Social and Economic Conditions of Student Life in Europe

National Profile of Germany

eurostudent IV

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	no rate
Survey method	postal questionnaire, 1 reminder
Size of final sample	16,370
Sampling method	quota: every 27th permanent resident student
Return rate	32%
Reference period of survey (semester, year)	summer semester 2009
Weighting scheme	yes (by type of HEI, country, gender, subject)
Project sponsor	Federal Ministry of Education and Research (BMBF)
Implementation	HIS GmbH

Metadata for the national survey

Topic: Metadata
Subtopic 1: Metadata on national survey

Key Indicators

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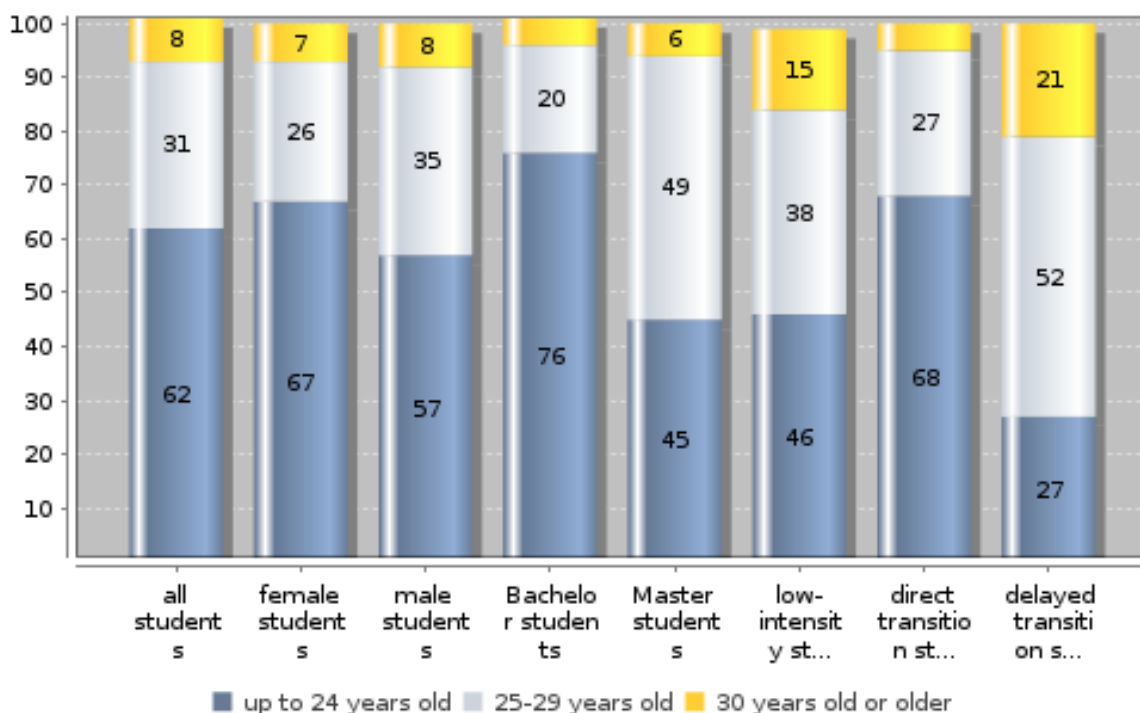**national interpretation of the results of the data analysis:**

Topic: Metadata
Subtopic 1: Metadata on national survey

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	24.4
Average age (median) in years - all students	24.0
Average age (arithm.mean) in years - female students	24.0
Average age (arithm.mean) in years - male students	24.7
Average age (arithm.mean) in years - BA students	23.2
Average age (arithm.mean) in years - MA students	25.3
Average age (arithm.mean) in years - low-intensity students	26.1

Grouped age profile by characteristics of students (in %)

Legend: ■ up to 24 years old ▨ 25-29 years old ▨ 30 years old or older

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The average age of students is 24 years. In comparison to three years previously with the introduction of a staggered study structure the average age of students has dropped by 0,4 - a little less in the first study than in the postgraduate study.(- 0,2 v - 0.7 years of age).

Those studying in the bachelor programmes are relatively young, averaging 23 years of age. Men are on average older than women, because they have either completed military service before beginning their study, or have more frequently than their female counterparts completed an apprenticeship and / or have been employed. Accordingly they belong to a majority of students who have delayed starting to study.

Students who spend less than 21 hours per week studying are older than the average. This category includes by comparison many who have started study at an older age, who already have established a family or who come from families who have no college education.
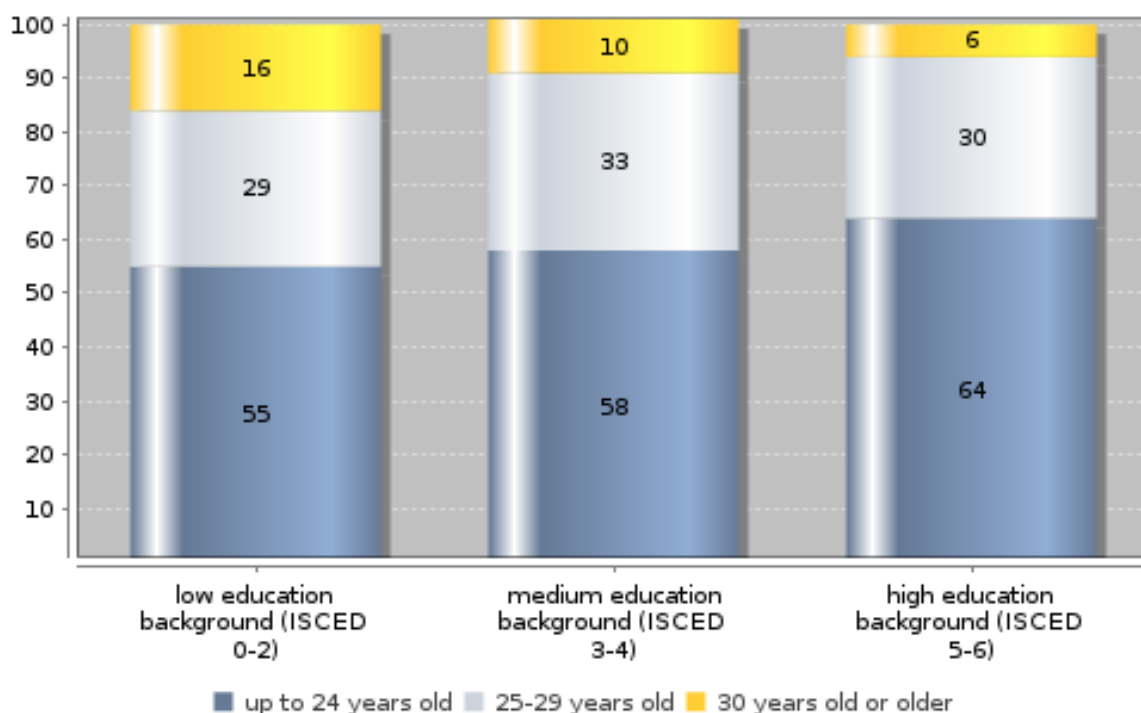
Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	25.6
Average age (median) in years - low education background (ISCED 0-2)	24.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	24.1
Average age (median) in years - high education background (ISCED 5-6)	23.0

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

low education background (ISCED 0-2): up to 24 years old 55, 25-29 years old 29, 30 years old or older 16

medium education background (ISCED 3-4): up to 24 years old 58, 25-29 years old 33, 30 years old or older 10

high education background (ISCED 5-6): up to 24 years old 64, 25-29 years old 30, 30 years old or older 6

■ up to 24 years old ■ 25-29 years old ■ 30 years old or older

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

On the basis of different ways of entering college the student's age can be indicated by his familiar background. Students whose families have enjoyed higher education are younger than the others, because they more often than average start to study as soon as they have acquired their qualifications. Students with a background where the parents have not studied, are frequently among those who either have completed an apprenticeship and /or have established a family, or who have interrupted their study either in order to earn money, to finance themselves better, or to take care of their family.

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	48.6
Share of females among BA students, in %	45.5
Share of females among MA students, in %	50.0
Share of females among low-intensity students, in %	43.7
Share of females among the 30 years old or older, in %	43.5

Gender profile by charactersictics of students - Share of female students in each category (in %)
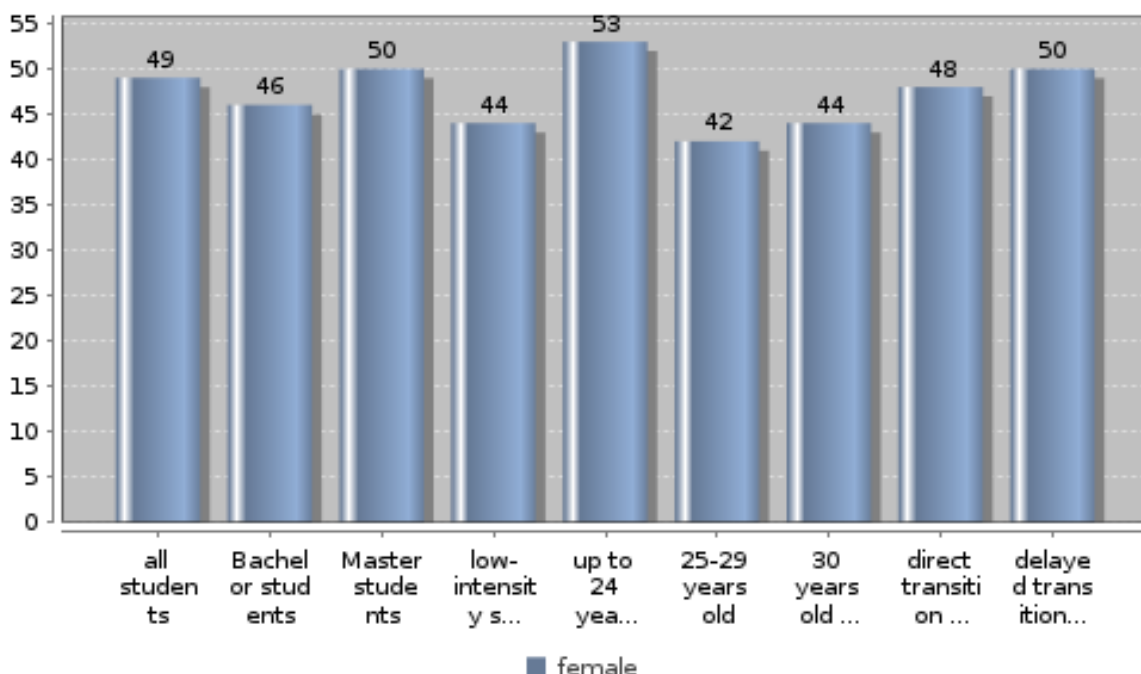
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In general just under half of the student population is female. In the universities they form a majority (51%), while their share in colleges of applied sciences accounts for only 38%.

Among those new student beginners females are represented with 49%, their registration in universities more frequent than at colleges of applied sciences, where they make up 54% vs. 42%) in the universities.

The majority of master programmes (71%) are study courses offered by the universities. That explains

why the female representation is comparatively high among those studying for master degrees. Women more frequently go from employment without delay to study, when compared to men who absolve their military service or its social equivalent, which can be seen in the statistics of up to 24 years of age, where they are more strongly represented, whereby men are represented more frequently in the age-group from 25 years of age. However, military service or its social equivalent is confined to less than two years, so that by definition for a time delay (two years and longer), more women are to be found under those who have a time discrepancy between qualifying for university and actually starting to study. They include comparably more women who have first started a family. Among students with children women represent 40% compared to 34% of men who were parents before beginning to study.

Topic: A. Demographic Characteristics

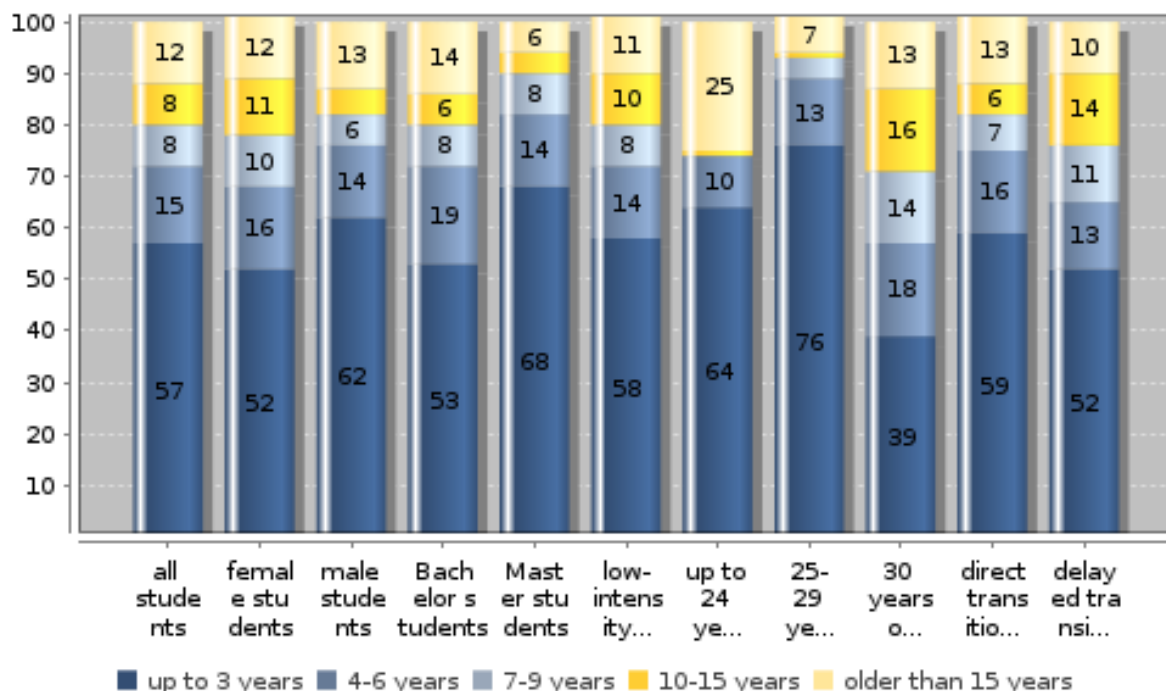## Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	4.9
Share of students with children among female students, in %	5.7
Share of students with children among male students, in %	4.0
Share of students with children among MA students, in %	6.6
Share of students with children among up to 24 years old, in %	0.9
Students with children up to the age of 3 years of all students with children, in %	56.6
Students with children between the ages of 4 to 6 of all students with children, in %	14.8

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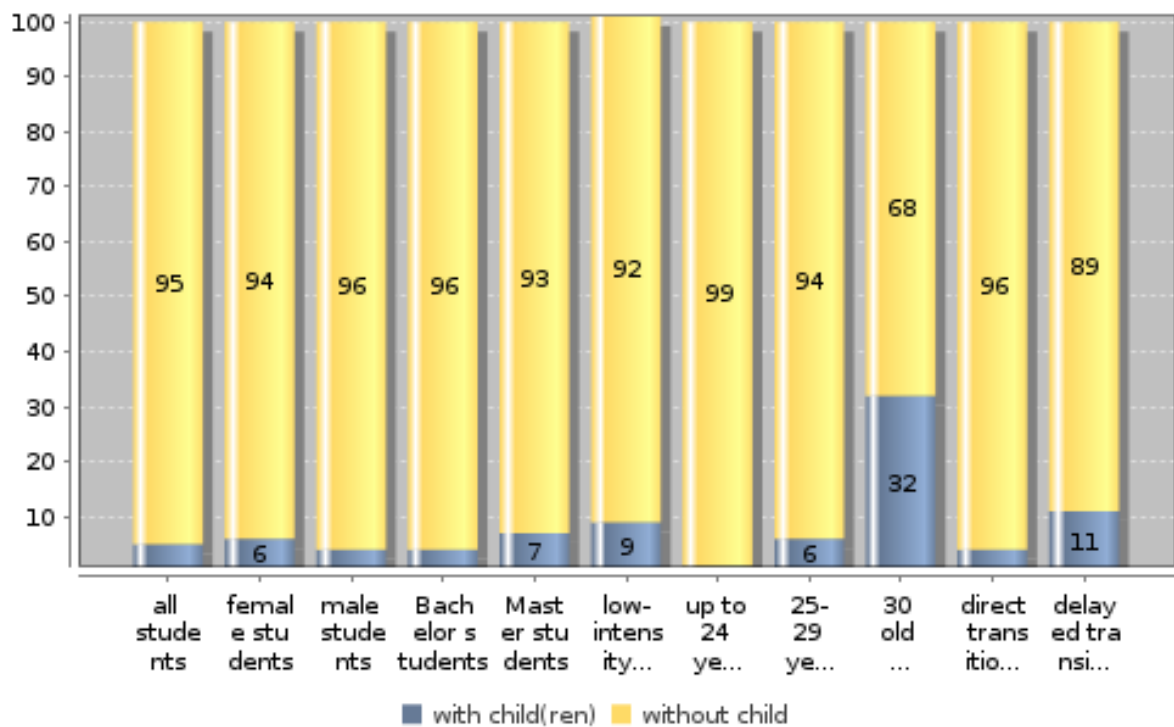
Age of youngest child by characteristics of students with children (in %)

	all students	female students	male students	Bachelor students	Master students	low-intensity...	up to 24 ye...	25-29 ye...	30 years o...	direct transitio...	delayed transi...
older than 15 years	12	12	13	14	6	11	25	7	13	13	10
10-15 years	8	11	6	6	8	10		13	16	6	14
7-9 years	8	10	14	8	14	8	10		7	7	11
4-6 years	15	16	14	19	14	14		14	16	16	13
up to 3 years	57	52	62	53	68	58	64	76	39	59	52

Legend: ■ up to 3 years ■ 4-6 years ■ 7-9 years ■ 10-15 years ■ older than 15 years

details on missing data:

methodical issues or considerations for data interpretation:

Data source: Government Statistic office, Special Series 1 Line 4.1.1, Vol. 2, 2008, Tab. 1.1

Population according to employment participation, p. 7

Data source: Government Statistic Office, Special Series 1 Line, 4.1.1, Vol.2, 2008, tab. 1.1 - Population according to employment participation, p.7

national interpretation of the results of the data analysis:

Female students more frequently have at least one child than their male counterparts. Because of the older age of master students those with children are more frequently represented.

Approximately 5% of all students are already parents. Female students more frequently have at least one child compared to male students. Because of the older age of students enrolled in master studies, there is a higher frequency of students who have a child than in the bachelor studies. Parenthood makes a great demand on time and financial obligations, which also explains why there are so many part-time (low-intensity-students), who have (at least) one child. The share of students who have a child increases rapidly from the age of 25 and is highest as one would expect among those who are 30 or older. One reason for a delayed start of study is starting a family. Consequently the share of students with a child among students who have not registered as students within the first two years following their having gained their qualification to study is high.

Fig. 3.1 Labour force activity of students' parents

Die Väter der Studierenden befinden sich überwiegend noch im Erwerbsleben. Verglichen mit den Männern in der Gesamtbevölkerung, die zwischen 40 und 60 Jahre alt sind, sind diese die Anteile voll- oder teilzeiterwerbstätiger Väter jedoch niedriger zu Gunsten eines höheren Prozentsatzen an Vätern, die bereits verrentet sind. Das ist ein Hinweis darauf, dass die gewählte Altersspanne für den Vergleich mit der Bevölkerung das Altersspektrum der Väter von Studierenden nicht vollständig umfasst.

Die Mütter der Studierenden hingegen nehmen häufiger als in Frauen im Alter zwischen 40 und 60 Jahren aktiv am Erwerbsleben teil. Der Unterschied ist bei der Vollzeitbeschäftigung besonders hoch. Sie sind seltener arbeitsuchend, Hausfrau oder bereits Rentnerin. Eine wesentliche Ursache für diesen Unterschied dürfte das durchschnittlich höhere Bildungsniveau der Mütter Studierender im Vergleich zur weiblichen Gesamtbevölkerung sein. Sofern Frauen für eine Familienphase in ihrer Erwerbstätigkeit pausiert haben, nehmen insbesondere solche mit höherer Bildung diese danach wieder (in Vollzeitumfang) auf.
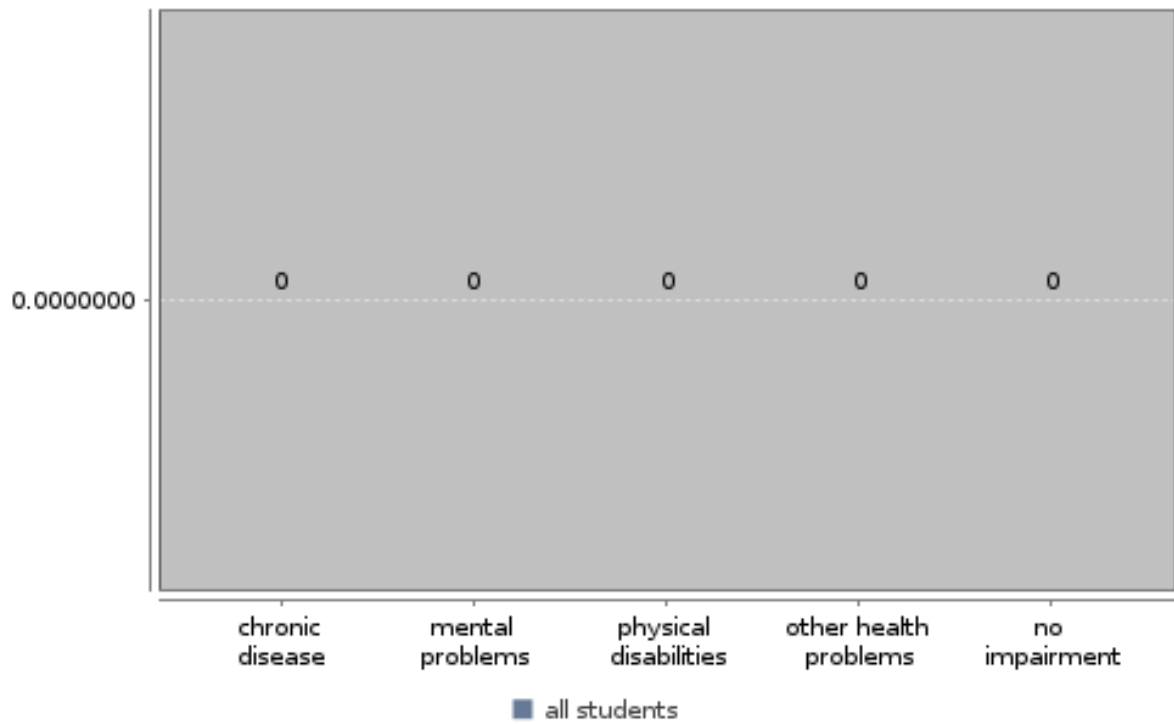
Topic: A. Demographic Characteristics

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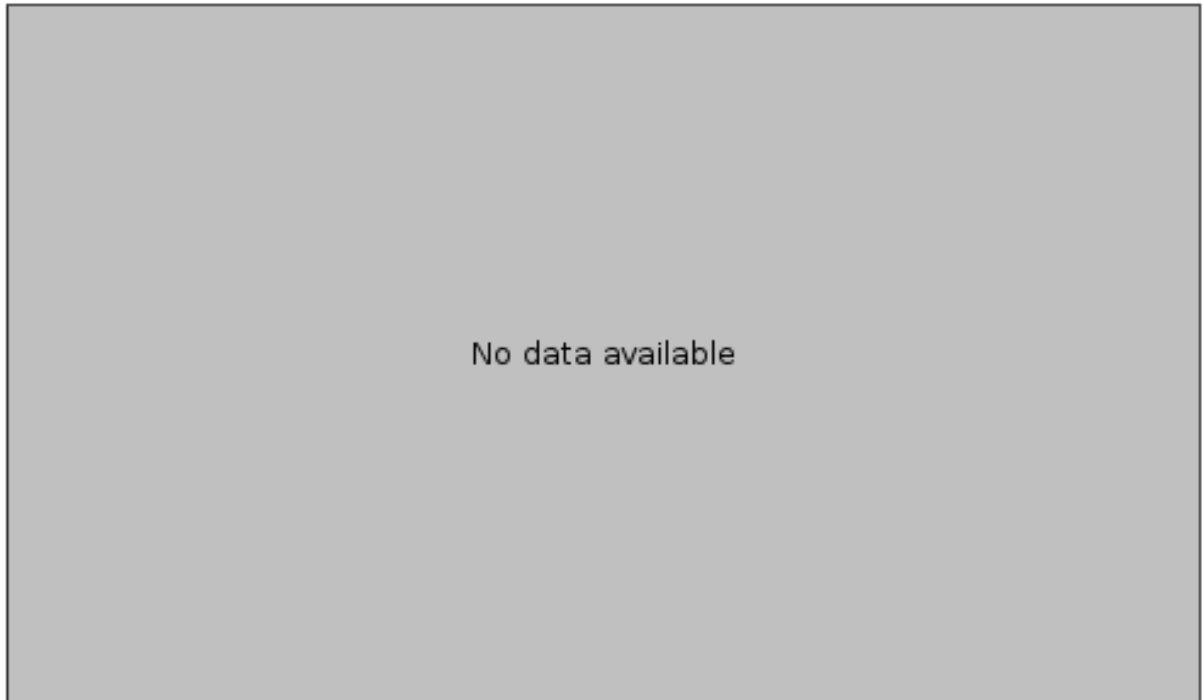
Key Indicators

Students who feel impaired in their studies in %

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

Share of students expressing particular study impairment (in %)

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

No data available

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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

Key Indicators

Share of non-migrants among all students, in %	92.2
Share of non-migrants among all BA students, in %	91.6
Share of non-migrants among all MA students, in %	94.2
Share of 2nd generation migrants among all students, in %	0.7
Share of 2nd generation migrants among all BA students, in %	0.6
Share of 2nd generation migrants among all MA students, in %	0.9
Share of 1st generation migrants among all students, in %	3.0
Share of 1st generation migrants among all BA students, in %	3.6
Share of 1st generation migrants among all MA students, in %	0.9

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

■ student born in country of study programme (non-migrant)
■ student not born in country of study programme (other)
■ student born in country of study programme (2nd generation migrant)
■ student not born in country of study programme (1st generation migrant)
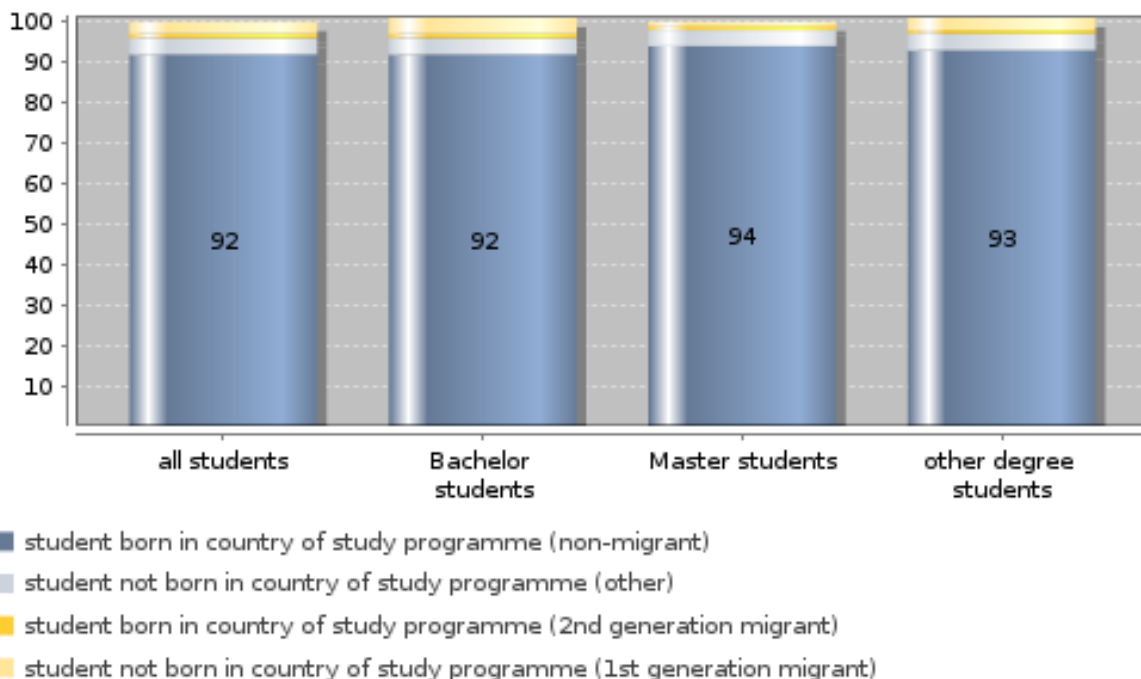
details on missing data:

methodical issues or considerations for data interpretation:

Within the framework of the social study the nationality of the parents and students was gathered, but not the place of birth. Therefore the results are only comparable to a limited extent. The category 'other' includes German and non-German students who have one parent of foreign nationality.

national interpretation of the results of the data analysis:

As might be expected, the majority of students do not have a migration background. Among students with a migration background those with a different background ('other') form the largest group, which can be accounted for in so far as that also bi-national families, which means those in which one parent is of non-German nationality are included. The number of 'first generation migrants' is considerably higher than that of the '2nd generation migrants'.

The first generation migrants have a total share of 3.0%. Among bachelor students they form 3.6%, among master students their proportion is 0.9%. This leaves it at a percentage of the 2nd generation migrants within the master students who can be found over-proportionally frequently in the master programmes.
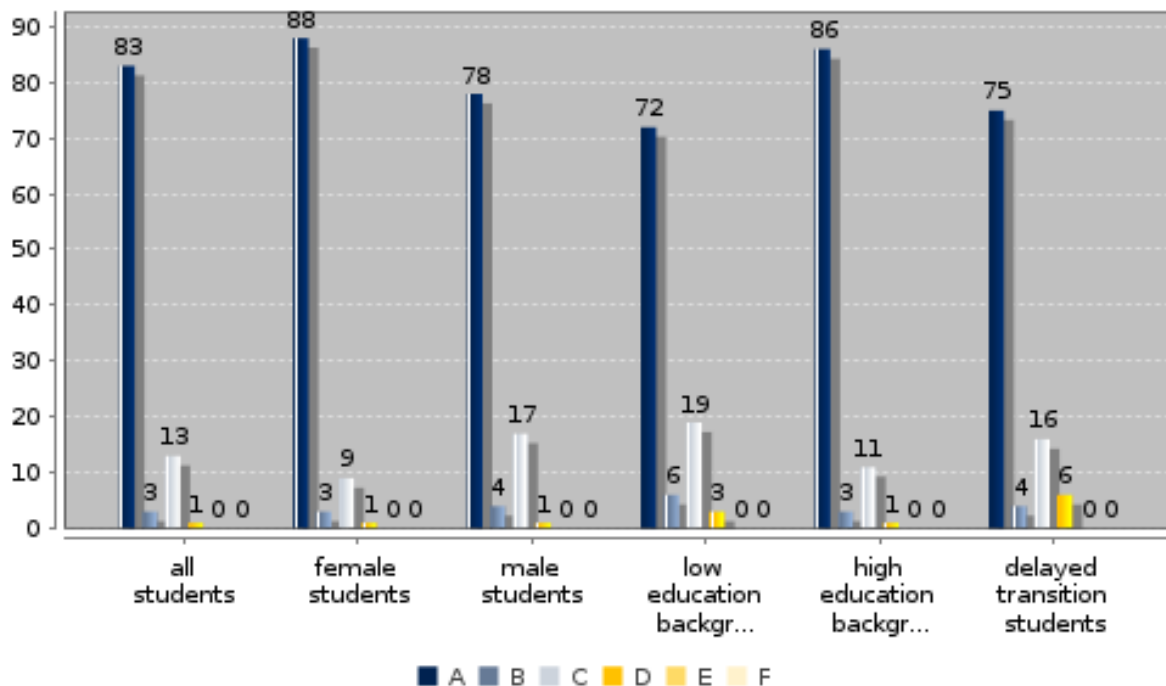
Topic: B. Access and entry to higher education

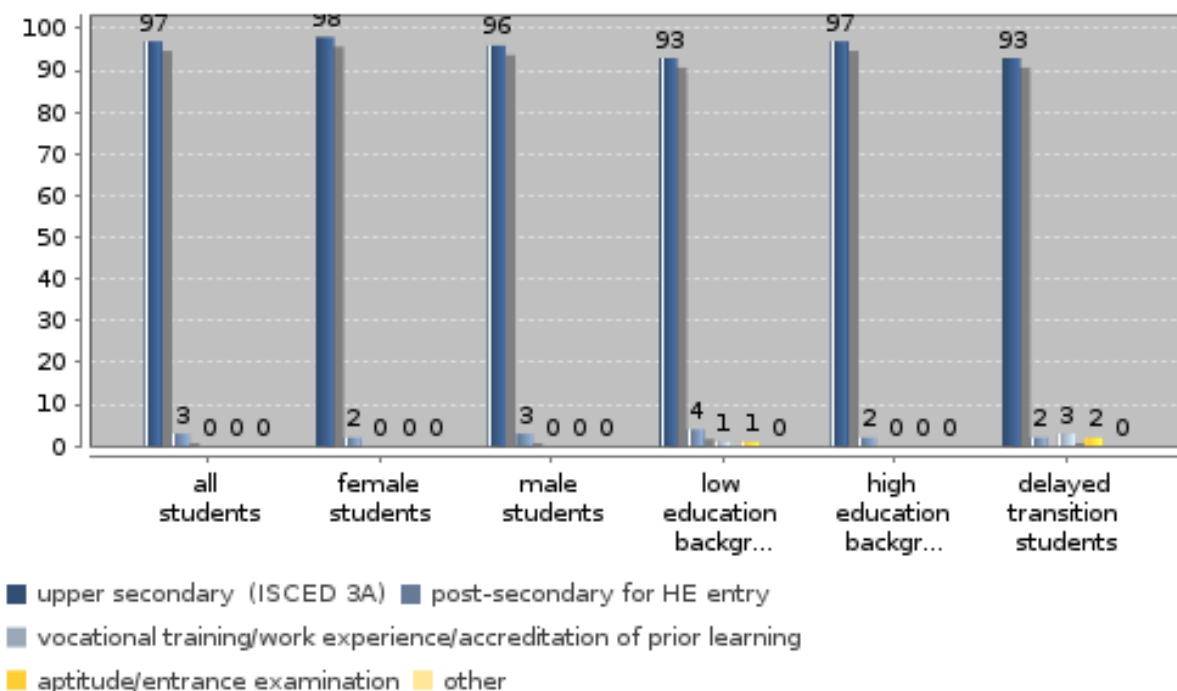## Subtopic 1: Qualification routes into higher education

Key Indicators

All students via upper secondary in %	96.8
Female students via upper secondary in %	97.7
Male students via upper secondary in %	95.9
Students with low education background (ISCED 0-2) via upper secondary in %	93.3
Students with high education background (ISCED 5-6) via upper secondary in %	97.3
Students with delayed transition via upper secondary in %	93.2

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

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

upper secondary (ISCED 3A) ■ post-secondary for HE entry
vocational training/work experience/accreditation of prior learning
aptitude/entrance examination ■ other

details on missing data:

methodical issues or considerations for data interpretation:

A= general entrance requirement for higher education, B= qualification requirement for a specific field in higher education, C = Entrance requirement for technical college of higher education, D= other entitlement for college study
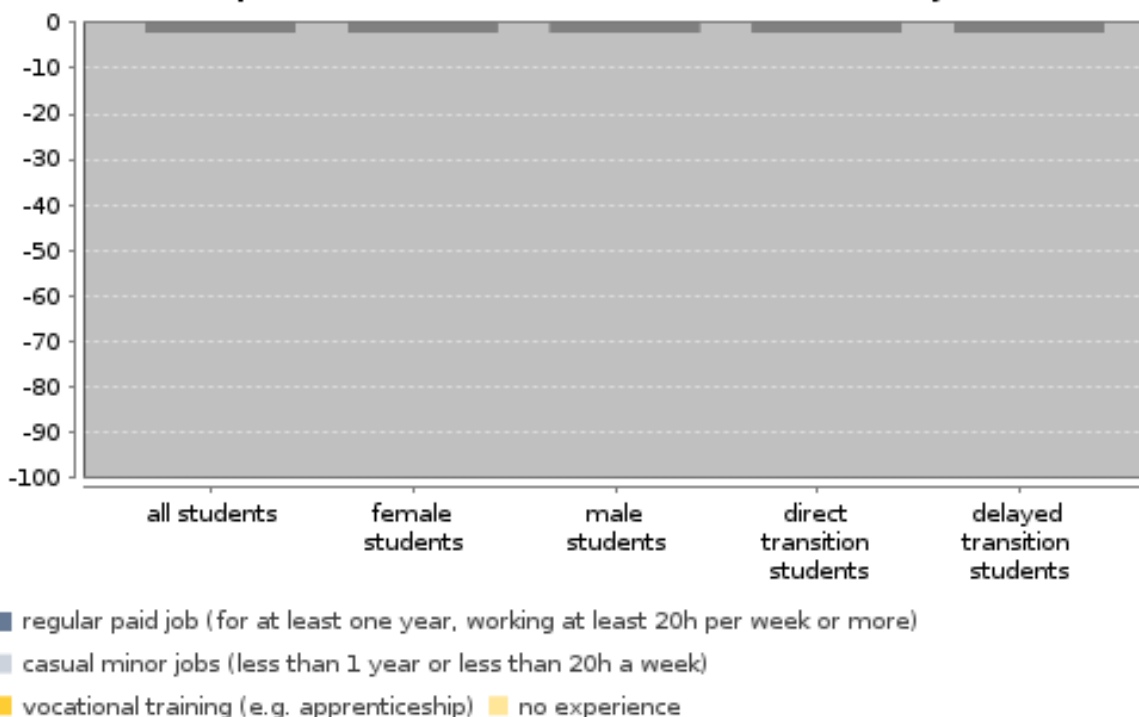
national interpretation of the results of the data analysis:

The general matriculate qualification is by far the most important qualification for study. 82.7% have this form of qualification to study. The 'Fachhochschulreife' - (a qualification achieved after 12 years of education compared to 13 for the 'Abitur' plays a much less important role) can be called their own by 13.1% of students. The specialist related qualification - entitling entrance to a certain level of tertiary education have a much reduced meaning.

Women and students from a highly educated background can much more frequently claim to have this qualification. Male students and in particular those whose parents have a lower standard of education are more likely to have the lesser qualification or a qualification entitling them to tertiary education on a lower level.

Students with the lesser qualification to tertiary education or an alternative entitlement to third level education have more frequently first completed an apprenticeship, which is similarly a factor in the later entrance to third level study.

A= general entrance requirement for higher education, B= qualification requirement for a specific field in higher education, C = Entrance requirement for technical college of higher education, D= other entitlement for college study

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 %

Males with regular paid job before entering HE in %

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

Females without labour market experience before entering HE in %

Females with regular paid job before entering HE in %

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

All students without labour market experience before entering HE in %

Males without labour market experience before entering HE in %

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

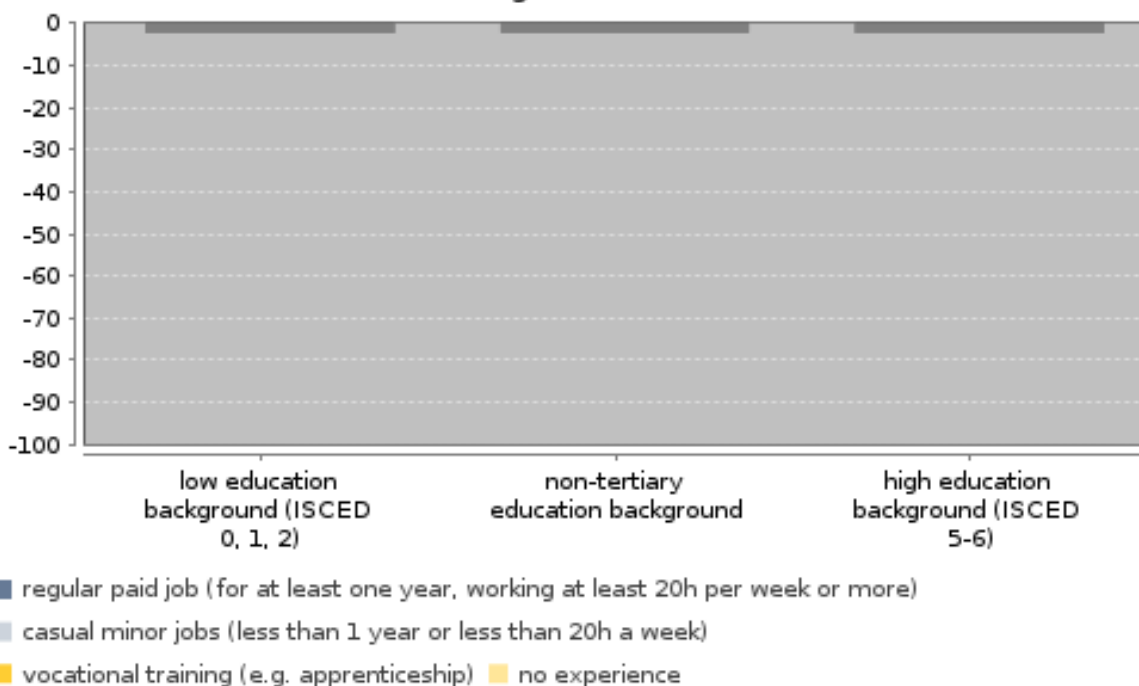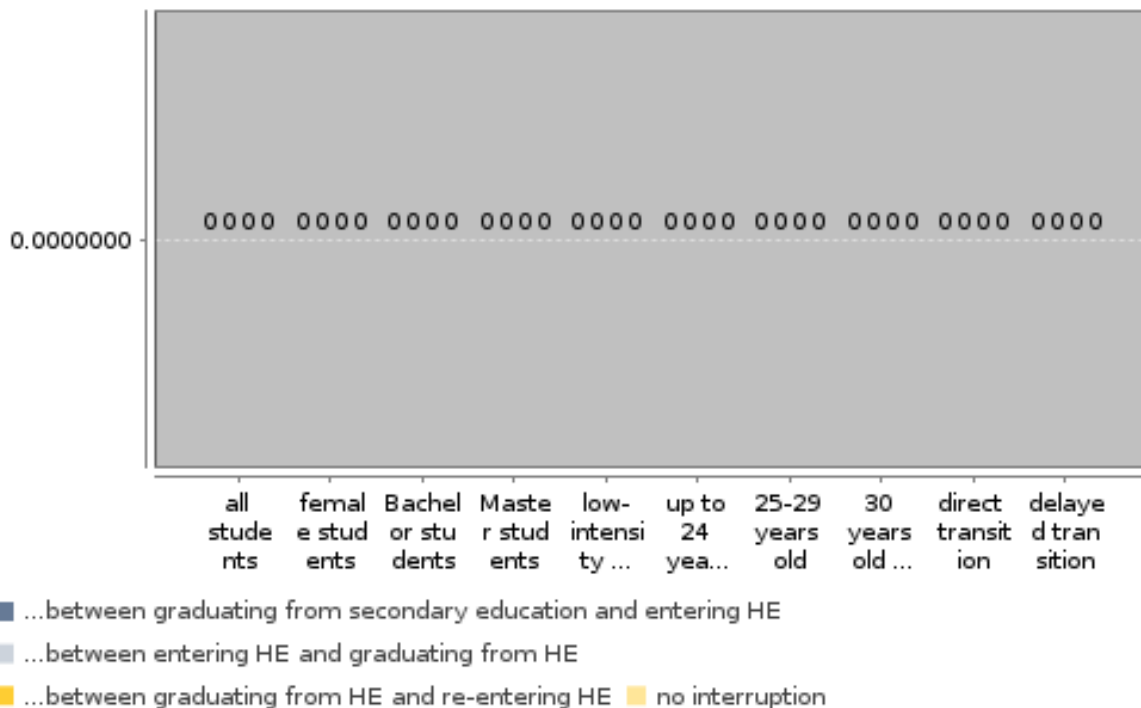**Topic: B. Access and entry to higher education**

Subtopic 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 %

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

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

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

details on 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 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 %

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

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

	all students	female students	Bachelor students	Master students	low-intensity ...	up to 24 yea...	25-29 years old	30 years old ...	direct transition	delayed transition
0.0000000	0000	0000	0000	0000	0000	0000	0000	0000	0000	0000

■ ...between graduating from secondary education and entering HE

■ ...between entering HE and graduating from HE

■ ...between graduating from HE and re-entering HE   ■ no interruption

details on 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 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	14.1
female students	13.1
male students	15.0
low education background (ISCED 0-2)	14.1

Time between receiving entry qualification and entry to HE (in %)
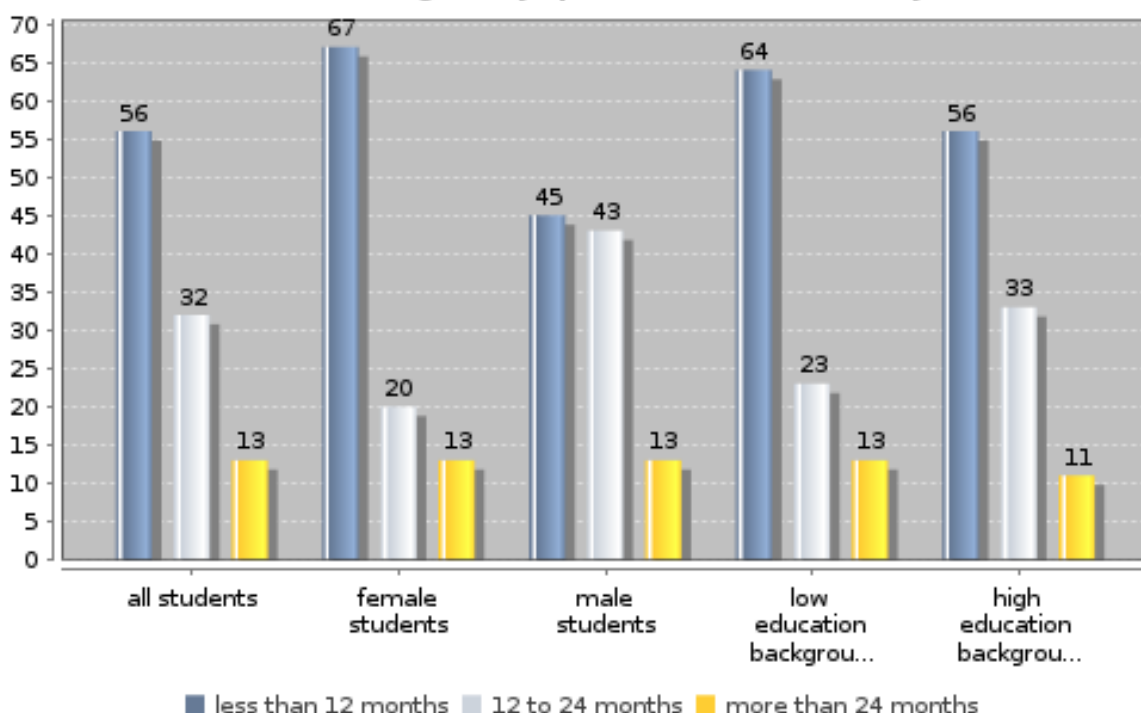
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In the case of male students the average length of the interim period between qualifying for third level education and actually starting to study is much bigger than with female students. This is mainly due to military service or its social alternative, which has to be fulfilled by many students, even though the number of men actually called to military service is decreasing continually. A further reason for the tendency to a longer phase before taking up study is that- more frequently than their female counterparts - they have completed an apprenticeship. The time for getting the qualification to study is usually between June and August and the study courses start in most cases in October, a 9-month stint

at military or alternative social service often leads to a waiting time of more than12, but mostly less than 24 months. 42.6% of the men have a waiting period of this time, but only 20.1% of the women. About two thirds of the women have a waiting time of less than 12 months - half of them start their study at the university within four months of getting their entrance qualification.

In the case of students whose parental background has a high educational standard the average waiting time is 0.7% shorter than those whose parents have a less educated background. In the latter the standard deviation is much greater: they either start to study shortly after having got their qualification to study at third level - 64,4% is less than 12 months, in half of the cases in as little as four months), or in some cases only very late. They more frequently have already completed an apprenticeship and have already worked, have more frequently started a family or have broken off their study in order to earn money.

Topic: B. Access and entry to higher education
Subtopic 6: Location of graduation from secondary education

Key Indicators

Students by location of secondary school graduation (in %)
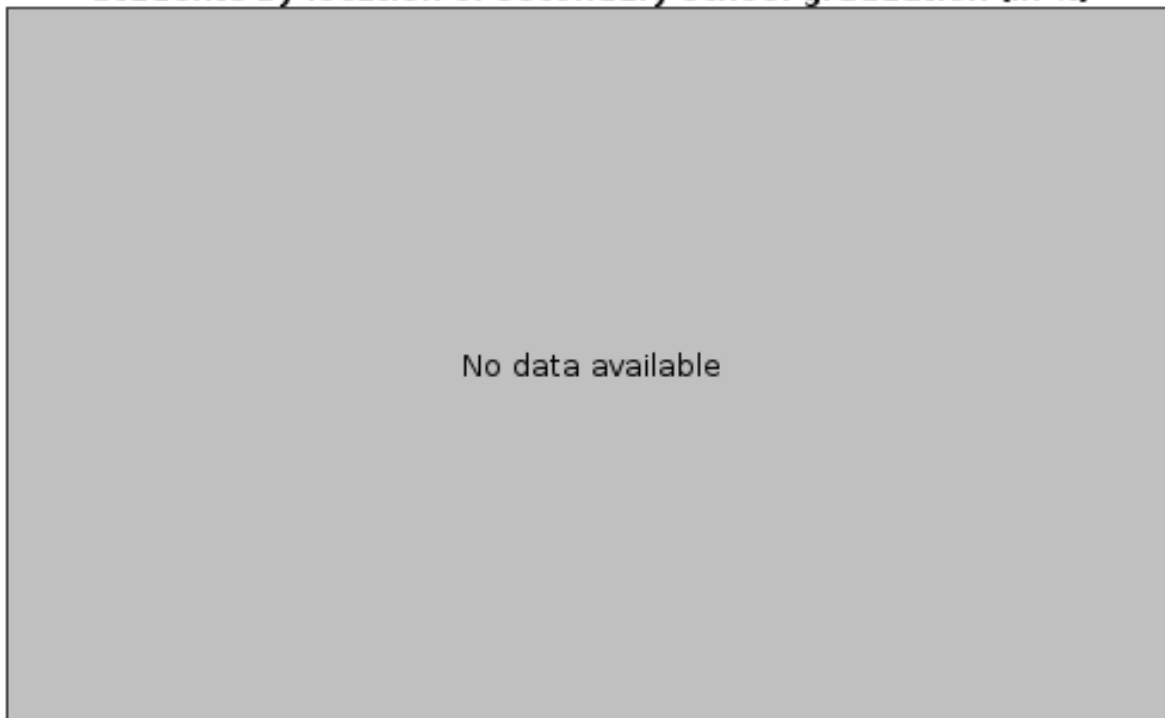
No data available

details on 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 7: Student enrolment by programme

Key Indicators

All students studying for BA, in %	43.3
All students studying for MA, in %	4.7
All students studying for other national degrees, in %	52.0
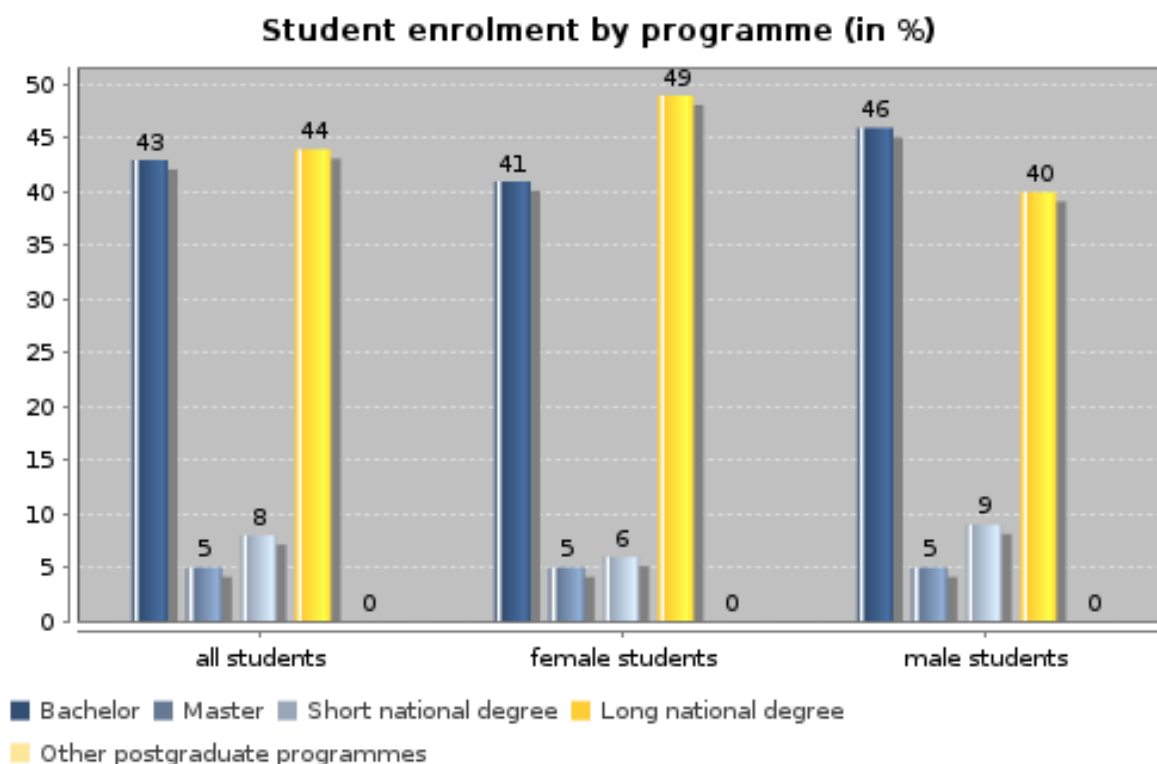
Student enrolment by programme (in %)

Legend: Bachelor ■ Master ■ Short national degree ■ Long national degree ■ Other postgraduate programmes

details on missing data:

methodical issues or considerations for data interpretation:

Bachelor = Bachelor, Master = Master; short national degree = Technical College Diploma; Long national degree = University diploma, Master, State Examination, Church Examination; other postgraduate programmes = other postgraduate qualification (without a doctorate)

national interpretation of the results of the data analysis:

'Short national degrees' only exist in the form of diplomas awarded by universities of applied sciences. But since the Universities of Applied Sciences have proceeded with putting the Bologna - study courses into action, more quickly than the universities, the percentage of students who are hoping to get a 'shorter national degree' has diminished accordingly. Because of the higher percentage of male students at Universities of Applied Sciences, accordingly the number of those hoping to get a short national degree is higher than under the female students.

Women study to a larger extent than men in a study course in which they qualify with a long national

degree. One of the reasons for this is that long national degrees can only be obtained at universities and colleges with a similar level and in these institutions women are in the majority. As well as that, the changeover to a graded study structure in single subjects has advanced at different levels and the study courses especially preferred by women have been changed to the bachelor studies to a lesser degree. Men study in bachelor studies more frequently than women - which is a result of particular subjects being preferred by men, just as they are more strongly represented in the universities of applied sciences. Master study courses are evenly divided by men and women.

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 %	46.5
Students with low education background (ISCED 0-2) studying for MA, in %	3.7
Students with high education background (ISCED 5-6) studying for BA, in %	41.5
Students with high education background (ISCED 5-6) studying for MA, in %	4.8

Student enrolment in programmes by social background (in %)
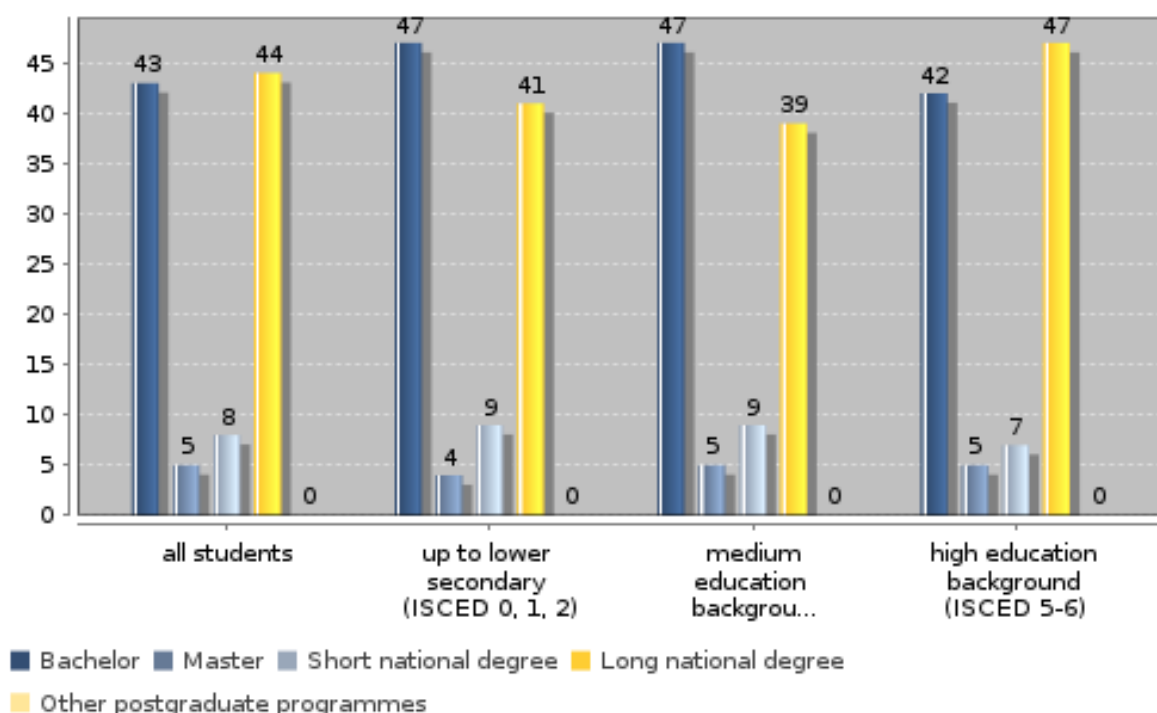
details on missing data:

methodical issues or considerations for data interpretation:

Bachelor = Bachelor, Master = Master; short national degree = Technical College Diploma; Long national degree = University diploma, Master, State Examination, Church Examination; other postgraduate programmes = other postgraduate qualification (without a doctorate)

national interpretation of the results of the data analysis:

Children of parents who have tertiary education study more frequently for a 'long national degrees programme' (46.6% vs. 44.3%). Since students whose parents do not have a tertiary education more

frequently study at the universities of applied sciences, they are more frequently registered in a 'short national degree programme' or in a bachelor study course (the changeover to the phased study system is more advanced at the universities of applied sciences). Among faculties which have not been changed to the bachelor/master system medicine subjects are included, where there are an extra-large proportion of students registered who come from an academic background.

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 %	21.1
Students in humanities and arts among all BA students, in %	11.4
Students in social sciences, business and law among all BA students, in %	36.9
BA students from lowest education backgrounds in engineering disciplines, in %	21.8
BA students from lowest education backgrounds in humanities and arts, in %	7.6
BA students from lowest education backgrounds in social sciences, business and law, in %	47.1

Field of study by characteristics of Bachelor students (in %)
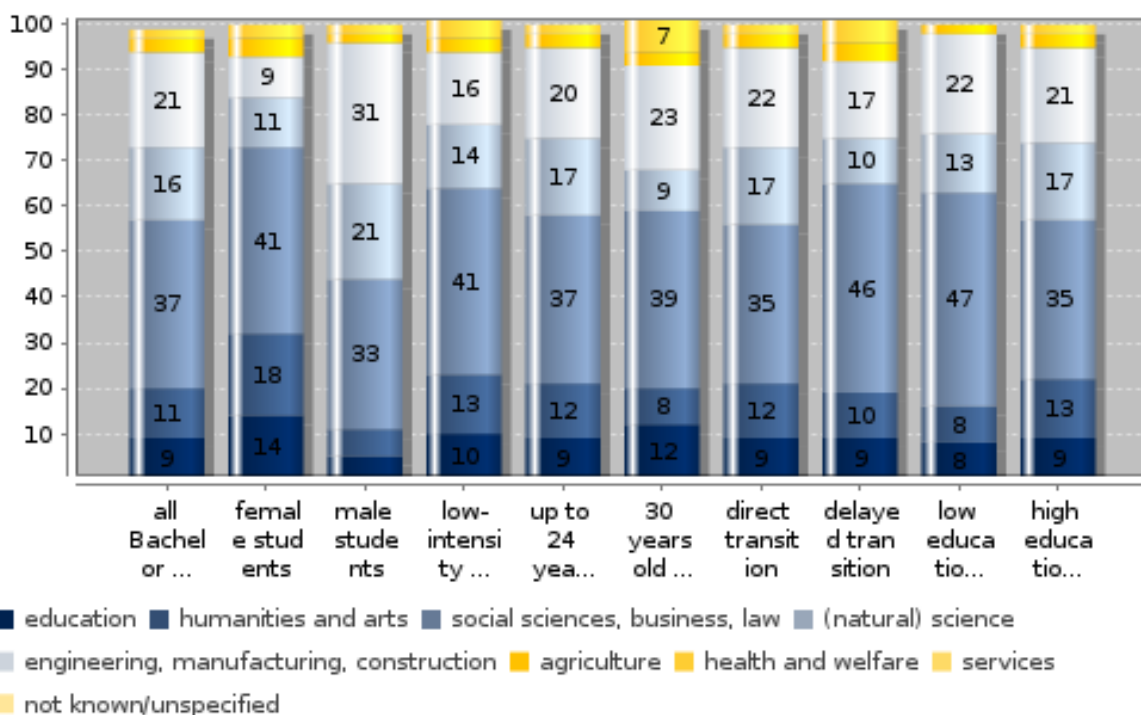
details on missing data:

methodical issues or considerations for data interpretation:

In Germany there is no such study course as 'Services'.

national interpretation of the results of the data analysis:

The most strongly represented specialist group is social, economic and legal sciences, followed at quite a distance by engineering and natural sciences. Agriculture and health sciences are only studied on a small scale.

Women prefer studies of humanities and the arts as well as law, economic and social studies. They are also much more frequently represented in pedagogy (education) than male students. In health studies they make up more than 80% of students.

Half the male students decide to study an engineering subject (30.7%) or a natural science subject (20.5%). In the area of pedagogy (education) and arts and humanities they are under-represented. In the legal, economic and social sciences the 'low intensity students' are more proportionately represented than the average of all students (41% vs. 21.1%), also in the natural sciences (13.6% vs. 16.1%). These differences are connected among others with a different grade of structuring of the study course and, as a result, with a different culture of subjects.

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 %

Share of part-time students among BA students, in %
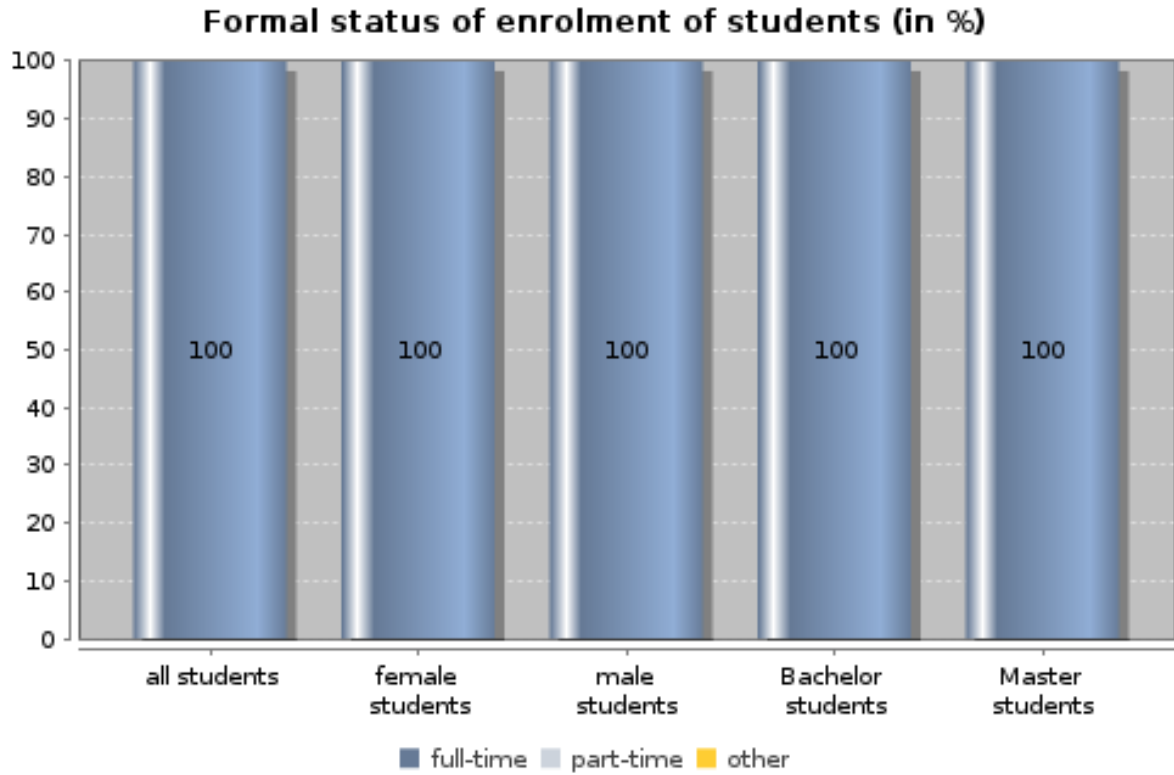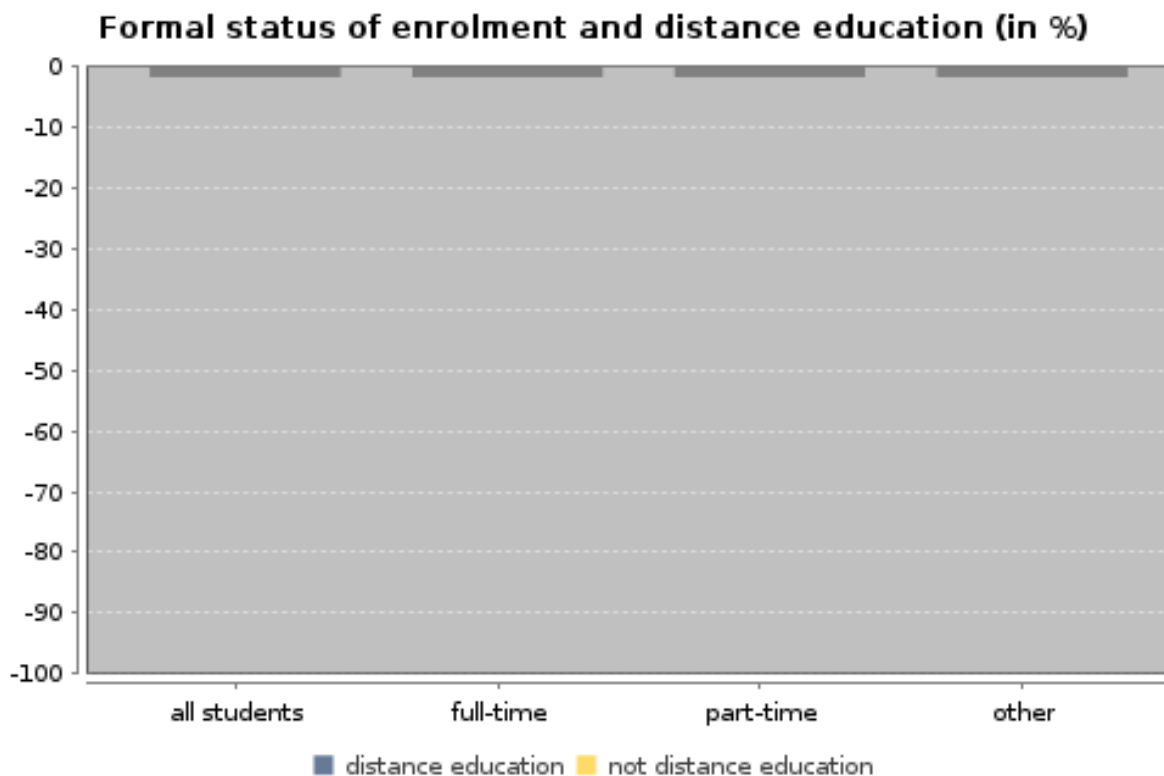
Formal status of enrolment of students (in %)

Chart showing formal status of enrolment. All categories (all students, female students, male students, Bachelor students, Master students) show 100 for full-time.

Legend: full-time, part-time, other

Formal status of enrolment and distance education (in %)

Legend: distance education | not distance education

X-axis categories: all students, full-time, part-time, other

details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
In Germany there are very few students who are officially registered as part-time students.

Of all basic study courses only 2% are offered in part-time study. Still many officially as full-time registered students do in fact study part-time. Within the framework of the social study the students were not asked specifically whether they were registered as part-time students or not.

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 %	13.8
Students with full-time status and study-related activities up to 20 hours per week, in %	13.8

Formal status of enrolment of students (in %) and size of effective academic workload (in hours per week)
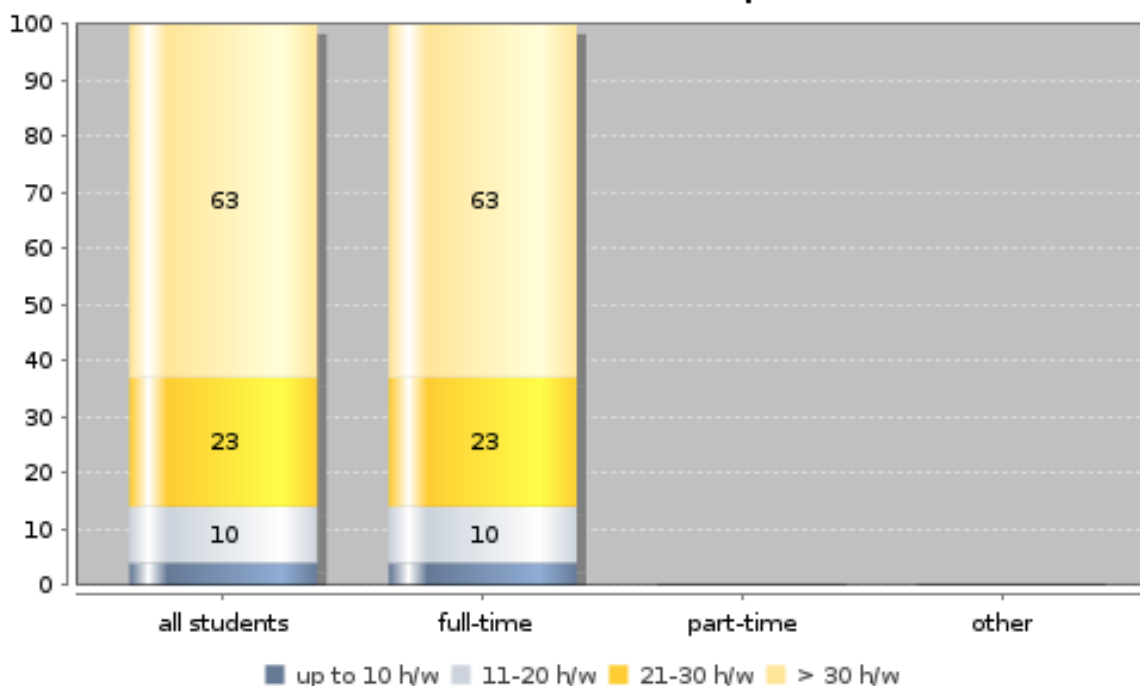
details on missing data:

methodical issues or considerations for data interpretation:

In Germany there are very few students who are formally registered in part-time study. However many students who are nominally in full time study are in fact part-time students.

national interpretation of the results of the data analysis:

Even though formally there is no difference made between the status of study(full-vs. part-time), it can be assumed from the time spent on study, that a little fewer than 14% of students spend 20 hours per week studying. However, the majority (63.4%) invest more than 30 hours per week in their study.

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators

Share of economically active students' fathers in %	71.7
Share of economically active students' mothers in %	71.2
Ratio of economically active students' fathers to corresponding male population	0.9
Ratio of economically active students' mothers to corresponding female population	1.1

Labour force activity of students' fathers (in %)

Legend:
- working full-time for pay
- working part-time for pay
- not working, but looking for a job
- other (e.g. home duties, retired)
- do not know or deceased

Labour force activity of students' mothers (in %)

Legend:
- working full-time for pay
- working part-time for pay
- not working, but looking for a job
- other (e.g. home duties, retired)
- do not know or deceased

Data points:
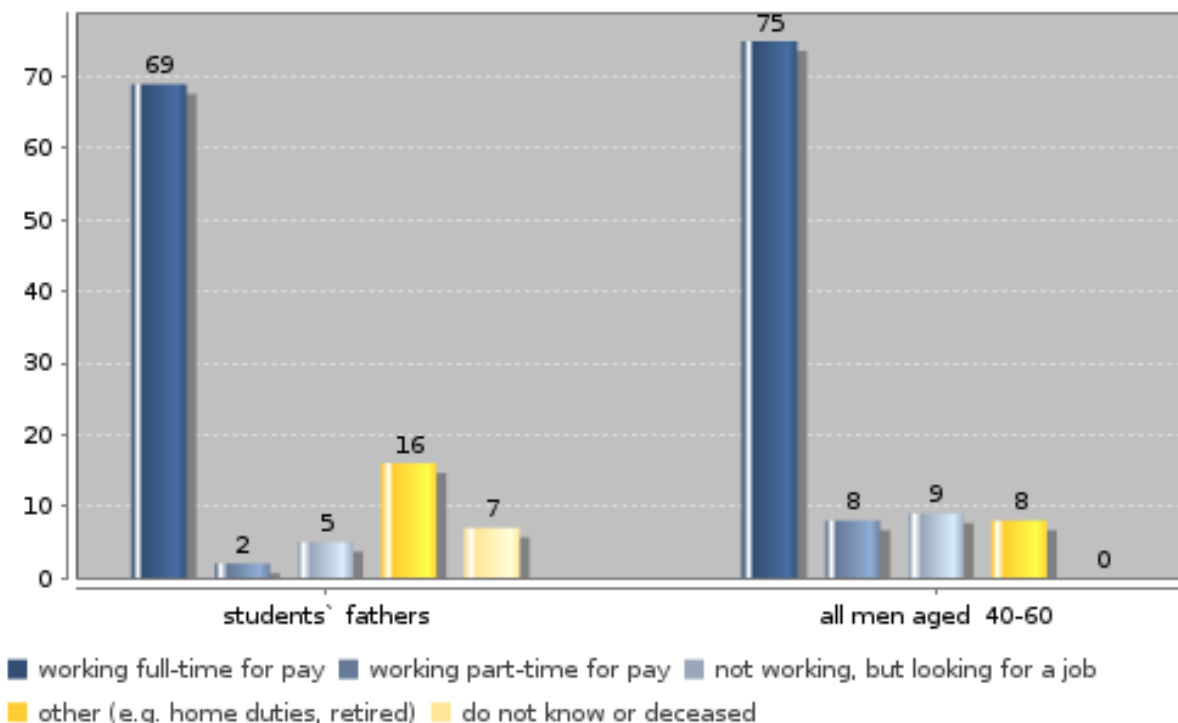
students' mothers: 40, 31, 4, 23, 2
all women aged 40-60: 34, 30, 8, 29, 0
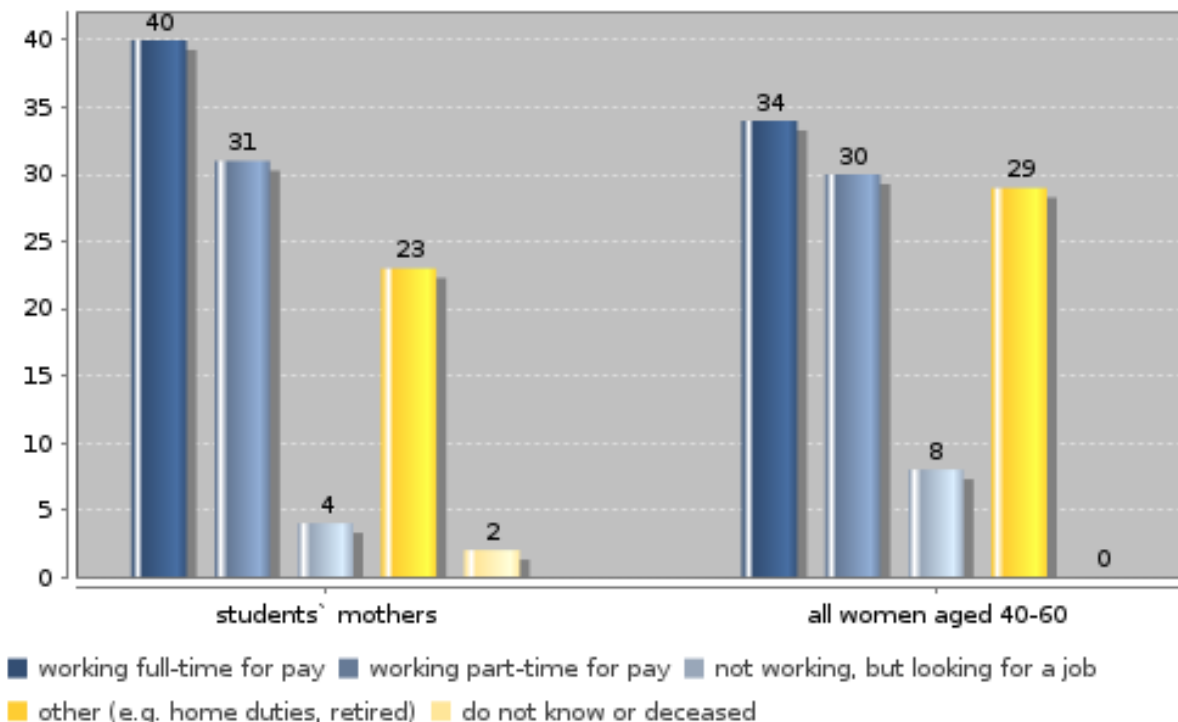
details on missing data:

there is no information in official statistic about deceased (wo)men aged 40-60 ;-)

methodical issues or considerations for data interpretation:

Data source: Government Statistic Office, special series 1, line 4.1.1, vol. 2, 2008. tab. 1.1 population according to employment participation, p. 7

national interpretation of the results of the data analysis:

To a greater extent most of the students' fathers are still in employment. Compared to the men in the general population between the ages of 40-60 years, these are on the whole among part-time or full-time employed fathers however, lower compared to the higher percentage of fathers, who are already in retirement. That is an indication that the chosen age group for comparing the population in general with the age spectrum of fathers of students has not been completely covered.

In comparison, students' mothers are more actively and frequently in employment than those of the general population between the ages of 40-60. The difference within the fully employed is particularly high. They less frequently are unemployed, are housewives or already retired. A major reason for this may lie in the fact of average higher standard of education of the students' mothers as compared to the general female population. In such cases where women have had a career break while looking after their family, they (especially those with a higher educational standard) do continue to work fulltime thereafter.

Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators

Students' parents with blue-collar occupation in%
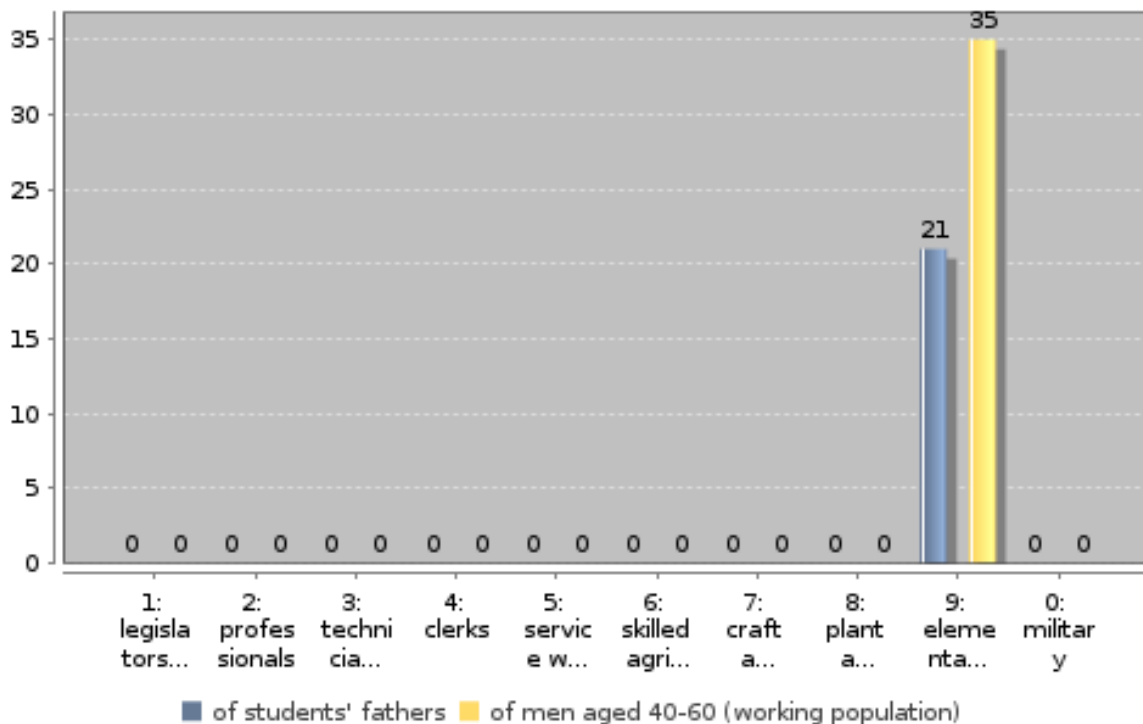
Students' mothers with blue-collar occupation in %

Students' fathers with blue-collar occupation in %

Ratio of students' fathers with blue-collar occupation to counterparts in working population
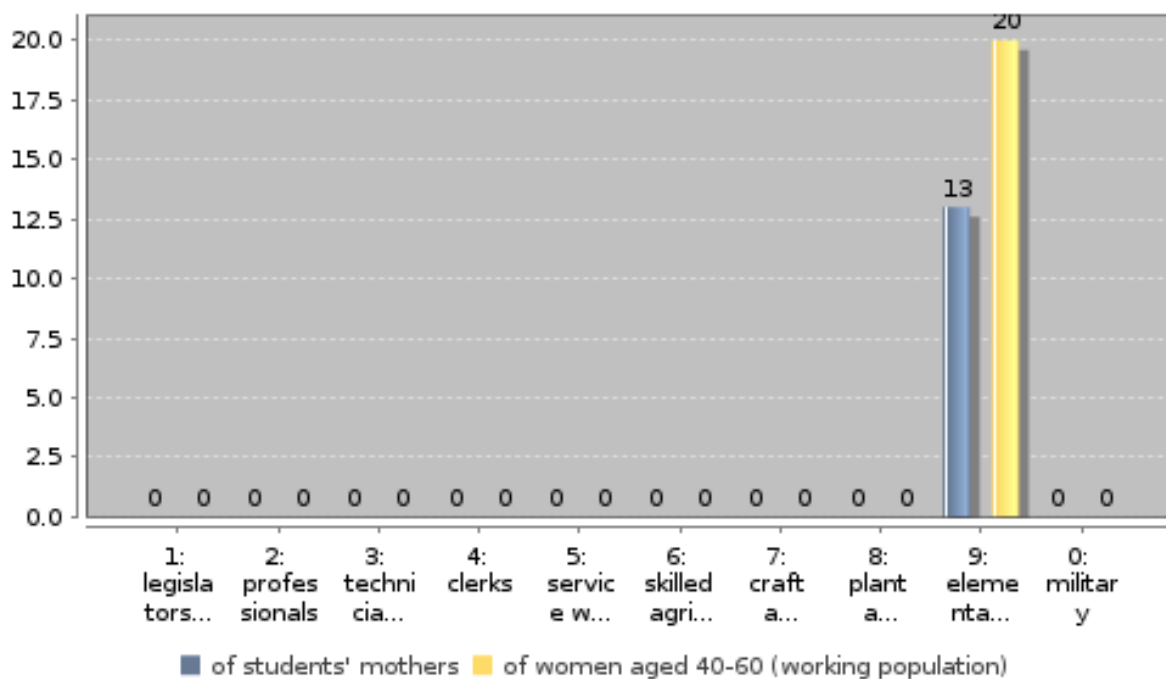
Occupational status of students' parents (in %)

Legend: ■ of students' parents ■ of total population aged 40-60 (working population)
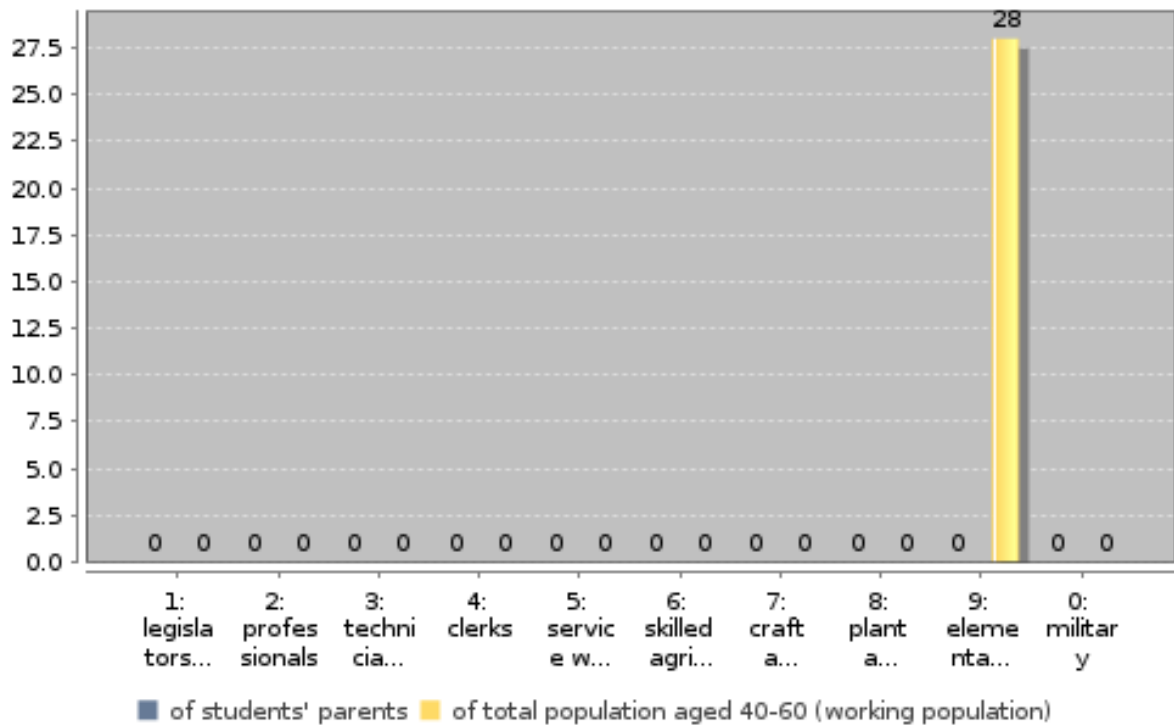
Occupational status of students' fathers (in %)

■ of students' fathers ■ of men aged 40-60 (working population)

Occupational status of students' mothers (in %)

■ of students' mothers ■ of women aged 40-60 (working population)

details on missing data:

methodical issues or considerations for data interpretation:

Data source: Government Statistic Office, special series 1, line 4.1.1, vol. 2, 2008. tab. 1.1 population according to employment participation, p. 22-27

national interpretation of the results of the data analysis:

In Germany there is no representative data either for students or for the general population between 40 and 60 years of age which according to the ISCO -classification could be completely presented as regards employment status. The only certain data would be restricted to the status aggregate of 'blue collar workers'. The data for this summary status has been included in the column 'elementary occupations'.

22% of students come from homes in which at least one parent was employed in, or was last registered as a 'blue collar worker'. This term 'blue collar' is applicable more frequently with students' fathers than mothers (35% vs. 20%). The proportion of blue collar workers among the students' parents is clearly less than in the 40-60 year olds either male or female in the general population. This fact is an indication that participation in third level education in Germany follows a socially selective pattern, clearly pointing out that children from higher social status are more favorably represented.

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 %	31.1
Students' fathers without tertiary education (not ISCED 5-6) in %	37.1
Students' mothers without tertiary education (not ISCED 5-6) in %	59.6
Ratio students' fathers without tertiary education to counterparts in total population	0.5
Ratio students' mothers without tertiary education to counterparts in total population	0.8

Highest educational qualification of students' parents (in %)
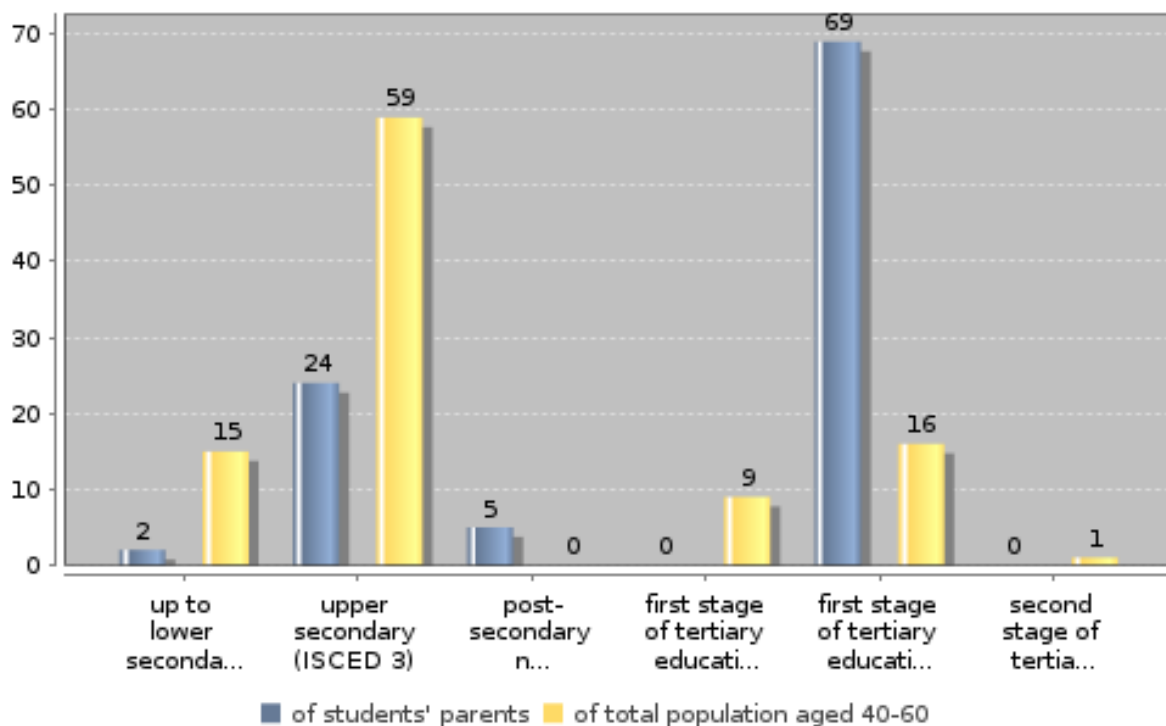
of students' parents   of total population aged 40-60

Highest educational qualification of students' fathers (in %)

	up to lower seconda...	upper secondary (ISCED 3)	post-secondary n...	first stage of tertiary educati...	first stage of tertiary educati...	second stage of tertia...
of students' fathers	4	30	3	0	63	0
of men aged 40-60	12	58	0	11	18	2

■ of students' fathers ■ of men aged 40-60

Highest educational qualification of students' mothers (in %)

	up to lower seconda...	upper secondary (ISCED 3)	post-secondary n...	first stage of tertiary educati...	first stage of tertiary educati...	second stage of tertia...
of students' mothers	7	47	6	0	40	0
of women aged 40-60	18	61	0	7	13	1

■ of students' mothers ■ of women aged 40-60
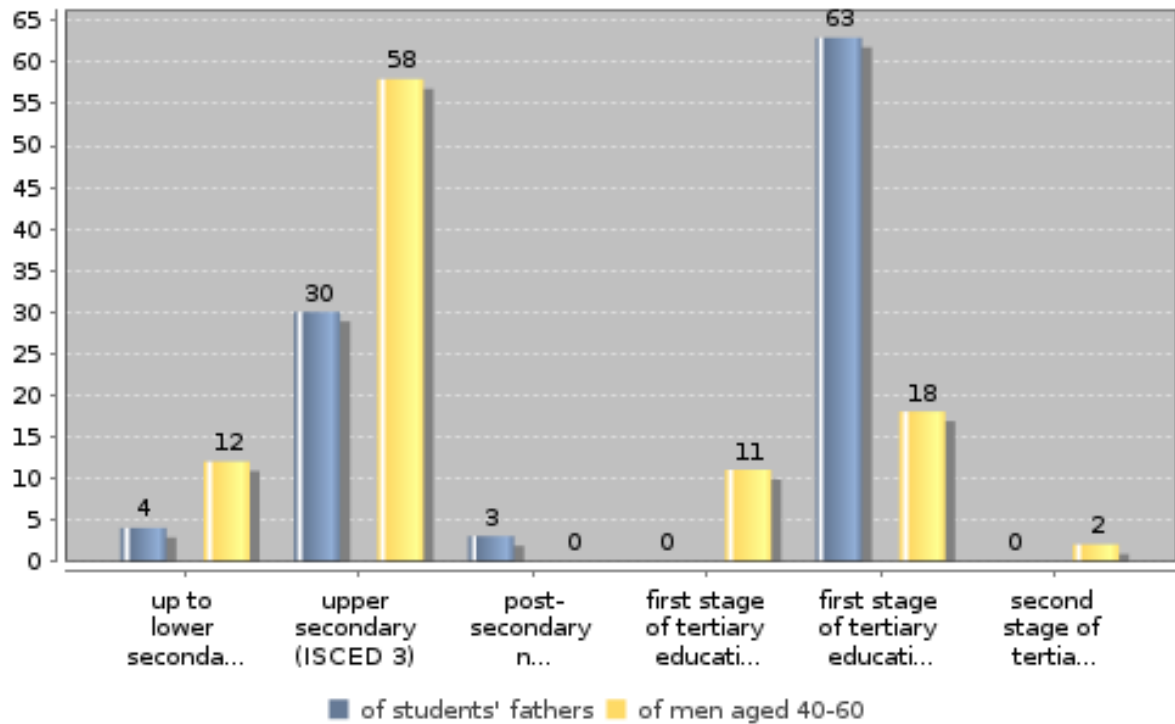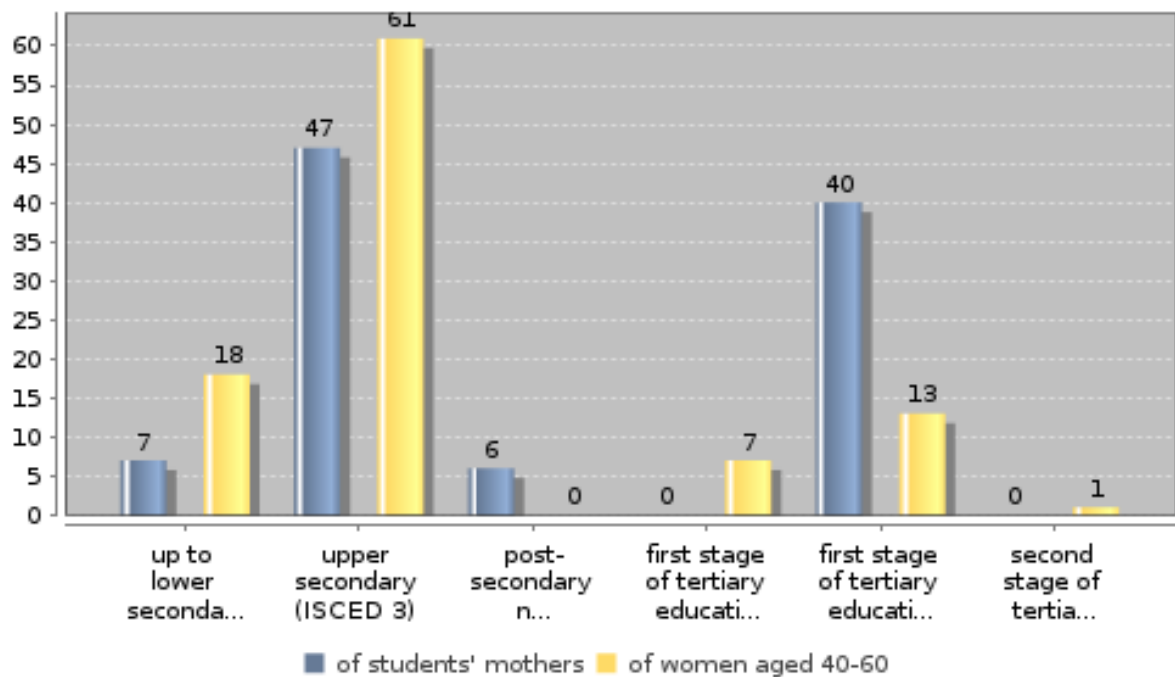
details on missing data:

methodical issues or considerations for data interpretation:

Data related to students: ""first stage of tertiary education (ISCED 5A, academic)"" = include 5B and 6

Data source: Government Statistic Office, Educational status of population, Edition 2009

national interpretation of the results of the data analysis:

Students' parents have a higher standard of education. In more than two-thirds of their families at least one parent has a qualified university education (5A, 5B and 6). That is 2.6 times higher than in the 40-60 year olds in the general population (including doctorates, ISCED 6).

63% of the students' fathers have studied. This is double the number of this proportion in the general population. 40% of students' mothers have completed third level study. Their educational lead compared to women in the general population is nearly as big (1.9 times) compared to the fathers among all men in the 40-60 age group.

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 %	59.2
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	7.2

Blue collar status of students' parents and educational attainment(in %)
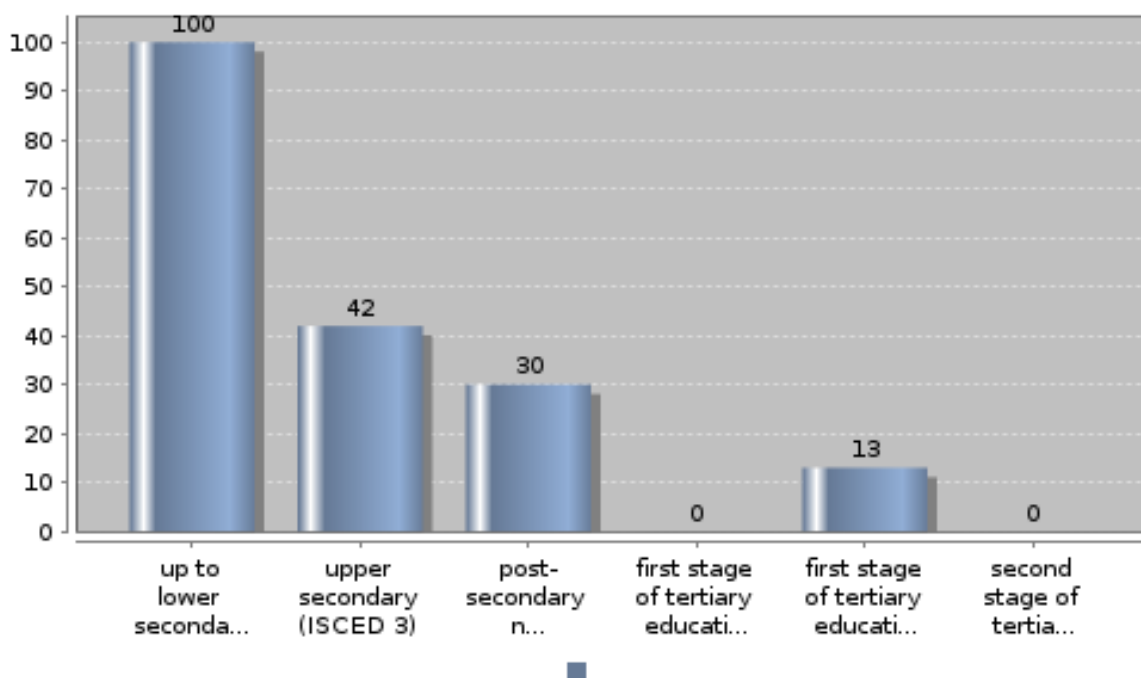
details on missing data:

methodical issues or considerations for data interpretation:

9: elementary occupations = sum of all blue collar status

First stage of tertiary education (ISCED 5A, academic) = include 5B and 6

national interpretation of the results of the data analysis:

In Germany career allocation is closely connected to educationally gained certificates. Because of incomplete data and the pre-given categories, this connection can only be shown in the aggregate status 'blue collar'. The probability of employment as a 'blue collar' worker is (was) highest, the lower the level of education. 65% of the students' parents who have no qualification in their field are (were) employed as blue collar workers. This proportion sinks the higher the educational status and those who have a qualified university education is a mere 13% (ISCED 5B, 5A and 6).

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 %	31.1
Share of BA students' parents without tertiary education (ISCED 5-6), in %	33.7
Share of MA students' parents without tertiary education (ISCED 5-6), in %	29.7
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	33.4
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	40.8
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	38.2

Highest educational qualification of students' parents by characteristics of students (in %)
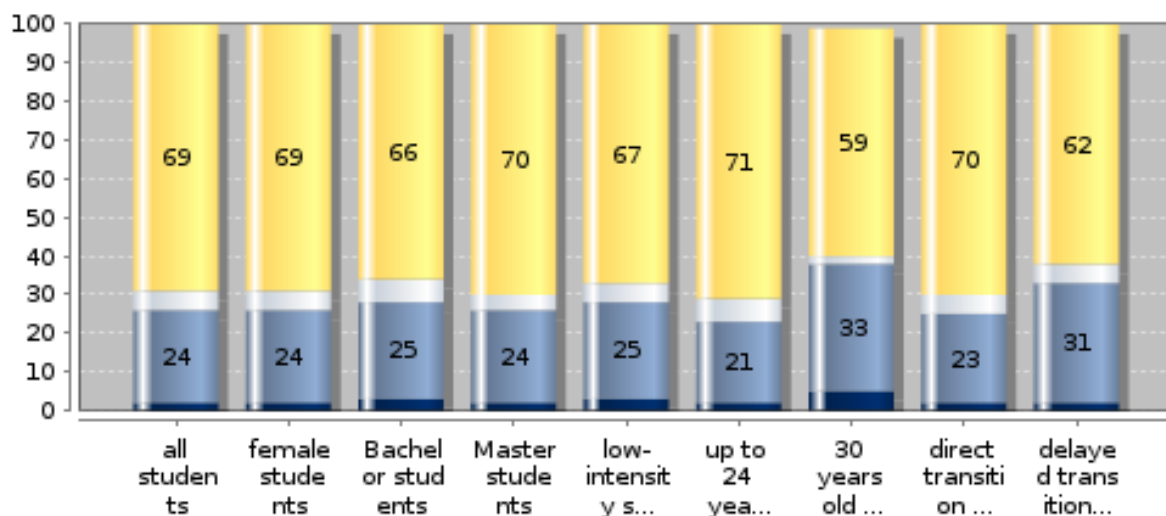
- up to lower secondary (ISCED 0, 1, 2) ■ upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4) ■ first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

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)
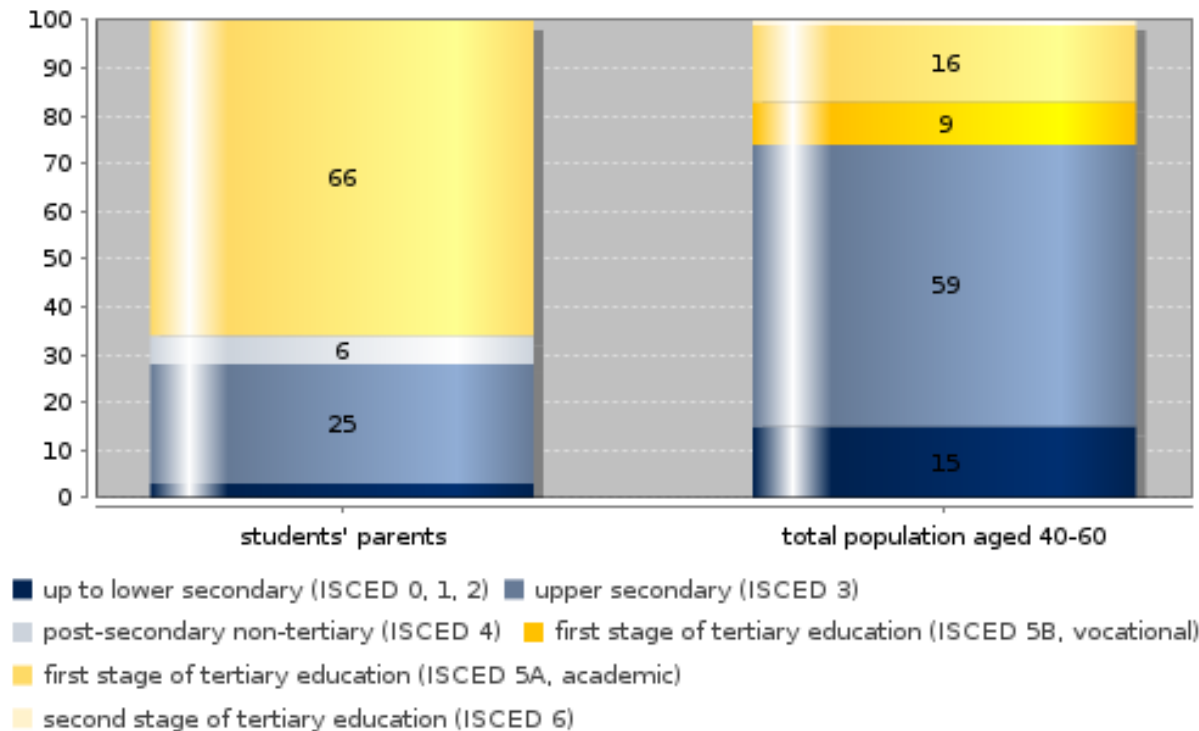
details on missing data:

methodical issues or considerations for data interpretation:

First stage of tertiary education (ISCED 5A, academic) = include 5B and 6

national interpretation of the results of the data analysis:

Data for the educational status of students' parents is only available in the ISCED-levels 5A, 5B and 6 (= with university qualification). Of all students examined here 69% come from a family in which the father and/ or mother had a university qualification (with the exception of those doing their doctorate). In comparison to different groups of students who hope to do a master, it is noticeable that the younger ones (up to 24 years) are among those who started studying within two years of qualifying for a university. For students in master studies this can be explained by the fact that these courses of study are available where there is a higher proportion of students whose parents have a comparatively high education standard. Among older students (30 years and older) there are many who started studying at a later date, among other things, because they first qualified after an apprenticeship, and/or were employed. The delayed start of study at a university of students whose family did not have a university education happens more frequently than in the case of students whose parents have also studied. A comparison of the educational status of bachelor students' parents with the 40-60 age group in the general population, shows similarities which have also been described for parents of all students compared to the general population (Fig.3.3).
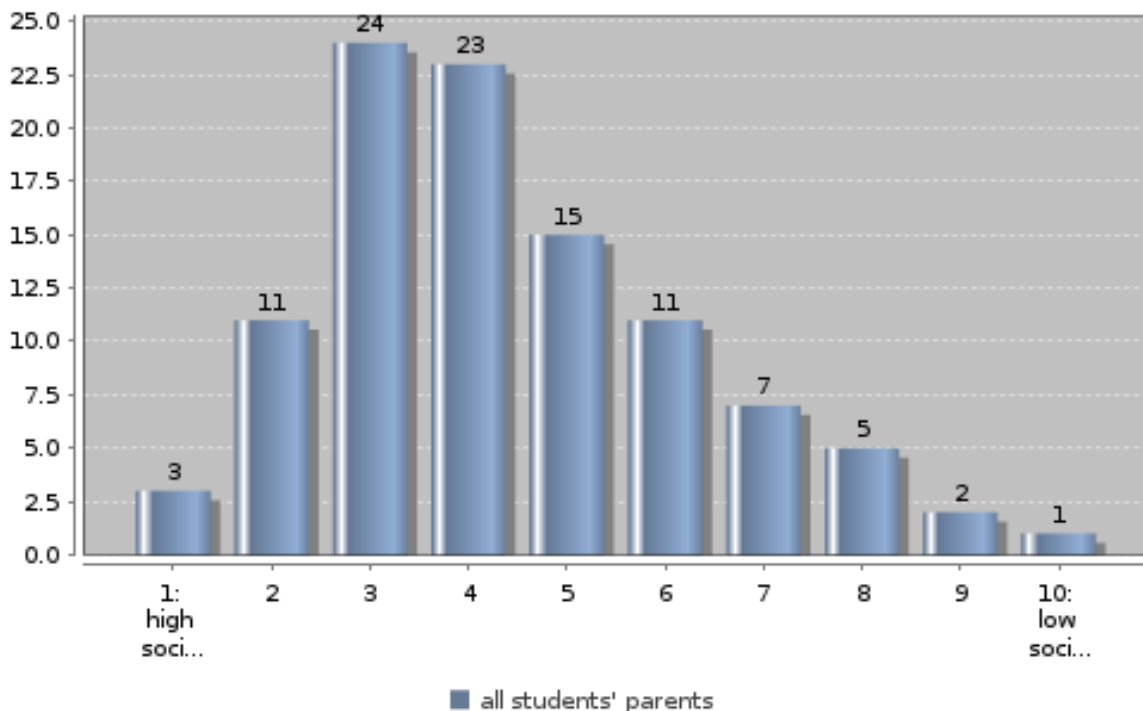
Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	74.9
Students' parents with lower social standing (6-10)	25.1

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

details on missing data:

methodical issues or considerations for data interpretation:

data from online-test-survey, yet unwighted. Only comparable in a limited way as there was deviation in the formulation of the question and a different order in the answering scale - (horizontal rather than vertical).

national interpretation of the results of the data analysis:

The majority of students put the social status of their parents well above the middle (positions 1-4). The average value for the subjective categorizing lies at 4.3. The most commonly chosen positions are 3 and 4. Taking the three highest positions together, then 37% of students evaluate their parents' social status as 'high'. At the other end of the scale 7% of students place their parents at the lower social status (positions 8-10).

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 %	58.1
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	16.4
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	14.0
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	10.9

Students' assessment of their parents' social standing by parental education level (in %)
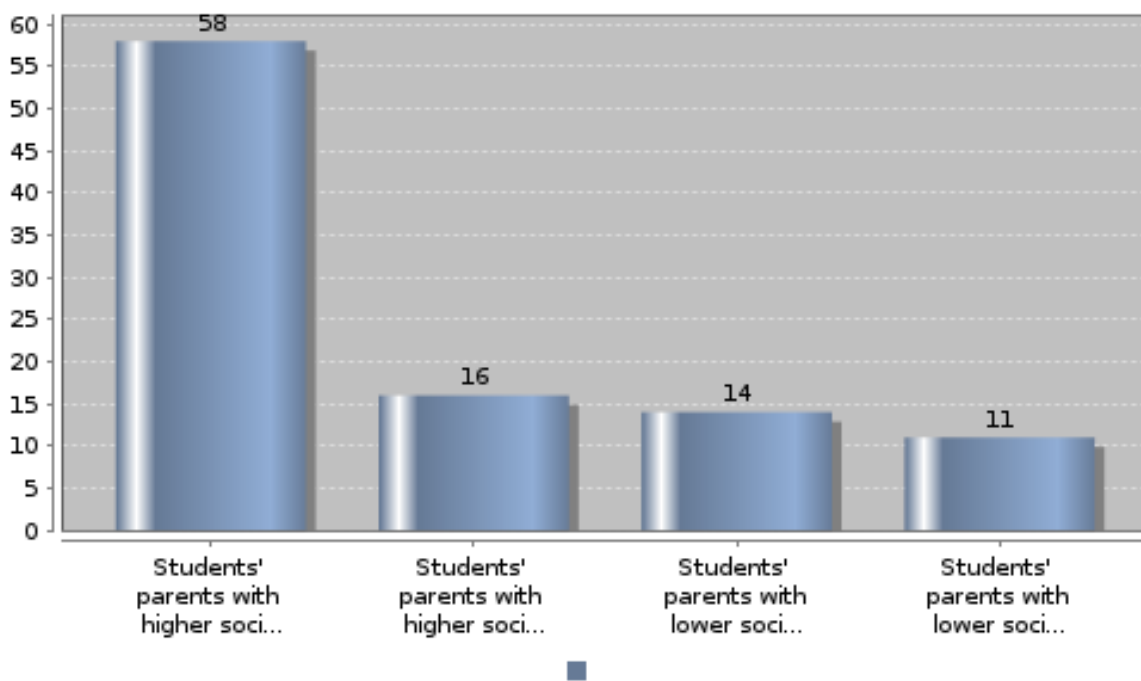
details on missing data:

methodical issues or considerations for data interpretation:

data from online-test-survey, yet unwighted. Only comparable in a limited way as there was deviation in the formulation of the question and a different order in the answering scale - (horizontal rather than vertical).

national interpretation of the results of the data analysis:

The subjective categorizing corresponds as expected with objective distinctions within the social status: students whose parents did not complete career qualifications (ISCED 0, 1. 2,)

rank their parents to a more than average degree within a very low social status (8% position 10, average 5.9). In contrast, students whose parents have qualified at third level (ISCED 5A.5B, 6) describe their parents' social status very often as 'very high' (3% position1, average 3.9).

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 %	74.9
All students' parents with lower social standing (6-10), in %	25.1
BA students' parents with higher social standing (1-5), in %	72.8
BA students' parents with lower social standing (6-10), in %	27.3
MA students' parents with higher social standing (1-5), in %	80.7
MA students' parents with lower social standing (6-10), in %	19.2

Subjective assessment of parents' social standing by characteristics of students (in %)
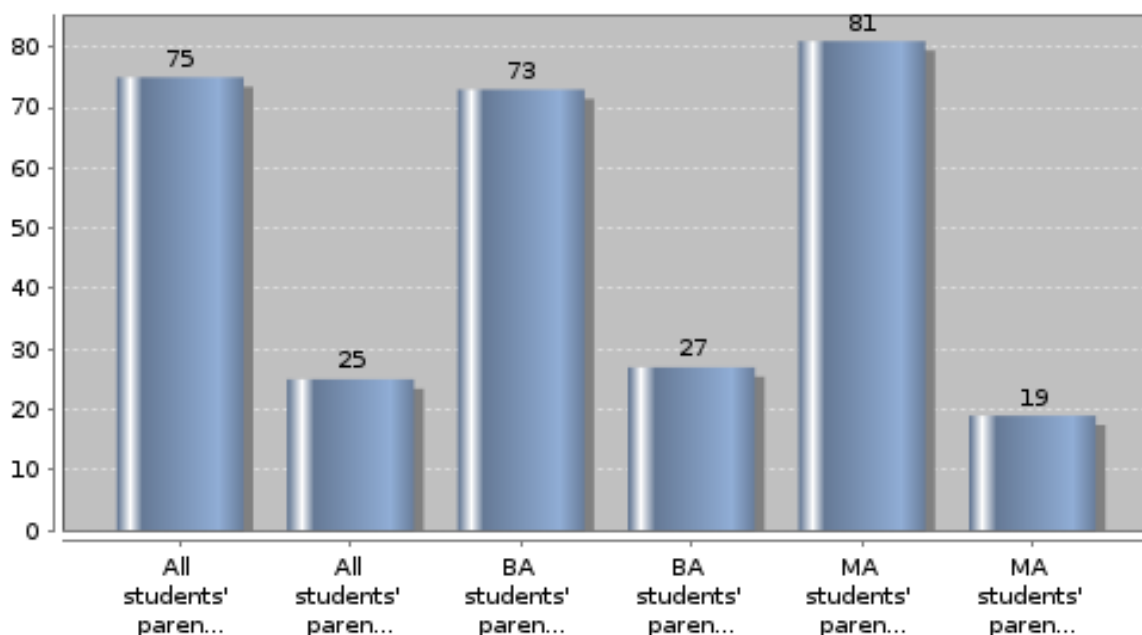
details on missing data:

methodical issues or considerations for data interpretation:

data from online-test-survey, yet unwighted. Only comparable in a limited way as there was deviation in the formulation of the question and a different order in the answering scale - (horizontal rather than vertical).

national interpretation of the results of the data analysis:

Taking a differential in the students' distinctions, and having focused on the extreme groups 'higher' and 'lower' social status, differences can be seen which cannot be singularly interpreted. Initially it seems that female students tend to give their parents a higher social ranking than their male counterparts (2.9% vs 2.5% position 1).This picture however is not verified when the average value is compared (female students: 4.4 vs. male students 4.3). A comparison between bachelor and master students makes an even greater difference, that the extreme position 'very high' does not show the complete picture. Of the bachelor students compared to the master students, twice as many (2.5% vs. 1.2%) give their parents' social status as 'very high'. The average comparison shows however, that only the difference in the placement of the extreme position, but not the overall assessment of their parents' status is differentiated (bachelor: 4.5, master 4.4).

When students' time for study is compared among one another, then we also find no clear-cut correlations between the two. Classification of students with low study intensity is very similar to those students with high study intensity (average of 4.5). Students with an average amount of study intensity value their parental status as comparatively high (average 4.2).

When comparing age groups, there seems to be a connection to the status assessment: the older the students, the higher the percentage of students who assess their parents' status as average or low (average: age up to 24: 2.4; 25 -29: 4.5; 30 years and older: 5.1).Students who have started studying at a later stage, have a parental background with a over-average frequency from families with a lower level of education (see fig. 3.5). This has also been correlated as a result of subjective assessment of social status (average value: those who took up study late: 4.7; direct start of study: 4.3).

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

24.0

Share of all students not living with parents, in %

76.0

Share of all students living in student halls, in %

12.7

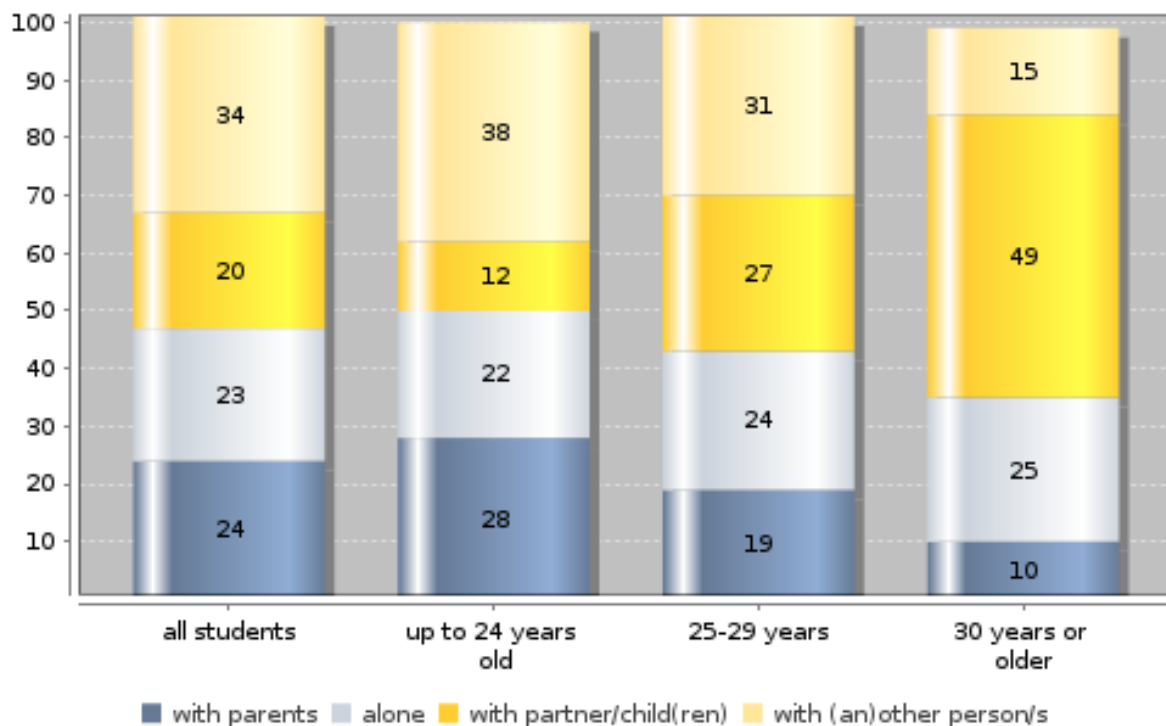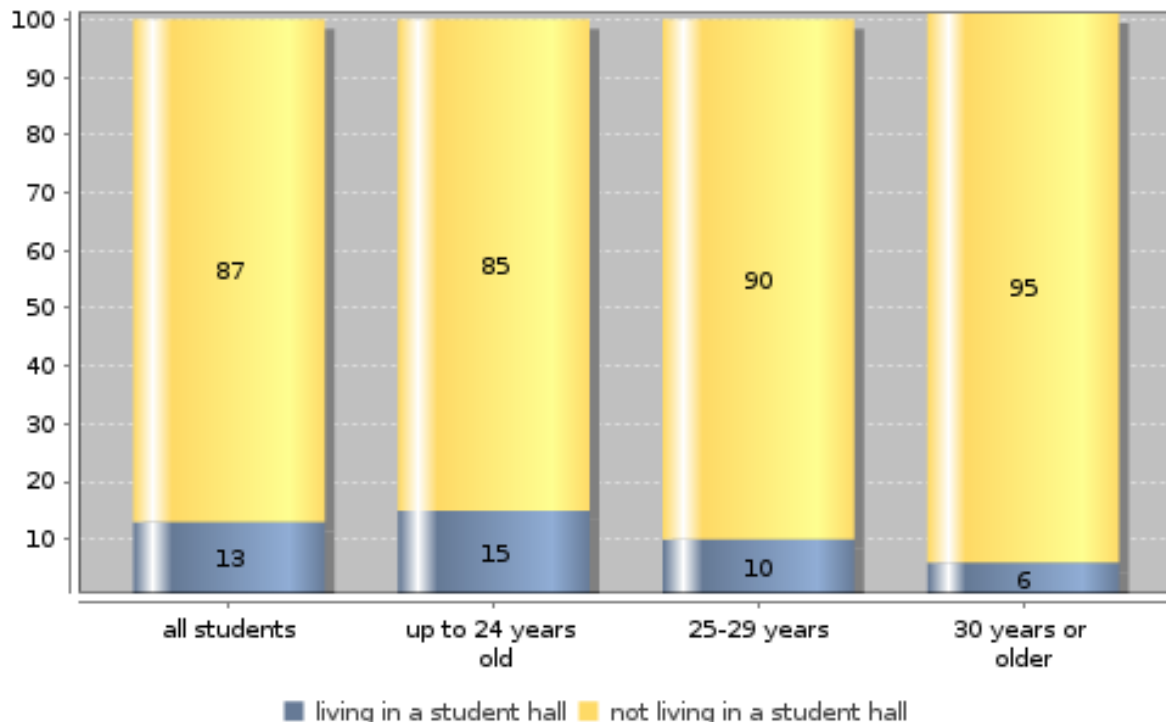Share of students up to 24 years old living in the most frequent type of housing, in %

1.0

0.0

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

3.0

Form of housing by age (in %)

Students living in a student hall (in %)

	all students	up to 24 years old	25-29 years	30 years or older
not living in a student hall	87	85	90	95
living in a student hall	13	15	10	6

■ living in a student hall   ■ not living in a student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The most common form of accommodation among students is flat/ house sharing. Slightly less than a quarter live with their parents. 23% live in a single room/ rented apartment in student residences and every fifth lives together with a partner and/ or with a child. The choice of rented accommodation varies strongly according to the student's age. Younger students either live at home or share an apartment. The older the student, the higher the percentage of those who share an apartment with a partner.

Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	28.4
Share of all Bachelor students living in student halls, in %	13.5
Share of all Master students living with parents, in %	15.0
Share of all Master students living in student halls, in %	14.8

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

	all Bachelor students	female bachelor	male bachelor	all Master students	female master	male master
with parents	28	25	33	15	14	16
alone	21	21	22	20	18	22
with partner/child(ren)	16	18	14	27	29	23
with (an)other person/s	35	37	32	39	39	39

Legend: ■ with parents ■ alone ■ with partner/child(ren) ■ with (an)other person/s
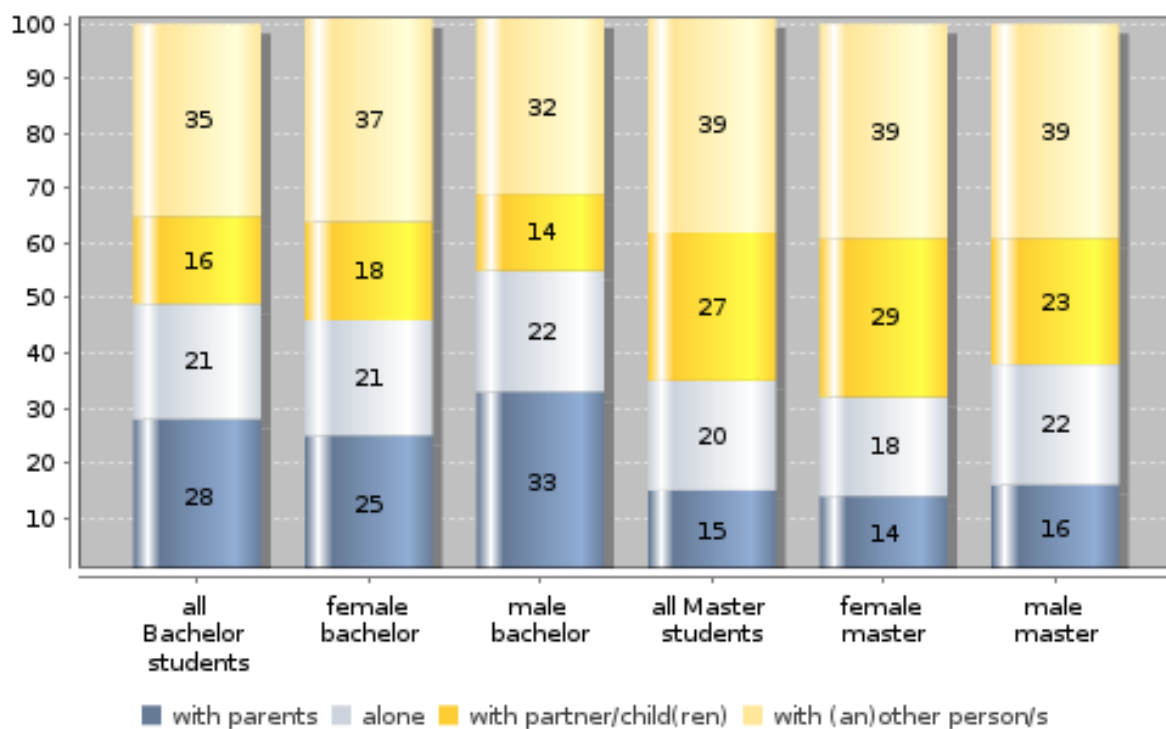
Bachelor and Master students living in a student hall by gender (in %)
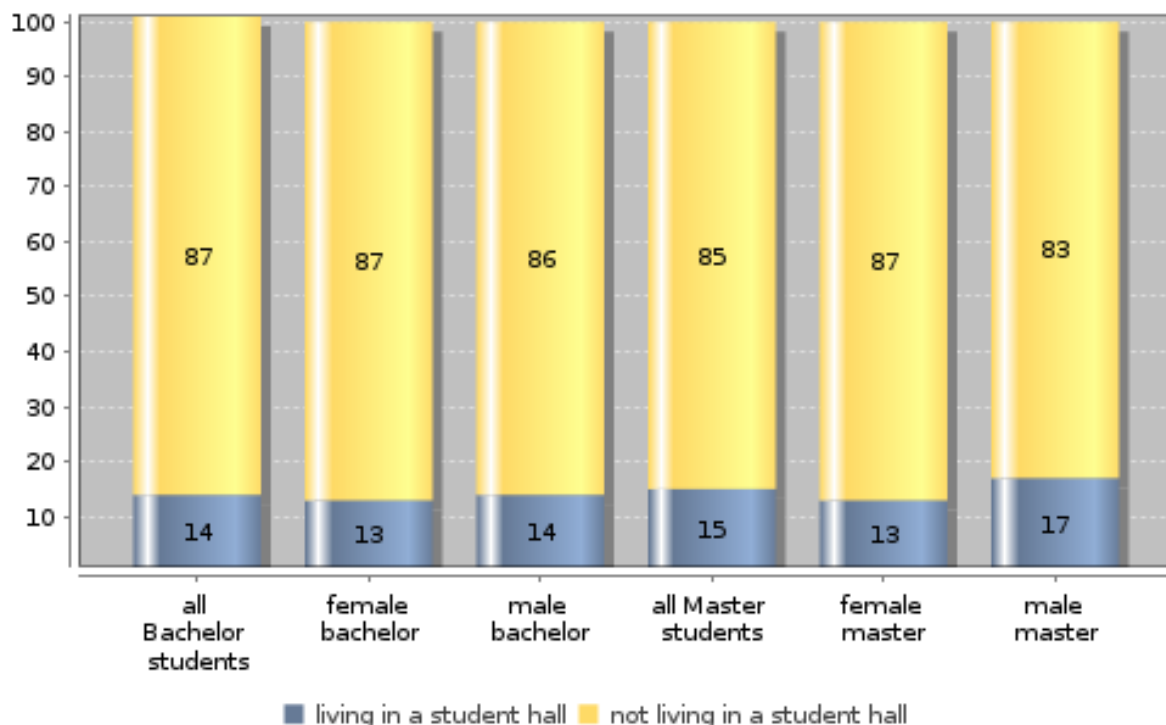
Chart showing percentages for each group (living in a student hall / not living in a student hall):

Group	living in a student hall	not living in a student hall
all Bachelor students	14	87
female bachelor	13	87
male bachelor	14	86
all Master students	15	85
female master	13	87
male master	17	83

■ living in a student hall ■ not living in a student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The difference in the choice of accommodation between bachelor and master students can be traced back to the fact that bachelor students are younger (compare remarks to previous description).

A far smaller number of female bachelor students live at home compared to their male counterparts (a quarter as opposed to a third).The percentage of women who share accommodation with a partner both among bachelor and master students is higher than the similar percentage of male students.

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	3.0
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	3.6
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	2.0
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	3.2
Ratio of students living (not with parents)/(with parents) in capital city	5.1

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

	up to 100	>100-300	>300-500	> 500	capital city
with (an)other person/s	36	36	26	32	31
with partner/child(ren)	17	19	19	22	29
alone	22	24	22	22	25
with parents	25	22	34	24	16

Legend: with parents, alone, with partner/child(ren), with (an)other person/s
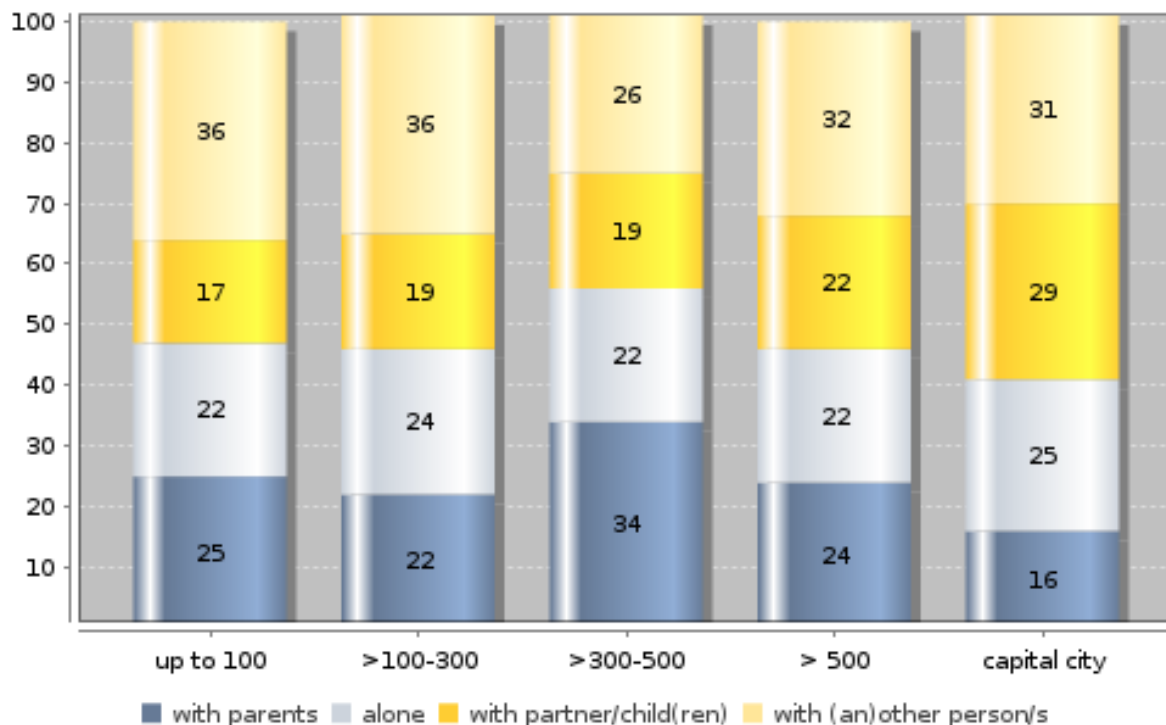
Students living in a student hall by size of study location by 1,000 inhabitants (in %)
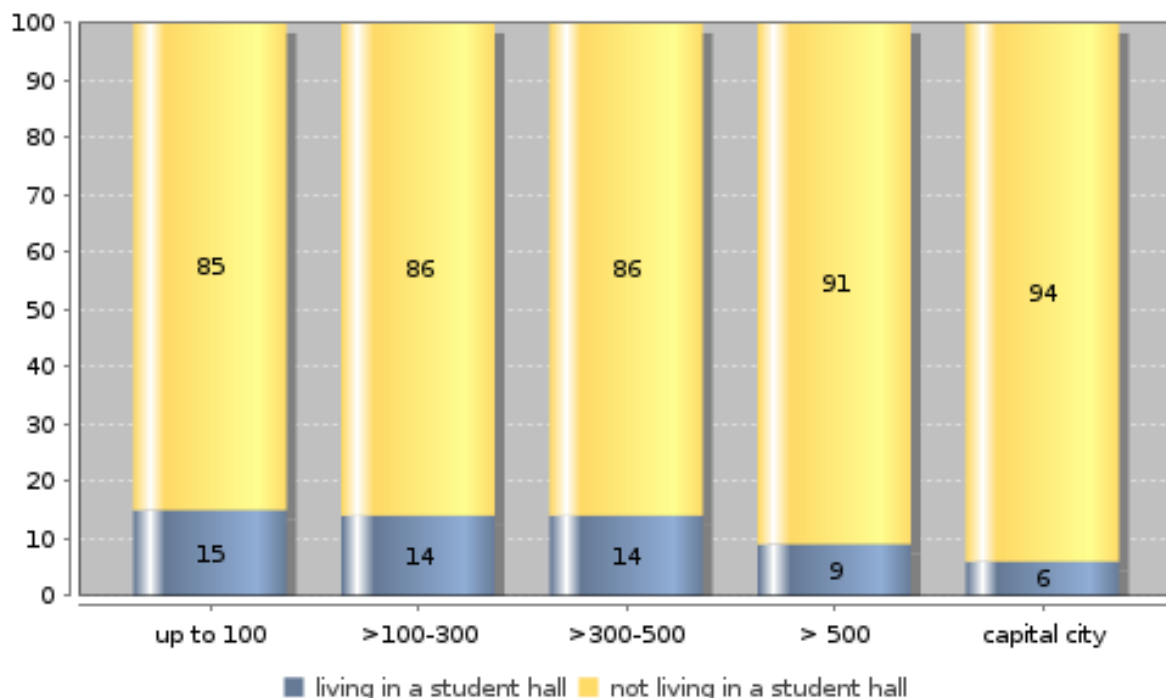
Share of all students by size of study location by 1,000 inhabitants (in %)
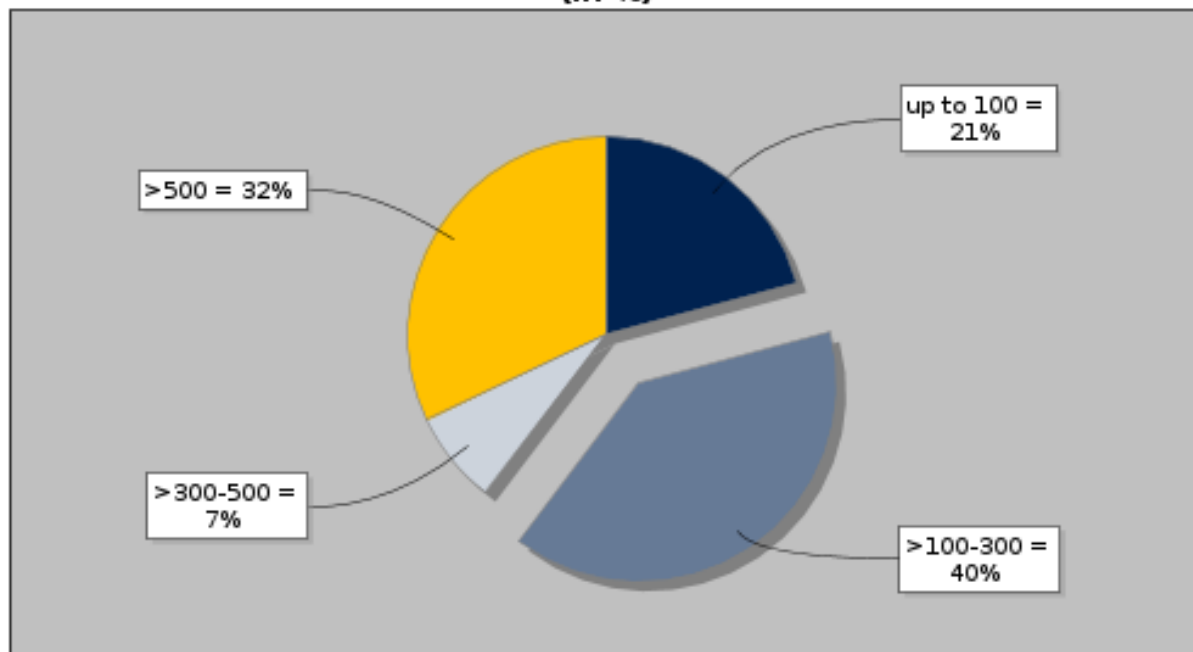
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The percentage of students who live at home is very much above average in towns with a population of 300,000 to 500,000 where there are colleges /universities. The percentage of students in shared accommodation in contrast is less than average in those towns. However, there are a relatively small percentage of students in university towns with this population. In larger university cities, students more frequently share an apartment with a partner. It must be taken into account that the average age of students is older, the larger the university city. In the capital, Berlin, especially, a much larger percentage of students share an apartment with a partner. In contrast Berlin students who live at home are percentually very small. It is worth noting that the percentage of students from other federal states who have come to live in Berlin is quite considerable.

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 %	32.4
Share of all students from low education background (ISCED 0-2) living in student halls, in %	13.2
Share of all students from high education background (ISCED 5-6) living with parents, in %	22.1
Share of all students from high education background (ISCED 5-6) living in student halls, in %	13.1

Form of housing by social background (in %)
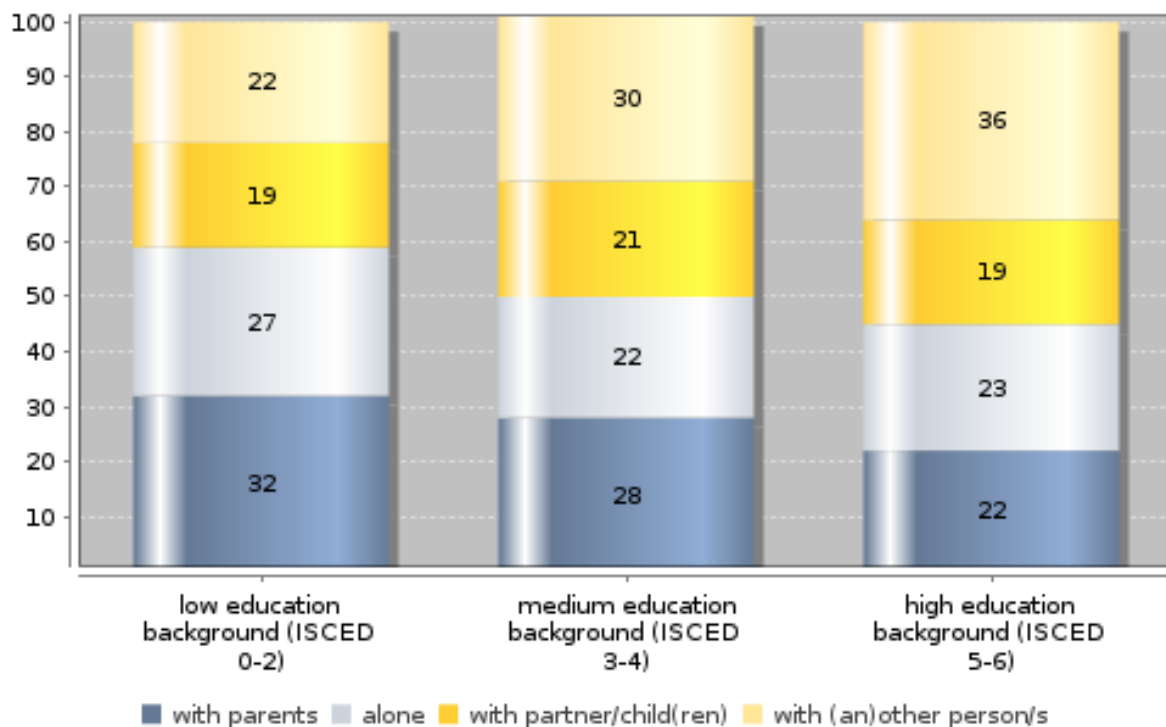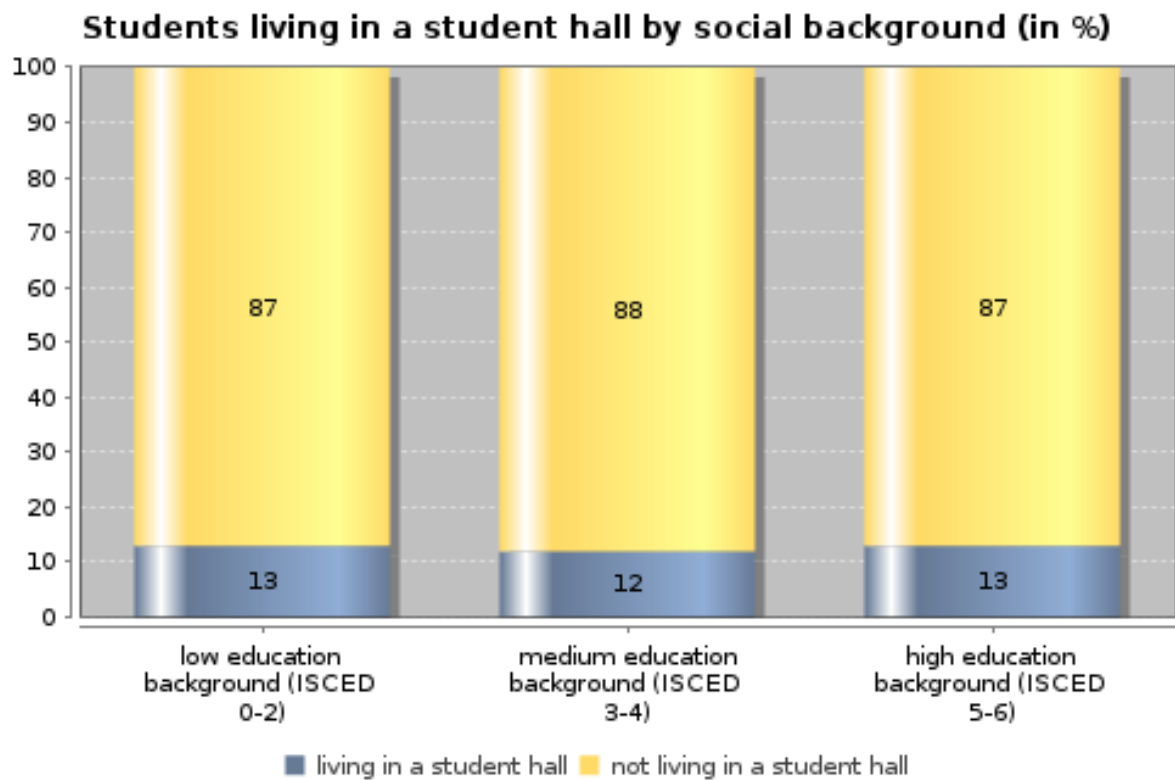
low education background (ISCED 0-2): with parents 32, alone 27, with partner/child(ren) 19, with (an)other person/s 22

medium education background (ISCED 3-4): with parents 28, alone 22, with partner/child(ren) 21, with (an)other person/s 30

high education background (ISCED 5-6): with parents 22, alone 23, with partner/child(ren) 19, with (an)other person/s 36

Legend: with parents | alone | with partner/child(ren) | with (an)other person/s

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

living in a student hall | not living in a student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There is an increase in the proportion of students who share accommodation with one or the higher their social status. The proportion of students living in student residences more other people according their social background. In contrast, the proportion of student living at home is smaller are very similar taking the lower and higher social background into account 13.2% as compared with 13.1%. Of those students from middle-class families, a smaller number live in student residences (11.6%).

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	49.0
Students not living with parents, who are (very) satisfied in %:	63.2
Students residing in student halls, who are (very) satisfied in %:	51.6
Students living with parents, who are (very) dissatisfied in %:	24.3
Students not living with parents, who are (very) dissatisfied in %:	18.5
Students residing in student halls, who are (very) dissatisfied in %:	21.2

Students' assessment of accommodation by form of housing (in %)
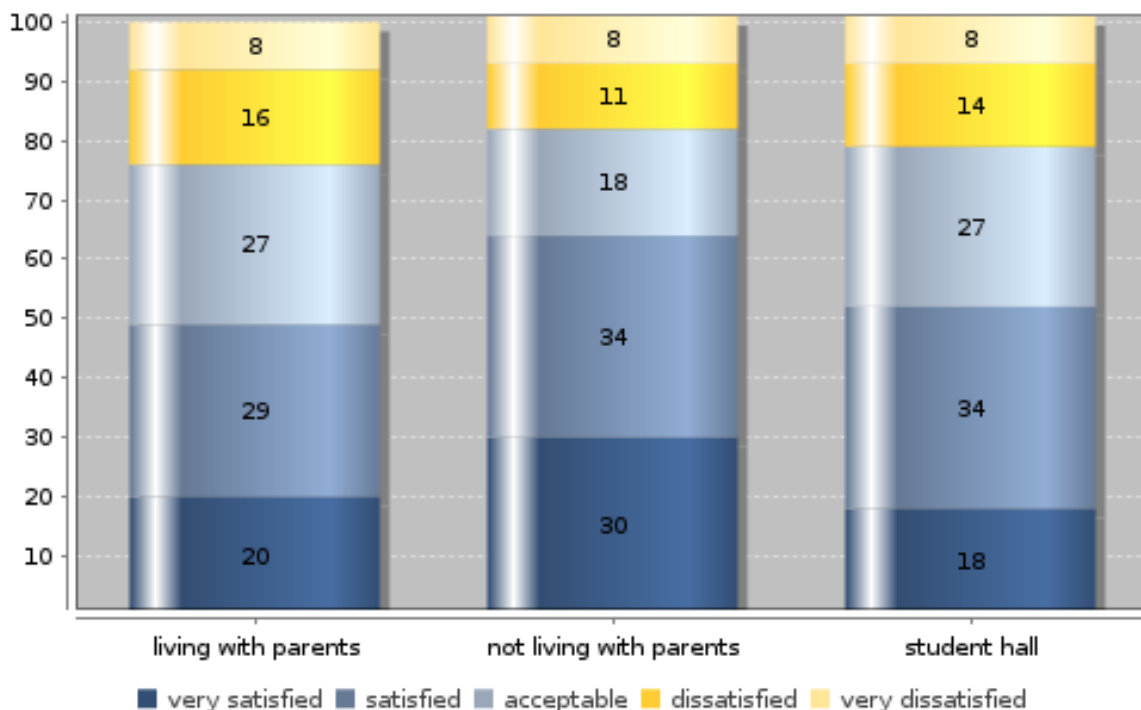
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students living away from home are more frequently satisfied with their living conditions than those still living at home. Also in the case of those living in student residences, the proportion of those who are in general more satisfied (very satisfied) than with students no longer living at home is smaller than those others no longer living at home. Students above all who share an apartment with a partner are pleased

with their living situation (very satisfied: 41%, satisfied: 31%).

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	270.0
student hall	212.0
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	294.0
student hall	223.0
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)
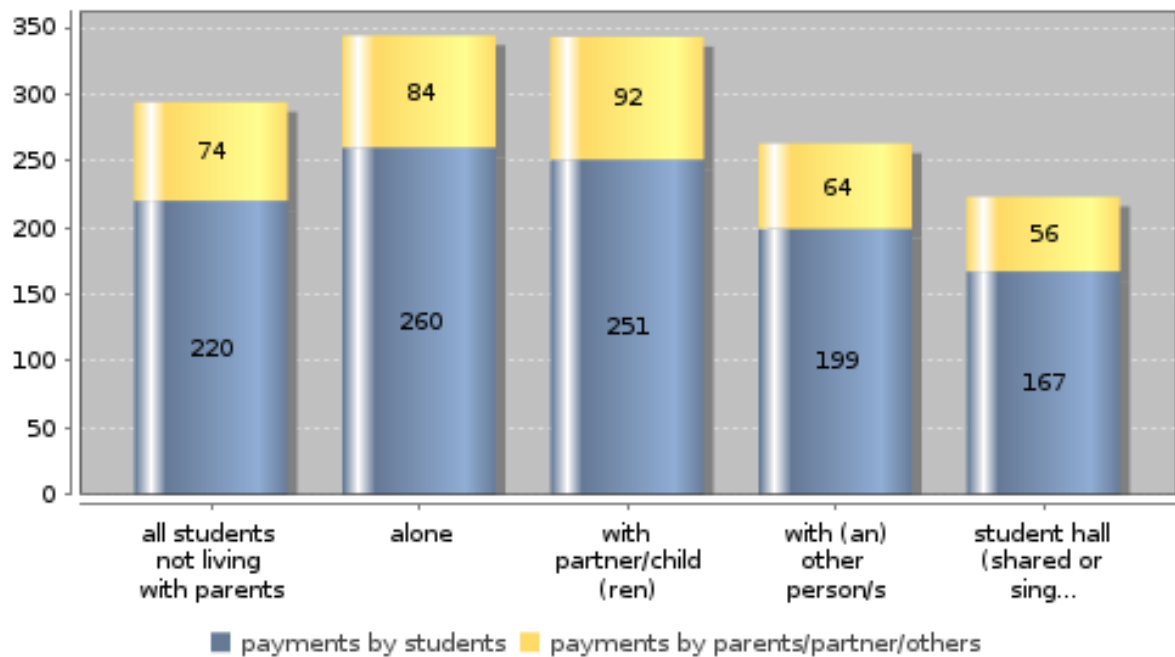
Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)
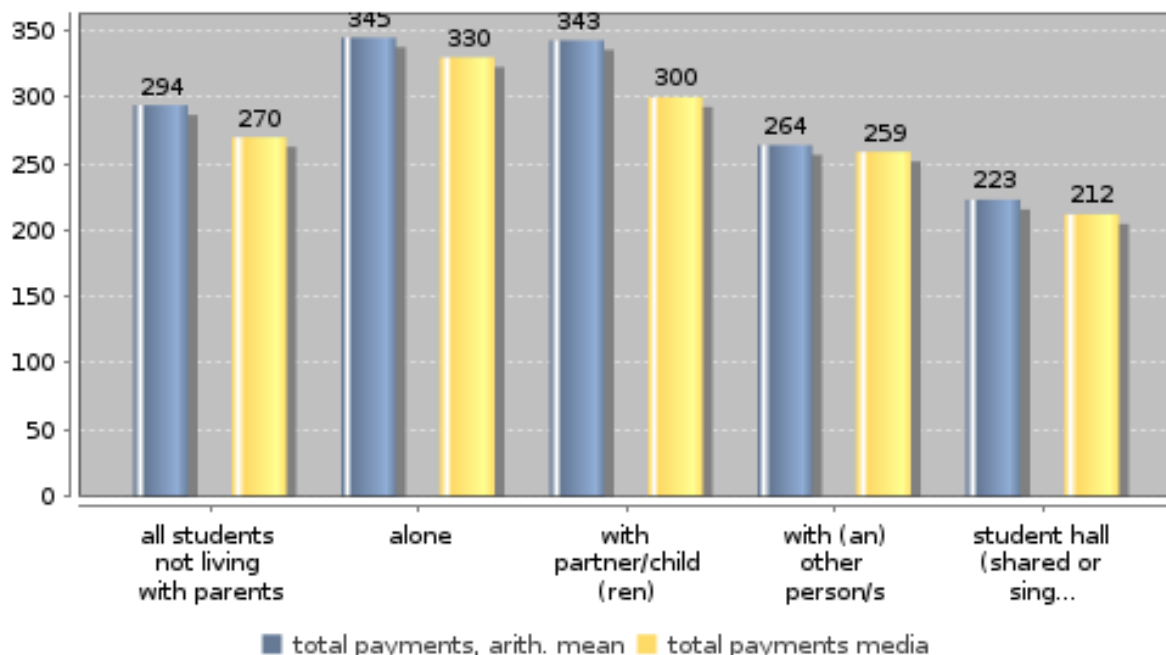
details on missing data:

Only students who specified an amount for rent are taken into account.

methodical issues or considerations for data interpretation:

In Germany 73 % of students pay for their rent from their available source of income (on average 288 per month). In 20% of such cases these expenses are taken over for the students by the parents or by a partner (on average 289? per month). In 7 % of the cases a mixed financing can be assumed (e. g. parents transfer basic rent, the student pays for additional costs) - heating, electricity; an average of 369? per month). Of the above-mentioned data only the total expenses for rent can be taken as convincing and can be interpreted as such.

national interpretation of the results of the data analysis:

For students no longer living at home those in student residences still have the cheapest form of accommodation with an average spending of 223 Euros per month. Even sharing an apartment is 41% or 18% higher. Even more expensive is rented accommodation either single or sharing with a partner. This form of living costs 42% of students more than 50% of places in student residences.

Topic: D. Accommodation

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

Key Indicators

Travelling time from home in minutes (median)

all forms of accommodation   living with parents

Average daily travelling time (in minutes) by form of housing
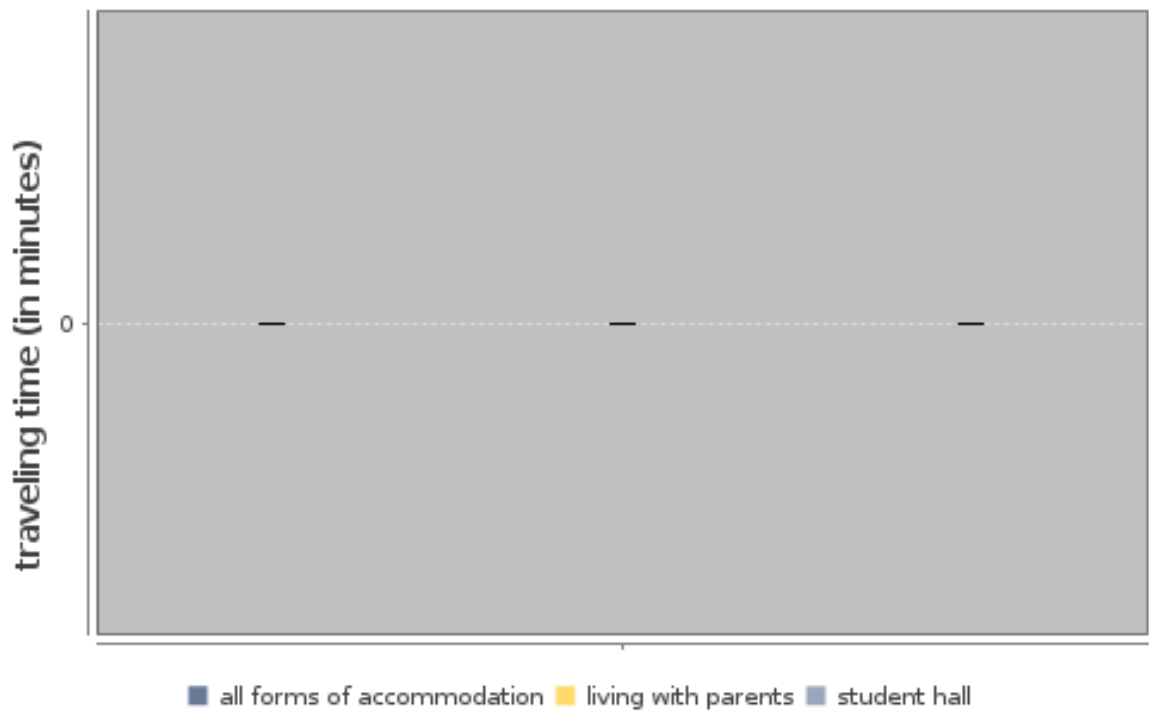
■ all forms of accommodation ■ living with parents ■ student hall

details on 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 %	Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	15.3
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	7.0
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	3.9
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	30.3

Profile of students' monthly out-of-own-pocket key costs for students living with parents (in euros)
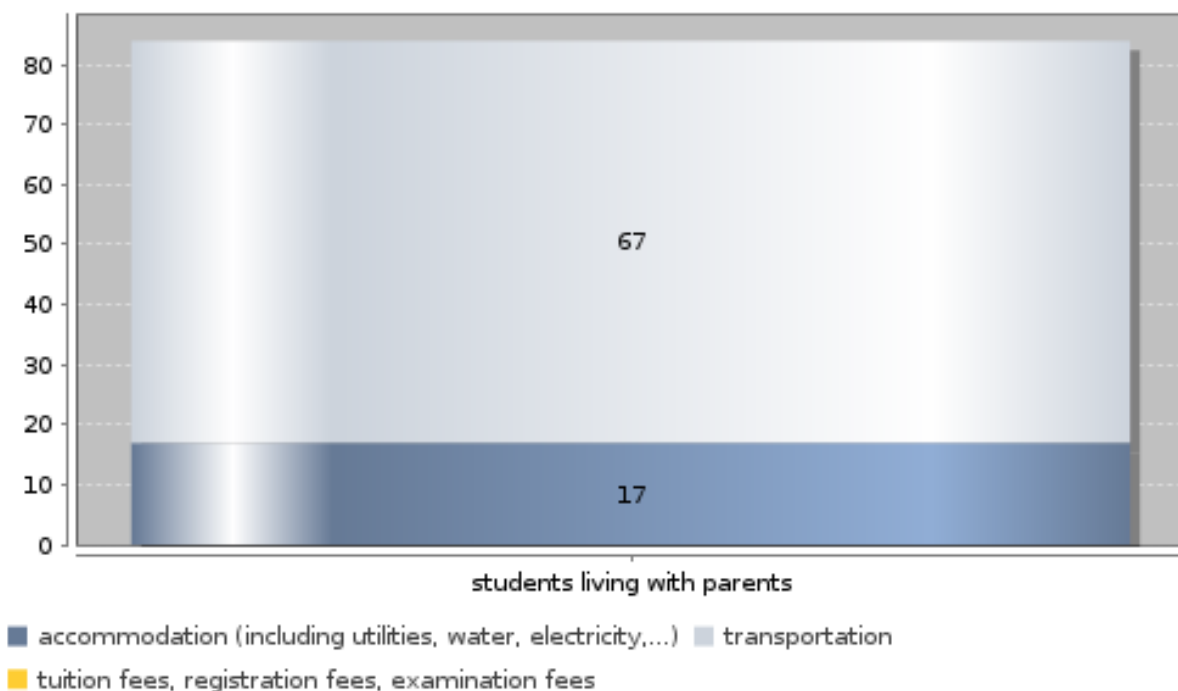
Profile of students' monthly key costs by payer for students not living with parents (in euros)
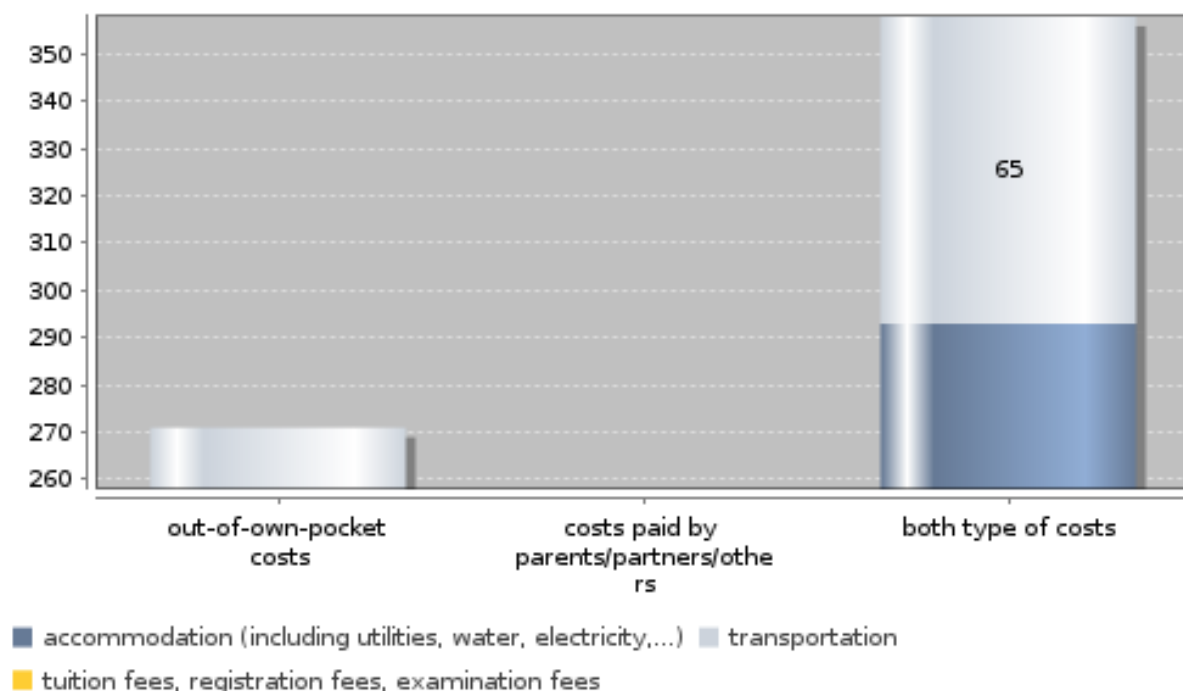
details on missing data:

methodical issues or considerations for data interpretation:

As a general rule, it can be assumed in Germany that in the 17th Social study dated (2003) on methodological grounds the aspiration was given up of trying to fully document the expenses of students. Only certain chosen expenses positions have been chosen. The end result is that the sum of expenses incurred in the chosen positions is not comparable to the actual expenses. It therefore follows that the proportional automatically targeted calculations/ graphics are misleading.

Moreover it may be pointed out that for students living at home, only those expenses are queried, which they themselves spend. Since 2003 parents' expenses benefitting children still living at home are no longer questioned in the survey for methodical reasons. In

addition it is worth noting: in the cases of those still living with their parents, only those who spend more than 50 Euro per month whereas where students were no longer living at home, only those cases were included in the evaluation who had more than 256 Euro per month in expenses (sum self and parents) and who in addition quoted figures for the positions 'accommodation' and 'living/daily expenses'

While interpreting the expenses data of those questioned in the first table the following can be observed: For those living with their parents there is an average sum for rent and other expenses from results supplied by 10% of students, the average value for living/ daily expenses as a result of data supplied by 93% U.E. cannot be interpreted. For those not living at home only the rent expenses which they themselves carry can be checked. But only 80% of those not living at home have expenses for rent. The sum is then taken as an average value based on all the facts and is therefore not plausible (compare methodical notes to 6, cost of accommodation for students not living with parents). Data which could be interpreted in the column for those not living at home is covered only in the third column

of the second table of those questioned!

Attention: As agreed with EUROSTUDENT-Coordinators, the amount of the 'available' monthly income was entered in the line 'total amount'.

Only chosen expenditure positions are accounted for (compare methodical remarks to 1). In the 19th social study only the students who had to pay study fees for the summer term 2009 were asked independently of their income and expenses for living and other costs in relation to their study.

Attention: In the line "total expenditure" the sum of the total monthly income of each group of students was recorded.

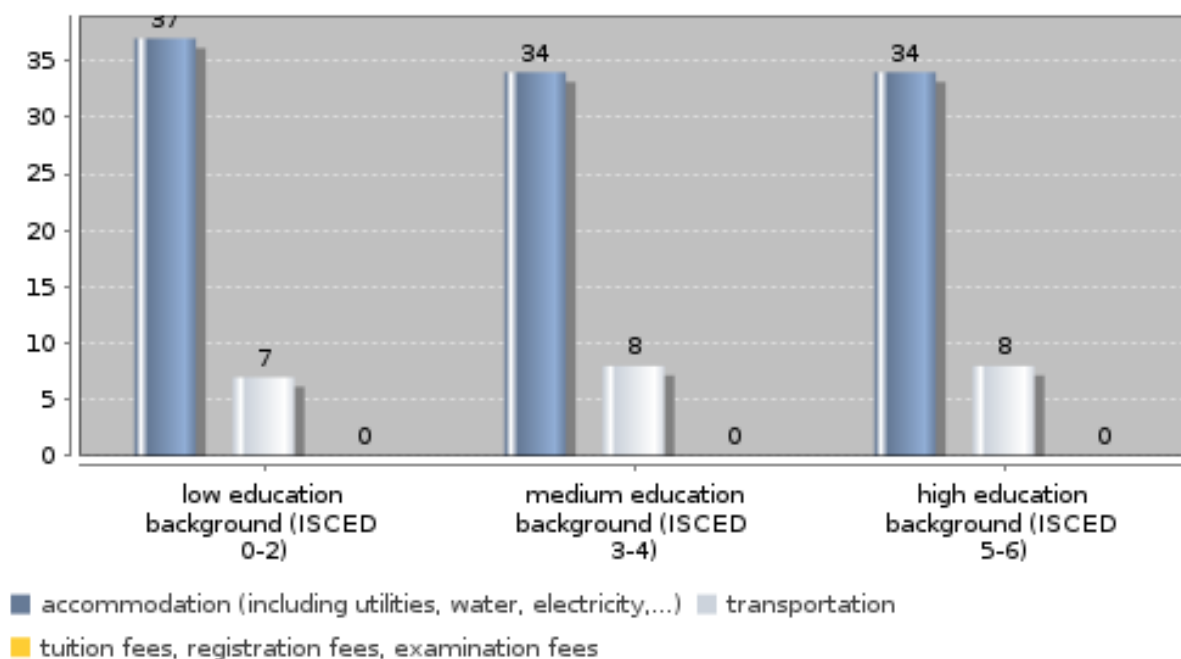**national interpretation of the results of the data analysis:**

For students not living at home expenses for rent and living costs such as electricity/ heating are the biggest expenses factors. Ca. 34% of their monthy income is spent on accommodation, including heating/ electricity. The second highest posts are 'living/ daily expenses'. 25% of their income is spent on this. Other positions queried in the questionnaire accounted for much smaller amounts, and also not for all students). This calculation means that on average 14% of the monthly income ca. 119 Euro is spent on non- named expenses.

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

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)
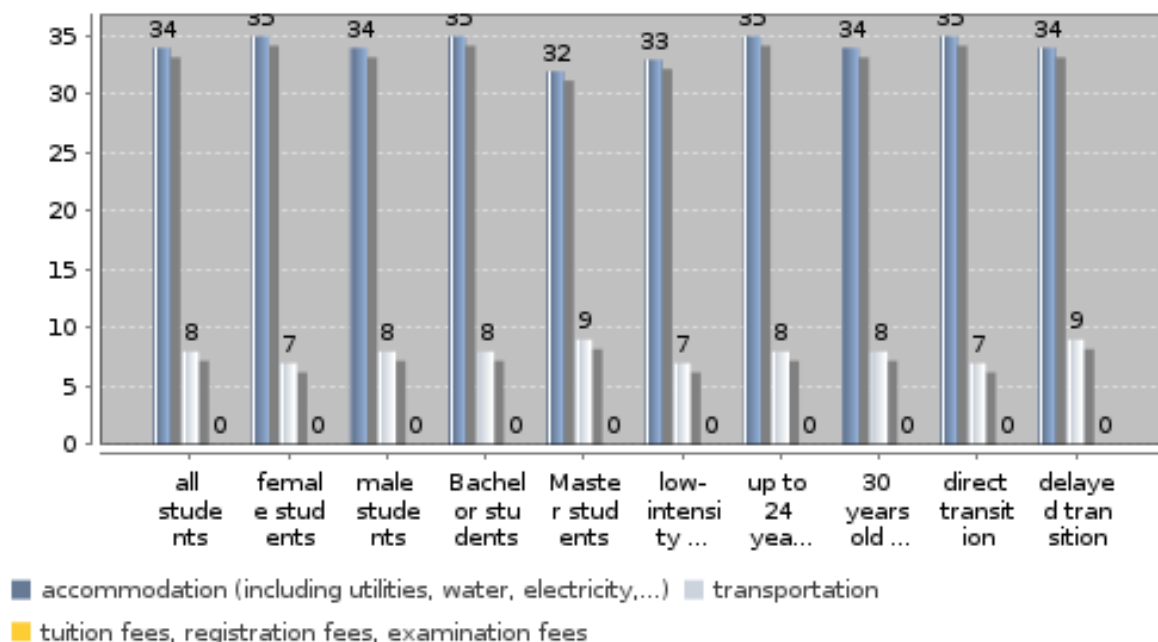
accommodation (including utilities, water, electricity,...) ▪ transportation
▪ tuition fees, registration fees, examination fees

details on missing data:

methodical issues or considerations for data interpretation:

Only certain chosen expenses positions are established (compare methodical remarks to 1).

In the 19th social study only the students who had to pay study fees for the summer term 2009 were asked independently of their income and expenses for living and other costs in relation to their study. Attention: In the line "total expenditure" the sum of the total monthly income of each group of students was recorded.

**national interpretation of the results of the data analysis:**

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 %	Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	37.1
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	34.3

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)

low education background (ISCED 0-2): accommodation 37, transportation 7, tuition fees 0
medium education background (ISCED 3-4): accommodation 34, transportation 8, tuition fees 0
high education background (ISCED 5-6): accommodation 34, transportation 8, tuition fees 0

■ accommodation (including utilities, water, electricity,...) ▨ transportation
■ tuition fees, registration fees, examination fees

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)

■ accommodation (including utilities, water, electricity,...)   ■ transportation
■ tuition fees, registration fees, examination fees
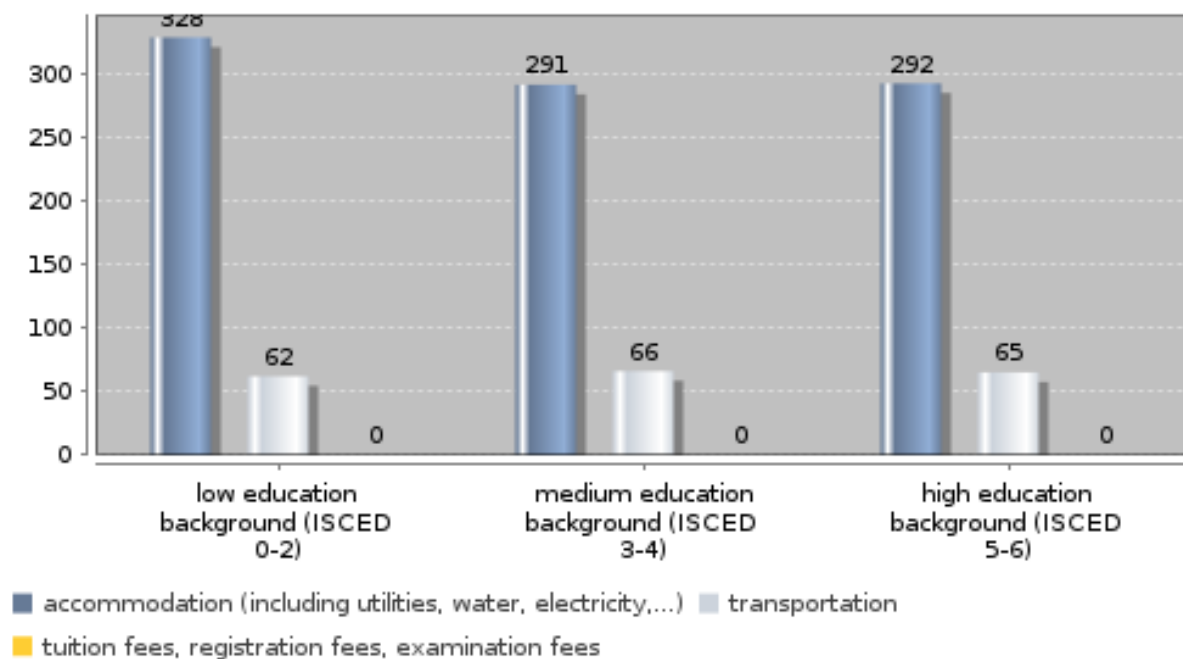
details on missing data:

methodical issues or considerations for data interpretation:

Only chosen expenditure positions are accounted for (compare methodical remarks to 1). In the 19th social study only the students who had to pay study fees for the summer term 2009 were asked independently of their income and expenses for living and other costs in relation to their study.

Conclusion of the statement: The financing of my living expenses during study is secure.

Those students who also answered the question concerning their income were also considered.

Conclusion of the statement: The financing of my living expenses during study is secure.

national interpretation of the results of the data analysis:

Students who are not living at home spend most of their income on rent and necessary heating /electricity costs. Ca. 34% is taken up with these items. The second position is spent on living/daily expenses. This accounts for ca. 25% of their monthly income. Other unnamed expenses queried in the questionnaire are much smaller amounts (and not affecting all students).

Rent expenses incurred by students from the lower income bracket and also the amounts spent on rent and heating /electricity costs are higher than with other students. This can be explained by the fact that older students on average live in more expensive accommodation (single apartment or sharing with a partner).It should however be considered, that the student proportion from this background is relatively small (2%).

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	813.15
Total expenditure for study locations in capital city, amount	904.42
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	33.4
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	34.1

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
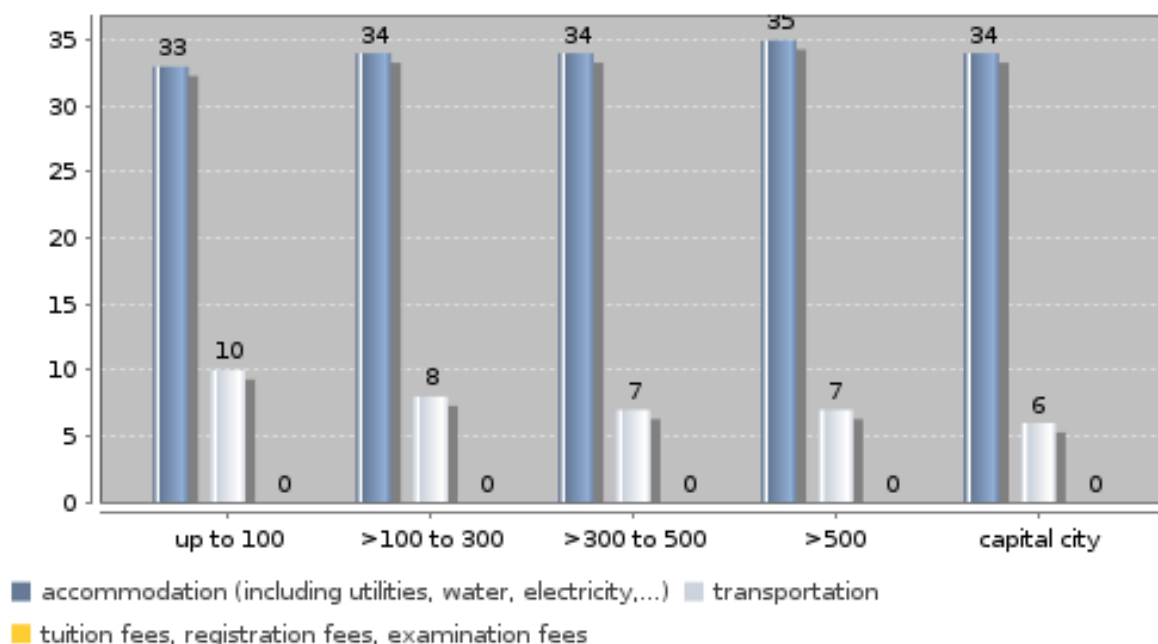
details on missing data:

methodical issues or considerations for data interpretation:

Only chosen expenditure positions are accounted for (compare methodical remarks to 1). In the 19th social study only the students who had to pay study fees for the summer term 2009 were asked independently of their income and expenses for living and other costs in relation to their study.

national interpretation of the results of the data analysis:

Seen absolutely, the bigger the size of the city, the higher the amount spent on rent and other costs of living, also the height of expendable income. As a result, the proportion spent on rent and other living costs varies only little independently of the size of the city where the university is situated.

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 %	63.4
(Strong) disagreement of all students that funding is sufficient, in %	16.1
(Strong) agreement of students living with parents that funding is sufficient, in %	65.3
(Strong) disagreement of students living with parents that funding is sufficient, in %	15.2
(Strong) agreement of students not living with parents that funding is sufficient, in %	62.7
(Strong) disagreement of students not living with parents that funding is sufficient, in %	16.3

Students' assessment of sufficiency of funding to cover monthly costs by form of housing (in %)
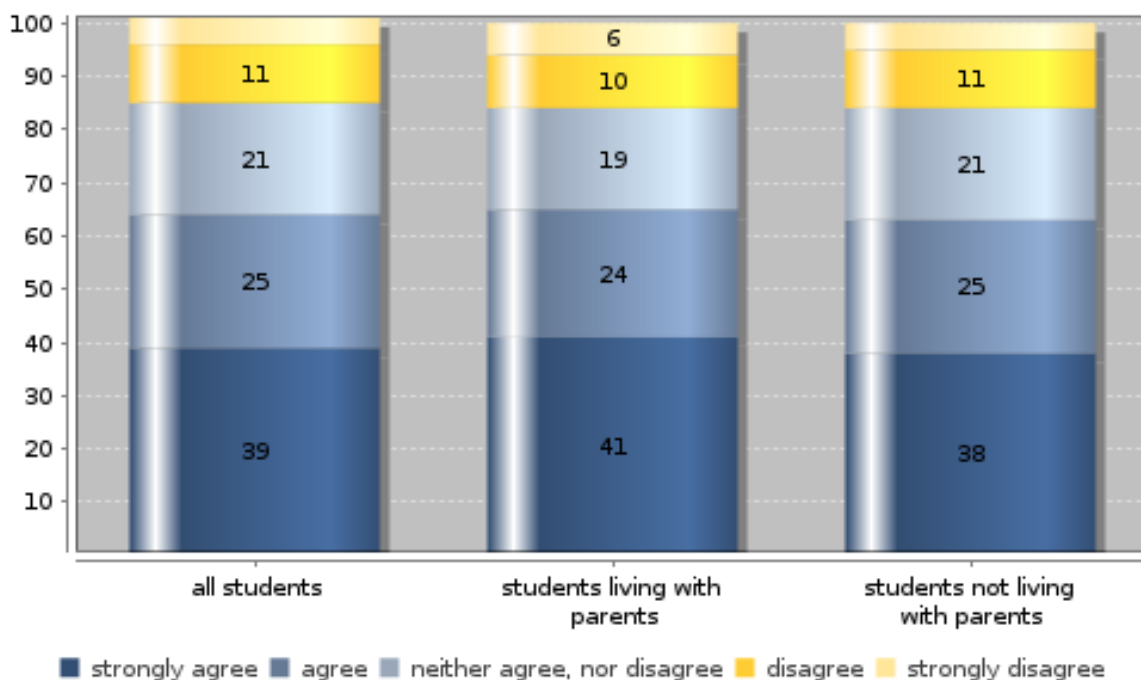
details on missing data:

methodical issues or considerations for data interpretation:

Conclusion of the statement: The financing of my living expenses during study is secure.

Those students who also answered the question concerning their income were also considered.

national interpretation of the results of the data analysis:

Seen absolutely, the bigger the size of the city, the higher the amount spent on rent and other costs of living, also the height of expendable income. As a result, the proportion spent on rent and other living costs varies only little independently of the size of the city where the university is situated.

Overall students presume that their study is on a good financial basis (63.4%). Students living at home are more frequently inclined to share this opinion than students living away from home (65.3% vs. 62.7%). More than a fifth queried about this have no opinion on this and 16% seem to think that the financing of their study is not secure.

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	400.0
Median income of students with very strong disagreement that funding is sufficient, amount	412.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	810.0
Median income of students with very strong disagreement that funding is sufficient, amount	740.0

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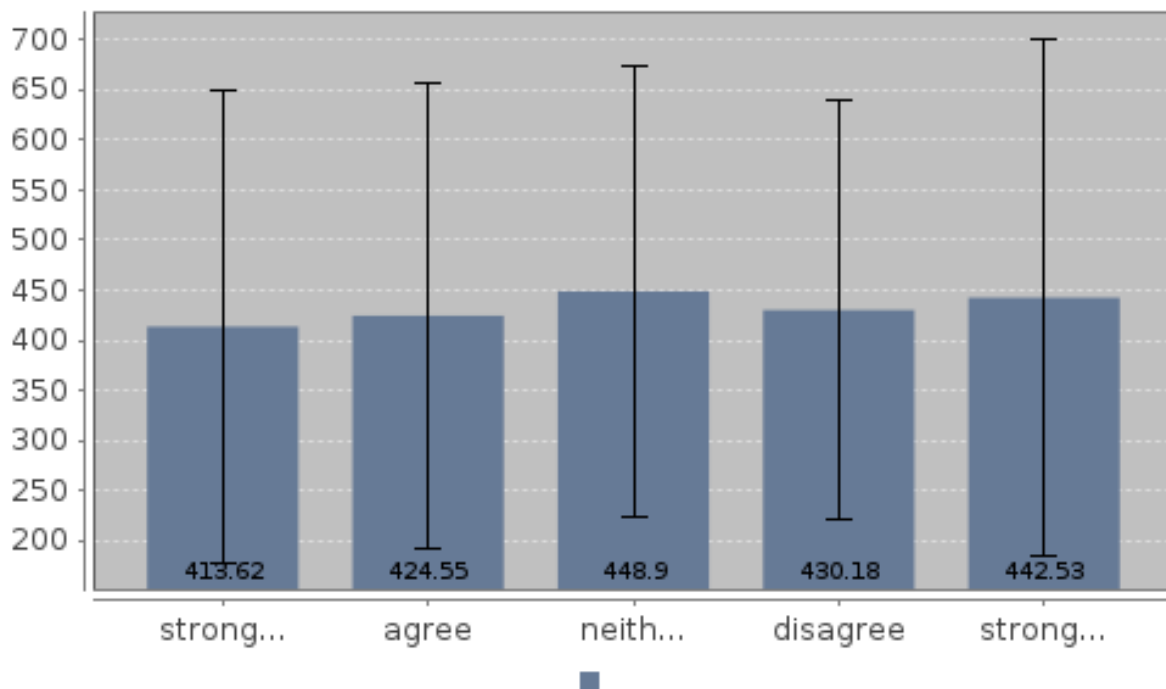
Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students not living with parents
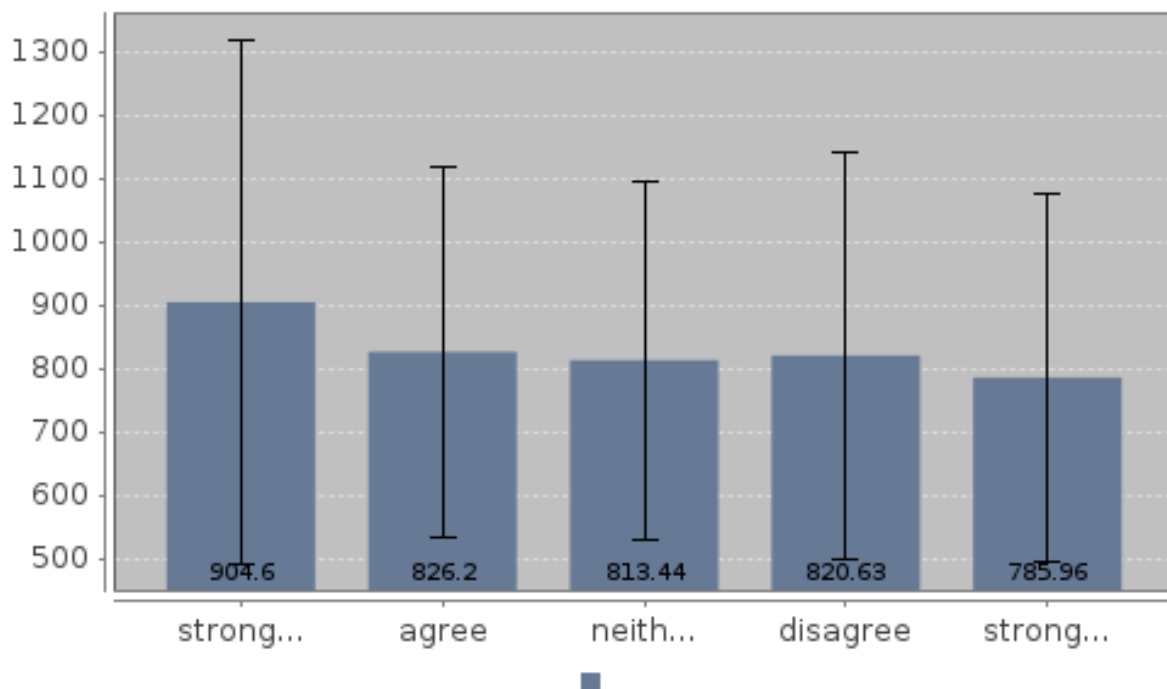
details on missing data:

methodical issues or considerations for data interpretation:

Conclusion of the statement: The financing of my living expenses during study is secure.

Only chosen expenditure positions are accounted for (compare methodical remarks to 1). In the 19th social study only the students who had to pay study fees for the summer term 2009 were asked independently of their income and expenses for living and other costs in relation to their study.

In the case of students living at home the income assessed is that available to the students monthly (also without taking into account certain payments which parents make towards their living expenses). In the case of those not living at home the monthly income consists of part amounts from different sources of financing including payments by parents, which they directly undertake for certain expenses items for the students.

national interpretation of the results of the data analysis:

The answers to the question as to whether the financing of living costs during the period of study is secured correlate as expected only to a very small extent with the actual size of the monthly income. A more decisive factor here is the social background and the age of the student, but also on which financial sources the student is relying.

## 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 %	63.2
(Strong) disagreement that funding is sufficient of low-intensity students, in %	16.1
(Strong) agreement that funding is sufficient of up to 24 years old, in %	68.7
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	12.0
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	50.5
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	27.0

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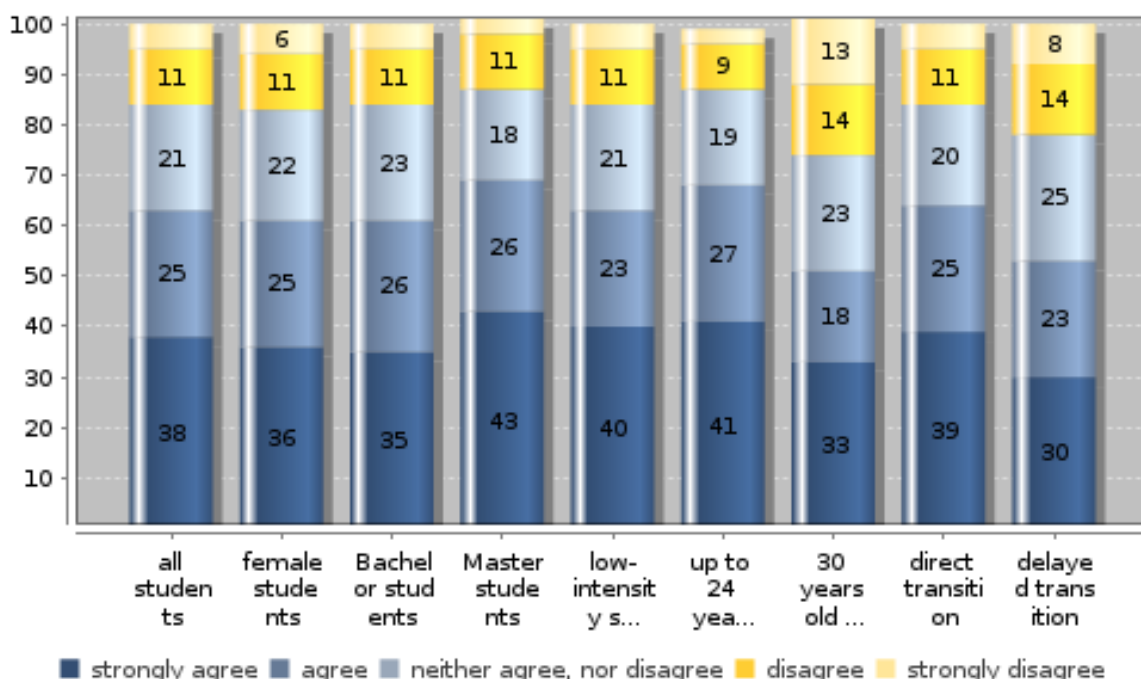
details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remarks to 6

national interpretation of the results of the data analysis:

As expected the proportion of students who presume that the financing of their costs of living while studying is not covered in the case of those who are 30 and older and those who only started to study

late is much higher than the average.

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 %	29.0
(Strong) disagreement that funding is sufficient for students with child/ren, in %	19.3
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	19.1
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	25.8

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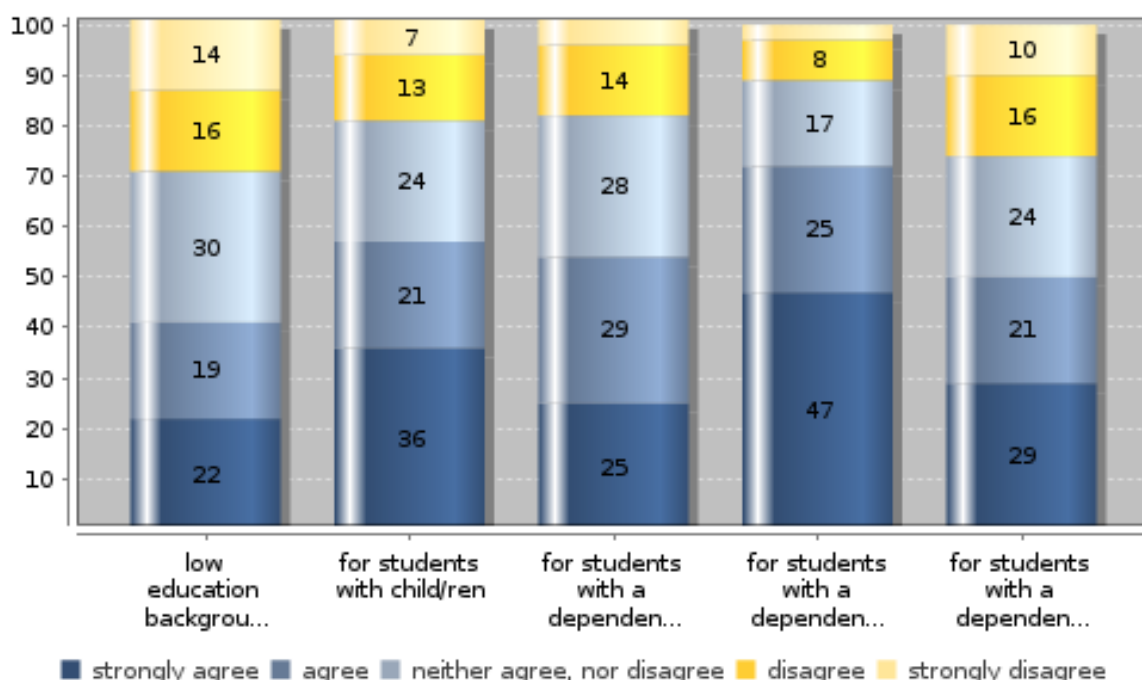
details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remarks to 6

national interpretation of the results of the data analysis:

Among the students with a low education background the proportion of those who do not see the financing of their study as secure is highest at 29%. This is also the case among students whose

income is on the most part self-earned with a percentage of 25.8%, much higher than the average (the overall average for all students is 16.3%). Within the group of students whose income from their family comes to more than 50%, this proportion is under the general average.

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 %	49.0
Family/partner contribution for Bachelor students, in %	47.9
Family/partner contribution for students with low education background (ISCED 0-2), in %	31.7
Family/partner contribution for students with high education background (ISCED 5-6), in %	54.7
Job contribution for all students, in %	27.7
Job contribution for Bachelor students, in %	23.3
Job contribution for students with low education background (ISCED 0-2), in %	37.4
Job contribution for students with high education background (ISCED 5-6), in %	26.1

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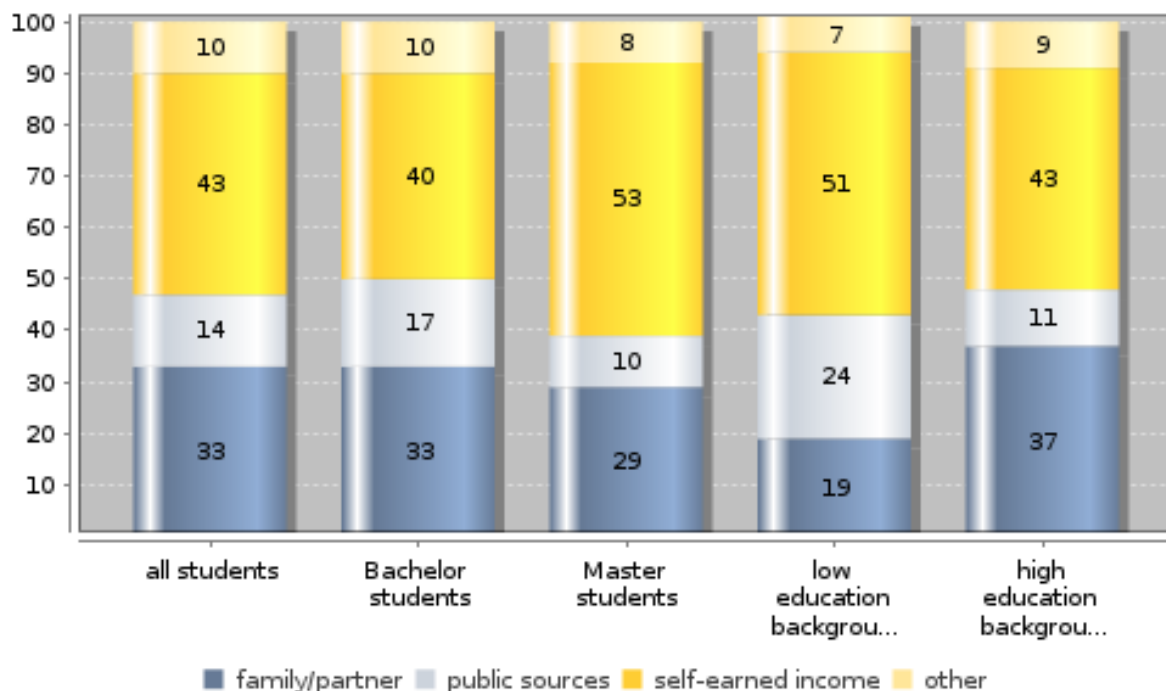
Students' monthly income by source for students not living with parents (in %)

	all students	Bachelor students	Master students	low education backgrou...	high education backgrou...
other	8	9	8	7	8
self-earned income	28	23	31	37	26
public sources	15	20	15	24	12
family/partner	49	48	46	32	55

Legend: family/partner, public sources, self-earned income, other
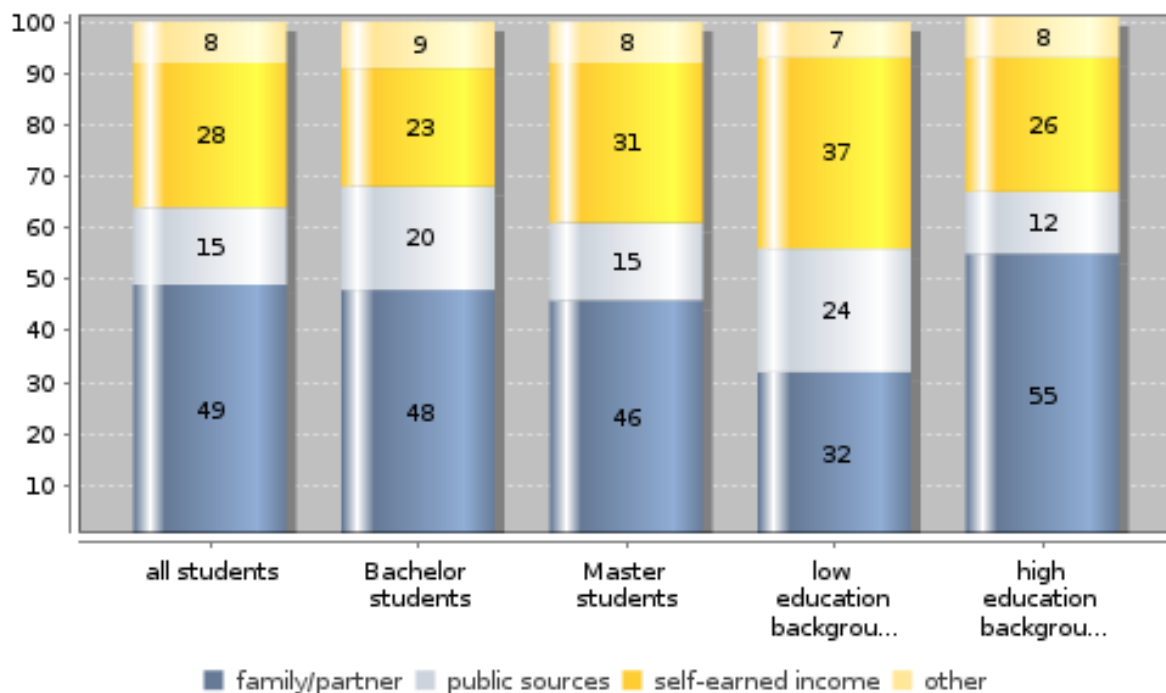
details on missing data:

methodical issues or considerations for data interpretation:

Exclusion rule 3 is not observed (a person who has worked should declare his income).

The social study asks for the income which is needed to cover living costs. Why should someone be excluded who has worked, e.g.to be able to afford a holiday, but who doesn't use any of the income for 'normal' living expenses? He completely declared the income with which he covers his living expenses.

In the case of students living at home: cash to which only he has access.

In the case of students not living at home: complete monthly income covering living costs (including certain payments which parents make towards their living expenses).

national interpretation of the results of the data analysis:

For those students still living at home, their own income - not counting direct help from parents such as provision of living space, food etc., which cannot be quantified here, is the most important financial source. More than two fifths of their monthly income is earned by the students who live at home on average by working while studying. Those in master-study courses who live at home have an above-average proportion of their own income from their total income and this also is the case of those from a low education background.

For students not living at home the financial support from the family is the main financial source. Slightly less than half the monthly income of these students is transferred to them by the family. As one would expect in the case of students with a low education background, the monthly financial support from their family is much less than with students from a higher   education background. As a result the first named

have a much higher proportion of their income through state support (BAfÖG- educational credit) and their own earnings.
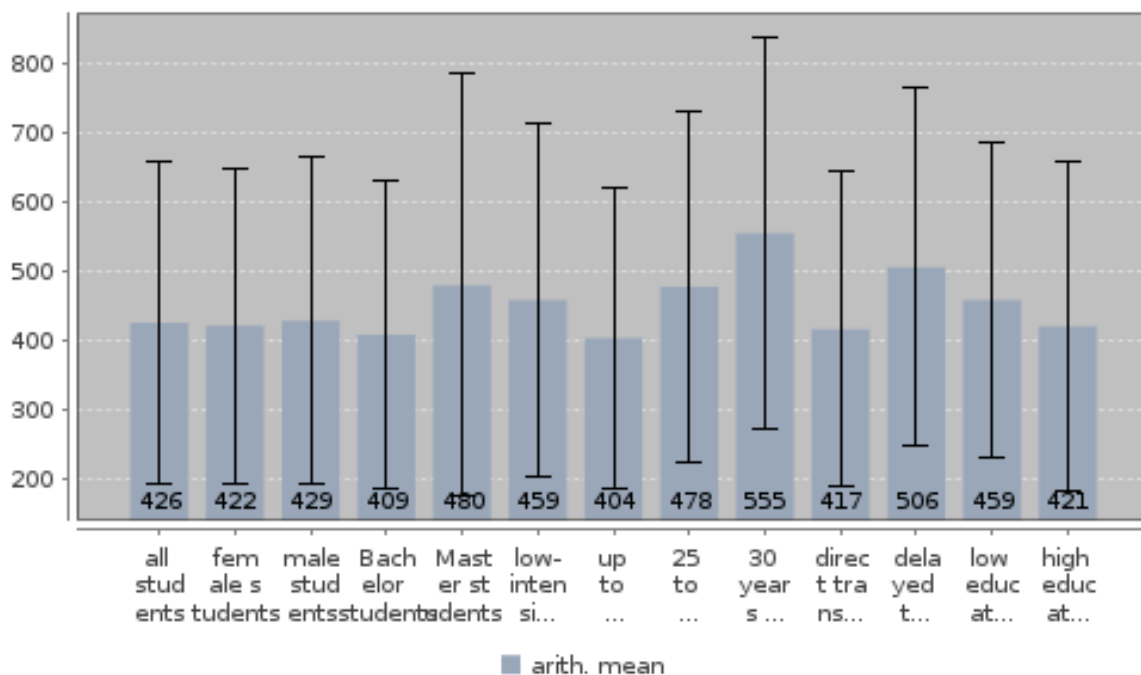
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	400.0
median income Bachelor students, amount	400.0
median income Master students, amount	460.0
median income low-intensity students, amount	424.0
median income 25-29 years old, amount	450.0

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

all students	female students	male students	Bachelor students	Master students	low-intensi...	up to ...	25 to ...	30 years ...	direct trans...	delayed t...	low educat...	high educat...
426	422	429	409	480	459	404	478	555	417	506	459	421

■ arith. mean

details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remark to 1

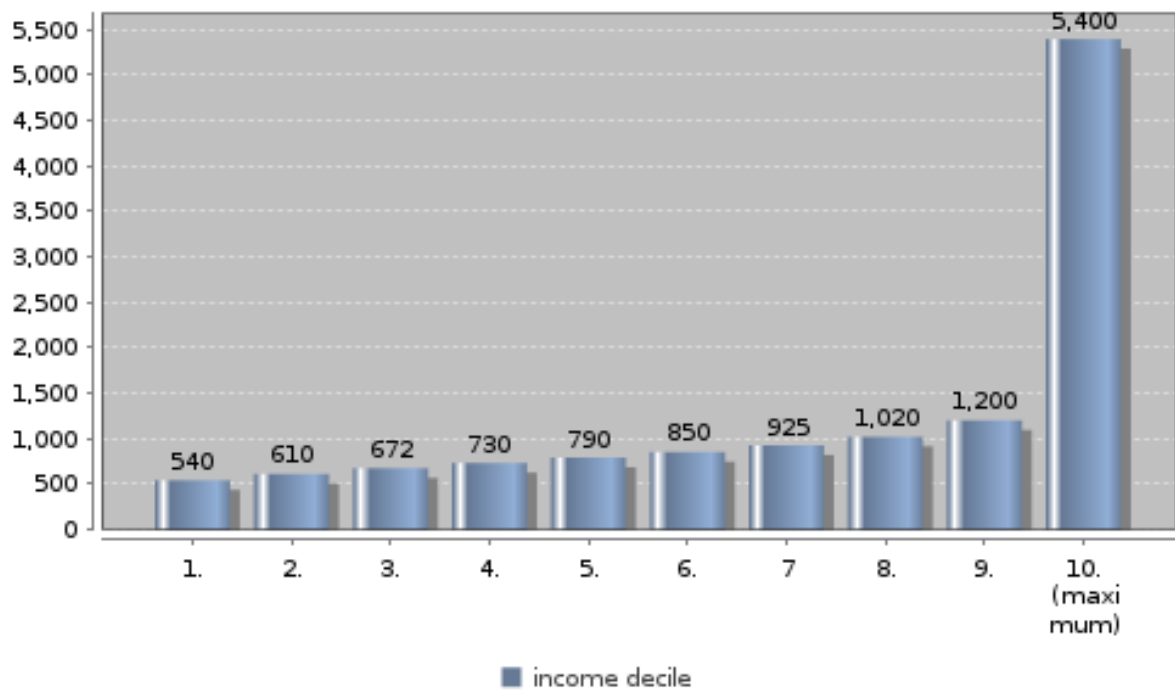**national interpretation of the results of the data analysis:**

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	220.0
Gini coefficient	0.29

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

■ income decile
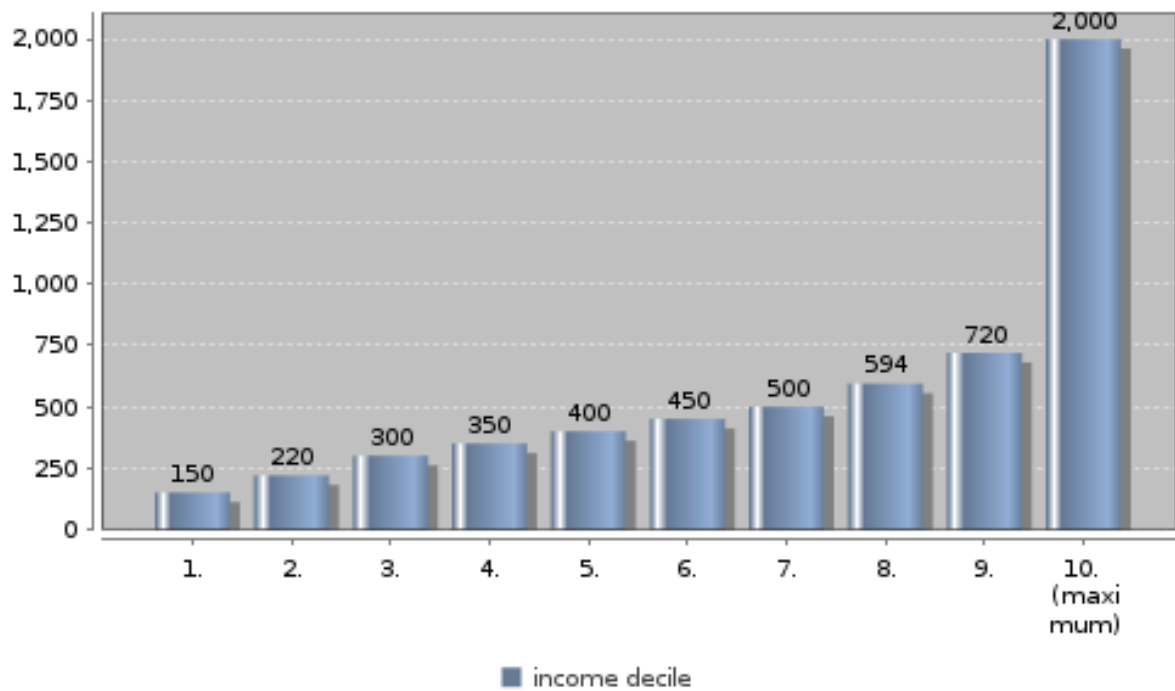
Concentration of students' monthly total income per month (Lorenz curve, decimal fraction)
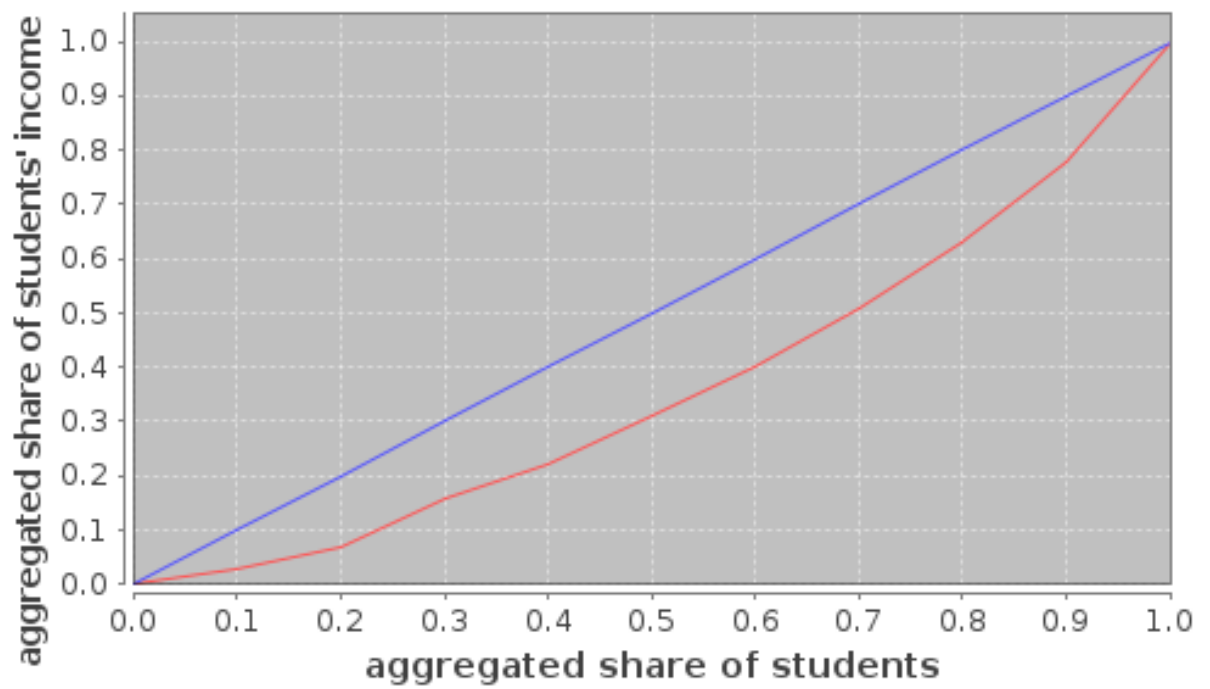
details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remark to 1

national interpretation of the results of the data analysis:

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	790.0
median income Bachelor students, amount	754.0
median income Master students, amount	830.0
median income low-intensity students, amount	870.0
median income 25-29 years old, amount	840.0

Students' average total income per month by characteristics of students (in euros)
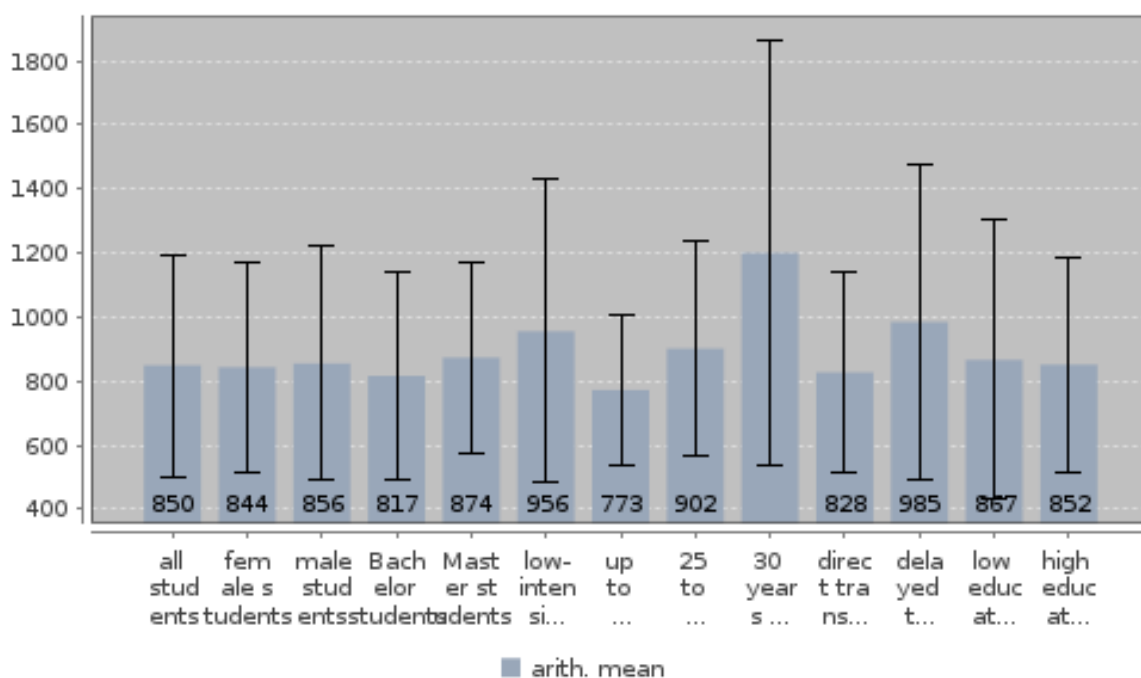
details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remark to 1

national interpretation of the results of the data analysis:

Students not living at home have an average of 850 Euro monthly to cover their living costs and their study costs (except for fees). Measured on the average monthly income, the difference between women and men is very slight; as is also the income difference independently of educational background.

In contrast there is a marked difference in the height of the monthly sum in accordance with the students' age. With an increase in age there is a significant rise in the average intake. The age difference is also the first explanation for the fact that master students have a higher monthly intake than the bachelor students. The same goes for the income difference between 'direct transition students' and 'transition students'.

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	610.0
Gini coefficient	0.18

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

Concentration of students' monthly total income (Lorenz curve, decimal fraction)
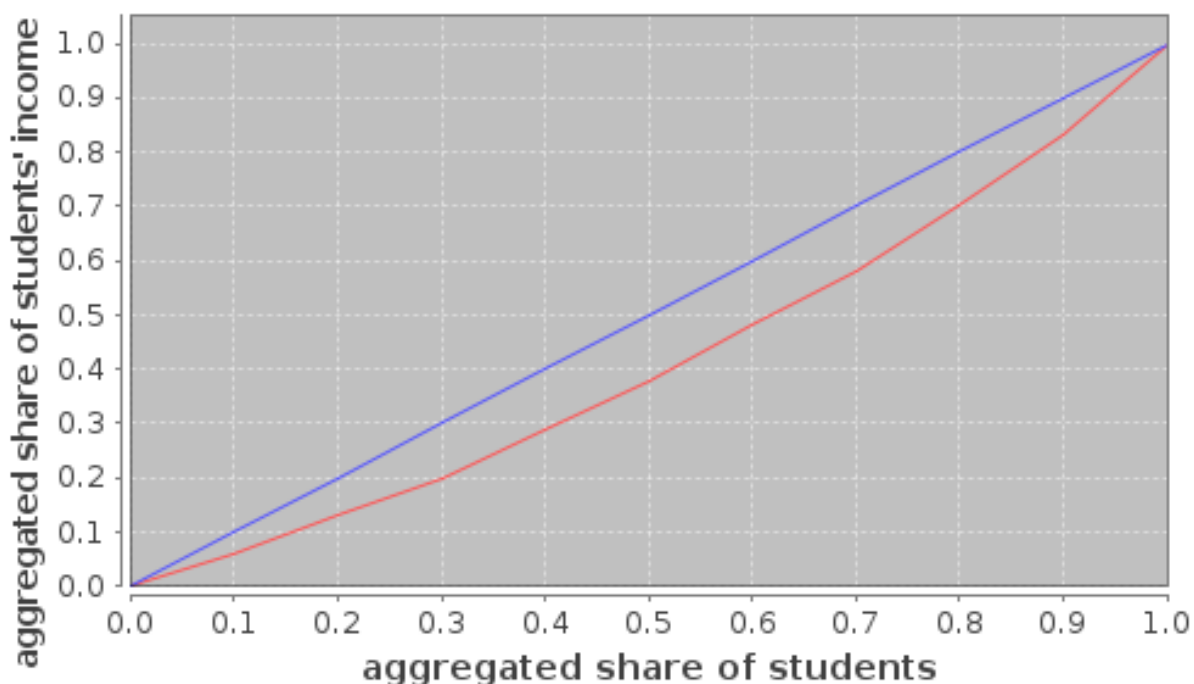
details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remark to 1

national interpretation of the results of the data analysis:

The scope of individual income is significant. For instance 10% of students with the lowest income have a sum of 540 Euro at their disposal, whereas the 10% with the highest income have at least 1,200 Euro at their disposal. Taken on average one half of the students have up to 790 Euro at their disposal monthly, the other half more than 790 Euro.

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 %	87.1
Share of recipients of Bachelor students, in %	86.8
Share of recipients of students with low education background, in %	70.54
Share of recipients of students with high education background (ISCED 5-6), in %	90.11
Contribution to total monthly income of all students, in %	57.3
Contribution to total monthly income of Bachelor students, in %	55.8
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	44.7
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	61.7

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)7
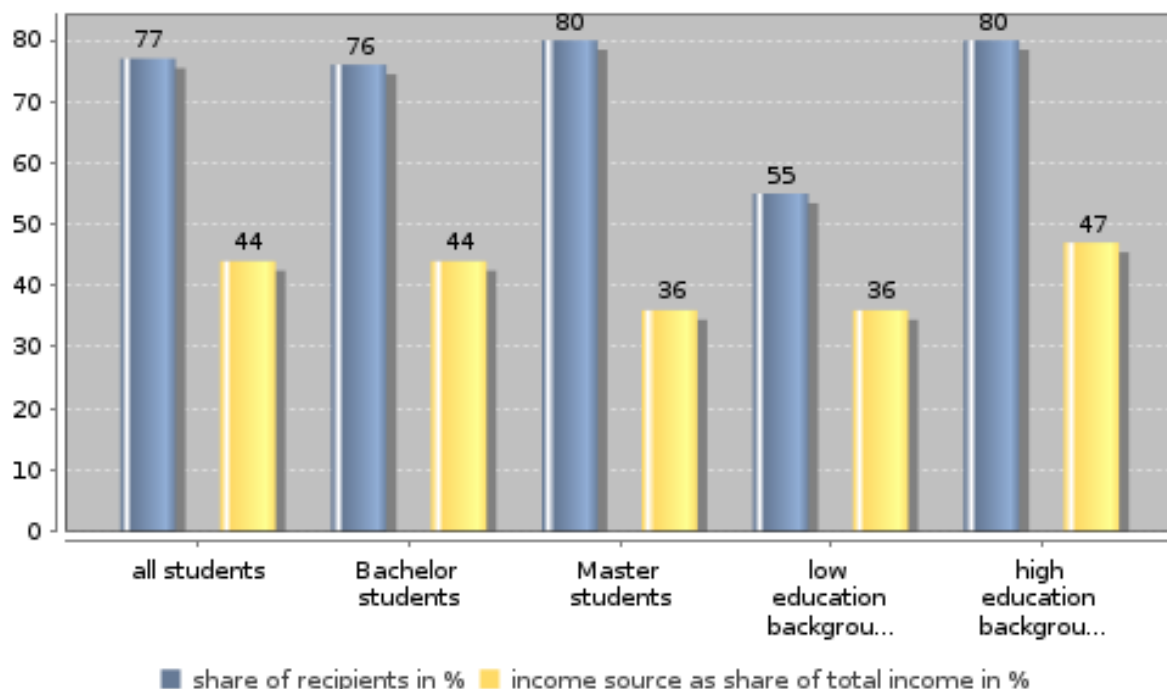
Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)
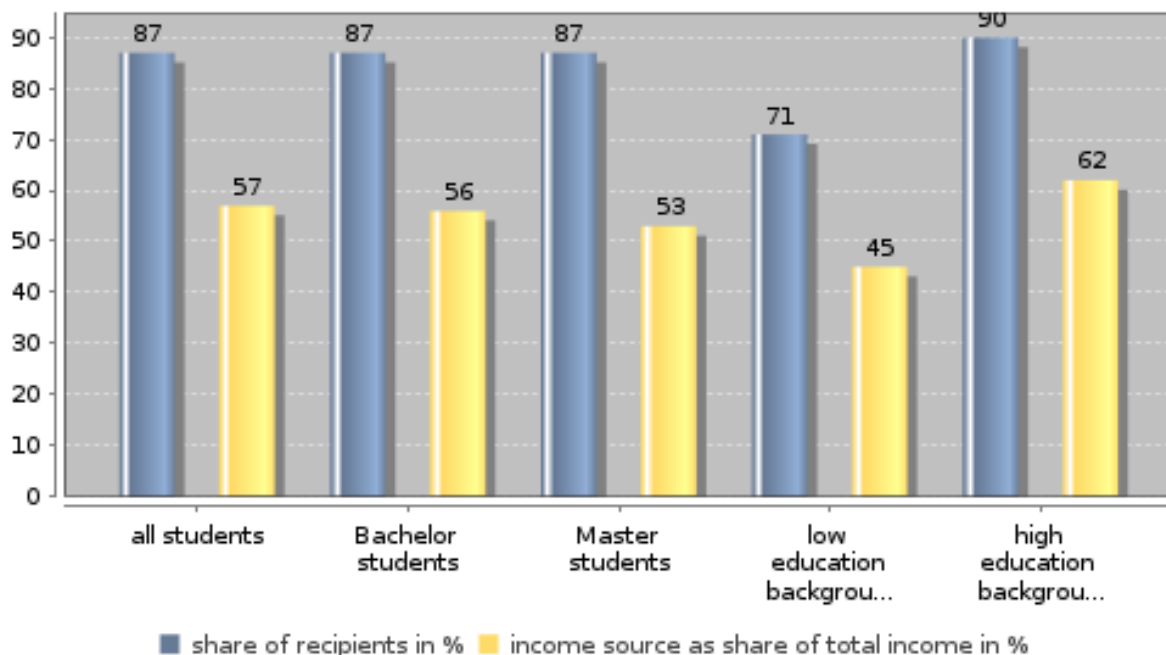
details on missing data:

methodical issues or considerations for data interpretation:

Compare methodical remark to 1

national interpretation of the results of the data analysis:

87% of students who no longer live at home are financially supported by their family/ or partner. It is obvious that this proportion of students with a 'low education background' is much less than those with a 'high education background'. In case of the first-mentioned, the family contribution is 32%, in the latter much higher with 55%.

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 %	30.44
Share of recipients of Bachelor students, in %	37.51
Share of recipients of students with low education background, in %	41.49
Share of recipients of students with high education background (ISCED 5-6), in %	24.82
Contribution to total monthly income of all students, in %	51.5
Contribution to total monthly income of Bachelor students, in %	53.9
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	63.3
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	48.3

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 %)
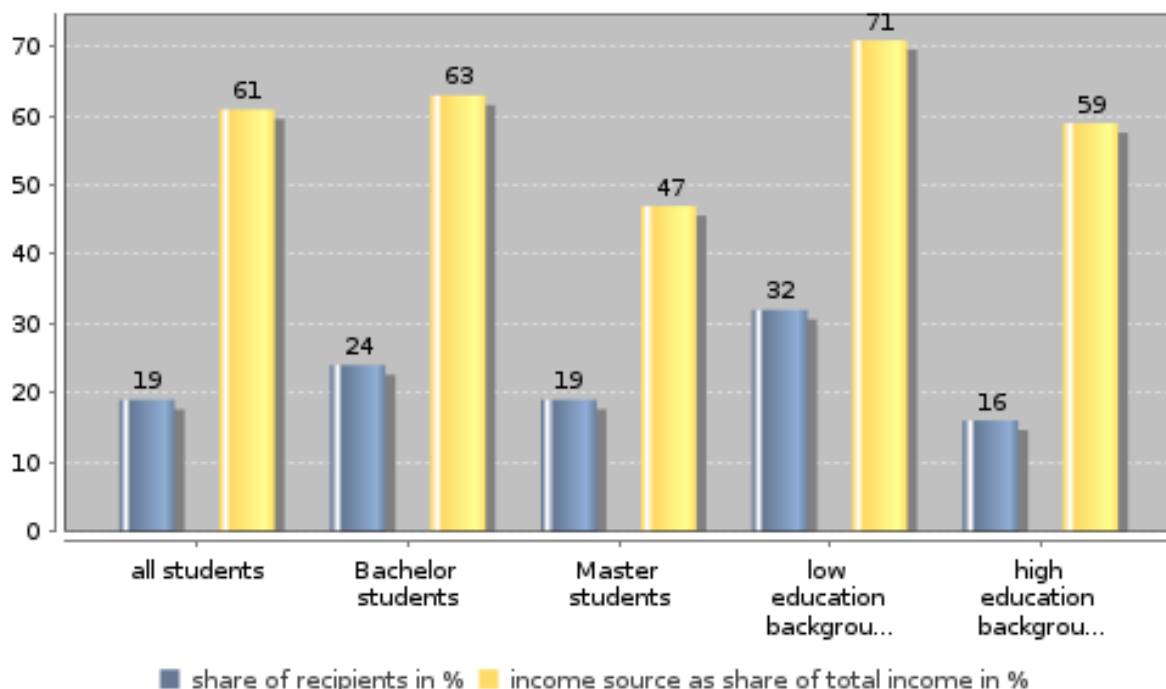
Legend: share of recipients in % | income source as share of total income in %
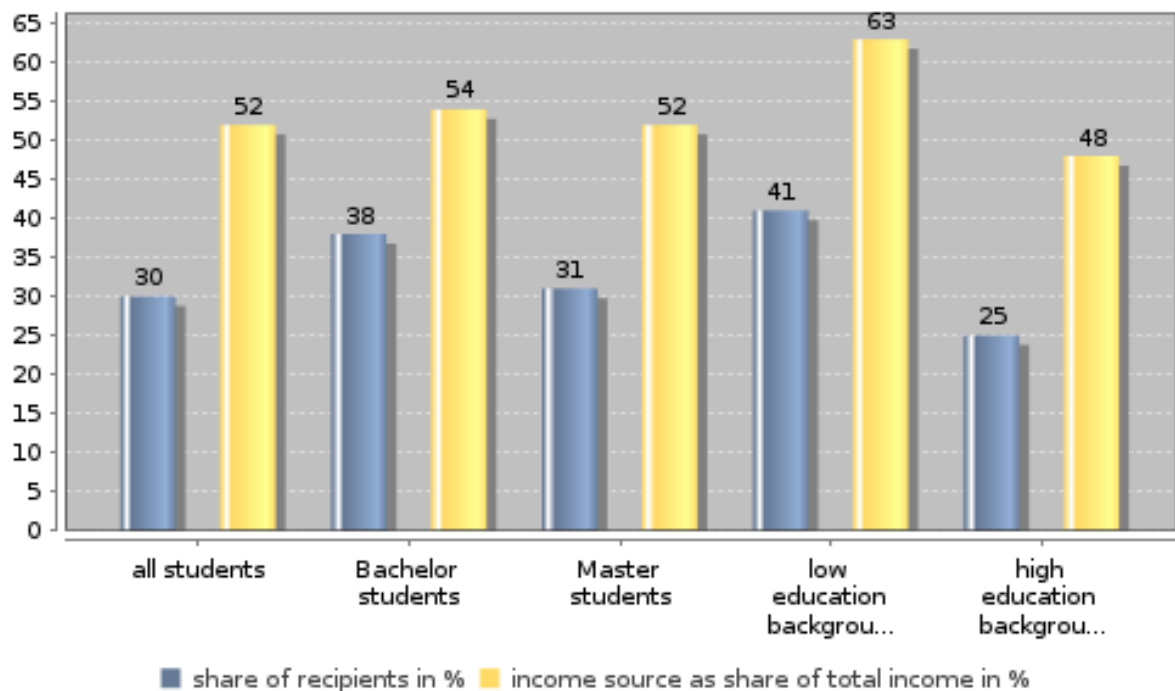
details on missing data:
methodical issues or considerations for data interpretation:
Compare methodical remark to 1

Included: BAföG - An Educational grant in Germany + Education grant from KFW-(a publically funded German Credit bank for Reconstruction) and grants from public bodies.
national interpretation of the results of the data analysis:
A good 30% of those students no longer living at home receive public funding to finance their living costs and study costs (without fees). In the case of bachelor students this is a larger proportion than with master students (37.5% vs. 30.6%). It is obvious that students with a 'low education background' are more often financed from public funding than students with a 'high education background' (41.5% vs. 24.8%). One can say that as a result of public funding to students with a 'low education background' that their income is enhanced by 24%, in contrast to students from a 'high education background' who receive on average 12%.

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 %	7.8
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	5.2
Students who receive non-repayable support as share of whole student body, in %	2.0
Students who receive non-repayable support as share of all Bachelor students, in %	1.6
Students who receive repayable loans as share of whole student body, in %	24.0
Students who receive repayable loans as share of all Bachelor students, in %	29.5

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

non-repayable grant / scholarship | repayable loan
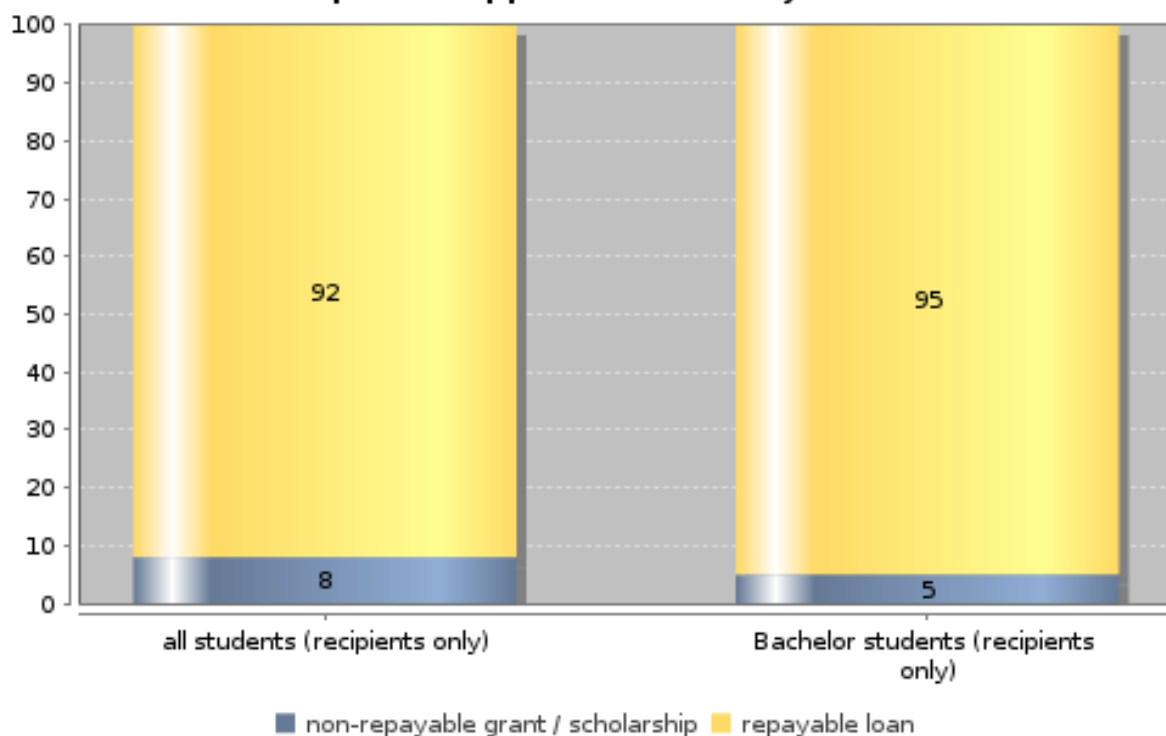
Share of recipients of public support among whole student body by instrument (in %)
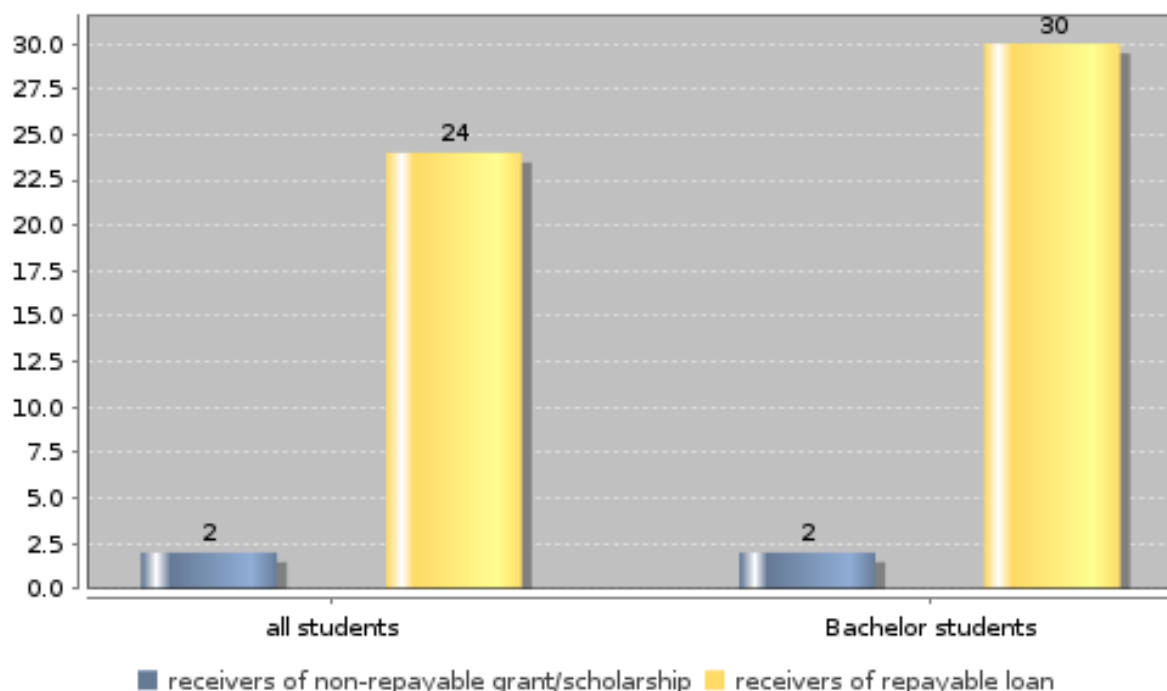
details on missing data:

methodical issues or considerations for data interpretation:

In accordance with conditions within the Federal Republic of Germany we can differentiate between three groups of recipients of public funding:

1. Subsidy alone (purely subsidized according to BAföG , public grants): 7,8%

2. Subsidy + credit (the usual case as regards BAföG, which is subsidy + credit half of each. Some very few with an additional education credit: 85, 6%

3. Credit only (Loan paid with interest according to BAföG, education credit): 6.6%

In the line 'receivers of repayable loans' the sum from 2 and 3 was inserted!

national interpretation of the results of the data analysis:

Of the 26% of students in Germany who receive public funding towards their living expenses and study costs,(without fees) 7.8% are subsidized with funds which do not have to be re-paid, whereas the other 92.2% have to repay this subsidy at least in part. Ca. 95% of these subsidized students are granted these subsidies with only 50% which has to be re-paid.

Topic: F. Funding and state assistance

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

Key Indicators

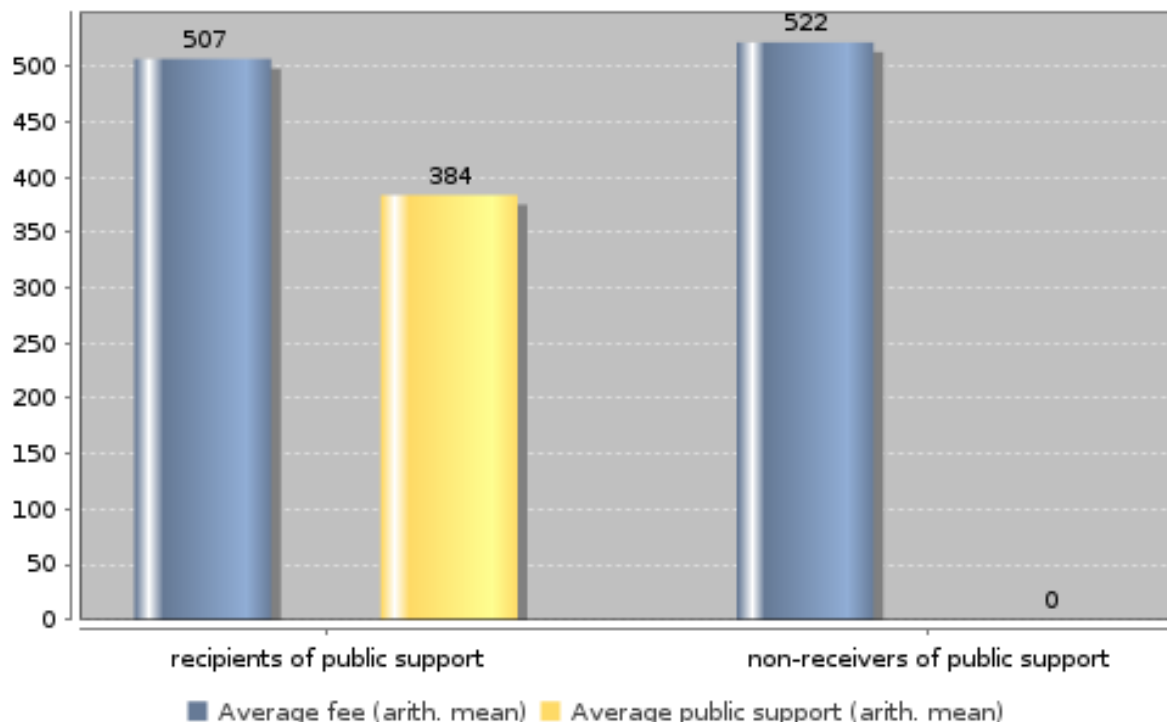|	
Recipients of public support who pay fees, in %	13.6
Share of public support which covers fees for recipients of public support, in %	131.8

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

Legend: ■ BA students who pay fees ■ BA students who do not pay fees
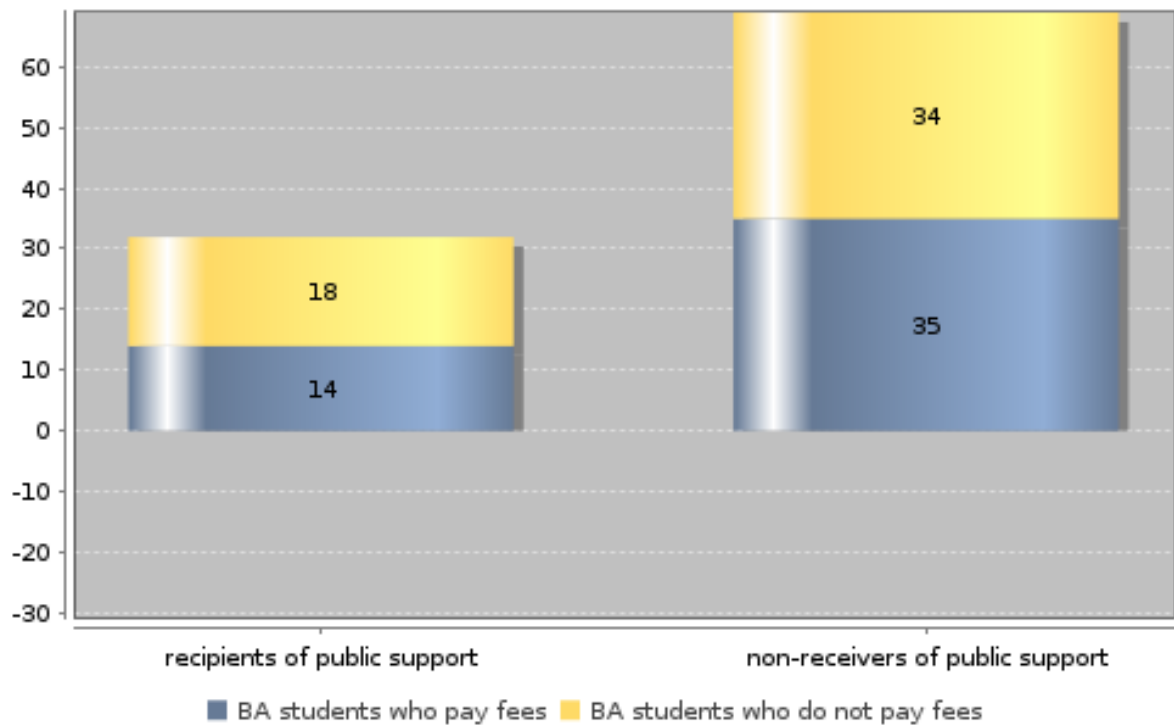
Impact of fees for receivers of public support (amounts in euros)

details on missing data:

methodical issues or considerations for data interpretation:

Fees here solely mean general study fees/study dues.

The term 'study dues' is problematic: frequently the sum quoted was a sum which included study fees as well as term contribution.

Attention: Average fees per term, average public means per month!

national interpretation of the results of the data analysis:

31.3% of the bachelor students are subsidized with public funding to help with living and study costs. Among bachelor students who have to pay general study fees, this proportion is less than among the bachelor students who do not pay study fees (28.1% vs. 34.3%).

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 %	48.5
Occassional paid job during term, in %	16.0
Regular paid job during term and in term break, in %	45.4
Occassional paid job during term and in term break, in %	12.8
No paid job at any time, in %	30.0

Employment rate of students living with parents by type of employment (in %)
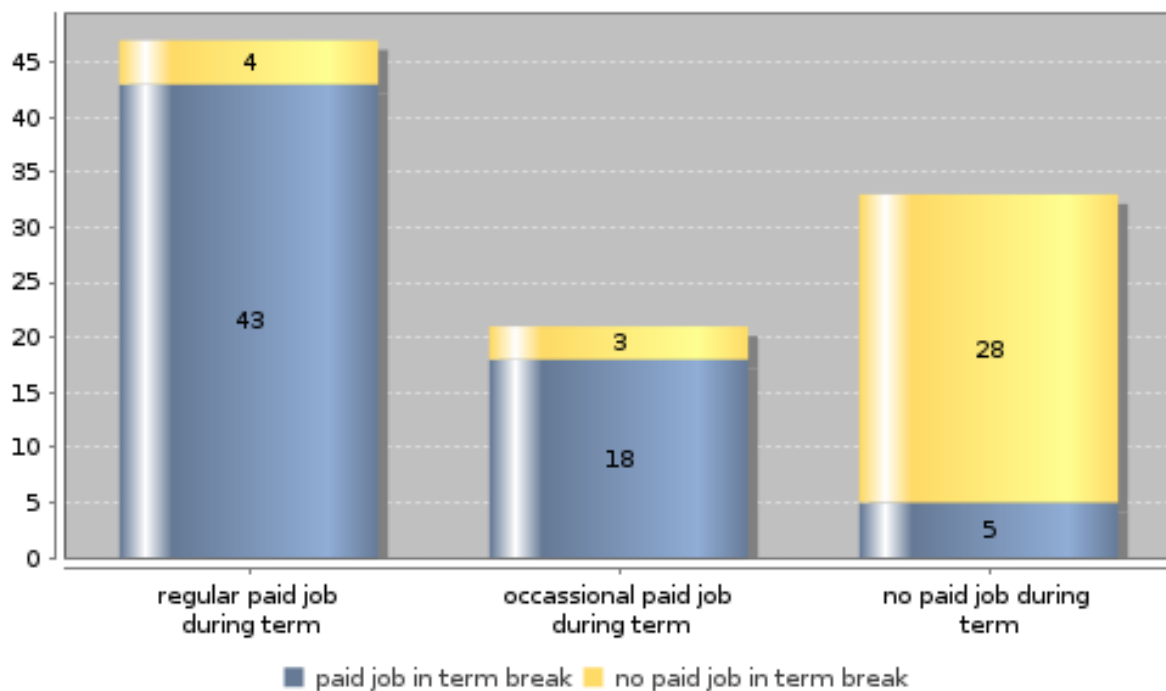
Employment rate of students not living with parents by type of employment (in %)
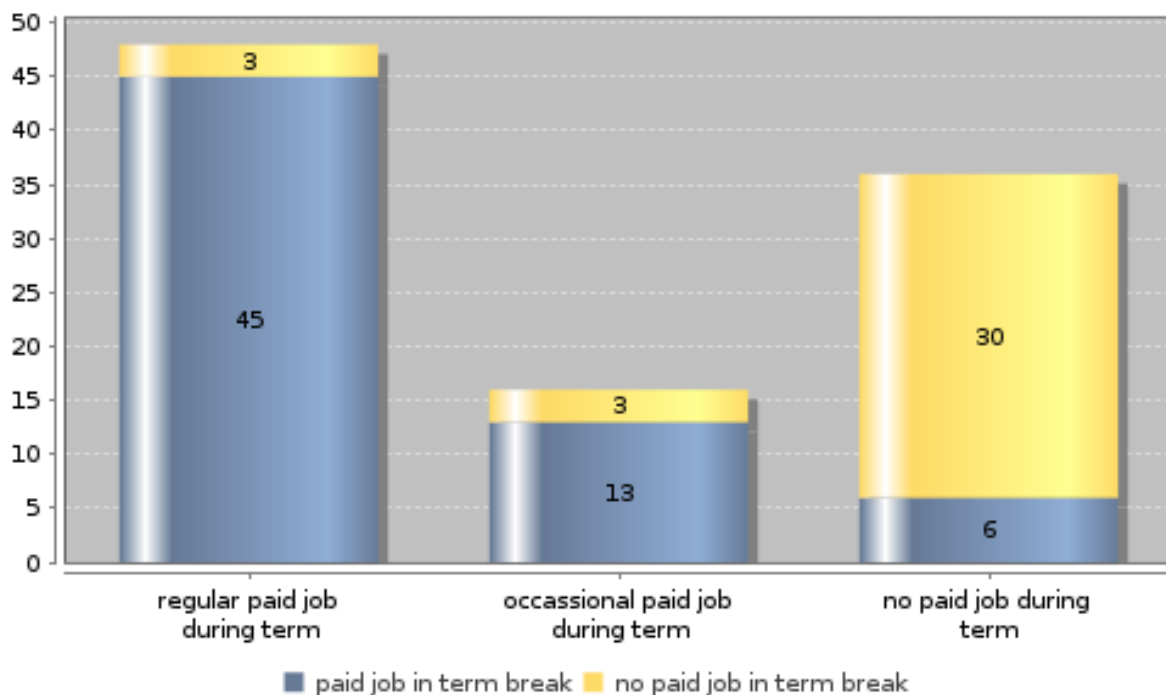
paid job in term break ■ no paid job in term break

details on missing data:

methodical issues or considerations for data interpretation:

Limited comparability because of combining the terms 'current' and 'frequent' employment to the category formulated here - 'regular paid job'.

national interpretation of the results of the data analysis:

Within the framework of the social study the students were asked whether they worked while studying 'occasionally', 'often' or 'continuously'. The categories 'often' and 'continuously' were then fused to facilitate comparison within the framework of EUROSTUDENT to 'regular'. Nearly two-thirds of students (65%), who live away from home work during term, nearly every second one, even regularly. The possible expectation that the lecture-free time especially would be used to earn money was not confirmed, because during this phase they have a job which they pursue to a lesser extent besides their study (58%). Only 30% of these students do not work at any time while studying. Among those students living at home the proportion of those students not working is even somewhat less (28%). Of these, 43% work regularly during the academic year and so only slightly less than the students who no longer live at home (45%).

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 %	42.3
Regular paid job, 5 hours or more per week, BA students, in %	35.3
Regular paid job, 5 hours or more per week, low-intensity students, in %	65.4
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	61.6

Job activity during term-time, students not living with parents (in %)
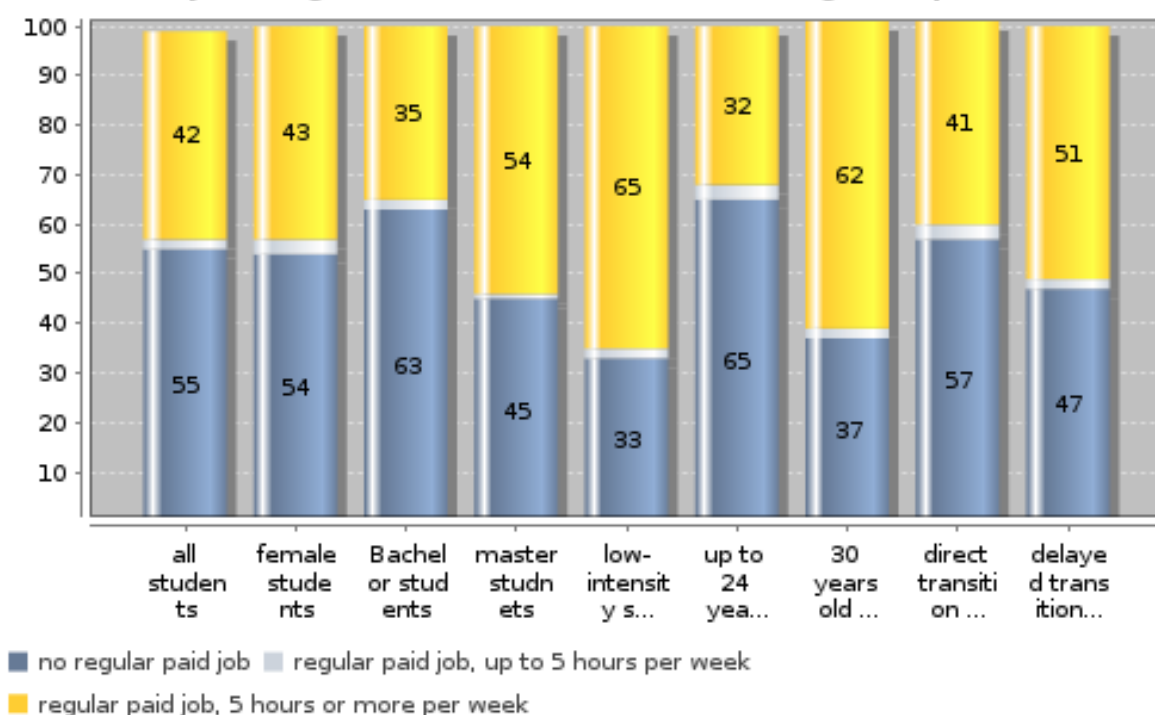
- no regular paid job
- regular paid job, up to 5 hours per week
- regular paid job, 5 hours or more per week

details on missing data:

methodical issues or considerations for data interpretation:

Limited comparability because of combining the terms 'current' and 'frequent' employment to the category formulated here - 'regular paid job'.

national interpretation of the results of the data analysis:

Within the group of students who no longer live with their parents, the younger bachelor students included in the up to the 24 age group are overrepresented compared to those who do not work regularly. Their counterparts in groups are students from the age of 30 and those who do not (cannot) invest little time in their study. Analyses of students' time budget have repeatedly shown the narrow

connection between the amount of time spent on study and earning money: with every hour which is invested in a job besides study, the time spent in study is lessened by half an hour.

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%	64.3
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	45.6
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	43.0
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	31.5

Employment rate during term-time of students not living with parents by hours of regular paid employment and social background (in %)
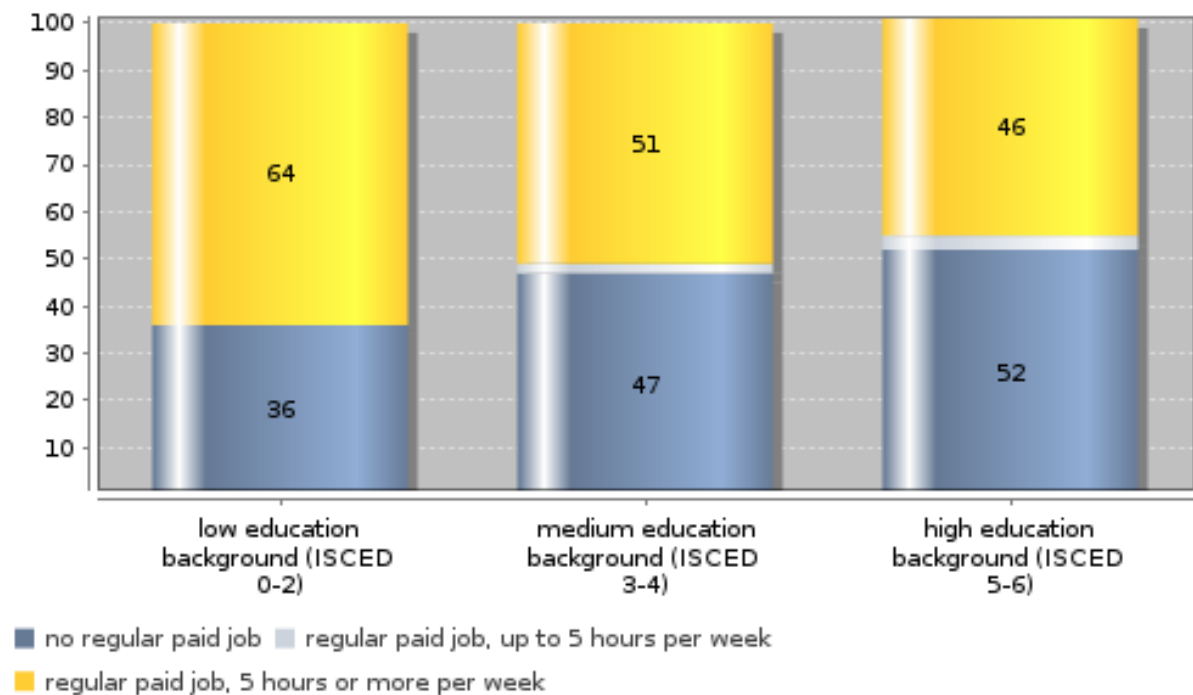
Income from regular paid employment of students not living with parents by income source (in euros)
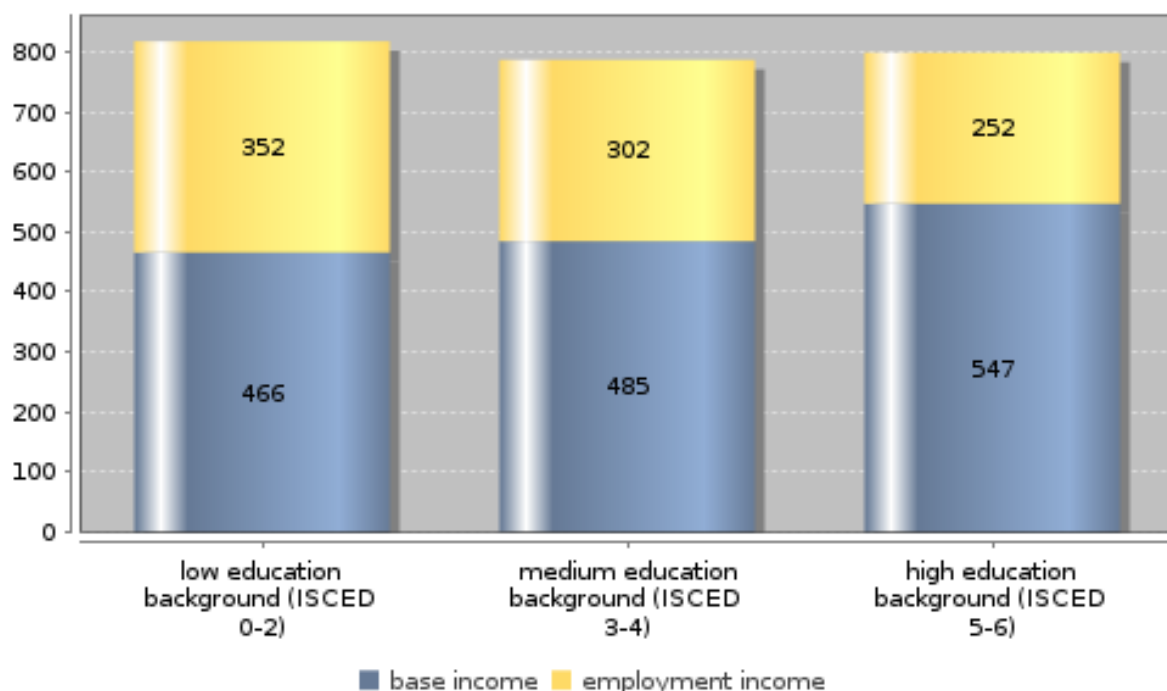
details on missing data:

methodical issues or considerations for data interpretation:

Limited comparability because of combining the terms 'current' and 'frequent' employment to the category formulated here - 'regular paid job'.

national interpretation of the results of the data analysis:

The percentage of those who spend a relatively large amount of time earning money while studying is considerably higher in the groups of students whose parents did not study than among the students whose parents have studied (ISCED 5, 6). Because of a less basic financing (parents, state) they are to a large extent dependent on these income sources to finance themselves.

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 %	60.8
all students in humanities and arts, in %	72.9
BA students in engineering disciplines, in %	76.7
BA students in humanities and arts, in %	80.3

Employment rate during term-time of all students not living with parents by field of study (in %)
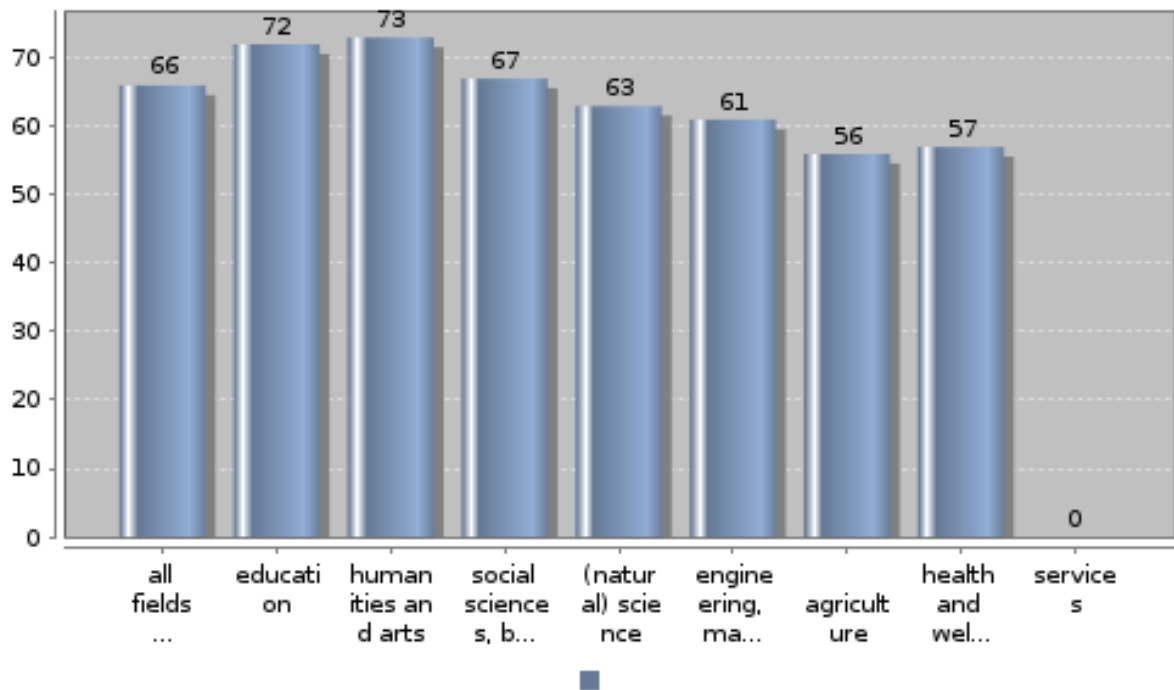
Employment rate during term-time of Bachelor students not living with parents by field of study (in %)
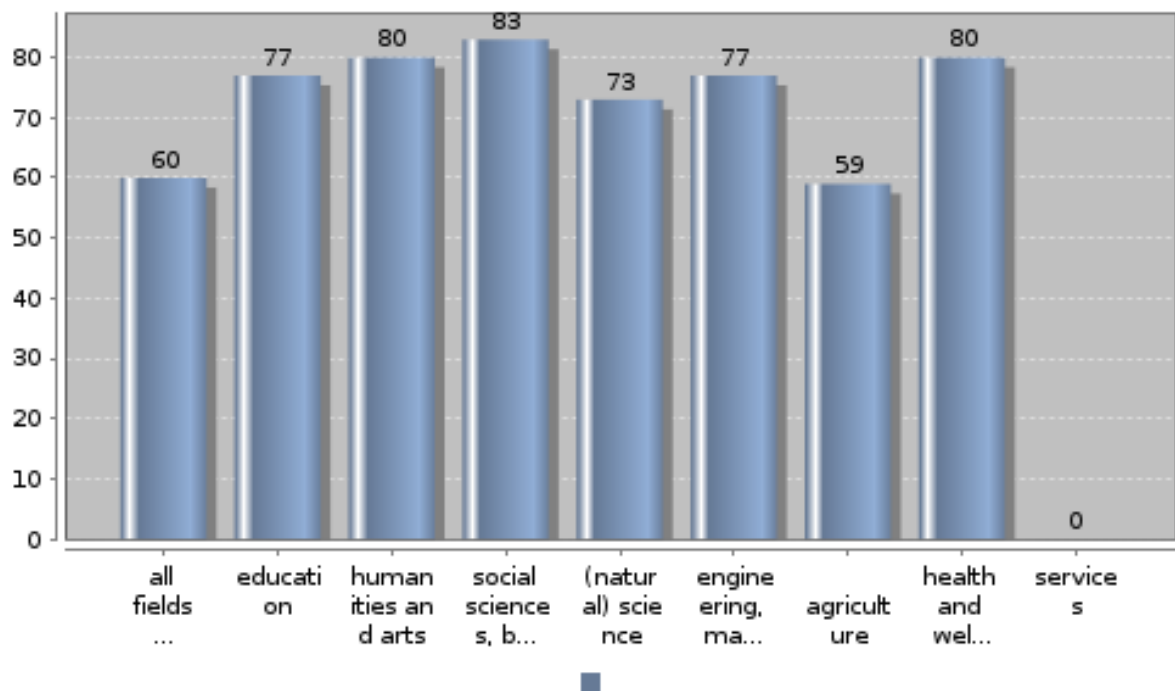
details on missing data:

methodical issues or considerations for data interpretation:

Study subjects which belong to 'Services' are not available in German universities/colleges.

Limited comparability because of combining the terms 'current' and 'frequent' employment to the category formulated here - 'regular paid job'.

national interpretation of the results of the data analysis:

Compared to the specialist groups it is obvious that the proportion of working students within arts and social studies is more than average and is much less than average in stronger structured faculties such as medicine and engineering. These subject cultural differences have continued to exist in Germany for years, and have changed little basically since the introduction of a staggered study structure (bachelor-master system).

The quota of working students in the universities of applied sciences is higher than at the universities. This explains among other things the comparable high income quotas of bachelor students in the engineering fields. Three quarters of them are registered in colleges of applied sciences.

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 %	33.7
Income from employment as share of total income for BA students, in %	29.0
Income from employment as share of total income for low-intensity students, in %	52.3
Income from employment as share of total income for 30 years old or above, in %	62.4

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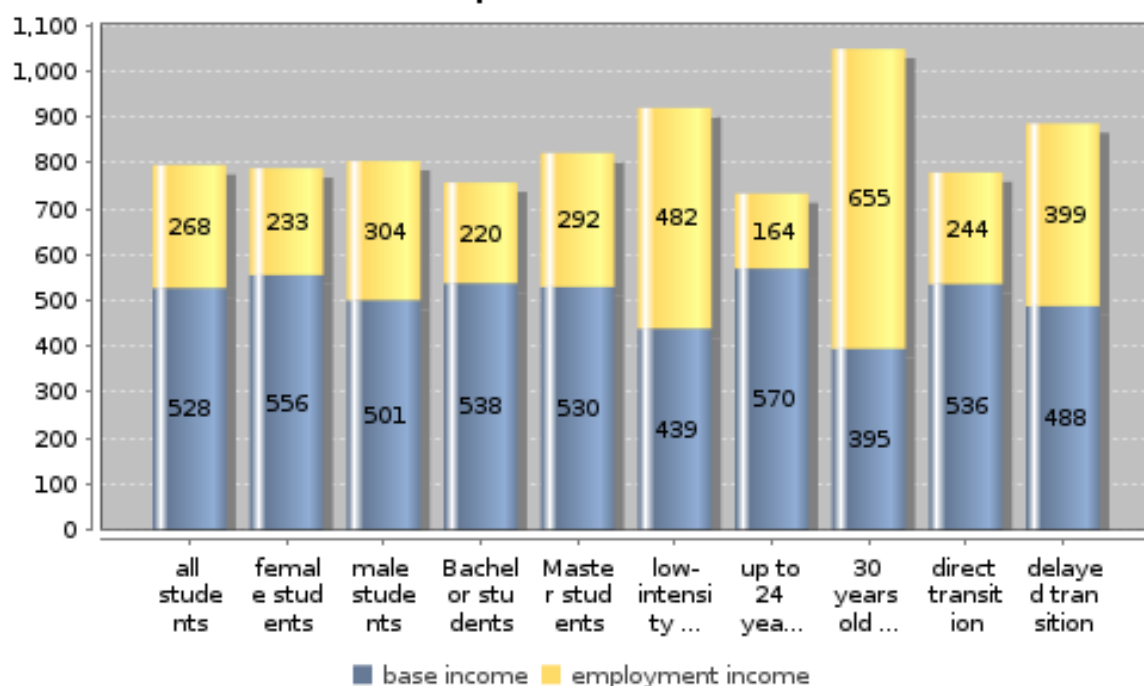
details on missing data:

methodical issues or considerations for data interpretation:

In this case - contrary to fig. 7.1-7.4 all students who also held down a job, whether in regular employment or also those who sometimes had a job were included.

national interpretation of the results of the data analysis:

Among those students no longer living at home it is particularly the lot of the older students to have to work in order to finance themselves. Their basic financing (parents, state) is comparatively small, among others, because they have become so independent of their parents and as a result are

sometimes not (no longer) entitled to BAföG. The fact that with age the risen need for an income has been influenced is shown in the comparison between bachelor and master students: with practically the same basic financing, the income from jobs besides study is higher among older master students.

Topic: G. Time budget and employment

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

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	100.0
Gini coefficient	0.43

Distribution of students' monthly income from employment by income decile, students not living with parents (in euros)
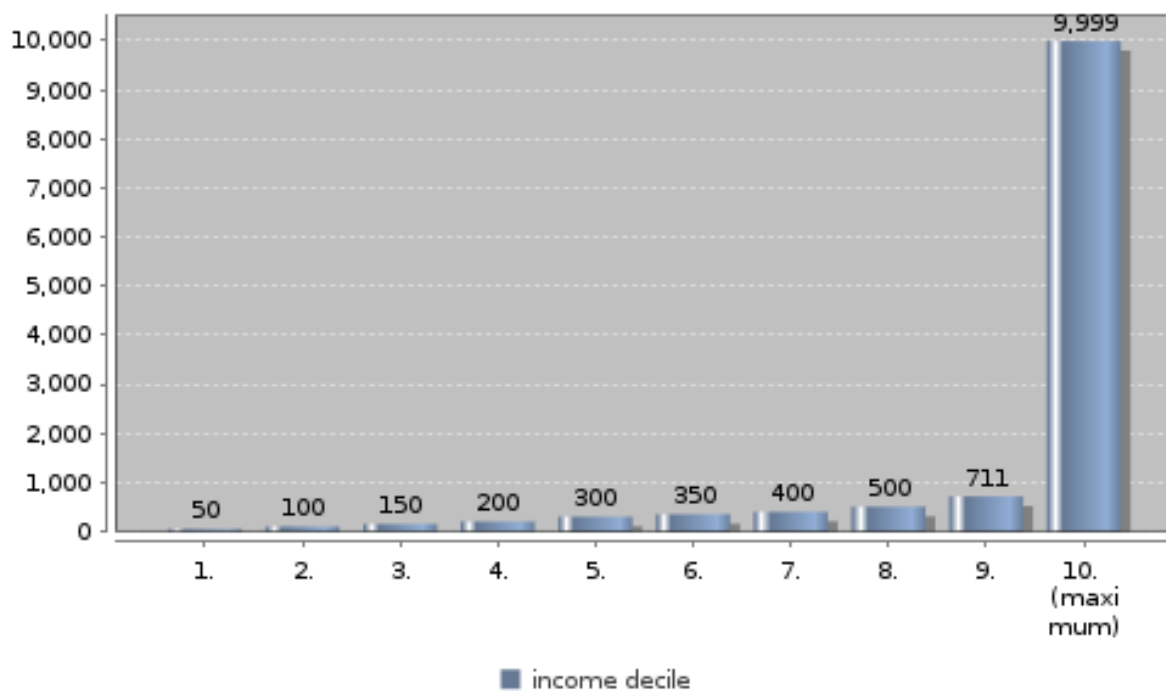
Concentration of students' monthly income from employment (Lorenz curve, decimal fraction)
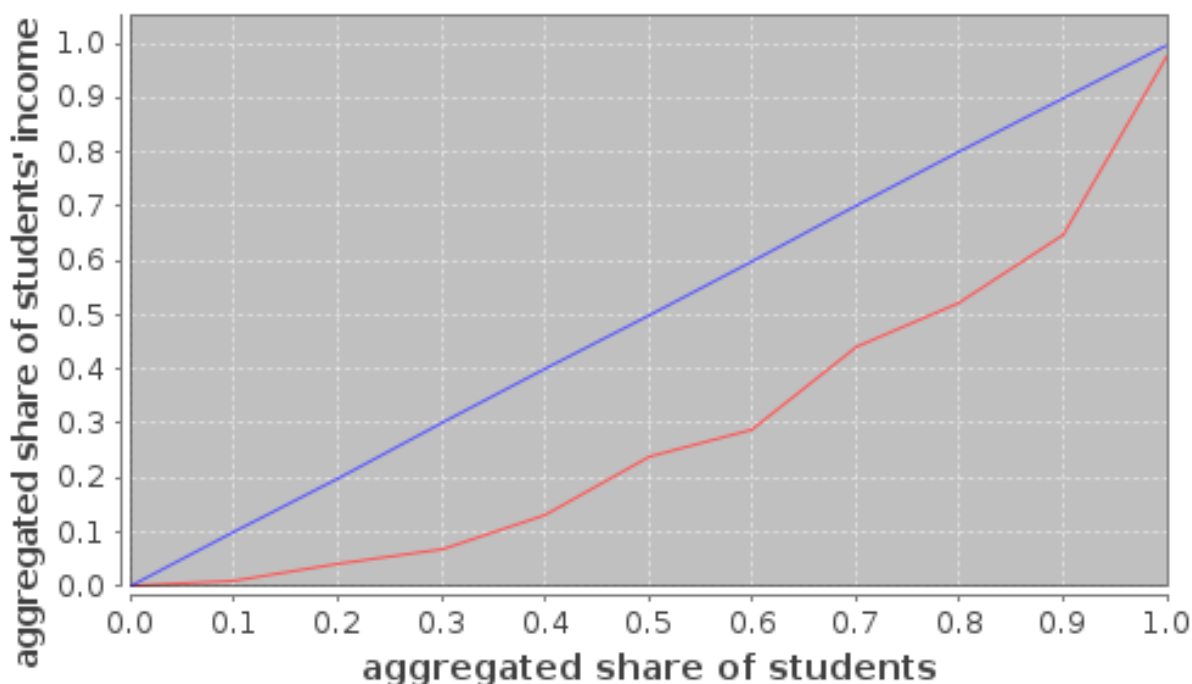
details on missing data:

methodical issues or considerations for data interpretation:

10. decile = max.

national interpretation of the results of the data analysis:

The amount which students earn besides studying is relatively wide. A fifth of all working students not living at home earn less than 100 Euro per month, while the same proportion of students have an income of more than 500 Euro. Every second student has a monthly income of less than 300 Euro.

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	36.0
Study-related activities of BA students not living with parents, hrs/wk	36.0
Study-related activities of MA students not living with parents, hrs/wk	36.0
Study-related activities of low-intensity students not living with parents, hrs/wk	14.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	41.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	18.0

Time budget in a typical study week of students living with parents (in hrs/wk)
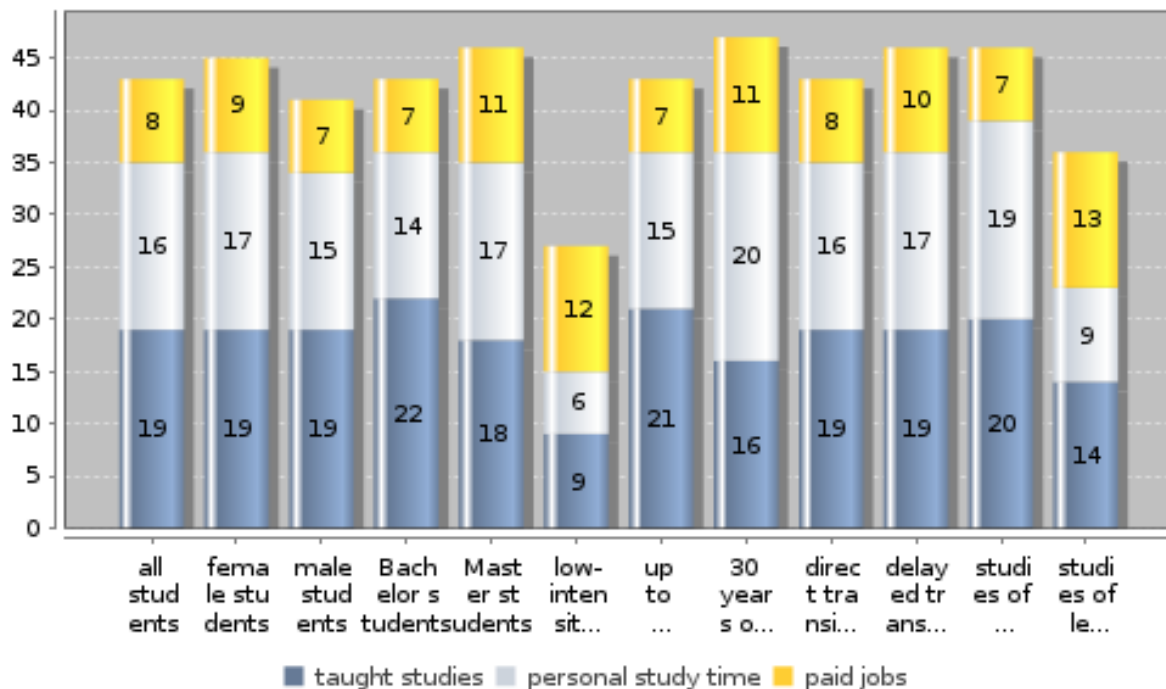
Time budget in a typical study week of students not living with parents (in hrs/wk)
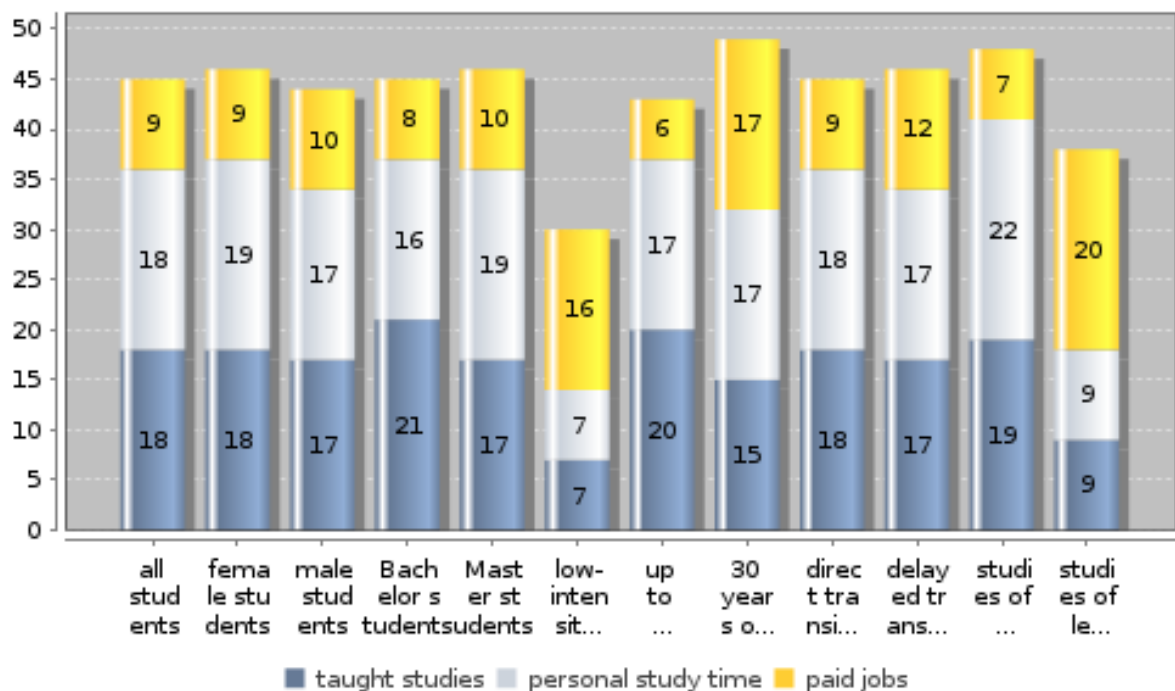
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students spend ca. 36 hours per week studying - about the similar amount of time for visiting lectures and actual study. Taking their time working into account this leaves their work load at more than 40 hours per week.

Younger students (bachelor students up to 24 years of age) comparatively invest a lot of time studying, or those who have study as a central point of their activities and interests. Students who per definition belong to that group who see their study with less intensity spend more time working on the side in comparison. This group is split into those who spend an extremely high amount of time earning money and those who have little or no time to invest in earning money. Among them you find many students who are parents, where one parent has taken on caring for the family with the other looking after the financial side.

Topic: G. Time budget and employment

Subtopic 8: Time budget by social background
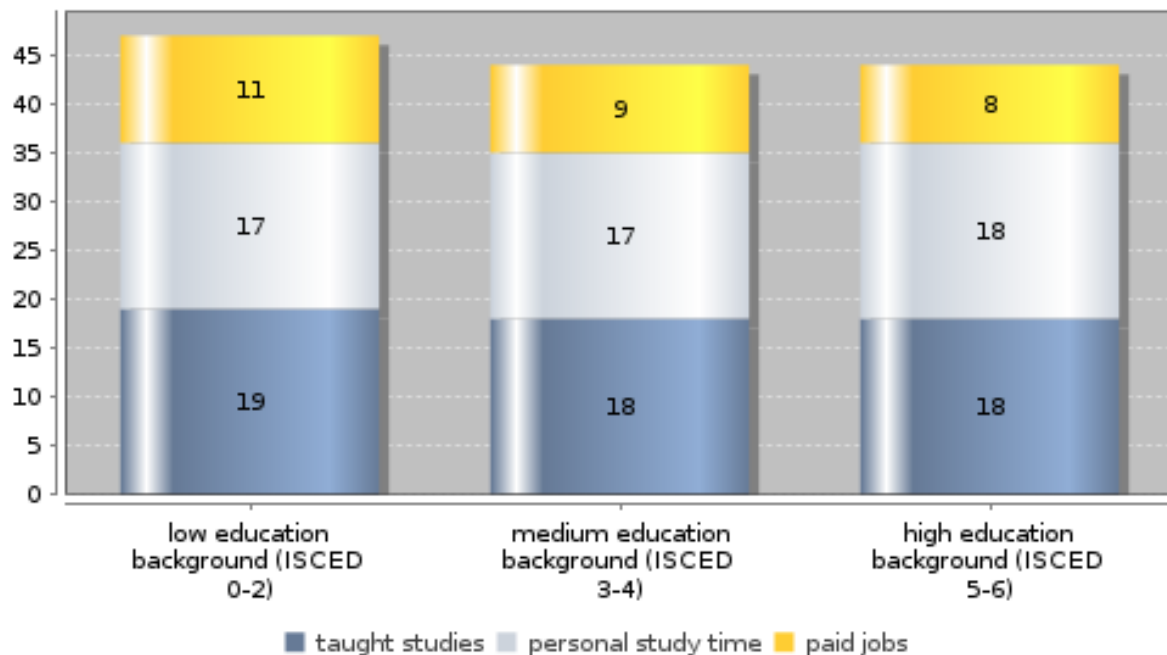
Key Indicators

Study-related activities of students not
living with parents with high education
background (ISCED 5-6), hrs/wk   36.0

Study-related activities of students not
living with parents with low education
background (ISCED 0-2), hrs/wk   36.0

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

Legend: taught studies, personal study time, paid jobs
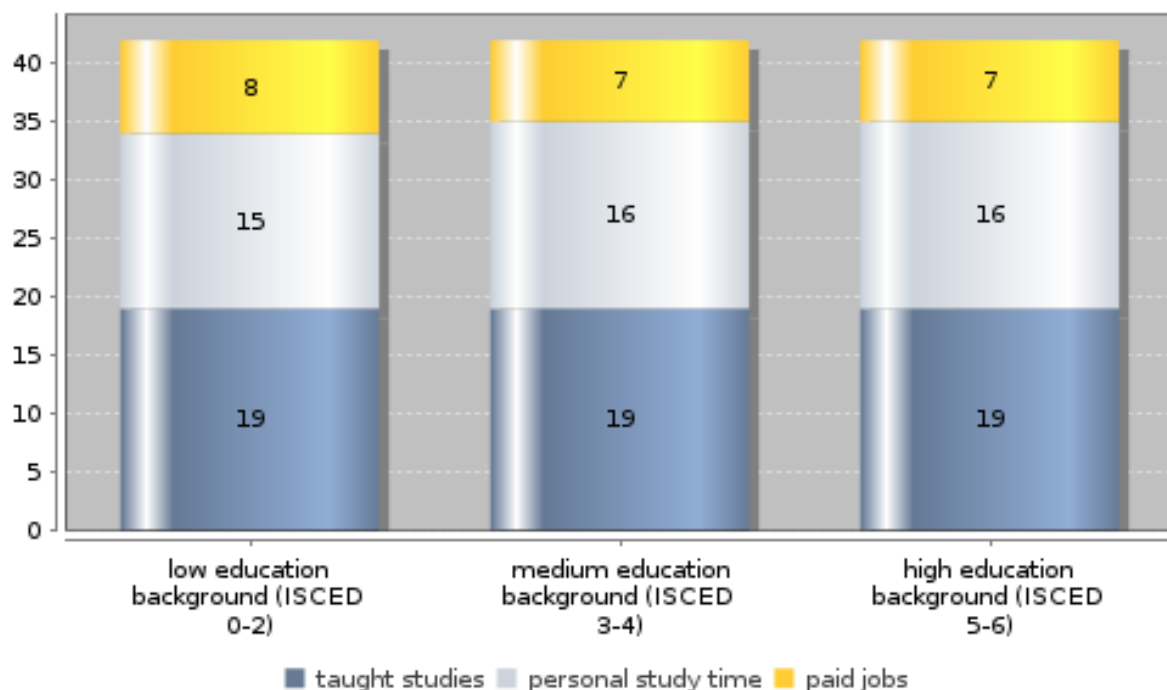
Time budget in a typical study week of students not living with parents by heighest educational attainment of students' parents (in hrs/wk)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The composition of the time budget for study and earning money is only loosely connected with the student's background. Students whose parents have not been to university must finance themselves to a higher degree than others. Therefore they spend more time earning money, which of course has a negative effect on their studies. They spend an overall higher amount of time both working and studying. This difference within the group of students not living at home is more marked than among those living at home, because self-financing for them plays a much larger role.

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	40.0
Study-related activities of students, who work 1-5 hrs/wk	37.0
Study-related activities of students, who work 11-15 hrs/wk	34.0
Study-related activities of students, who work more than 15 hrs/wk	28.0

Time budget in a typical study week by hours of regular paid employment (in hrs/wk)
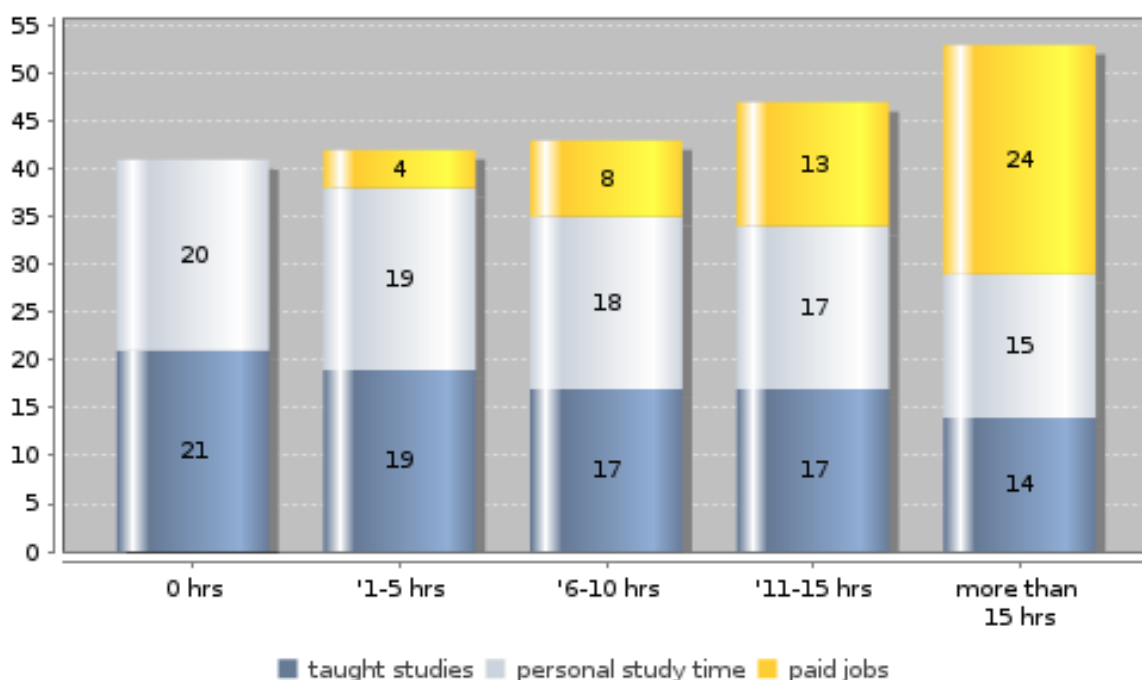
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The connection between time for study and work is more obvious when observing the time spent studying independently of the time working. Students who do not also work invest ca.

40 hours a week studying. With every hour which is spent on a job, study time is reduced by about 30 minutes. That means of course that working extensively has a negative effect on the students' other activities. Students who have a job for more than 15 hours a week spend more than a total of 52 hours a week between job and study.

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	38.6
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	34.2
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	36.9
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)
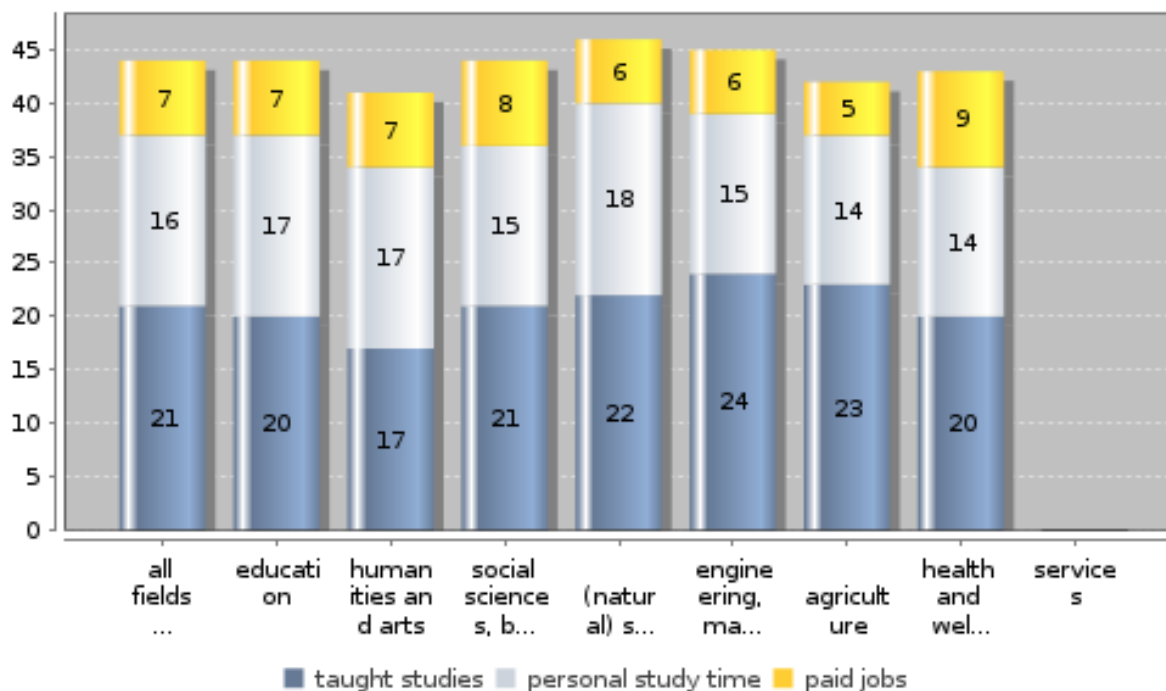
Time budget in a typical study week of Master students by field of study (in hrs/wk)
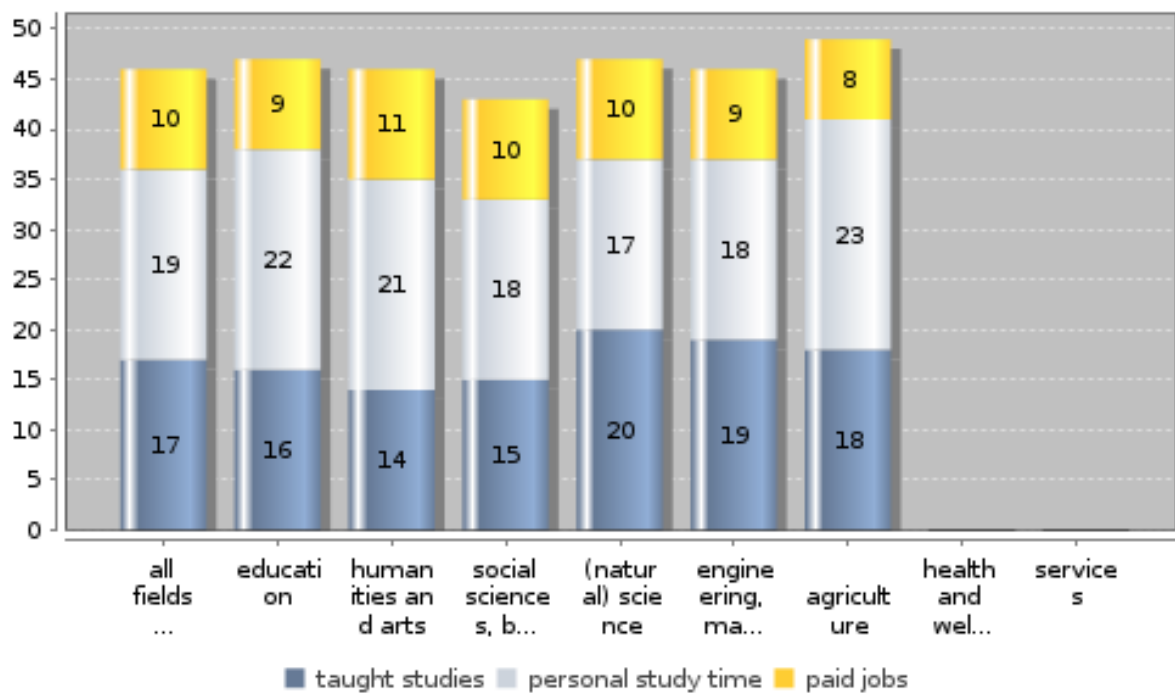
details on missing data:

not enough cases for "helth" in master-programmes

methodical issues or considerations for data interpretation:

Study subjects which belong to 'Services' are not available in German universities/colleges.

national interpretation of the results of the data analysis:

The weekly time budget for students who both work and study is ca. 44 hours during the bachelor study, two hours more in the master study, because more money is spent for the latter. The most extensive amount of time is to be found among students of the natural sciences, which is based on a comparatively higher study-time investment. Students of health sciences - (medicine and dental medicine have not been restructured as yet) have a comparatively low study rate while working extensively. Students of social pedagogy at universities of applied sciences come within this area, who had a delayed studying start and are often older than the average student in bachelor study.

Topic: G. Time budget and employment

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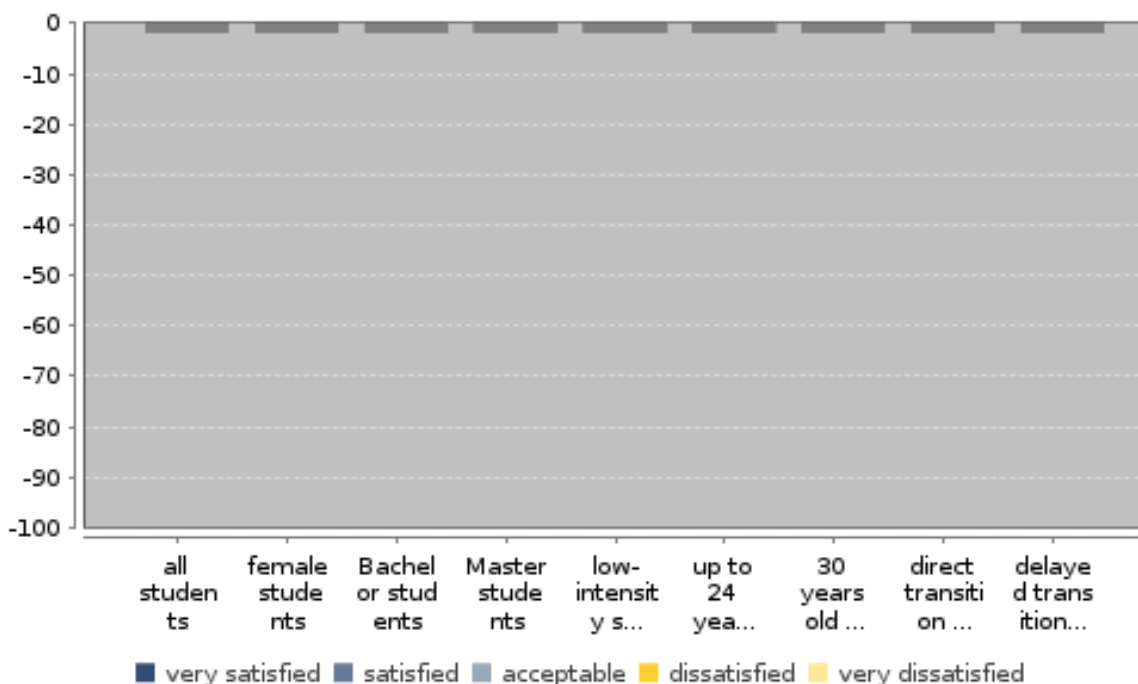
Key Indicators

Share of all students who are (very) satisfied, in %

Share of BA students who are (very) satisfied, in %

Share of low-intensity students who are (very) satisfied, in %

Share of 30 year olds or over who are (very) satisfied, in %

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

details on 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 12: Time budget by students' level of satisfaction with their workload
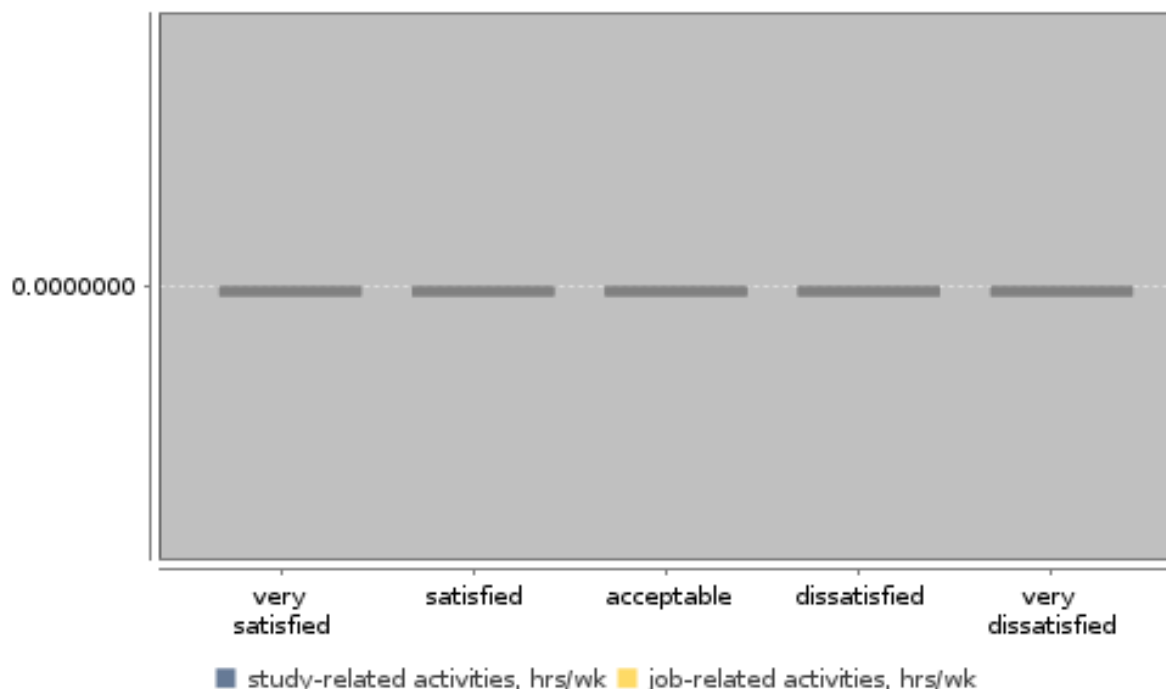
Key Indicators

Total workload of all students who are very dissatisfied, in hrs/wk

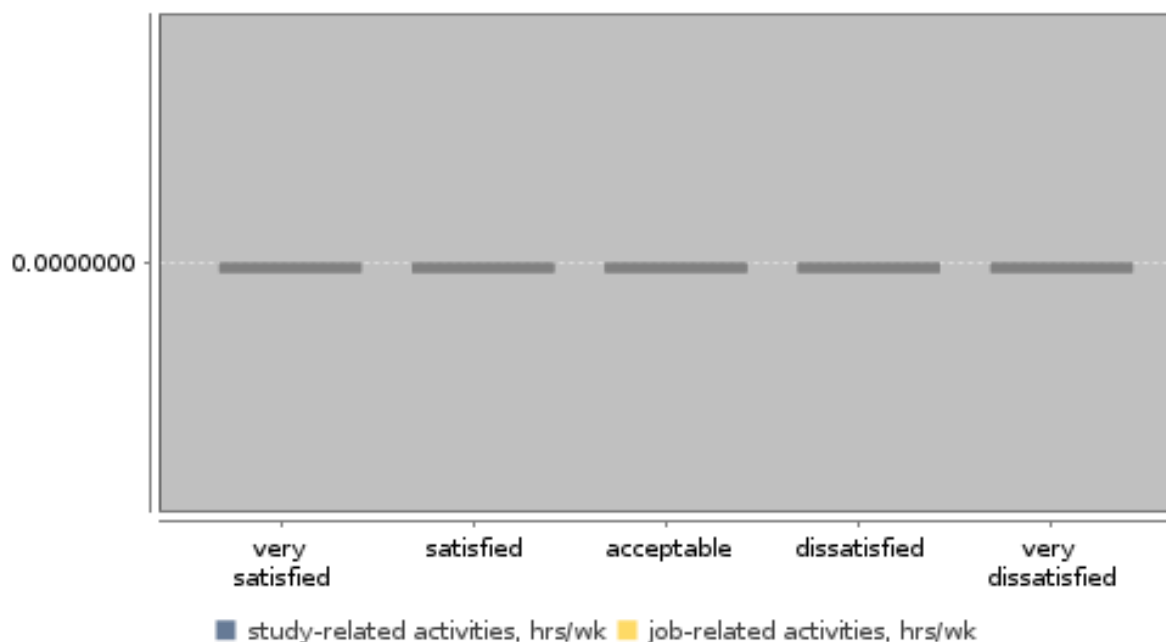Total workload of BA students who are very dissatisfied, in hrs/wk

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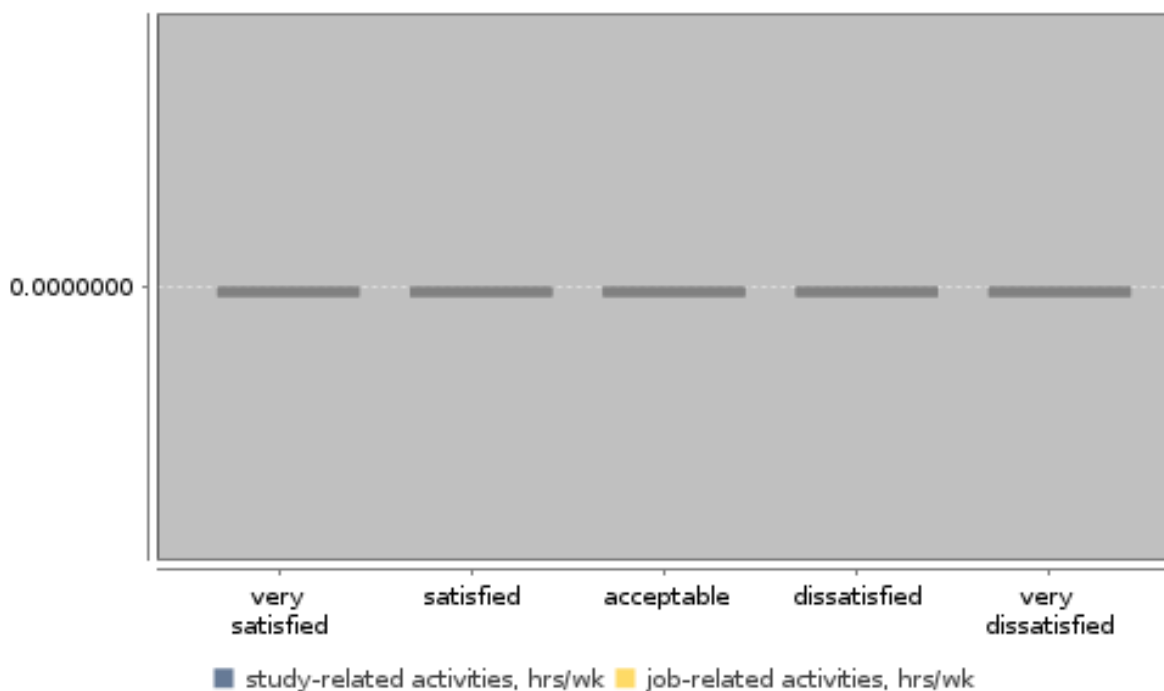
Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

very satisfied   satisfied   acceptable   dissatisfied   very dissatisfied

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk

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

very satisfied   satisfied   acceptable   dissatisfied   very dissatisfied

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk

details on missing data:

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 %

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

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

	very high	high	middle	low	very low
	0 0	0 0	0 0	0 0	0 0

■ Level of importance   ■ Level of fulfilment of goal

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

0.0000000 —   0   0   0   0   0   0   0   0   0   0

very high   high   middle   low   very low

■ Level of importance ■ Level of fulfilment of goal

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

0.0000000 —   0   0   0   0   0   0   0   0   0   0

very high   high   middle   low   very low

■ programme as a good basis for starting work
■ programme as a good basis for personal development

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
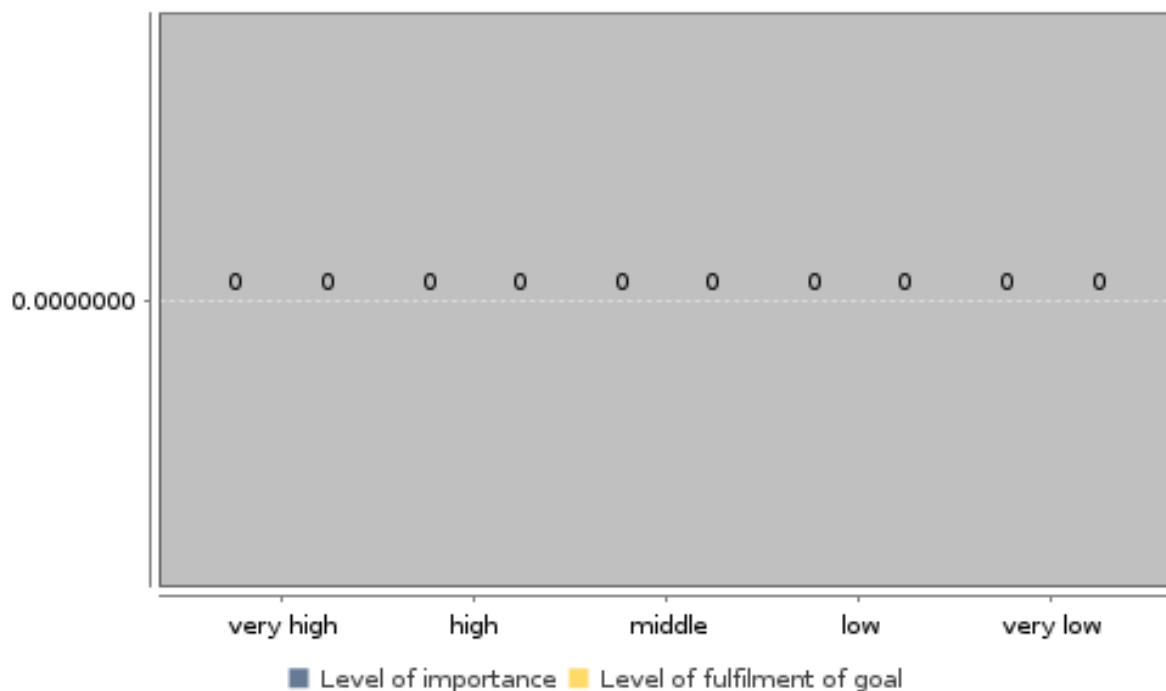
Topic: H. Assessment of studies

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

Key Indicators

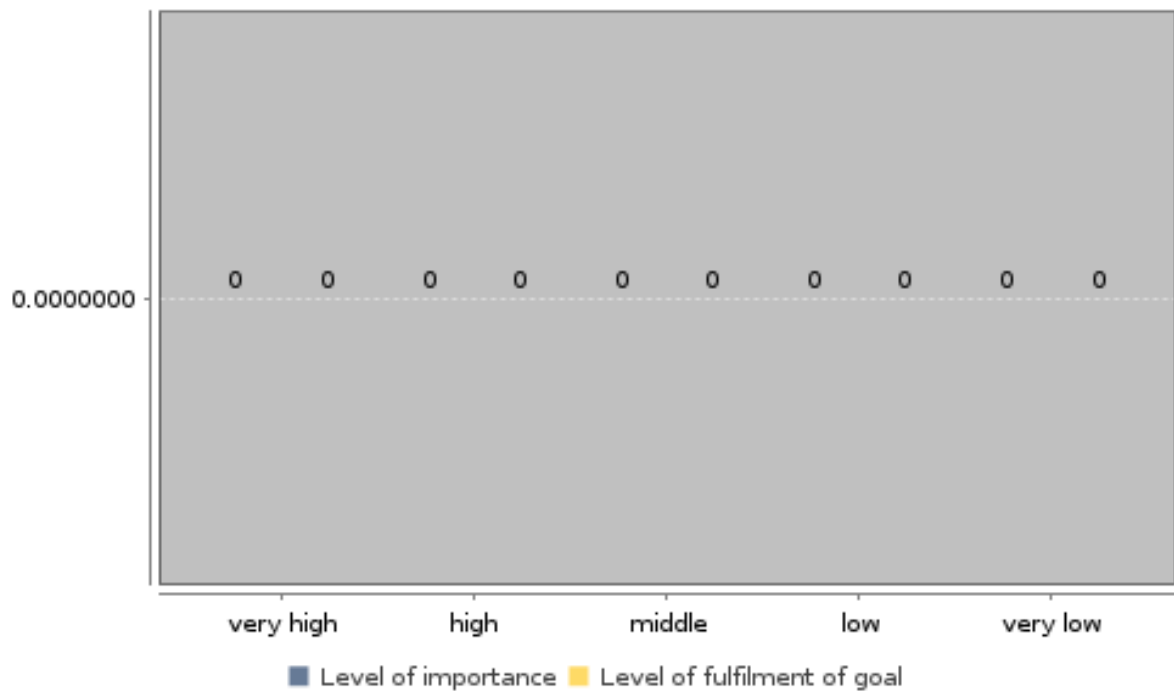Share of BA students whose goals are met at (very) high level - basis for starting work, in %

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

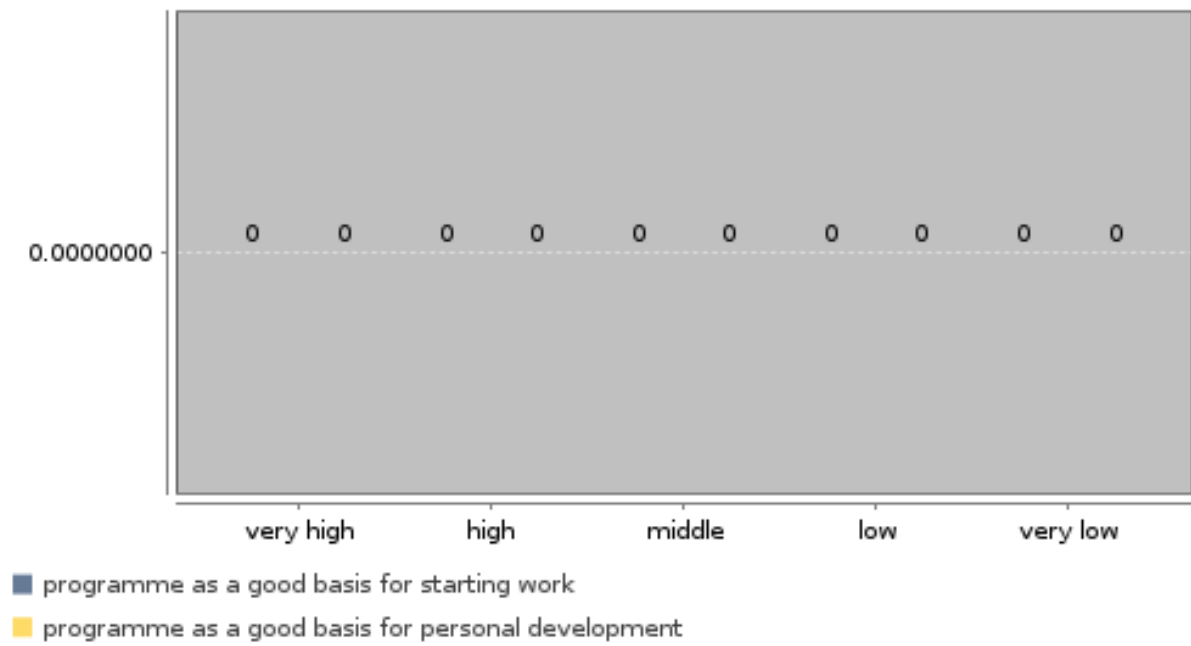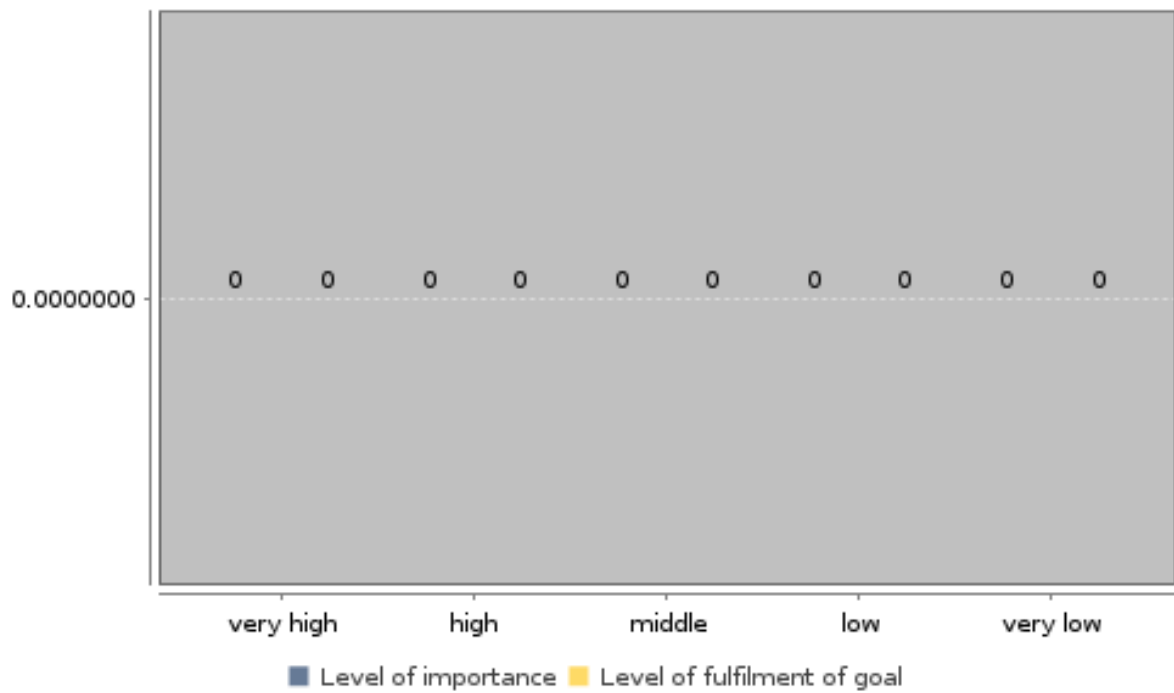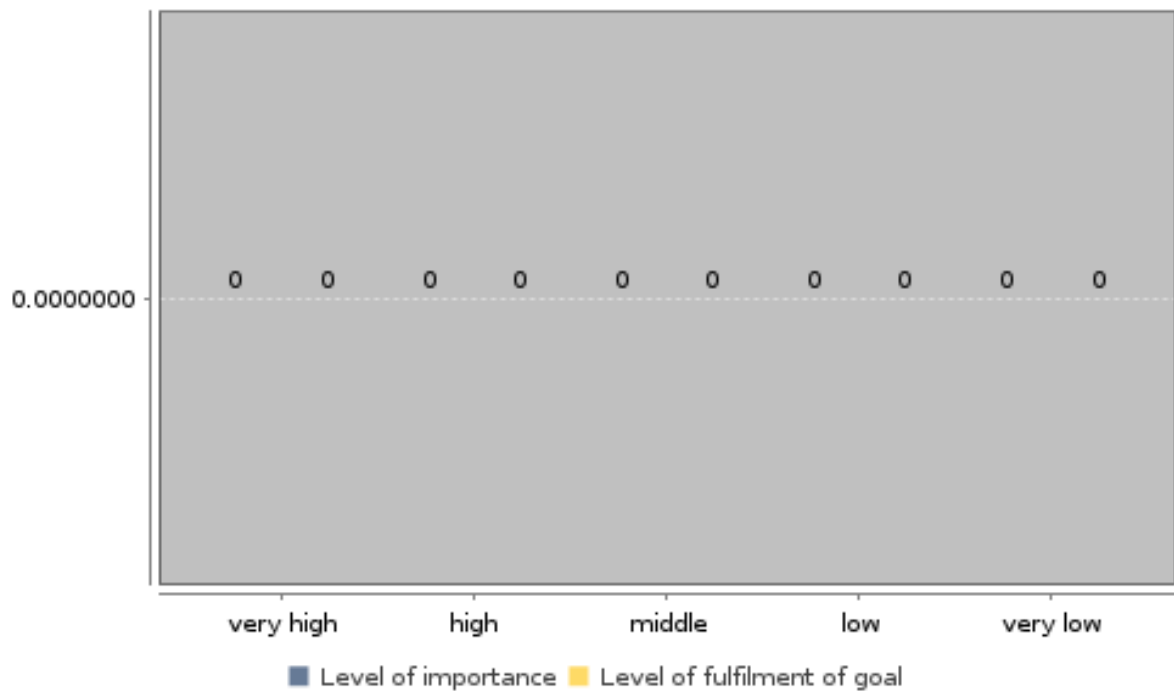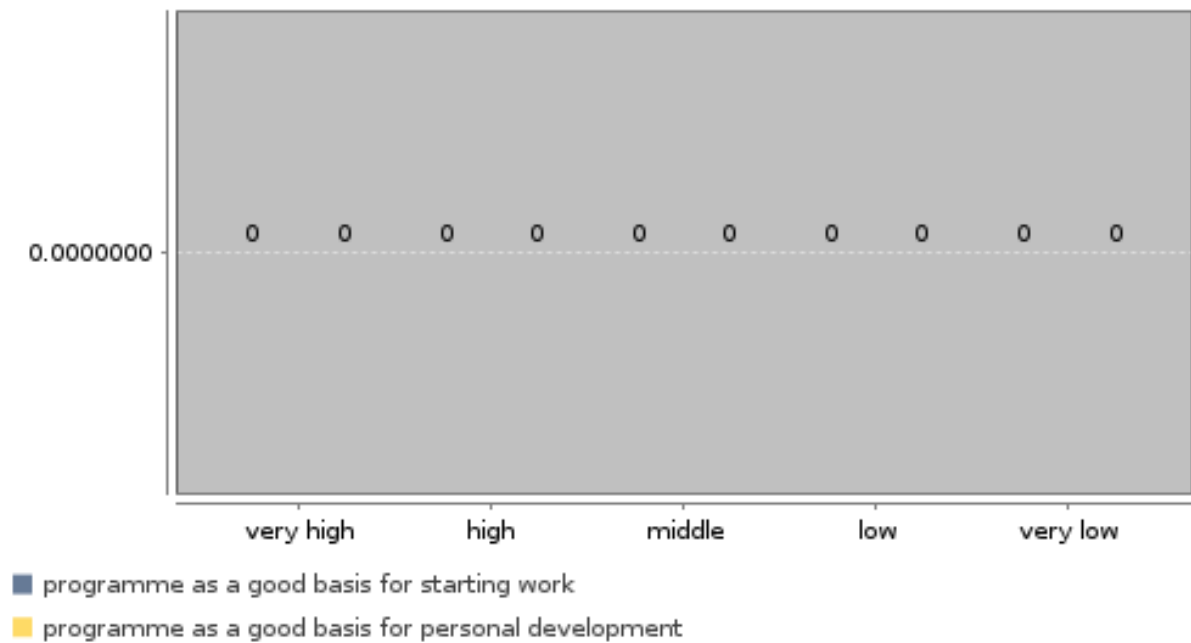## BA students' assessment of study programme as good basis for starting work (in %)

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

	very high	high	middle	low	very low
	0 0	0 0	0 0	0 0	0 0

0.0000000

■ Level of importance ■ Level of fulfilment of goal

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

	very high	high	middle	low	very low
	0 0	0 0	0 0	0 0	0 0

0.0000000

■ programme as a good basis for starting work

■ programme as a good basis for personal development

details on 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 %

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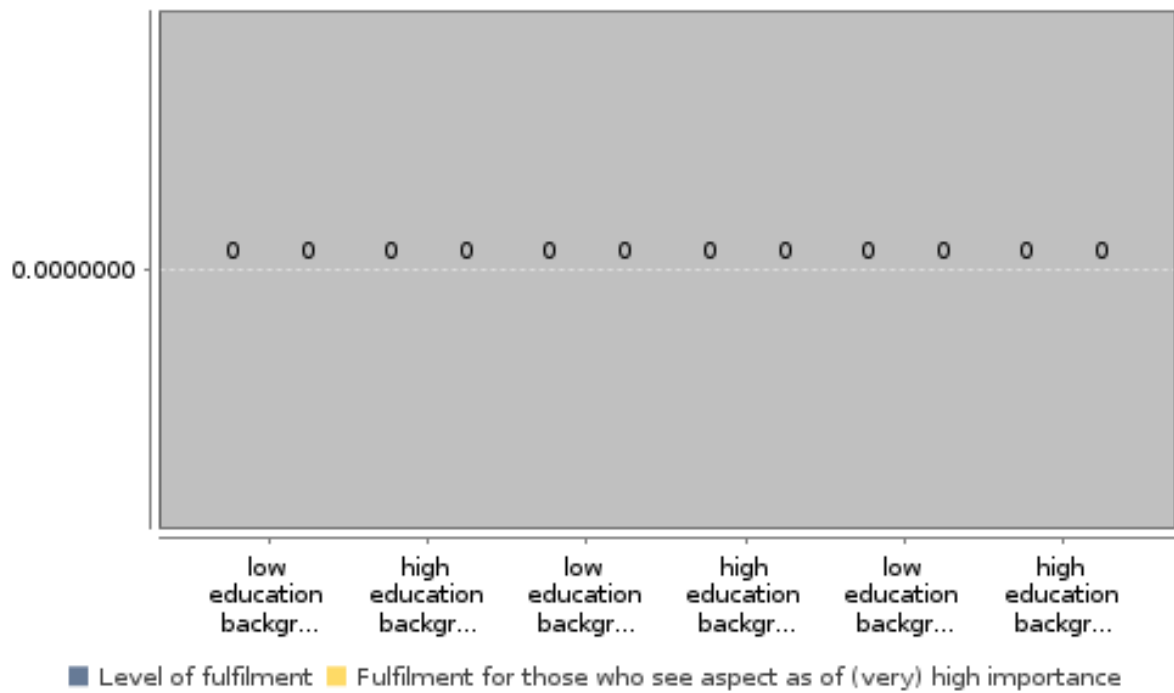
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %

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

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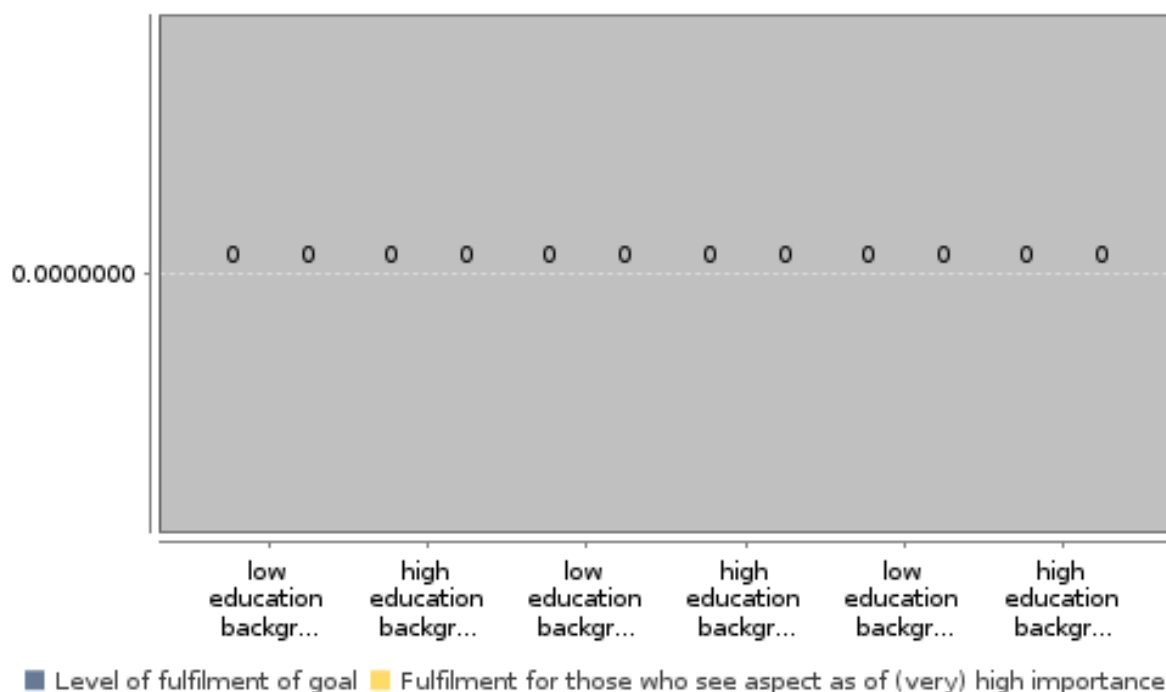
Students' assessment of study programme as good basis for personal development by social background (in %)

0	0	0	0	0	0	0	0	0	0	0	0

0.0000000

| low education backgr... | high education backgr... | low education backgr... | high education backgr... | low education backgr... | high education backgr... |

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

details on missing data:

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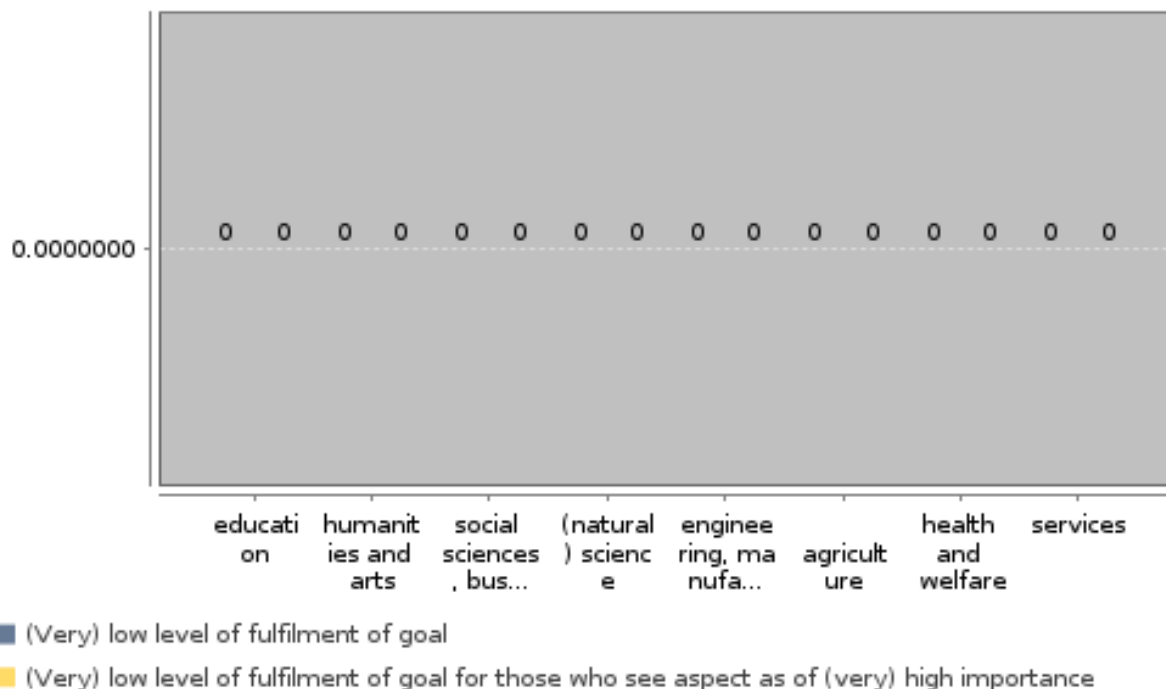
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %

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

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

Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %
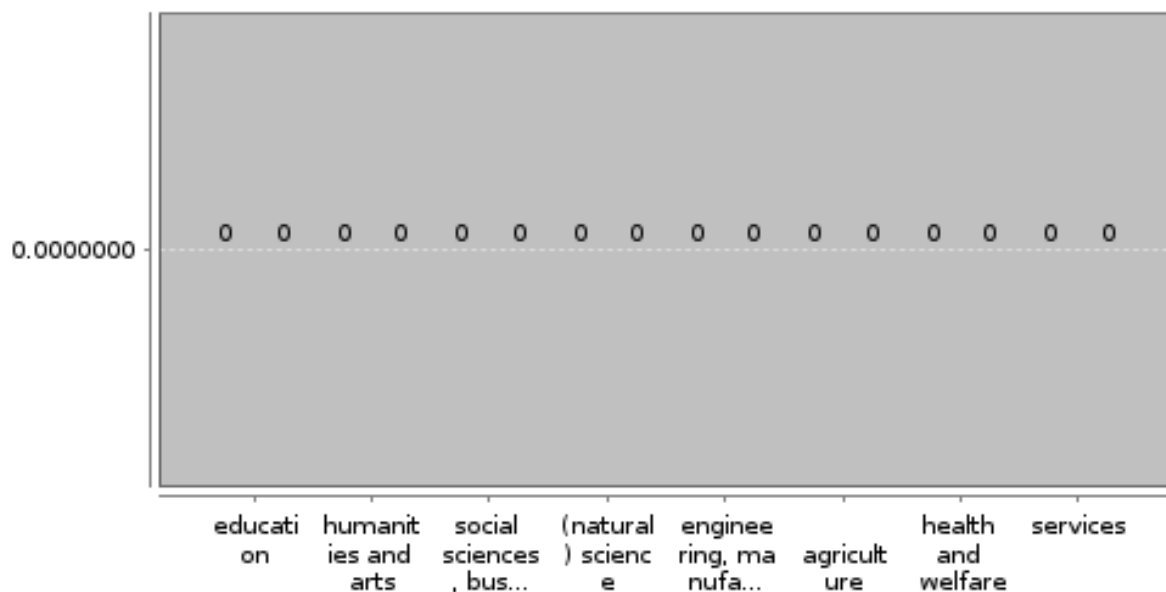
Students' assessment of study programme as good basis for starting work by field of study (in %)

■ (Very) low level of fulfilment of goal

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

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

	educati on	humanit ies and arts	social sciences , bus...	(natural) scienc e	enginee ring, ma nufa...	agricult ure	health and welfare	services
0.0000000	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0

■ (Very) low level of fulfilment of goal

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

details on 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 %	48.6
Share of all students for whom studies are less important, in %	5.2
Share of BA students for whom studies are more important, in %	47.3
Share of BA students for whom studies are less important, in %	4.1
Share of low-intensity students for whom studies are more important, in %	20.7
Share of low-intensity students for whom studies are less important, in %	18.7
Share of 30 years old or older for whom studies are more important, in %	36.5
Share of 30 years old or older for whom studies are less important, in %	17.7

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

details on missing data:

methodical issues or considerations for data interpretation:

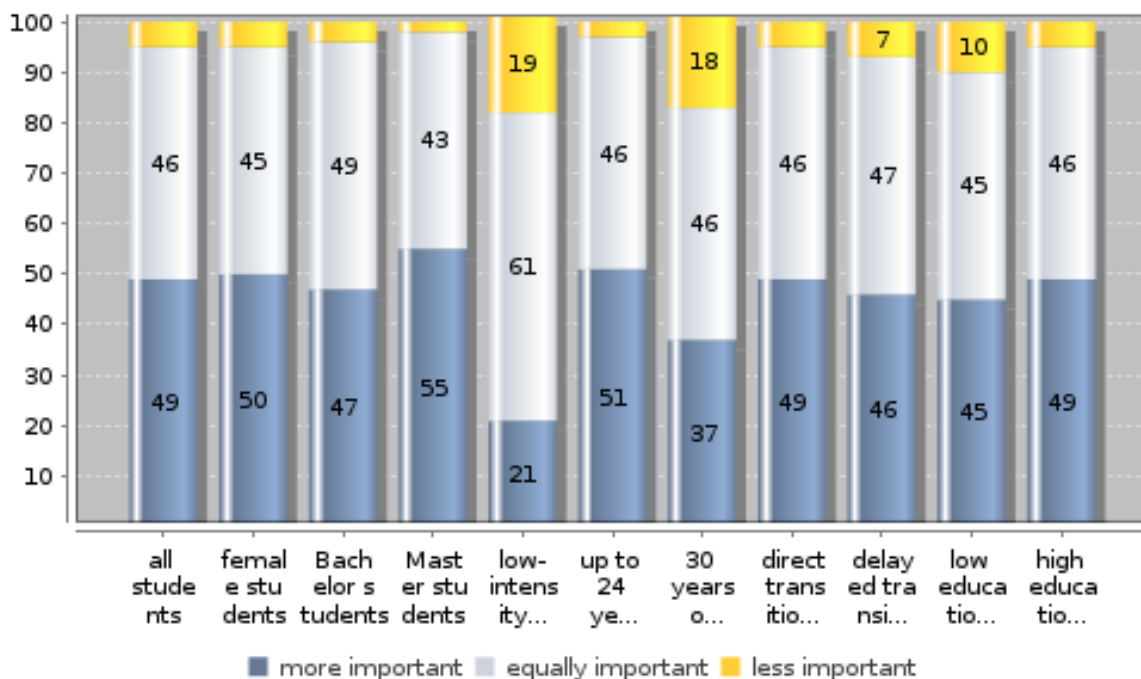**national interpretation of the results of the data analysis:**

For slightly less than half the students study is the focal point towards which all their interests and activities are geared. Nearly as many put as much emphasis on studying as on other interests outside college. Students doing master studies are more study-oriented than those in bachelor studies. That can also be taken as a hint that further study especially by students of bachelor graduates are taken up or that admittance to master studies can be selective. Student intensity and student association are very closely connected, which can be read in the answers of students who spend little time on study.

Older students from the age of 30 upwards also tend to regard their study more frequently than average as a side-line. The educational background plays a rather complex role within this context: for students whose parents did not receive third level education, study is less seldom in the foreground than with students whose parents did have third level education. There are many reasons for this (a belated study start, higher average study age, self-financing by employment, a family of their own).

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 %	47.3
Share of students in humanities and arts for whom studies are less important, in %	7.7
Share of students in engineering disciplines for whom studies are more important, in %	51.3
Share of students in engineering disciplines for whom studies are less important, in %	4.1
Share of students in social sciences for whom studies are more important, in %	46.0
Share of students in social sciences for whom studies are less important, in %	5.1

Importance of studies compared to other activities by field of study (in %)
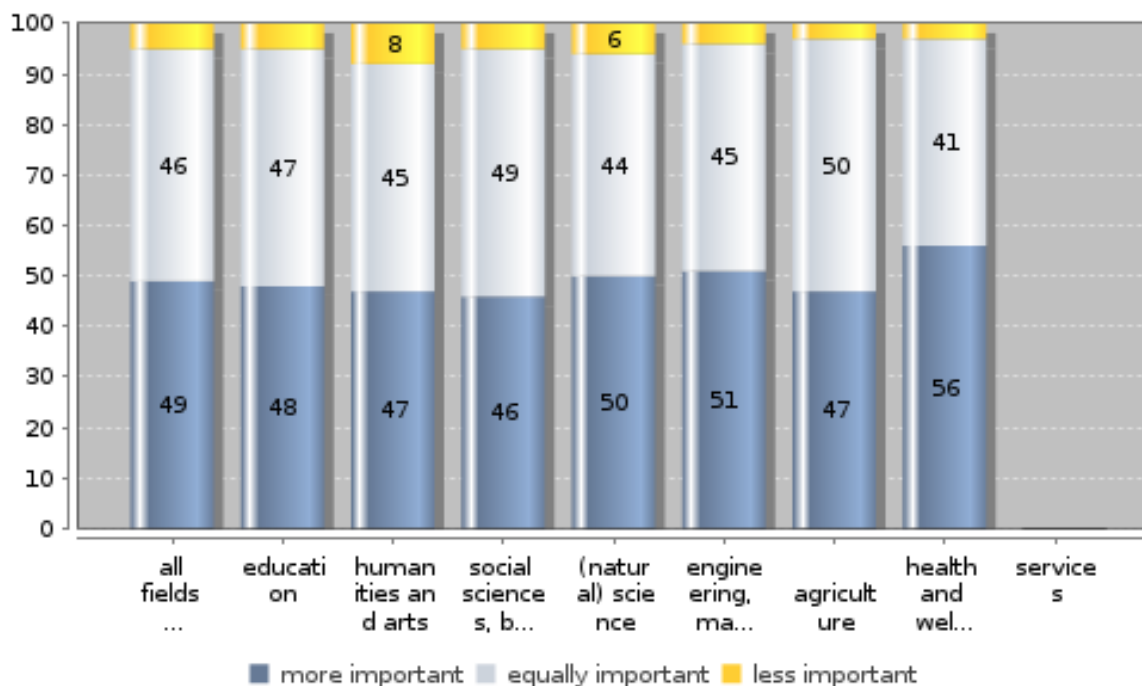
details on missing data:

methodical issues or considerations for data interpretation:

Study subjects which belong to 'Services' are not available in German universities/colleges.

national interpretation of the results of the data analysis:

The connection between intensity of study and adherence to study tends to show, also in comparison to specific groupings. For the vast majority of medical/ or health-related science students study is the central focal-point, whereas this is rarely the case with arts and social studies students.

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %

Share of all students who plan not to continue studies, in %

Share of students with low education background (ISCED 0-2) with plans for future studies, in %

Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %

Share of students with high education background (ISCED 5-6) with plans for future studies, in %

Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %

Students' plans for continuation of studies after completing current programme (in %)
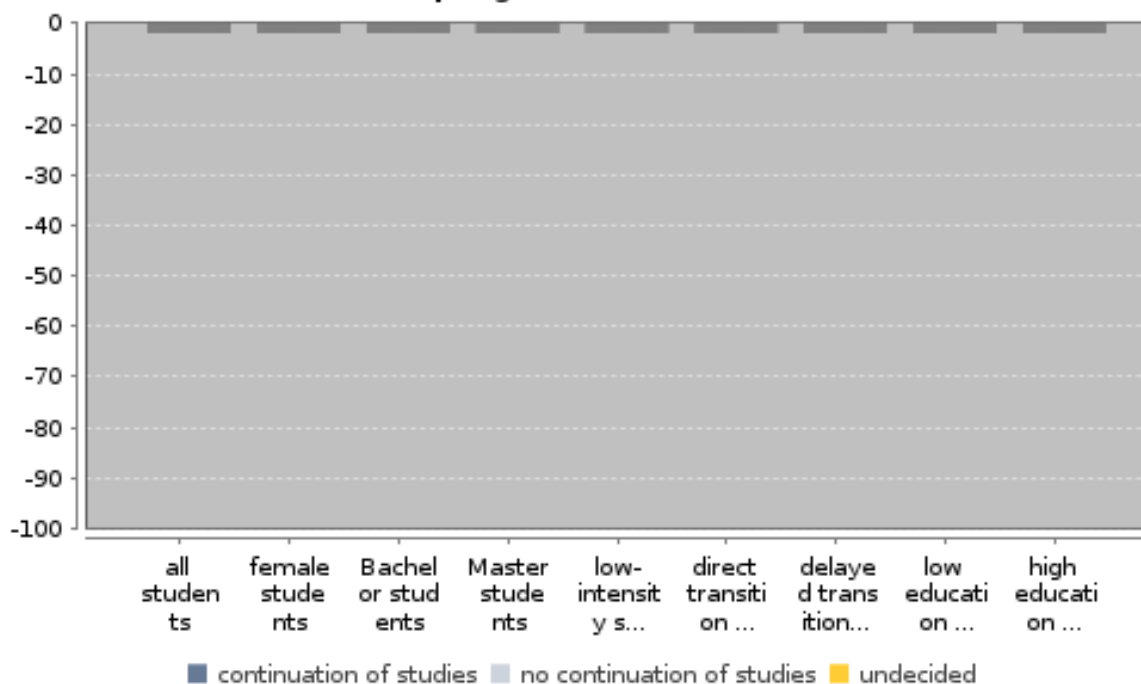
Legend: ■ continuation of studies ■ no continuation of studies ■ undecided

details on missing data:

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 %	8.5
Enrolment rate of female students, in %	9.7
Enrolment rate of Bachelor students, in %	3.8
Enrolment rate of Master students, in %	18.5
Plans for foreign enrolment of all students, in %	Plans for foreign enrolment of Bachelor students, in %

Students with enrolment abroad or respective plans by characteristics of students (in %)
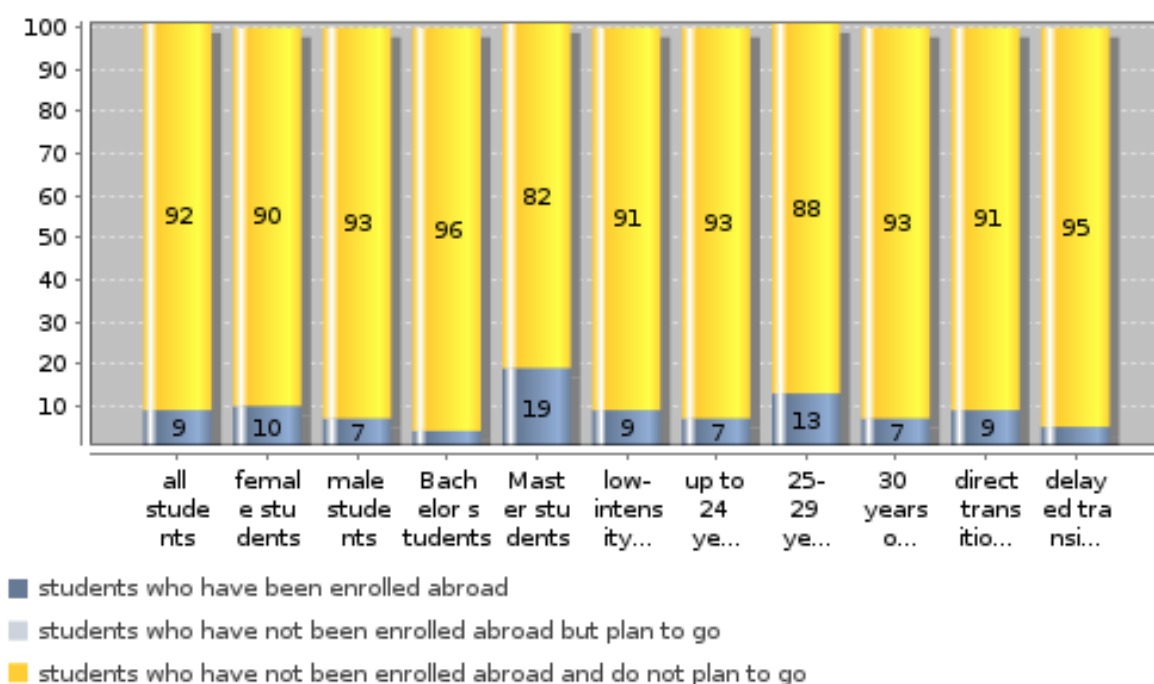
- ■ students who have been enrolled abroad
- ■ students who have not been enrolled abroad but plan to go
- ■ students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

In Germany one cannot find out who is planning to study abroad and who is not. In this respect both categories 'students who have not been enrolled abroad but plan to go' and 'students who have not been enrolled abroad and do not plan to go' have been combined.

national interpretation of the results of the data analysis:

The largest percentage of students with study experience abroad can be found among the master students. A study abroad mostly takes place at a later stage of study, which correlates with the 25-29 year old students as those most represented. Correspondingly, less bachelor students and students under 24 are to be found in this group. Female students are more frequently found within the ranks of students with study experience abroad than their male counterpoints (9.7% vs. 7.2%).
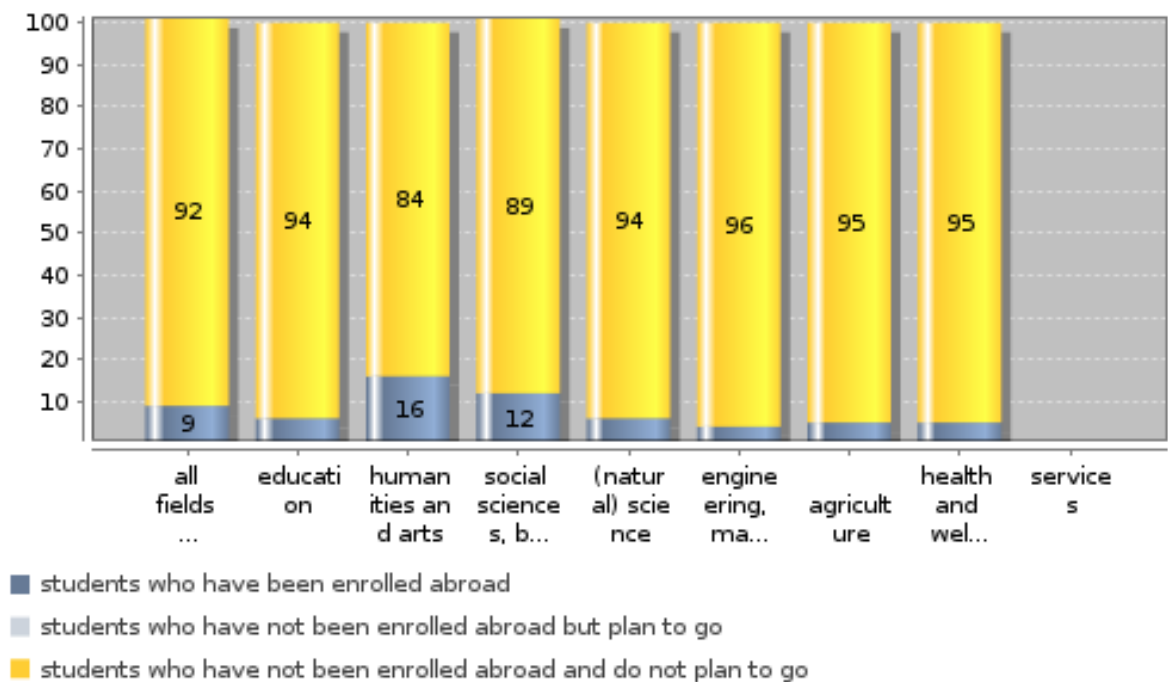
Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	16.2
social sciences, in %	11.5
(natural) science, in %	6.4
engineering disciplines, in %	3.9

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

■ students who have been enrolled abroad
▢ students who have not been enrolled abroad but plan to go
▢ students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

The study area 'Services' does not exist in Germany.

In Germany one cannot find out who is planning to study abroad and who is not. In this respect both categories 'students who have not been enrolled abroad but plan to go' and 'students who have not been enrolled abroad and do not plan to go' have been combined.

national interpretation of the results of the data analysis:

The largest proportion of students who have finished a course of study abroad are to be found in the arts and social sciences (16.2%). Women tend to study abroad in this field more frequently than men. On a lesser scale this is also valid for social and economic sciences where 11.5% have already finished a study course abroad.

Topic: I. Internationalisation and mobility

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

Key Indicators

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	10.5
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	10.6
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	1.0

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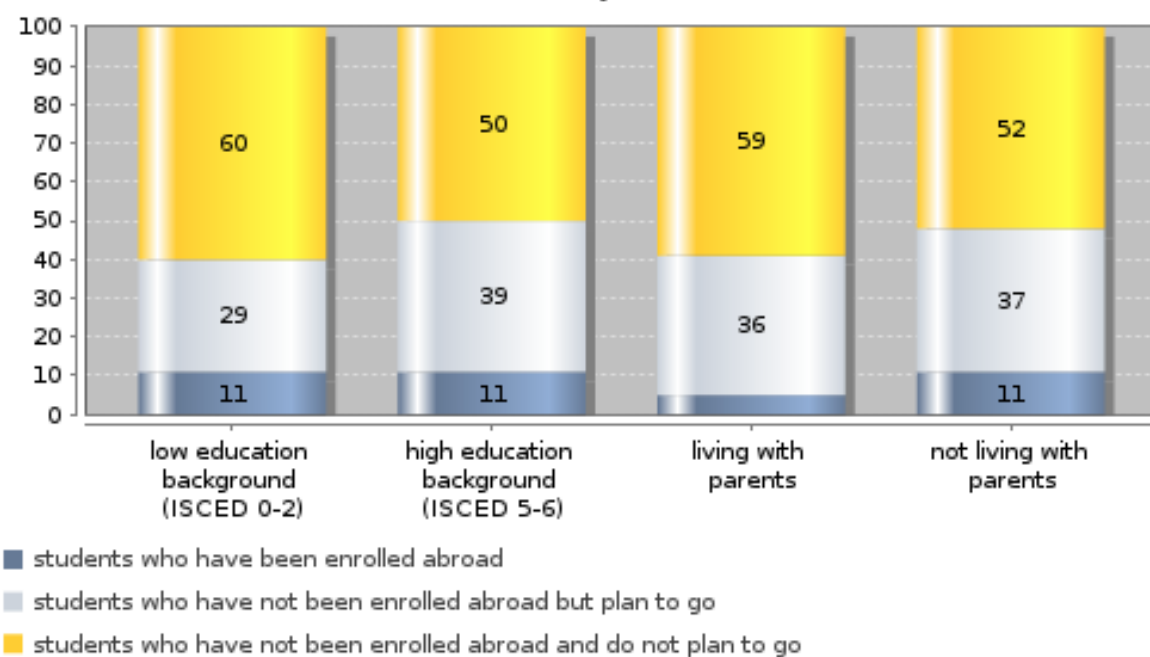
details on missing data:

methodical issues or considerations for data interpretation:

In Germany one cannot find out who is planning to study abroad and who is not. In this respect both categories 'students who have not been enrolled abroad but plan to go' and 'students who have not been enrolled abroad and do not plan to go' have been combined.

Plans for a stay abroad were all placed under one heading, e.g. without differentiating between study, practical, language course etc. Therefore the categories 'students who have not been enrolled abroad

but plan to go' and 'students who have not been enrolled abroad and do not plan to go' always refer to all possible forms of a study-related stay abroad. Comparability of the results is accordingly limited.

national interpretation of the results of the data analysis:

There are few differences in proportion of students whose parents are educationally minded and those from academic families, who have already completed study abroad. There is however a clear deviation in the plans of going abroad to study: students whose parents have a lower educational background plan that much more seldom than those fellow-students whose parents have also studied.

Students who live with their parents have comparatively seldom studied abroad (5.3%). Many of those, more than average percentage compared to students living away from home, say that they have no perspectives to study abroad. There are a lot of disparities behind these statistics: more than the average number of those living at home study at universities of applied sciences, where subjects which would demand a stay abroad are not an integral part of the curriculum.

Topic: I. Internationalisation and mobility

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

Key Indicators

Internship/work placement abroad, all students, in %	4.1
Language course abroad, all students, in %	2.5
No acitivities abroad, all students, in %	89.0
No acitivities abroad, students up to 24 years, in %	91.7

Students with study-related activities abroad by characteristics of students (in %)
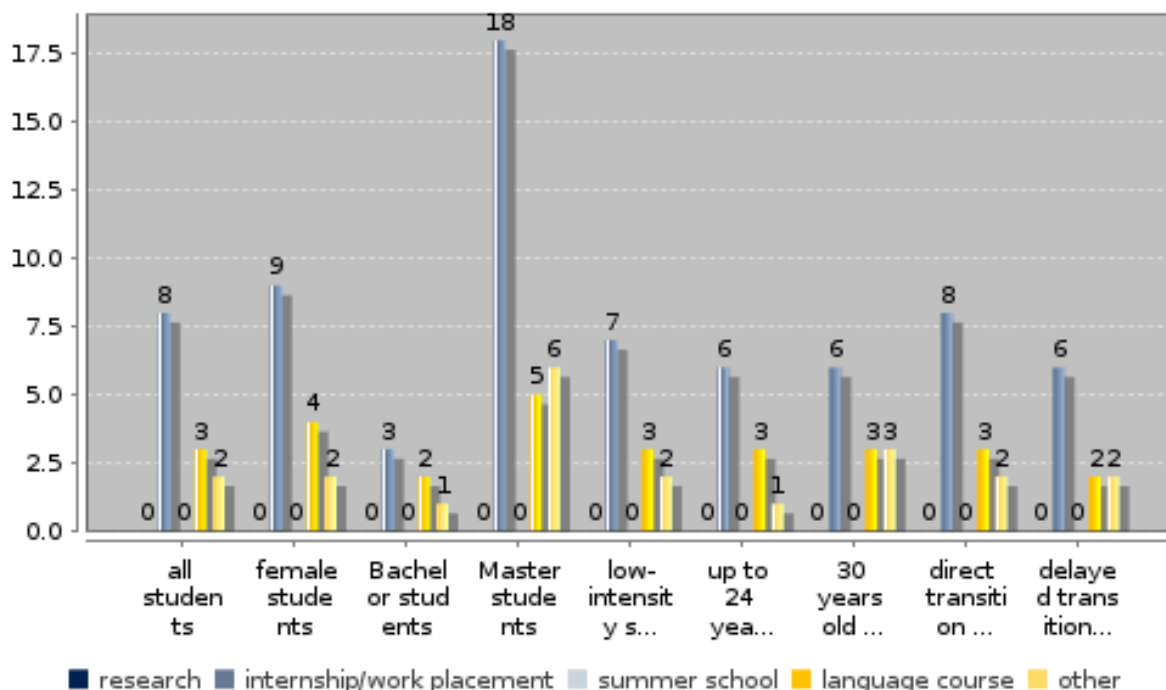
Study-related activities abroad by characteristics of students and average duration (in months)
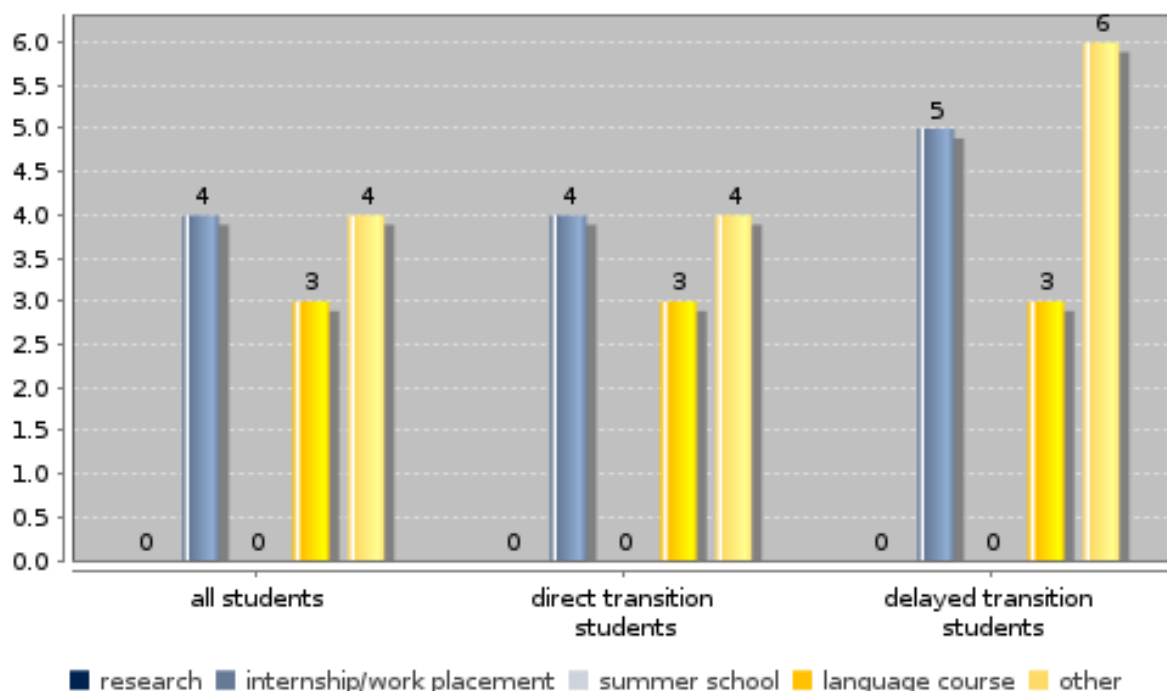
Legend: research | internship/work placement | summer school | language course | other

details on missing data:

methodical issues or considerations for data interpretation:

In Germany ""research"" and ""summer school"" are not separately listed, but are included in the category "others".

'No activities abroad' also includes students who 'only' studied abroad, but included no further activities.

national interpretation of the results of the data analysis:

A practical spent abroad is at 7.7% the most important element of study- related activities outside the study itself. They are more frequently taken up by master students (18.4%). Master students also have a higher rate of attending language courses than other students (5.2%).

Female students also have above-average study-related activities abroad (22. 9%) 9% have completed a practical (intern), 3.7% a language course. Students who have had a delayed study start very often quote various study-related activities during a stay abroad (5.9% vs. 4.0%) These presumably will have taken place before studying.

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators

|	
Students with enrolment abroad, who went abroad without a programme, in %	17.4
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	61.8
Bachelor students with enrolment abroad, who went abroad without a programme, in %	21.0
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	50.6

Students with enrolment abroad by type of organisation, based on entire student body (in %)
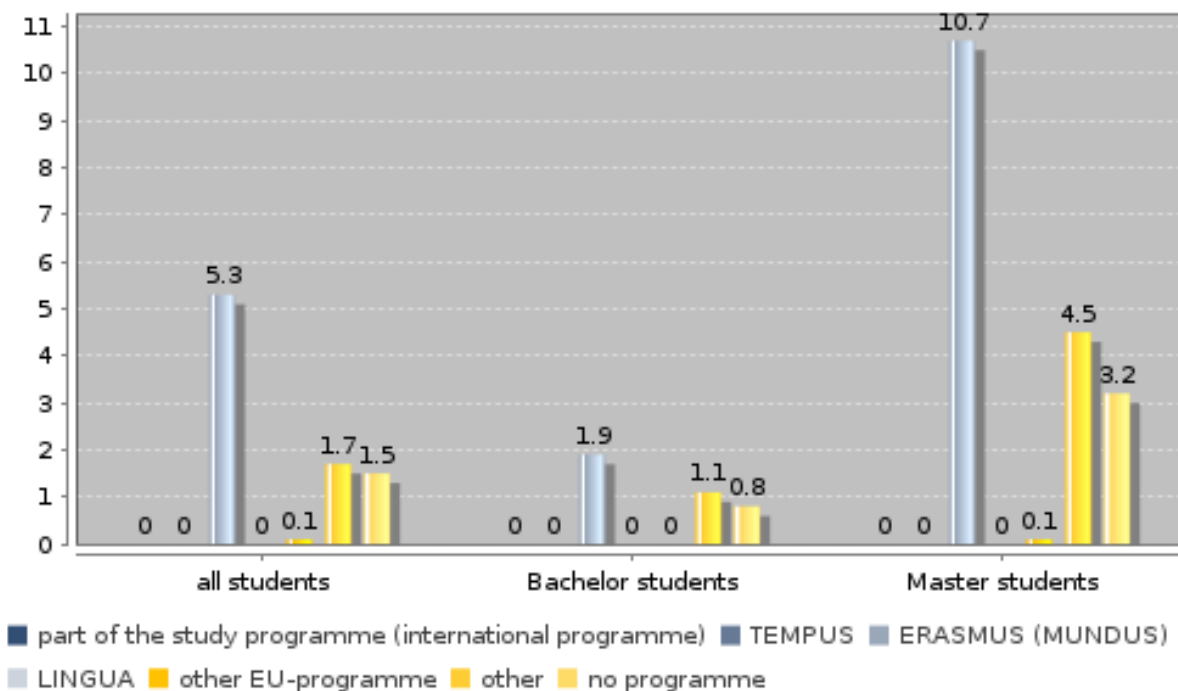
Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)
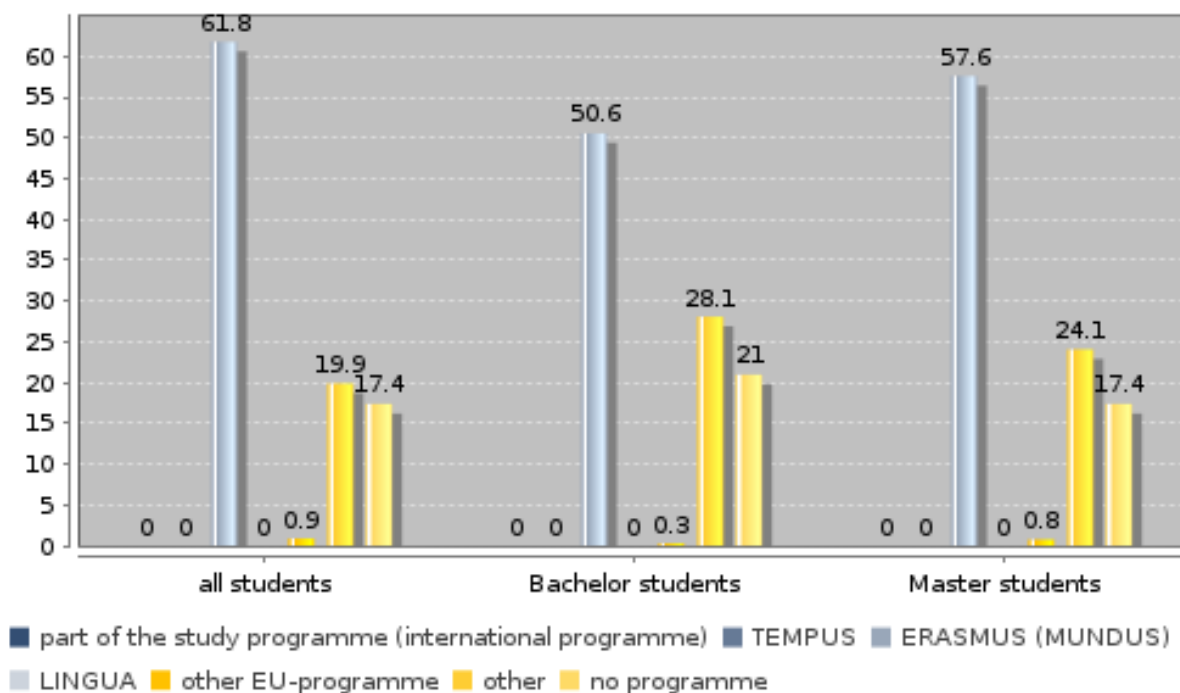
details on missing data:

methodical issues or considerations for data interpretation:

"Part of study programme (international programme), TEMPUS LINGUA" is not mentioned in Germany or the programme doesn't exist here. "Other" also includes students, who have gone abroad within the framework of an exchange within the university/ college.

national interpretation of the results of the data analysis:

The majority of students mobile abroad use ERASMUS (MUNDUS) or another programme for their foreign-study. 17.4% organize their foreign study themselves - 21.0% in the case of bachelor students. They avail of ERASMUS (MUNDUS) less frequently than the average students (50.6% vs. 61.8%) and use other EU-Programmes particularly frequently (28.1% vs. 19.9%). Master students also resort to other EU- Programmes more frequently (24.1%).

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:

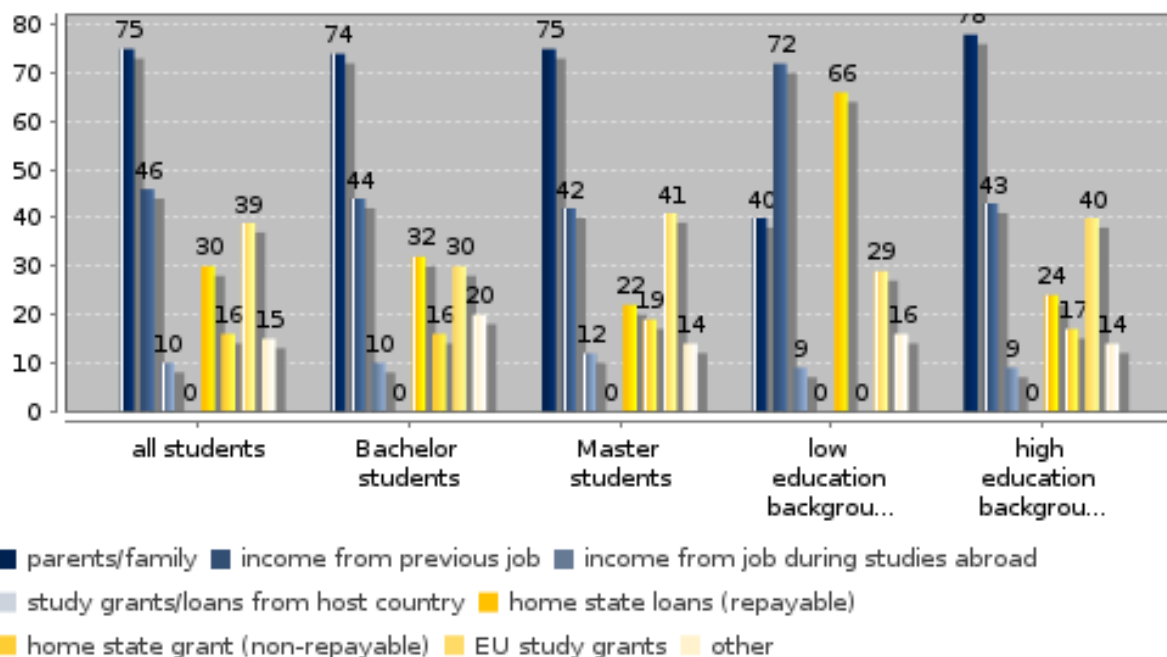|	
all students, in %	74.7
BA students, in %	73.8
students with high education background (ISCED 5-6), in %	78.0
students with low education background (ISCED 0-2), in %	39.6

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

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

Share of students giving public support as primary source:

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

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 %)

■ 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
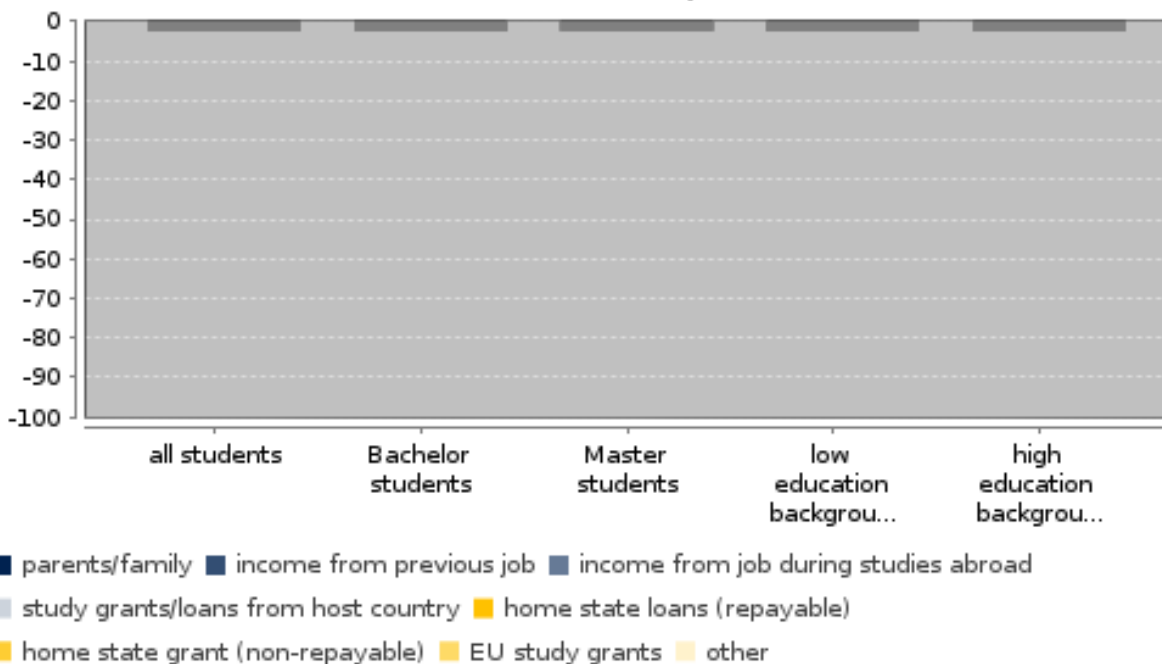
details on missing data:

methodical issues or considerations for data interpretation:

""home" state loans (repayable)" = BAföG, Education credit from the KfW Bank group

"other" = other grant /scholarship (neither German nor EU-scholarship), other financing source

national interpretation of the results of the data analysis:

Support from parents/ family is the most important financial source for a foreign study. Three quarters of students involved mention this is as one of many financial sources. The exceptions here are students whose parents have a low education background. Only 39.6% of these name parents/ family as a finance source for study abroad. Their own employment during the foreign study accounts for 72.4% and repayable state-support (65.6%) in lieu of family support. EU-programmes are accepted by 40.7% of master students and 40.2% by students from a high education background.

Topic: I. Internationalisation and mobility

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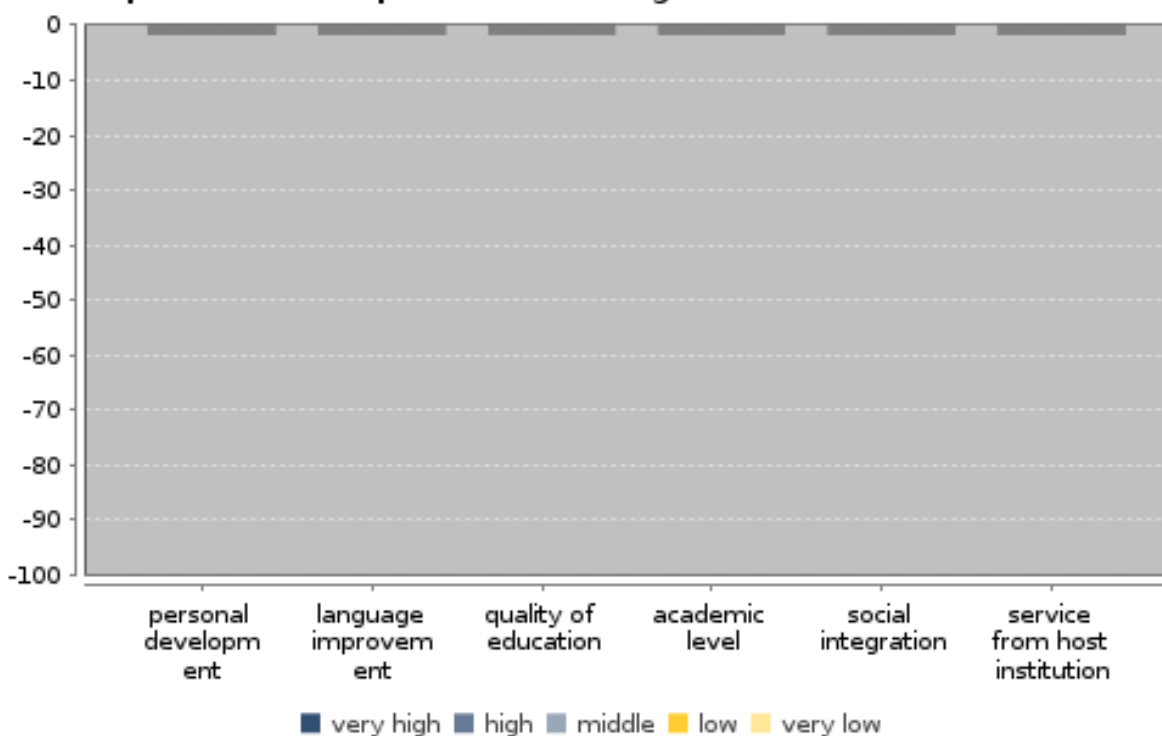
Key Indicators

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

personal development, in %	language improvement, in %
quality of education, in %	academic level, in %
social integration, in %	service from host institution, in %

Importance of aspects concerning enrolment abroad (in %)

personal development | language improvement | quality of education | academic level | social integration | service from host institution

■ very high ■ high ■ middle ■ low ■ very low

Fulfilment of expectations concerning enrolment abroad (in %)

personal developm ent | language improvem ent | quality of education | academic level | social integration | service from host institution

■ very high ■ high ■ middle ■ low ■ very low

Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important
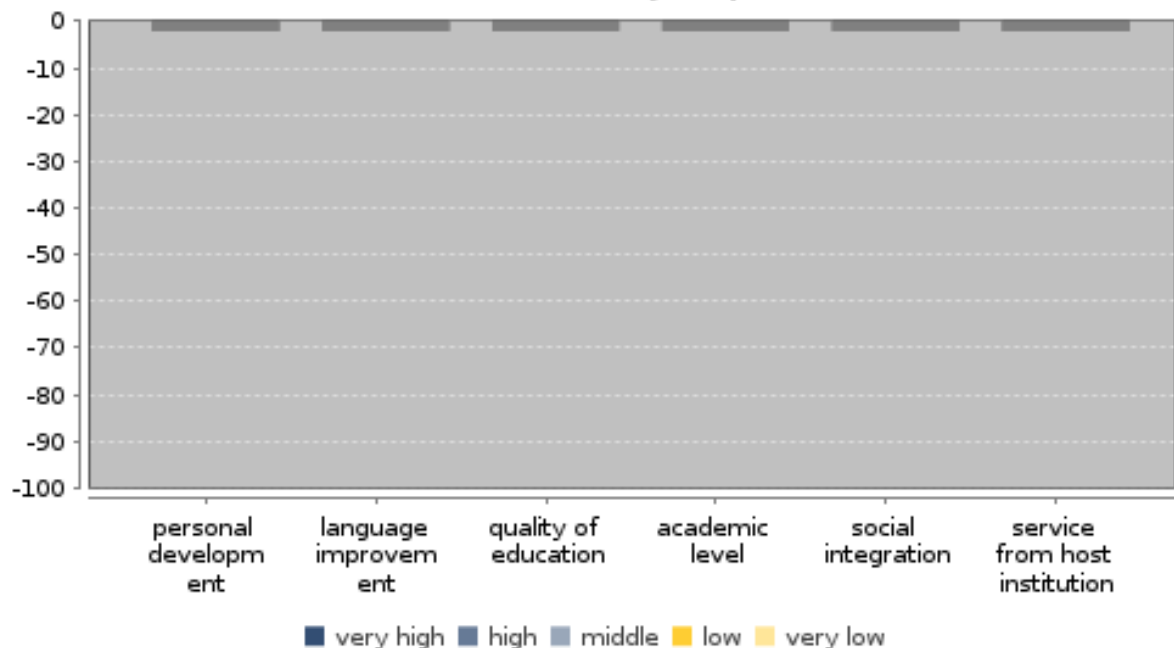
personal developm ent | language improvem ent | quality of education | academic level | social integration | service from host institution

■ very high ■ high ■ middle ■ low ■ very low

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
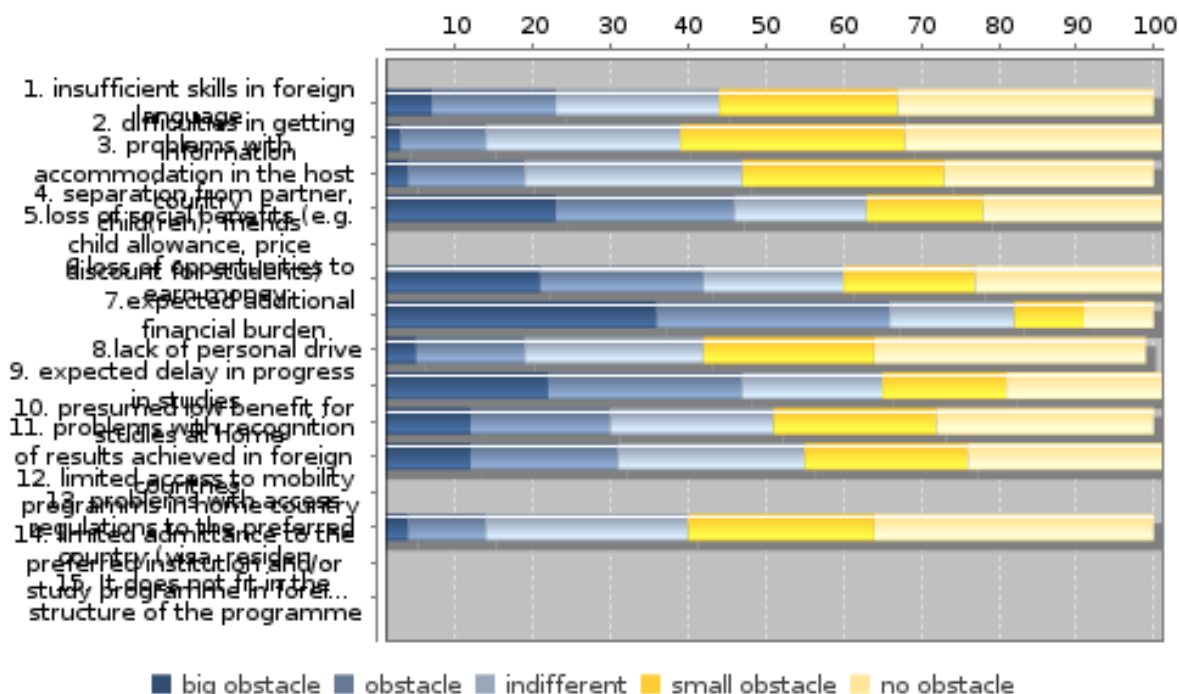
Topic: I. Internationalisation and mobility

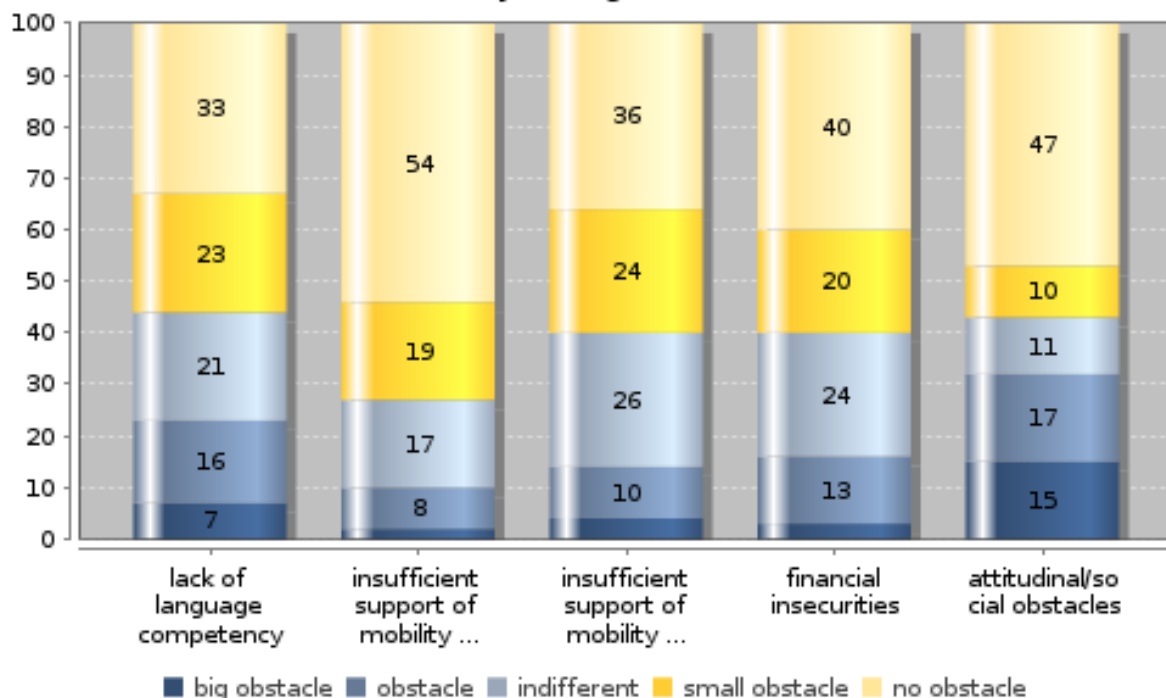## Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	7.3
insufficient support in the home country, in %	1.7
insufficient support in the host country, in %	3.6
financial insecurities, in %	3.4
attitudinal/social abstacles, in %	15.3

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

1. insufficient skills in foreign language
2. difficulties in getting information
3. problems with accommodation in the host country
4. separation from partner, child(ren), friends
5. loss of social benefits (e.g. child allowance, price discount for students)
6. less of opportunities to earn money
7. expected additional financial burden
8. lack of personal drive
9. expected delay in progress in studies
10. presumed low benefit for studies at home
11. problems with recognition of results achieved in foreign countries
12. limited access to mobility programmes in home country
13. problems with access regulations to the preferred country (visa residence)
14. limited admittance to the preferred institution and/or study programme in forei...
15. it does not fit in the structure of the programme

■ big obstacle ■ obstacle ■ indifferent ■ small obstacle ■ no obstacle

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

Legend: ■ big obstacle ■ obstacle ■ indifferent ■ small obstacle ■ no obstacle

details on missing data:

methodical issues or considerations for data interpretation:

""home" state loans (repayable)" = BAföG, Education credit from the KfW Bank group

"other" = other grant /scholarship (neither German nor EU-scholarship), other financing source

"loss of social benefits (e.g. child allowance, price discount for students)" was not separately stated.

"loss of opportunities of earning money"

The answers refer to all types of study-related stay abroad and are not confined to registration in a foreign college /university.

national interpretation of the results of the data analysis:

The biggest single hindrance factor for not studying abroad is the expected additional financial burden.66% mention this as being an/ the largest obstacle, followed by the feared delay in their own study advancement (47%), and separation from a partner/child/or family (45%).

Taking students from different background on the whole, one can say that motivation problem(s) is /are the biggest obstacle(s). 23.5% mention that as a (large) obstacle. Only seldom do students put insufficient support in their home country (9.4%) as a reason.

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 %	5.9
engineering disciplines - lack of language competency, in %	7.9
humanities and arts - insufficient support in the home country, in %	2.0
engineering disciplines - insufficient support in the home country, in %	1.7
humanities and arts - financial insecurities, in %	4.4
engineering disciplines - financial insecurities, in %	3.1

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of humanities and arts (in %)
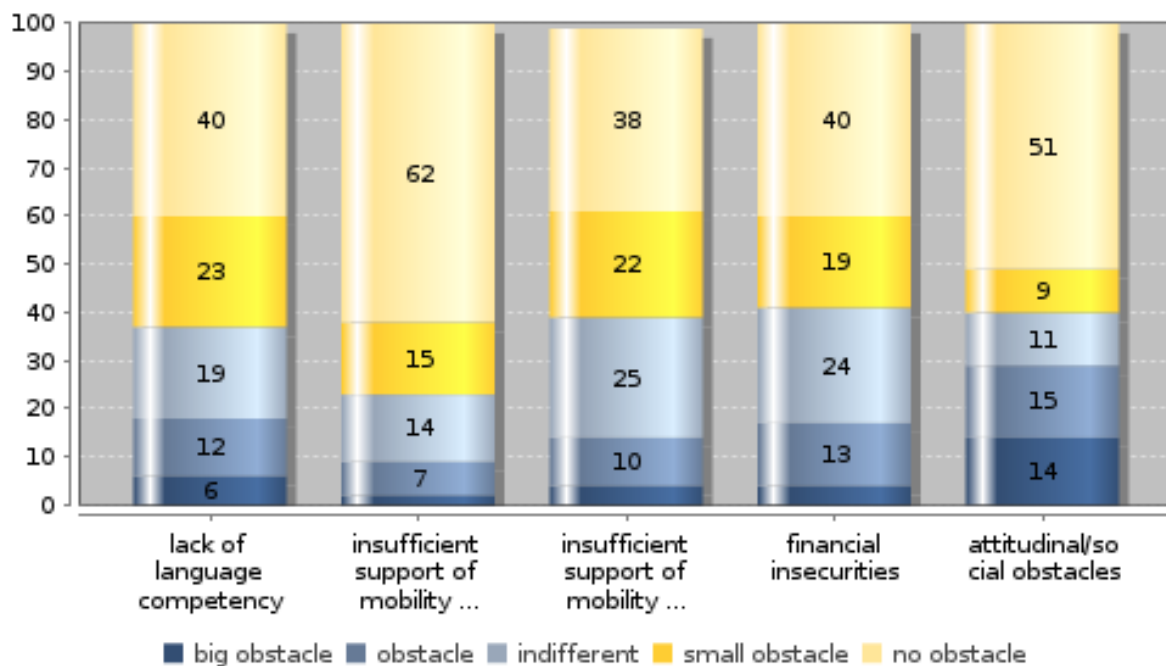
Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of engineering (in %)
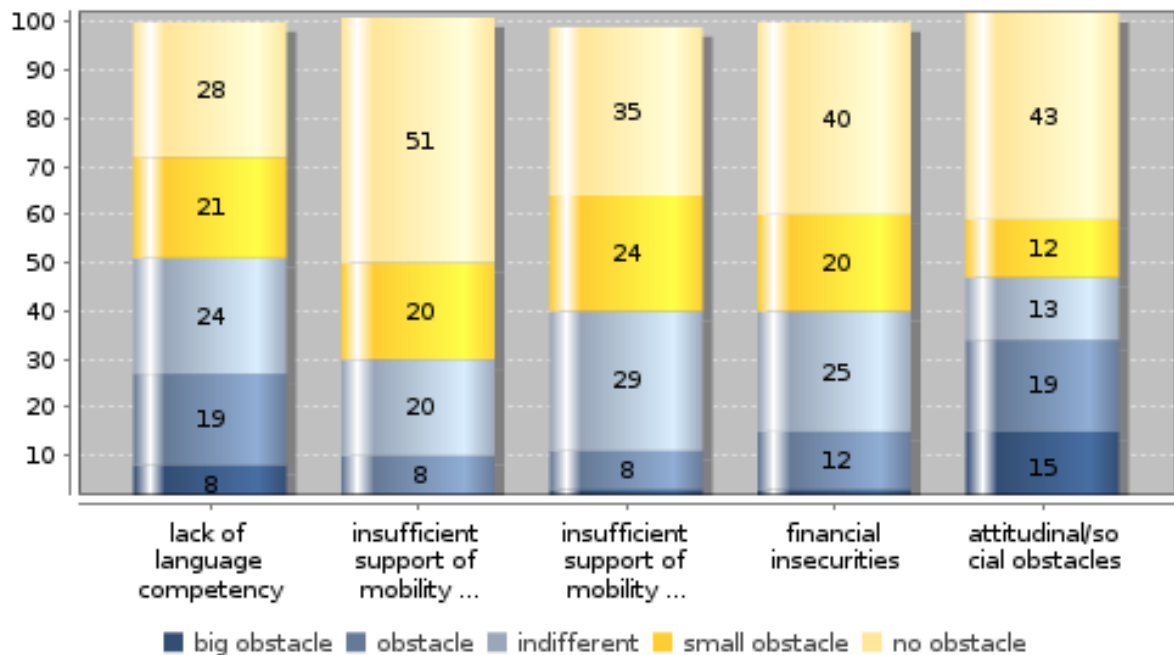
big obstacle ■ **obstacle** ■ **indifferent** ■ **small obstacle** ■ **no obstacle**

details on missing data:

methodical issues or considerations for data interpretation:

The answers refer to all types of study-related stay abroad and are not confined to registration in a foreign college /university.

national interpretation of the results of the data analysis:

Students of arts and social sciences differ in many points to engineering students as to the reasons for obstacles in studying abroad. A common factor in both groups is that the main hindrance is a lack of motivation or social reasons. Engineering students give these reasons more often than their fellow social science or arts students (14.6% vs.14.3%).

Language problems however are more frequently given by engineering students as a hindrance background - 7.9% quote this as the main obstacle. Among arts and social science students 5.9% mention the language problem as the biggest hindrance.

Arts and social science students more often quote the financial situation as the hindering factor. 4.4% mention this as the largest hindrance factor, compared to only 3.1% of engineering students. They more frequently have a longer intermittent time before starting to study at universities of applied sciences. In both these cases a determining factor could be that they more frequently had finished an apprenticeship before studying and were working parallel to studying. This may be the reason for the lesser financial difficulties with engineering students.

**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 %	7.3
high education background (ISCED 5-6) - lack of language competency, in %	7.0
low education background (ISCED 0-2) - insufficient support in the home country, in %	1.2
high education background (ISCED 5-6) - insufficient support in the home country, in %	1.9
low education background (ISCED 0-2) - financial insecurities, in %	4.7
high education background (ISCED 5-6) - financial insecurities, in %	3.1

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with high education background (ISCED 5-6) (in %)
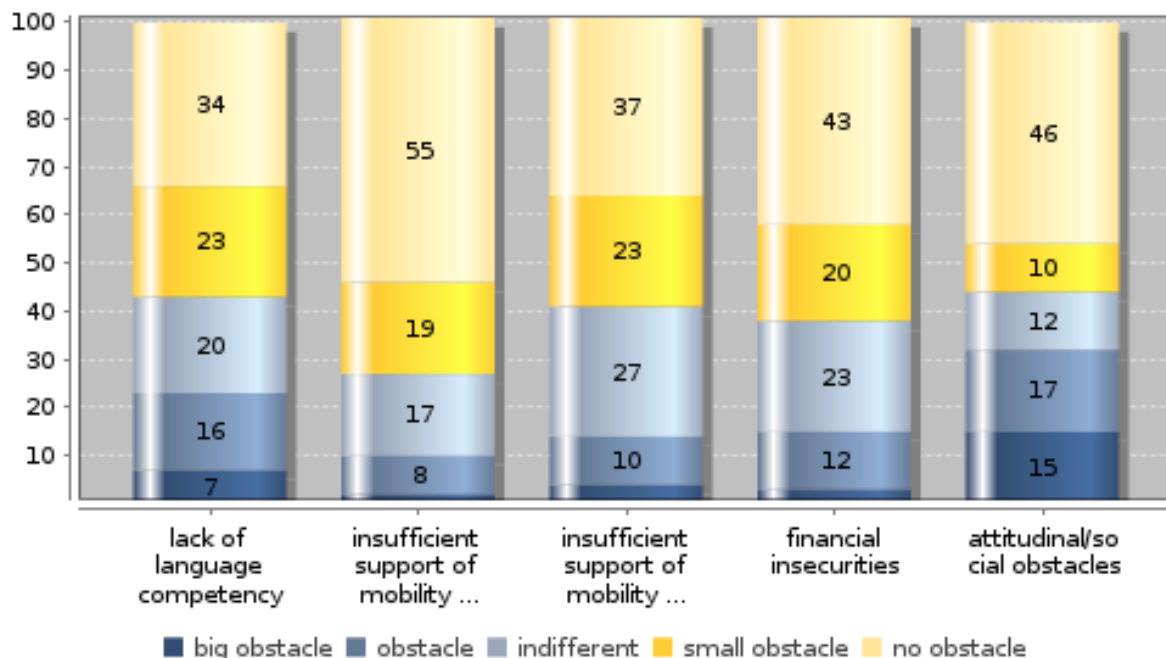
Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with low education background (ISCED 0-2) (in %)
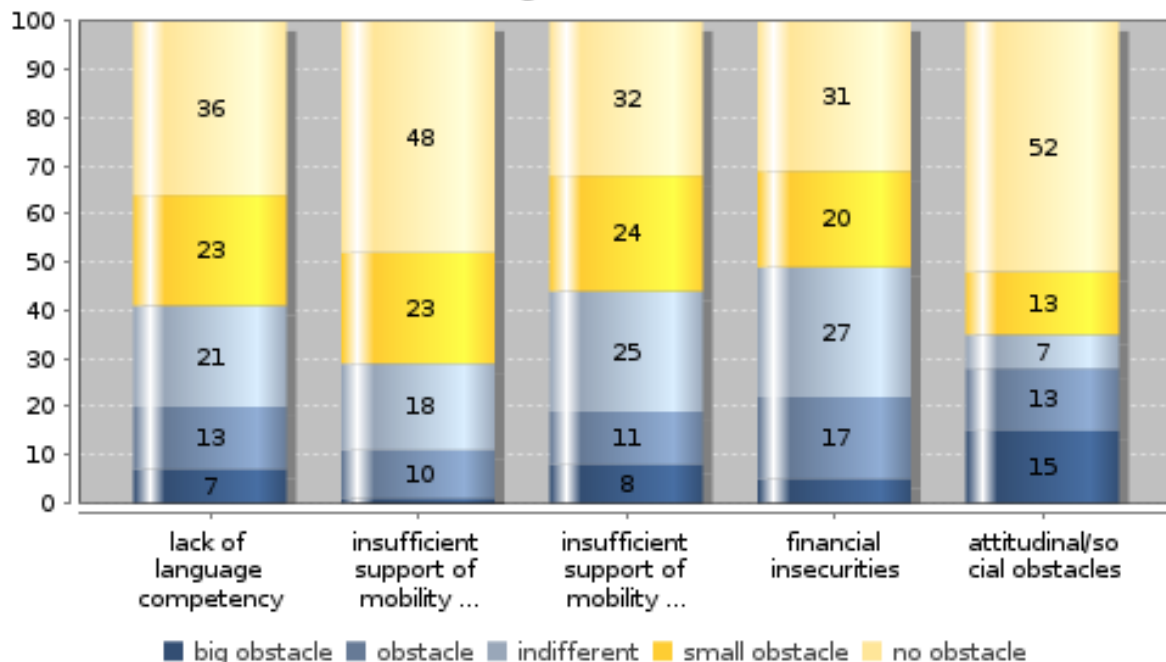
details on missing data:

methodical issues or considerations for data interpretation:

The answers refer to all types of study-related stay abroad and are not confined to registration in a foreign college /university.

national interpretation of the results of the data analysis:

Students with a strong parental education background less seldom have financial problems with a study abroad than their fellow students who come from a low education background. 3.1% of the former name this as the biggest obstacle, yet 4.7% of the latter.

Language problems are also named by students with a low education background more frequently as an obstacle than with students whose parents have a higher education (7.3% vs. 7.0%).

Getting support from home is less of a problem for students from a low education than for those with a higher education background.

Topic: I. Internationalisation and mobility

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

Key Indicators

Students with study-related activities in most frequent host country, in %	45.0
	Students with study-related activities in second most frequent host country, in %
10.6	
40.0	9.1
Students with study-related activities in third most frequent host country, in %	48.0

Most frequent host countries for foreign study-related activities (in %)
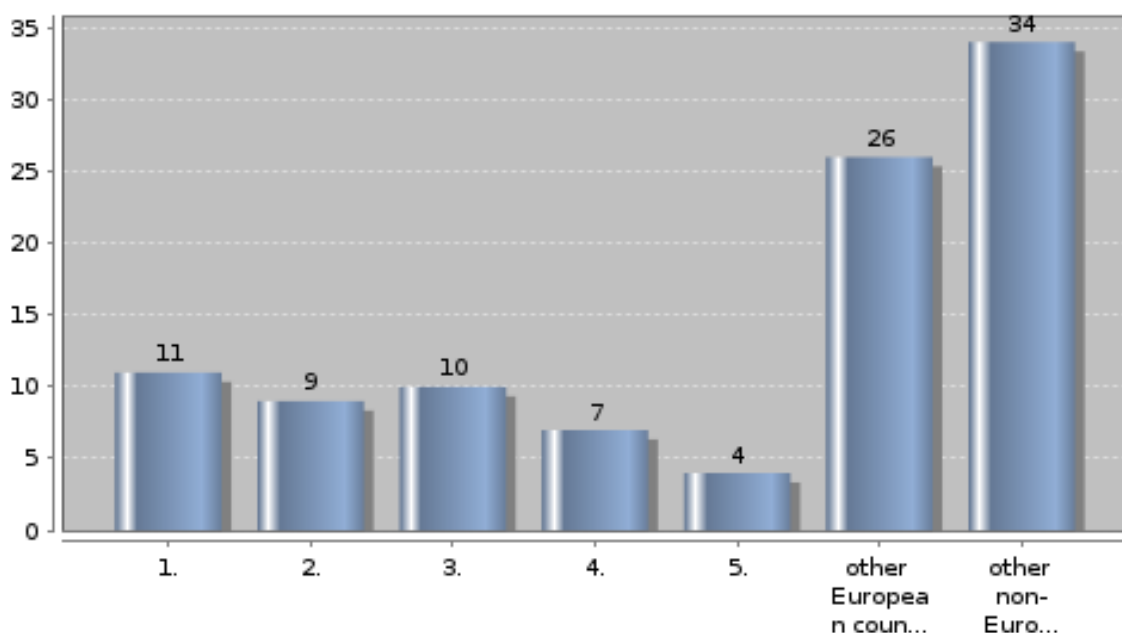
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The United Kingdom is the favorite country among German students for a study stay abroad. As English is the first compulsory foreign language in German education it presents least problems for many. EU-membership and geographical closeness may also play a part in the choice of a foreign guest country. However, a not inconsiderable number of students choose a non- European country. The U.S.A is in second position.

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 %

1.0

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

69.4

3.0

9.3

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

2.0

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

5.7

17.3

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

- ■ students being able to speak one foreign language (very) well
- ■ students being able to speak two or more foreign languages (very) well
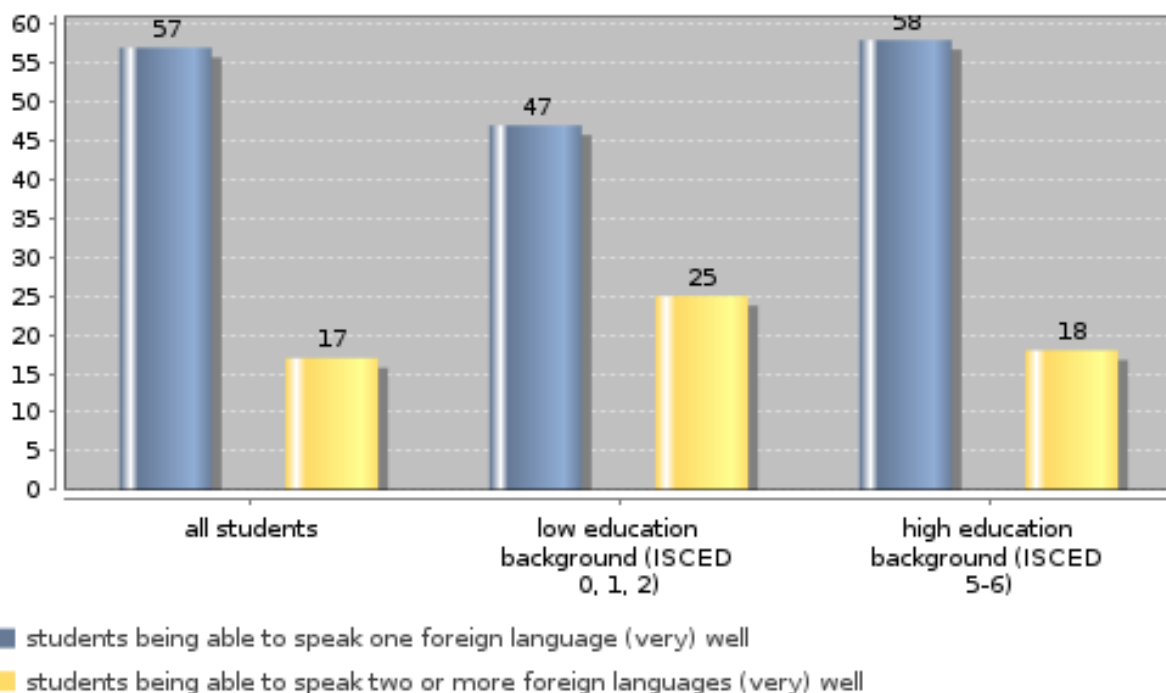
Degree of language proficiency by most frequently spoken foreign languages (in %)
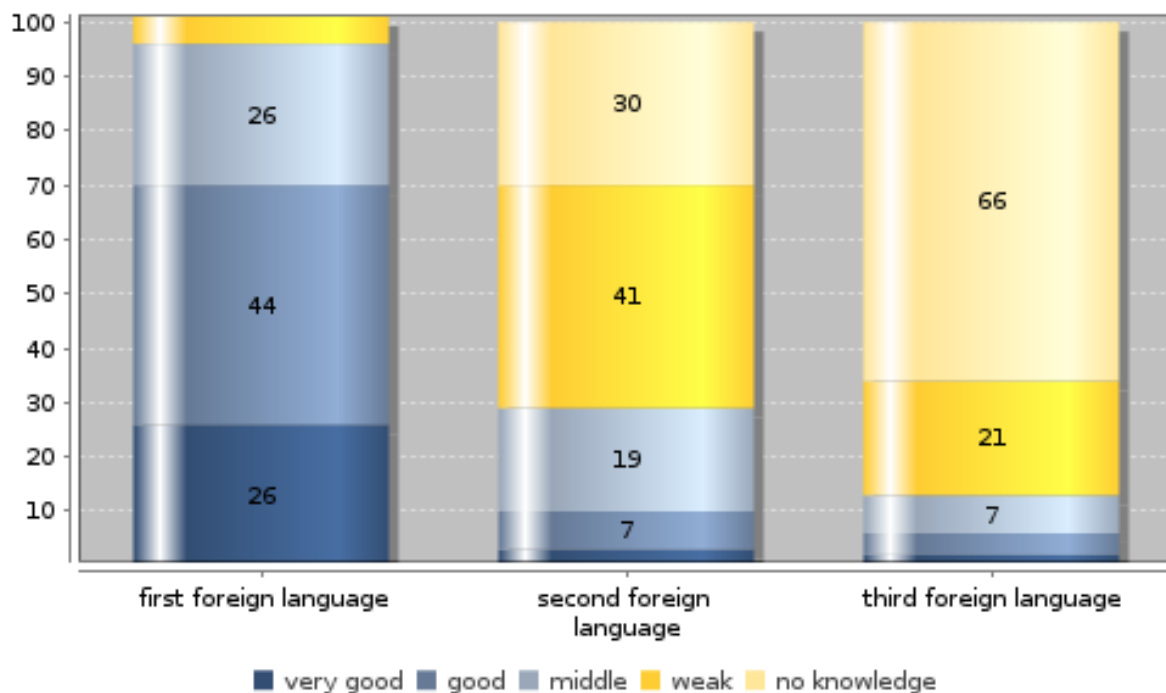
details on missing data:

methodical issues or considerations for data interpretation:

In Germany competence in a foreign language were included on a 1- 5-scale (1= very poor... 5= excellent), and also included 'no knowledge'. For 'weak' the two lower categories were amalgamated (1 und 2).

national interpretation of the results of the data analysis:

More than half the students have a good grasp of one foreign language, a further 17% even mention a good knowledge of a second foreign language. Students from a low education background less frequently claim to have a good grasp of a single foreign language compared to students with a high education background (46.9% vs. 57.8%). In comparison they more frequently claim a good/very good knowledge of two or more foreign languages. Taking the two results together there is less of a difference between students with a low and those with a high education background, who speak one foreign language well /very well. 71.4% of students with a low education background speak at least one foreign language well, those with a higher education background 75.9%.

As expected, the competency in first foreign language is best judged. 69.4% state that they have good or a very good knowledge. 9.3% judge their ability in the second foreign language, whereas competency in the third foreign is acknowledged by only 5.7%. The number of students who have no knowledge of a foreign language is the exception. 30.2% speak only one foreign language. Still, a third of all students have some knowledge of a third foreign language.
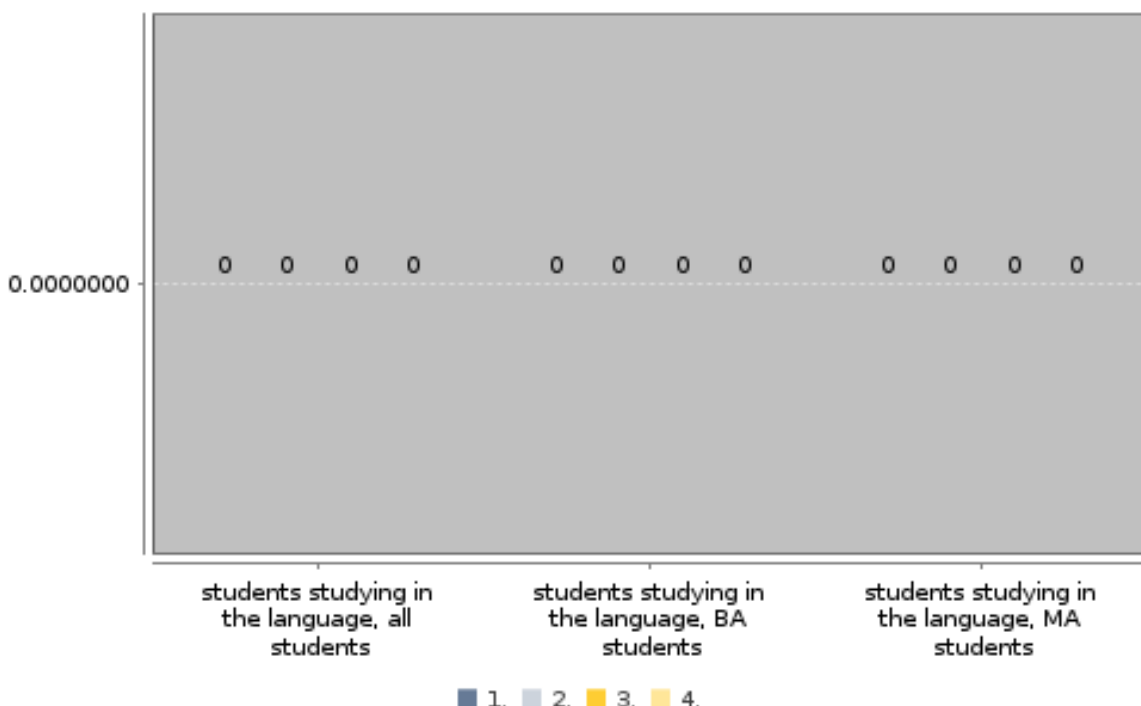
Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis: