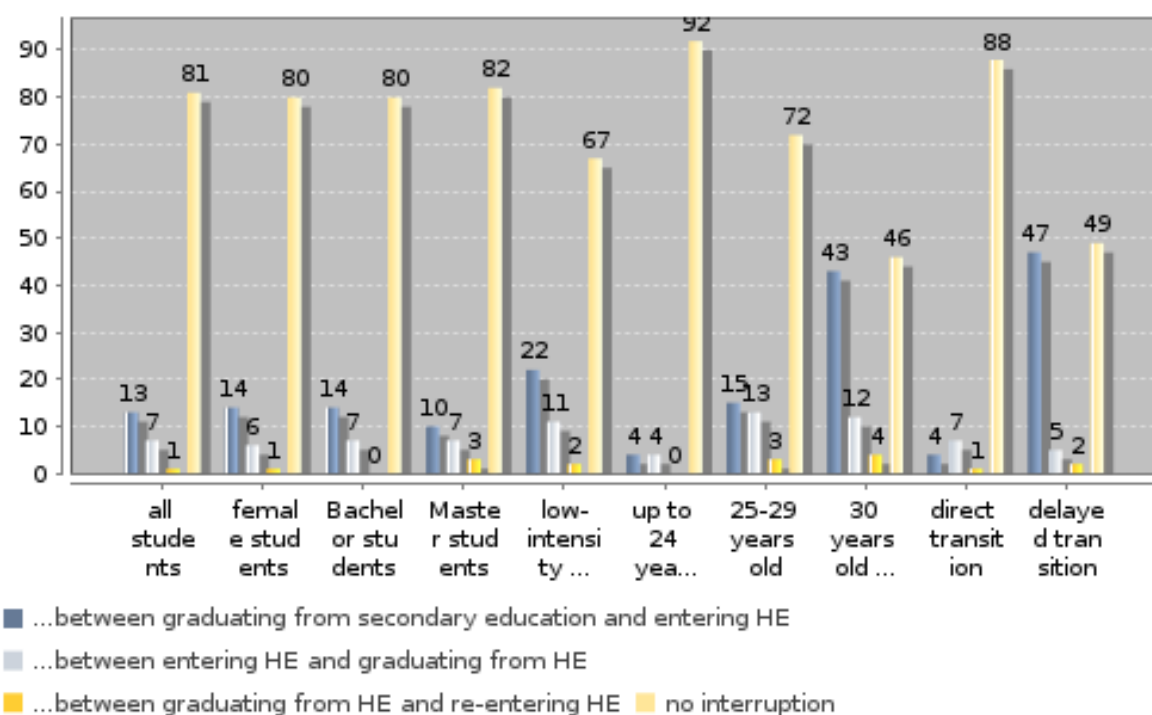
Topic: B. Access and entry to higher education

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 %	13.9
BA students with interruption between entering HE and graduating from HE, in %	6.9
BA students without interruption, in %	79.7

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



details on missing data:

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The data are reported as multiple response distributions. Therefore the totals sum up to more than 100%. See the explanation in the above General instructions.

Topic: B. Access and entry to higher education

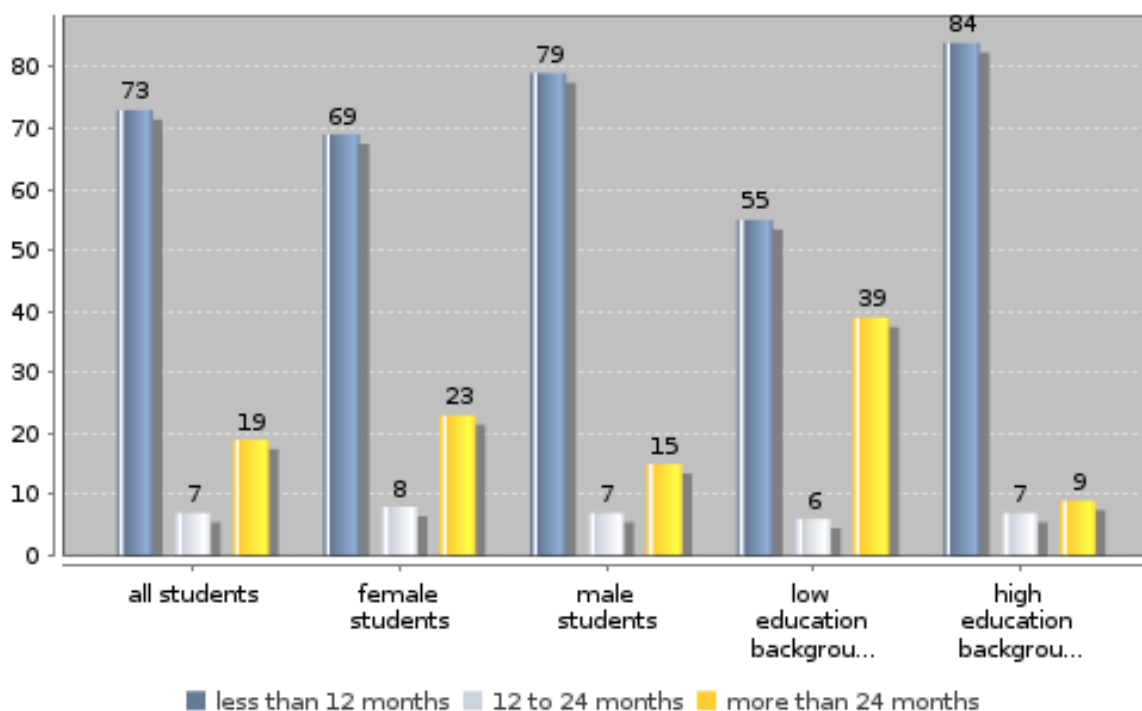
Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

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

all students	31.09
female students	37.5
male students	22.07
low education background (ISCED 0-2)	62.73

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



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

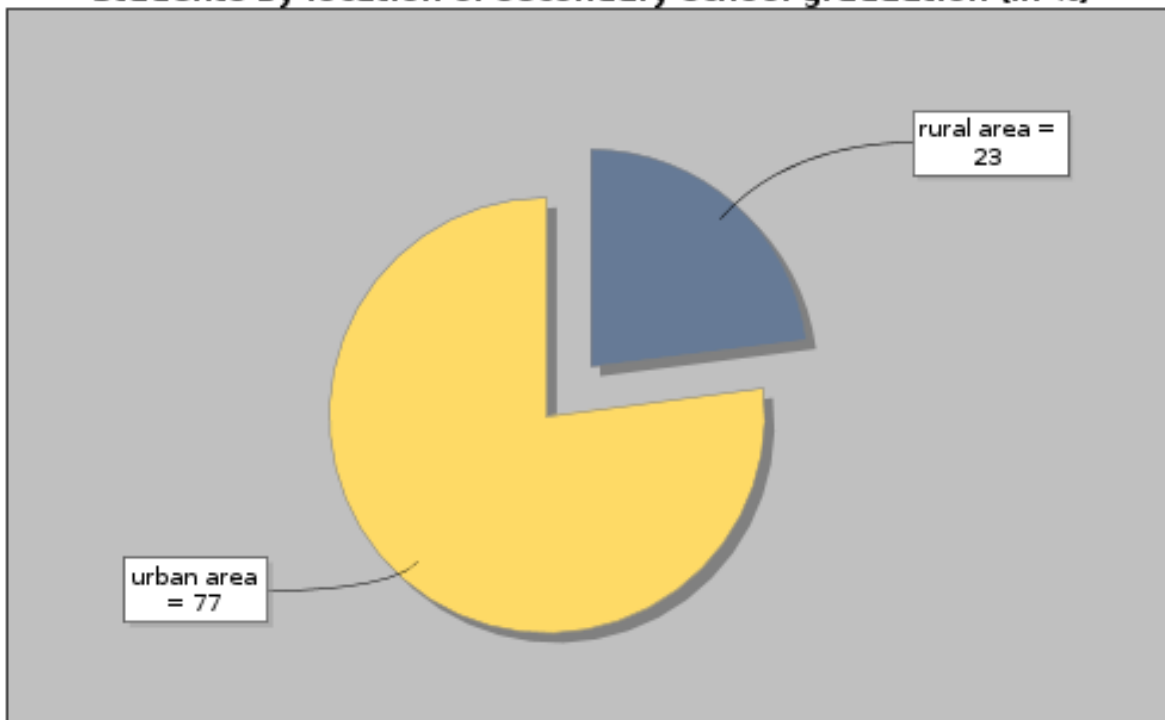
Subtopic 6: Location of graduation from secondary education

Key Indicators

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

22.7

Students by location of secondary school graduation (in %)



details on missing data:

Location of graduation from secondary school is unknown for 36 cases.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

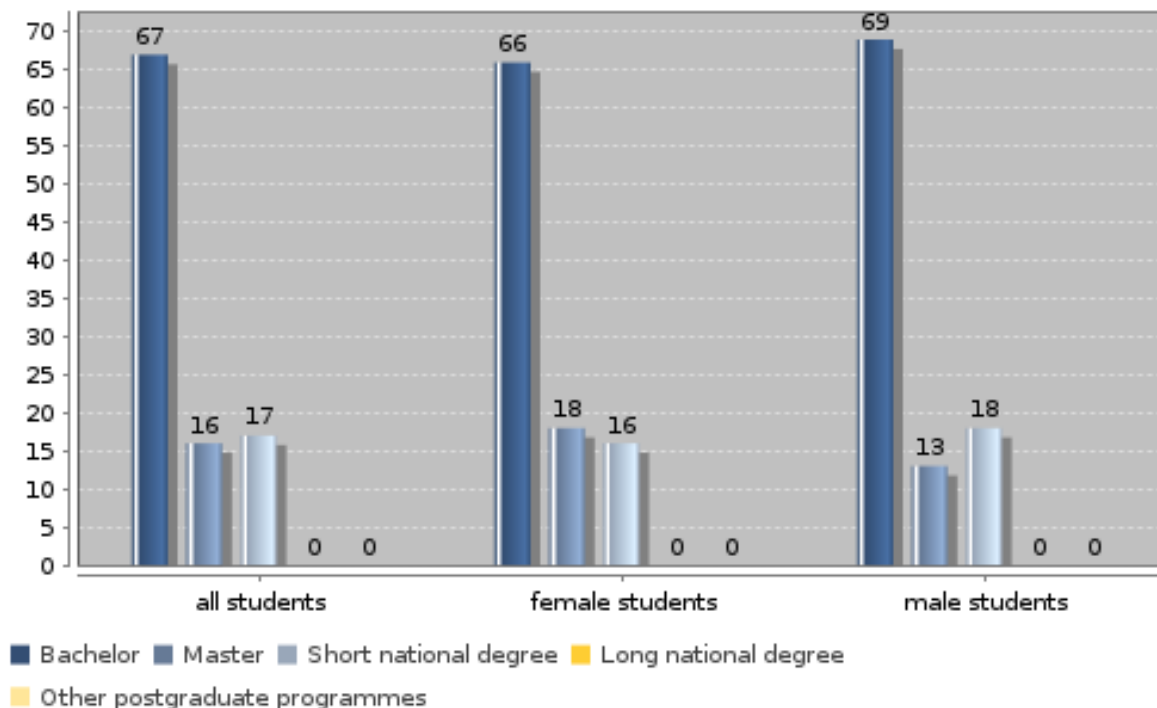
Urban: settlements with population size above 3000 inhabitants.

Topic: B. Access and entry to higher education
Subtopic 7: Student enrolment by programme

Key Indicators

All students studying for BA, in %	67.1
All students studying for MA, in %	15.9
All students studying for other national degrees, in %	16.9

Student enrolment by programme (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

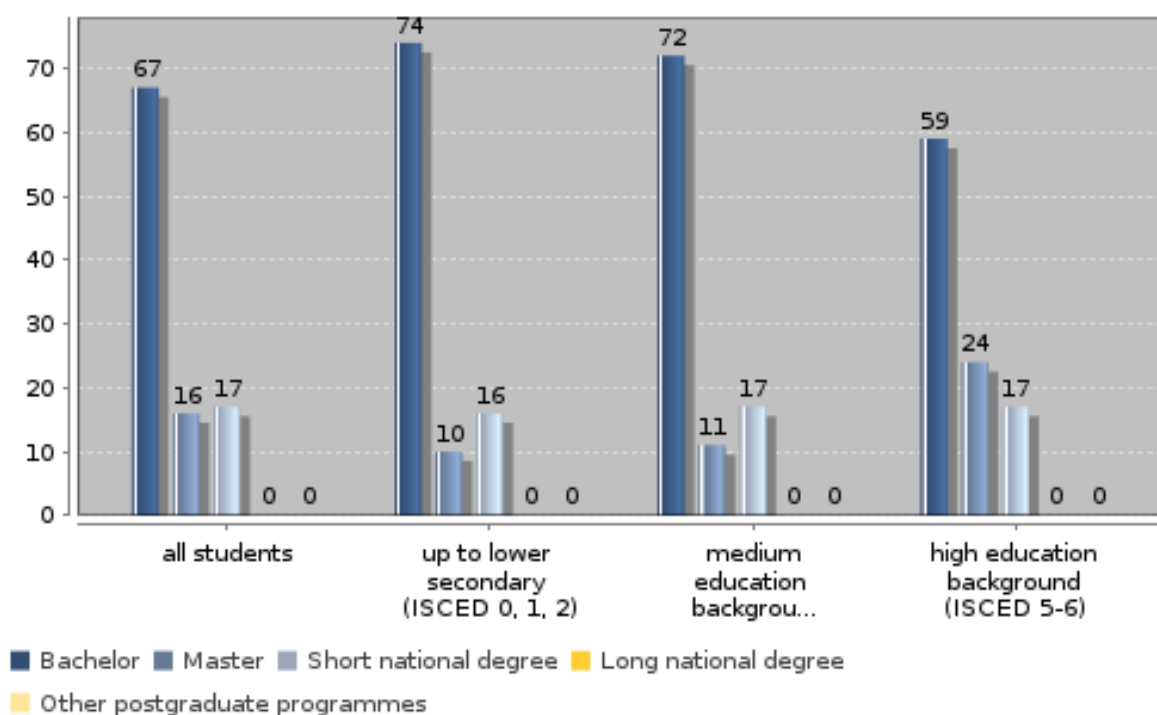
Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators

Students with low education background (ISCED 0-2) studying for BA, in %	73.9
Students with low education background (ISCED 0-2) studying for MA, in %	9.6
Students with high education background (ISCED 5-6) studying for BA, in %	59.3
Students with high education background (ISCED 5-6) studying for MA, in %	23.5

Student enrolment in programmes by social background (in %)



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

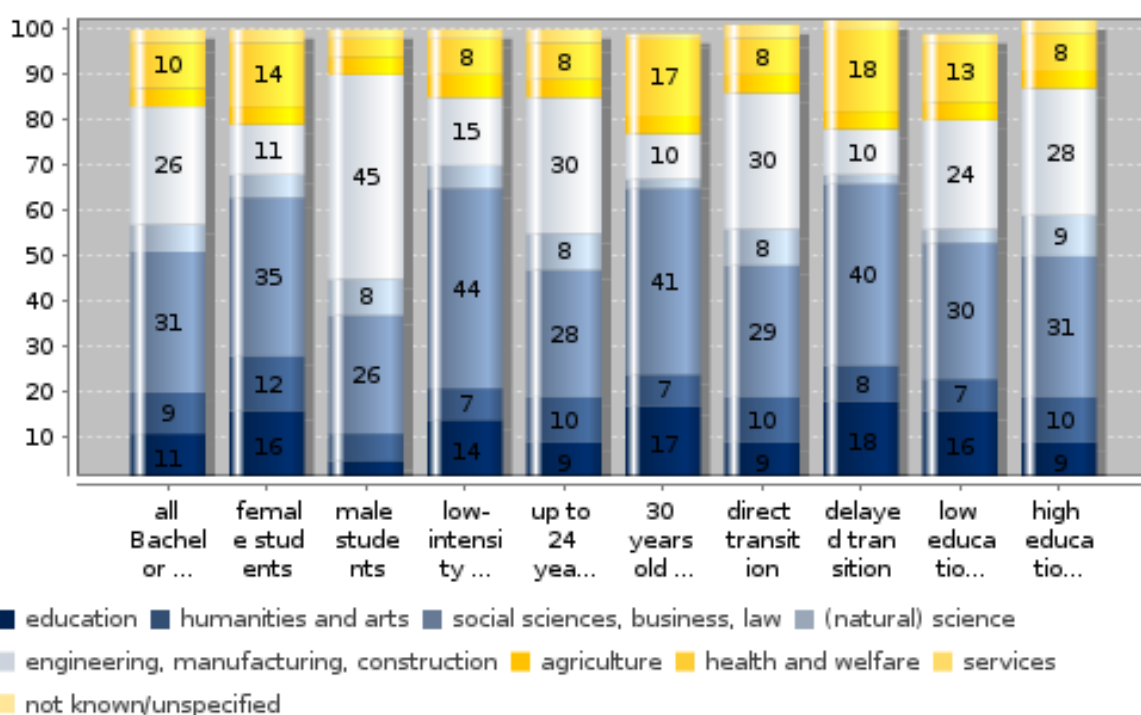
Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	25.5
Students in humanities and arts among all BA students, in %	9.4
Students in social sciences, business and law among all BA students, in %	31.2
BA students from lowest education backgrounds in engineering disciplines, in %	24.3
BA students from lowest education backgrounds in humanities and arts, in %	6.6
BA students from lowest education backgrounds in social sciences, business and law, in %	30.2

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



details on missing data:

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

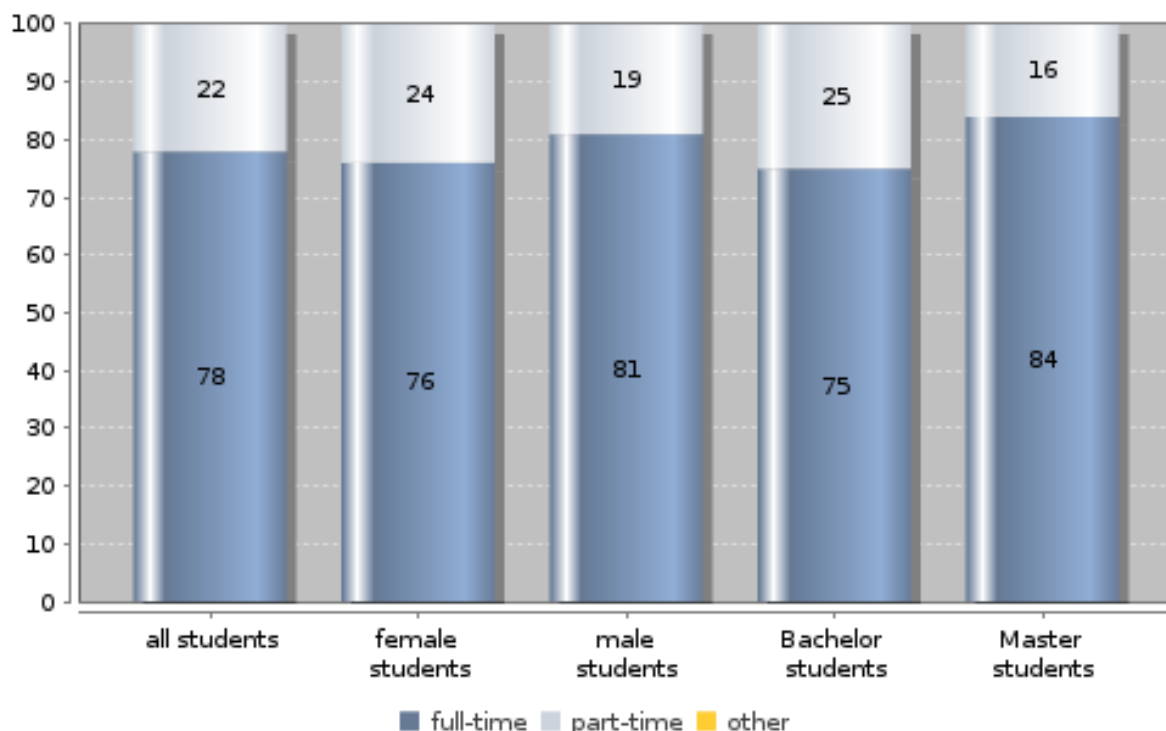
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

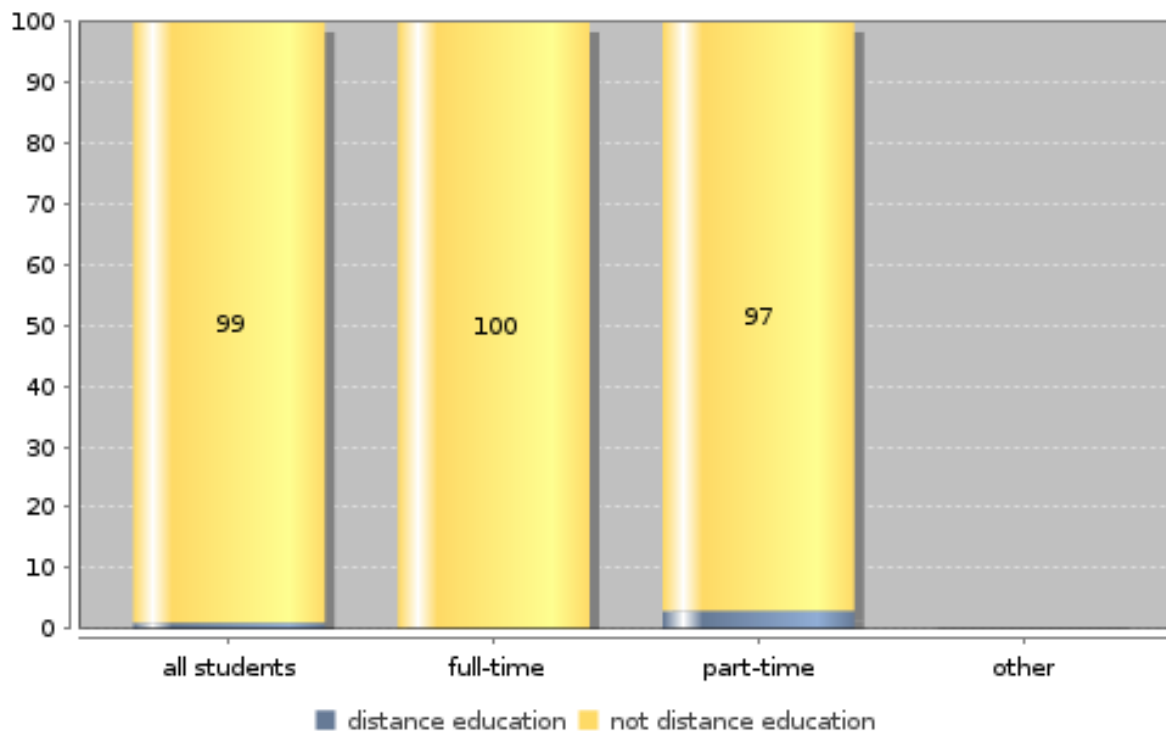
Key Indicators

Share of part-time students among all students, in %	22.2
Share of part-time students among BA students, in %	25.2
Share of part-time students among MA students, in %	16.1

Formal status of enrolment of students (in %)



Formal status of enrolment and distance education (in %)



details on missing data:

Table 2: there are 14 missing cases because of unknown formal status.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The share of part-time students is higher for BA than for MA for two reasons. First, the BA/MA structure has been implemented relatively late compared with other countries. Second, the pressure of employers on completing HE qualification is generating demand primarily for BA studies.

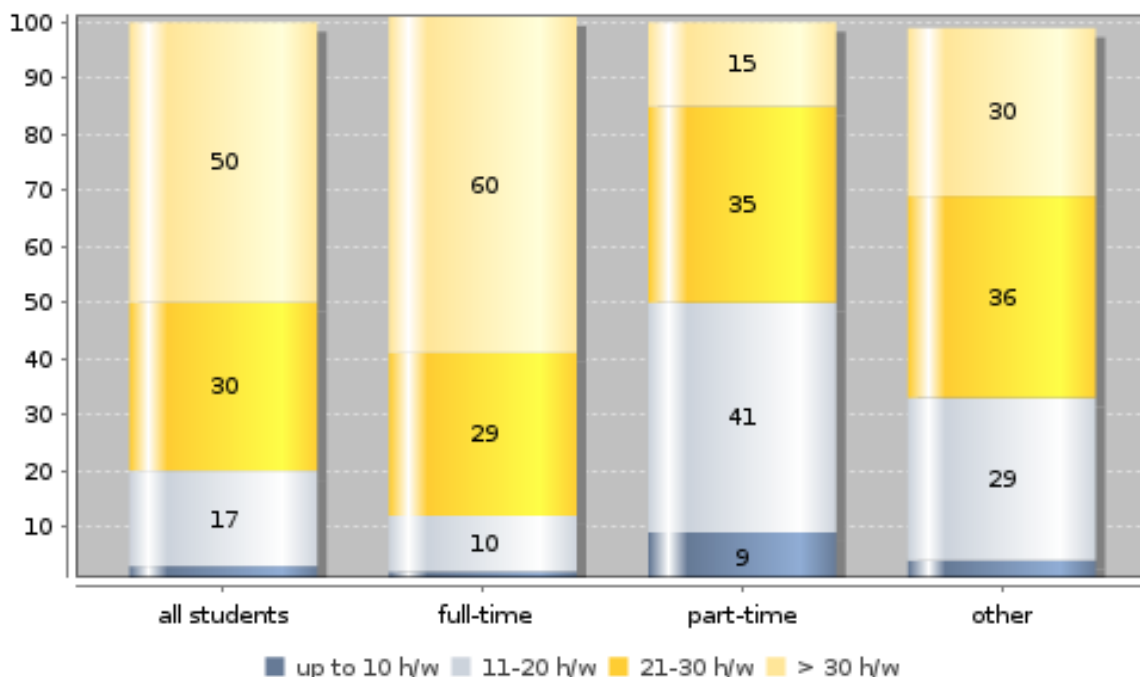
Topic: B. Access and entry to higher education

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 %	19.8
Students with full-time status and study-related activities up to 20 hours per week, in %	11.1
Students with part-time status and study-related activities of 21 hours or more per week, in %	50.0

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



details on missing data:

95 cases are missing because of unknown time of the study-related activities.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

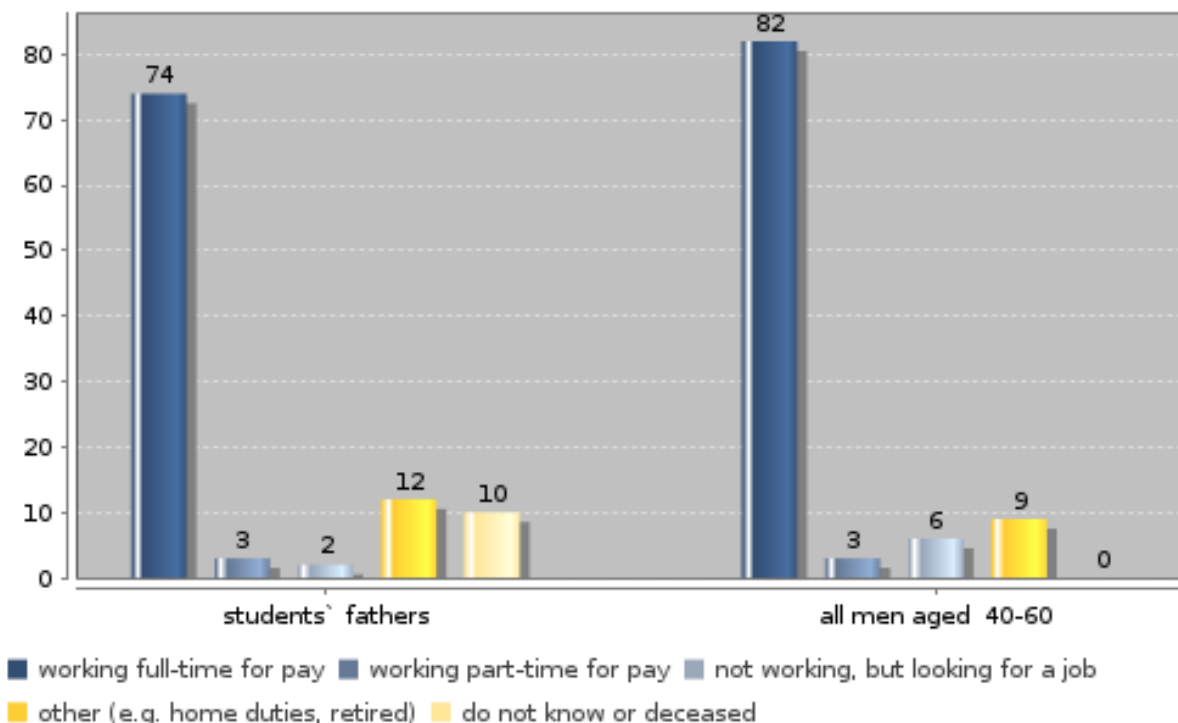
Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

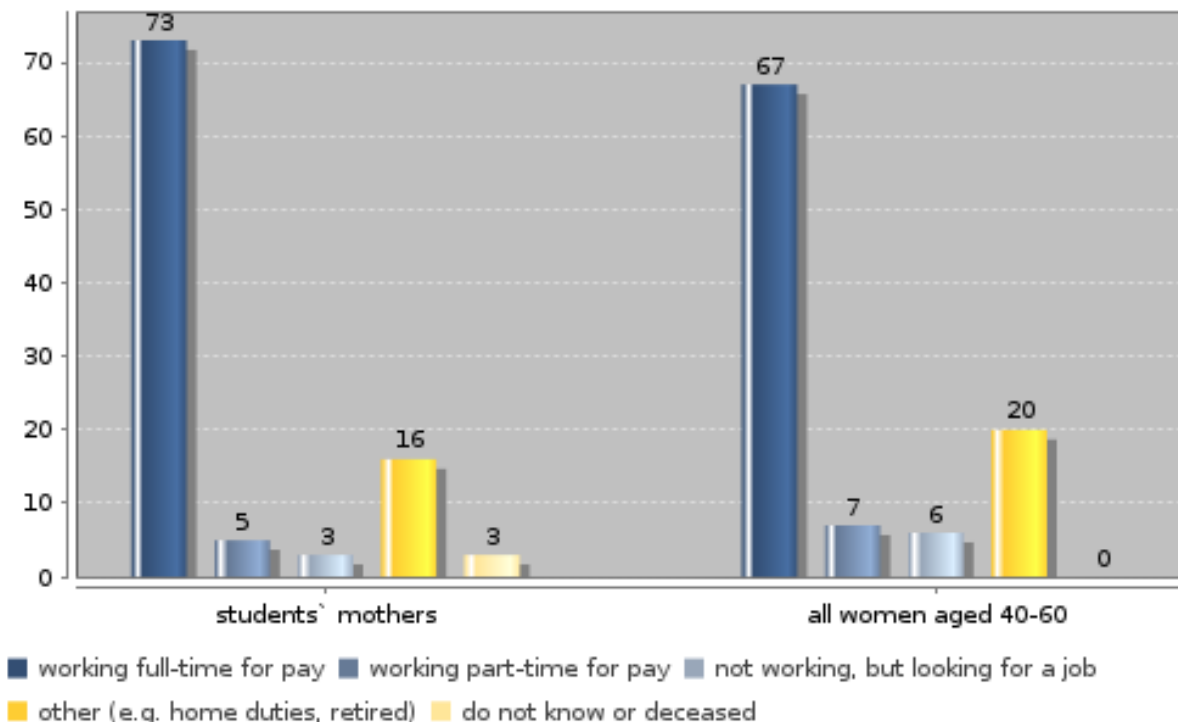
Key Indicators

Share of economically active students' fathers in %	76.6
Share of economically active students' mothers in %	78.1
Ratio of economically active students' fathers to corresponding male population	0.9
Ratio of economically active students' mothers to corresponding female population	1.0

Labour force activity of students' fathers (in %)



Labour force activity of students' mothers (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

National statistics refer to the population of 45-59 years of age. Source: Czech Statistical Office, 2010.

national interpretation of the results of the data analysis:

The following categories were used to assess the current labor force activity of student's parents: 1. Working for full-time pay; 2. Working for part-time pay; 3. Self-employed at least full-time; 4. Self-employed less than full-time; 5. Not working, but looking for a job; 6. Other (e.g. home duties, retired); 7. Do not know; 8. Deceased.

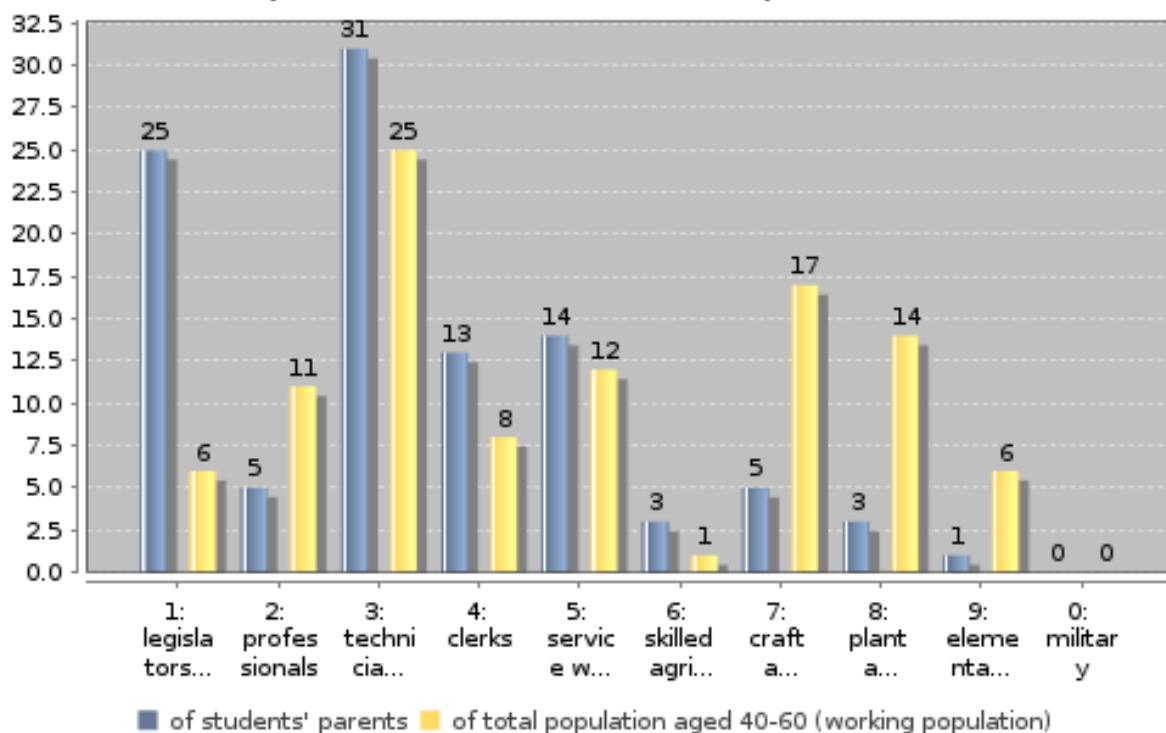
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

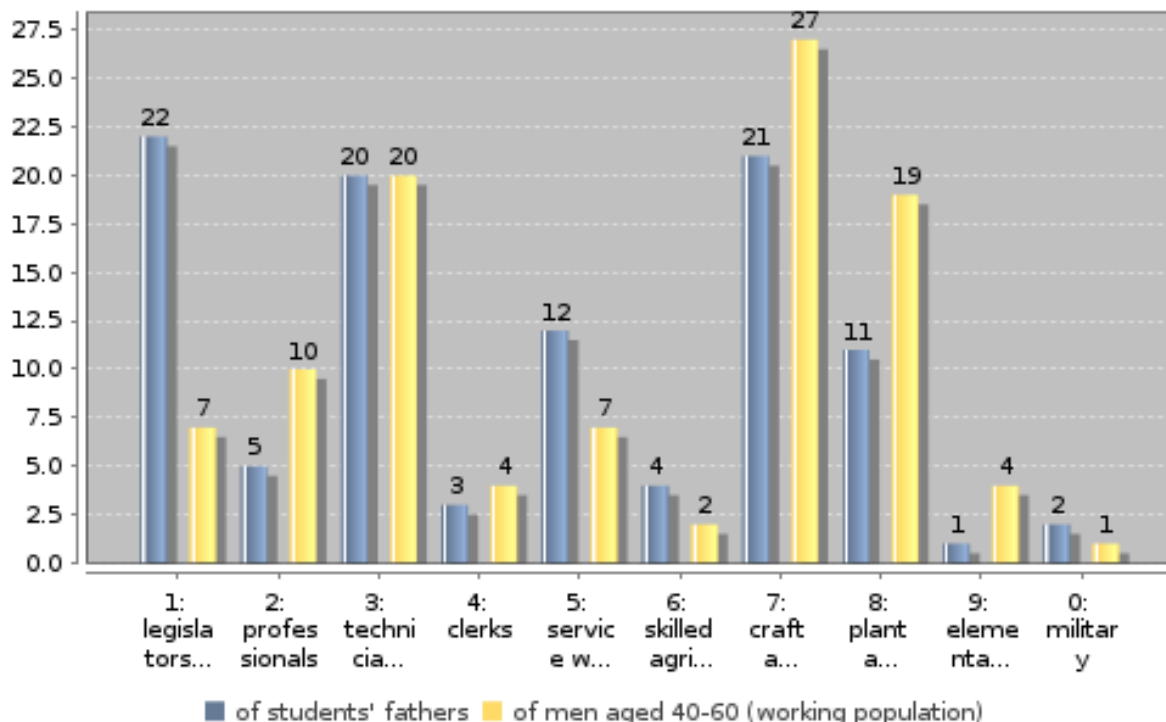
Key Indicators

Students' parents with blue-collar occupation in%	11.9
Students' fathers with blue-collar occupation in %	36.8
Students' mothers with blue-collar occupation in %	15.3
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.7
Ratio of students' mothers with blue-collar occupation to counterparts in working population	0.7

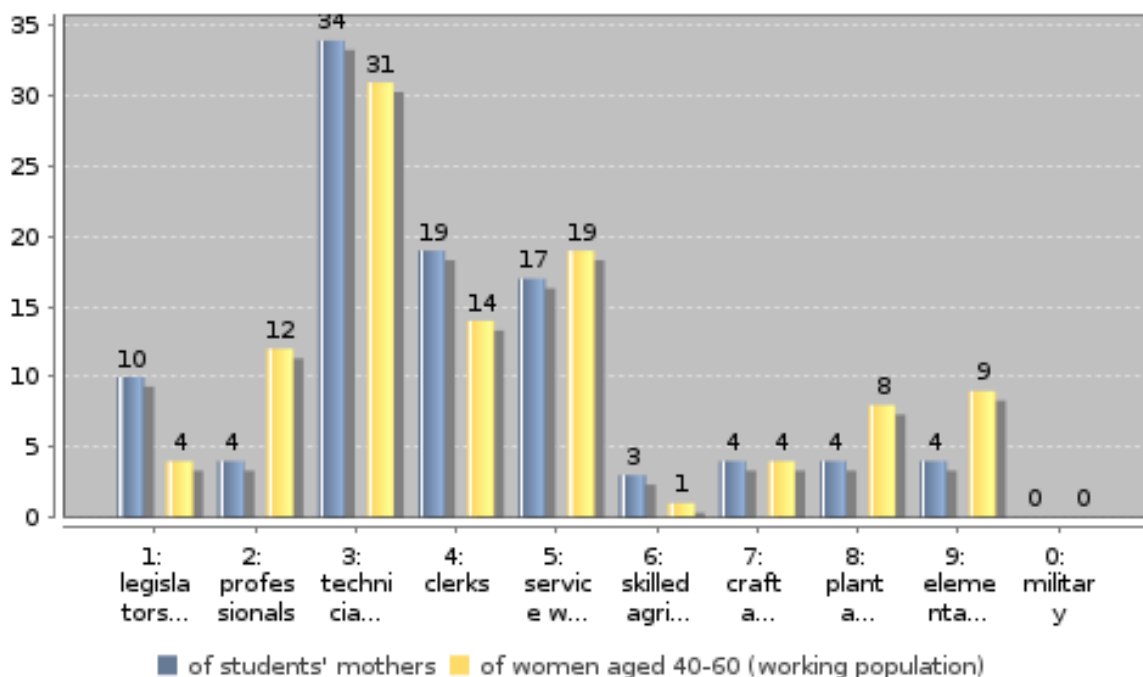
Occupational status of students' parents (in %)



Occupational status of students' fathers (in %)



Occupational status of students' mothers (in %)



details on missing data:

Respondents did not report father's occupation in 966 cases, mother's occupation in 553 cases. In 352 cases respondents provided no information on their parents occupation.

methodical issues or considerations for data interpretation:

In the Czech questionnaire the following occupational categories were used to assess current or the most recent father's and mother's job: 1. Legislators, senior officials and managers; 2. Professionals; 3. Technicians and associate professionals; 4. Clerks; 5. Service workers / sales workers; 6. Skilled workers in agriculture and trade; 7. Craft and related trade workers; 8. Plant and machine operators and assemblers; 9. Elementary occupations / domestic and related helpers; 10. Armed forces / military; 11. Do not know

National statistics refer to the population of 45-59 years of age. Source: Czech Statistical Office, 2010.

national interpretation of the results of the data analysis:

Distributions prove high selectivity of the Czech HE education system, namely due to particularly high proportion of students from the top occupational categories and low proportion of students of manual social background.

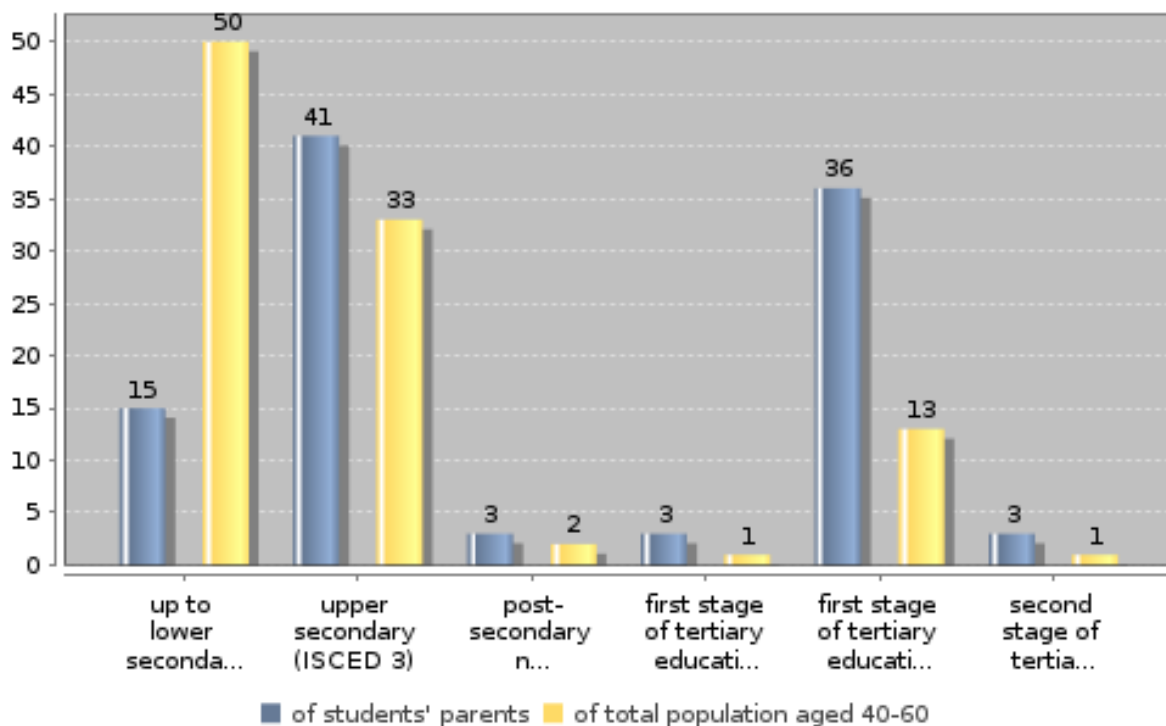
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

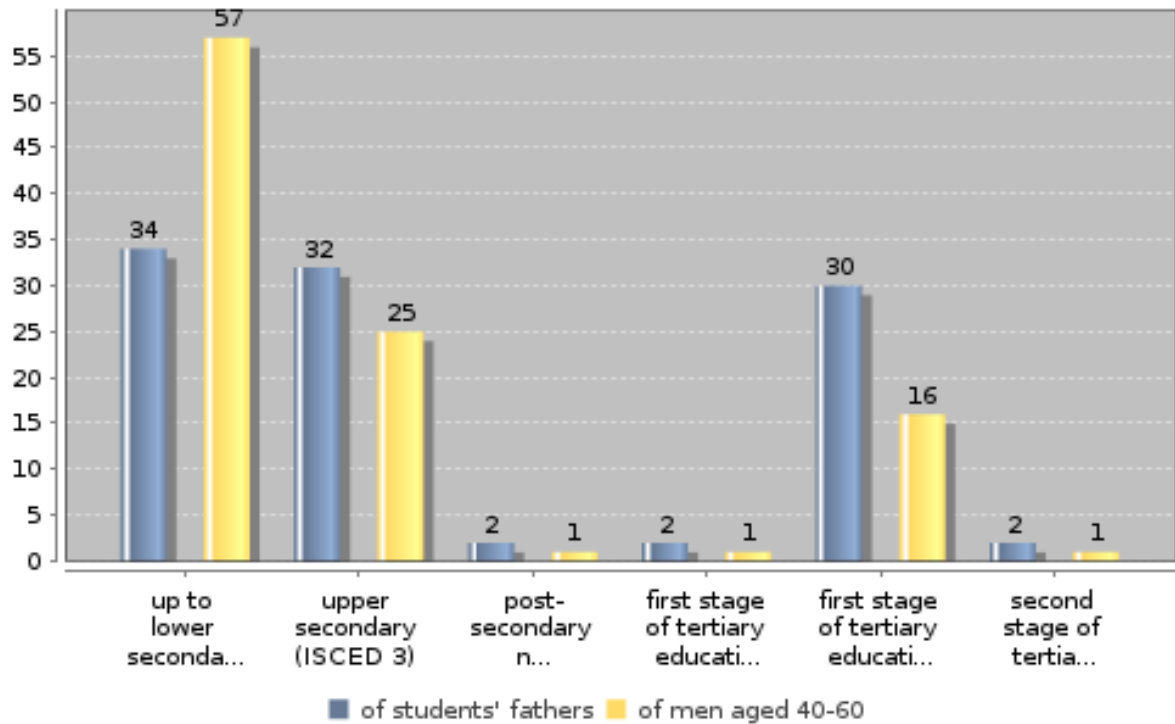
Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	58.0
Students' fathers without tertiary education (not ISCED 5-6) in %	66.7
Students' mothers without tertiary education (not ISCED 5-6) in %	70.7
Ratio students' fathers without tertiary education to counterparts in total population	0.8
Ratio students' mothers without tertiary education to counterparts in total population	0.8

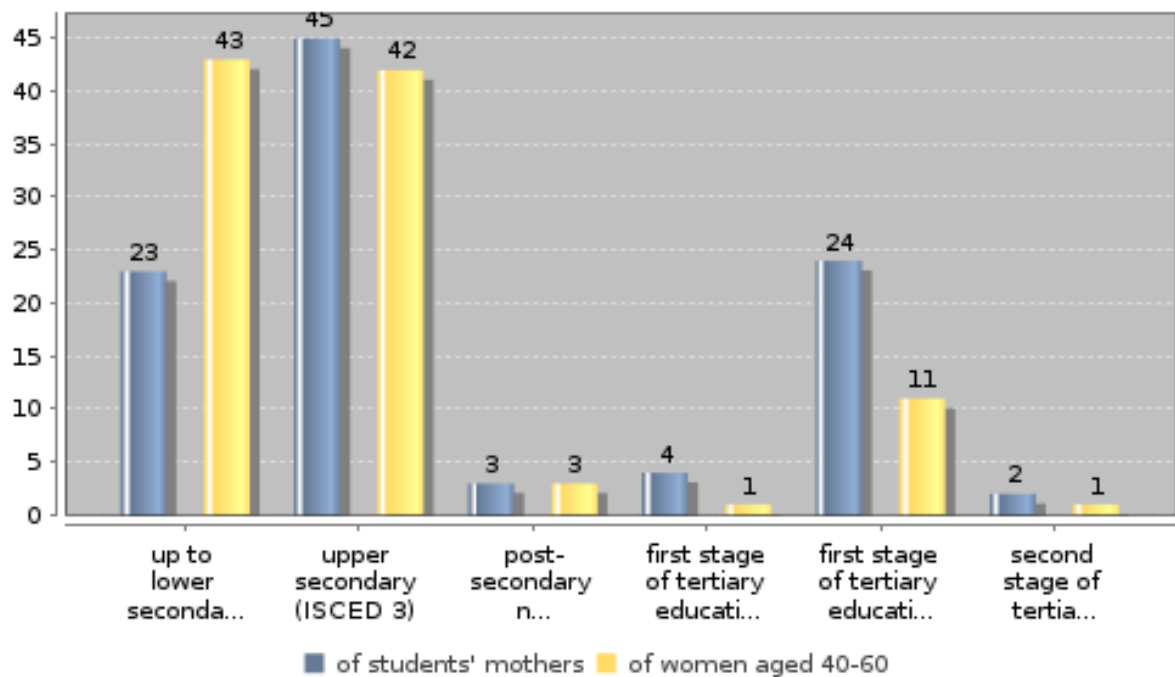
Highest educational qualification of students' parents (in %)



Highest educational qualification of students' fathers (in %)



Highest educational qualification of students' mothers (in %)



details on missing data:

Respondents did not report father's education in 168 cases, mother's education in 55 cases. All figures are after weighting.

methodical issues or considerations for data interpretation:

National statistics (based on national data of SILC 2008) refer to the population of 40 to 60 years of age. Both for students' parents and total population the category ISCED 0,1,2, includes ISCED 3c (apprentice education or lower level of vocational education) while ISCED 3 includes only higher secondary education with secondary school leaving examination (maturita).

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators

Students' parents with blue collar status and ..

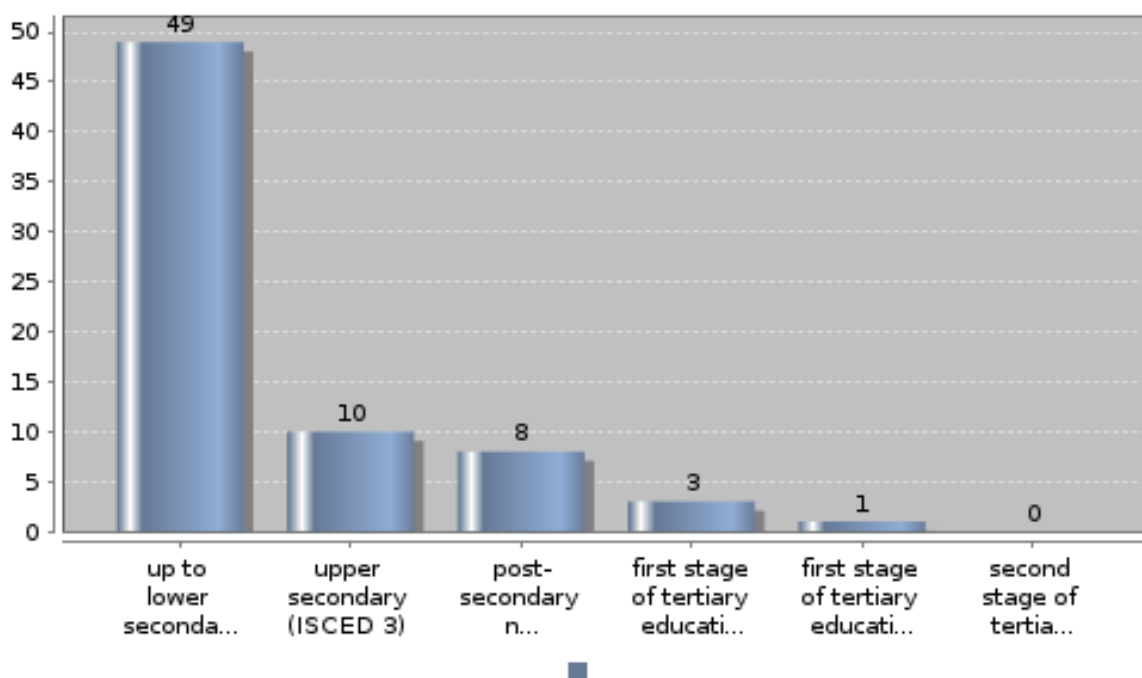
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %

96.6

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

61.1

Blue collar status of students' parents and educational attainment(in %)



details on missing data:

367 cases missing because of unknown education or occupation of parents.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The distributions suggest that, in the Czech case, the use of parents' education as a proxy for student social background is possible. However, users of the database should keep in mind that category "upper secondary" defined as ISCED 3 level (combining 3a, 3b and 3c) is quite heterogeneous, particularly in countries with highly stratified secondary school systems (the Czech Republic belongs to this group of countries). In these countries, levels ISECD 3a and 3b are significantly different from ISCED 3c level.

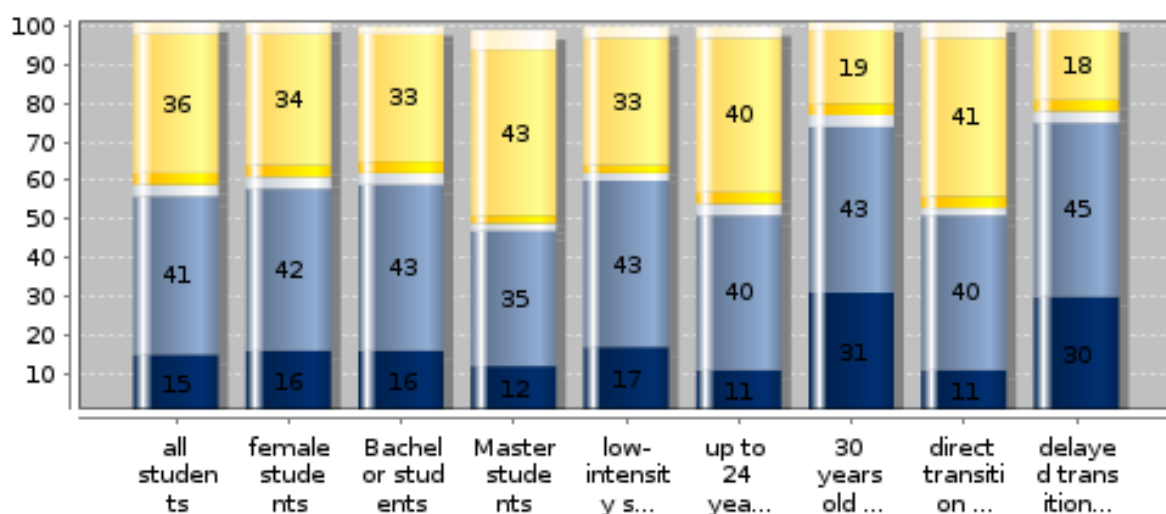
Topic: C. Social background of student body

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

Key Indicators

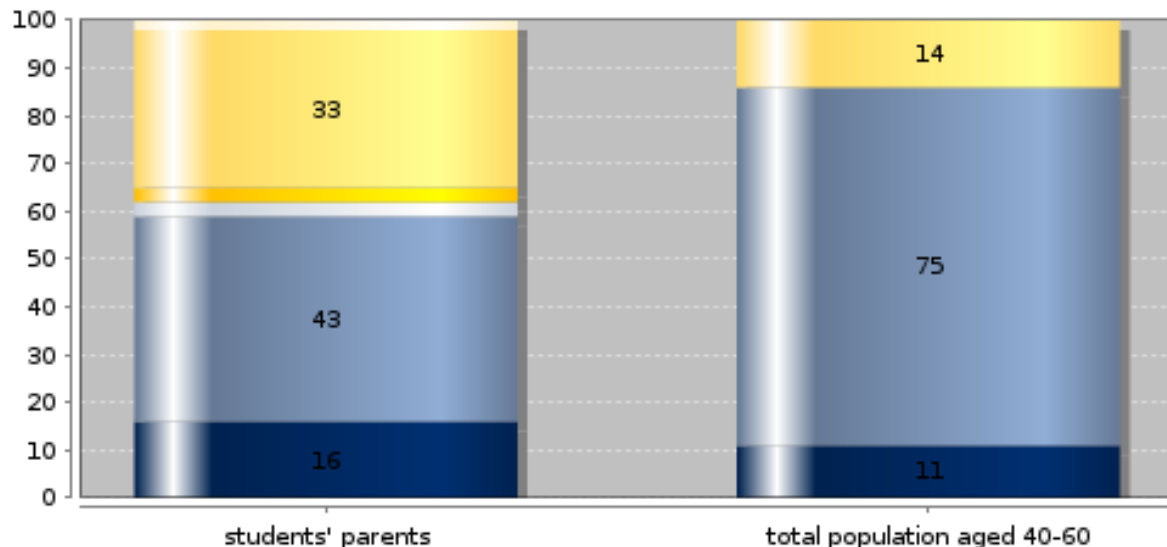
Share of all students' parents without tertiary education (ISCED 5-6), in %	58.0
Share of BA students' parents without tertiary education (ISCED 5-6), in %	62.4
Share of MA students' parents without tertiary education (ISCED 5-6), in %	49.1
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	62.0
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	76.4
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	77.9

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



- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

Highest educational qualification of Bachelor students' parents (in %)



- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

details on missing data:

Intensity could not be counted in 160 cases because of unknown data regarding time devoted to studying. It equals 180 cases after weighting.

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting

methodical issues or considerations for data interpretation:

National statistics refer to population of 45-59 years of age and do not distinguish between ISCED 3 and ISCED 4, and between ISCED 5A, ISCED 5B and ISCED 6. For this reason ISCED 4 includes ISCED 3, and ISCED 5A includes ISCED 5B and ISCED 6. Source: Czech Statistical Office, 2010.

national interpretation of the results of the data analysis:

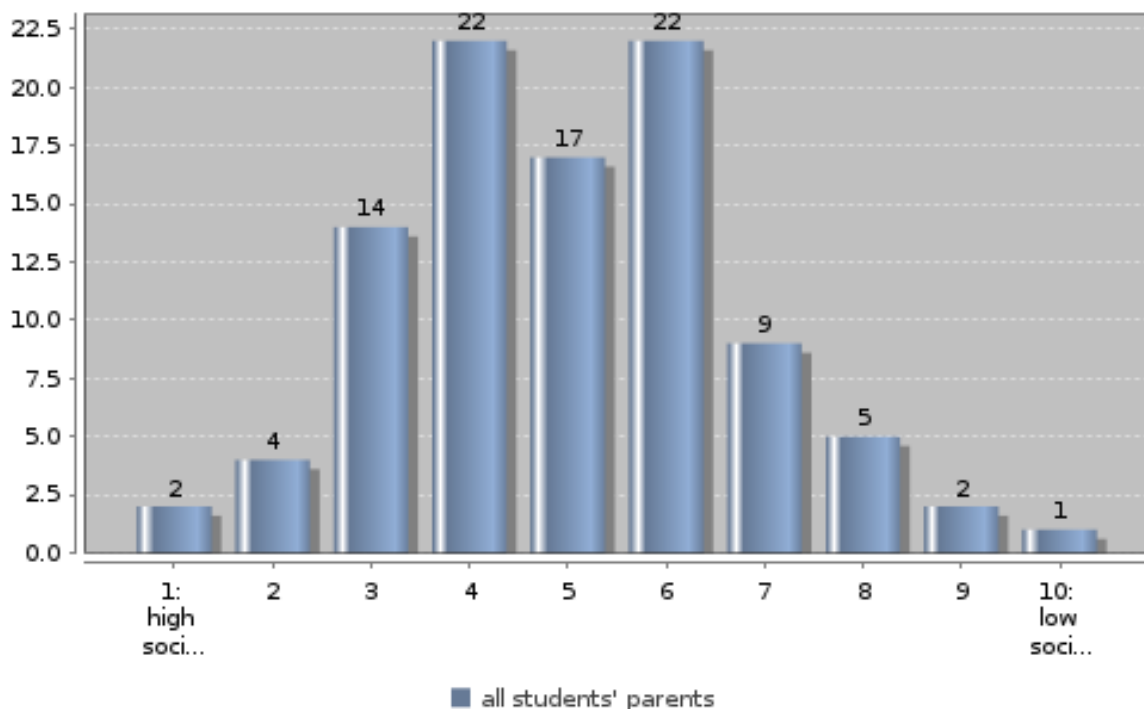
Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	60.5
Students' parents with lower social standing (6-10)	39.4

Students' assessment of the social standing of their parents (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

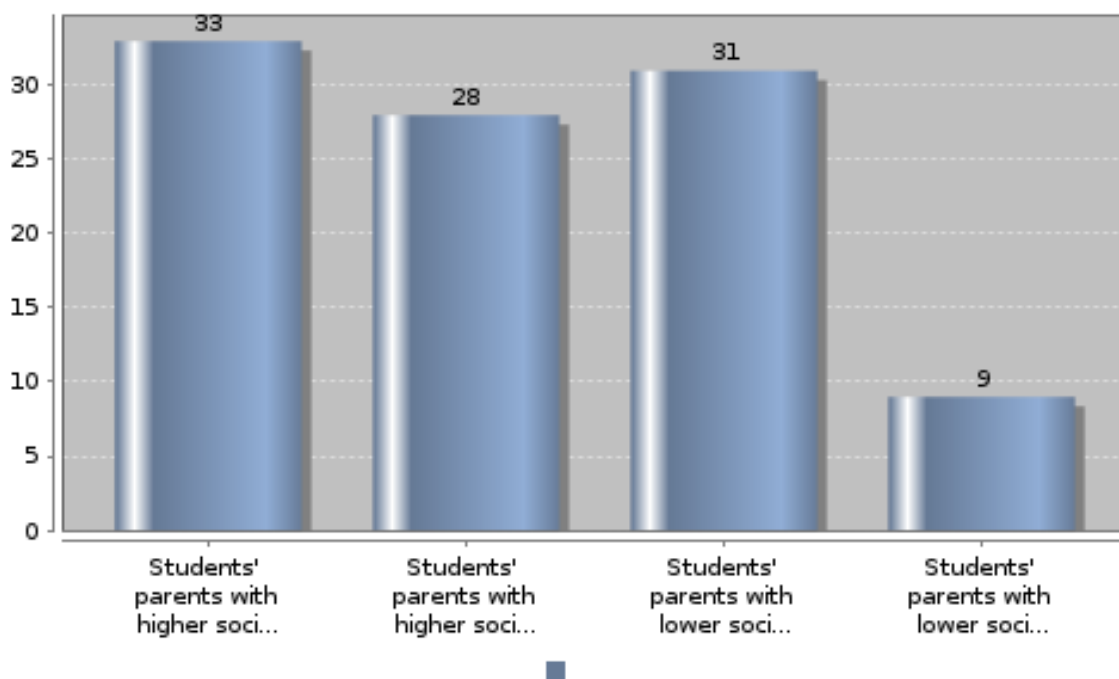
Topic: C. Social background of student body

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 %	33.0
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	27.6
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	30.5
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	9.0

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



details on missing data:

In 37 cases the highest education of parents is missing (39 after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

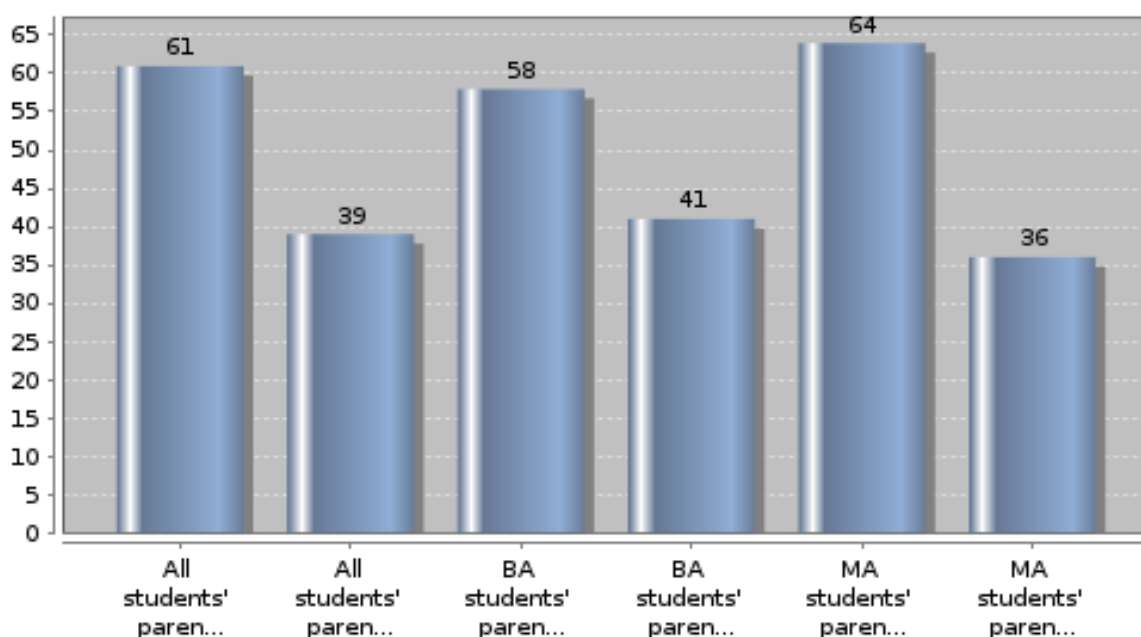
Topic: C. Social background of student body

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

Key Indicators

All students' parents with higher social standing (1-5), in %	60.5
All students' parents with lower social standing (6-10), in %	39.4
BA students' parents with higher social standing (1-5), in %	58.4
BA students' parents with lower social standing (6-10), in %	41.4
MA students' parents with higher social standing (1-5), in %	64.3
MA students' parents with lower social standing (6-10), in %	35.6

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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

35.0

Share of all students not living with parents, in %

65.0

Share of all students living in student halls, in %

22.2

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

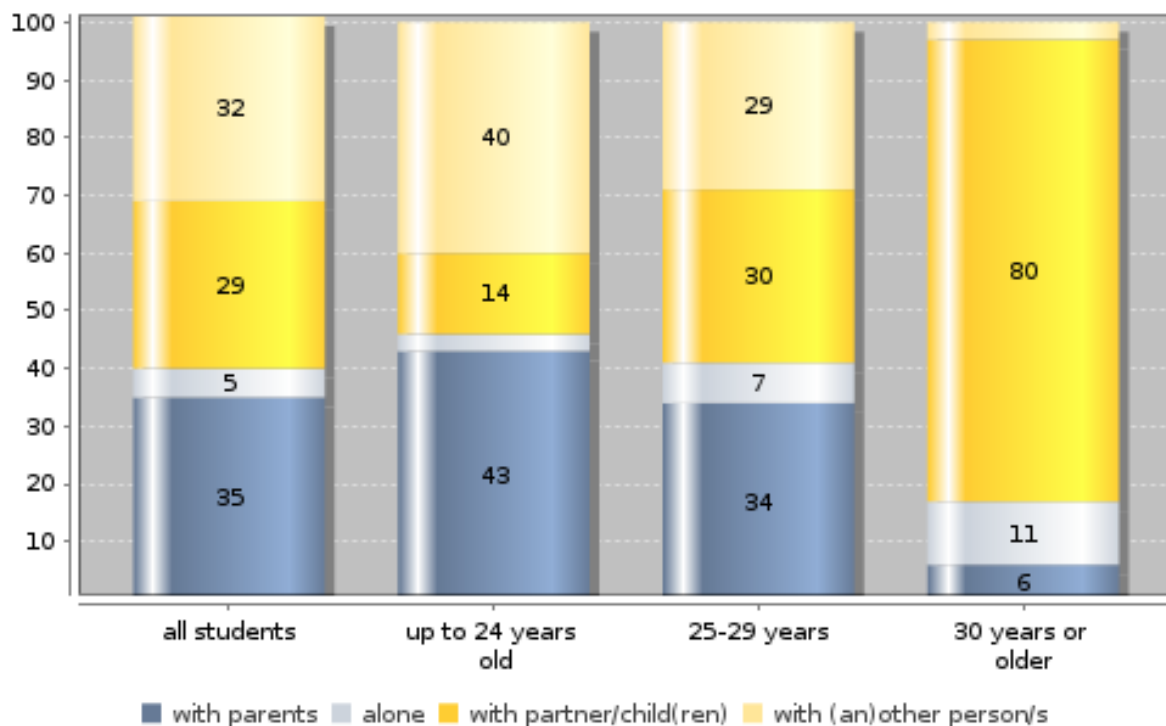
0.0

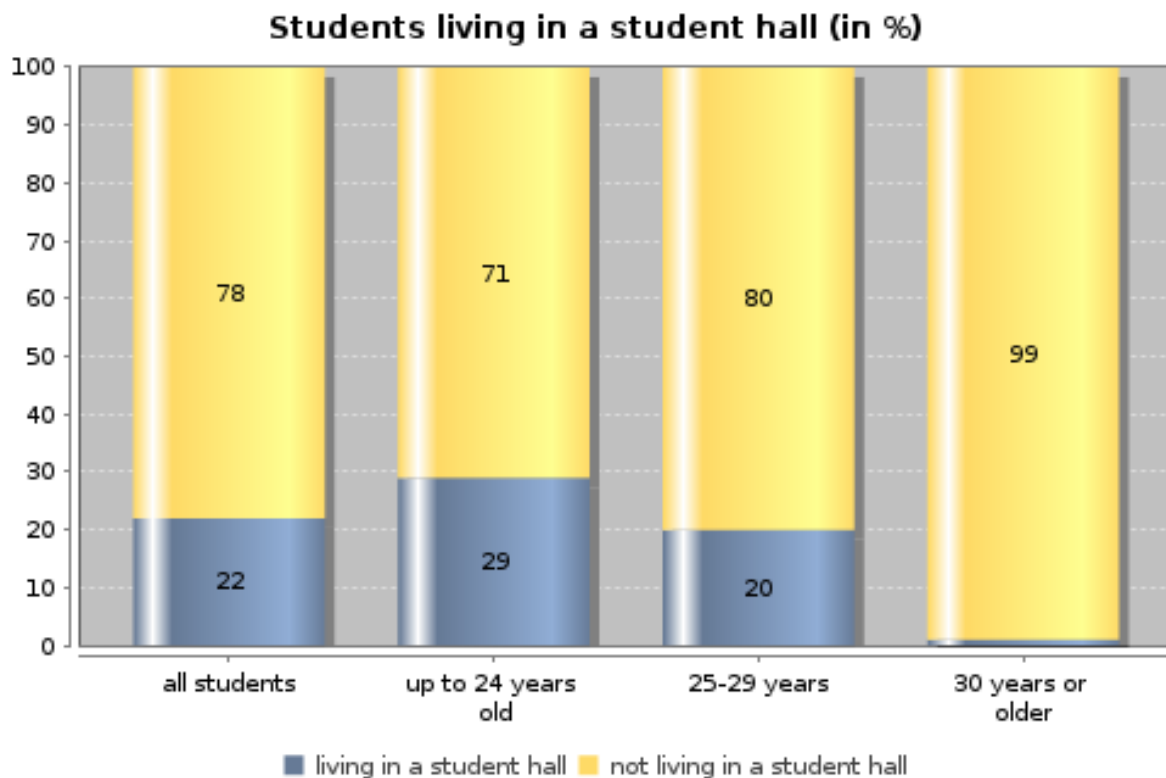
0.0

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

0.0

Form of housing by age (in %)





details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Until 2005, accommodation in publicly subsidized accommodation facilities (student halls) was provided to a limited number of eligible students (eligibility was determined by individual schools, however a distance between the address of permanent residence and attended school was a key criterion). Since 2006, student halls are not publicly subsidized, and subsidies for accommodation are distributed by universities directly to students. Eligibility for accommodation subsidy is determined by individual institutions of tertiary education, however the distance between the address of permanent residence and attended school is still applied as a key criterion.

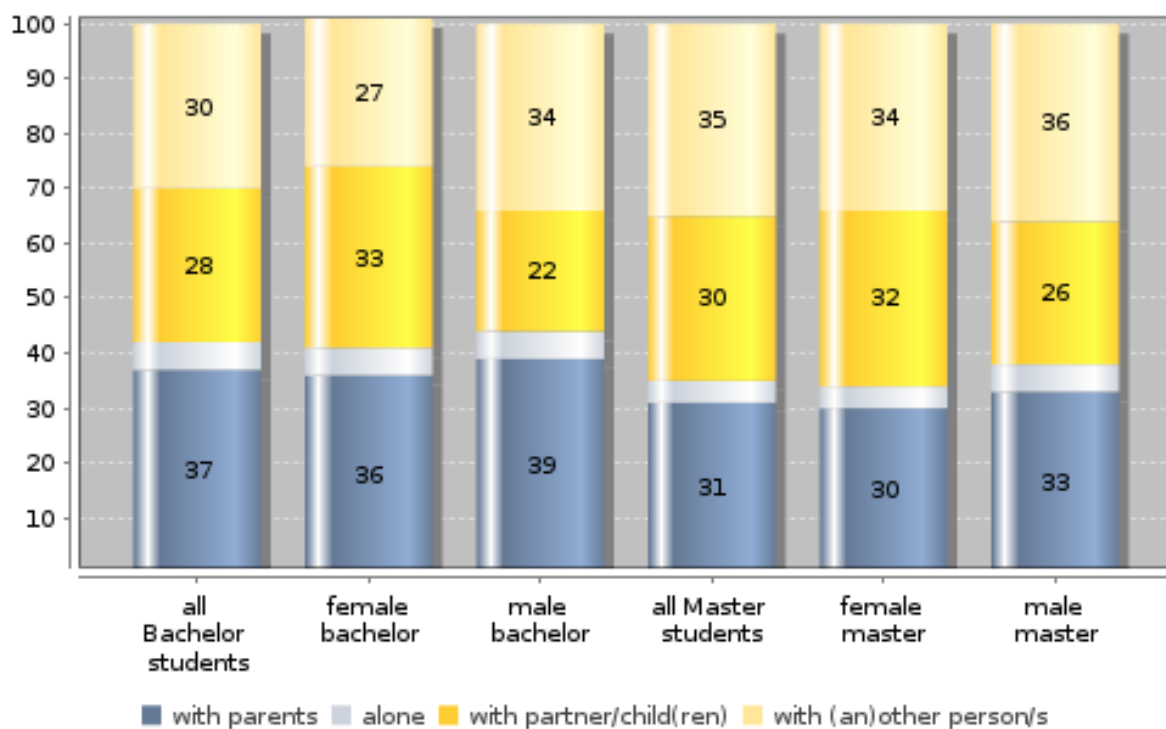
Topic: D. Accommodation

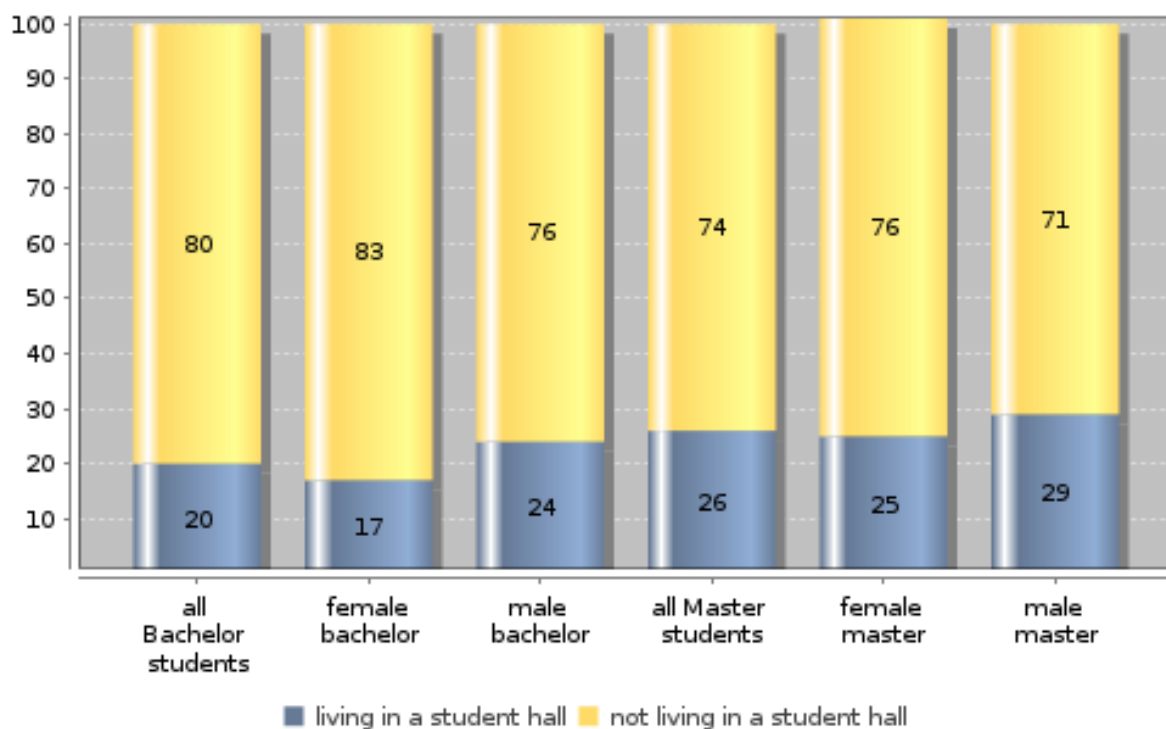
Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	36.8
Share of all Bachelor students living in student halls, in %	20.2
Share of all Master students living with parents, in %	31.3
Share of all Master students living in student halls, in %	26.1

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



Bachelor and Master students living in a student hall by gender (in %)**details on missing data:**

no missing data

methodical issues or considerations for data interpretation:**national interpretation of the results of the data analysis:**

Until 2005, accommodation in publicly subsidized accommodation facilities (student halls) was provided to a limited number of eligible students (eligibility was determined by individual schools, however a distance between the address of permanent residence and attended school was a key criterion). Since 2006, student halls are not publicly subsidized, and subsidies for accommodation are distributed by universities directly to students. Eligibility for accommodation subsidy is determined by individual institutions of tertiary education, however the distance between the address of permanent residence and attended school is still applied as a key criterion.

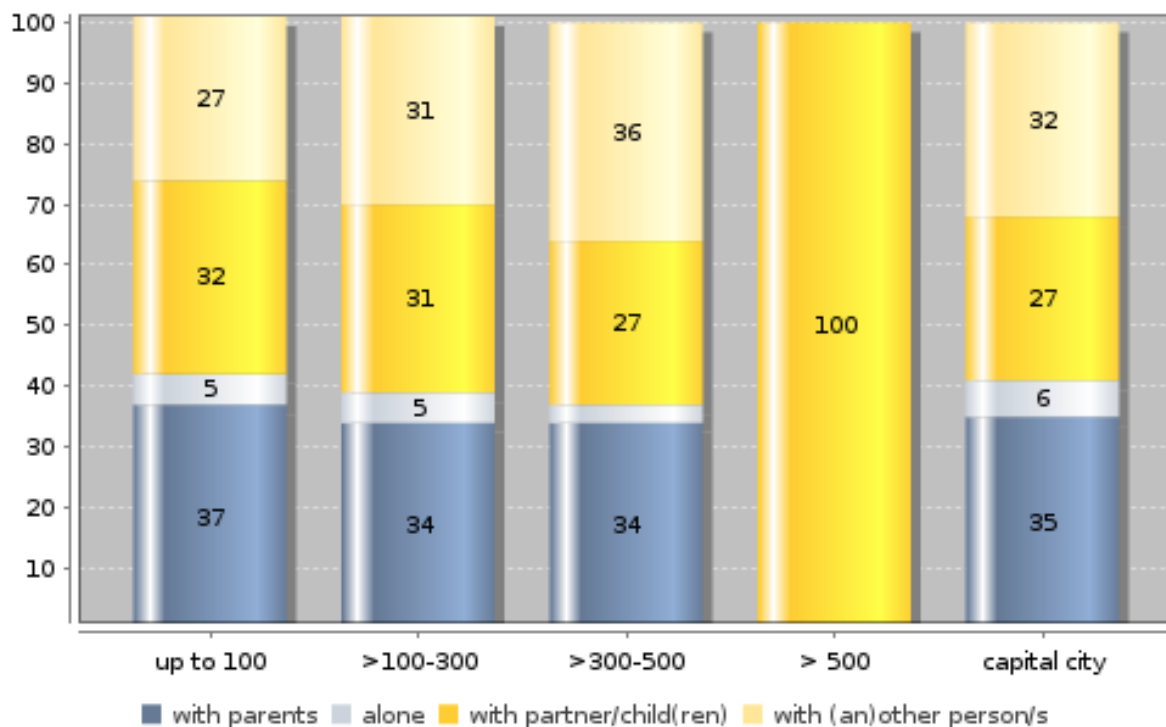
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

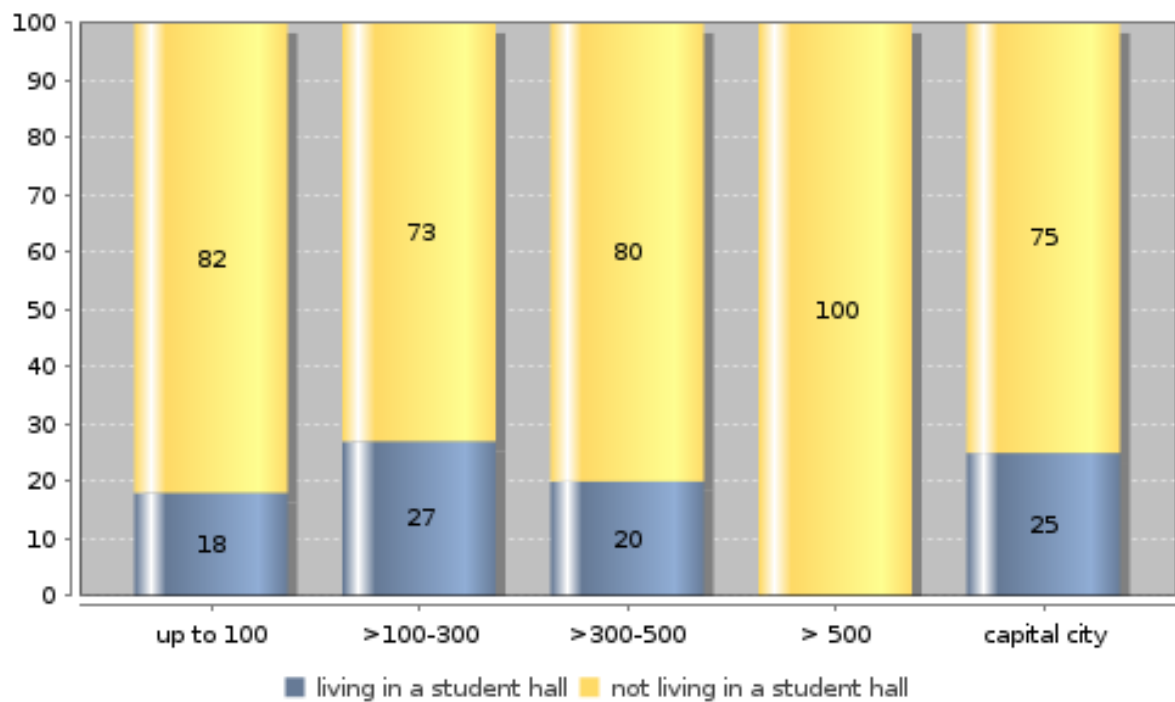
Key Indicators

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	1.7
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	2.0
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	1.9
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

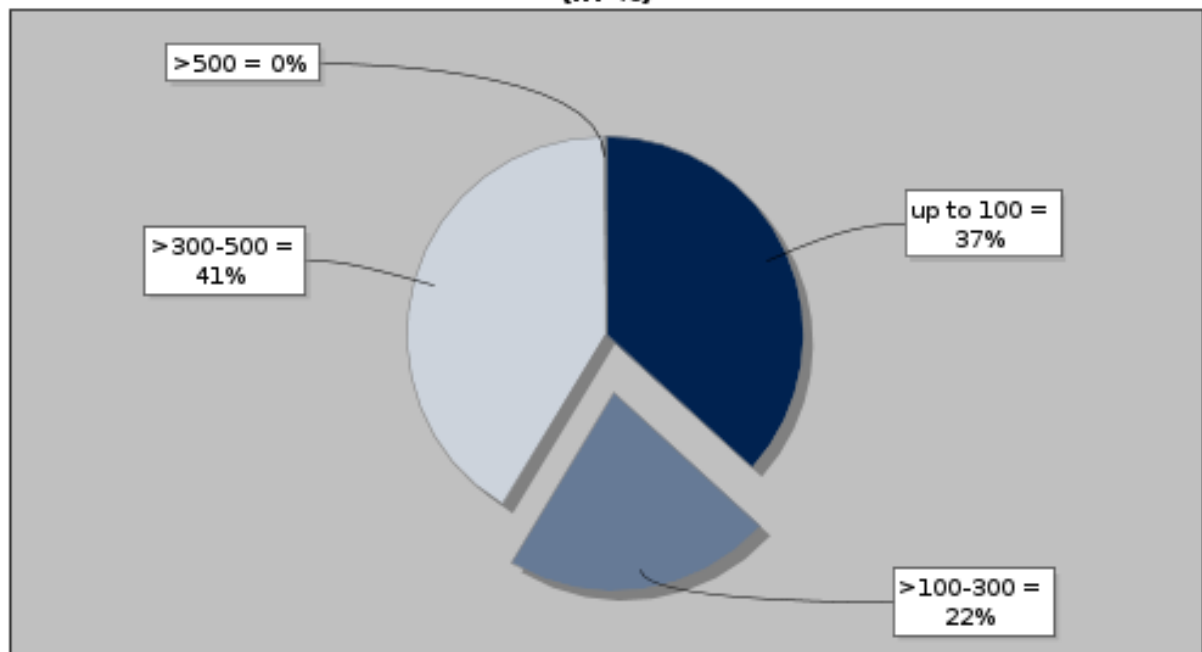
Type of housing by size of study location by 1,000 inhabitants (in %)



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



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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Until 2005, accommodation in publicly subsidized "student halls" was provided to a limited number of eligible students (eligibility was determined by individual schools, however a distance between the address of permanent residence and attended school was a key criterion). Since 2006, student halls are not publicly subsidized, and subsidies for accommodation are distributed by universities directly to students. Eligibility for accommodation subsidy is determined by individual institutions of tertiary education, however the distance between the address of permanent residence and attended school is still applied as a key criterion.

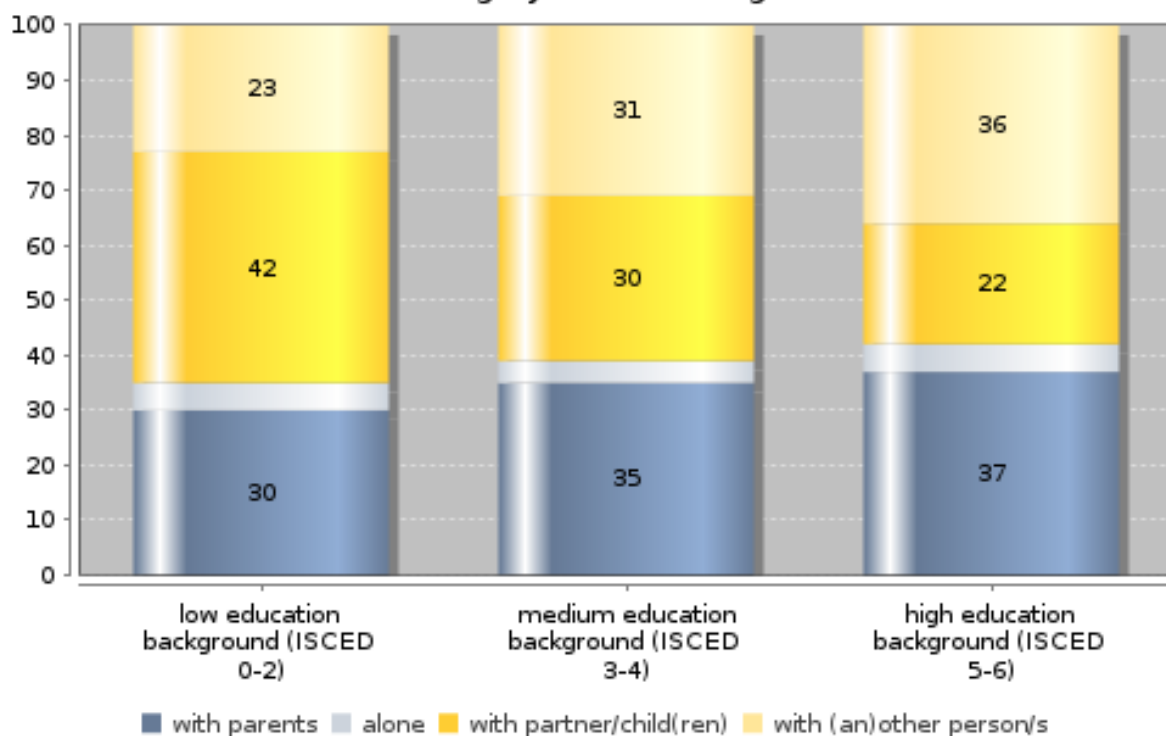
Topic: D. Accommodation

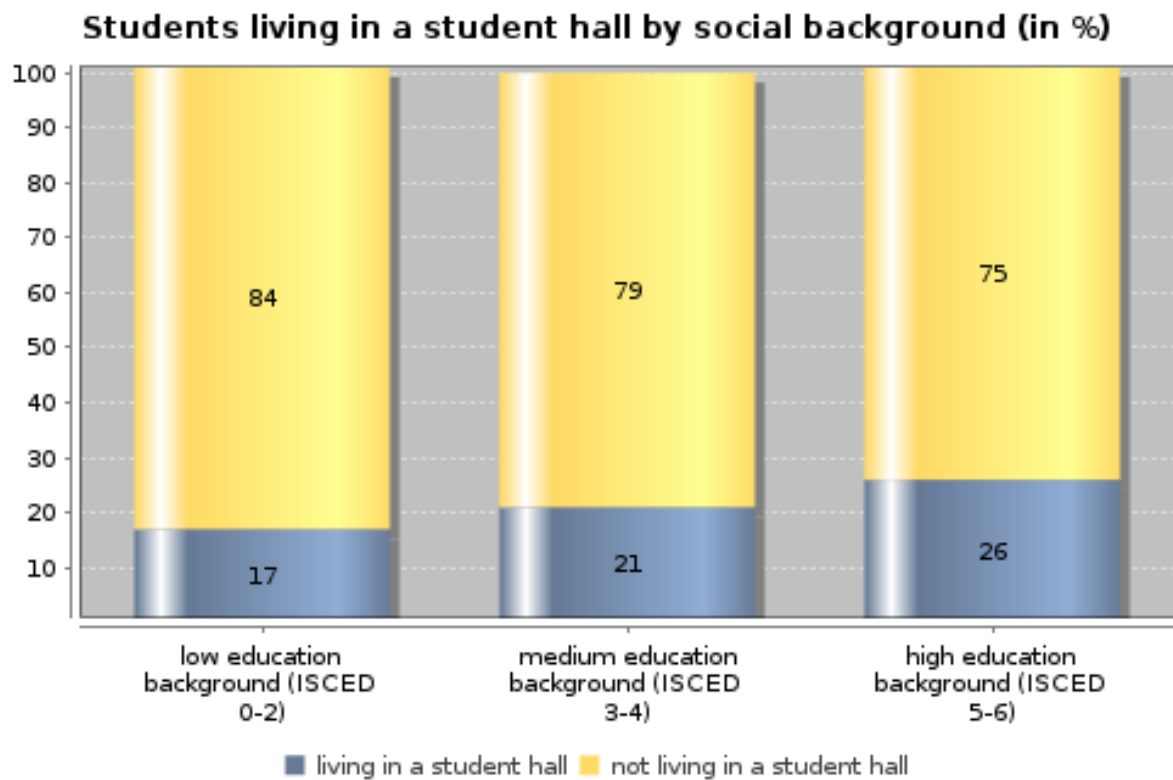
Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	29.9
Share of all students from low education background (ISCED 0-2) living in student halls, in %	16.5
Share of all students from high education background (ISCED 5-6) living with parents, in %	36.9
Share of all students from high education background (ISCED 5-6) living in student halls, in %	25.5

Form of housing by social background (in %)



**details on missing data:**

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:**national interpretation of the results of the data analysis:**

Until 2005, accommodation in publicly subsidized "student halls" was provided to a limited number of eligible students (eligibility was determined by individual schools, however a distance between the address of permanent residence and attended school was a key criterion). Since 2006, student halls are not publicly subsidized, and subsidies for accommodation are distributed by universities directly to students. Eligibility for accommodation subsidy is determined by individual institutions of tertiary education, however the distance between the address of permanent residence and attended school is still applied as a key criterion.

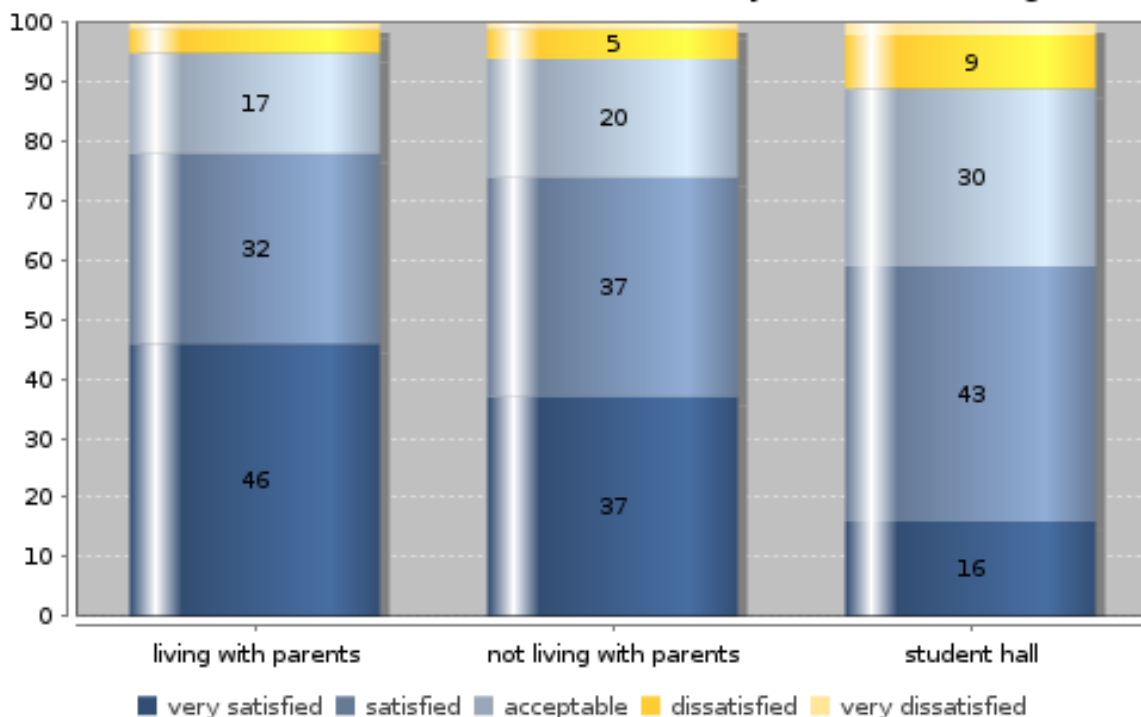
Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	77.7
Students not living with parents, who are (very) satisfied in %:	73.5
Students residing in student halls, who are (very) satisfied in %:	59.0
Students living with parents, who are (very) dissatisfied in %:	5.3
Students not living with parents, who are (very) dissatisfied in %:	6.0
Students residing in student halls, who are (very) dissatisfied in %:	10.6

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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

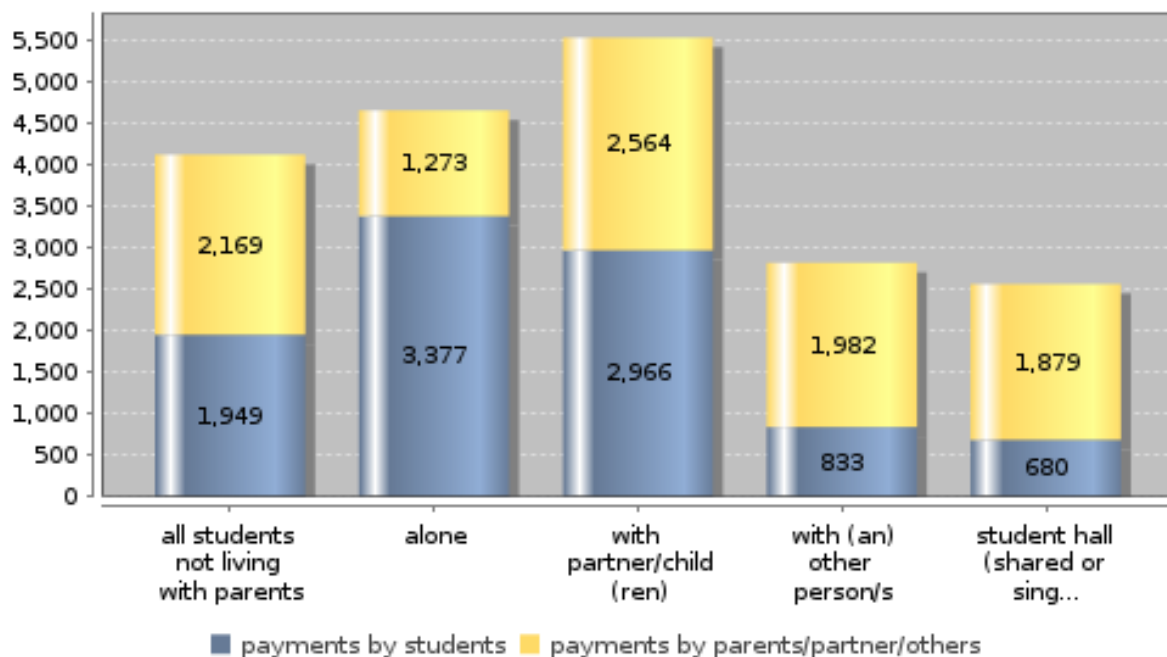
Topic: D. Accommodation

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

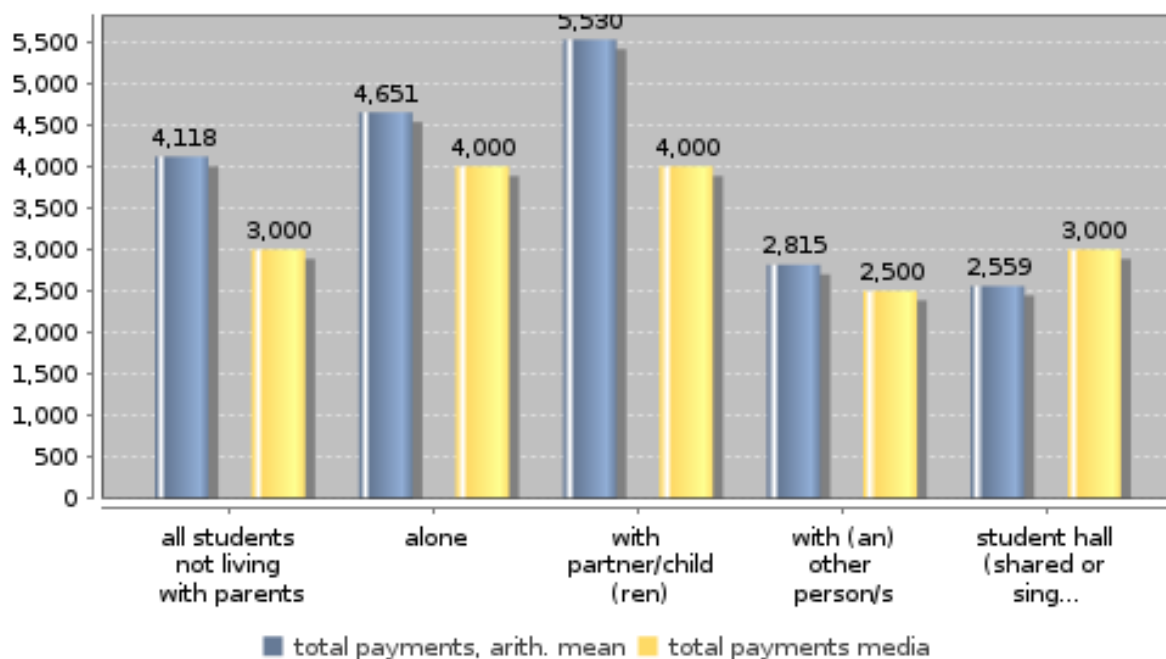
Key Indicators

Average monthly rent (total payments, median)	
all students not living with parents	118.5
student hall	118.5
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	162.6
student hall	101.0
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.6

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



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



details on missing data:

In 164 cases data on cost of accommodation paid by students themselves were missing, in 161 cases data on cost of accommodation paid by others were missing and in 165 cases data on total cost of accommodation were missing. All these cases were excluded from analysis.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Until 2005, accommodation in publicly subsidized "student halls" was provided to a limited number of eligible students (eligibility was determined by individual schools, however a distance between the address of permanent residence and attended school was a key criterion). Since 2006, student halls are not publicly subsidized, and subsidies for accommodation are distributed by universities directly to students. However, the costs of accommodation in student halls are still relatively low compared to other forms of housing, and the demand highly exceeds the number of available places. Eligibility for accommodation in student halls is determined by the distance between the address of permanent residence and attended school.

Topic: D. Accommodation

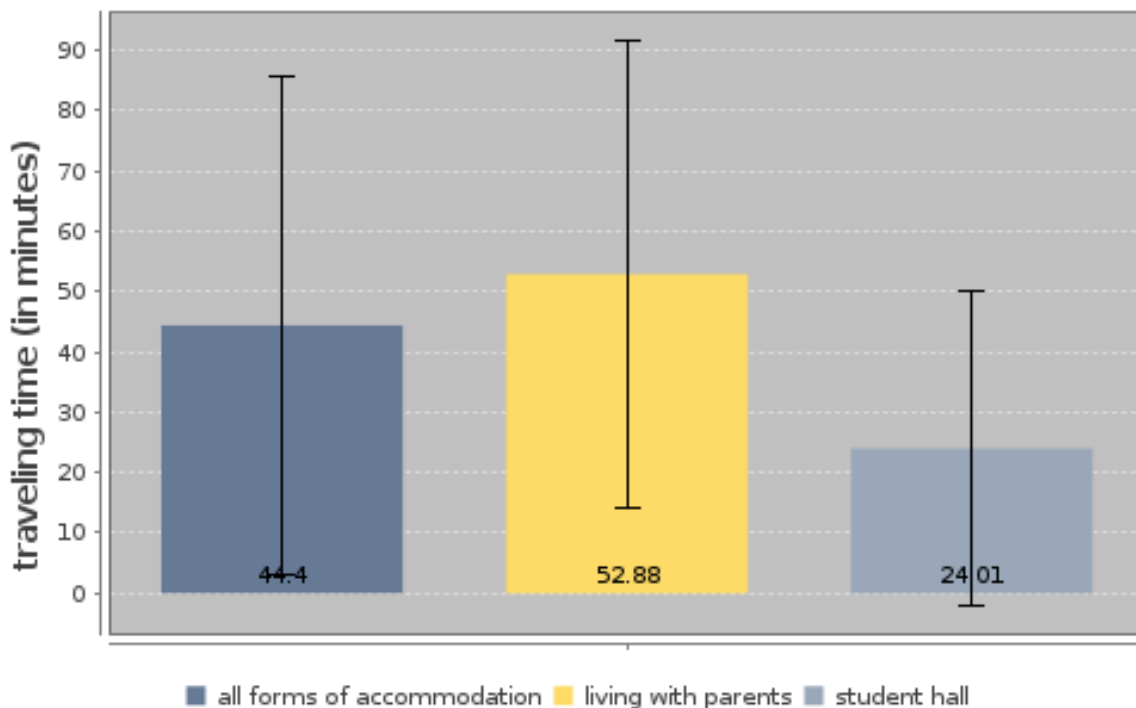
Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)

all forms of accommodation	30.0
living with parents	45.0
student hall	20.0

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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

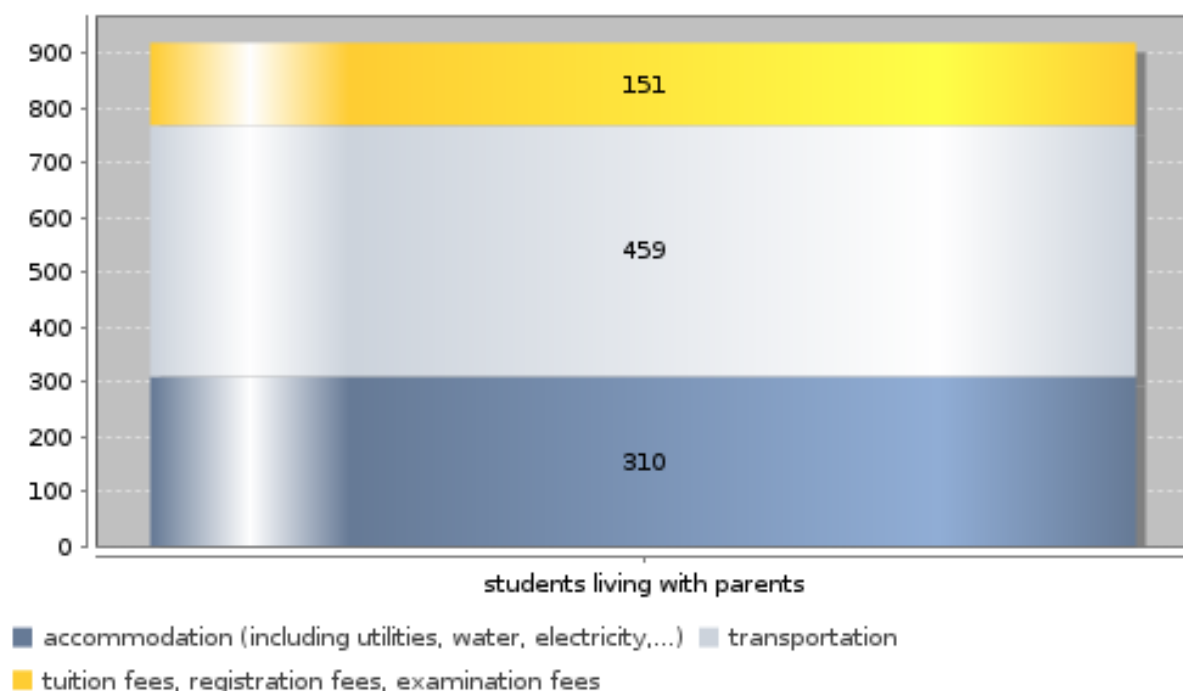
Topic: E. Living costs

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

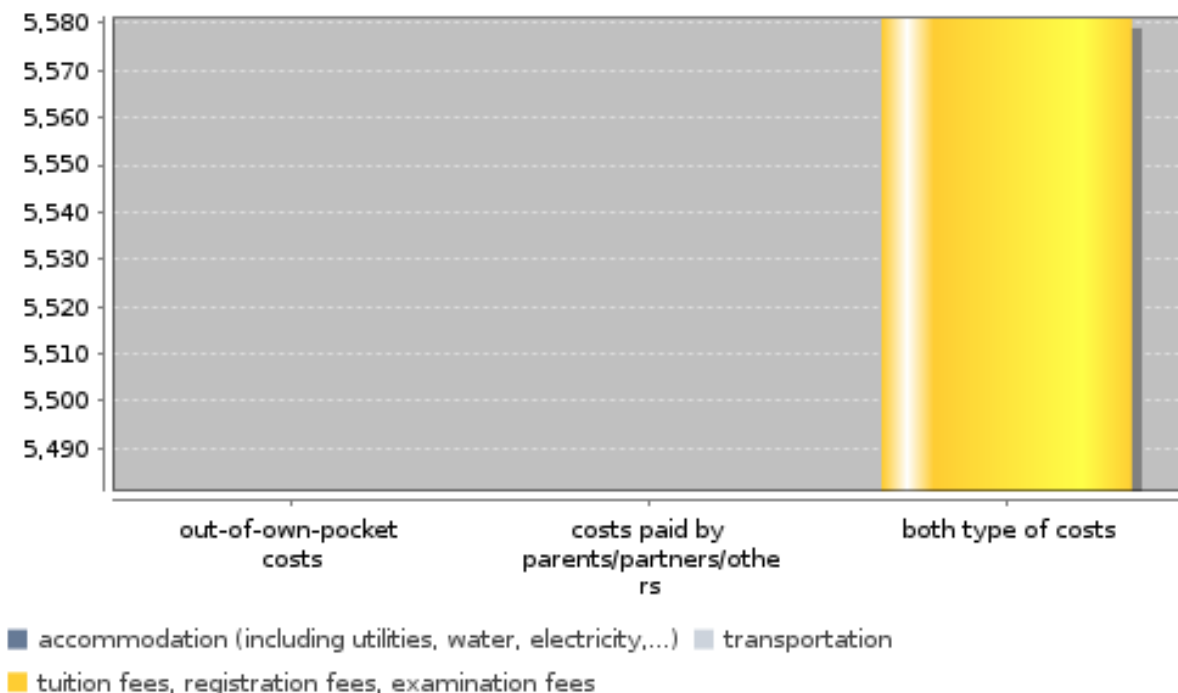
Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	4.5
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	3.4
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	13.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	9.3
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	9.2
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	28.6

Profile of students' monthly out-of-own-pocket key costs for students living with parents (in euros)



Profile of students' monthly key costs by payer for students not living with parents (in euros)



details on missing data:

Table 1: 1554 cases were excluded from the analysis because of zero values in all fields. There are another 6 cases with out-of-range values (values between 5 and 20).

Table 2: 1098 cases were excluded from the analysis because of zero values in all fields. There are another 5 cases with out-of-range values (values between 5 and 20).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no official tuition fees charged in the Czech Republic, as the state assumes responsibility for financing the studies of all students at public higher education institutions. Fees are charged only in private higher education institutions. Also, foreign students who cannot study in the Czech language but choose to study at Czech public universities do have to pay tuition fees set by the university for courses in English. Nonetheless, a student enrolled in public or state higher education institution may be required to pay a tuition fee to the institution, if he or she studies longer than is allowed by law (standard length of study set for the given program increased by one year) or if a graduate decides to enroll in another study program that is not consecutive to the previous one.

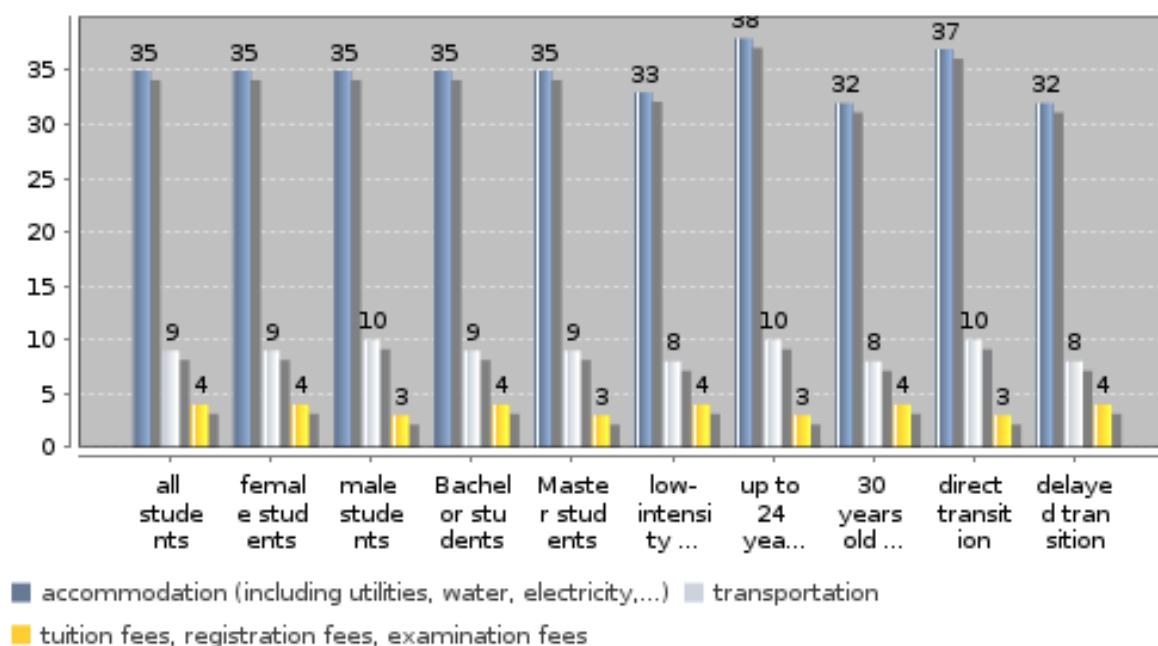
Topic: E. Living costs

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 %	4.1
Fees to higher education institution as share of total costs for MA students, in %	2.5
Fees to higher education institution as share of total costs for low-intensity students, in %	3.8
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	37.7
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	31.8

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)



details on missing data:

1103 cases were excluded from the analysis because of zero values in all fields in question 3.6. Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no official tuition fees charged in the Czech Republic, as the state assumes responsibility for financing the studies of all students at public higher education institutions. Fees are charged only in private higher education institutions. Also, foreign students who cannot study in the Czech language but choose to study at Czech public universities do have to pay tuition fees set by the university for courses in English. Nonetheless, a student enrolled in public or state higher education institution may be required to pay a tuition fee to the institution, if he or she studies longer than is allowed by law (standard length of study set for the given program increased by one year) or if a graduate decides to enroll in another study program that is not consecutive to the previous one.

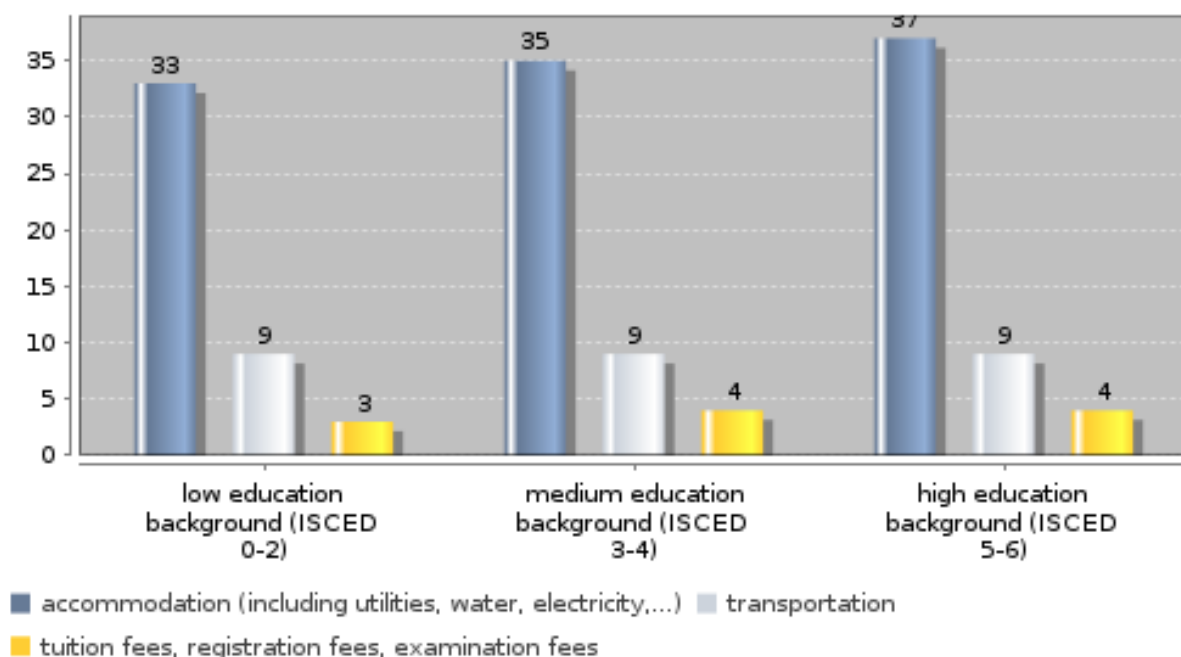
Topic: E. Living costs

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

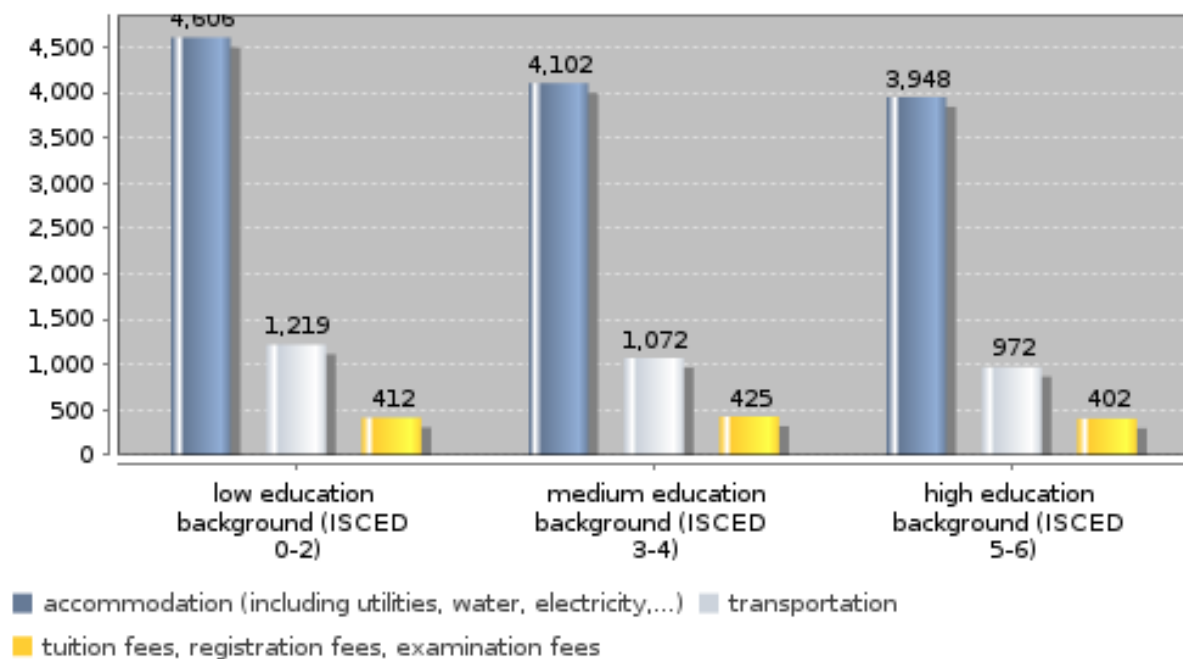
Key Indicators

Fees to higher education institution as share of total costs for low education background (ISCED(0-2), in %	3.0
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	3.8
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	33.0
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	37.1

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)



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 euros)



details on missing data:

1103 cases were excluded from analysis because of zero values in all fields.

In 27 cases the highest education of parents is missing (after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no official tuition fees charged in the Czech Republic, as the state assumes responsibility for financing the studies of all students at public higher education institutions. Fees are charged only in private higher education institutions. Also, foreign students who cannot study in the Czech language but choose to study at Czech public universities do have to pay tuition fees set by the university for courses in English. Nonetheless, a student enrolled in public or state higher education institution may be required to pay a tuition fee to the institution, if he or she studies longer than is allowed by law (standard length of study set for the given program increased by one year) or if a graduate decides to enroll in another study program that is not consecutive to the previous one.

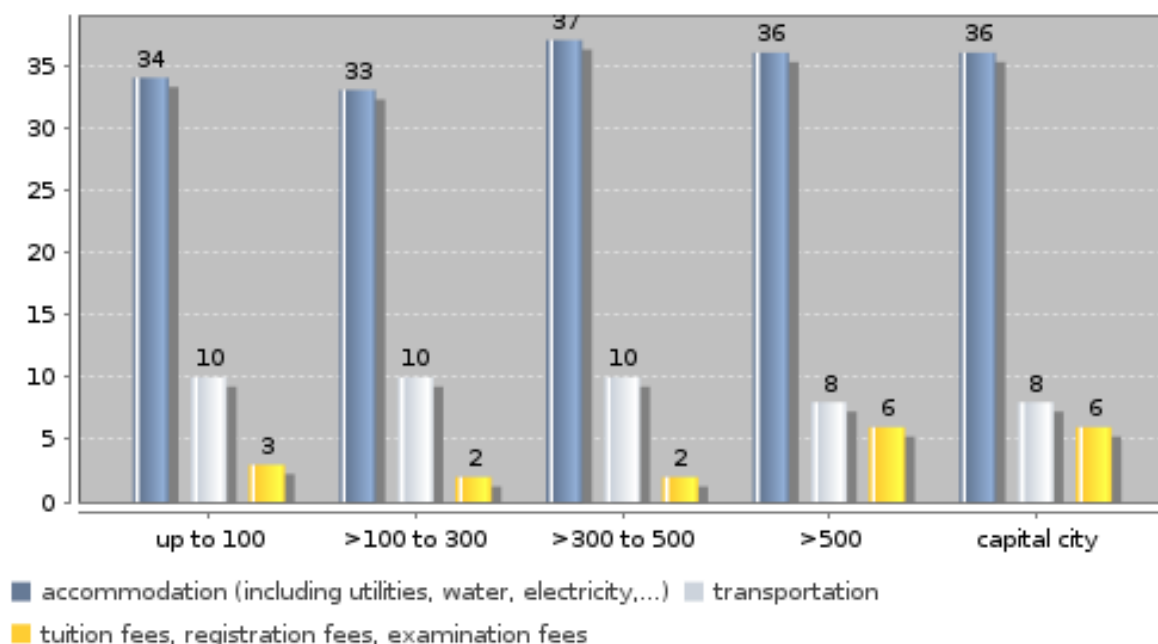
Topic: E. Living costs

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	12611.6
Total expenditure for study locations in capital city, amount	12728.7
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	34.2
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	36.0

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



details on missing data:

1103 cases were excluded from analysis because of zero values of all fields.

There are no valid cases in category "> 500" which do not fall into category "capital city". This is why the figures in the last two columns are identical.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no official tuition fees charged in the Czech Republic, as the state assumes responsibility for financing the studies of all students at public higher education institutions. Fees are charged only in private higher education institutions. Also, foreign students who cannot study in the Czech language but choose to study at Czech public universities do have to pay tuition fees set by the university for courses in English. Nonetheless, a student enrolled in public or state higher education institution may be required to pay a tuition fee to the institution, if he or she studies longer than is allowed by law (standard length of study set for the given program increased by one year) or if a graduate decides to enroll in another study program that is not consecutive to the previous one.

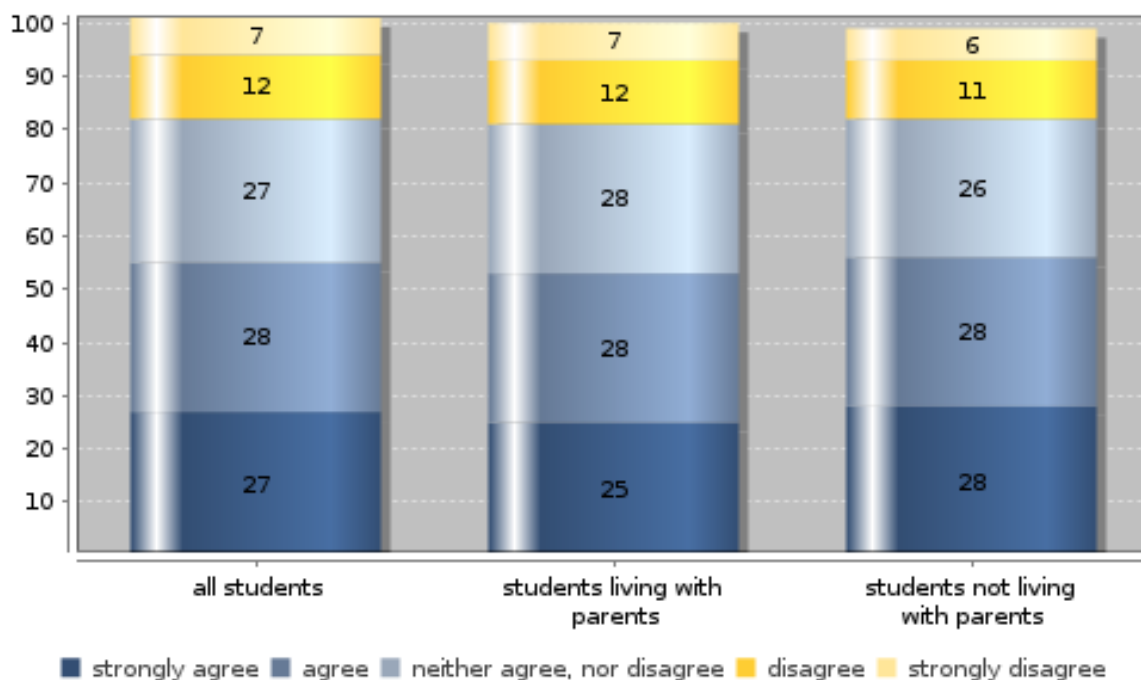
Topic: E. Living costs

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

Key Indicators

(Strong) agreement of all students that funding is sufficient, in %	55.2
(Strong) disagreement of all students that funding is sufficient, in %	18.1
(Strong) agreement of students living with parents that funding is sufficient, in %	53.0
(Strong) disagreement of students living with parents that funding is sufficient, in %	19.5
(Strong) agreement of students not living with parents that funding is sufficient, in %	56.4
(Strong) disagreement of students not living with parents that funding is sufficient, in %	17.4

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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

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

5000.0

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

2500.0

Students not living with parents:

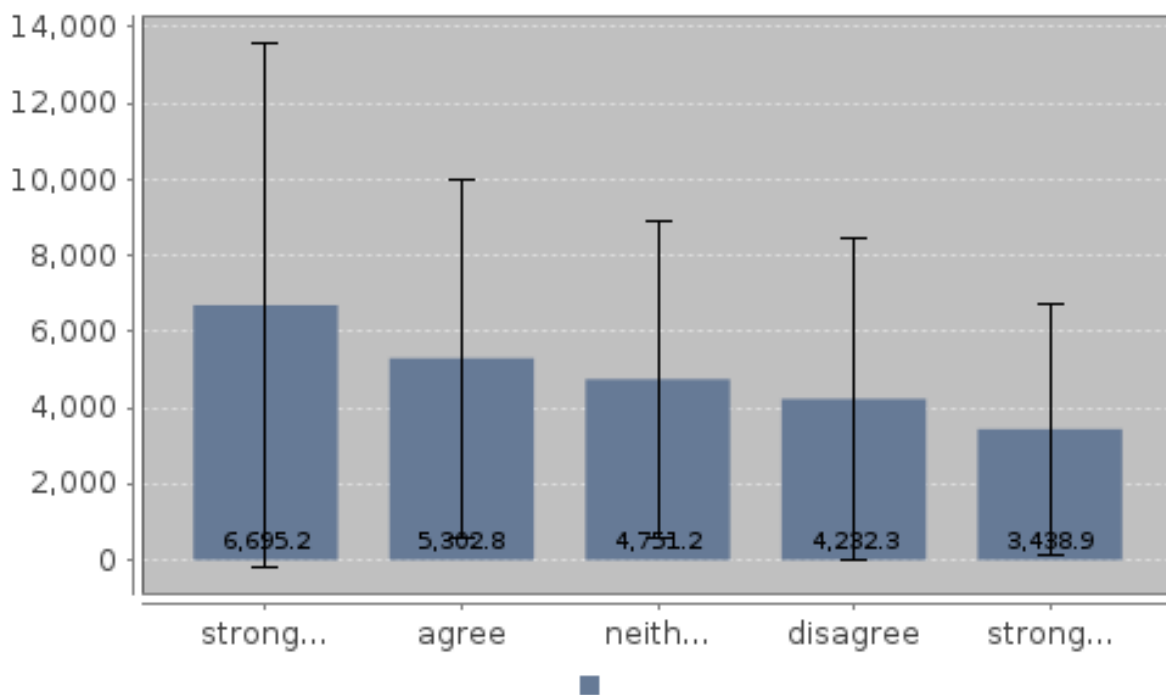
Median income of students with very strong agreement that funding is sufficient, amount

9500.0

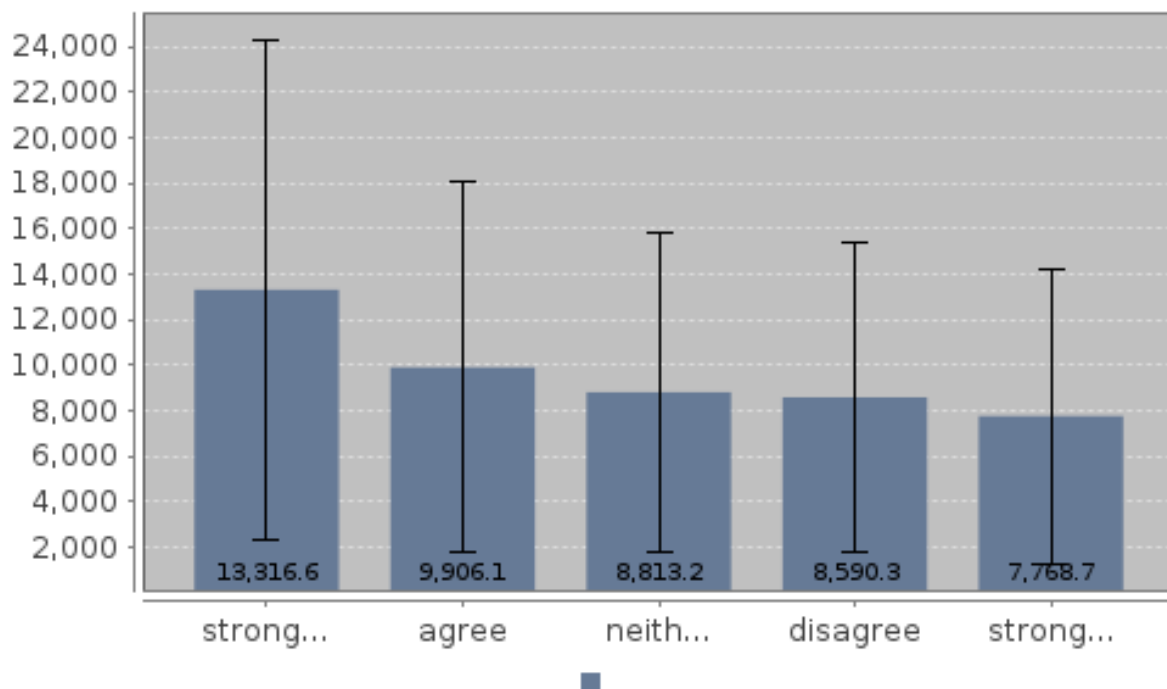
Median income of students with very strong disagreement that funding is sufficient, amount

6000.0

Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students living with parents



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



details on missing data:

Table 1: 192 cases were excluded from the analysis because of zero values in all fields.

Table 2: 383 cases were excluded from the analysis because of zero values in all fields.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

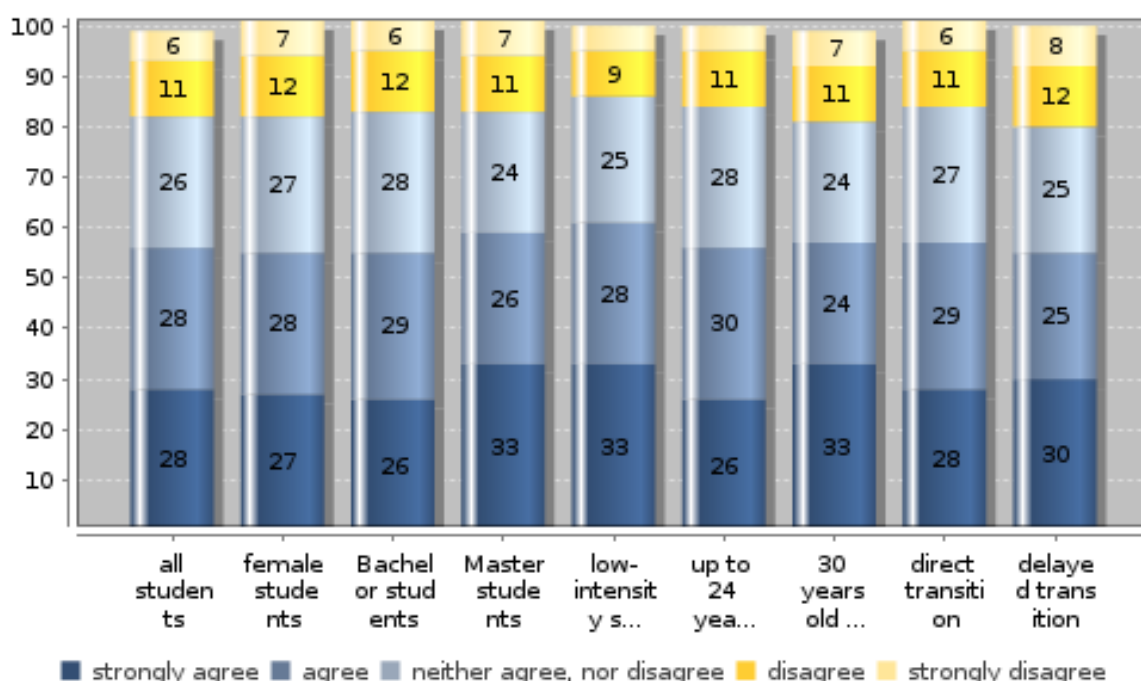
Topic: E. Living costs

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 %	61.0
(Strong) disagreement that funding is sufficient of low-intensity students, in %	14.1
(Strong) agreement that funding is sufficient of up to 24 years old, in %	56.3
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	16.2
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	57.2
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	18.4

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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

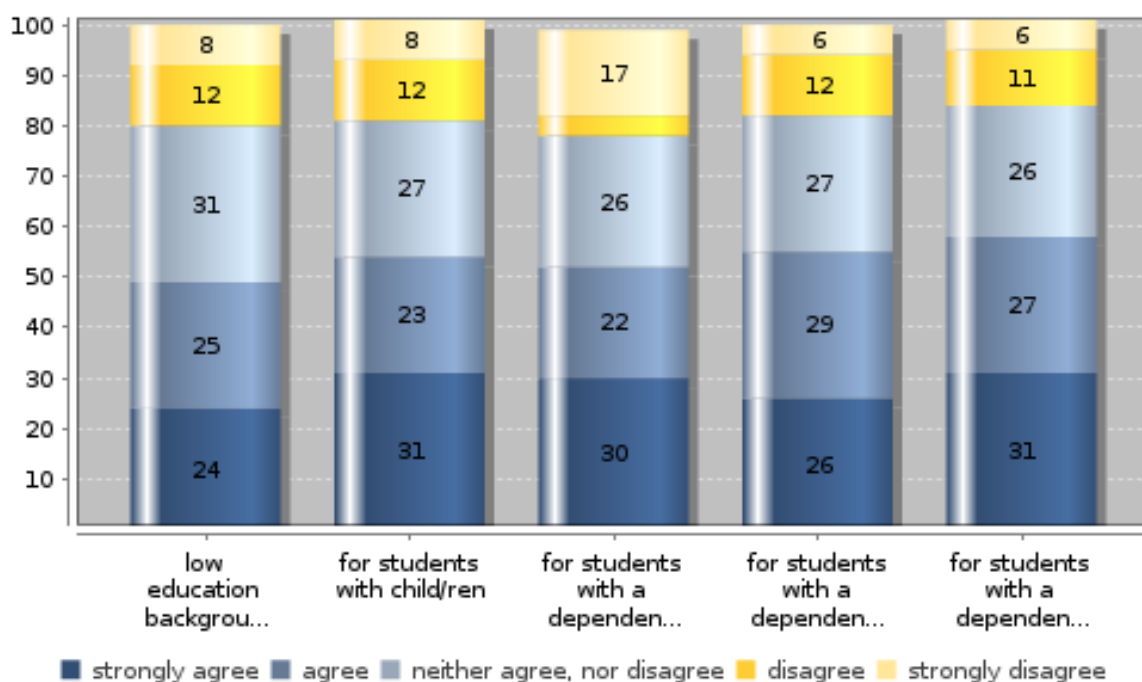
Topic: E. Living costs

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 %	19.8
(Strong) disagreement that funding is sufficient for students with child/ren, in %	20.0
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	21.7
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	16.8

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



details on missing data:

In 27 cases the highest education of parents is missing (after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

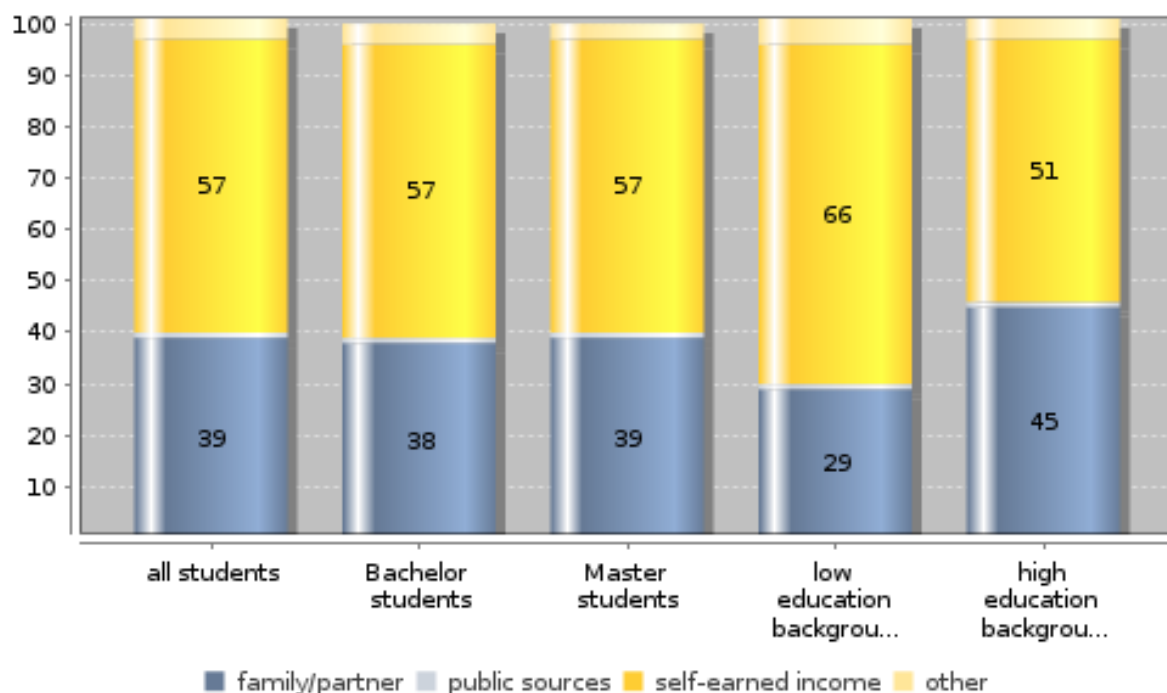
Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators

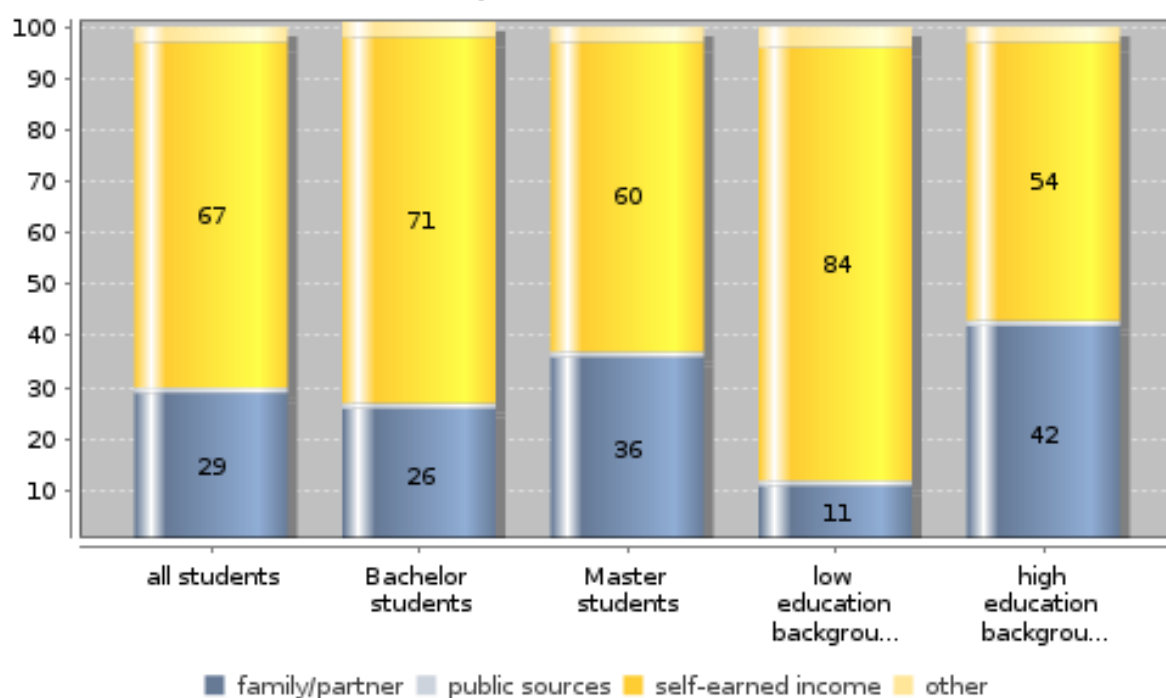
Composition of monthly income for students not living with parents

Family/partner contribution for all students, in %	28.9
Family/partner contribution for Bachelor students, in %	25.5
Family/partner contribution for students with low education background (ISCED 0-2), in %	11.1
Family/partner contribution for students with high education background (ISCED 5-6), in %	42.1
Job contribution for all students, in %	67.2
Job contribution for Bachelor students, in %	70.5
Job contribution for students with low education background (ISCED 0-2), in %	84.3
Job contribution for students with high education background (ISCED 5-6), in %	54.4

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



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



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

Table 1: 189 cases were excluded from the analysis because of zero values in all fields. There are also 3 cut-off cases from the income distribution (excluded values are: 2x1 and 115000).

Table 2: 400 cases were excluded from analysis because of zero values of all fields. There are also 10 cut-off cases from the income distribution (excluded values are: 7x1, 2x120000 and 164100).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Student support in the Czech Republic is largely indirect and parent-based system. In terms of the legal aspect of the student finance system, it is important to differentiate the legal status of a student in the Czech higher education system as such, and the legal status on of a student for the purposes of the social security (or support) system. Before the amendment to the Higher Education Act of 2005, which introduced a social stipends for university students (effective from 2006), the legal status of a student did not imply any special financial aid geared directly towards a student due to his or her status of a tertiary education student. Currently students in tertiary education are eligible for means tested social stipends (1,600 CZK) if student's family income is lower than 2,4 multiple of the family subsistence minimum.

However, even after the law amendment, obtaining social benefits is connected with the financial situation of a person dependent on his/her parents (family), rather than with a specifically student-based status. Consequently, there is an age limit stipulated by law that allows for the entitlement to certain social benefits, such as social grants, state-paid health insurance, tax relief, etc. Within this context, the

student (though adult) is still perceived as a "dependent child".

The student welfare system in the Czech Republic has thus three main pillars: a) benefits distributed directly to students, b) benefits to families with students, c) other forms of indirect student support. Benefits distributed directly to students include social stipends, scholarships and individual tax benefits.

A scholarship is commonly a non-specific grant that a student may receive from the higher education institution. Social assistance scholarships would probably be rare cases, given that a student's family could lose entitlement to other social allowances for all family members solely on the grounds of receiving a social assistance scholarship. However, any scholarship paid to a student is exempt from taxation.

Benefits to families with students take two main forms: child allowances and tax relief. Child allowance is a subsidy designed to help compensate a family's costs of raising and nursing a child. However, dependent children over the age of 18 (which applies generally to students) are qualified to receive this social grant directly. A family is eligible for the child allowance if family income is lower than 2,4 multiple of the family subsistence minimum. Children between 15 and 26 years of age get 700 CZK per month.

As for tax reliefs, the parents of a student (i.e. only one parent, chosen by mutual agreement), could claim tax relief if the student has not reached the age of 26. If the student is physically disabled and needs special care under social legislation, the tax relief amount is multiplied by two.

At the time of data collection, there were a number of different forms of indirect student support:

a) Subsidized accommodation and meals: Provision of accommodation and meals subsidized by the state is the only direct as well as specific form of student support in the Czech Republic. The subsidy is non-mandatory and there is no legal entitlement to receive it. Until 2005, accommodation was provided to students by the public higher education institutions through their own publicly subsidized accommodation facilities. Since 2006, public subsidies for accommodation are distributed by universities to students in need as subsidies for accommodation.

b) Health insurance: Health insurance is publicly organized and compulsory for all people residing or employed in the Czech Republic. Therefore, students are also included in public health insurance. If they are younger than 26, insurance premiums are paid for them by the state budget.

c) Public transport discounts: A student up to the age of 26 can claim a discount on public transportation (bus or rail). The fare discount can only be claimed for the purposes of travel from the place of residence to the place of the higher education institution.

d) Pension insurance: Students at higher education institutions are included in pension insurance during the period of six years of study after the age of 18. No premiums are paid for them, not even from the state budget. Their future pensions are thus paid from the premiums of other, economically active participants based on the principle of solidarity.

e) Sickness insurance: The time of study at a higher education institution is fully counted as time of employment for the purposes of sickness insurance.

There is no system of state guaranteed or subsidized student loans. The Eurostudent IV survey however indicated that 45 % students would take up the loan if there is there is such a possibility (student loans with contingent repayment).

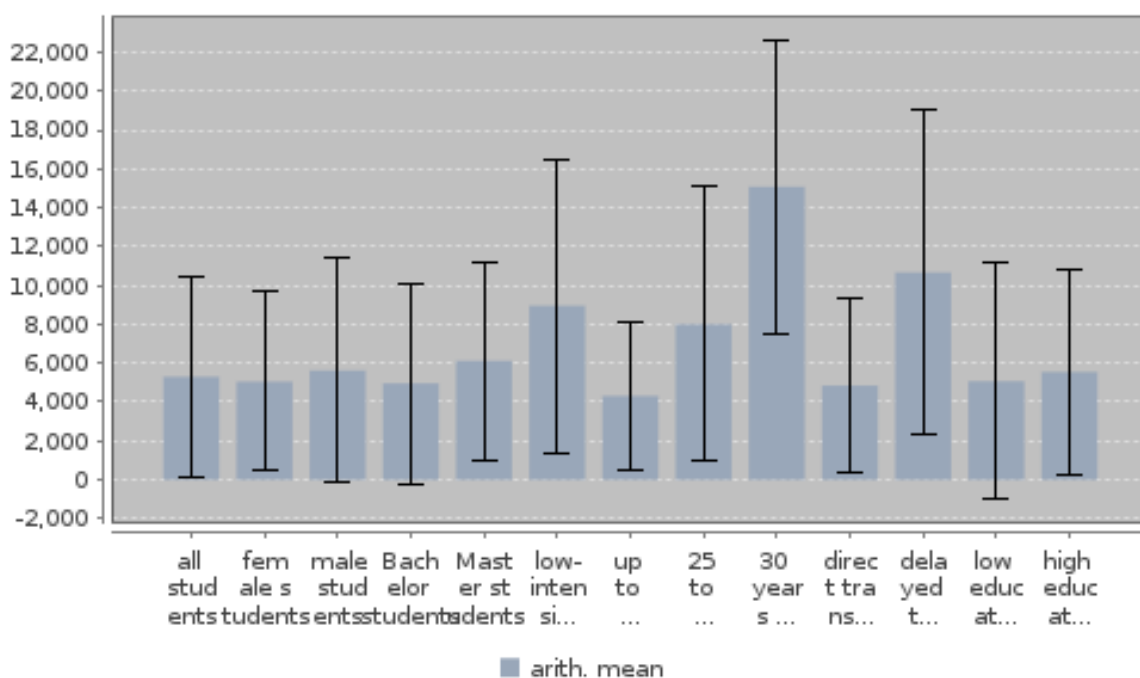
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	158.0
median income Bachelor students, amount	138.2
median income Master students, amount	197.5
median income low-intensity students, amount	276.5
median income 25-29 years old, amount	237.0

Students' average total income per month by characteristics of students (in euros)



details on missing data:

189 cases were excluded from the analysis because of zero values in all fields. There are also 3 cut-off cases from the income distribution (excluded values are: 2x1 and 115000).

Intensity could not be assessed in 61 cases because of unknown data regarding time devoted to studying (after weighting).

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting.

In 12 cases highest education of both parents is missing (after weighting).

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

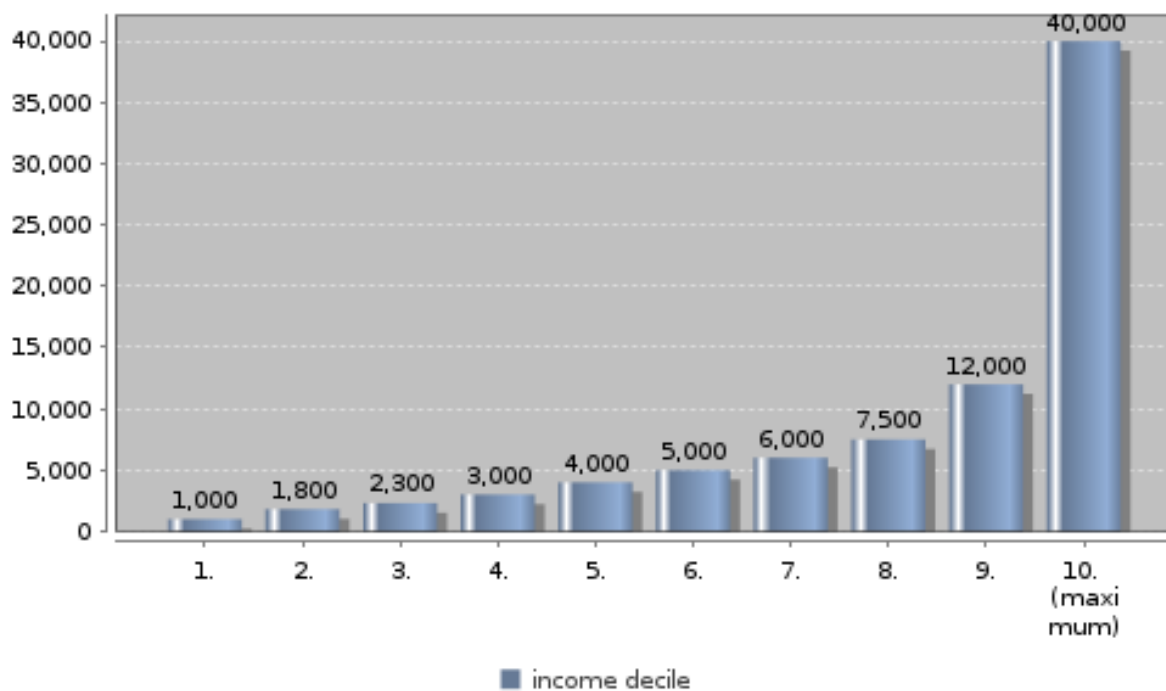
Topic: F. Funding and state assistance

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

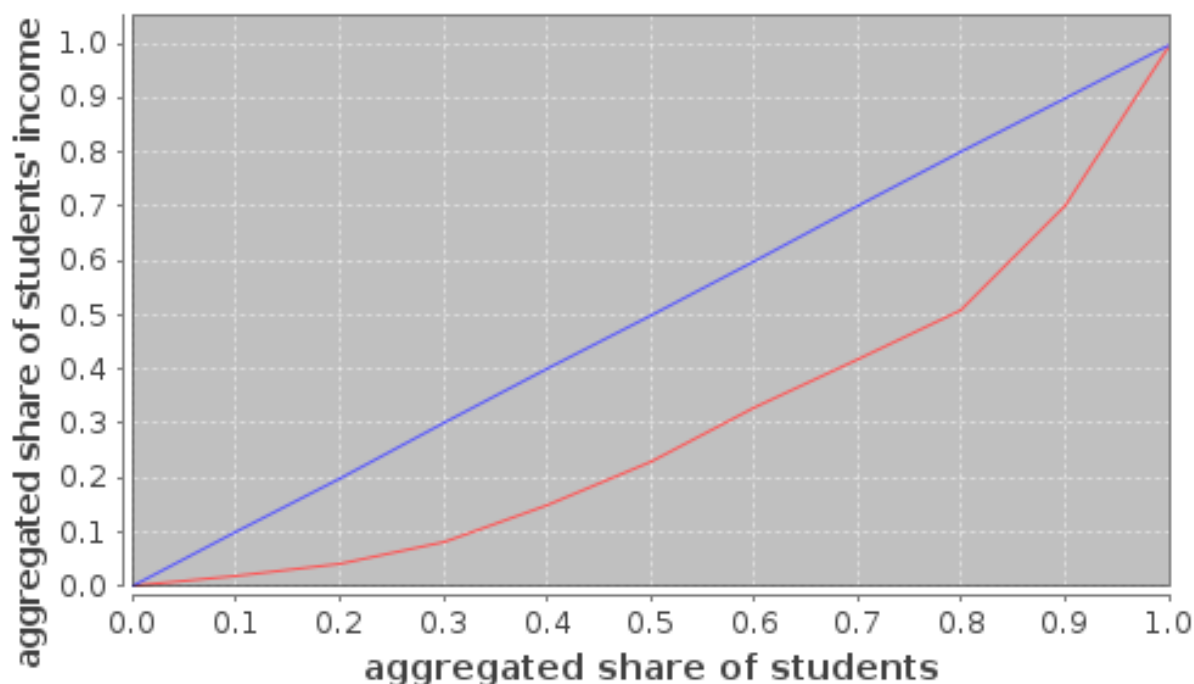
Key Indicators

Income cut-off point for lowest 20% of students, amount	71.1
Gini coefficient	0.44

Distribution of students' total income per month by income decile (in euro)



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



details on missing data:

659 cases were excluded from the analysis because of zero values and extreme values. Share of students per income group is not exactly 10% because of uneven distribution of values reported as income.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Gini coefficient for students' incomes (0,43) is significantly higher than Gini coefficient for personal income of entire adult population (0,27).

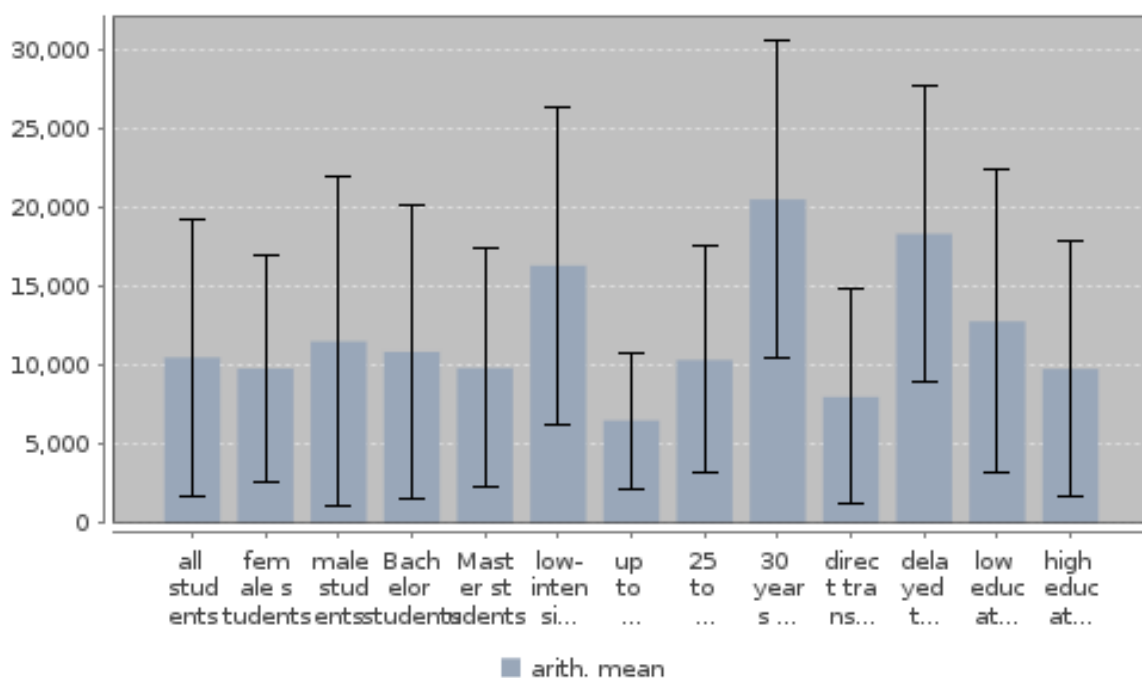
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	276.5
median income Bachelor students, amount	276.5
median income Master students, amount	276.5
median income low-intensity students, amount	592.5
median income 25-29 years old, amount	316.0

Students' average total income per month by characteristics of students (in euros)



details on missing data:

400 cases were excluded from the analysis because of zero values in all fields. There are also 10 cut-off cases from the income distribution (excluded values are: 7x1, 2x120000 and 164100).

Intensity could not be assessed in 119 cases because of unknown data regarding time devoted to studying (after weighting). The median income for all students, BA and MA is exactly the same. It is correct.

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting.

In 27 cases the highest education of parents is missing (after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

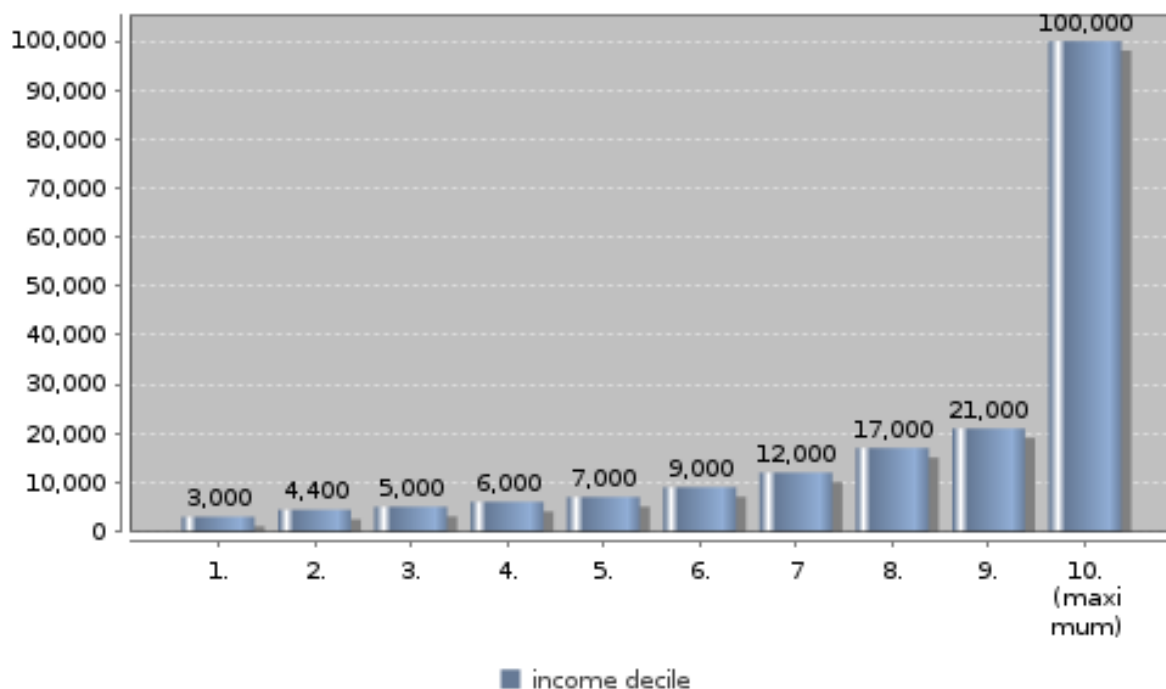
Topic: F. Funding and state assistance

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

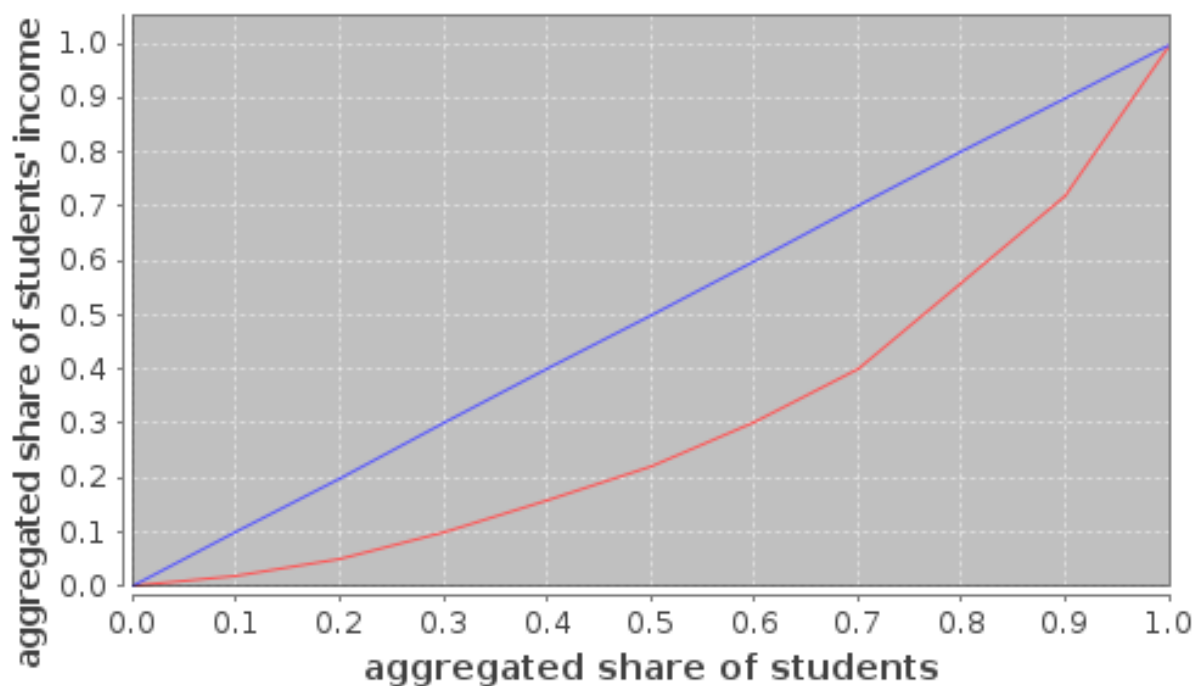
Key Indicators

Income cut-off point for lowest 20% of students, amount	173.8
Gini coefficient	0.4

Distribution of students' total income per month by income decile (in euros)



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



details on missing data:

400 cases were excluded from analysis because of zero values of all fields. There are also 10 cut-off cases from the income distribution (excluded values are: 7x1, 2x120000 and 164100). Share of students per income group is not exactly 10% because of uneven distribution of values reported as income.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Gini coefficient for students' income (0,39) is significantly higher than Gini coefficient for personal income of entire adult population (0,27).

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 % 67.7

Share of recipients of Bachelor students, in % 64.3

Share of recipients of students with low education background, in % 41.7

Share of recipients of students with high education background (ISCED 5-6), in % 80.7

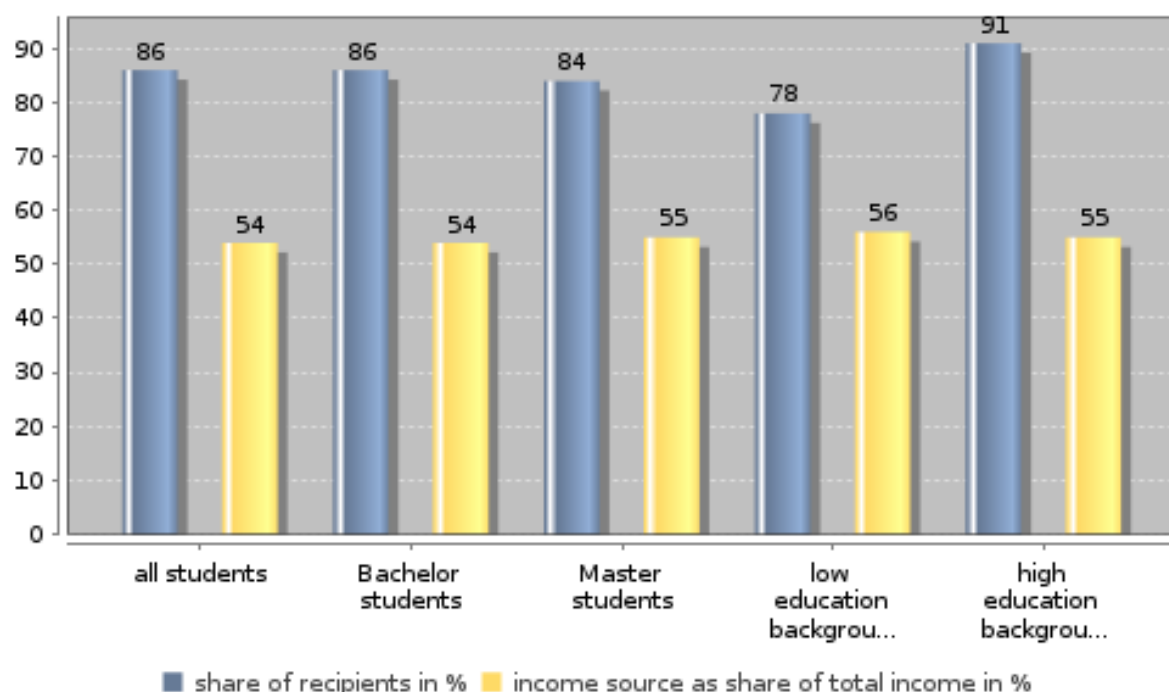
Contribution to total monthly income of all students, in % 39.7

Contribution to total monthly income of Bachelor students, in % 39.1

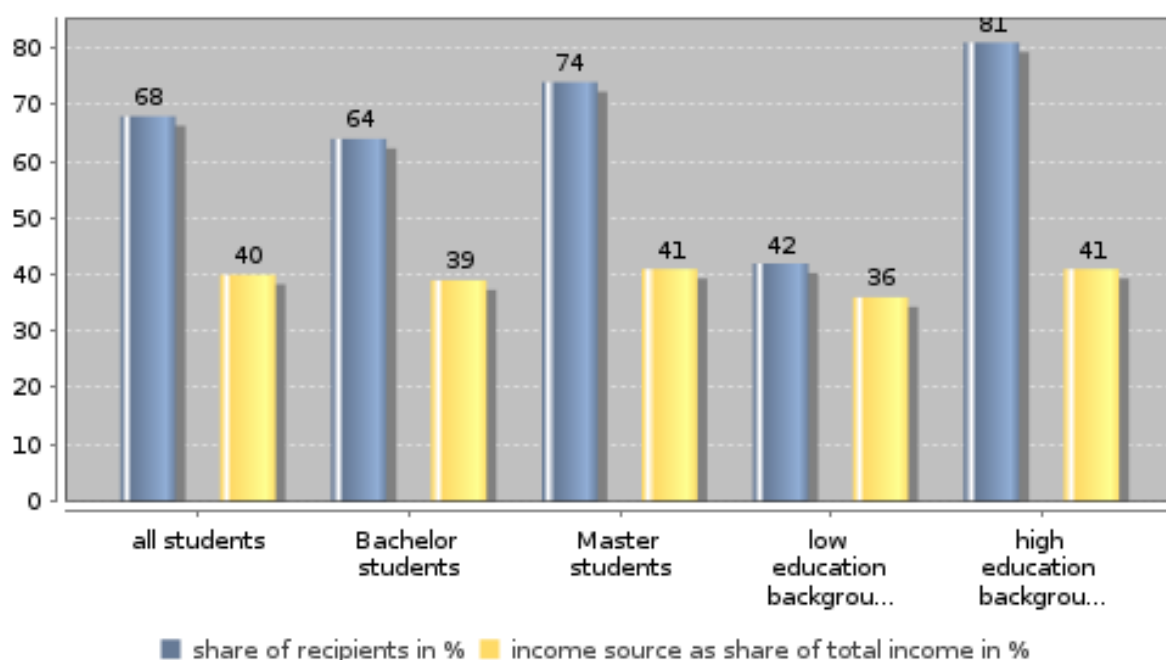
Contribution to total monthly income of students with low education background (ISCED 0-2), in % 36.2

Contribution to total monthly income of students with high education background (ISCED 5-6), in % 41.3

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)



Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

Table 1: 189 cases were excluded from the analysis because of zero values in all fields. There are also 3 cut-off cases from the income distribution (excluded values are: 2x1 and 115000).

Table 2: 400 cases were excluded from the analysis because of zero values in all fields. There are also 10 cut-off cases from the income distribution (excluded values are: 7x1, 2x120000 and 164100).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Student support in the Czech Republic is largely indirect and parent-based system. In terms of the legal aspect of the student finance system, it is important to differentiate the legal status of a student in the Czech higher education system as such, and the legal status on of a student for the purposes of the social security (or support) system. Before the amendment to the Higher Education Act of 2005, which introduced a social stipends for university students (effective from 2006), the legal status of a student did not imply any special financial aid geared directly towards a student due to his or her status of a tertiary education student. Currently students in tertiary education are eligible for means tested social stipends (1,600 CZK) if student's family income is lower than 2,4 multiple of the family subsistence minimum.

However, even after the law amendment, obtaining social benefits is connected with the financial situation of a person dependent on his/her parents (family), rather than with a specifically student-based status. Consequently, there is an age limit stipulated by law that allows for the entitlement to certain social benefits, such as social grants, state-paid health insurance, tax relief, etc. Within this context, the

student (though adult) is still perceived as a "dependent child".

The student welfare system in the Czech Republic has thus three main pillars: a) benefits distributed directly to students, b) benefits to families with students, c) other forms of indirect student support. Benefits distributed directly to students include social stipends, scholarships and individual tax benefits.

A scholarship is commonly a non-specific grant that a student may receive from the higher education institution. Social assistance scholarships would probably be rare cases, given that a student's family could lose entitlement to other social allowances for all family members solely on the grounds of receiving a social assistance scholarship. However, any scholarship paid to a student is exempt from taxation.

Benefits to families with students take two main forms: child allowances and tax relief. Child allowance is a subsidy designed to help compensate a family's costs of raising and nursing a child. However, dependent children over the age of 18 (which applies generally to students) are qualified to receive this social grant directly. A family is eligible for the child allowance if family income is lower than 2,4 multiple of the family subsistence minimum. Children between 15 and 26 years of age get 700 CZK per month.

As for tax reliefs, the parents of a student (i.e. only one parent, chosen by mutual agreement), could claim tax relief if the student has not reached the age of 26. If the student is physically disabled and needs special care under social legislation, the tax relief amount is multiplied by two.

At the time of data collection, there were a number of different forms of indirect student support:

a) Subsidized accommodation and meals: Provision of accommodation and meals subsidized by the state is the only direct as well as specific form of student support in the Czech Republic. The subsidy is non-mandatory and there is no legal entitlement to receive it. Until 2005, accommodation was provided to students by the public higher education institutions through their own publicly subsidized accommodation facilities. Since 2006, public subsidies for accommodation are distributed by universities to students in need as subsidies for accommodation.

b) Health insurance: Health insurance is publicly organized and compulsory for all people residing or employed in the Czech Republic. Therefore, students are also included in public health insurance. If they are younger than 26, insurance premiums are paid for them by the state budget.

c) Public transport discounts: A student up to the age of 26 can claim a discount on public transportation (bus or rail). The fare discount can only be claimed for the purposes of travel from the place of residence to the place of the higher education institution.

d) Pension insurance: Students at higher education institutions are included in pension insurance during the period of six years of study after the age of 18. No premiums are paid for them, not even from the state budget. Their future pensions are thus paid from the premiums of other, economically active participants based on the principle of solidarity.

e) Sickness insurance: The time of study at a higher education institution is fully counted as time of employment for the purposes of sickness insurance.

There is no system of state guaranteed or subsidized student loans. The Eurostudent IV survey however indicated that 45 % students would take up the loan if there is there is such a possibility (student loans with contingent repayment).

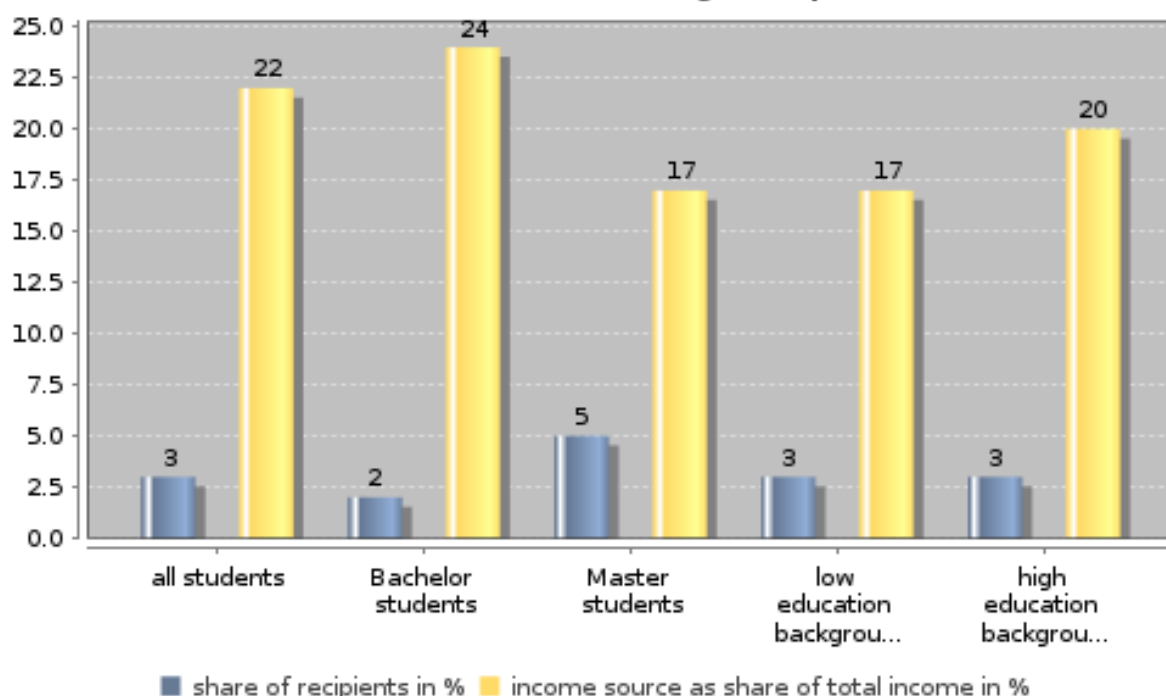
Topic: F. Funding and state assistance

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

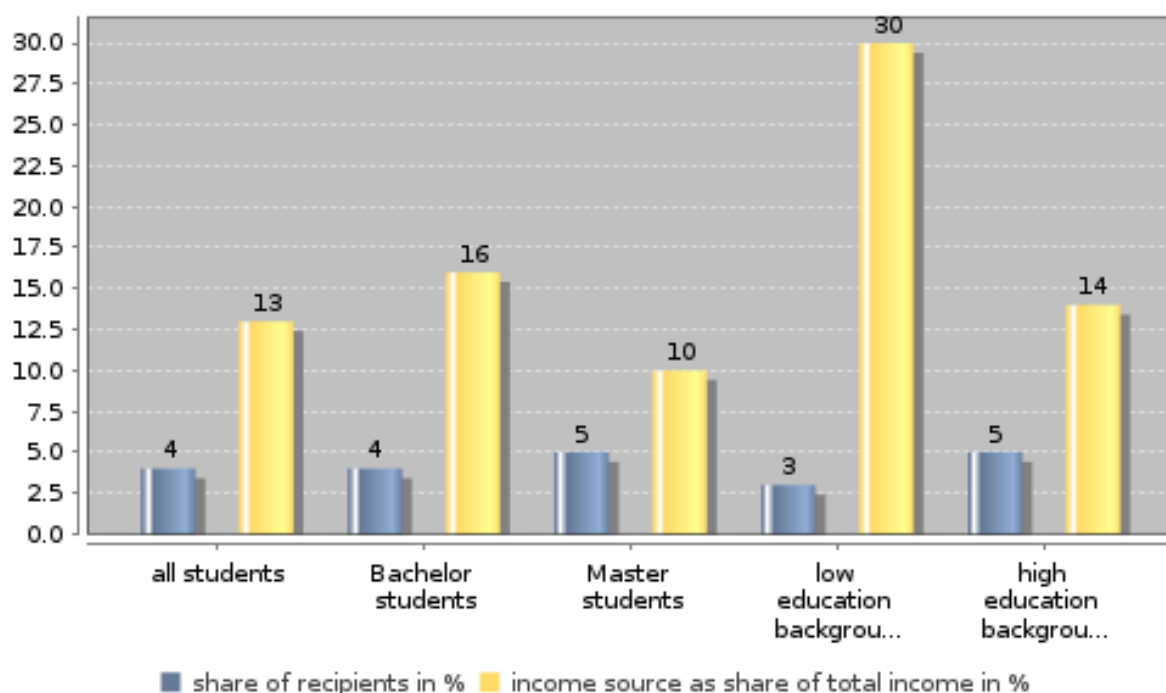
Key Indicators

Public support for students not living with parents	
Share of recipients of all students, in %	4.2
Share of recipients of Bachelor students, in %	3.5
Share of recipients of students with low education background, in %	2.6
Share of recipients of students with high education background (ISCED 5-6), in %	4.6
Contribution to total monthly income of all students, in %	13.0
Contribution to total monthly income of Bachelor students, in %	15.7
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	29.8
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	13.5

Public support: Share of recipients and financial importance of income source for students living with parents (in %)



Public support: Share of recipients and financial importance of income source for students not living with parents (in %)



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

Table 1: 189 cases were excluded from the analysis because of zero values in all fields. There are also 3 cut-off cases from the income distribution (excluded values are: 2x1 and 115000).

Table 2: 400 cases were excluded from analysis because of zero values of all fields. There are also 10 cut-off cases from the income distribution (excluded values are: 7x1, 2x120000 and 164100).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Student support in the Czech Republic is largely indirect and parent-based system. In terms of the legal aspect of the student finance system, it is important to differentiate the legal status of a student in the Czech higher education system as such, and the legal status on of a student for the purposes of the social security (or support) system. Before the amendment to the Higher Education Act of 2005, which introduced a social stipends for university students (effective from 2006), the legal status of a student did not imply any special financial aid geared directly towards a student due to his or her status of a tertiary education student. Currently students in tertiary education are eligible for means tested social stipends (1,600 CZK) if student's family income is lower than 2,4 multiple of the family subsistence minimum.

However, even after the law amendment, obtaining social benefits is connected with the financial situation of a person dependent on his/her parents (family), rather than with a specifically student-based status. Consequently, there is an age limit stipulated by law that allows for the entitlement to certain social benefits, such as social grants, state-paid health insurance, tax relief, etc. Within this context, the

student (though adult) is still perceived as a "dependent child".

The student welfare system in the Czech Republic has thus three main pillars: a) benefits distributed directly to students, b) benefits to families with students, c) other forms of indirect student support. Benefits distributed directly to students include social stipends, scholarships and individual tax benefits.

A scholarship is commonly a non-specific grant that a student may receive from the higher education institution. Social assistance scholarships would probably be rare cases, given that a student's family could lose entitlement to other social allowances for all family members solely on the grounds of receiving a social assistance scholarship. However, any scholarship paid to a student is exempt from taxation.

Benefits to families with students take two main forms: child allowances and tax relief. Child allowance is a subsidy designed to help compensate a family's costs of raising and nursing a child. However, dependent children over the age of 18 (which applies generally to students) are qualified to receive this social grant directly. A family is eligible for the child allowance if family income is lower than 2,4 multiple of the family subsistence minimum. Children between 15 and 26 years of age get 700 CZK per month.

As for tax reliefs, the parents of a student (i.e. only one parent, chosen by mutual agreement), could claim tax relief if the student has not reached the age of 26. If the student is physically disabled and needs special care under social legislation, the tax relief amount is multiplied by two.

At the time of data collection, there were a number of different forms of indirect student support:

a) Subsidized accommodation and meals: Provision of accommodation and meals subsidized by the state is the only direct as well as specific form of student support in the Czech Republic. The subsidy is non-mandatory and there is no legal entitlement to receive it. Until 2005, accommodation was provided to students by the public higher education institutions through their own publicly subsidized accommodation facilities. Since 2006, public subsidies for accommodation are distributed by universities to students in need as subsidies for accommodation.

b) Health insurance: Health insurance is publicly organized and compulsory for all people residing or employed in the Czech Republic. Therefore, students are also included in public health insurance. If they are younger than 26, insurance premiums are paid for them by the state budget.

c) Public transport discounts: A student up to the age of 26 can claim a discount on public transportation (bus or rail). The fare discount can only be claimed for the purposes of travel from the place of residence to the place of the higher education institution.

d) Pension insurance: Students at higher education institutions are included in pension insurance during the period of six years of study after the age of 18. No premiums are paid for them, not even from the state budget. Their future pensions are thus paid from the premiums of other, economically active participants based on the principle of solidarity.

e) Sickness insurance: The time of study at a higher education institution is fully counted as time of employment for the purposes of sickness insurance.

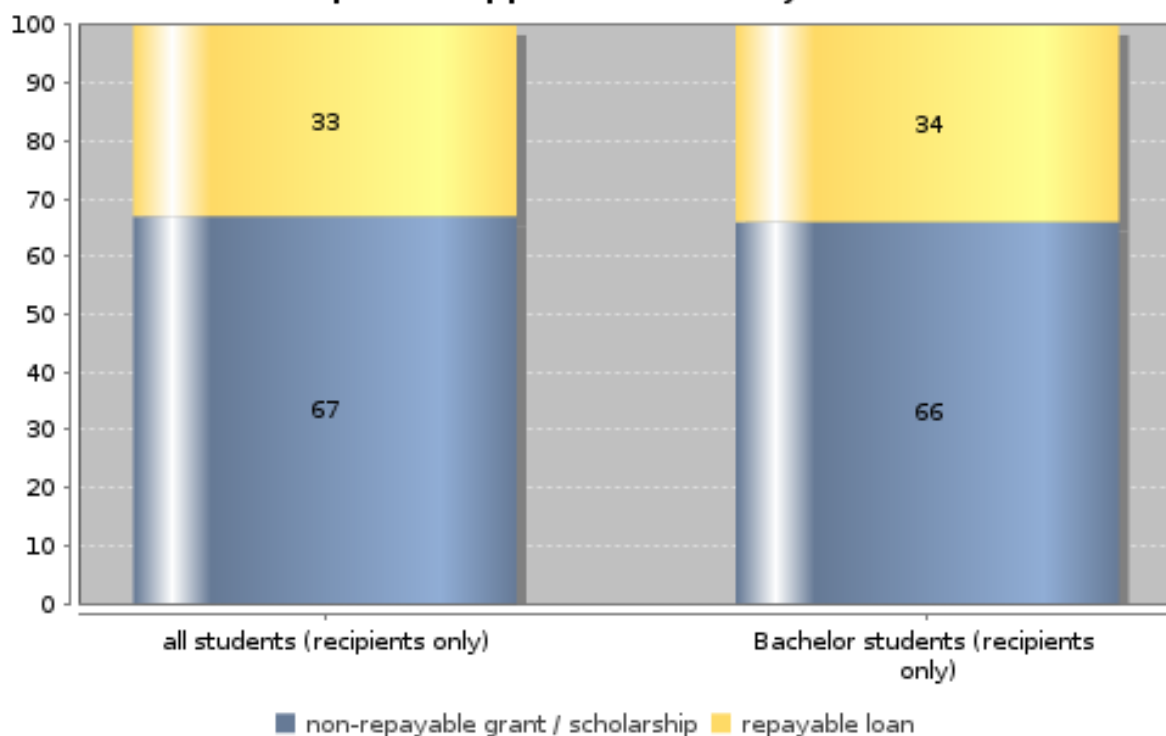
There is no system of state guaranteed or subsidized student loans. The Eurostudent IV survey however indicated that 45 % students would take up the loan if there is there is such a possibility (student loans with contingent repayment).

Topic: F. Funding and state assistance
Subtopic 8: Make-up of public support

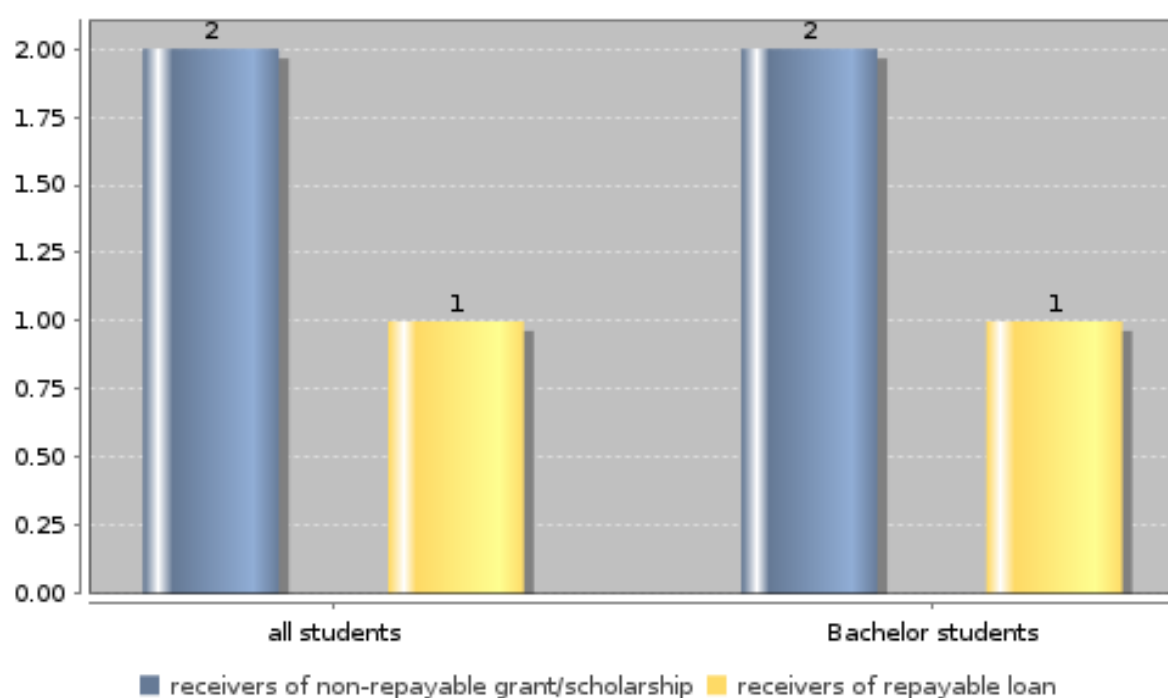
Key Indicators

Non-repayable public support as share of total public support for all students (recipients only), in %	67.4
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	65.9
Students who receive non-repayable support as share of whole student body, in %	2.4
Students who receive non-repayable support as share of all Bachelor students, in %	1.9
Students who receive repayable loans as share of whole student body, in %	1.2
Students who receive repayable loans as share of all Bachelor students, in %	1.0

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



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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Student support in the Czech Republic is largely indirect and parent-based system. In terms of the legal aspect of the student finance system, it is important to differentiate the legal status of a student in the Czech higher education system as such, and the legal status on of a student for the purposes of the social security (or support) system. Before the amendment to the Higher Education Act of 2005, which introduced a social stipends for university students (effective from 2006), the legal status of a student did not imply any special financial aid geared directly towards a student due to his or her status of a tertiary education student. Currently students in tertiary education are eligible for means tested social stipends (1,600 CZK) if student's family income is lower than 2,4 multiple of the family subsistence minimum.

However, even after the law amendment, obtaining social benefits is connected with the financial situation of a person dependent on his/her parents (family), rather than with a specifically student-based status. Consequently, there is an age limit stipulated by law that allows for the entitlement to certain social benefits, such as social grants, state-paid health insurance, tax relief, etc. Within this context, the student (though adult) is still perceived as a "dependent child".

The student welfare system in the Czech Republic has thus three main pillars: a) benefits distributed directly to students, b) benefits to families with students, c) other forms of indirect student support.

Benefits distributed directly to students include social stipends, scholarships and individual tax benefits.

A scholarship is commonly a non-specific grant that a student may receive from the higher education institution. Social assistance scholarships would probably be rare cases, given that a student's family could lose entitlement to other social allowances for all family members solely on the grounds of receiving a social assistance scholarship. However, any scholarship paid to a student is exempt from taxation.

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As for tax reliefs, the parents of a student (i.e. only one parent, chosen by mutual agreement), could claim tax relief if the student has not reached the age of 26. If the student is physically disabled and needs special care under social legislation, the tax relief amount is multiplied by two.

At the time of data collection, there were a number of different forms of indirect student support:

a) Subsidized accommodation and meals: Provision of accommodation and meals subsidized by the state is the only direct as well as specific form of student support in the Czech Republic. The subsidy is non-mandatory and there is no legal entitlement to receive it. Until 2005, accommodation was provided to students by the public higher education institutions through their own publicly subsidized accommodation facilities. Since 2006, public subsidies for accommodation are distributed by universities to students in need as subsidies for accommodation.

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c) Public transport discounts: A student up to the age of 26 can claim a discount on public transportation (bus or rail). The fare discount can only be claimed for the purposes of travel from the place of residence to the place of the higher education institution.

d) Pension insurance: Students at higher education institutions are included in pension insurance during the period of six years of study after the age of 18. No premiums are paid for them, not even from the state budget. Their future pensions are thus paid from the premiums of other, economically active participants based on the principle of solidarity.

e) Sickness insurance: The time of study at a higher education institution is fully counted as time of employment for the purposes of sickness insurance.

There is no system of state guaranteed or subsidized student loans. The Eurostudent IV survey however indicated that 45 % students would take up the loan if there is there is such a possibility (student loans with contingent repayment).

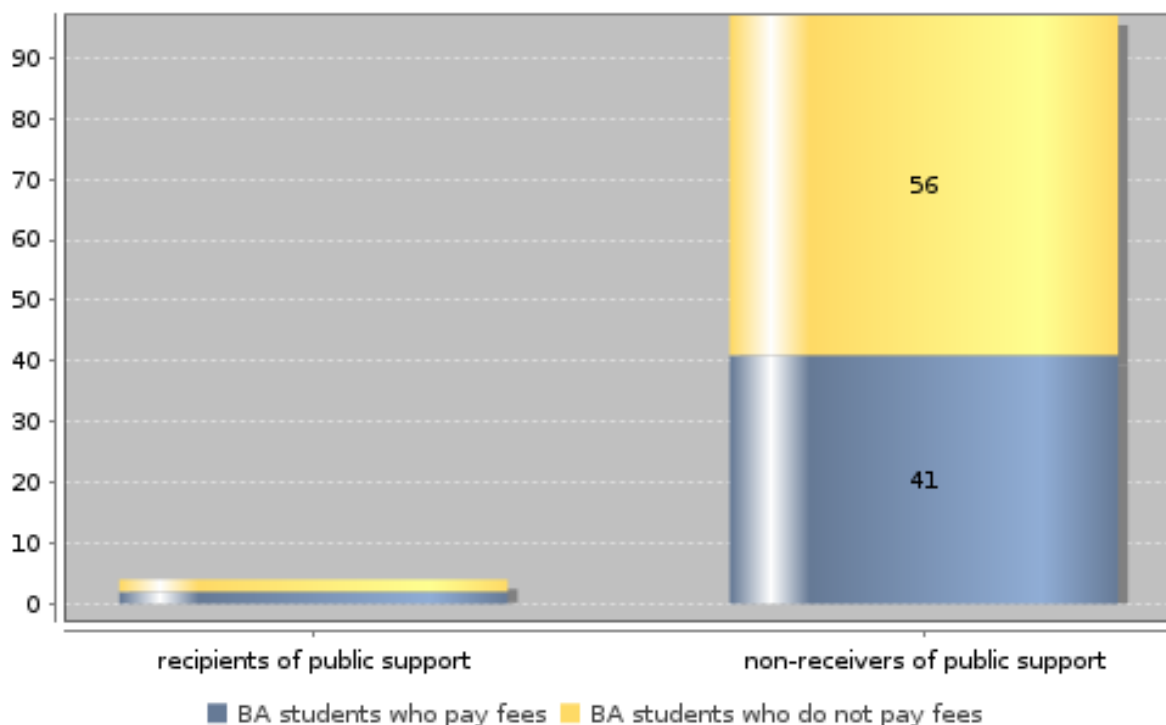
Topic: F. Funding and state assistance

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

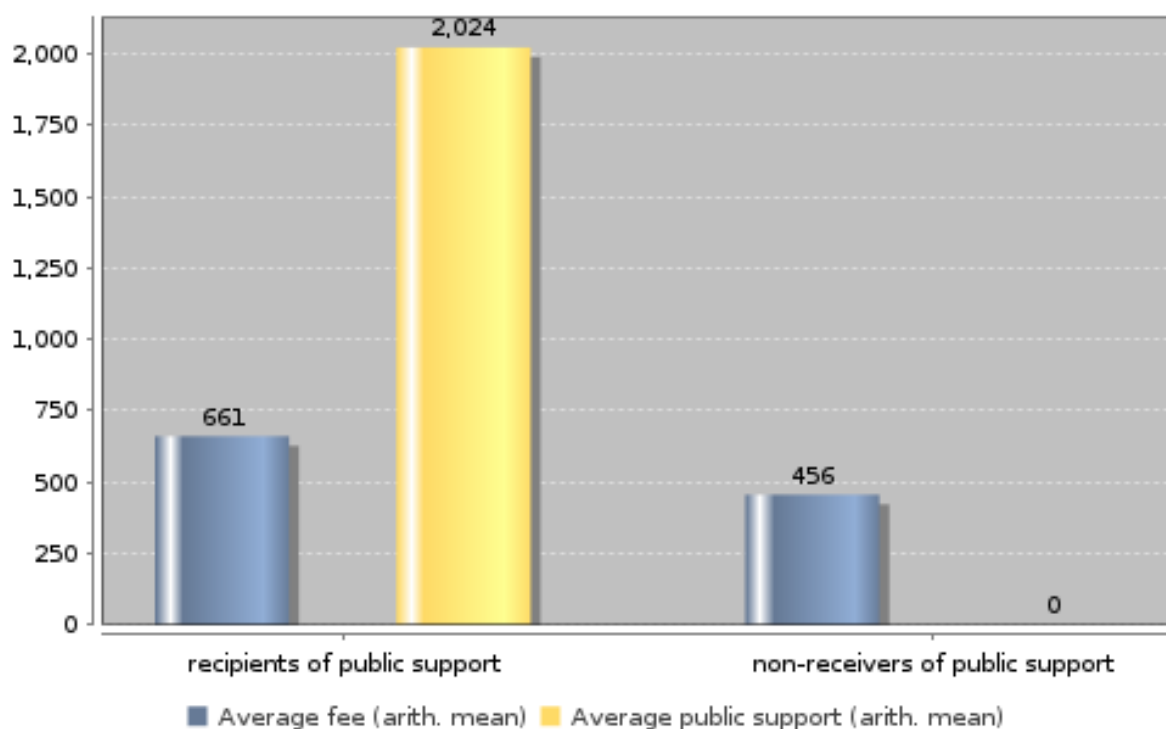
Key Indicators

Recipients of public support who pay fees, in %	1.5
Share of public support which covers fees for recipients of public support, in %	32.7

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



Impact of fees for receivers of public support (amounts in euros)



details on missing data:

Table 1: 424 cases were excluded from the analysis because of missing values relating to fees.

methodical issues or considerations for data interpretation:

The means are counted for categories of receivers (241) and non-receivers (7772) of public support.

national interpretation of the results of the data analysis:

There are no tuition fees charged in the Czech Republic, as the state assumes responsibility for financing the studies of all students at public higher education institutions. Fees are charged in private higher education institutions. Also, foreign students who cannot study in the Czech language but choose to study at Czech public universities do have to pay tuition fees set by the university for courses in English. Nonetheless, a student enrolled in public or state higher education institution may be required to pay a tuition fee to the institution, if he or she studies longer than is allowed by law (standard length of study set for the given program increased by one year) or if a graduate decides to enroll in another study program that is not consecutive to the previous one.

Student support in the Czech Republic is largely indirect and parent-based system. In terms of the legal aspect of the student finance system, it is important to differentiate the legal status of a student in the Czech higher education system as such, and the legal status on of a student for the purposes of the social security (or support) system. Before the amendment to the Higher Education Act of 2005, which introduced a social stipends for university students (effective from 2006), the legal status of a student did not imply any special financial aid geared directly towards a student due to his or her status of a tertiary education student. Currently students in tertiary education are eligible for means tested social stipends (1,600 CZK) if student's family income is lower than 2,4 multiple of the family subsistence

minimum.

However, even after the law amendment, obtaining social benefits is connected with the financial situation of a person dependent on his/her parents (family), rather than with a specifically student-based status. Consequently, there is an age limit stipulated by law that allows for the entitlement to certain social benefits, such as social grants, state-paid health insurance, tax relief, etc. Within this context, the student (though adult) is still perceived as a "dependent child".

The student welfare system in the Czech Republic has thus three main pillars: a) benefits distributed directly to students, b) benefits to families with students, c) other forms of indirect student support. Benefits distributed directly to students include social stipends, scholarships and individual tax benefits.

A scholarship is commonly a non-specific grant that a student may receive from the higher education institution. Social assistance scholarships would probably be rare cases, given that a student's family could lose entitlement to other social allowances for all family members solely on the grounds of receiving a social assistance scholarship. However, any scholarship paid to a student is exempt from taxation.

Benefits to families with students take two main forms: child allowances and tax relief. Child allowance is a subsidy designed to help compensate a family's costs of raising and nursing a child. However, dependent children over the age of 18 (which applies generally to students) are qualified to receive this social grant directly. A family is eligible for the child allowance if family income is lower than 2,4 multiple of the family subsistence minimum. Children between 15 and 26 years of age get 700 CZK per month.

As for tax reliefs, the parents of a student (i.e. only one parent, chosen by mutual agreement), could claim tax relief if the student has not reached the age of 26. If the student is physically disabled and needs special care under social legislation, the tax relief amount is multiplied by two.

At the time of data collection, there were a number of different forms of indirect student support:

a) Subsidized accommodation and meals: Provision of accommodation and meals subsidized by the state is the only direct as well as specific form of student support in the Czech Republic. The subsidy is non-mandatory and there is no legal entitlement to receive it. Until 2005, accommodation was provided to students by the public higher education institutions through their own publicly subsidized accommodation facilities. Since 2006, public subsidies for accommodation are distributed by universities to students in need as subsidies for accommodation.

b) Health insurance: Health insurance is publicly organized and compulsory for all people residing or employed in the Czech Republic. Therefore, students are also included in public health insurance. If they are younger than 26, insurance premiums are paid for them by the state budget.

c) Public transport discounts: A student up to the age of 26 can claim a discount on public transportation (bus or rail). The fare discount can only be claimed for the purposes of travel from the place of residence to the place of the higher education institution.

d) Pension insurance: Students at higher education institutions are included in pension insurance during the period of six years of study after the age of 18. No premiums are paid for them, not even from the state budget. Their future pensions are thus paid from the premiums of other, economically active participants based on the principle of solidarity.

e) Sickness insurance: The time of study at a higher education institution is fully counted as time of

employment for the purposes of sickness insurance.

There is no system of state guaranteed or subsidized student loans. The Eurostudent IV survey however indicated that 45 % students would take up the loan if there is there is such a possibility (student loans with contingent repayment).

Topic: G. Time budget and employment

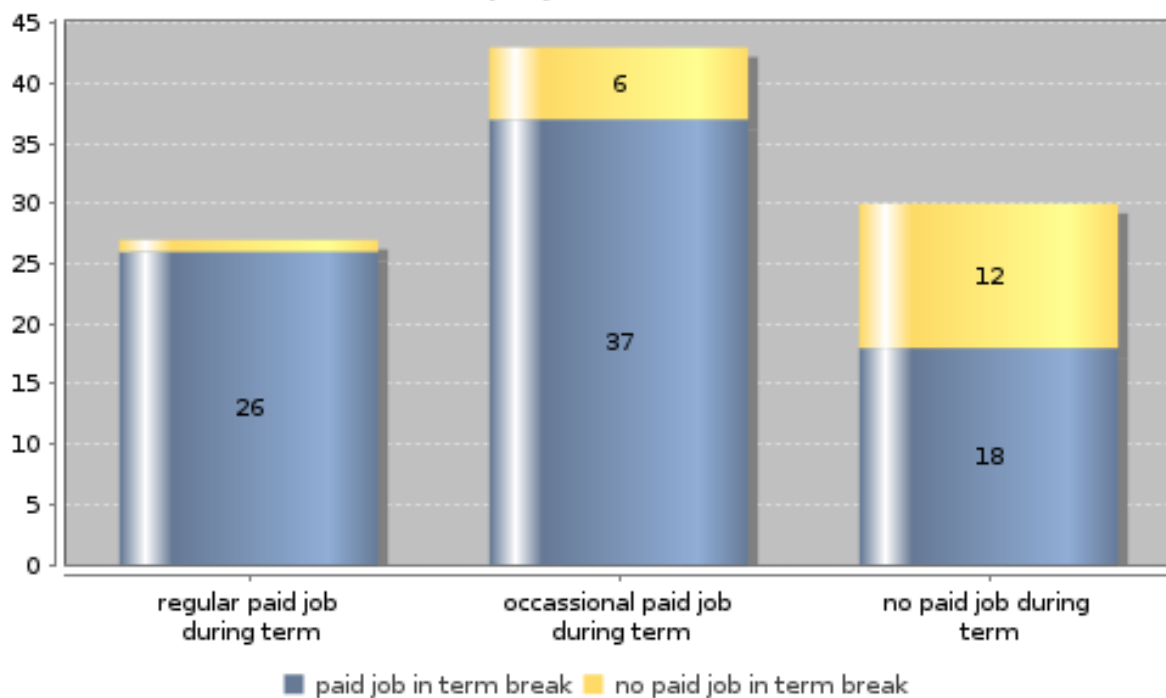
Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators

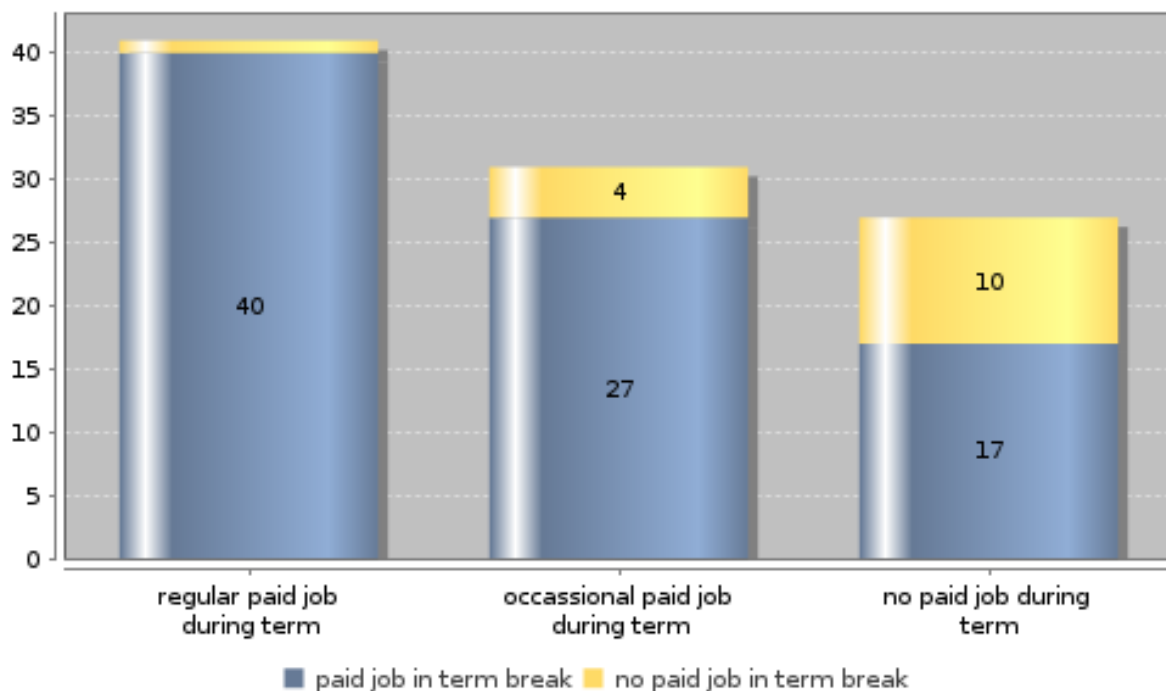
Employment rate of students not living with parents by type of employment:

Regular paid job during term, in %	41.7
Occasional paid job during term, in %	31.6
Regular paid job during term and in term break, in %	40.3
Occasional paid job during term and in term break, in %	27.3
No paid job at any time, in %	10.0

Employment rate of students living with parents by type of employment (in %)



Employment rate of students not living with parents by type of employment (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

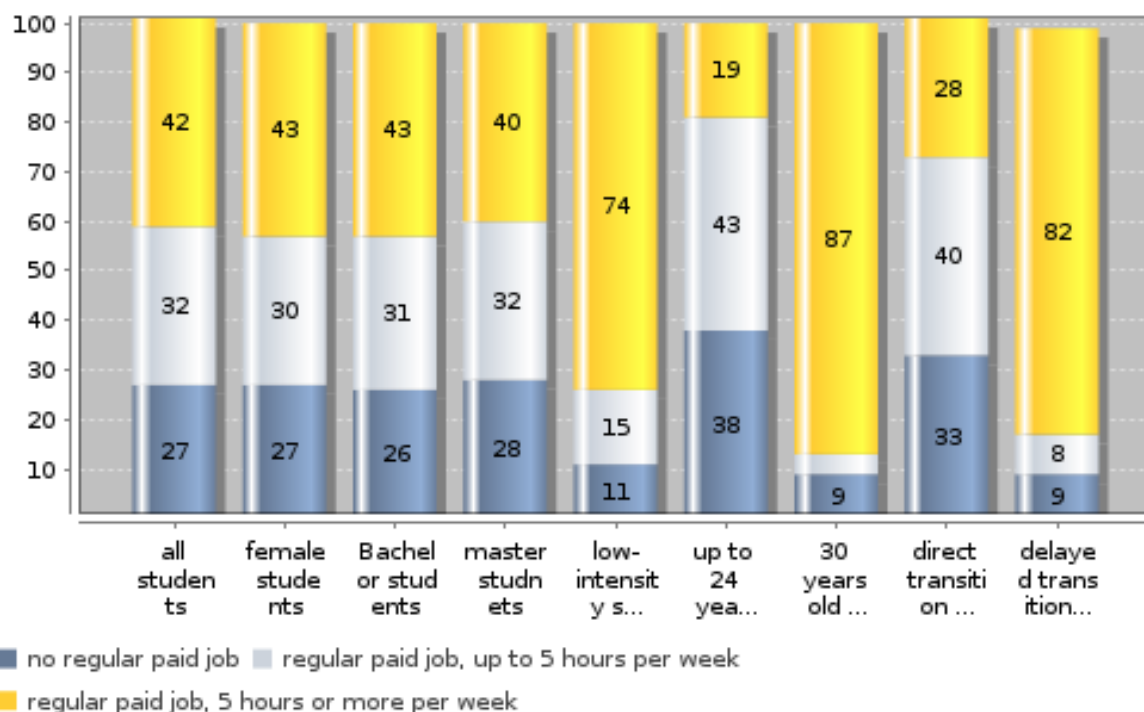
Topic: G. Time budget and employment

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 %	41.7
Regular paid job, 5 hours or more per week, BA students, in %	42.9
Regular paid job, 5 hours or more per week, low-intensity students, in %	73.9
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	86.8

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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

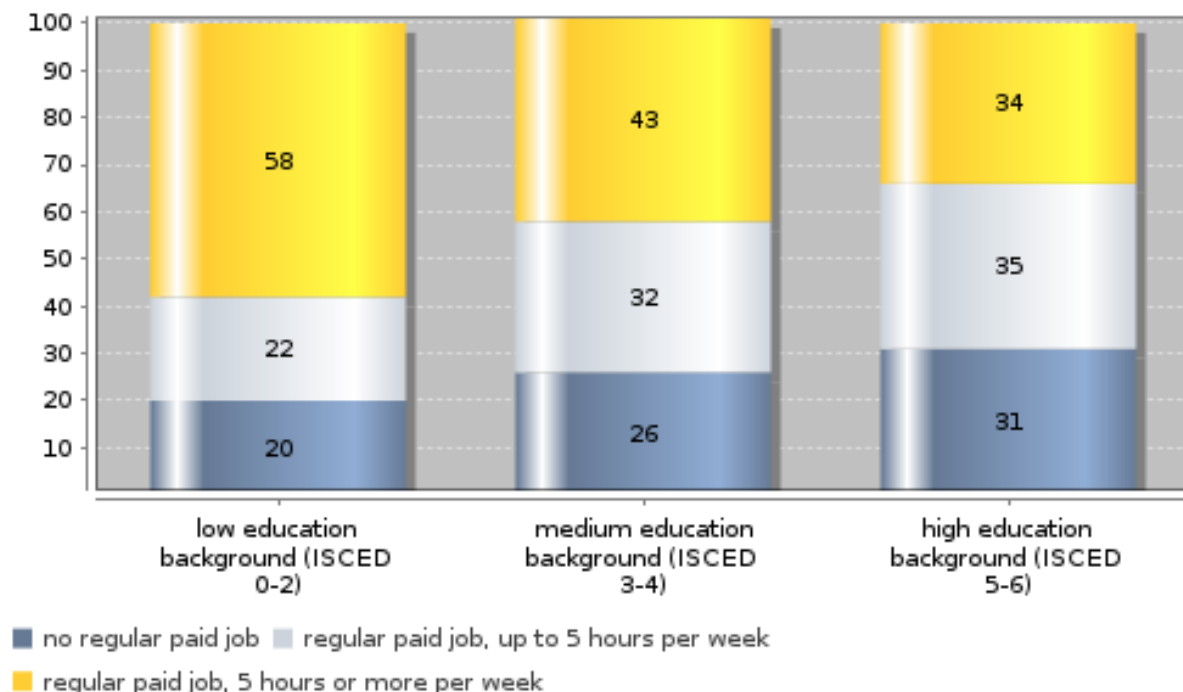
Topic: G. Time budget and employment

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

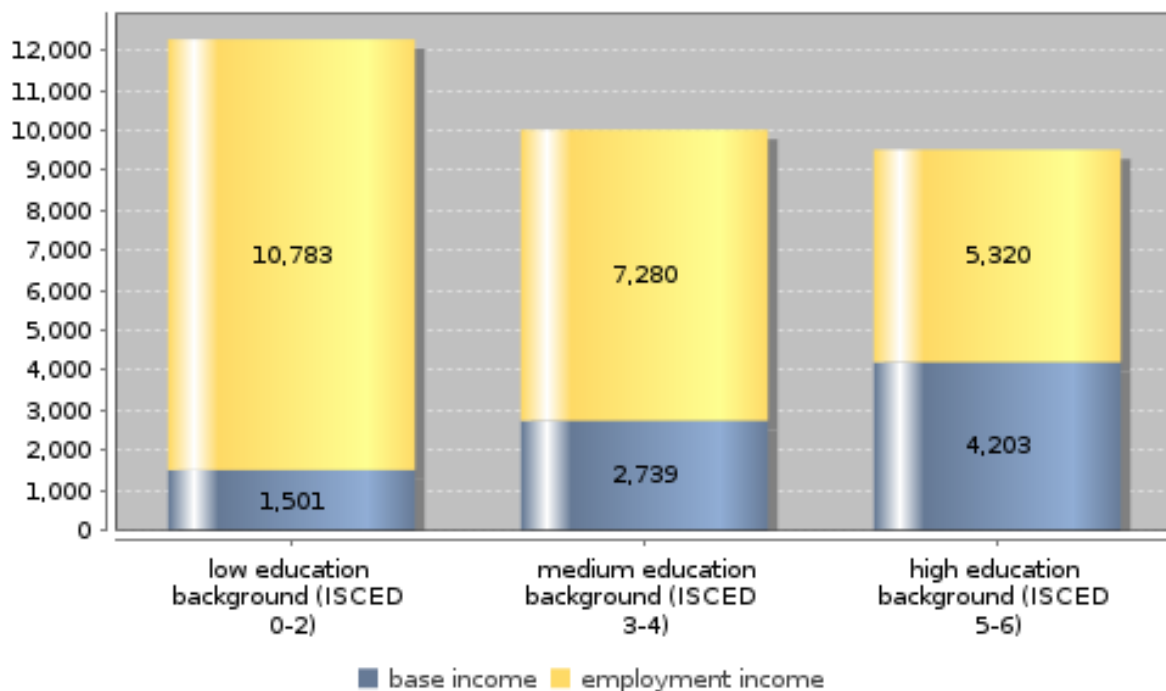
Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	58.3
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	33.9
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	87.8
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	55.9

Employment rate during term-time of students not living with parents by hours of regular paid employment and social background (in %)



Income from regular paid employment of students not living with parents by income source (in euros)



details on missing data:

In 27 cases the highest education of parents is missing (after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

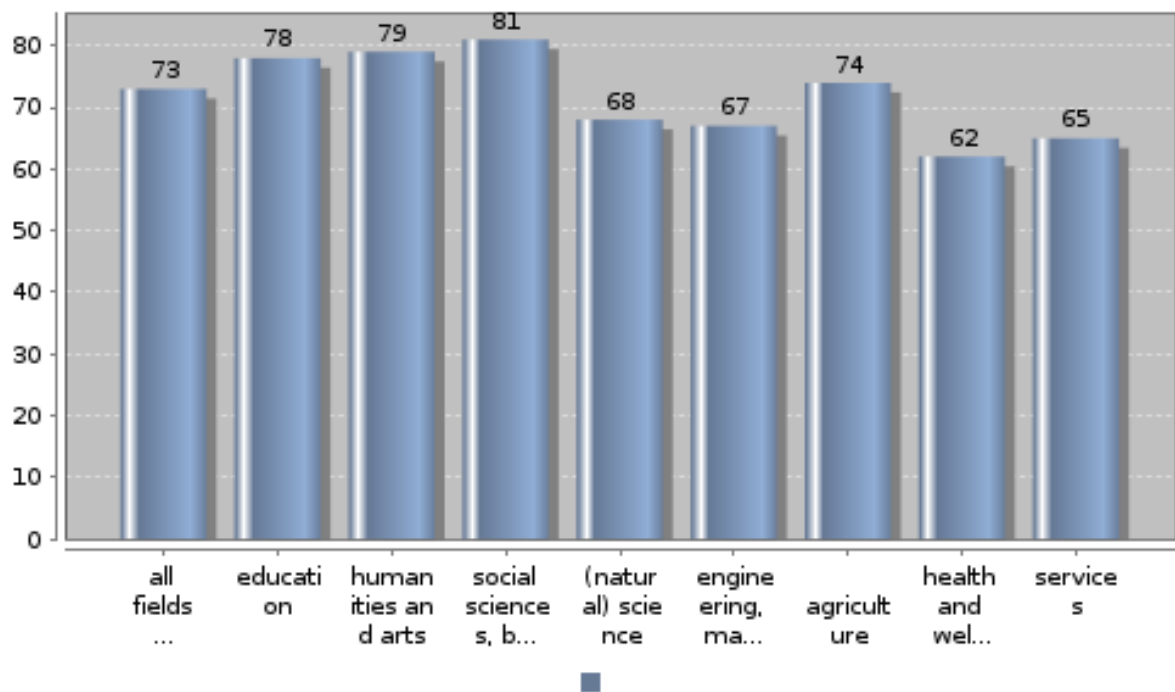
Subtopic 4: Employment rate during term-time by field of study

Key Indicators

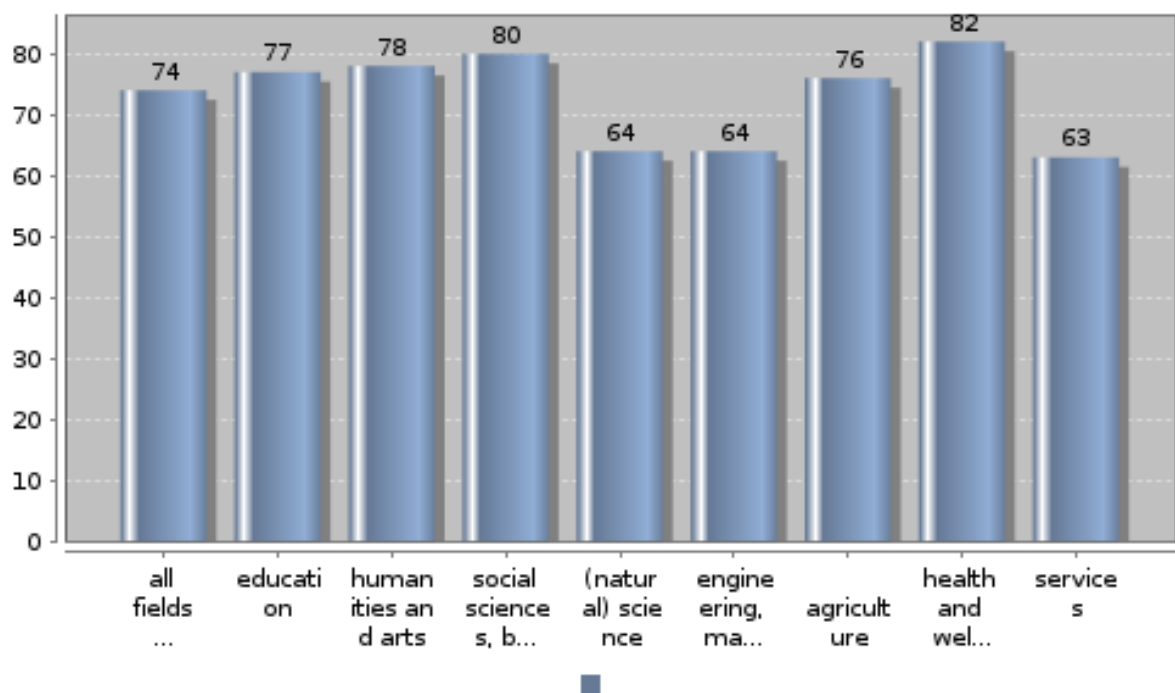
Employment rate of:

all students in engineering disciplines, in %	66.9
all students in humanities and arts, in %	79.2
BA students in engineering disciplines, in %	63.8
BA students in humanities and arts, in %	77.7

Employment rate during term-time of all students not living with parents by field of study (in %)



Employment rate during term-time of Bachelor students not living with parents by field of study (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

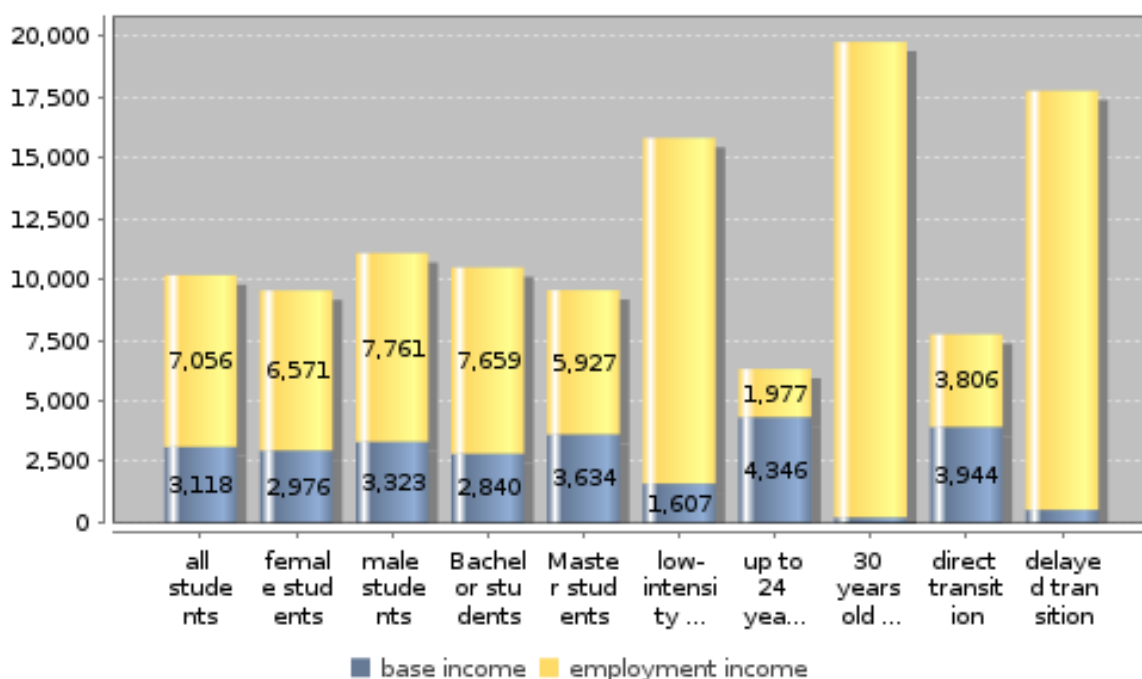
Topic: G. Time budget and employment

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 %	69.4
Income from employment as share of total income for BA students, in %	72.9
Income from employment as share of total income for low-intensity students, in %	89.8
Income from employment as share of total income for 30 years old or above, in %	98.9

Reliance on paid employment by characteristics of students not living with parents (in euros)



details on missing data:

400 cases were excluded from the analysis because of zero values in all fields. There are also 10 cut-off cases from the income distribution (excluded values are: 7x1, 2x120000 and 164100).

Intensity could not be assessed in 119 cases because of unknown data regarding time devoted to studying (after weighting).

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting.

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

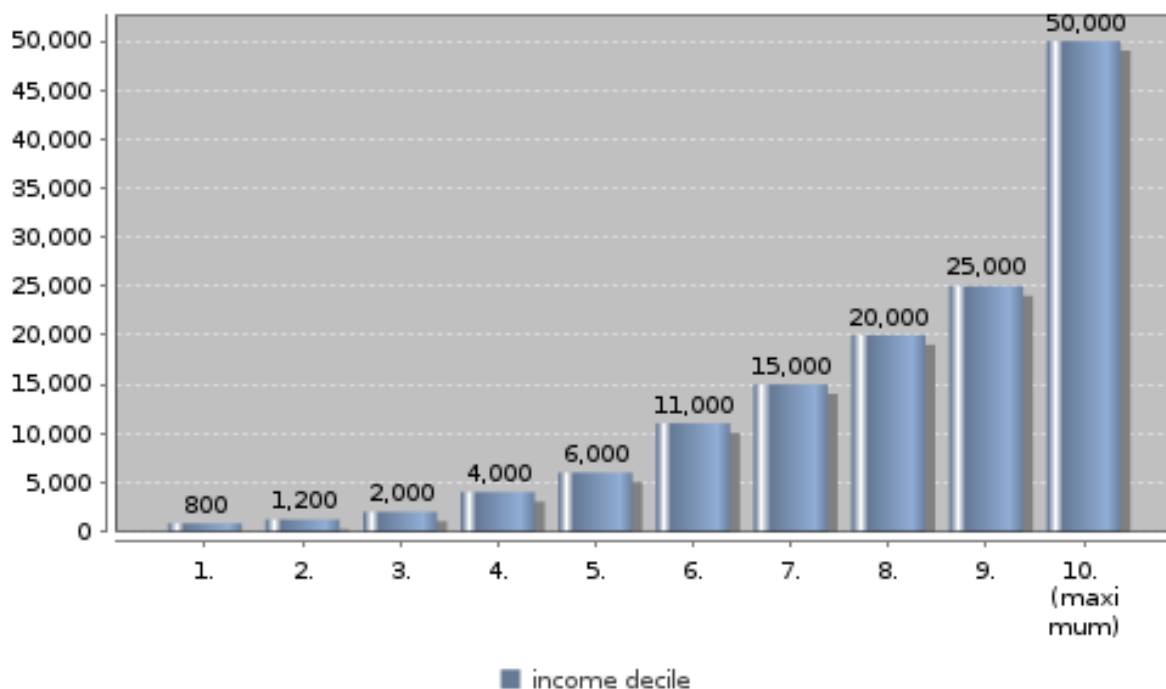
Topic: G. Time budget and employment

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

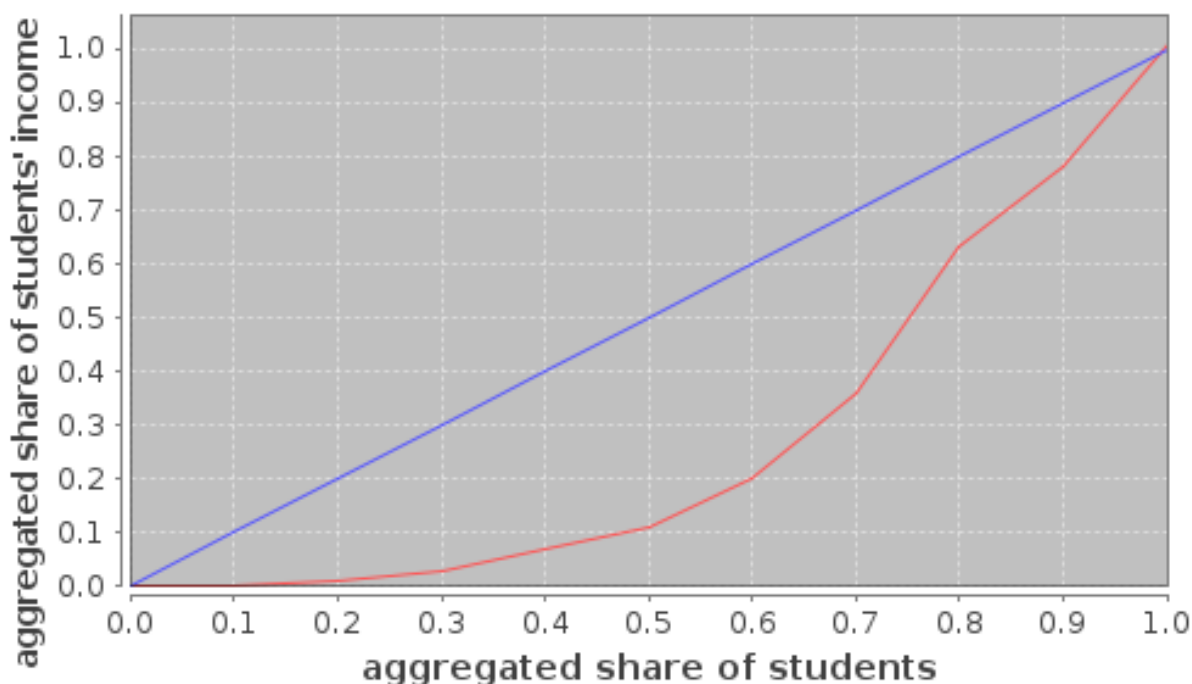
Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	47.4
Gini coefficient	0.52

Distribution of students' monthly income from employment by income decile, students not living with parents (in euros)



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



details on missing data:

410 cases were excluded from analysis because of zero values of all fields. Share of students per income group is not exactly 10% because of uneven distribution of values reported as income.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Gini coefficient for students' income (0,52) is significantly higher than Gini coefficient for personal income of entire adult population (0,27).

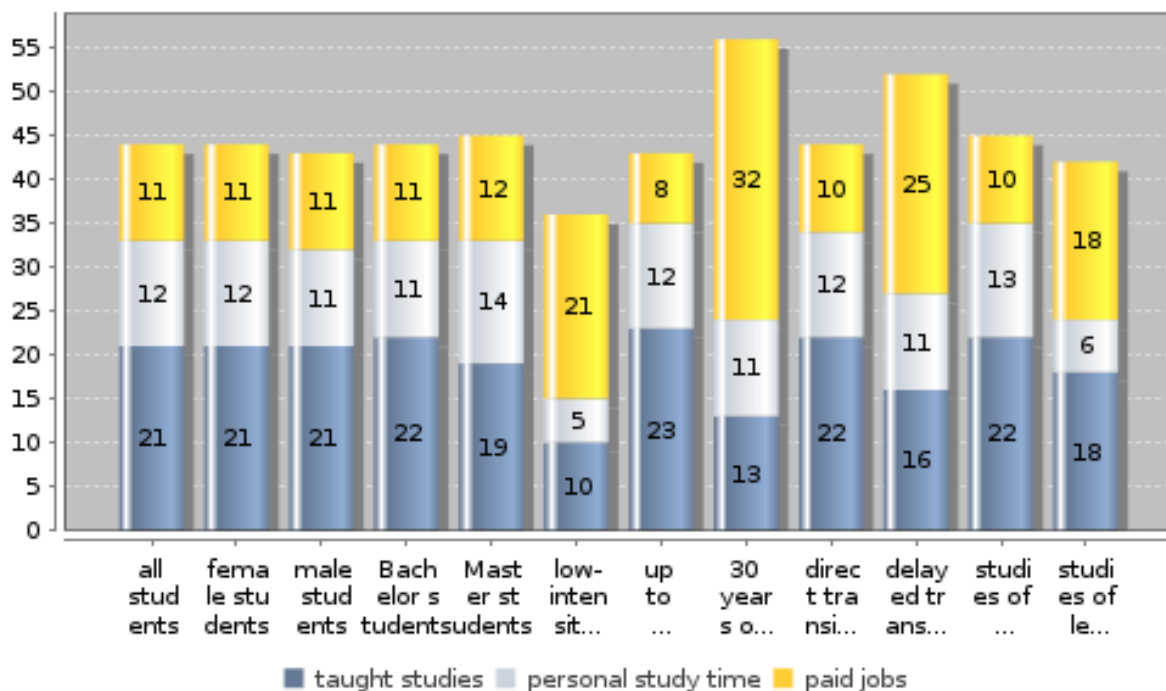
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

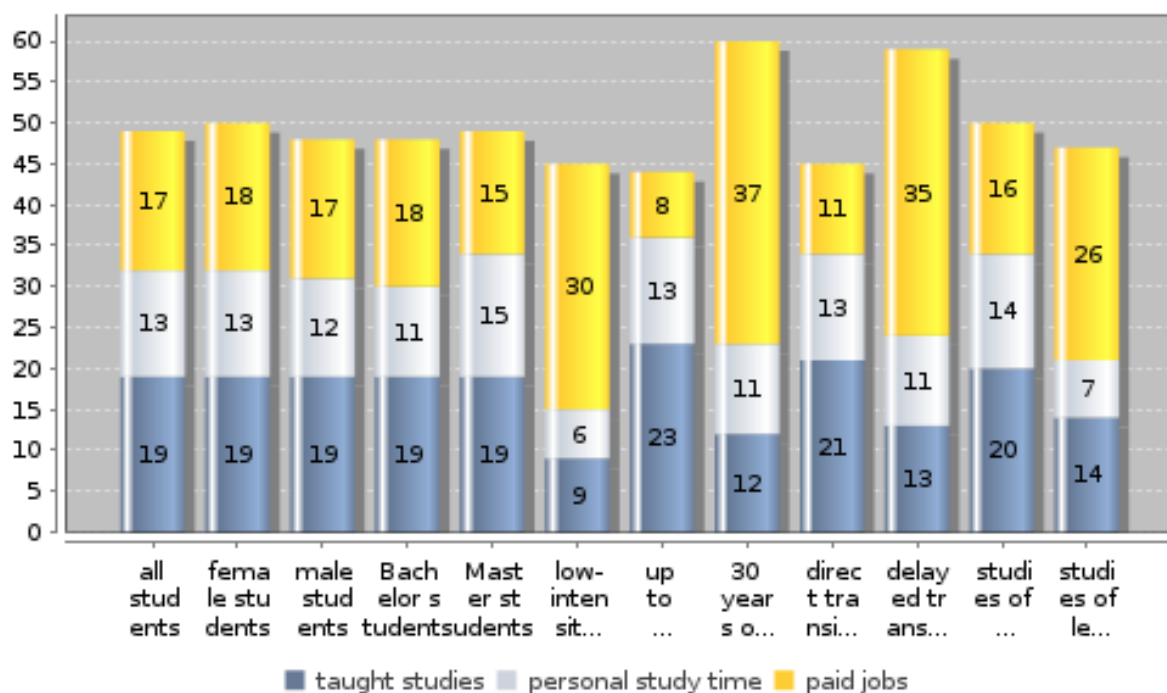
Key Indicators

Study-related activities of all students not living with parents, hrs/wk	32.0
Study-related activities of BA students not living with parents, hrs/wk	30.0
Study-related activities of MA students not living with parents, hrs/wk	34.0
Study-related activities of low-intensity students not living with parents, hrs/wk	15.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	34.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	21.0

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



Time budget in a typical study week of students not living with parents (in hrs/wk)



details on missing data:

Details on missing data on topic "time budget and employment": 127 cases were excluded completely from the analysis of this subtopic (all fields missing: 6 cases; all fields filled with 0: 82 cases; total hours per day exceeded 24 or total hours per week exceeded 120: 6 cases; a student has responded that he/she works and the field for "paid jobs" was empty: 33 cases). In 197 cases was value for "paid jobs" set to 0 and in other 78 cases empty field was replaced with 0.

Intensity could not be assessed in 160 cases because of unknown data regarding time devoted to studying. It equals 180 cases after weighting.

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

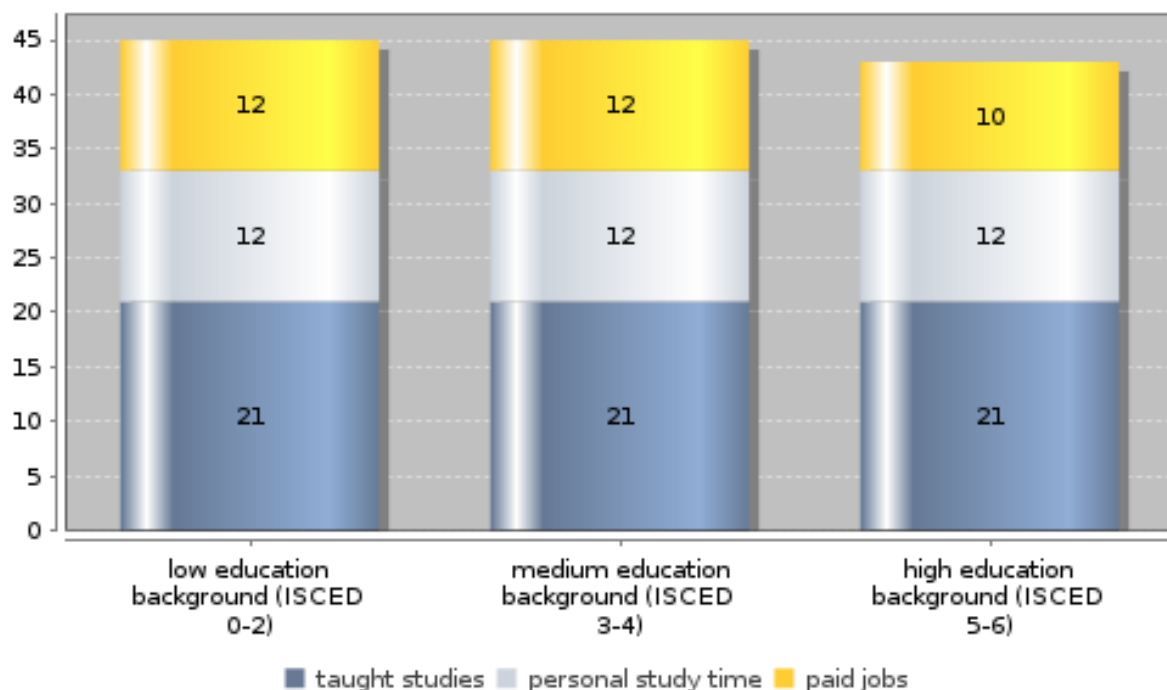
Topic: G. Time budget and employment

Subtopic 8: Time budget by social background

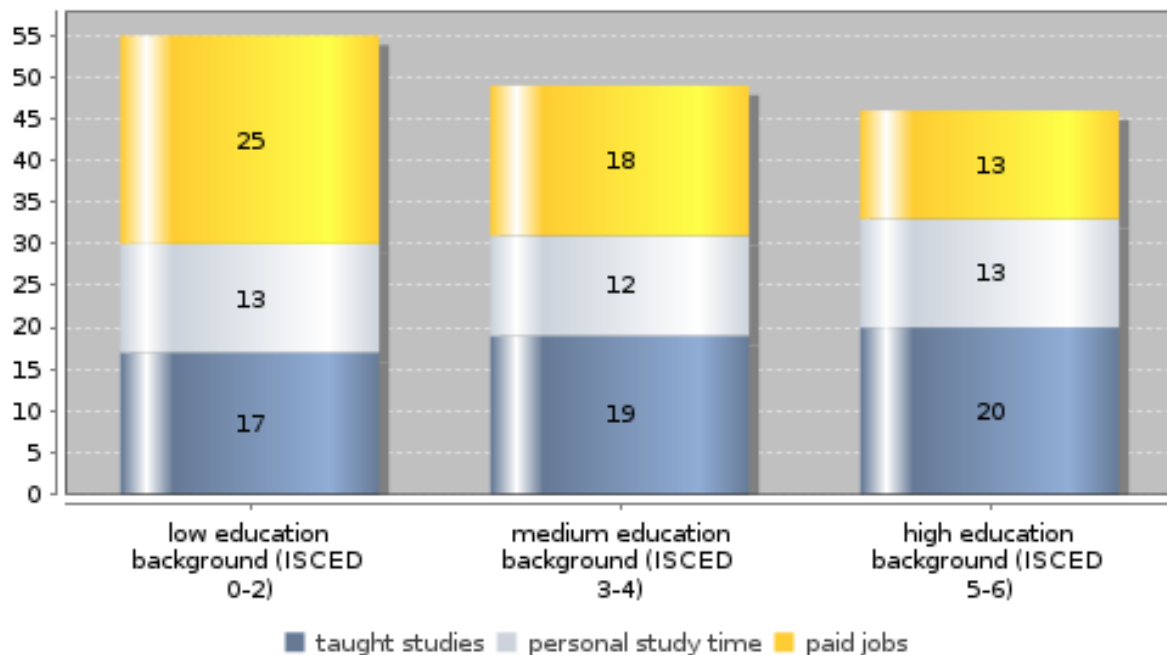
Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	33.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	29.0

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



Time budget in a typical study week of students not living with parents by highest educational attainment of students' parents (in hrs/wk)



details on missing data:

127 cases were excluded completely from analysis of this subtopic because of missing or invalid value. In 37 cases the highest education of parents is missing, which equals 39 missing cases after weighting.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

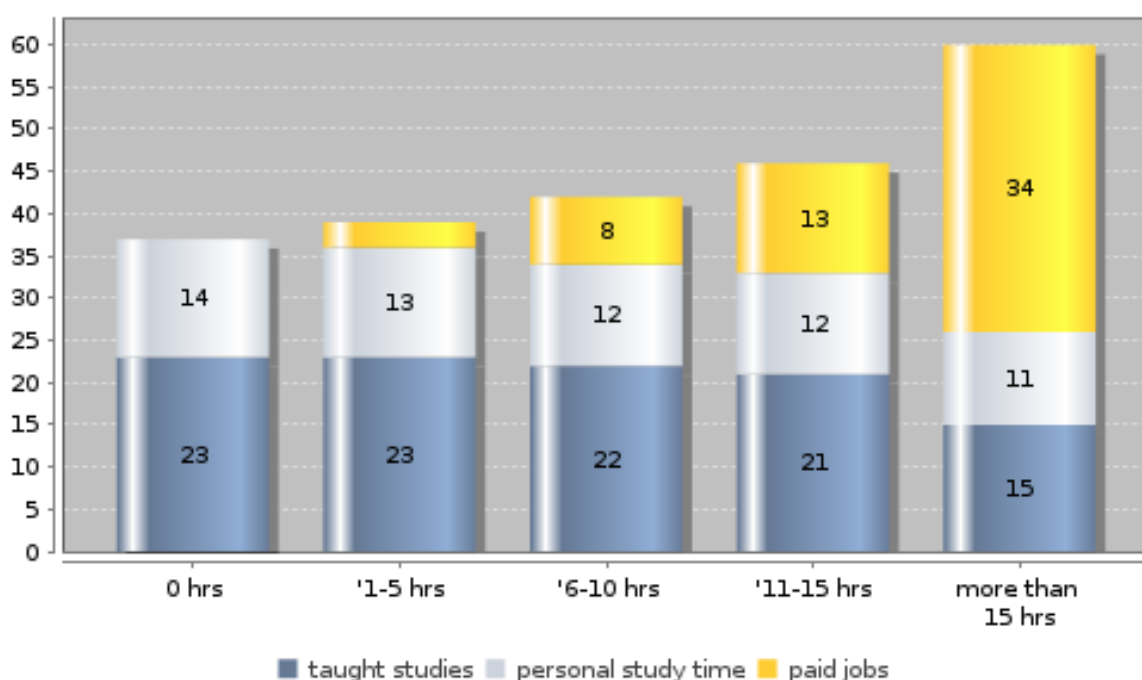
Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators

Study-related activities of students with no paid employment, hrs/wk	37.0
Study-related activities of students, who work 1-5 hrs/wk	36.0
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	26.0

Time budget in a typical study week by hours of regular paid employment (in hrs/wk)



details on missing data:

127 cases were excluded completely from the analysis of this subtopic because of missing or invalid value.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

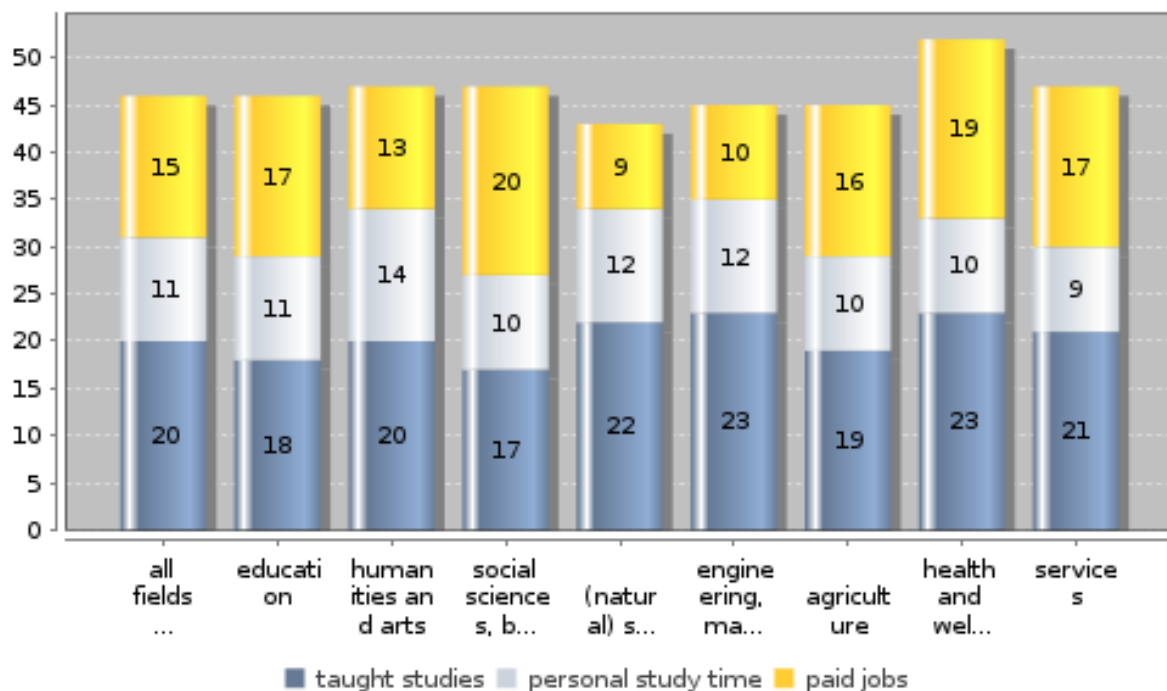
Topic: G. Time budget and employment

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

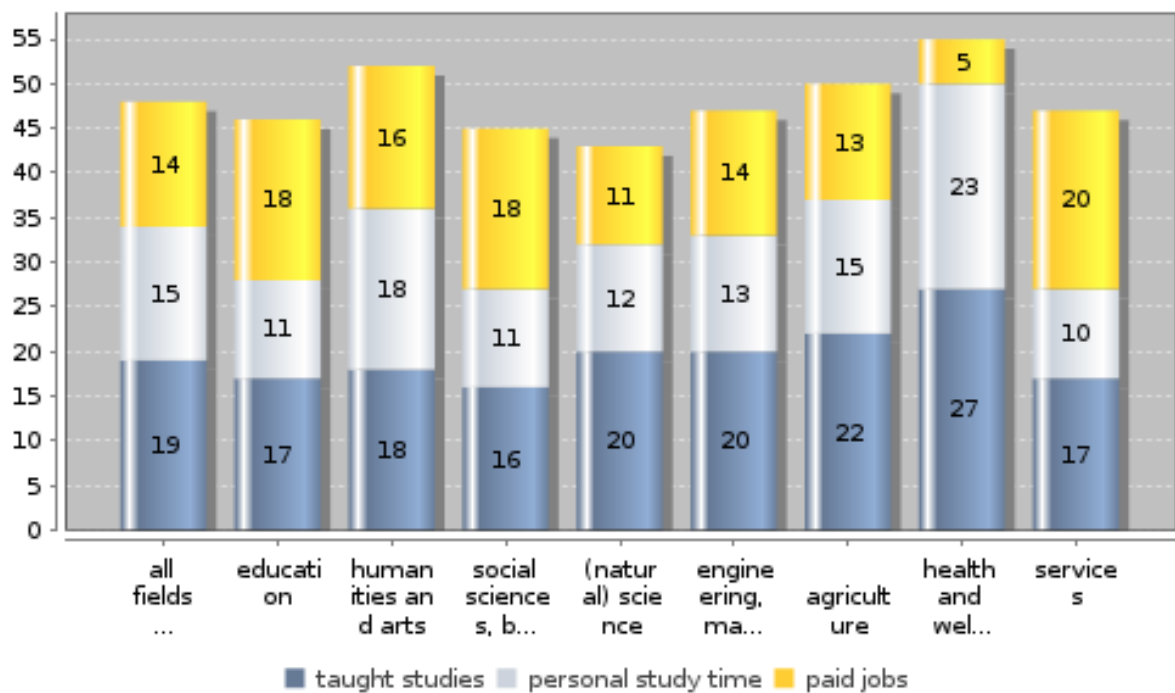
Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	35.5
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	33.6
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	33.4
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	35.5

Time budget in a typical study week of Bachelor students by field of study (in hrs/wk)



Time budget in a typical study week of Master students by field of study (in hrs/wk)



details on missing data:

127 cases were excluded completely from the analysis of this subtopic because of missing or invalid value.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

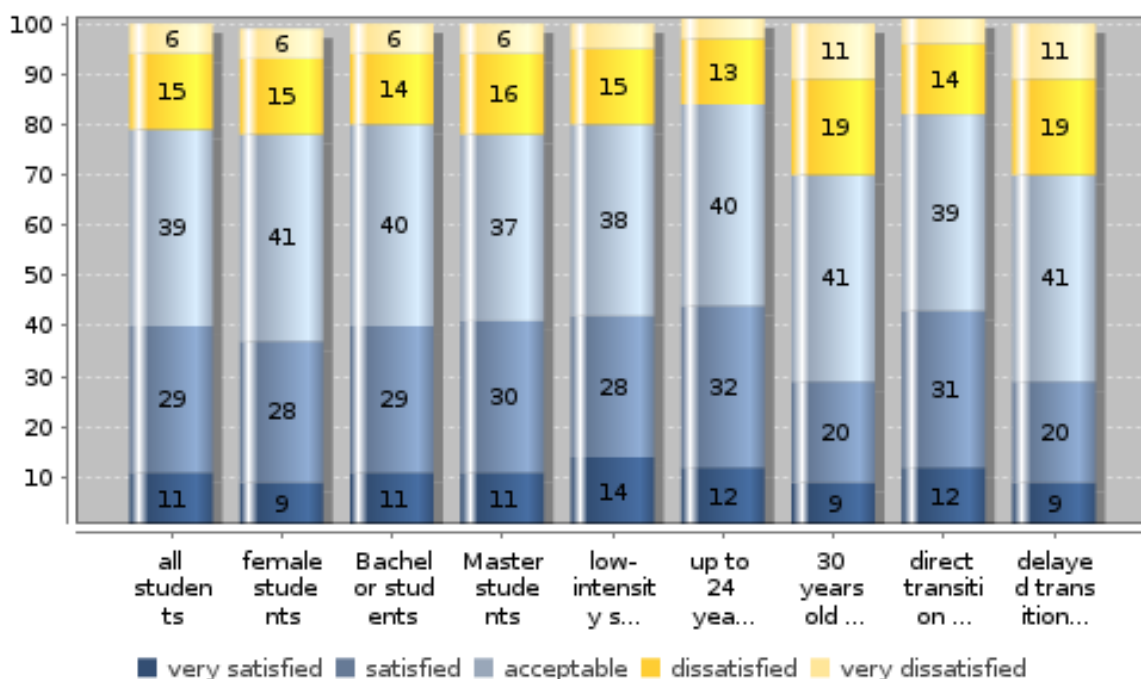
Topic: G. Time budget and employment

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

Key Indicators

Share of all students who are (very) satisfied, in %	40.2
Share of BA students who are (very) satisfied, in %	39.8
Share of low-intensity students who are (very) satisfied, in %	41.5
Share of 30 year olds or over who are (very) satisfied, in %	29.2

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



details on missing data:

Intensity could not be assessed in 160 cases because of unknown data regarding time devoted to studying. It equals 180 cases after weighting.

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

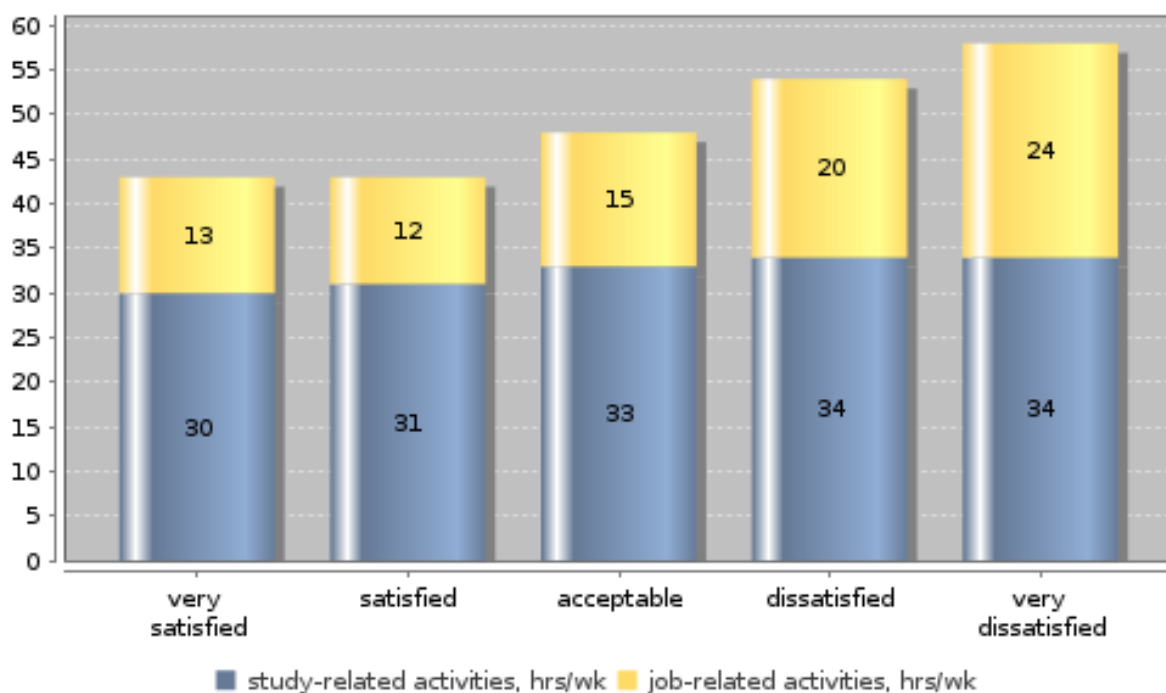
Topic: G. Time budget and employment

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

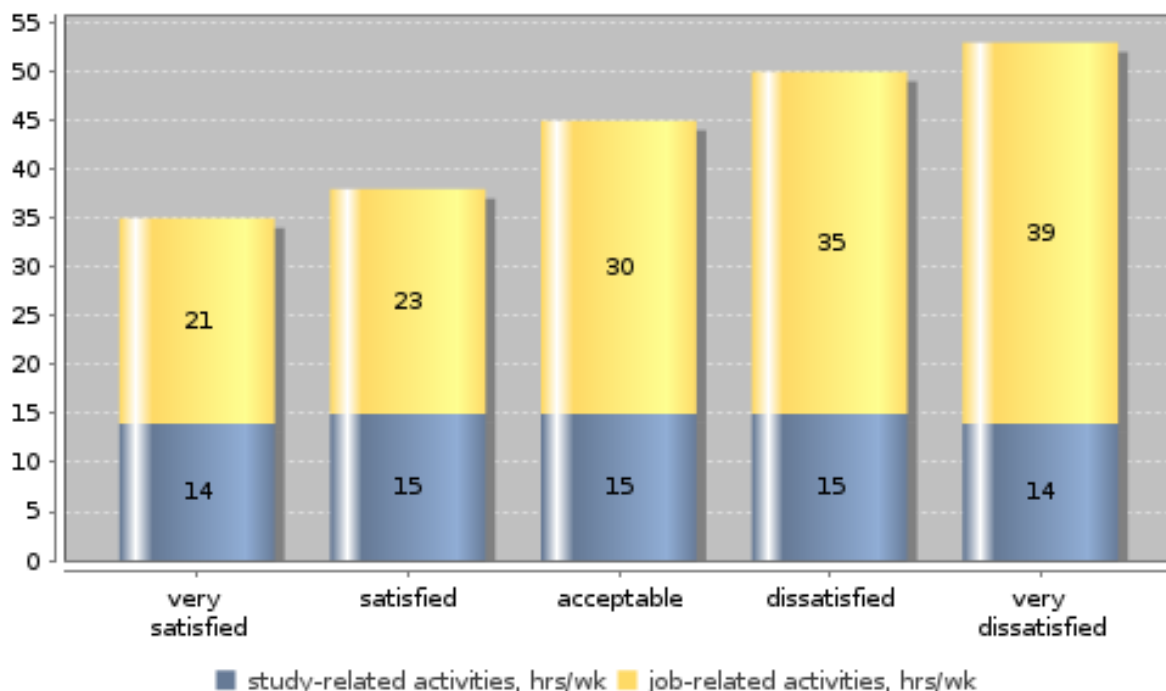
Key Indicators

Total workload of all students who are very dissatisfied, in hrs/wk	58.2
Total workload of BA students who are very dissatisfied, in hrs/wk	56.2
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	53.1

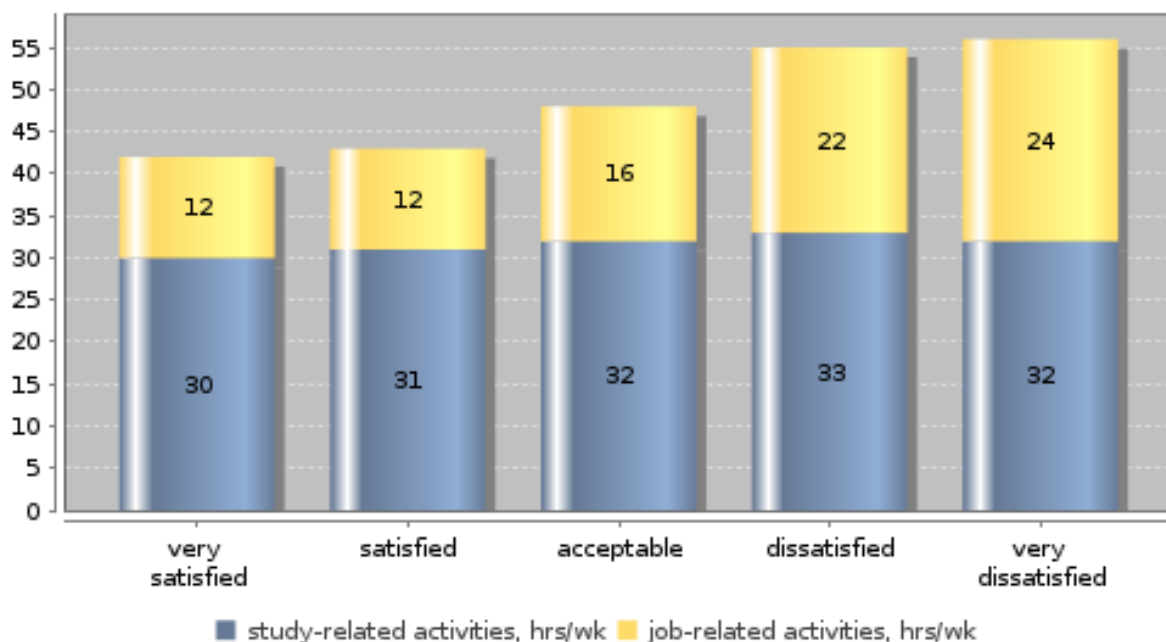
Time budget by students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



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:

127 cases were excluded completely from the analysis of this subtopic because of missing or invalid values.

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

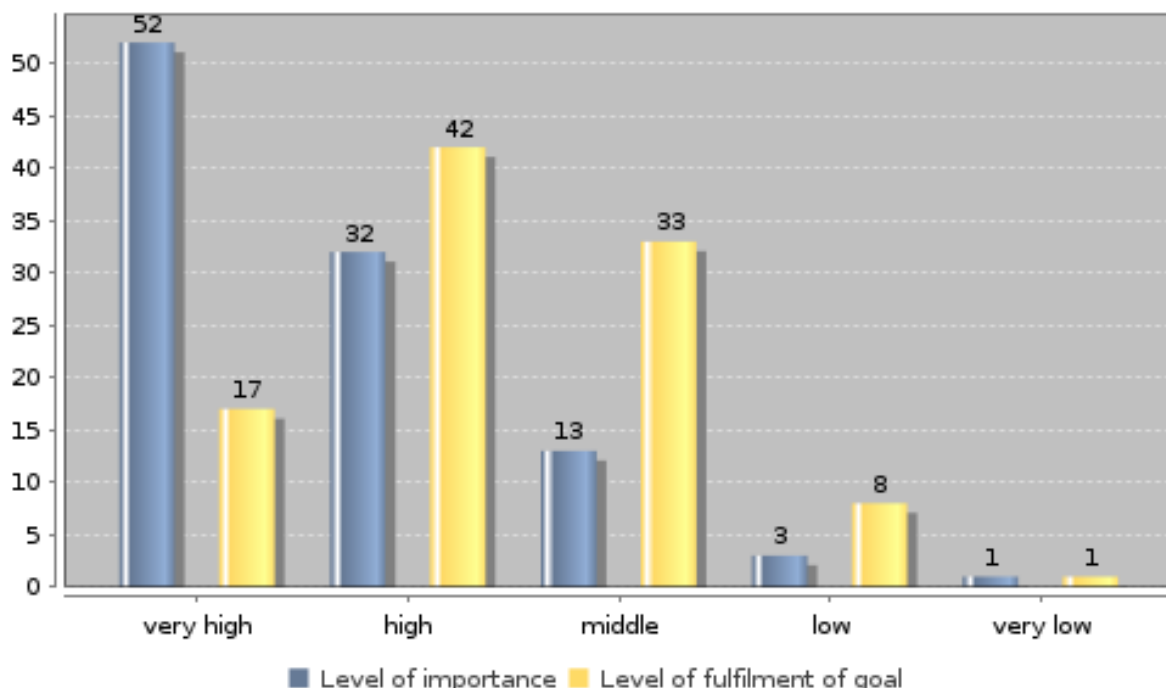
Topic: H. Assessment of studies

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

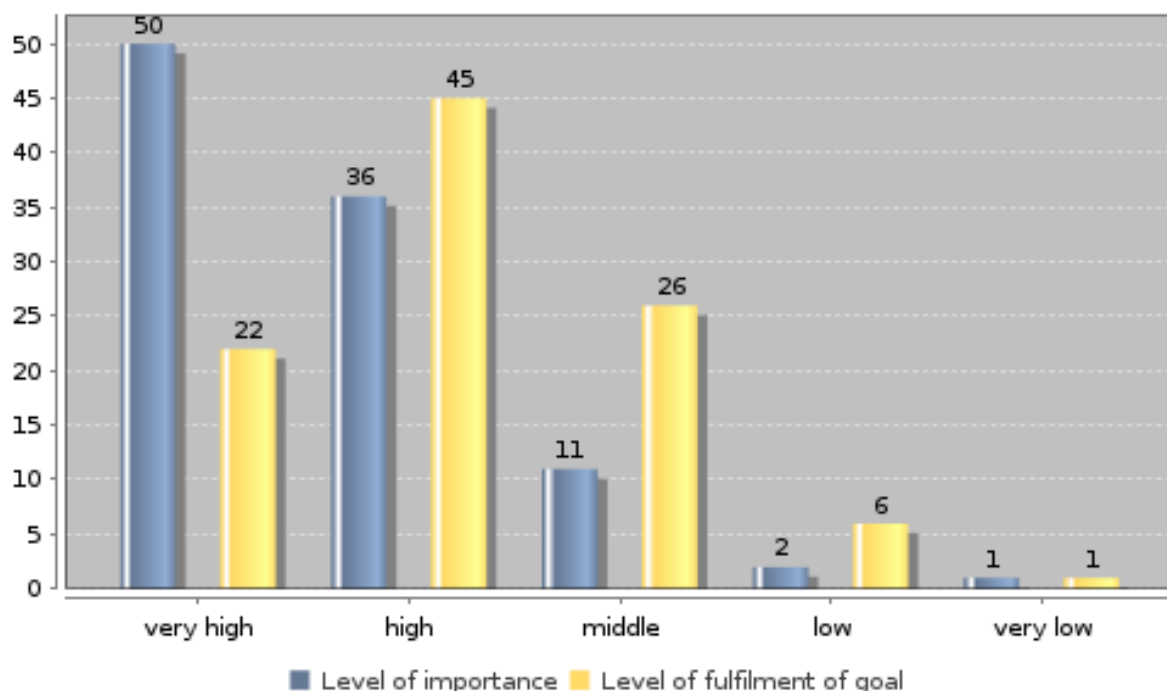
Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %	58.3
Share of all students whose goals are met at (very) high level - basis for personal development, in %	67.2

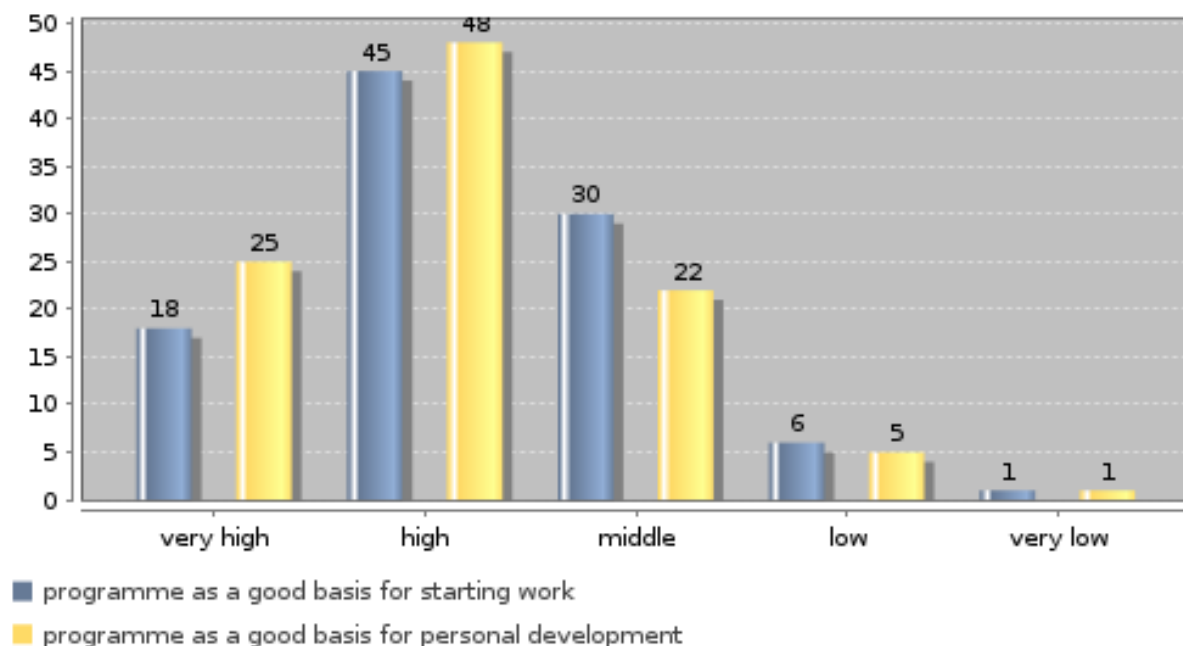
All students' assessment of study programme as good basis for starting work (in %)



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



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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

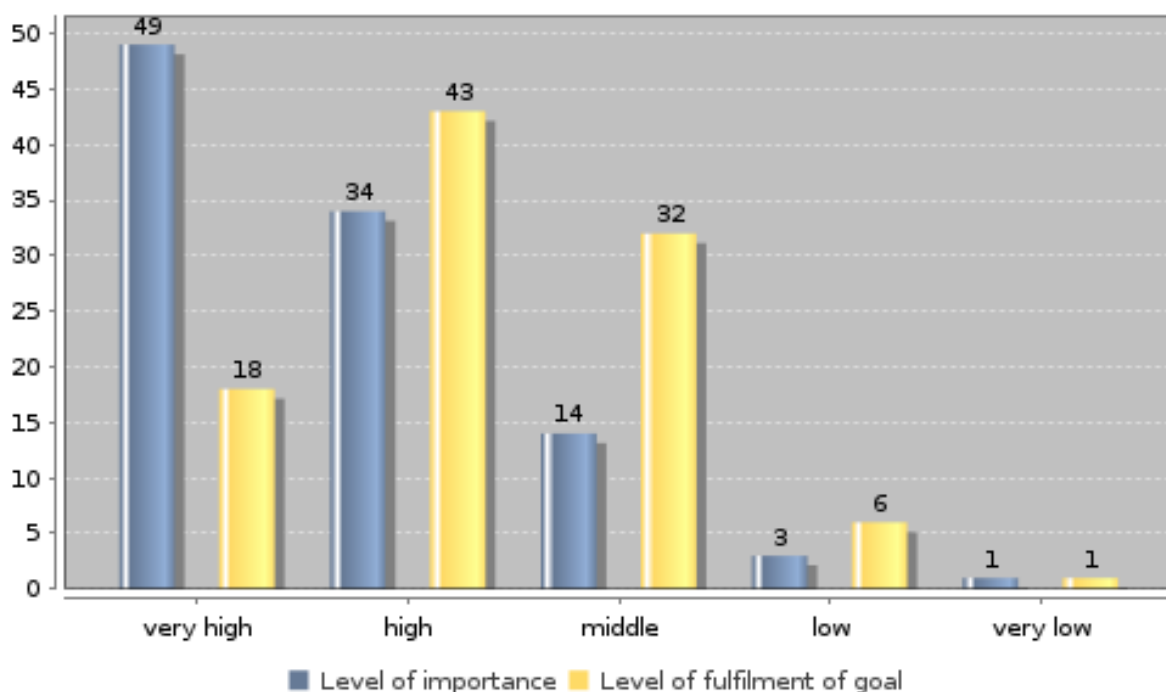
Subtopic 2: Bachelor students' assessment of general aspects of studies

Key Indicators

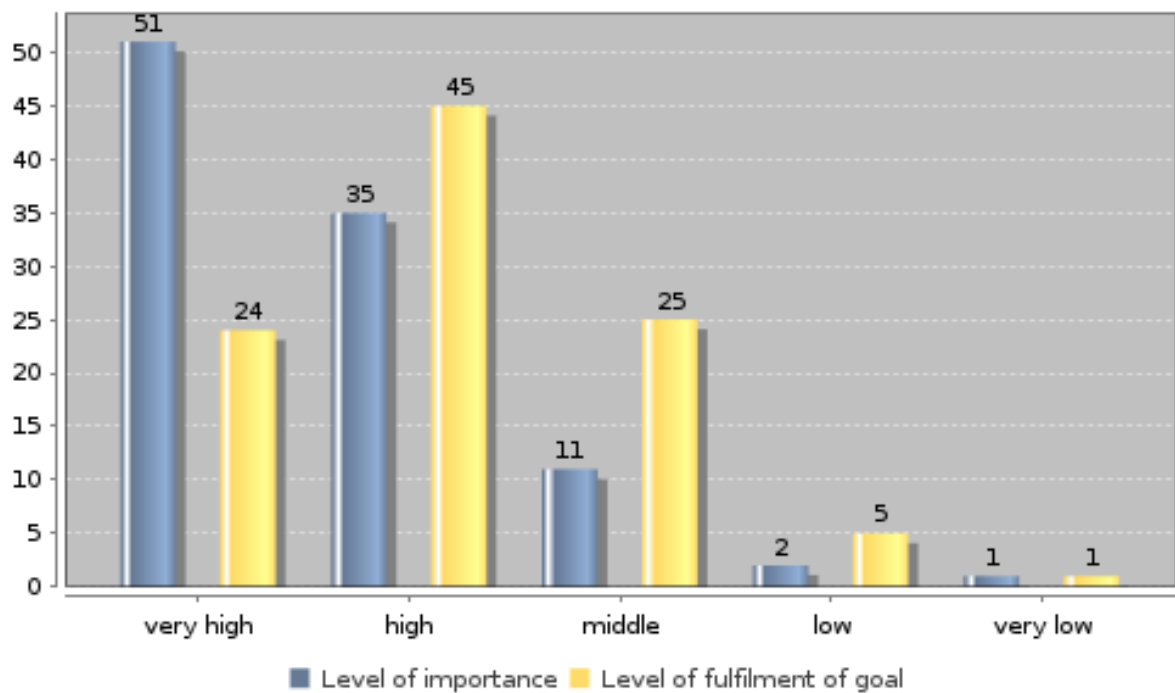
Share of BA students whose goals are met at (very) high level - basis for starting work, in % 60.7

Share of BA students whose goals are met at (very) high level - basis for personal development, in % 69.1

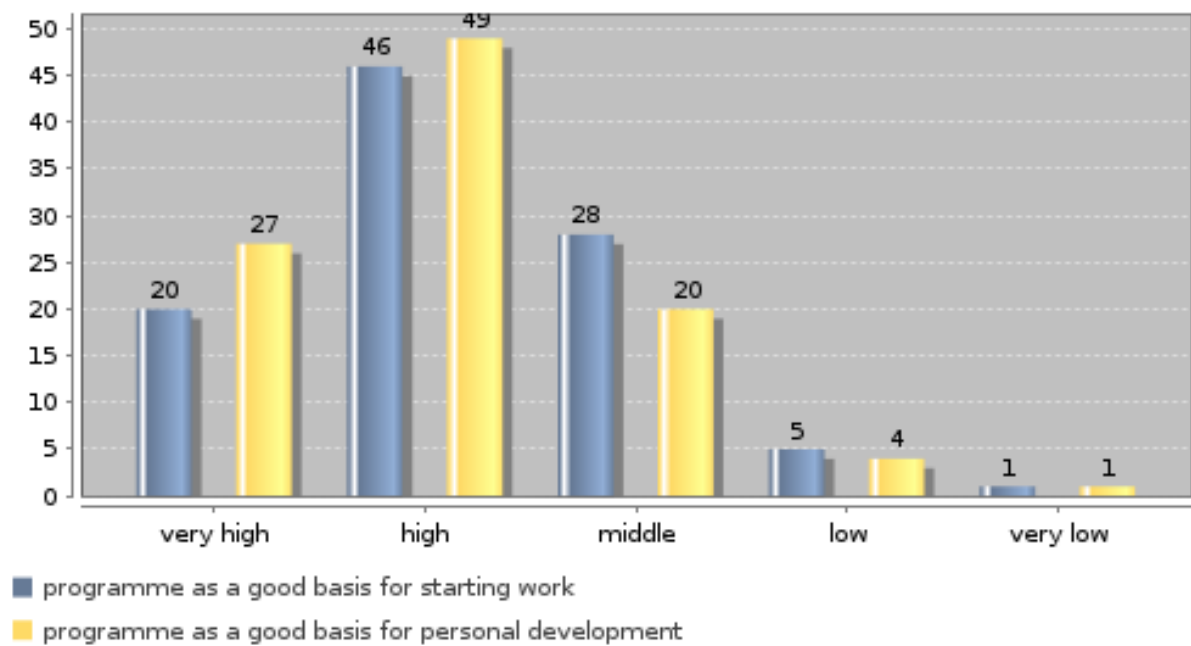
BA students' assessment of study programme as good basis for starting work (in %)



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



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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

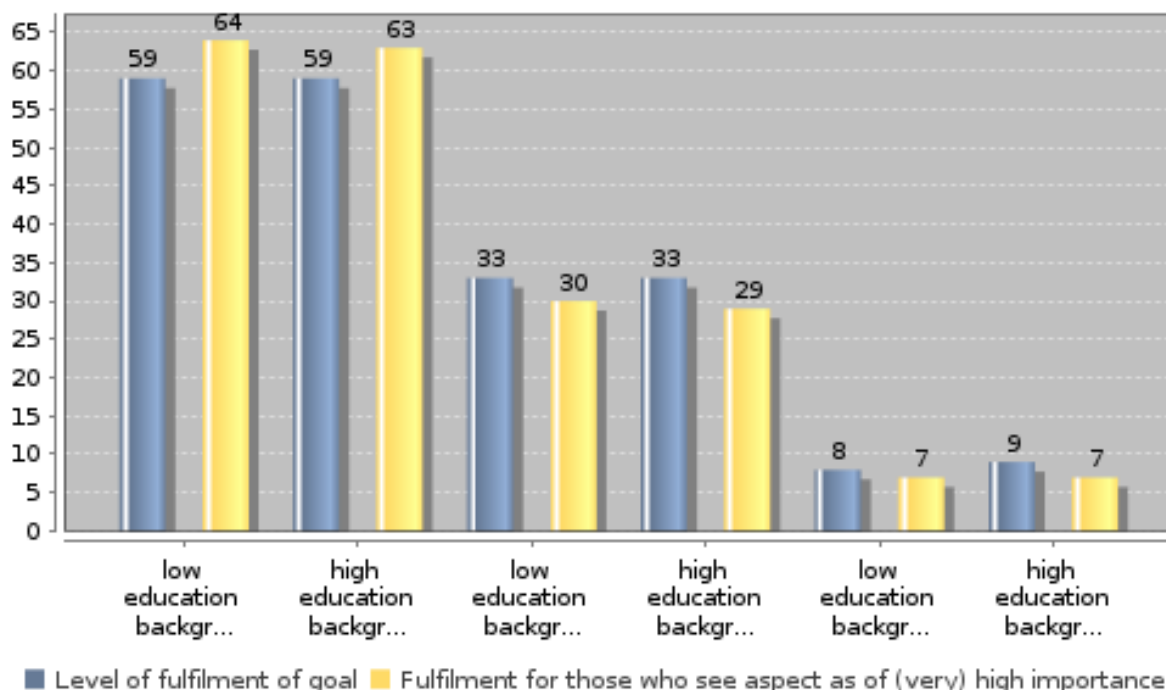
Topic: H. Assessment of studies

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

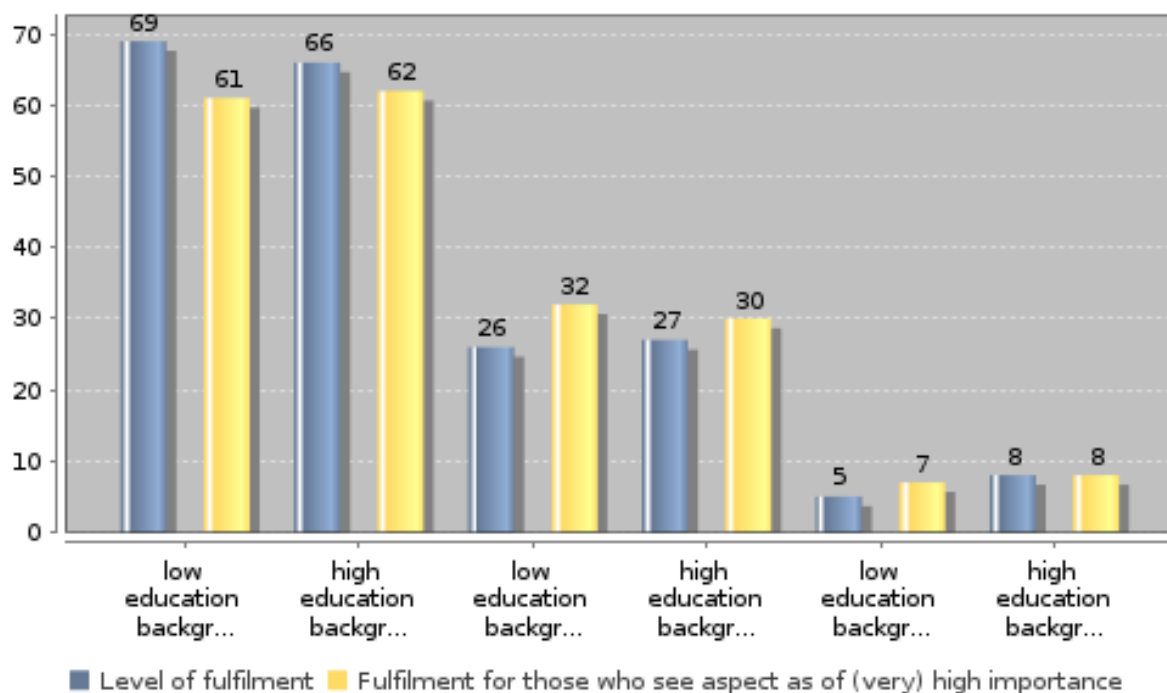
Key Indicators

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	58.8
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	68.9
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	58.6
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	65.8

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



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



details on missing data:

In 37 cases the highest education of parents is missing, which equals 39 missing cases after weighting.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

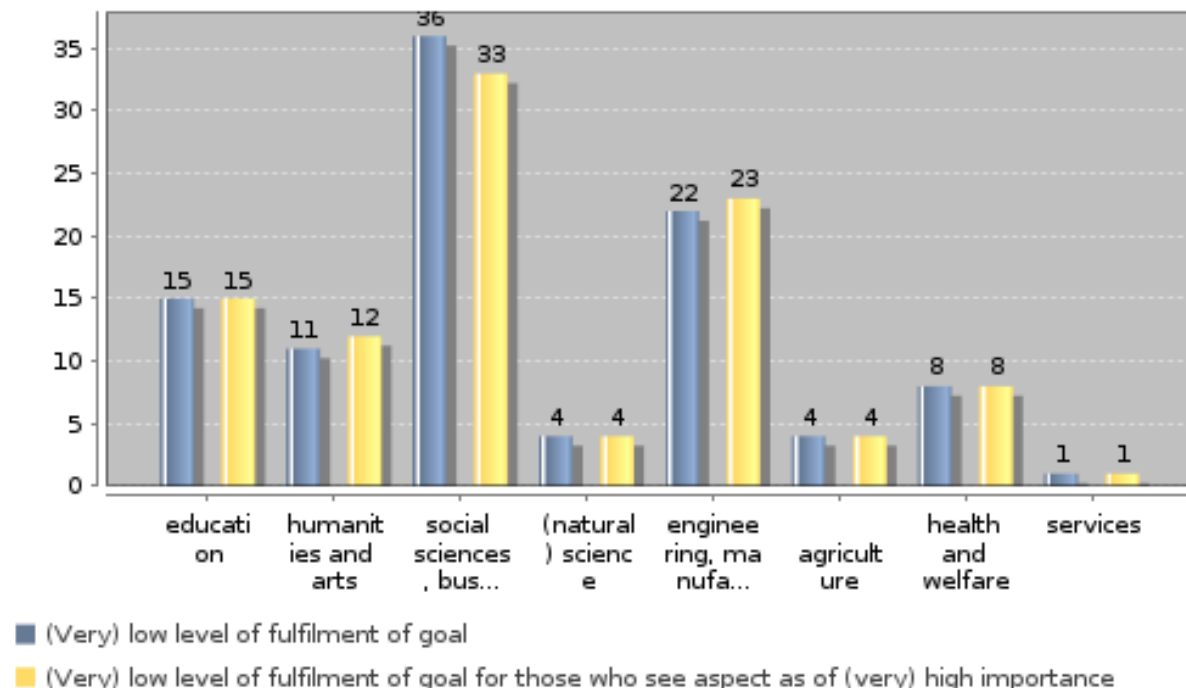
Topic: H. Assessment of studies

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

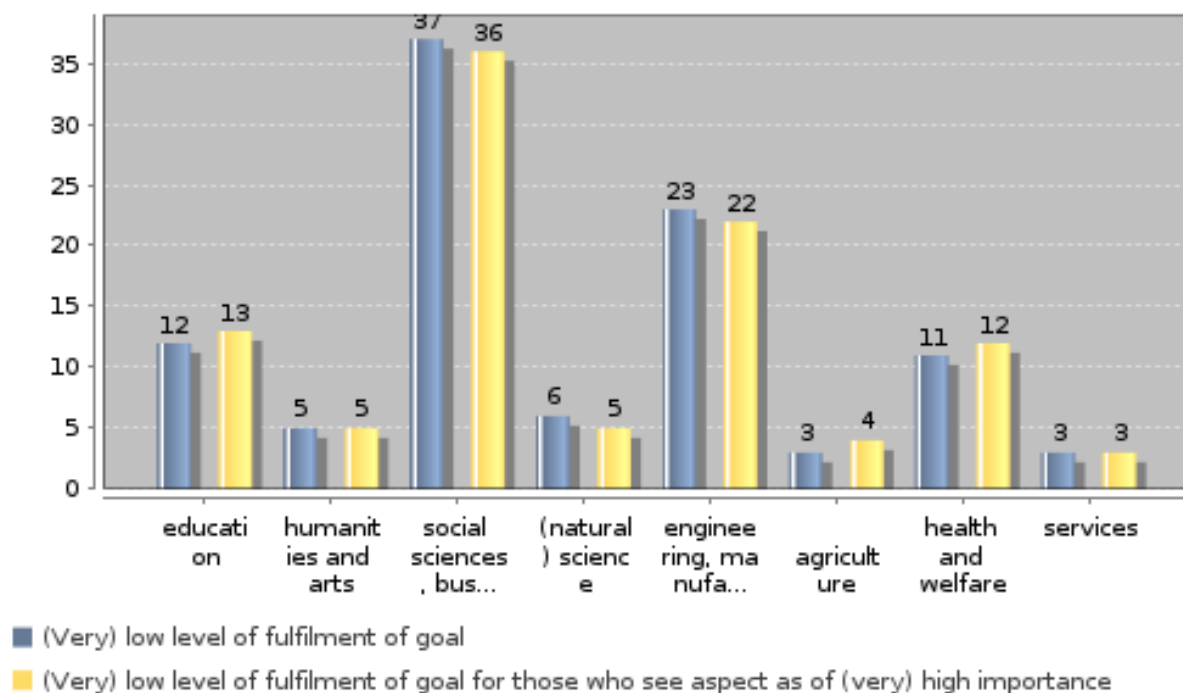
Key Indicators

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	11.7
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	5.4
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	23.2
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	21.7

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



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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

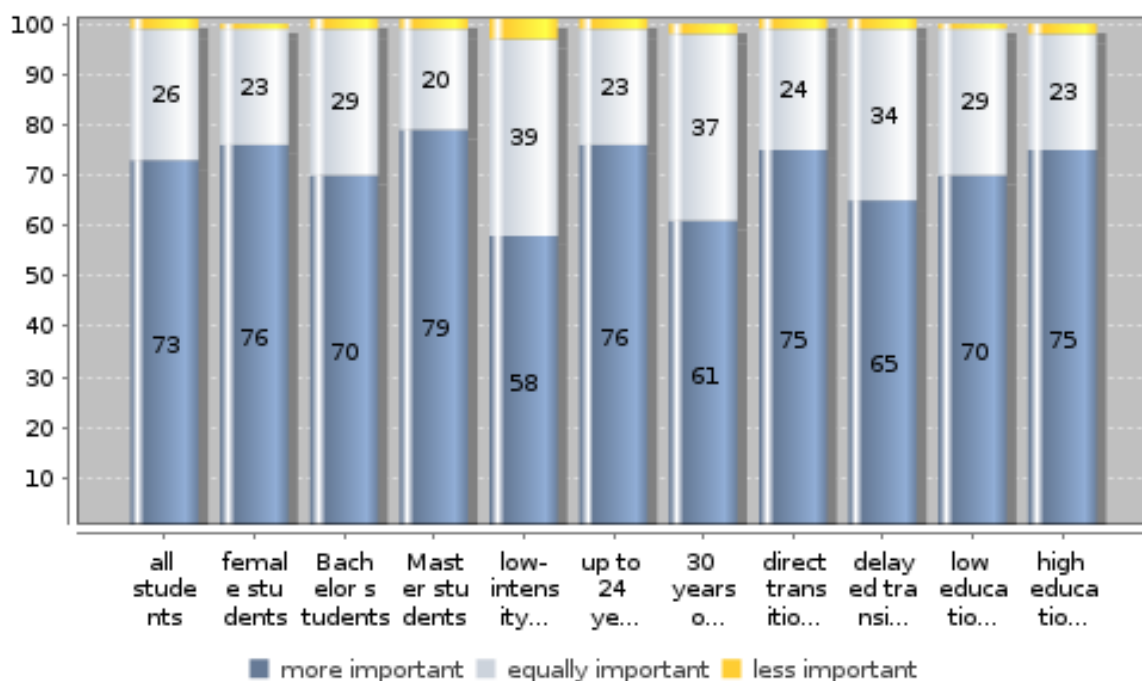
Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators

Share of all students for whom studies are more important, in %	72.6
Share of all students for whom studies are less important, in %	1.7
Share of BA students for whom studies are more important, in %	69.7
Share of BA students for whom studies are less important, in %	1.8
Share of low-intensity students for whom studies are more important, in %	57.7
Share of low-intensity students for whom studies are less important, in %	3.6
Share of 30 years old or older for whom studies are more important, in %	60.8
Share of 30 years old or older for whom studies are less important, in %	2.3

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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions

2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

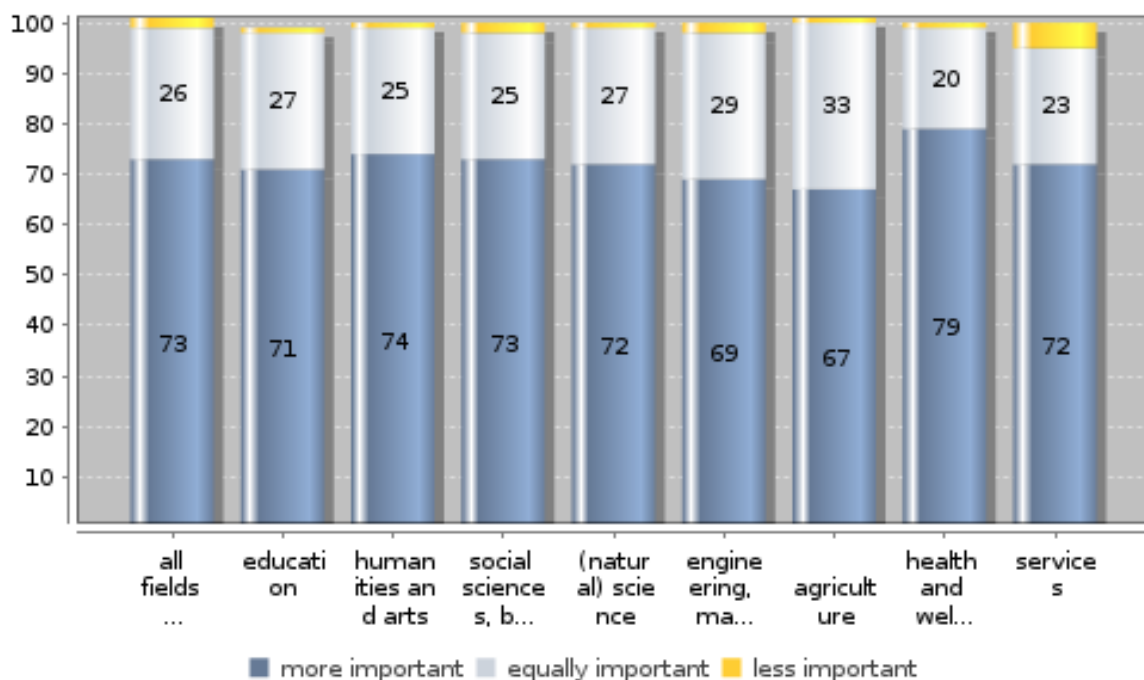
Topic: H. Assessment of studies

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 %	74.2
Share of students in humanities and arts for whom studies are less important, in %	1.1
Share of students in engineering disciplines for whom studies are more important, in %	69.0
Share of students in engineering disciplines for whom studies are less important, in %	2.4
Share of students in social sciences for whom studies are more important, in %	73.2
Share of students in social sciences for whom studies are less important, in %	2.0

Importance of studies compared to other activities by field of study (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

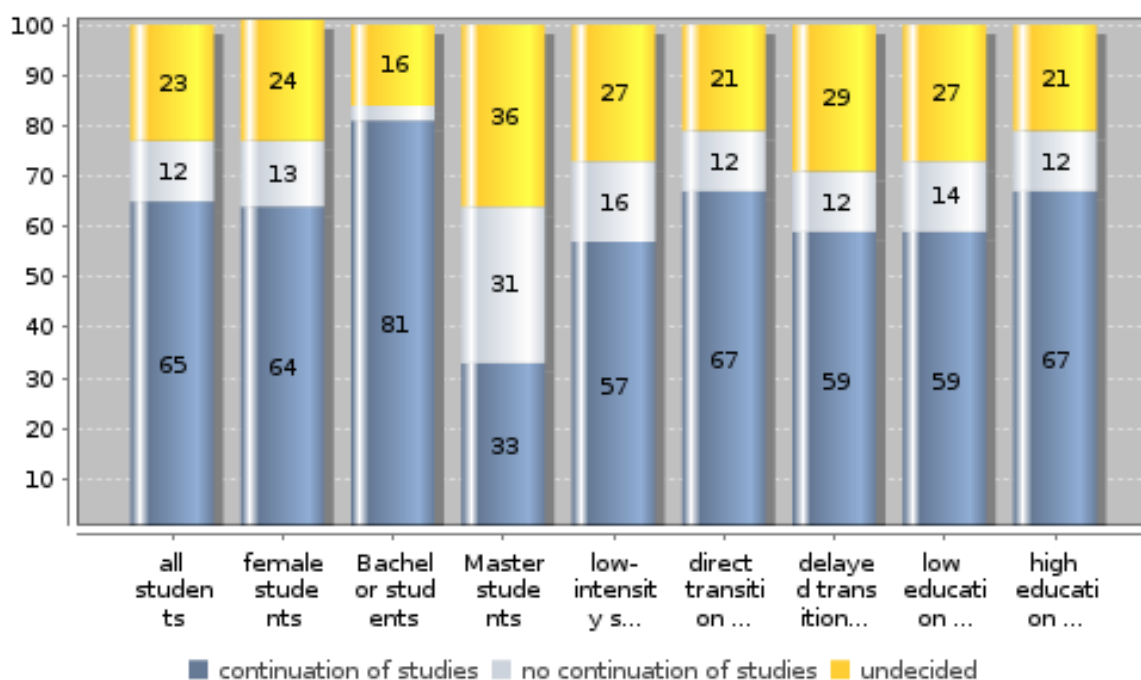
Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	65.2
Share of all students who plan not to continue studies, in %	12.2
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	58.6
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	14.2
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	67.0
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	12.2

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



details on missing data:

Intensity could not be assessed in 160 cases because of unknown data regarding time devoted to studying. It equals 180 cases after weighting.

Transition could not be assessed in 31 cases because of unknown or non valid data related to questions 2.3 and 2.4. It equals 37 cases after weighting.

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

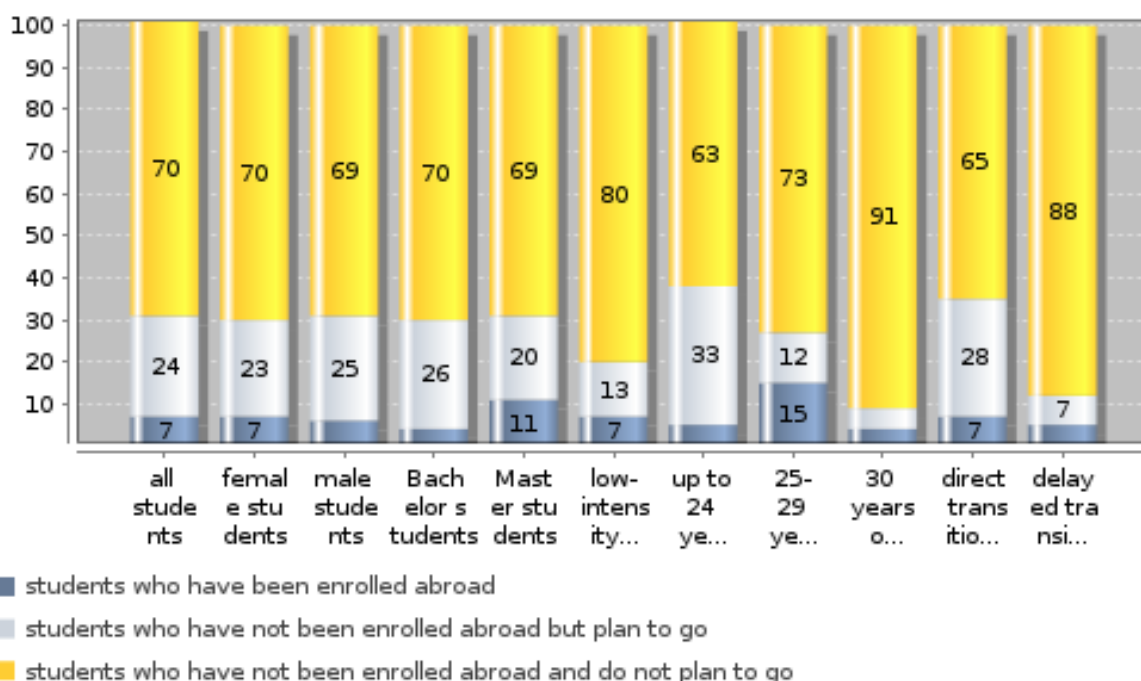
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	6.6
Enrolment rate of female students, in %	7.2
Enrolment rate of Bachelor students, in %	4.4
Enrolment rate of Master students, in %	11.0
Plans for foreign enrolment of all students, in %	23.8
Plans for foreign enrolment of Bachelor students, in %	25.7

Students with enrolment abroad or respective plans by characteristics of students (in %)



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

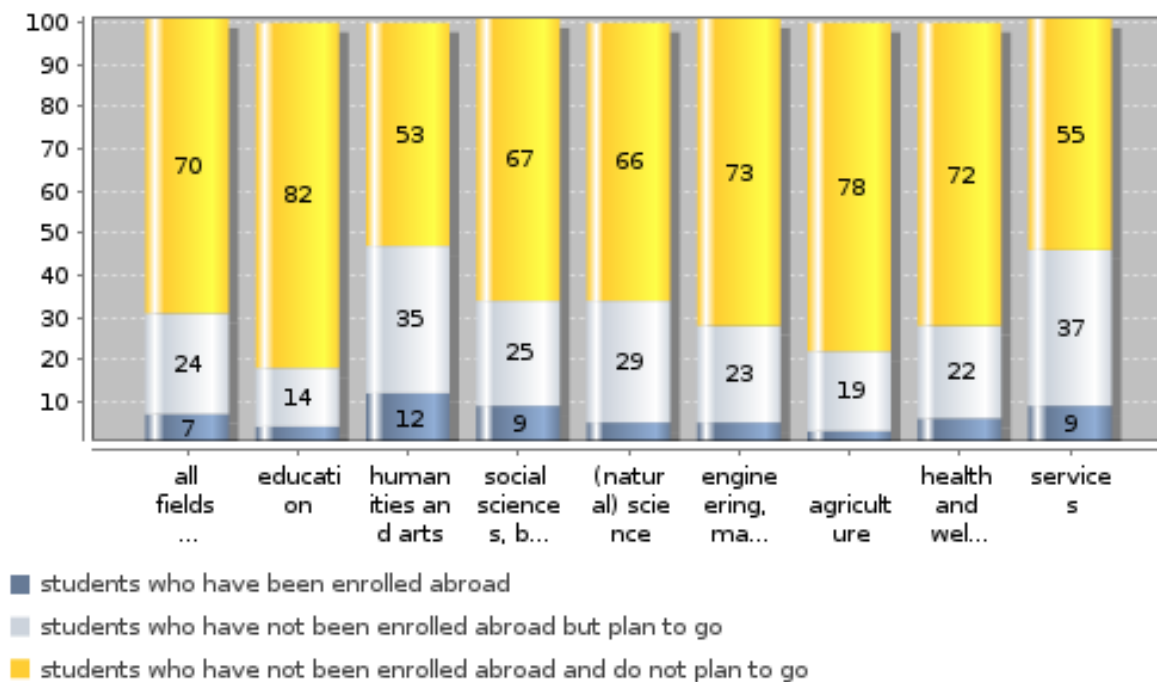
Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	12.4
social sciences, in %	8.6
(natural) science, in %	4.7
engineering disciplines, in %	4.6

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



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

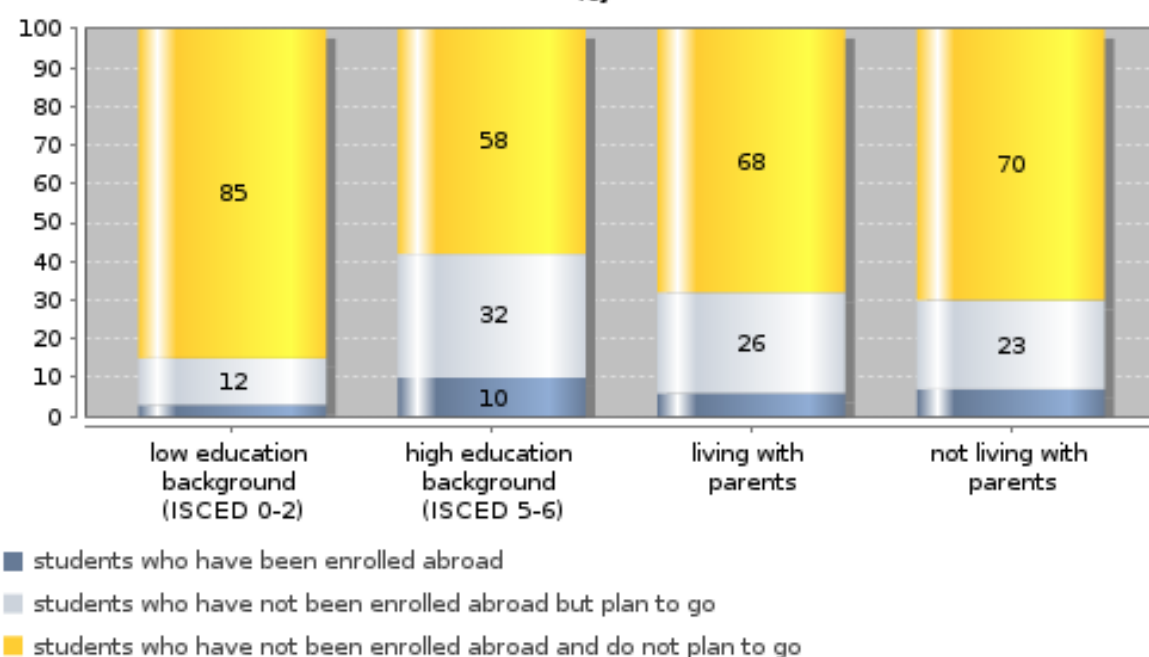
Topic: I. Internationalisation and mobility

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 %	9.8
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	3.1
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)	3.2

Students with enrolment abroad or respective plans by highest educational attainment of students' parents and form of housing (in %)



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The costs of study abroad are regarded as very high. Due to absence of student loans, the costs of study abroad are covered mostly by parents (see subtopic I06). Therefore it is hardly affordable for students from low socio-economic background. It explains not only low enrolment rate of students with

low education background compared to students of high education background, but also lower aspirations for studying abroad in the future.

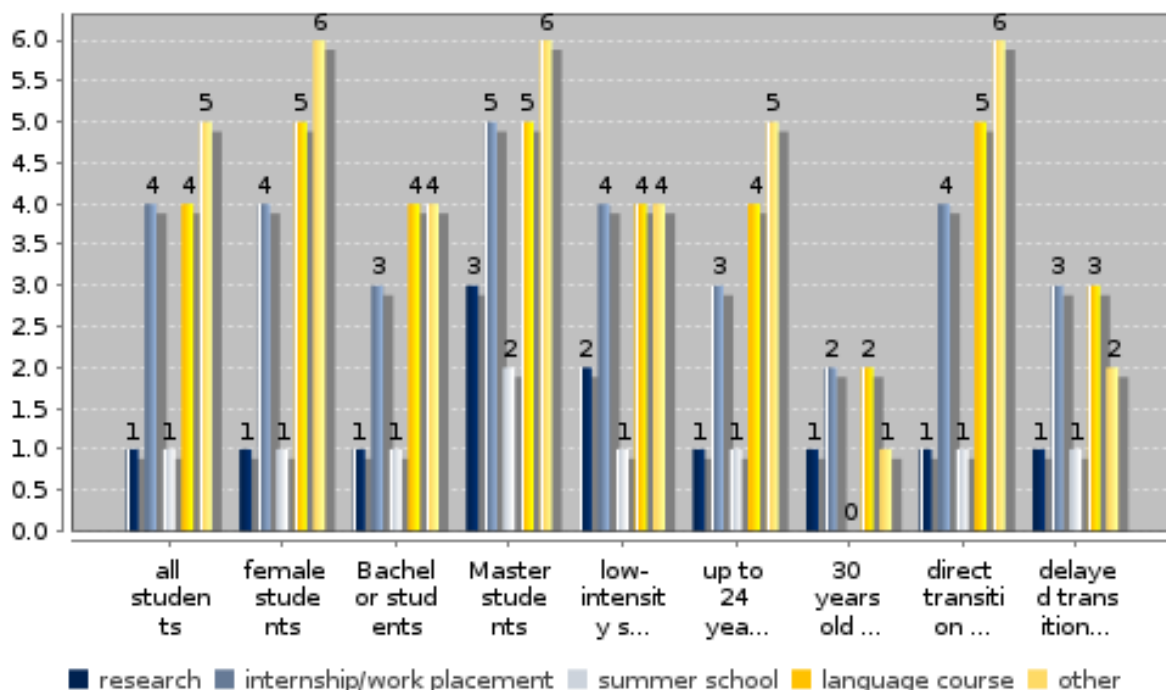
Topic: I. Internationalisation and mobility

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

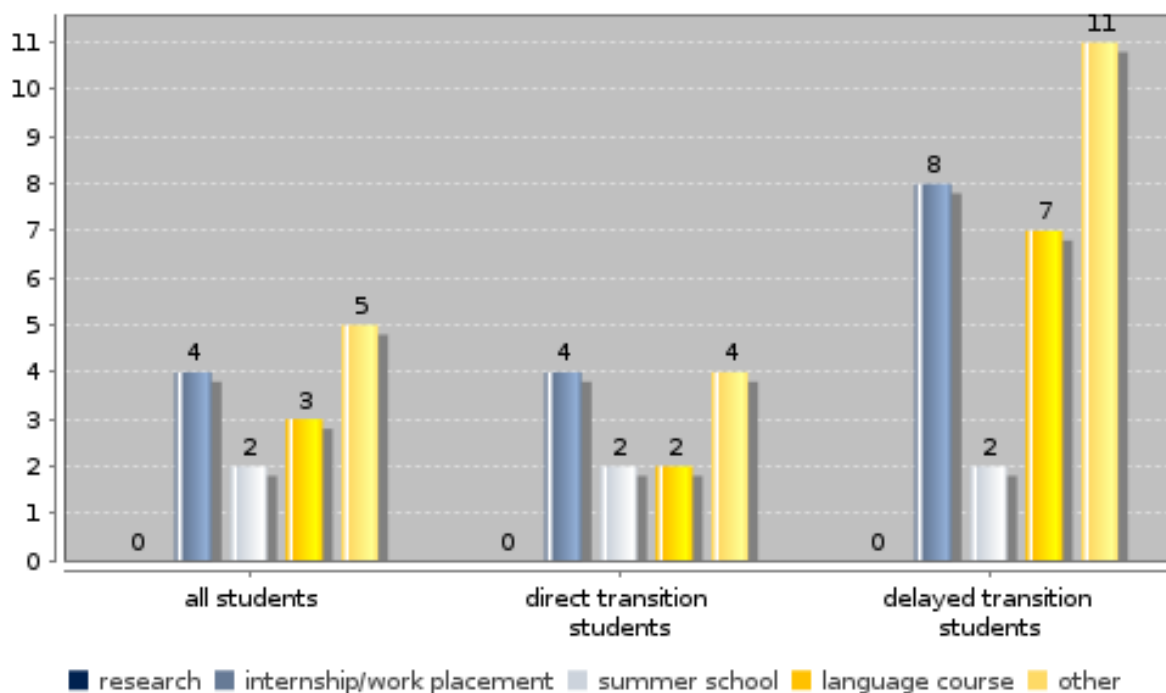
Key Indicators

Internship/work placement abroad, all students, in %	4.2
Language course abroad, all students, in %	2.9
No activities abroad, all students, in %	87.2
No activities abroad, students up to 24 years, in %	87.5

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



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



details on missing data:

Due to missing data on time devoted to study, intensity could not be assessed for 160 cases (180 cases after weighting).

Transition could not be assessed for 31 cases due to missing data in items corresponding to questions 2.3 and 2.4 (37 cases after weighting).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

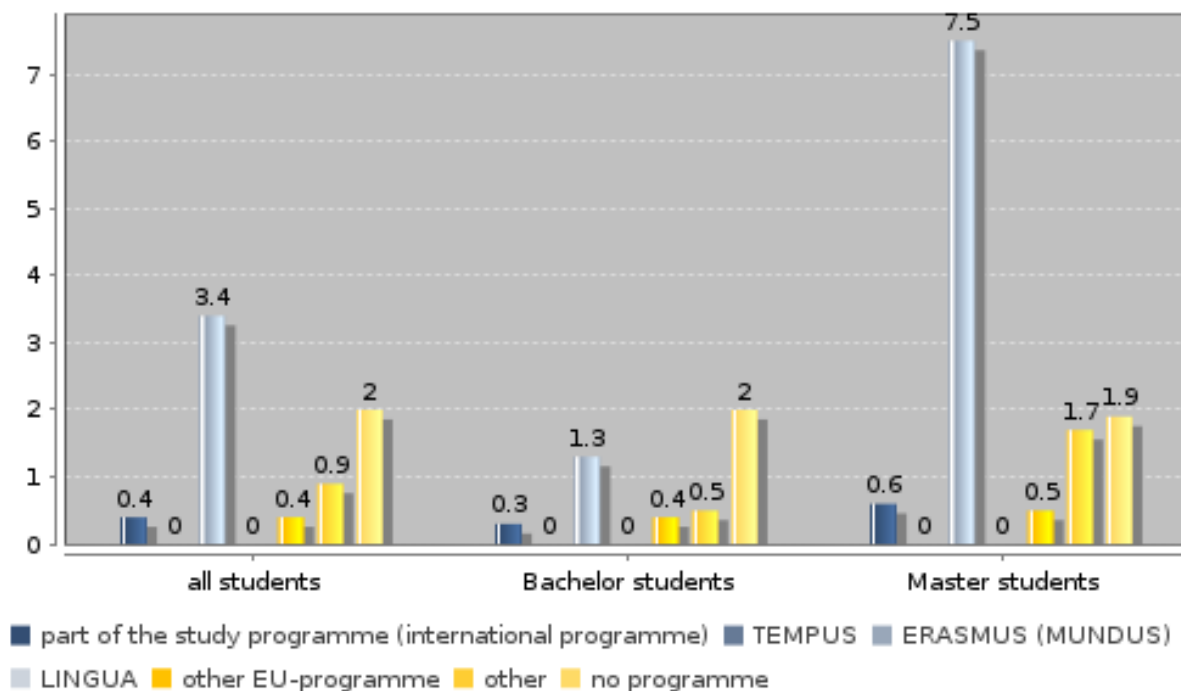
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

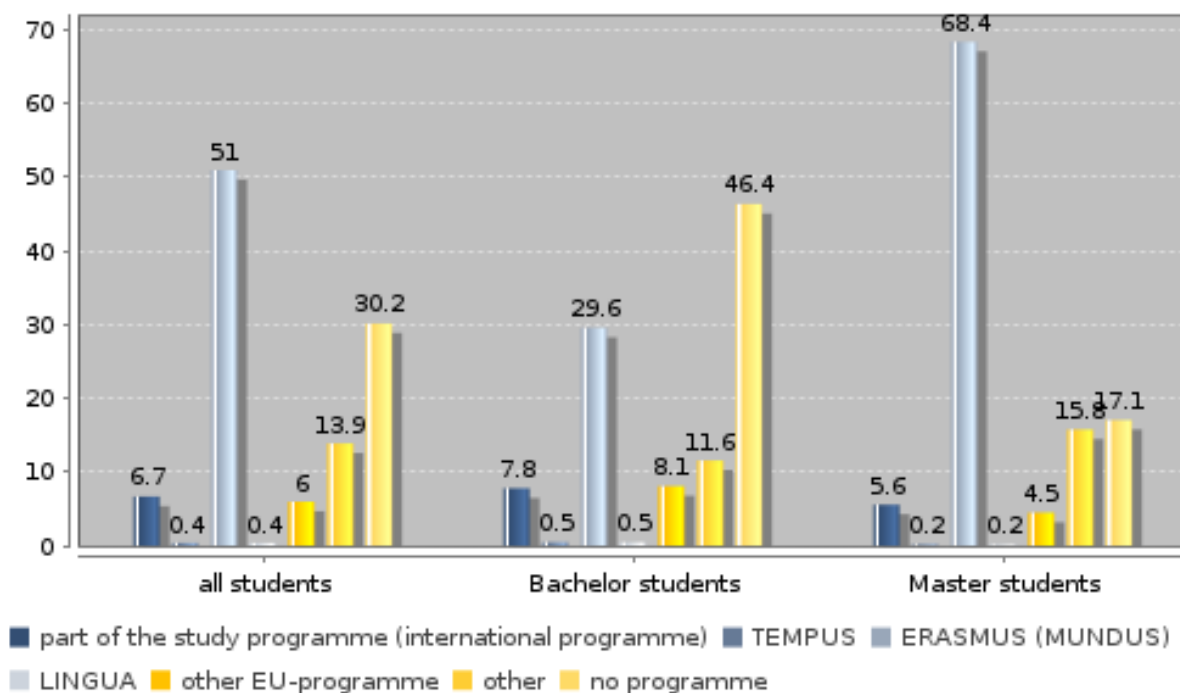
Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	30.2
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	51.0
Bachelor students with enrolment abroad, who went abroad without a programme, in %	46.4
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	29.6

Students with enrolment abroad by type of organisation, based on entire student body (in %)



Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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 %	66.1
BA students, in %	58.5
students with high education background (ISCED 5-6), in %	72.6
students with low education background (ISCED 0-2), in %	44.8

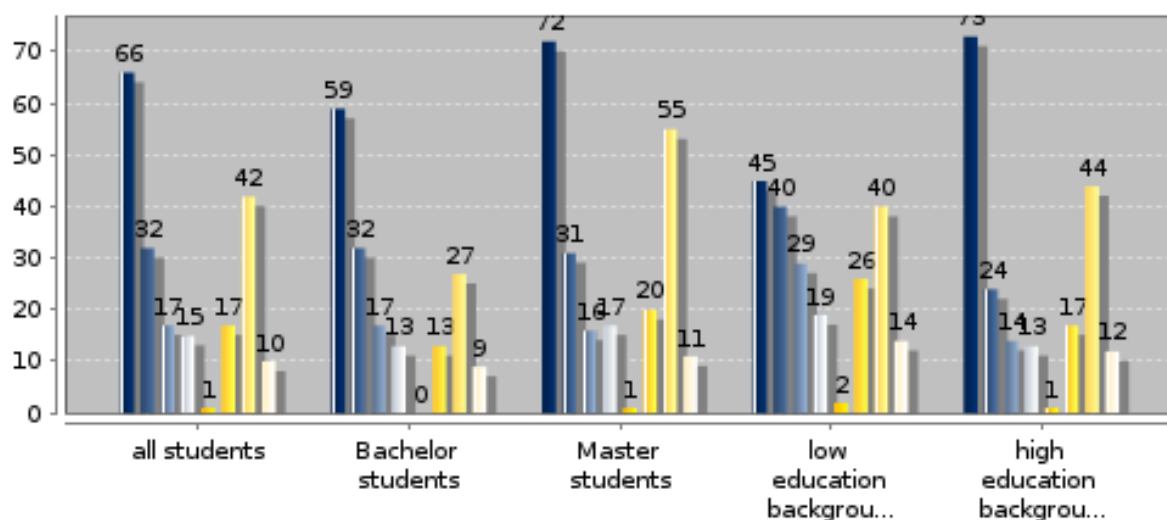
Share of students indicating their parents/family as primary source of funding:

students with high education background (ISCED 5-6), in %	32.2
students with low education background (ISCED 0-2), in %	7.2

Share of students giving public support as primary source:

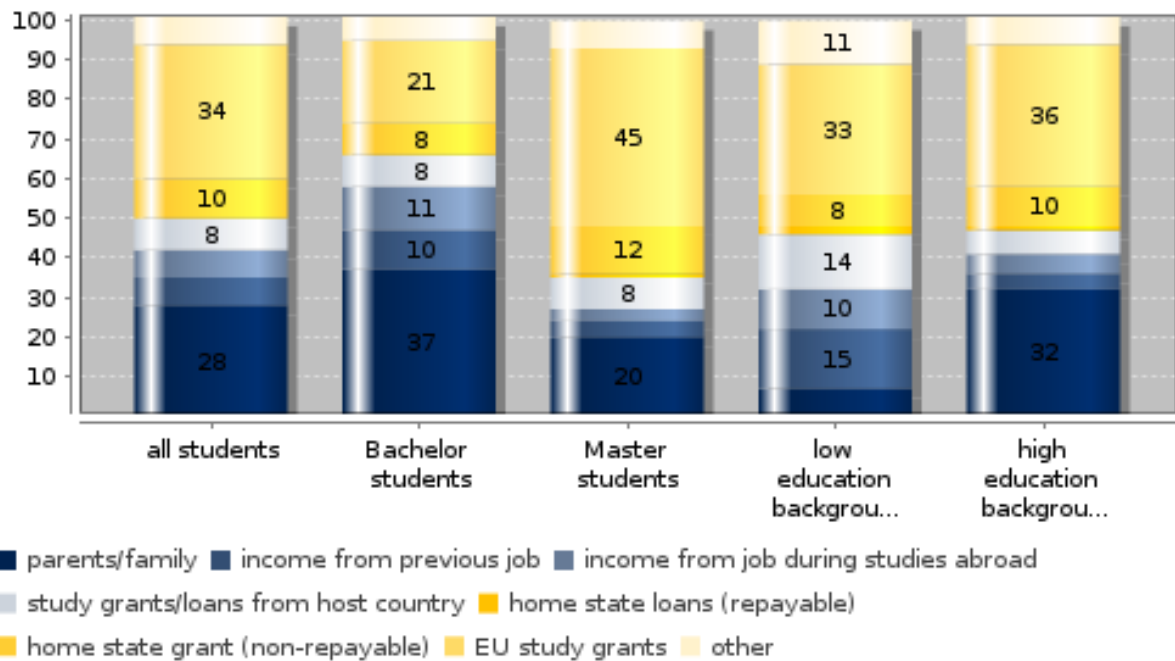
students with high education background (ISCED 5-6), in %	51.7
students with low education background (ISCED 0-2), in %	56.2

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



- parents/family
- income from previous job
- income from job during studies abroad
- study grants/loans from host country
- home state loans (repayable)
- home state grant (non-repayable)
- EU study grants
- other

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



details on missing data:

In 37 cases the highest education of parents is missing, which equals 39 missing cases after weighting.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

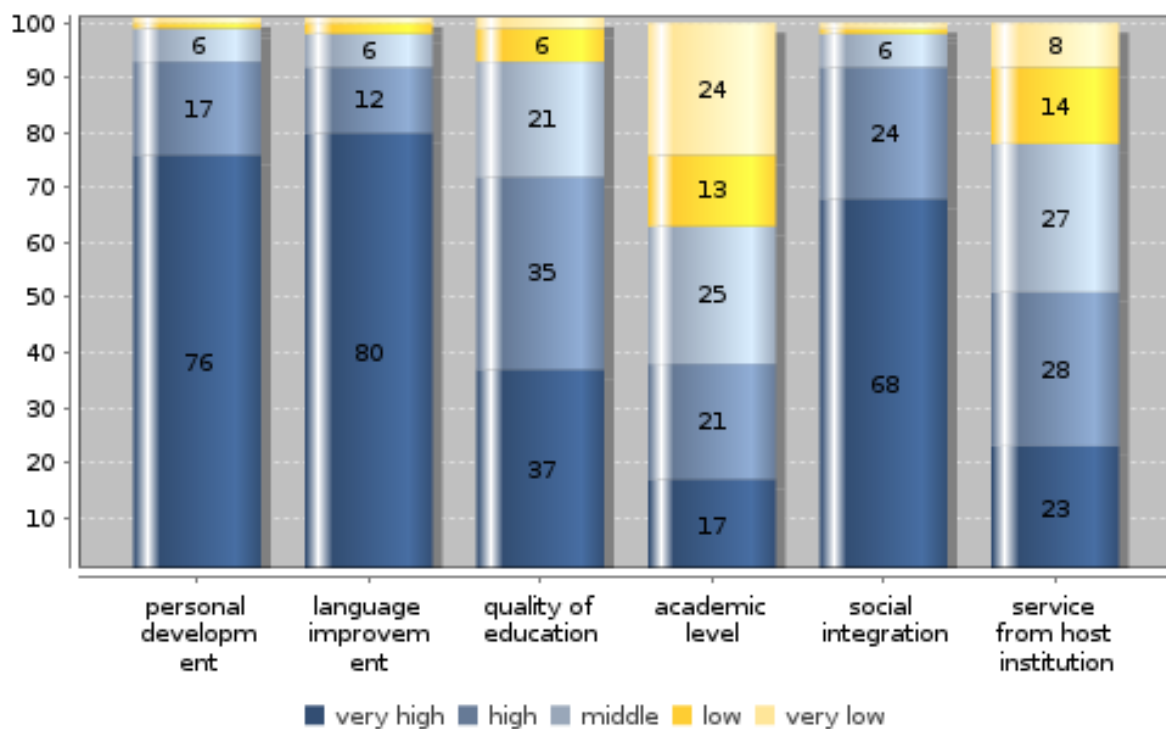
Subtopic 7: Important aspects and fulfilled expectations concerning the enrolment abroad

Key Indicators

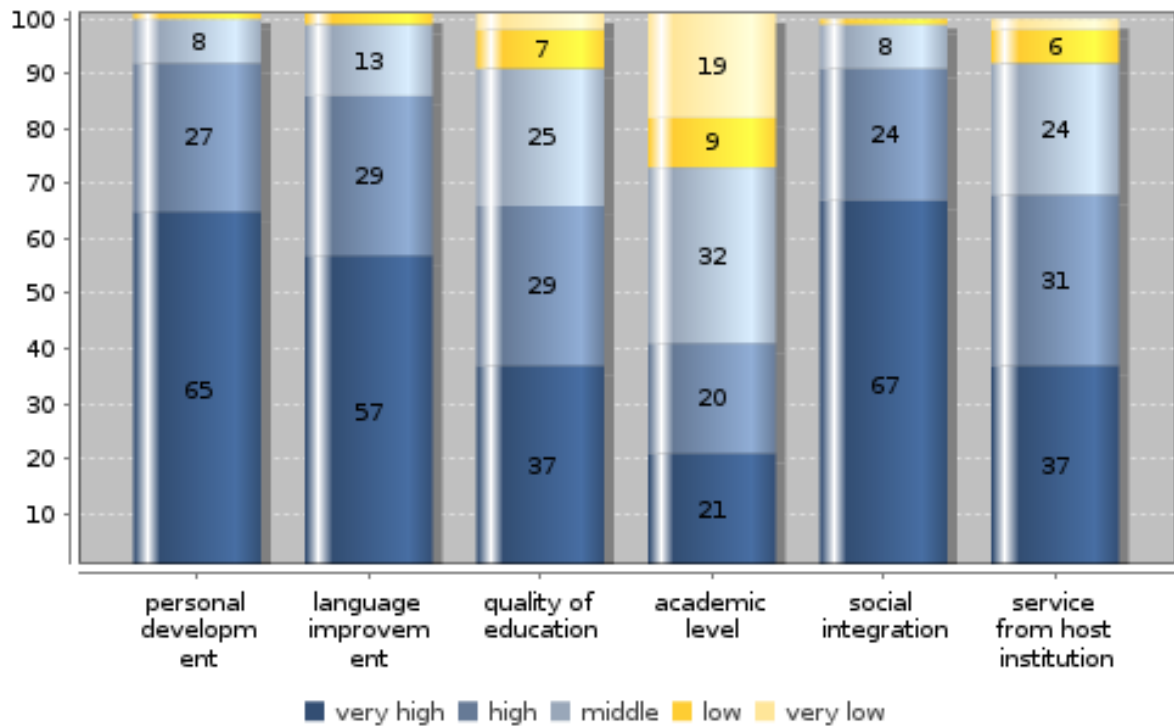
Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

personal development, in %	91.1
language improvement, in %	85.4
quality of education, in %	65.7
academic level, in %	41.1
social integration, in %	90.7
service from host institution, in %	68.0

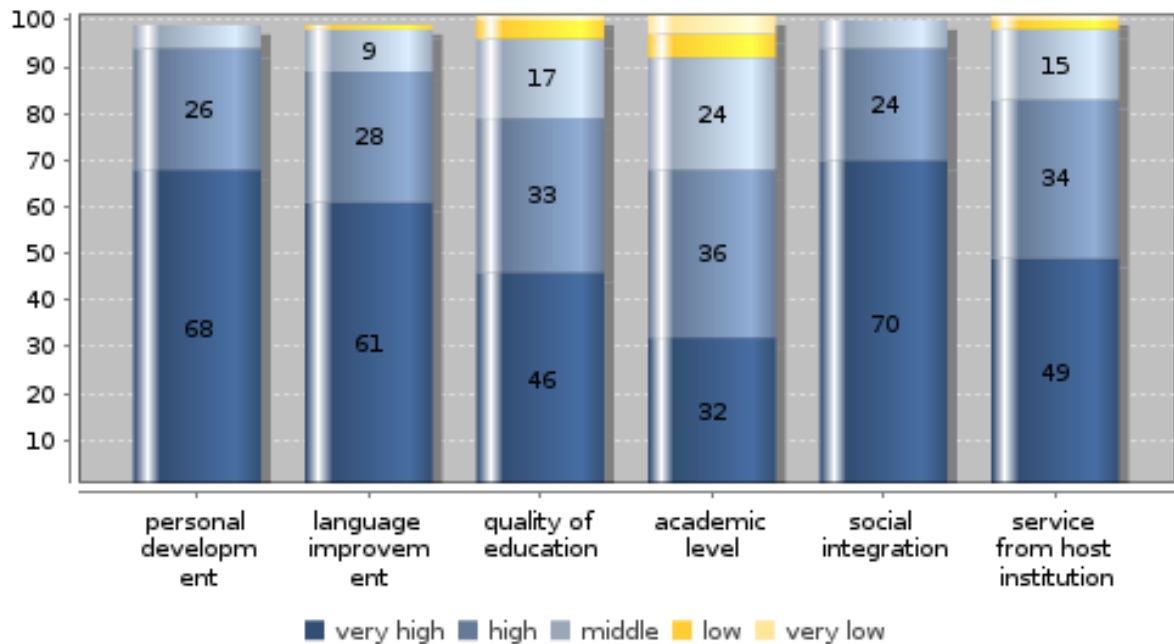
Importance of aspects concerning enrolment abroad (in %)



Fulfilment of expectations concerning enrolment abroad (in %)



Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

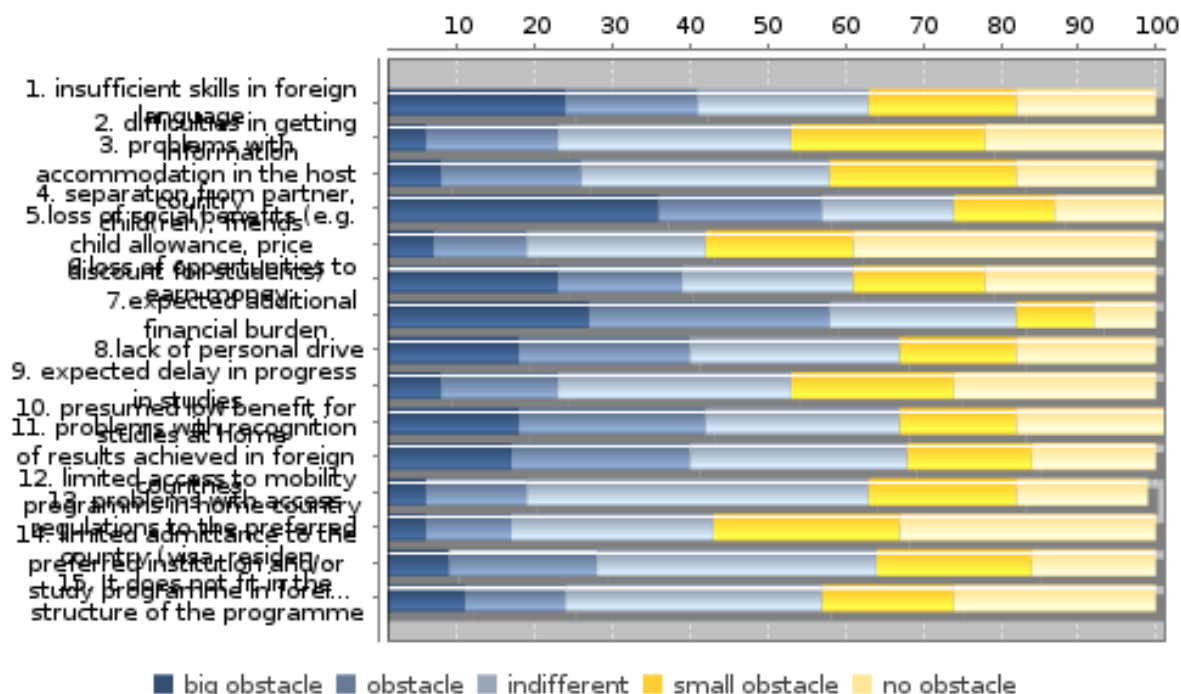
Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

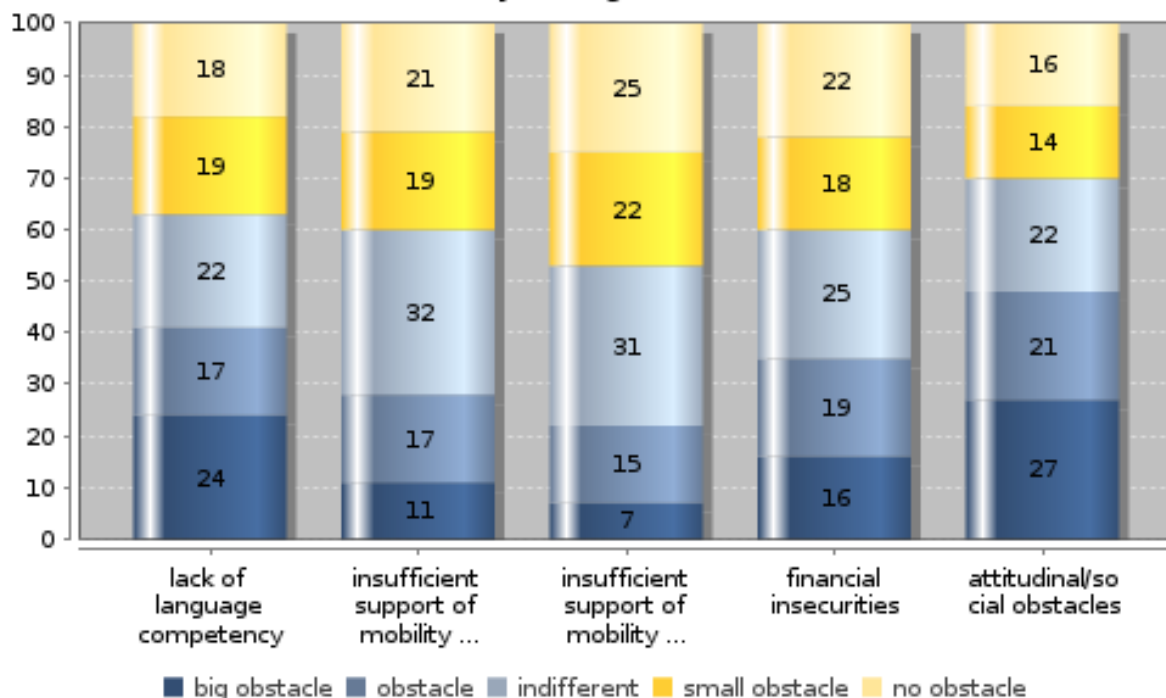
Big obstacle to enrolment abroad for students without enrolment abroad:

lack of language competency, in %	23.8
insufficient support in the home country, in %	11.2
insufficient support in the host country, in %	7.4
financial insecurities, in %	16.4
attitudinal/social obstacles, in %	27.0

Perceived obstacles to enrolment abroad for students without enrolment abroad (in %)



Perceived obstacles to enrolment abroad by categories of obstacles (in %)



details on missing data:

There are 18 cases missing in question 4.5.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Foreign language competencies are one of the main obstacles to enrolment abroad. The EUROSTUDENT IV survey revealed that only 33 % of students reported proficiency in English as 'very good' (8 % for Russian and 2 % for German) - see subtopic I 12. Relatively high costs (with weak student financial aid system - see subtopic F 1) and relatively low level of foreign language competencies may also explain lower level of motivations to study abroad among Czech students.

Topic: I. Internationalisation and mobility

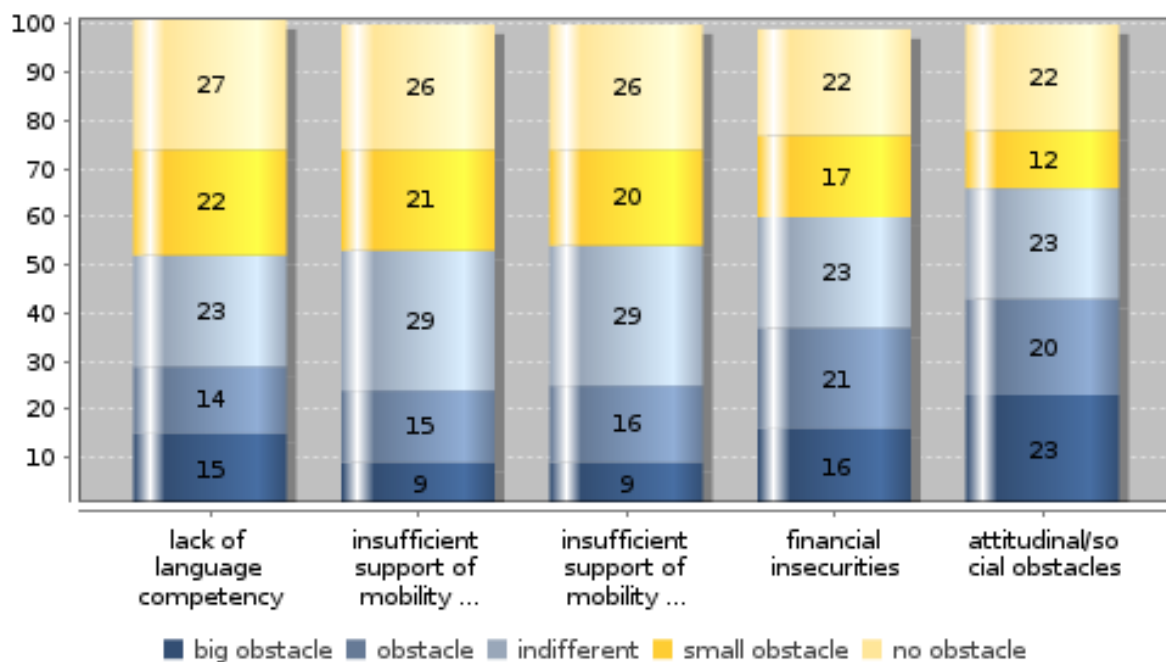
Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

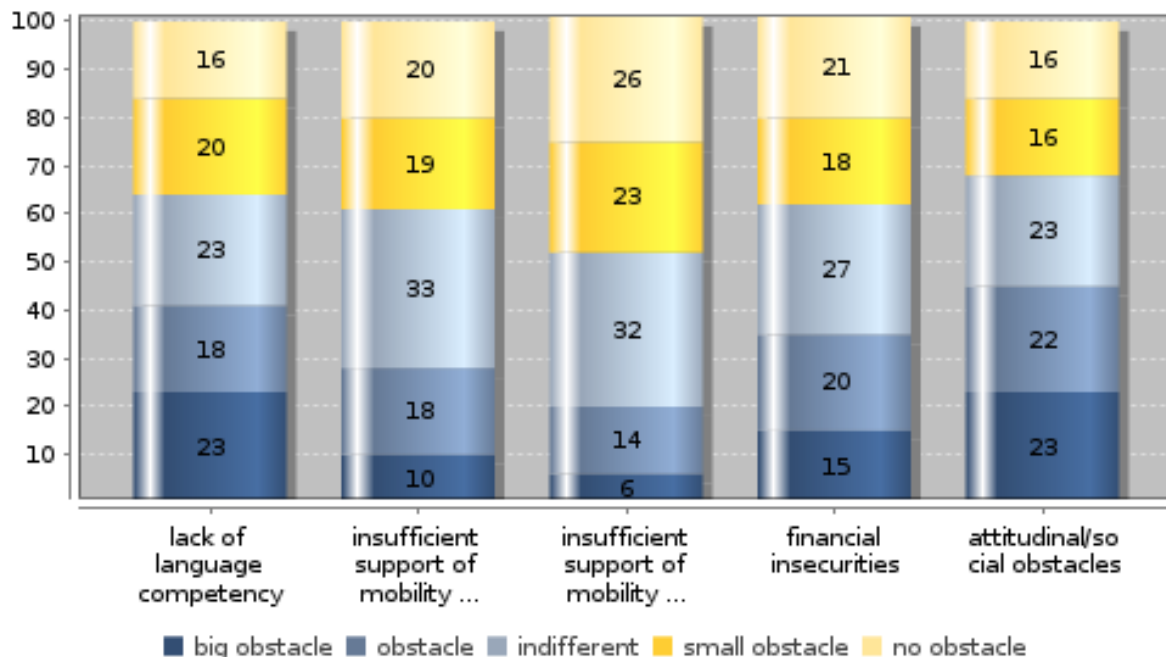
Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	14.5
engineering disciplines - lack of language competency, in %	23.1
humanities and arts - insufficient support in the home country, in %	8.9
engineering disciplines - insufficient support in the home country, in %	10.1
humanities and arts - financial insecurities, in %	16.4
engineering disciplines - financial insecurities, in %	14.6

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of humanities and arts (in %)



Perceived obstacles to enrolment abroad by categories of obstacles , students of engineering (in %)



details on missing data:

Table 1: there are 2 cases missing within the question 4.5.

Table 2: there are 2 cases missing within the question 4.5.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

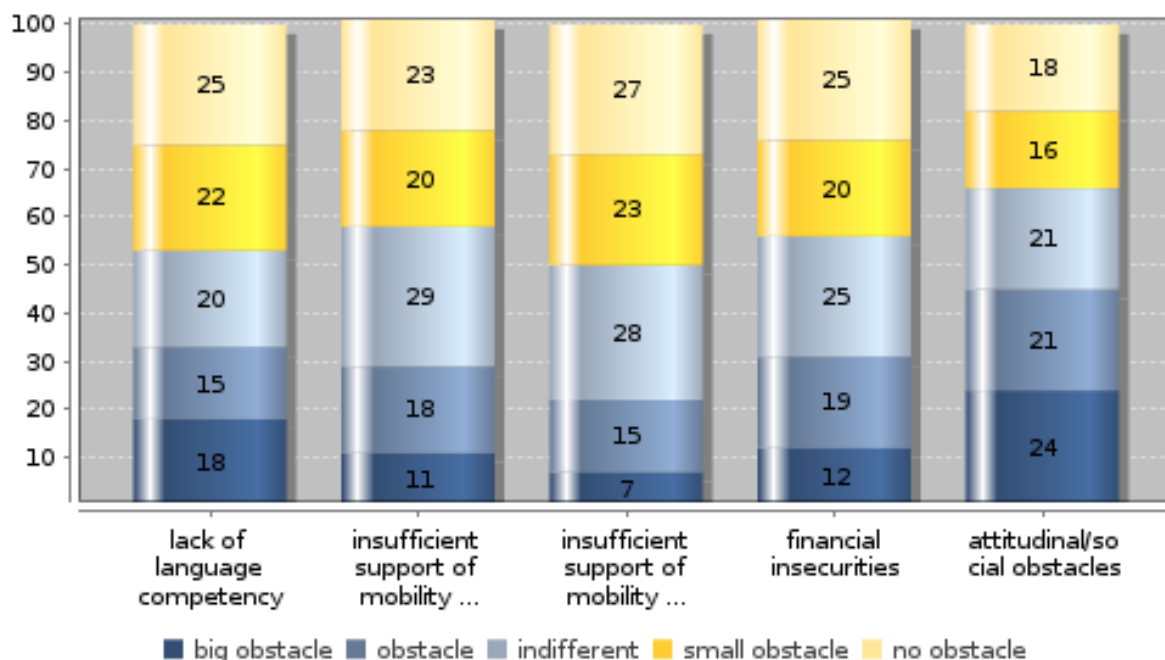
Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

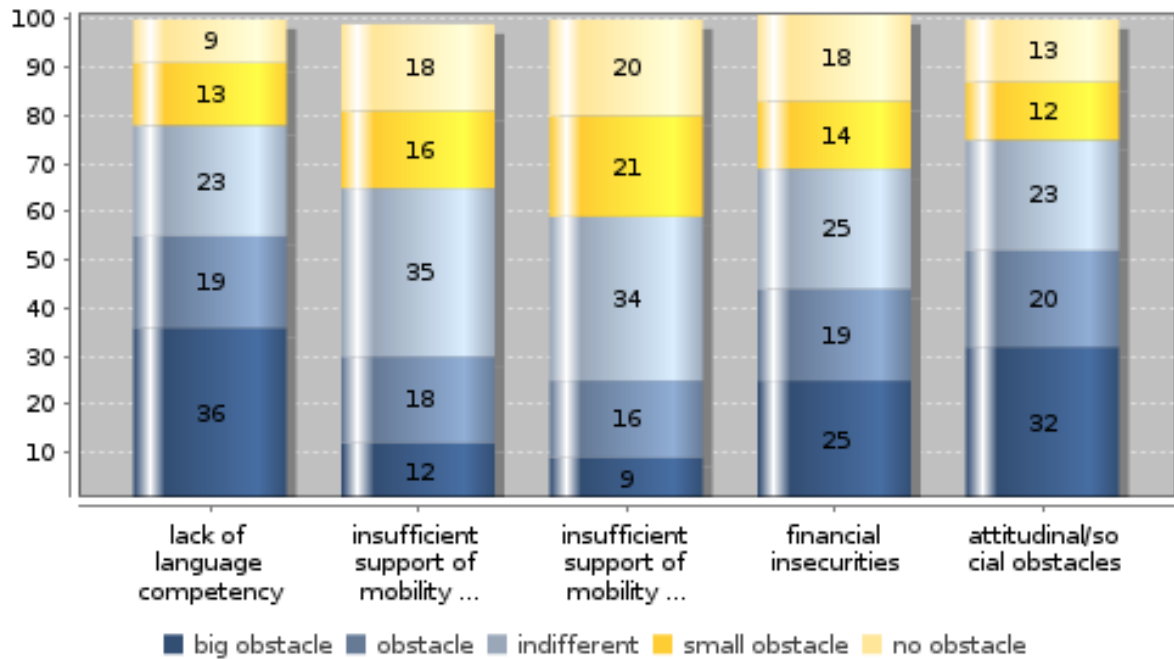
Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:

low education background (ISCED 0-2) - lack of language competency, in %	35.5
high education background (ISCED 5-6) - lack of language competency, in %	18.3
low education background (ISCED 0-2) - insufficient support in the home country, in %	12.4
high education background (ISCED 5-6) - insufficient support in the home country, in %	10.7
low education background (ISCED 0-2) - financial insecurities, in %	24.5
high education background (ISCED 5-6) - financial insecurities, in %	11.6

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with high education background (ISCED 5-6) (in %)



Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with low education background (ISCED 0-2) (in %)



details on missing data:

For 37 cases (39 cases after weighting) the highest education of parents is missing.
 There are 18 cases missing within the question 4.5.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

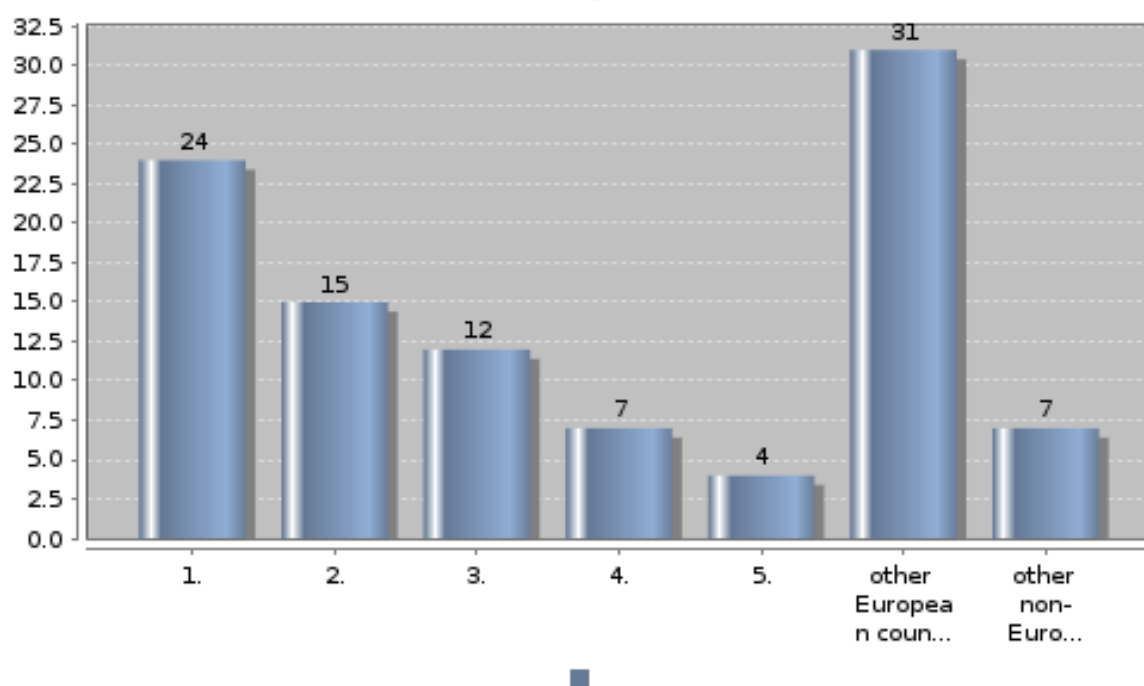
Topic: I. Internationalisation and mobility

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

Key Indicators

Students with study-related activities in most frequent host country, in %	45.0
Students with study-related activities in second most frequent host country, in %	15.3
Students with study-related activities in third most frequent host country, in %	48.0

Most frequent host countries for foreign study-related activities (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

1 = Great Britain, 2 = Germany, 3 = USA, 4 = France, 5 = Italy

national interpretation of the results of the data analysis:

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 %

73.1

4.0

Share of students with (very) good proficiency in third most frequently spoken foreign language, in %

5.8

1.0

Share of students with (very) good proficiency in second most frequently spoken foreign language, in %

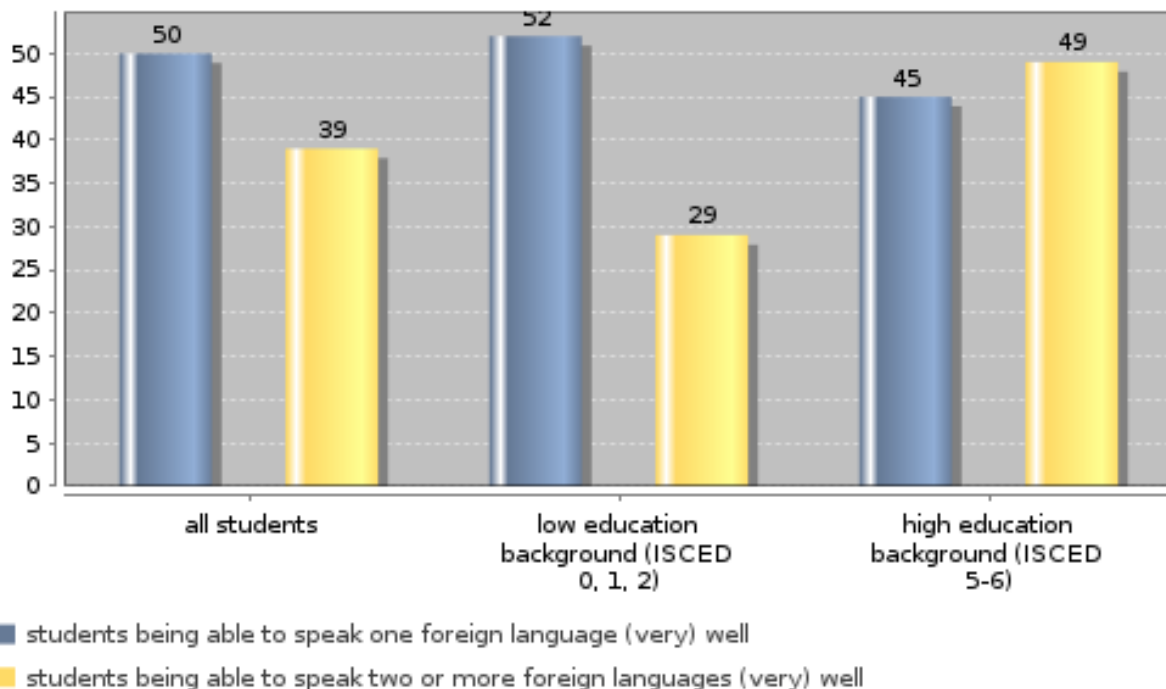
30.5

3.0

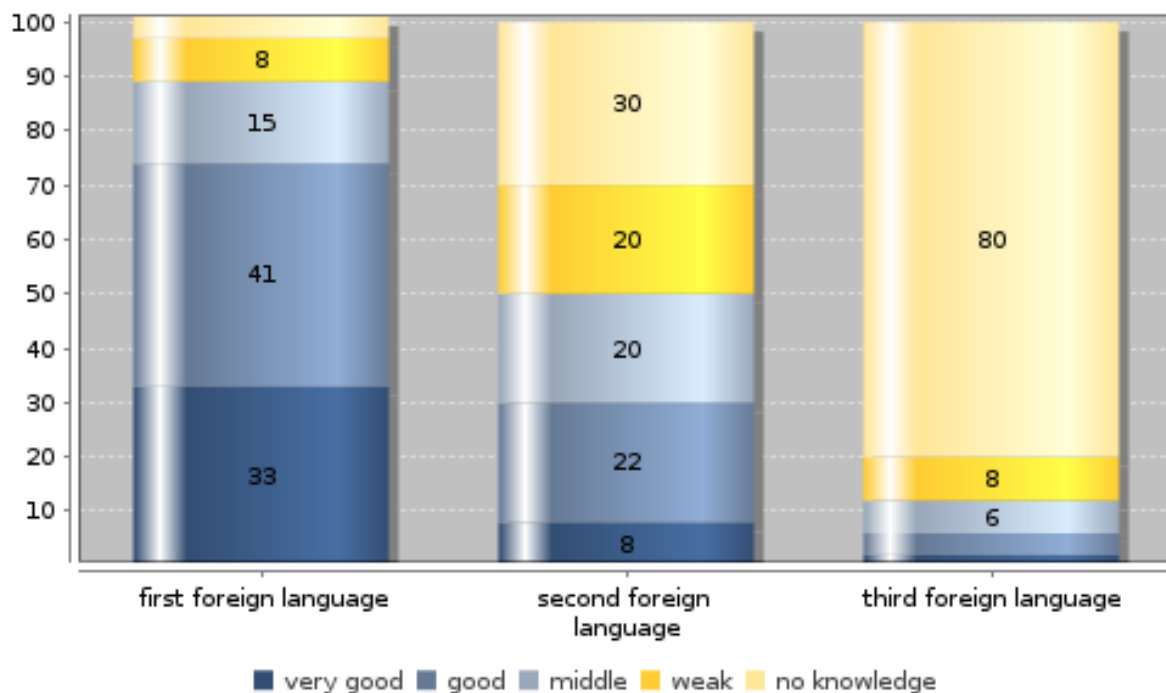
Share of all students being able to speak two or more foreign languages (very) well, in %

39.4

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



Degree of language proficiency by most frequently spoken foreign languages (in %)



details on missing data:

Table 1: For 37 cases (39 cases after weighting) the highest education of parents is missing.

Table 2: 11 students in case of English, 3 students in case of German and 4 students in case of French (after weighting) are not encompassed because these languages are they native tongues.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

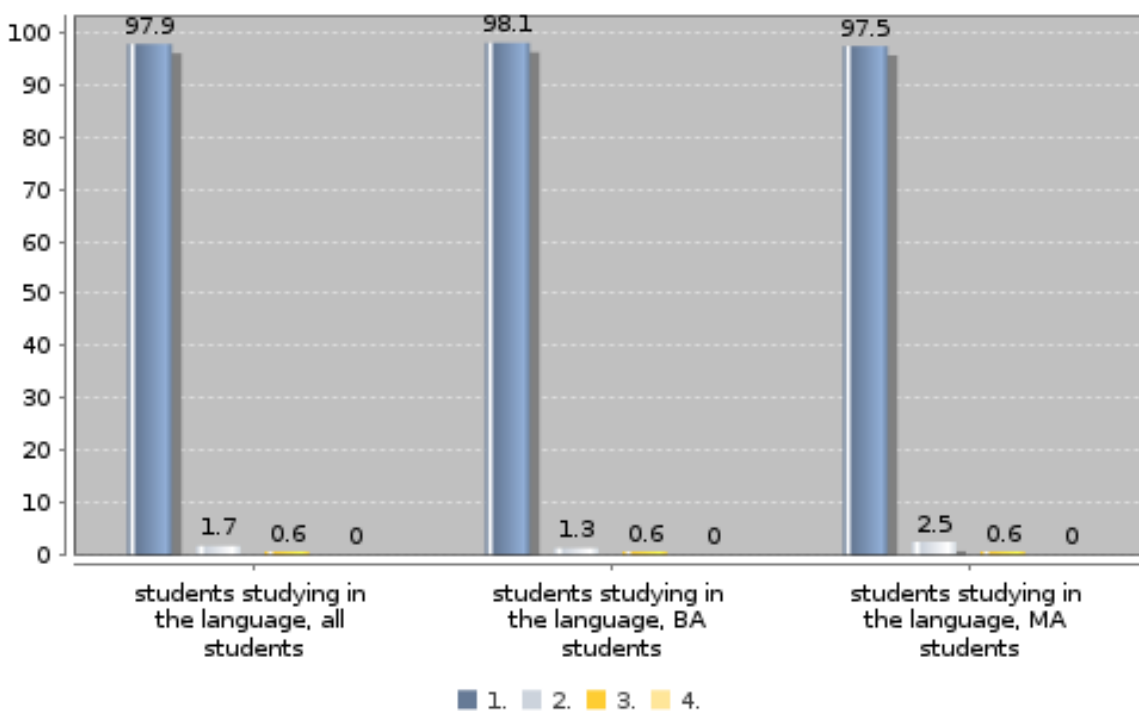
Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	97.9	2nd most frequent language of domestic study programmes, all students, in %	0.0
	1.0		1.7
3rd most frequent language of domestic study programmes, all students, in %			4.0

Languages of domestic study programmes by level of studies (in %)



details on missing data:

no missing data

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis: