

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

Metadata for the national survey

National Currency	EEK
Exchange rate: 1 Euro =	0.06392
Date and source of exchange rate:	fixed all time, Bank of Estonia
Survey method	online
Size of final sample	8000
Sampling method	linear sampling
Return rate	15%
Reference period of survey (semester, year)	2009/2010
Weighting scheme	standard weighting
Project sponsor	Archimedes Foundation, Program Primus
Implementation	PRAXIS Center for Policy Studies

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

n/a

methodical issues or considerations for data interpretation:

n/a

national interpretation of the results of the data analysis:

exchange rate: 1 EEK = 15,6466 EUR

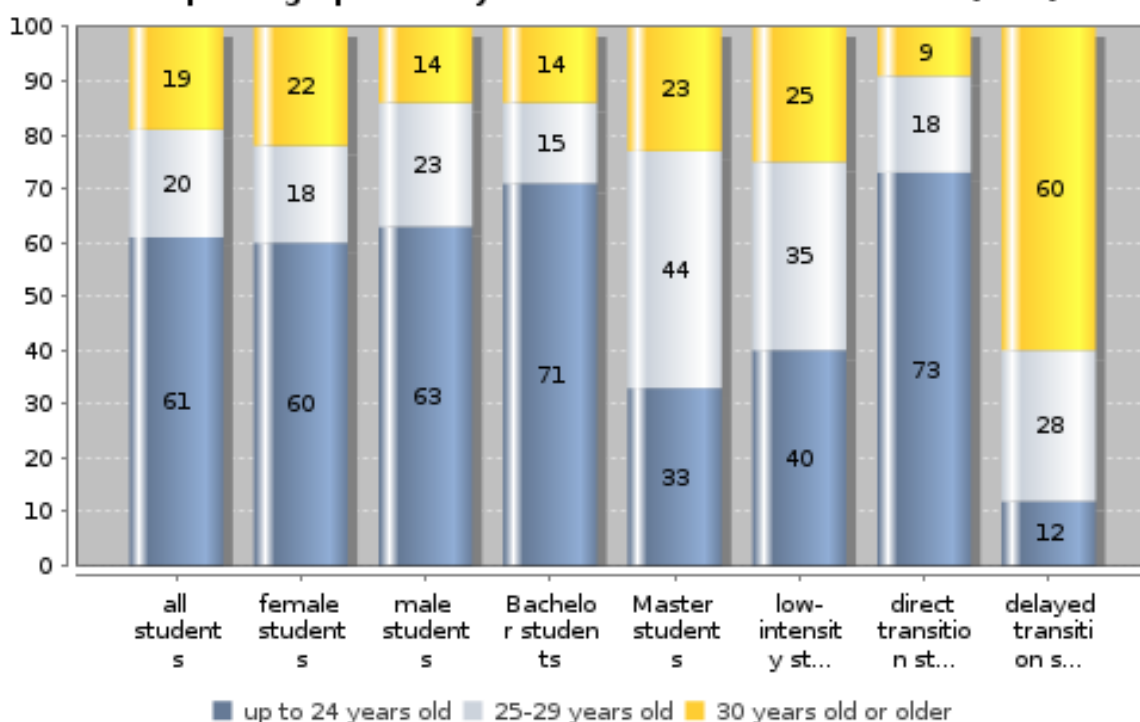
Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	25.55
Average age (median) in years - all students	23.0
Average age (arithm.mean) in years - female students	26.06
Average age (arithm.mean) in years - male students	24.7
Average age (arithm.mean) in years - BA students	24.08
Average age (arithm.mean) in years - MA students	27.86
Average age (arithm.mean) in years - low-intensity students	27.76

Grouped age profile by characteristics of students (in %)



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

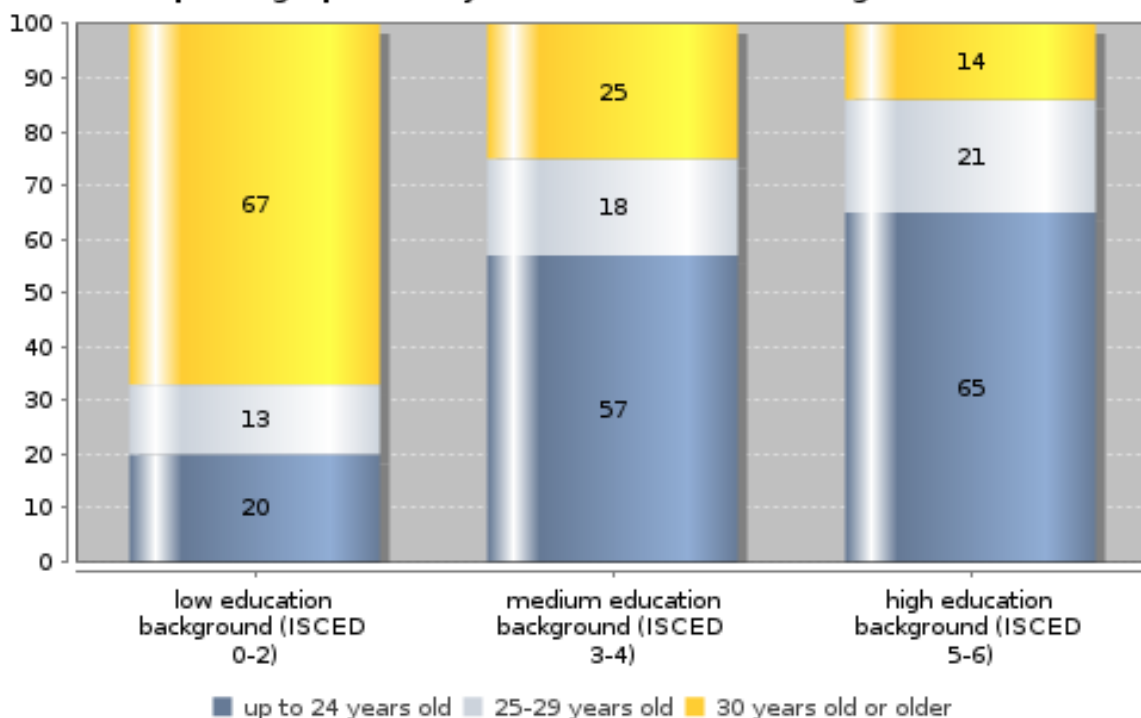
Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	37.27
Average age (median) in years - low education background (ISCED 0-2)	40.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	24.42
Average age (median) in years - high education background (ISCED 5-6)	23.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

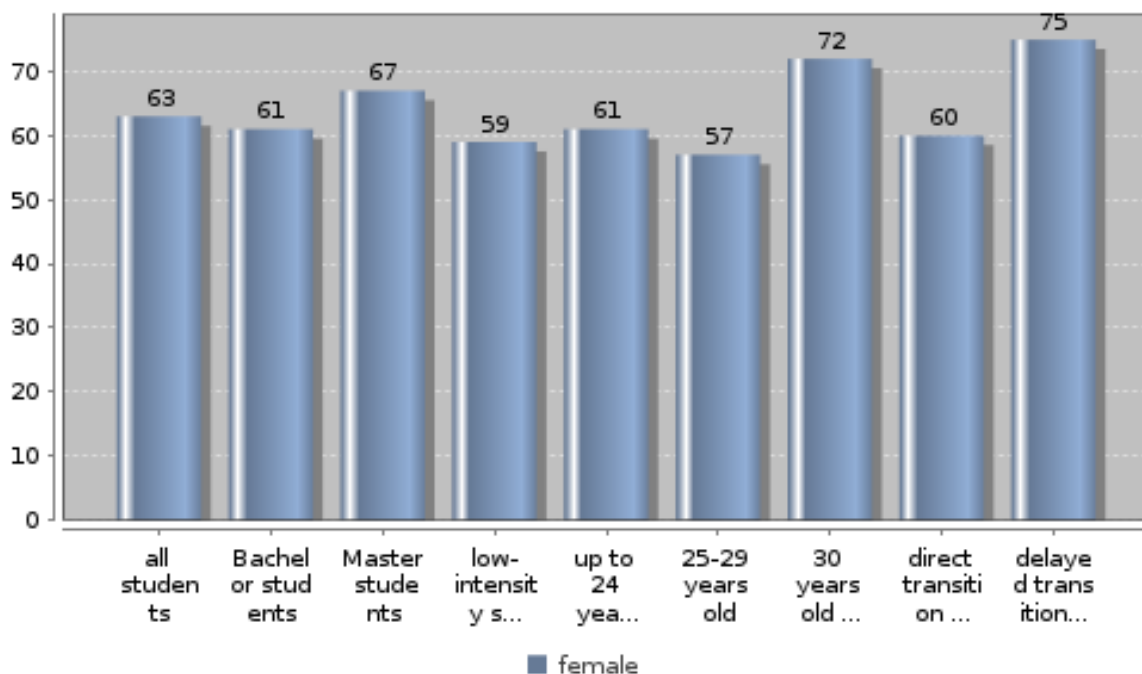
Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	62.5
Share of females among BA students, in %	61.3
Share of females among MA students, in %	67.4
Share of females among low-intensity students, in %	59.0
Share of females among the 30 years old or older, in %	72.2

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

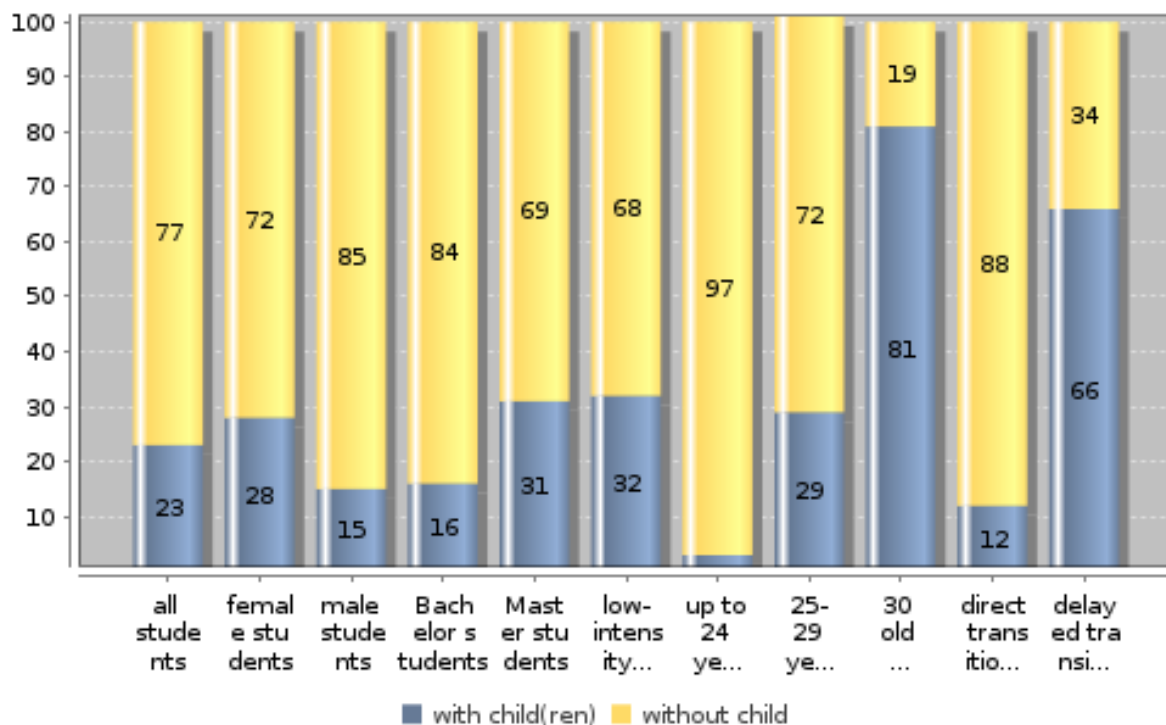
Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

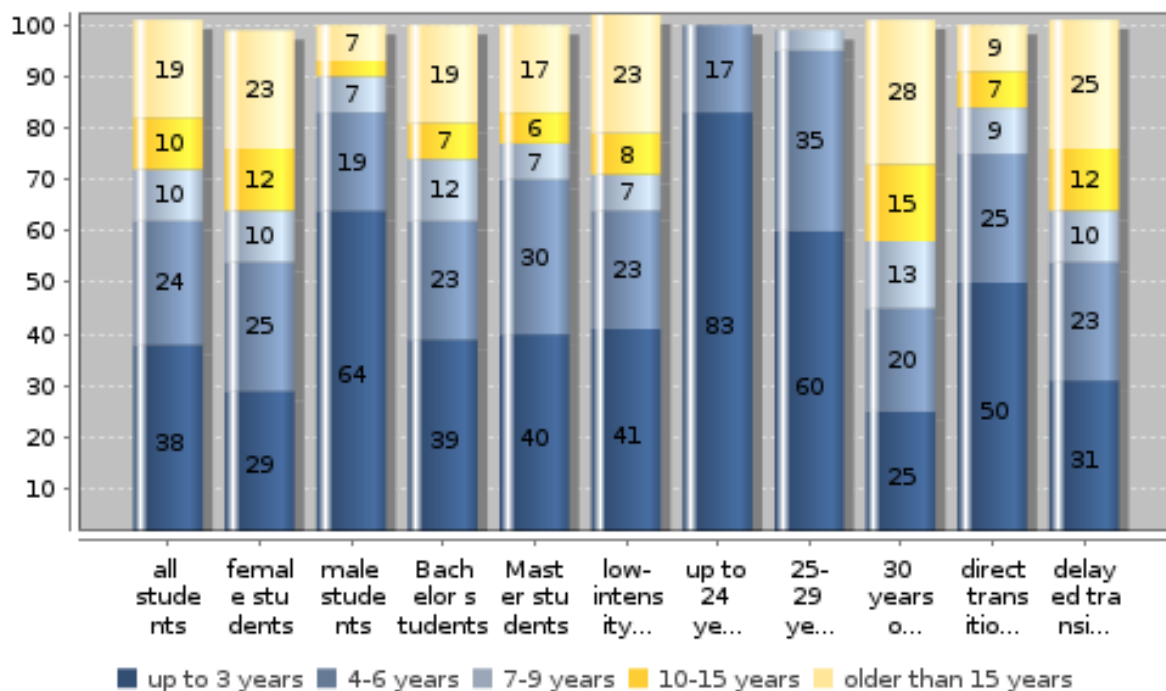
Key Indicators

Share of students with children among all students, in %	23.2
Share of students with children among female students, in %	27.9
Share of students with children among male students, in %	15.4
Share of students with children among MA students, in %	31.2
Share of students with children among up to 24 years old, in %	3.1
Students with children up to the age of 3 years of all students with children, in %	38.2
Students with children between the ages of 4 to 6 of all students with children, in %	23.7

Students with dependents by characteristics of students (in %)



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

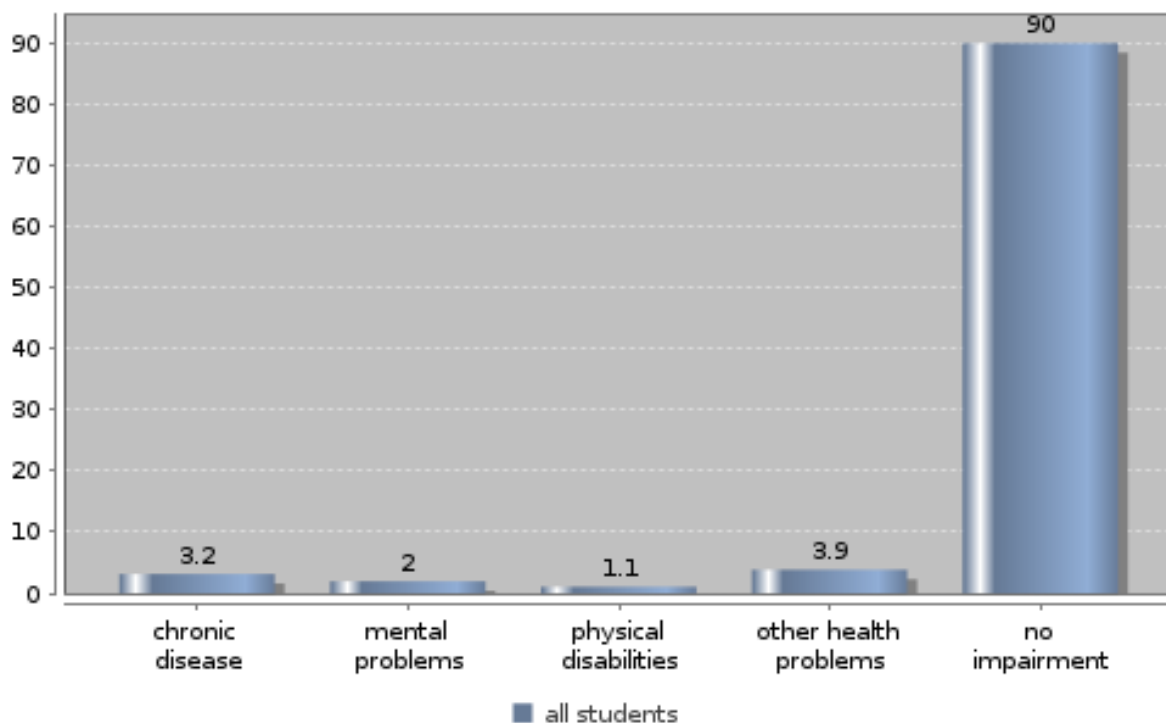
Topic: A. Demographic Characteristics

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

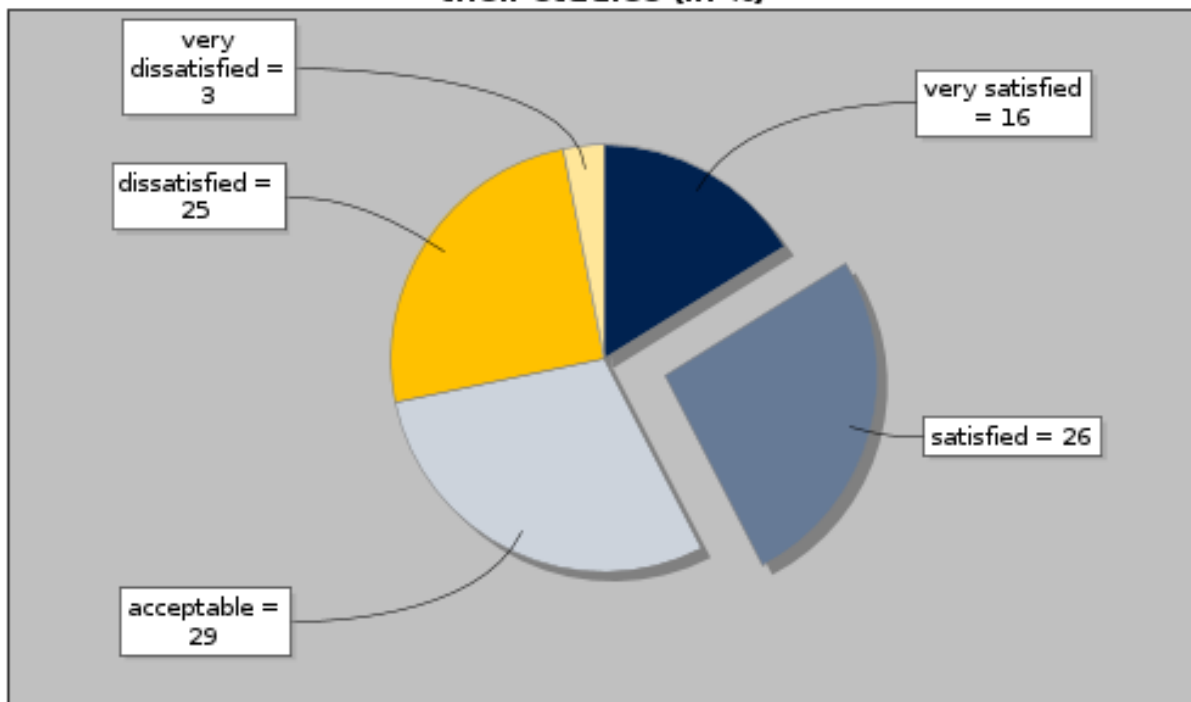
Key Indicators

Students who feel impaired in their studies in %	10.0
Students who are (very) satisfied with the way their impairments are taken account of in %	42.3
Students who are (very) dissatisfied with the way their impairments are taken account of in %	28.5

Share of students expressing particular study impairment (in %)



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



details on missing data:

methodical issues or considerations for data interpretation:

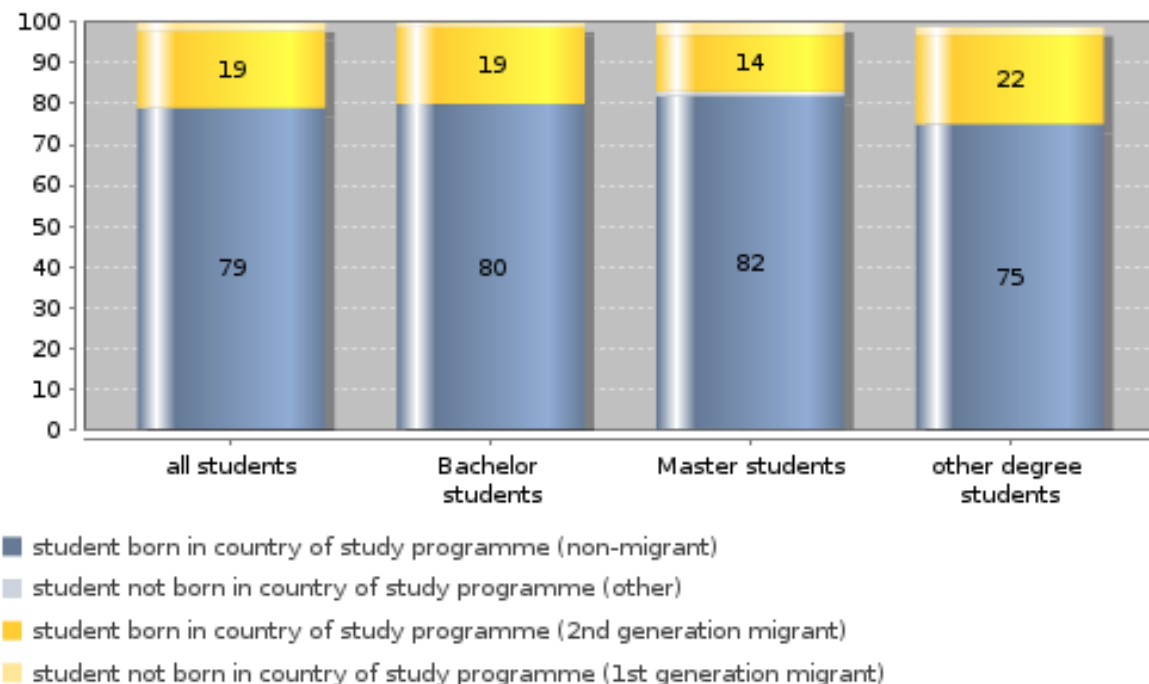
national interpretation of the results of the data analysis:

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

Key Indicators

Share of non-migrants among all students, in %	78.6
Share of non-migrants among all BA students, in %	80.0
Share of non-migrants among all MA students, in %	82.1
Share of 2nd generation migrants among all students, in %	19.2
Share of 2nd generation migrants among all BA students, in %	18.7
Share of 2nd generation migrants among all MA students, in %	13.8
Share of 1st generation migrants among all students, in %	2.0
Share of 1st generation migrants among all BA students, in %	1.3
Share of 1st generation migrants among all MA students, in %	2.7

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

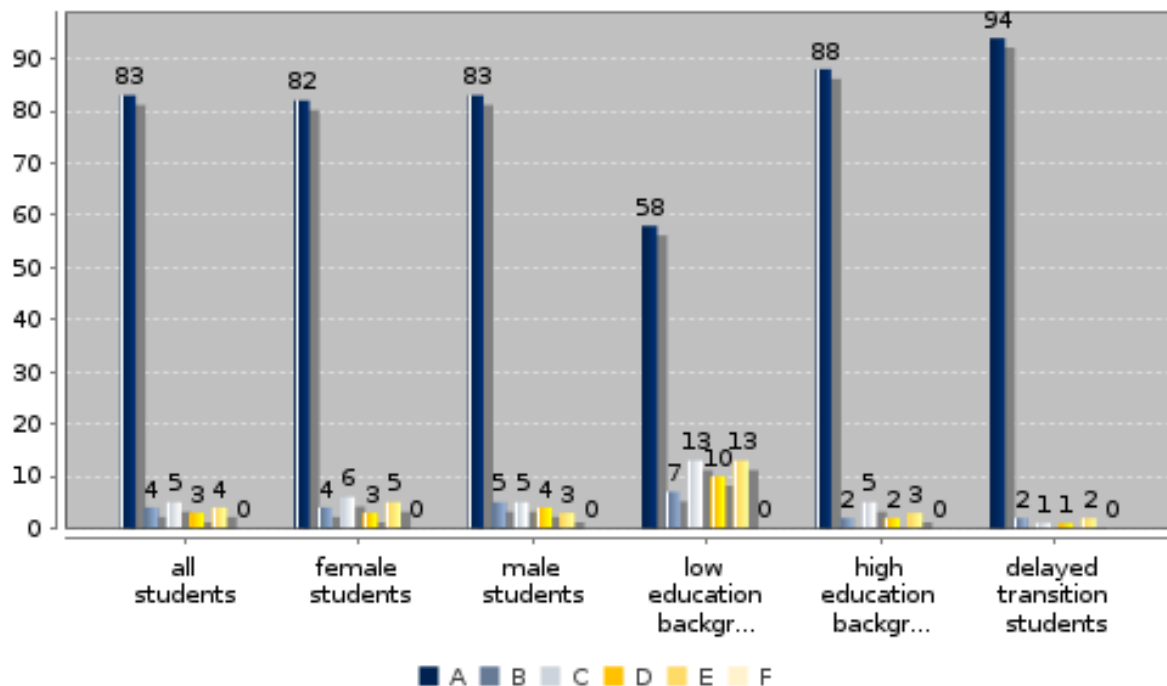
Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

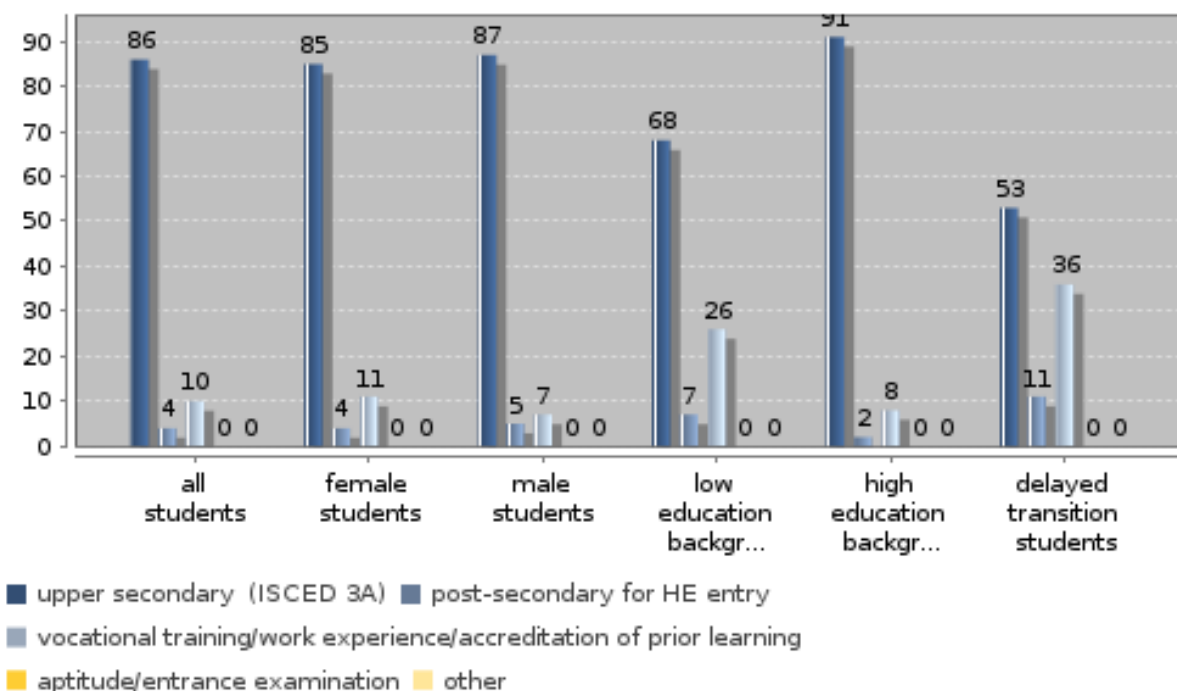
Key Indicators

All students via upper secondary in %	85.8
Female students via upper secondary in %	84.9
Male students via upper secondary in %	87.3
Students with low education background (ISCED 0-2) via upper secondary in %	67.7
Students with high education background (ISCED 5-6) via upper secondary in %	90.5
Students with delayed transition via upper secondary in %	52.5

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



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



details on missing data:

methodical issues or considerations for data interpretation:

A. General secondary education, B. Vocational secondary education, C. Vocational education based on secondary education, D. Secondary specialized education based on basic education, E. Secondary specialized education based on secondary education, F. Secondary education obtained abroad.

ISCED 3A (general secondary education and secondary specialized education based on basic education)

ISCED 3B (vocational secondary education)

Further education (vocational education based on secondary education and secondary specialized education based on secondary education)

national interpretation of the results of the data analysis:

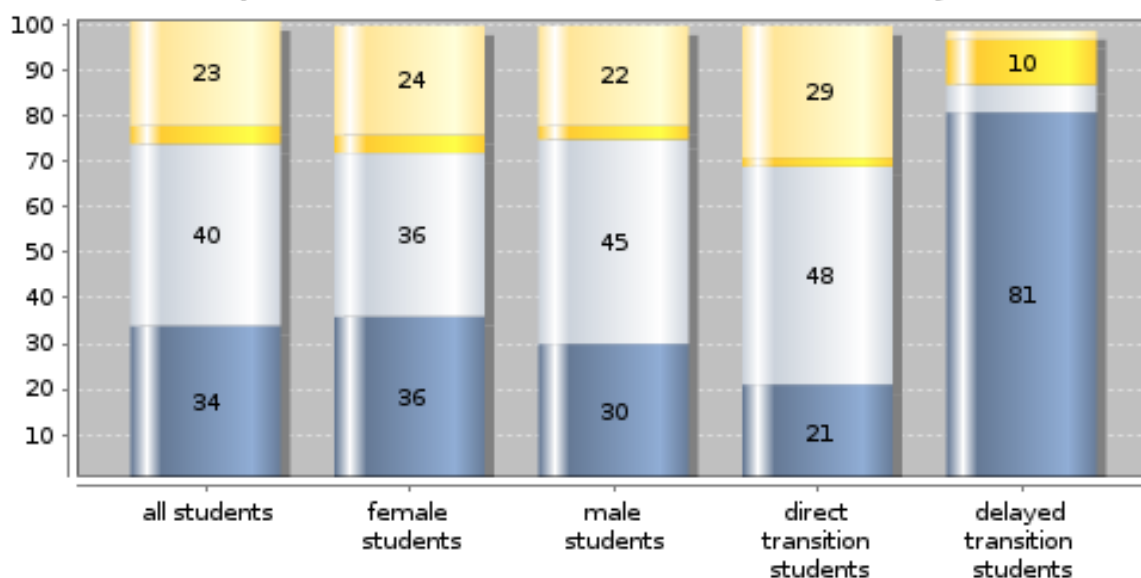
Topic: B. Access and entry to higher education

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

Key Indicators

All students with regular paid job before entering HE in %	33.9
Females with regular paid job before entering HE in %	36.3
Males with regular paid job before entering HE in %	29.8
Direct transition students with regular paid job before entering HE, in %	21.3
Delayed transition students with regular paid job before entering HE, in %	81.3
All students without labour market experience before entering HE in %	23.1
Females without labour market experience before entering HE in %	23.5
Males without labour market experience before entering HE in %	22.4

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:

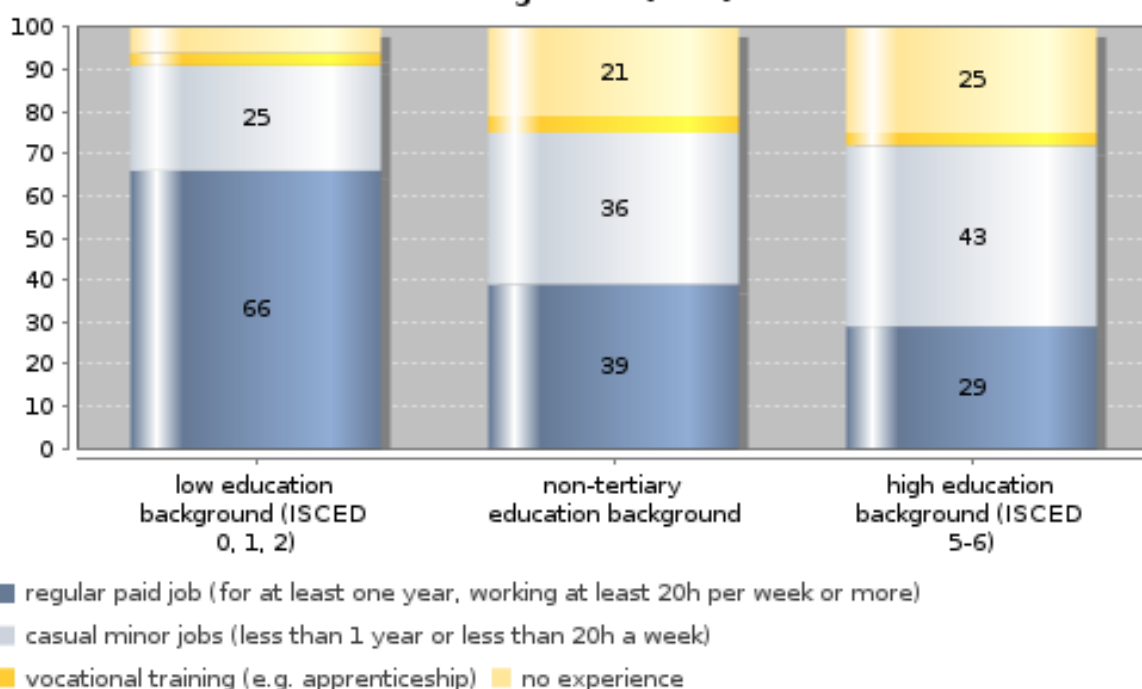
Topic: B. Access and entry to higher education

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 %	6.3
Students without labour market experience and high education background (ISCED 5-6) in %	25.4

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

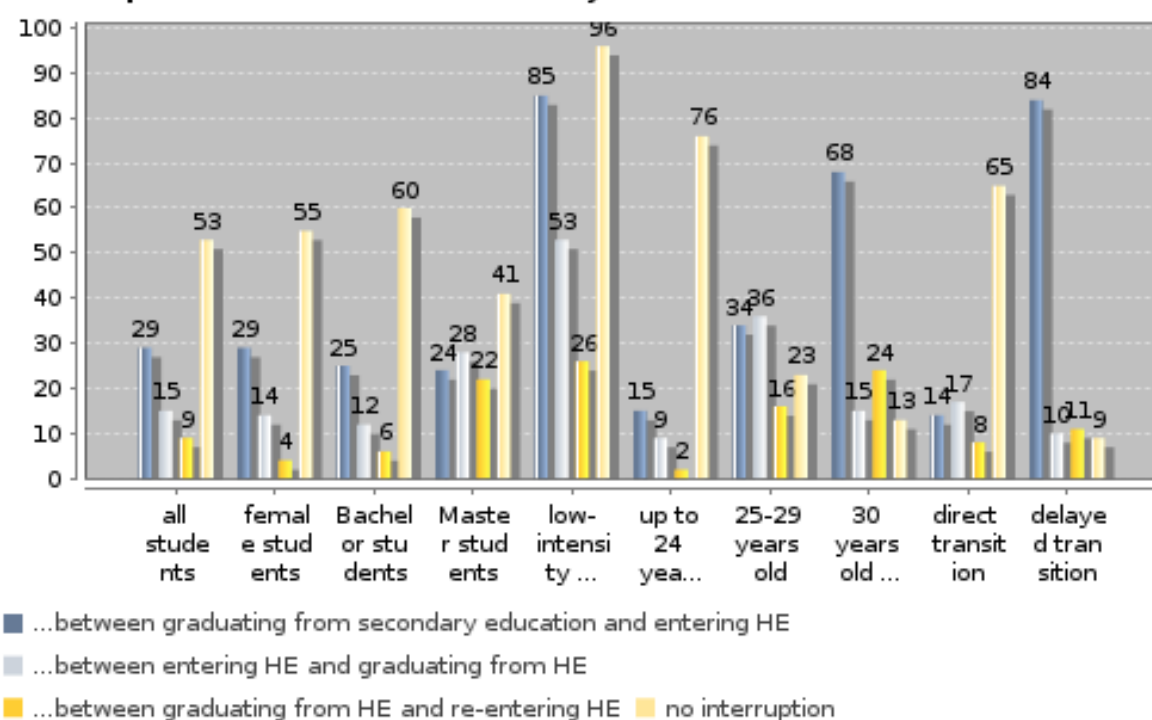
Topic: B. Access and entry to higher education

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 %	25.4
BA students with interruption between entering HE and graduating from HE, in %	12.1
BA students without interruption, in %	59.6

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

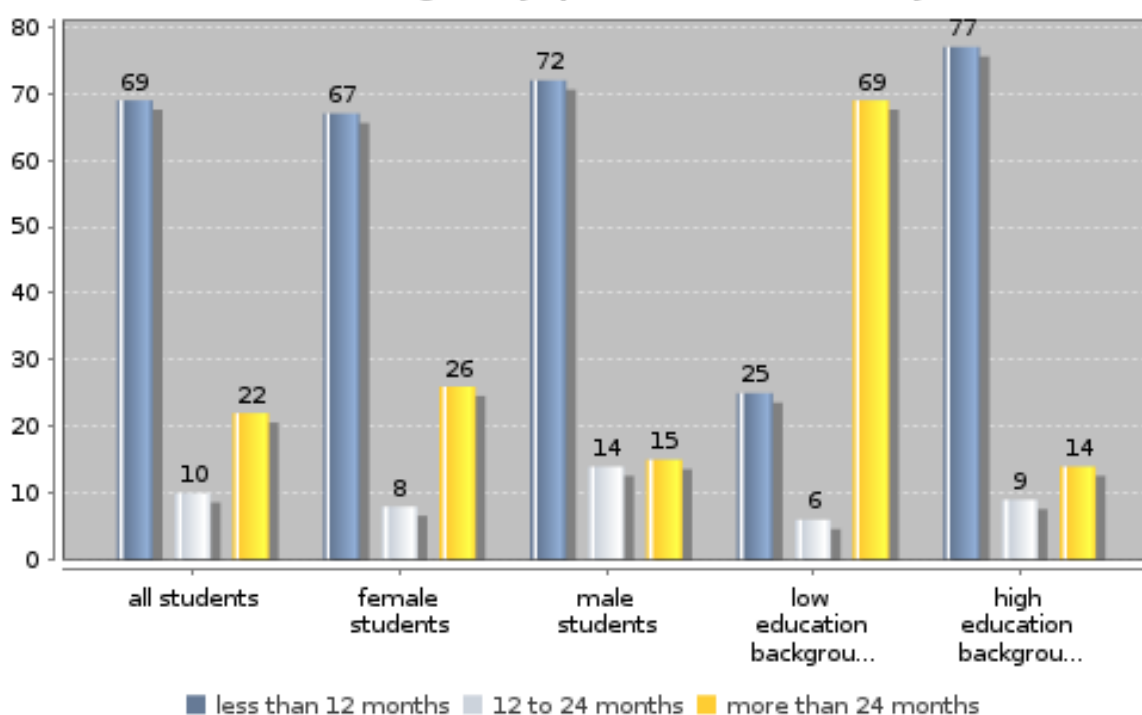
Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

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

all students	30.02
female students	36.85
male students	18.49
low education background (ISCED 0-2)	160.2

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:

Topic: B. Access and entry to higher education

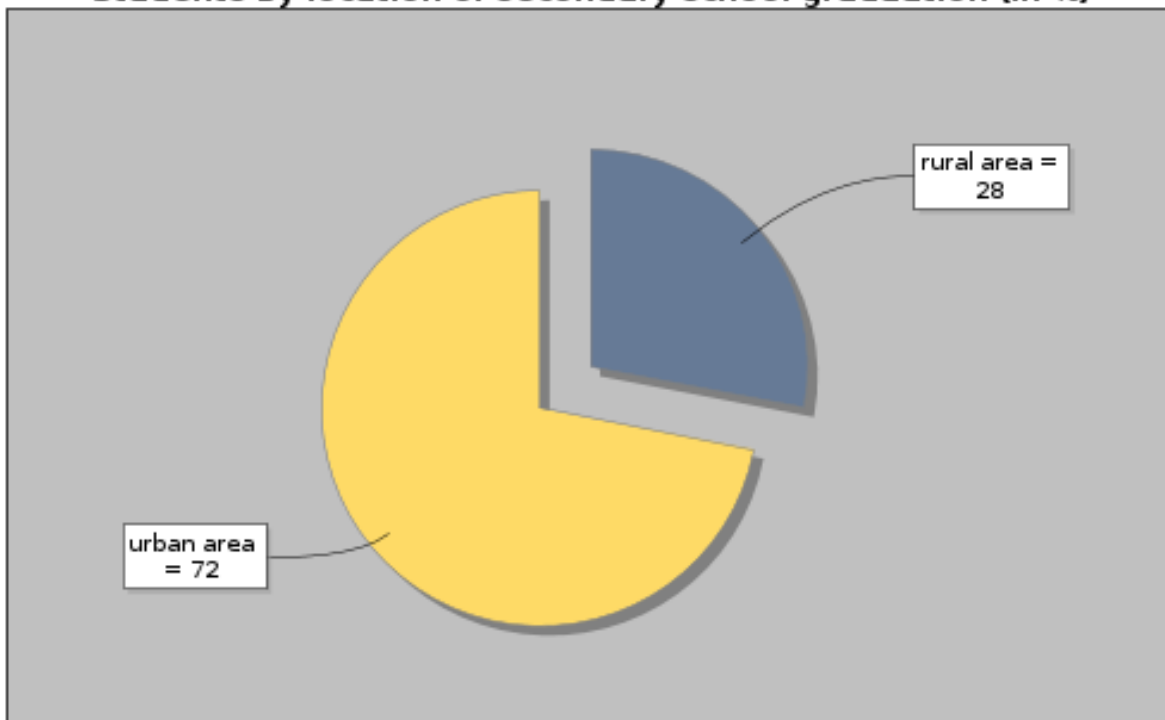
Subtopic 6: Location of graduation from secondary education

Key Indicators

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

27.7

Students by location of secondary school graduation (in %)



details on missing data:

methodical issues or considerations for data interpretation:

Data about average population density are about year 2010

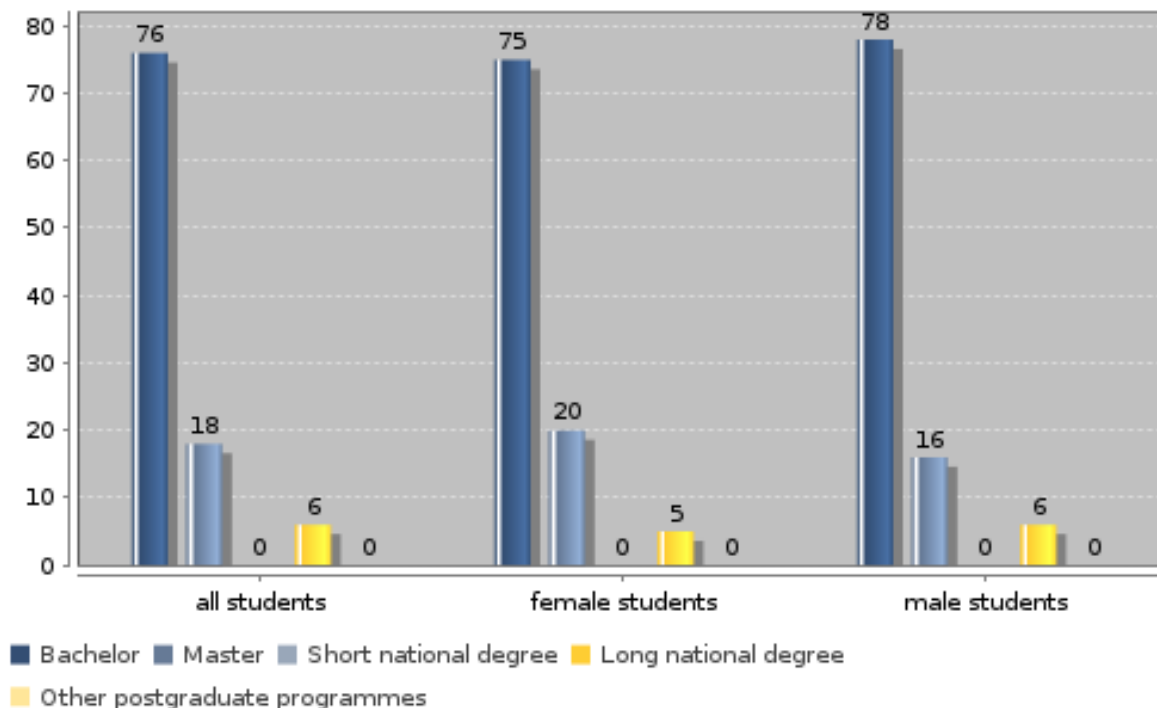
national interpretation of the results of the data analysis:

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

Key Indicators

All students studying for BA, in %	75.9
All students studying for MA, in %	18.4
All students studying for other national degrees, in %	5.7

Student enrolment by programme (in %)



details on missing data:

methodical issues or considerations for data interpretation:

NB! Bachelor students here include both ISCED 5A students and ISCED 5B (professional higher education) students. The reason is that ISCED 5B students cannot be included under short national degree programmes.

national interpretation of the results of the data analysis:

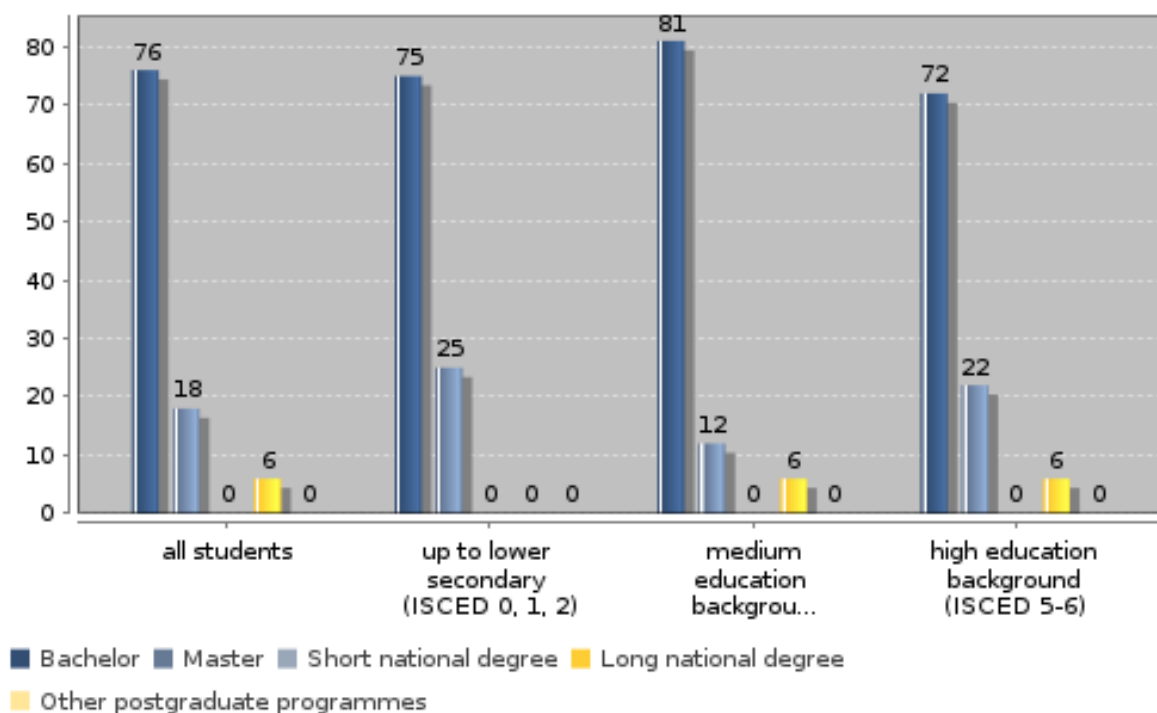
Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators

Students with low education background (ISCED 0-2) studying for BA, in %	75.0
Students with low education background (ISCED 0-2) studying for MA, in %	25.0
Students with high education background (ISCED 5-6) studying for BA, in %	72.3
Students with high education background (ISCED 5-6) studying for MA, in %	21.9

Student enrolment in programmes by social background (in %)



details on missing data:

methodical issues or considerations for data interpretation:

NB! Bachelor students here include both ISCED 5A students and ISCED 5B (professional higher education) students. The reason is that ISCED 5B students cannot be included under short national degree programmes.

national interpretation of the results of the data analysis:

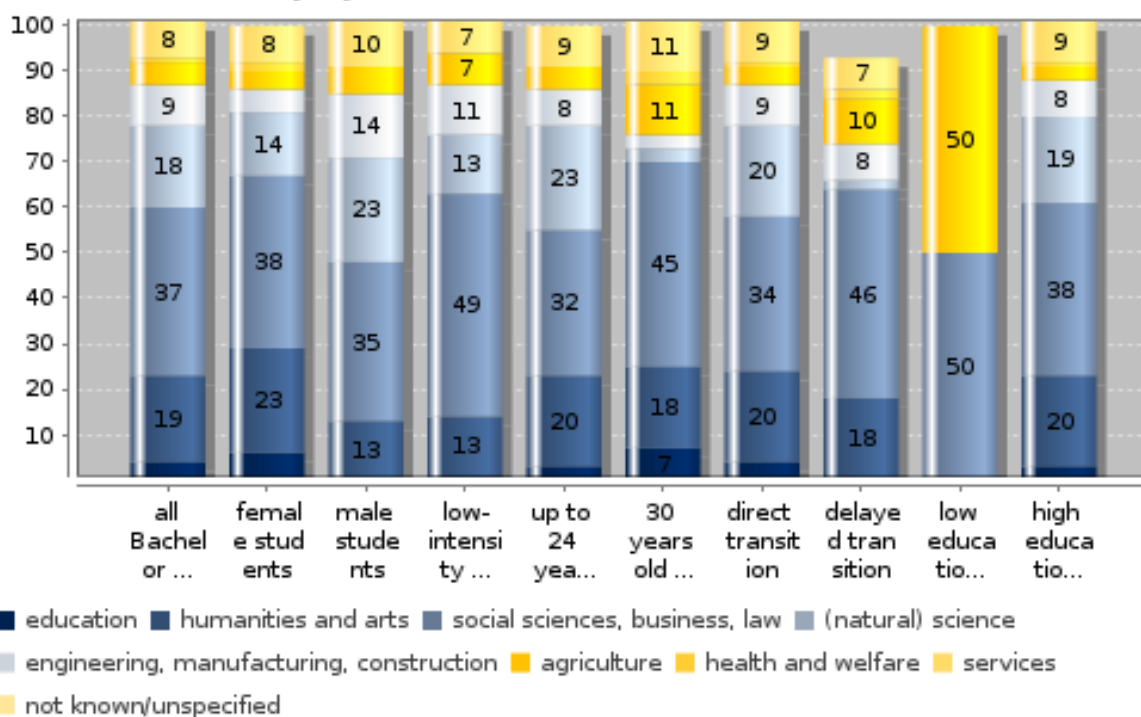
Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	8.7
Students in humanities and arts among all BA students, in %	19.2
Students in social sciences, business and law among all BA students, in %	36.9
BA students from lowest education backgrounds in engineering disciplines, in %	BA students from lowest education backgrounds in humanities and arts, in %
BA students from lowest education backgrounds in social sciences, business and law, in %	50.0

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

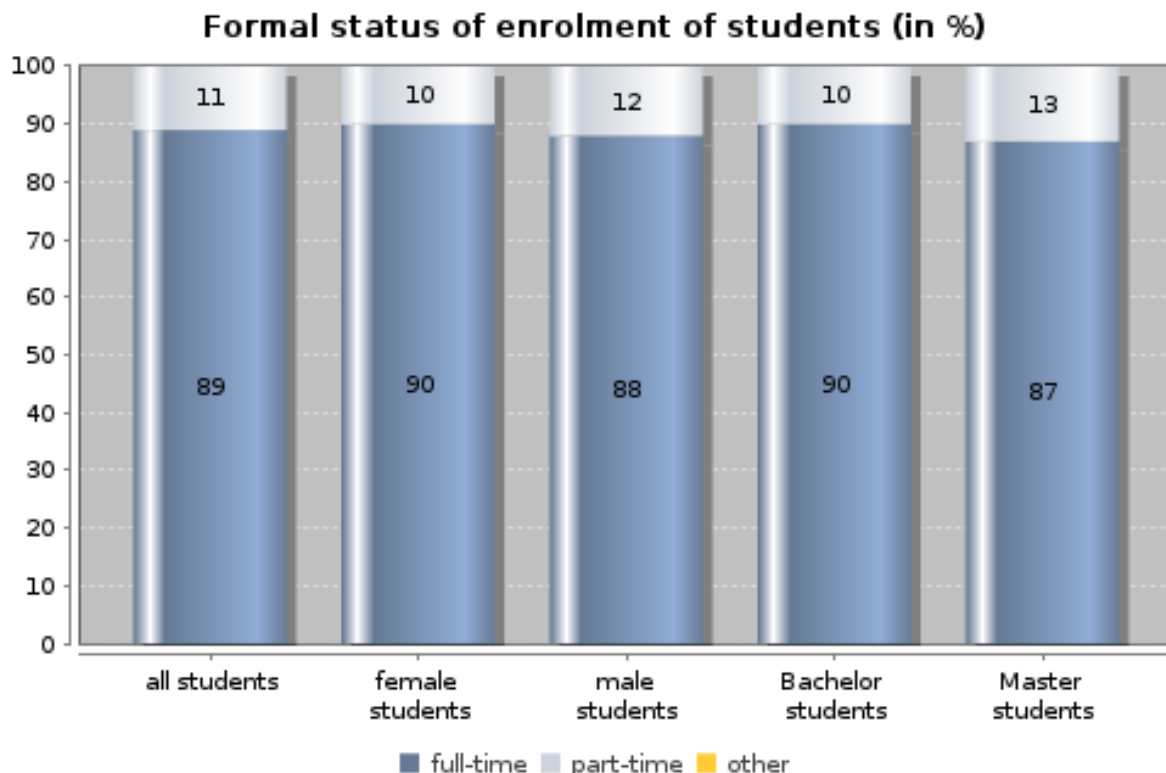
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

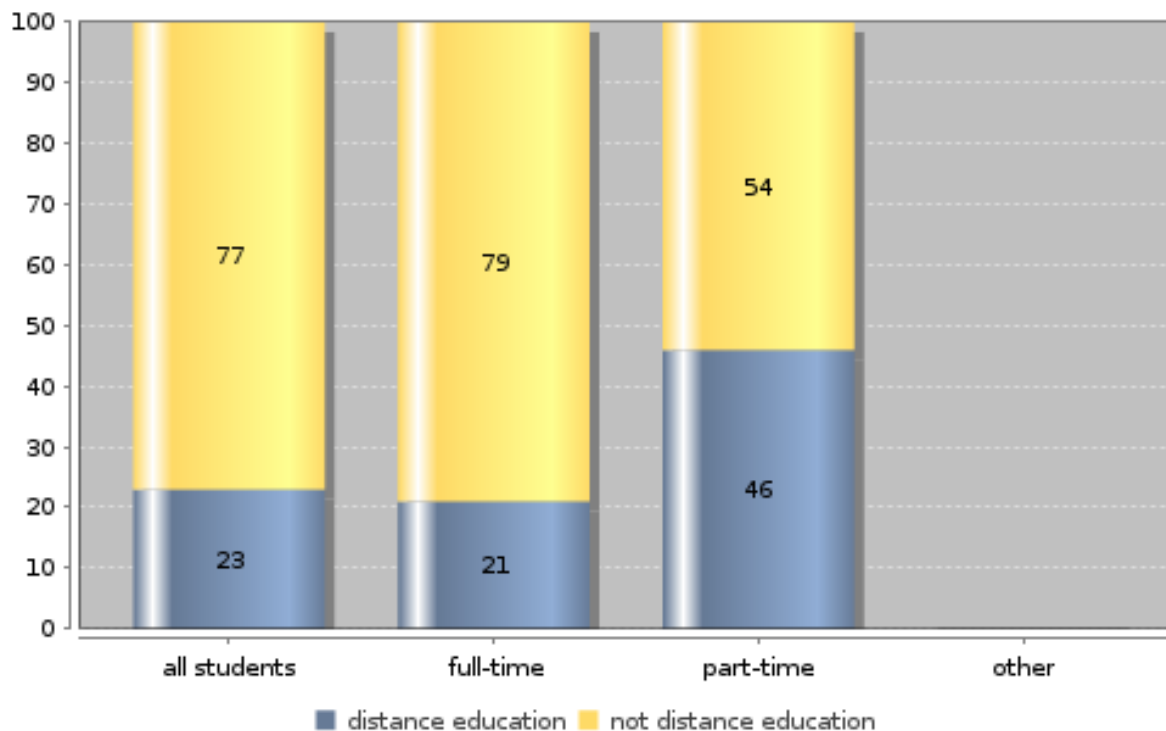
Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	10.6
Share of part-time students among BA students, in %	9.8
Share of part-time students among MA students, in %	12.9



Formal status of enrolment and distance education (in %)



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

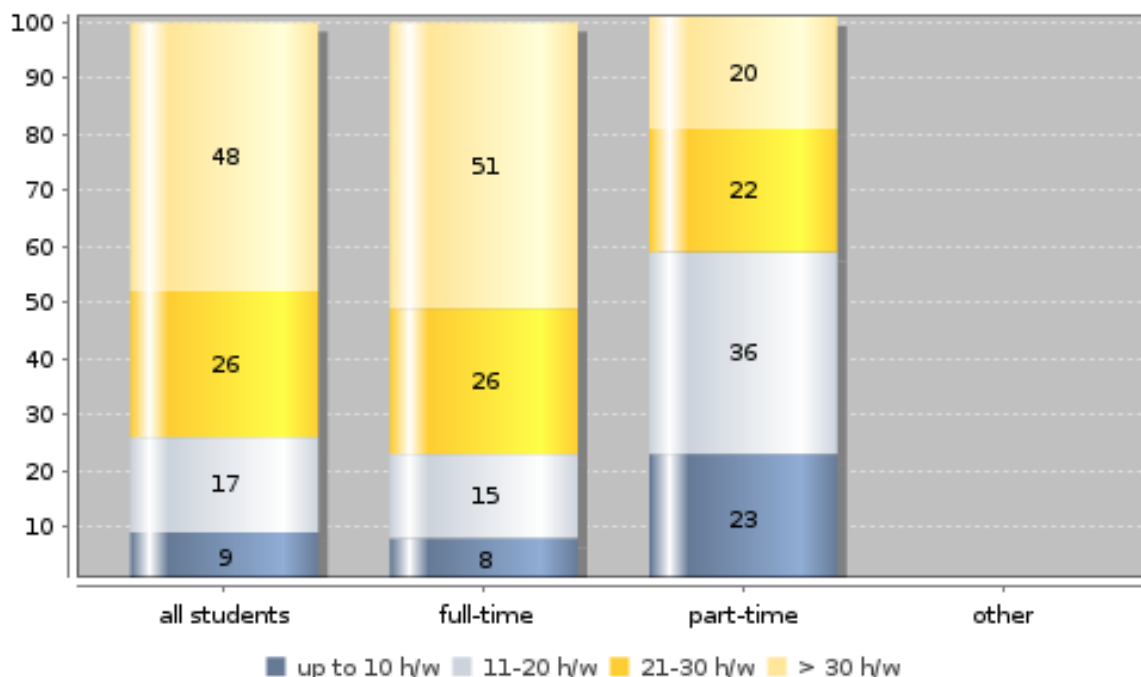
Topic: B. Access and entry to higher education

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 %	26.5
Students with full-time status and study-related activities up to 20 hours per week, in %	22.8
Students with part-time status and study-related activities of 21 hours or more per week, in %	41.3

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:

national interpretation of the results of the data analysis:

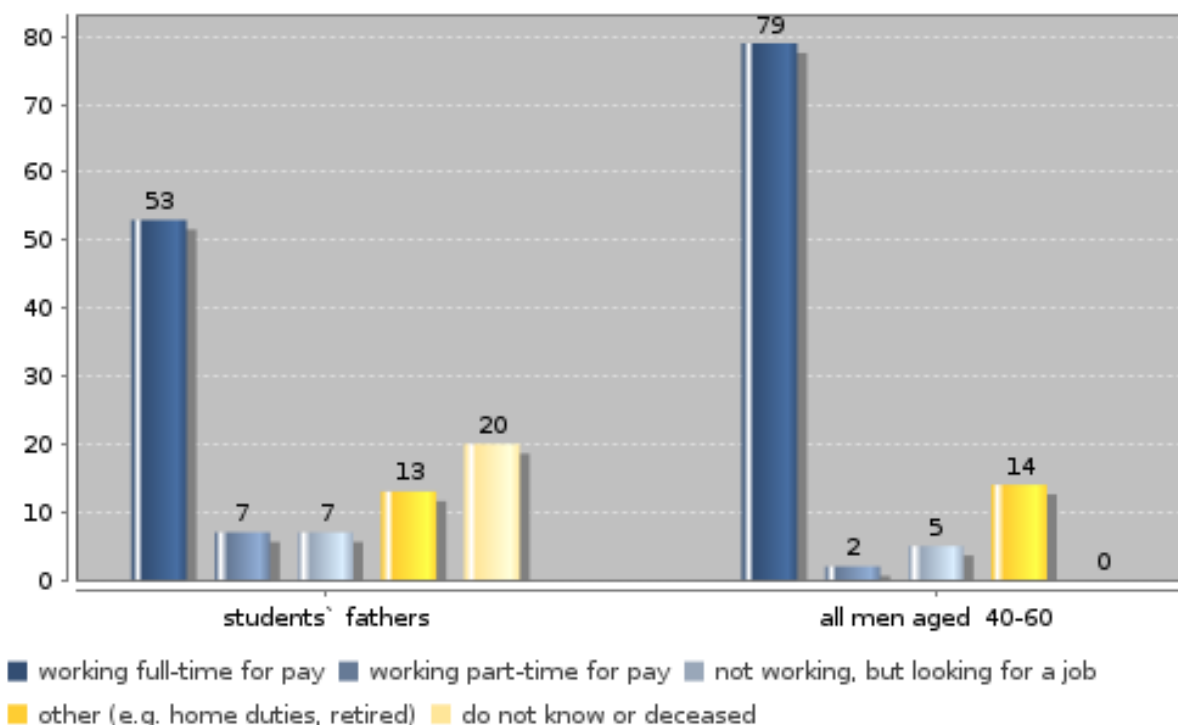
Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

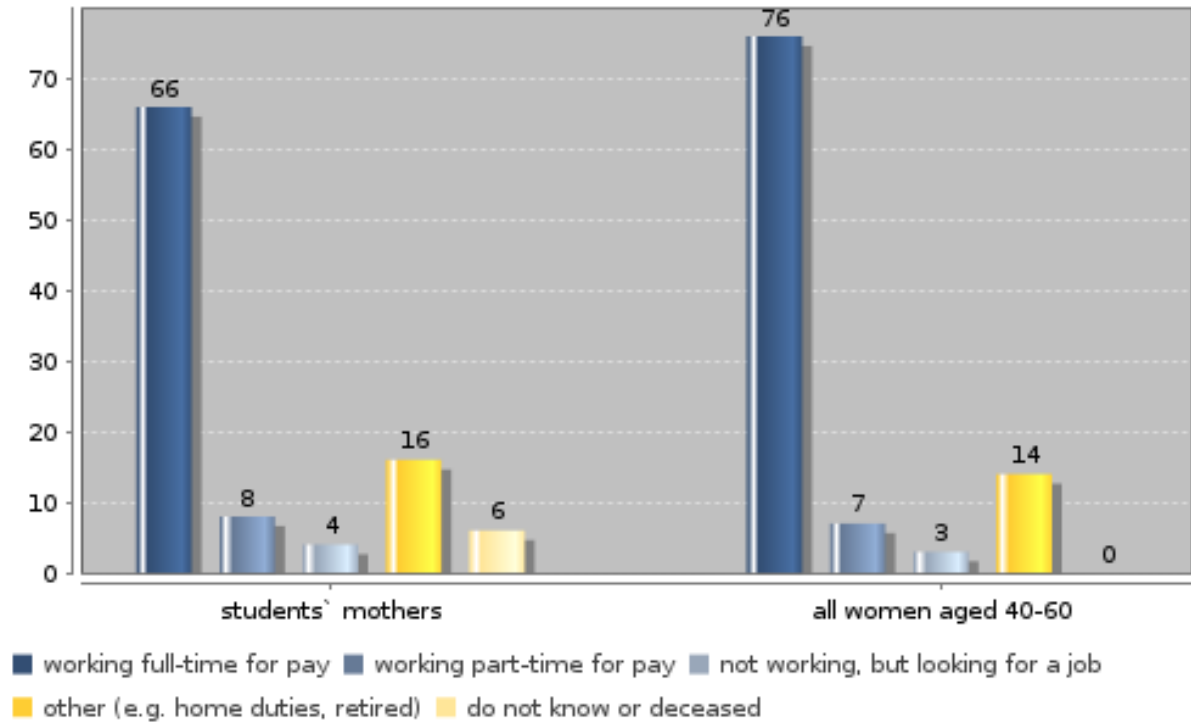
Key Indicators

Share of economically active students' fathers in %	59.7
Share of economically active students' mothers in %	74.3
Ratio of economically active students' fathers to corresponding male population	0.7
Ratio of economically active students' mothers to corresponding female population	0.9

Labour force activity of students' fathers (in %)



Labour force activity of students' mothers (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

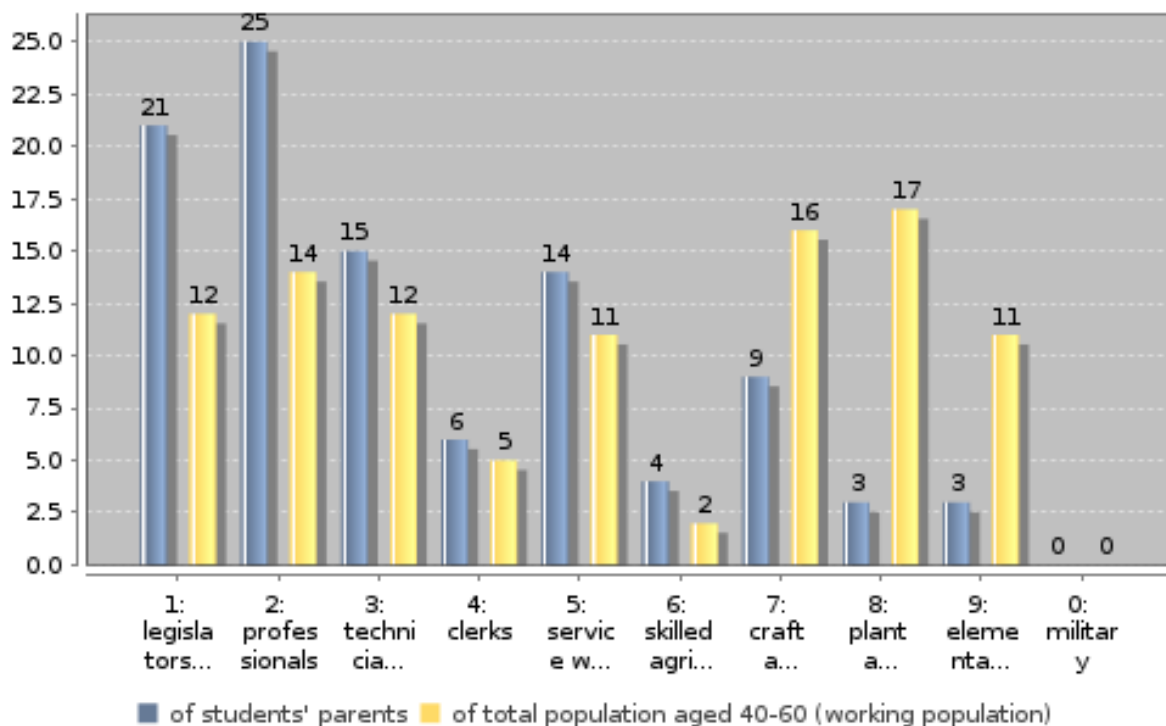
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

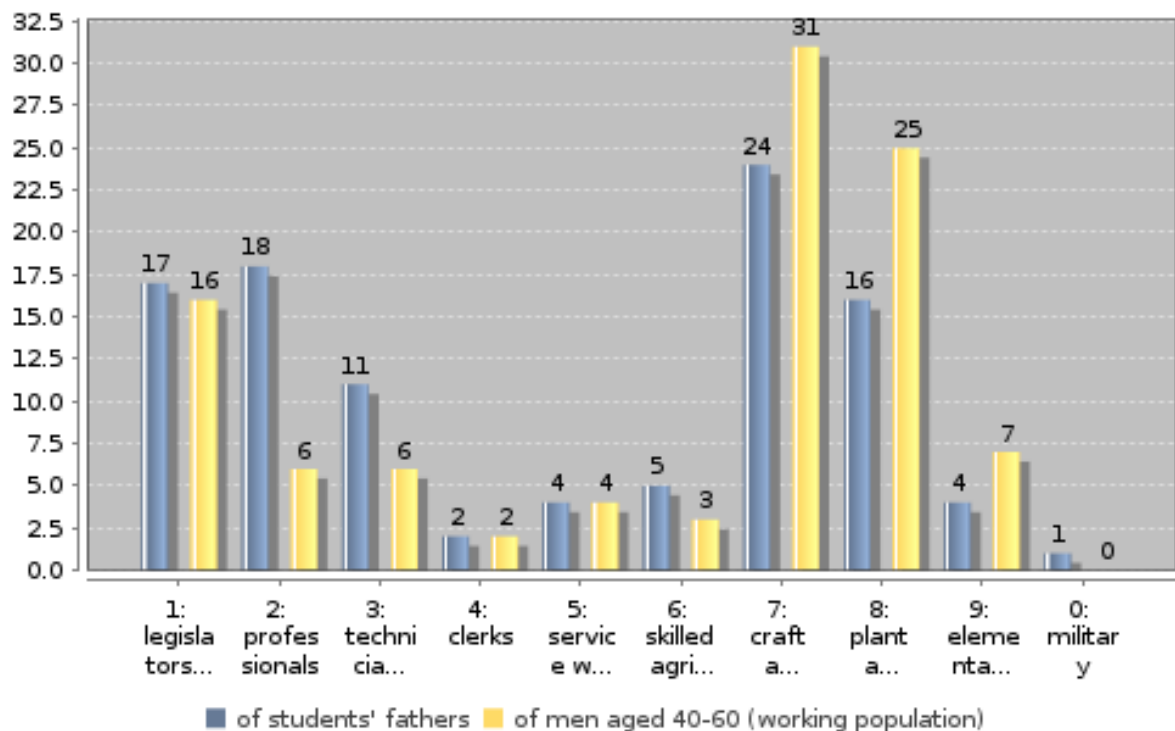
Key Indicators

Students' parents with blue-collar occupation in%	18.5
Students' fathers with blue-collar occupation in %	47.6
Students' mothers with blue-collar occupation in %	22.2
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.7
Ratio of students' mothers with blue-collar occupation to counterparts in working population	0.7

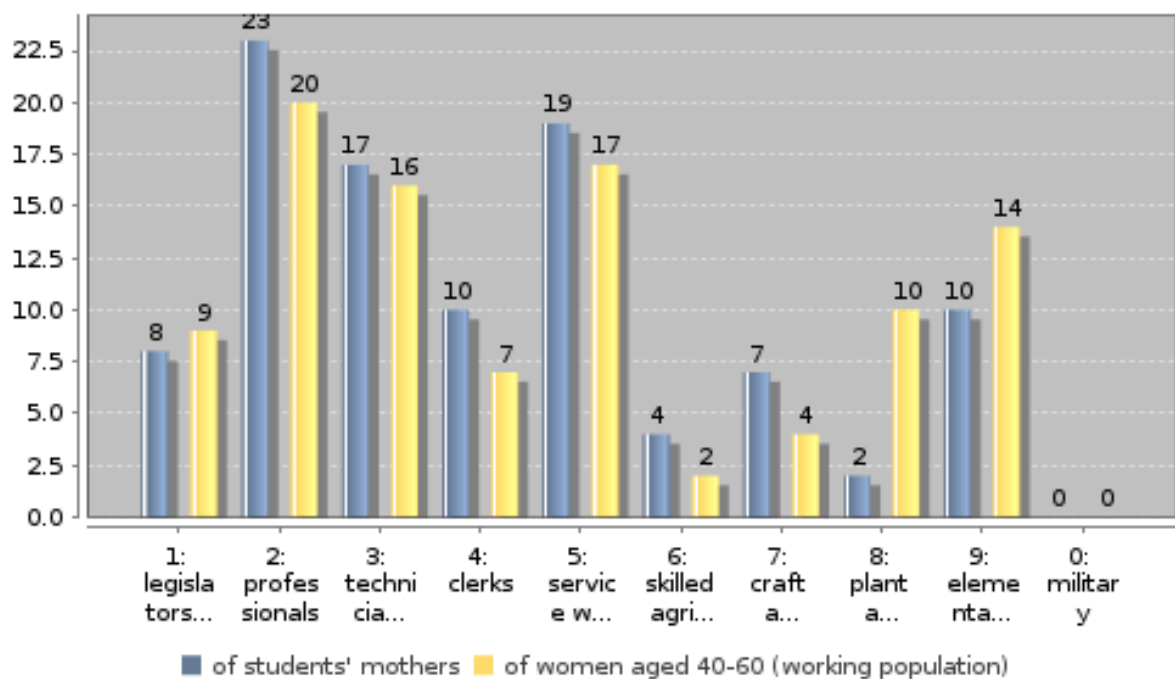
Occupational status of students' parents (in %)



Occupational status of students' fathers (in %)



Occupational status of students' mothers (in %)



details on missing data:

126 students reported that they do not know their fathers' occupation. 26 did not answer that question, 27 cases were excluded because these students chose at least two occupational groups.

52 students reported that they do not know their mothers' occupation. 15 did not answer that question,

22 cases were excluded because these students chose at least two occupational groups.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

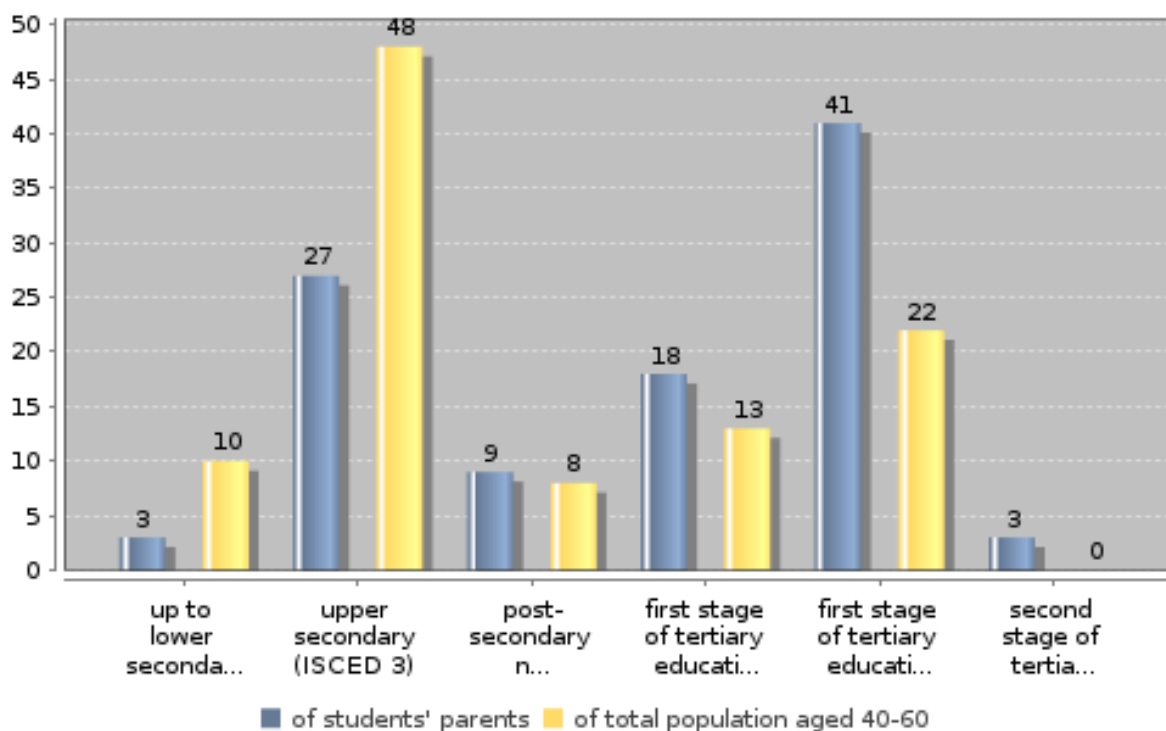
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

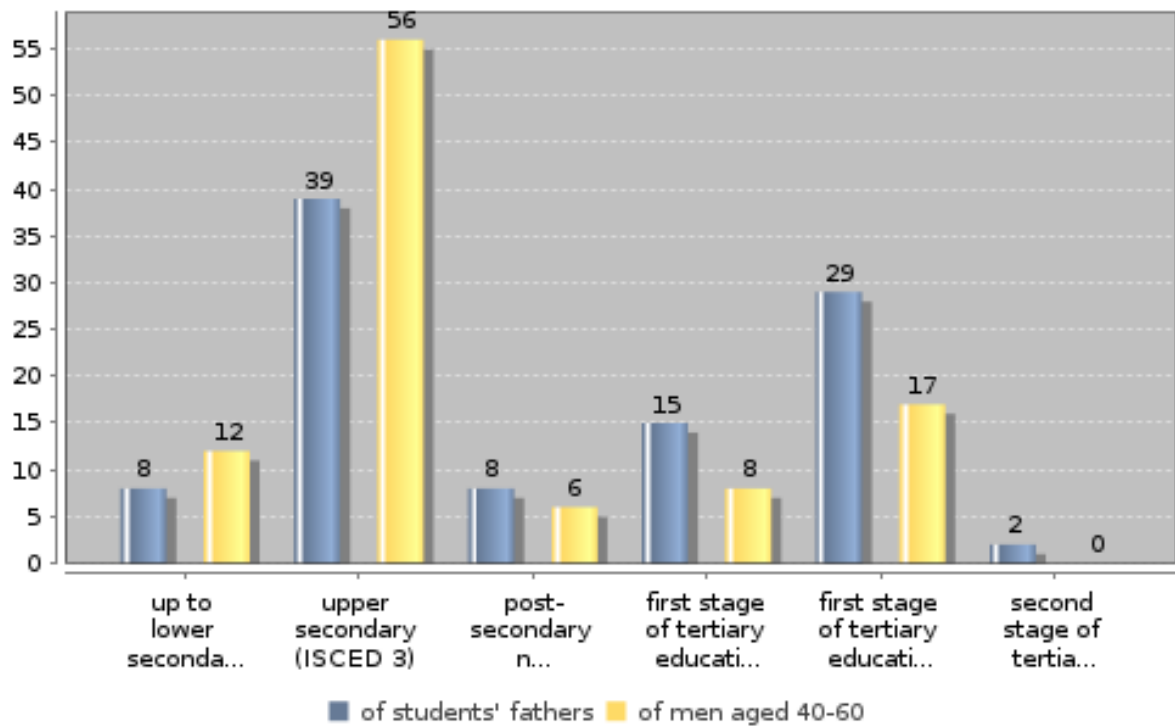
Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	39.0
Students' fathers without tertiary education (not ISCED 5-6) in %	53.9
Students' mothers without tertiary education (not ISCED 5-6) in %	47.2
Ratio students' fathers without tertiary education to counterparts in total population	0.7
Ratio students' mothers without tertiary education to counterparts in total population	0.8

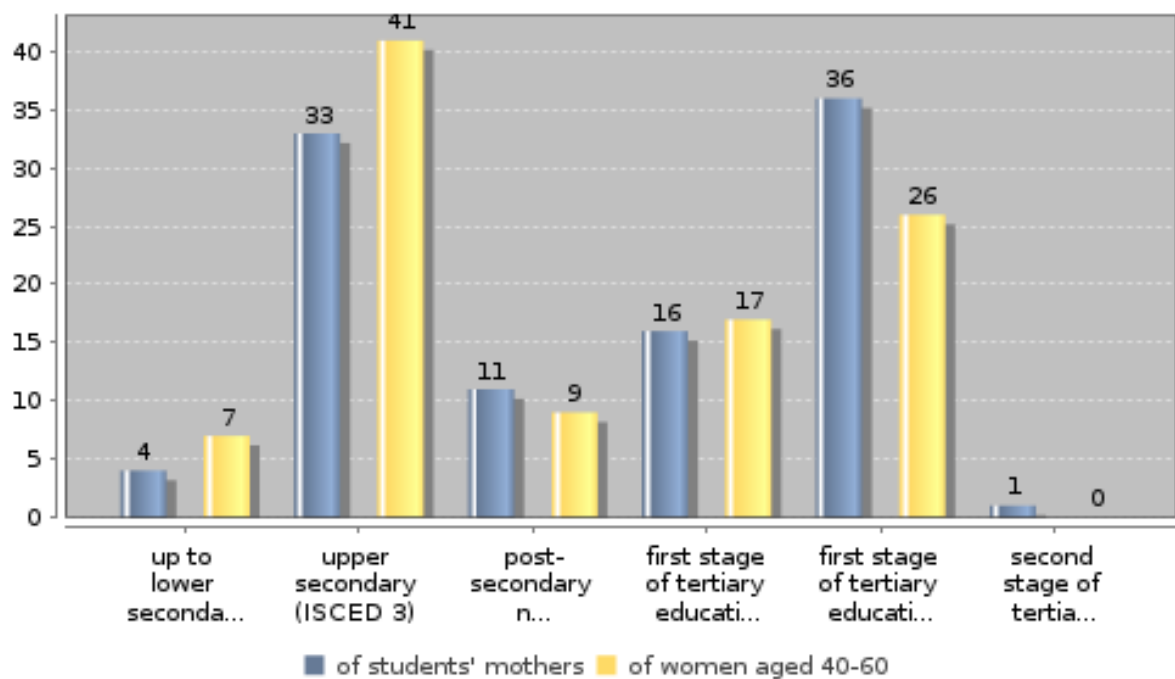
Highest educational qualification of students' parents (in %)



Highest educational qualification of students' fathers (in %)



Highest educational qualification of students' mothers (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators

Students' parents with blue collar status and ..

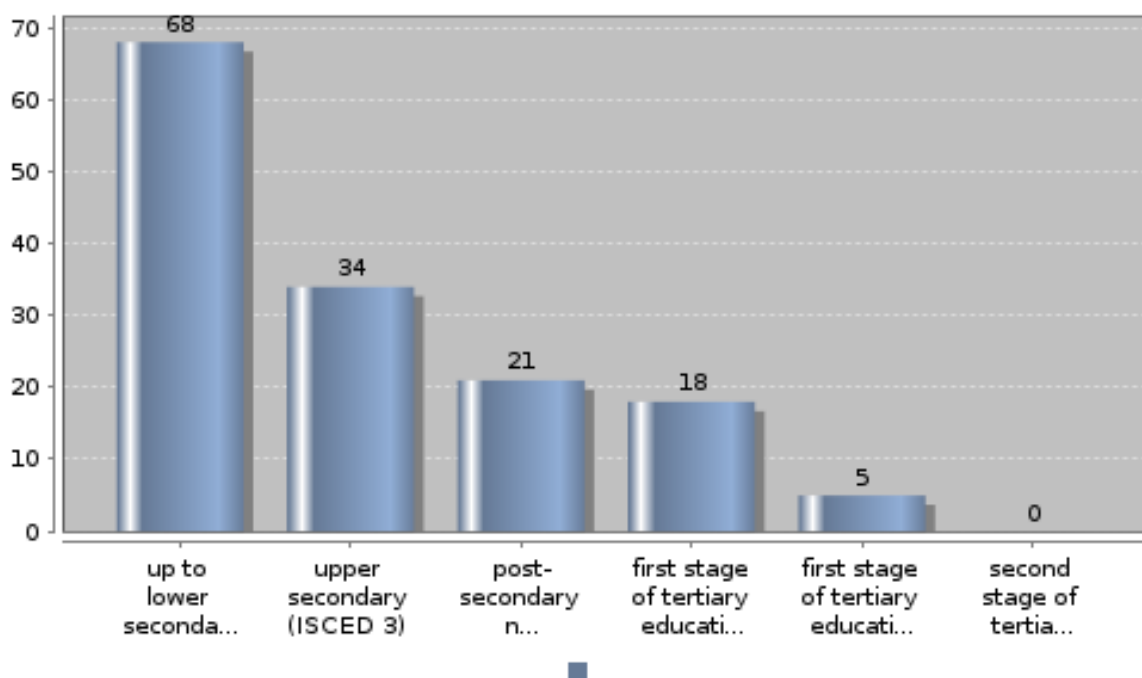
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %

68.7

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

9.7

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

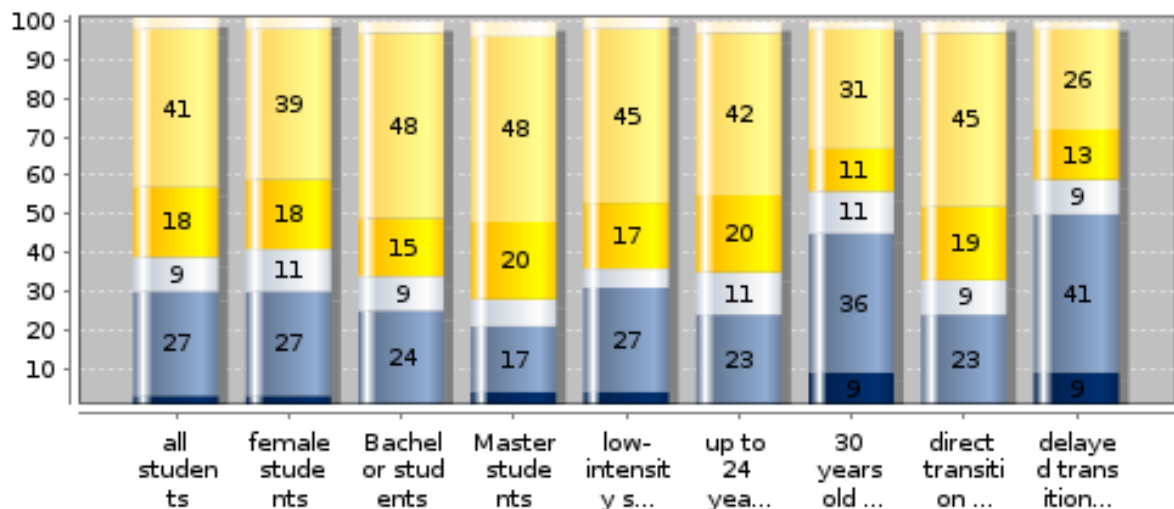
Topic: C. Social background of student body

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

Key Indicators

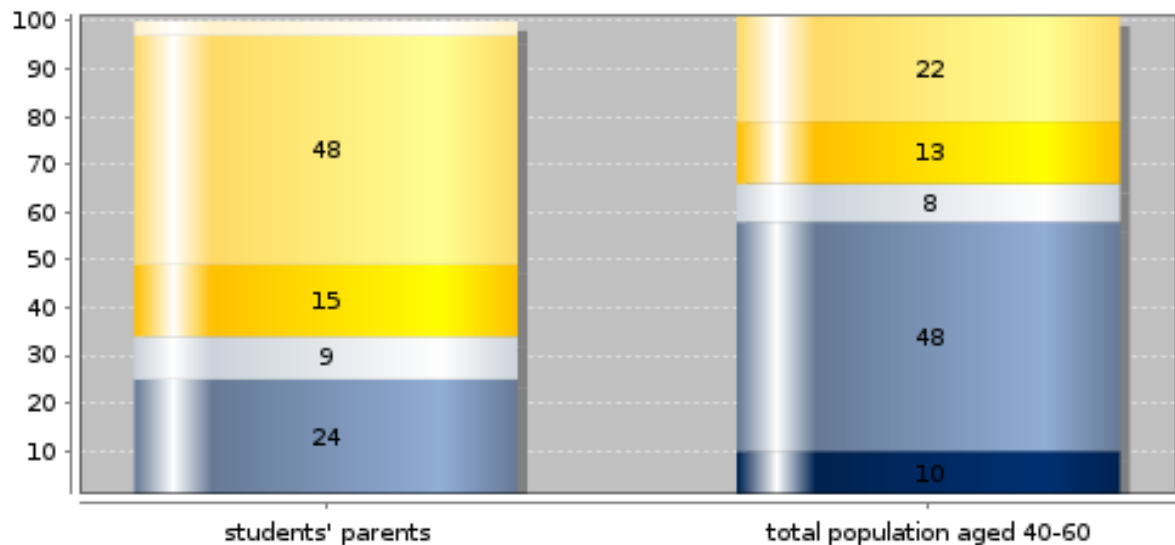
Share of all students' parents without tertiary education (ISCED 5-6), in %	39.0
Share of BA students' parents without tertiary education (ISCED 5-6), in %	33.9
Share of MA students' parents without tertiary education (ISCED 5-6), in %	27.5
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	35.5
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	56.0
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	59.4

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:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

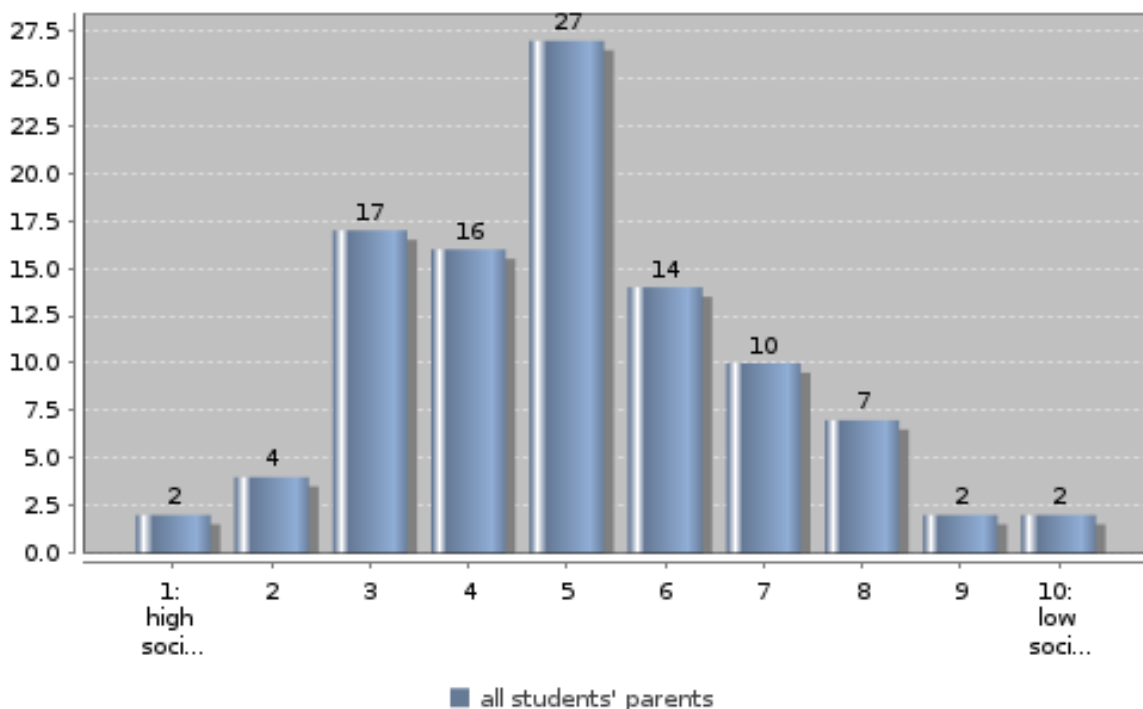
Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	65.9
Students' parents with lower social standing (6-10)	34.1

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

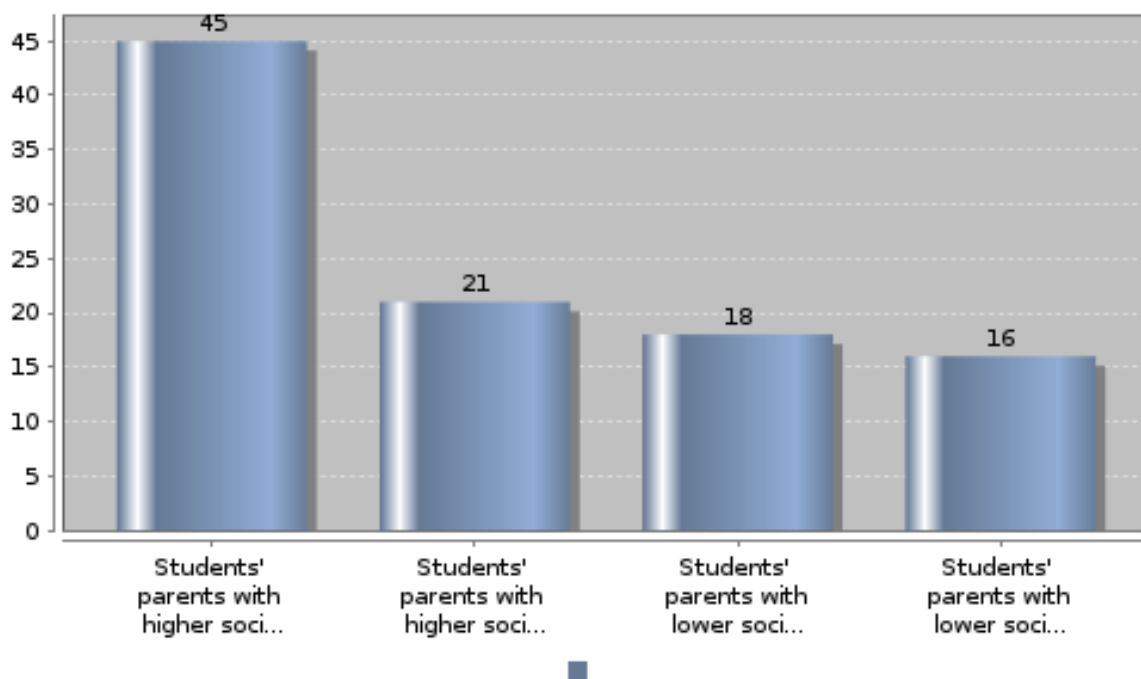
Topic: C. Social background of student body

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

Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	44.5
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	20.6
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	17.8
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	15.7

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

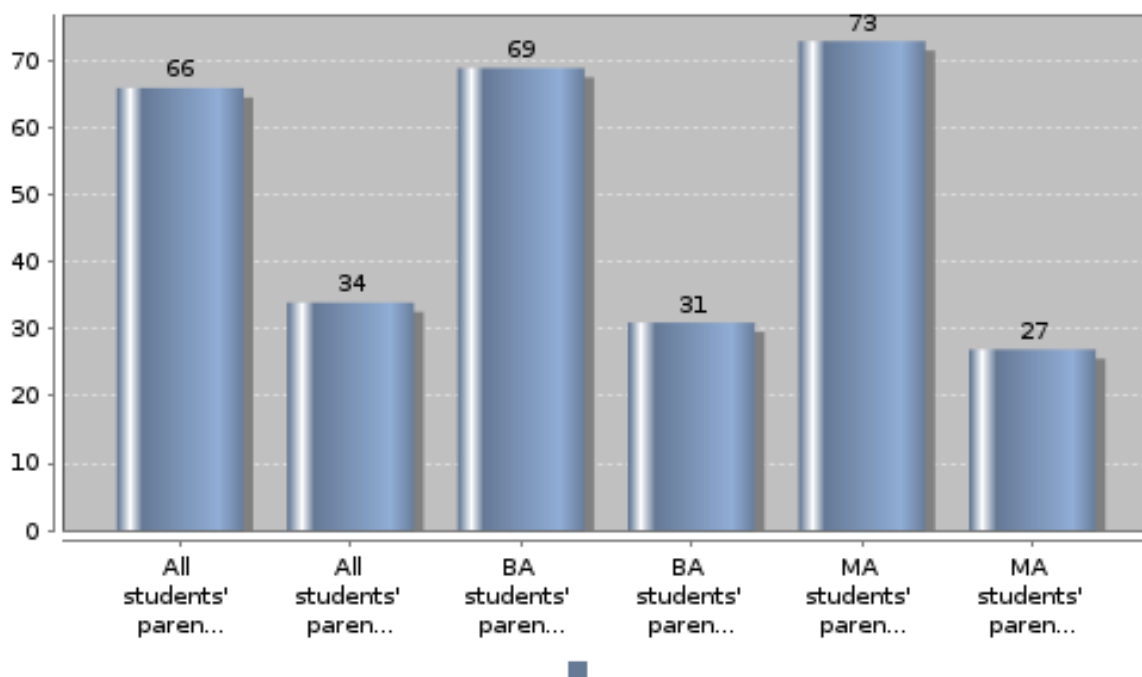
Topic: C. Social background of student body

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

Key Indicators

All students' parents with higher social standing (1-5), in %	65.8
All students' parents with lower social standing (6-10), in %	34.1
BA students' parents with higher social standing (1-5), in %	69.3
BA students' parents with lower social standing (6-10), in %	30.8
MA students' parents with higher social standing (1-5), in %	73.0
MA students' parents with lower social standing (6-10), in %	27.0

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

24.2

Share of all students not living with parents, in %

75.8

Share of all students living in student halls, in %

18.5

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

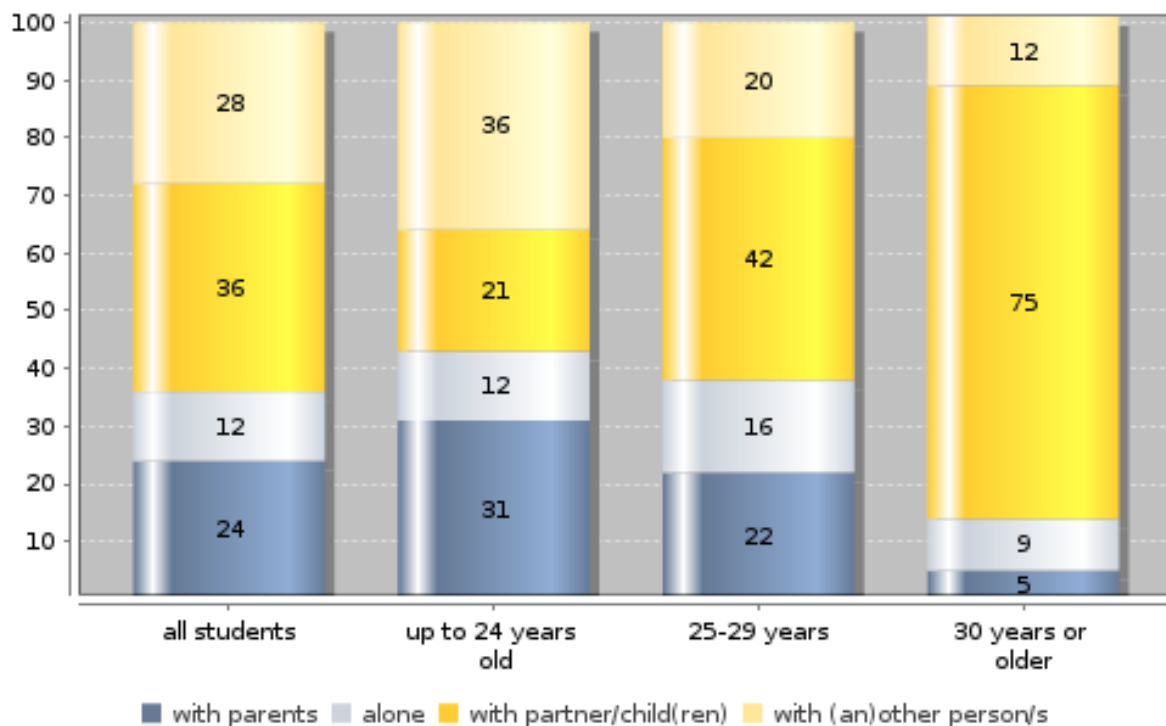
4.0

36.2

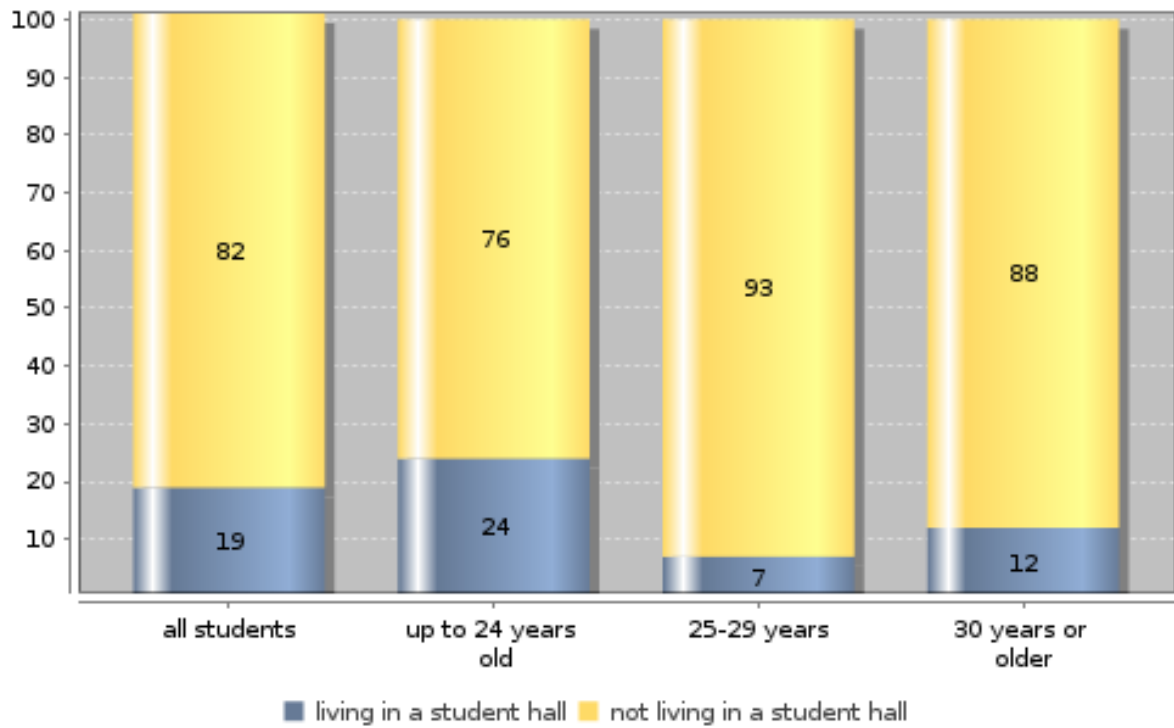
Share of students 30 years or older living in the most frequent type of housing, in %

3.0

Form of housing by age (in %)



Students living in a student hall (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

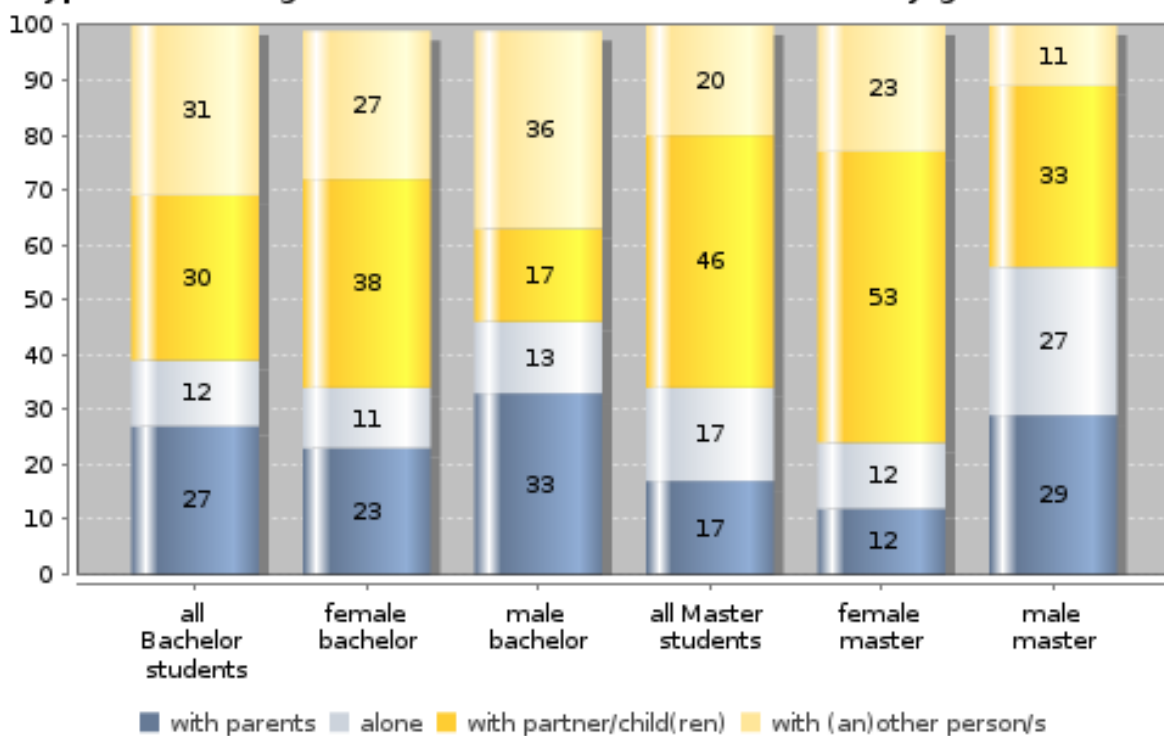
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

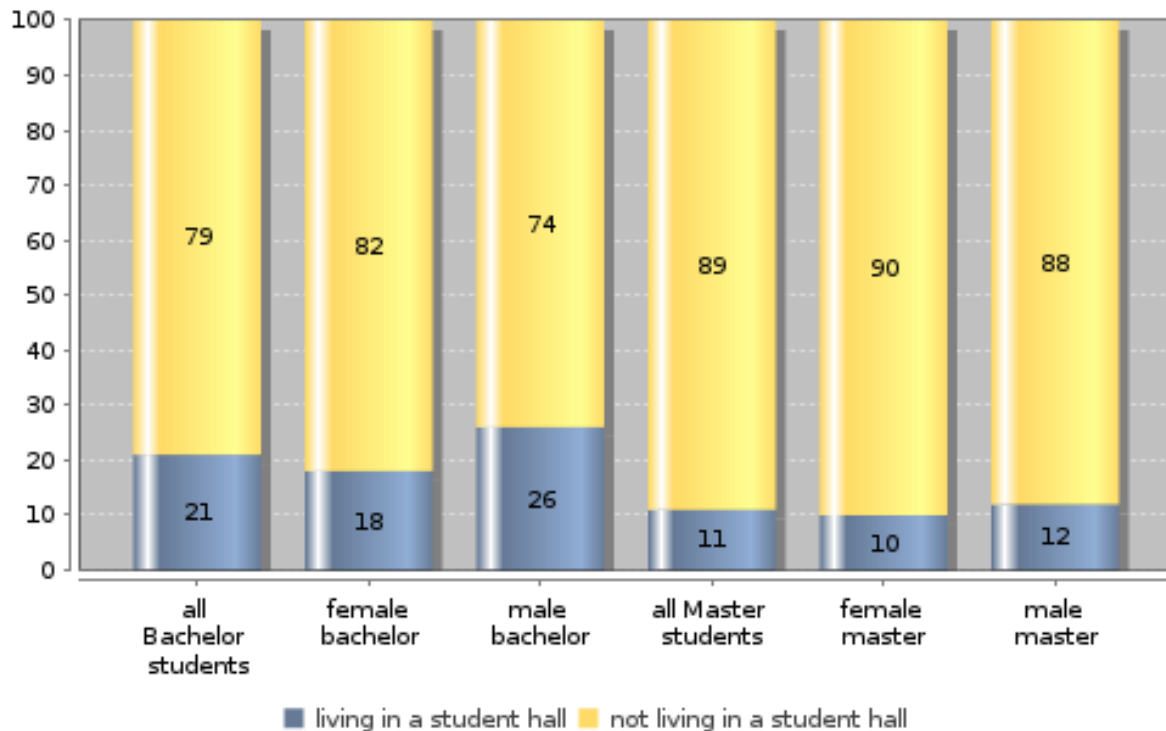
Key Indicators

Share of all Bachelor students living with parents, in %	27.2
Share of all Bachelor students living in student halls, in %	20.8
Share of all Master students living with parents, in %	17.4
Share of all Master students living in student halls, in %	11.2

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

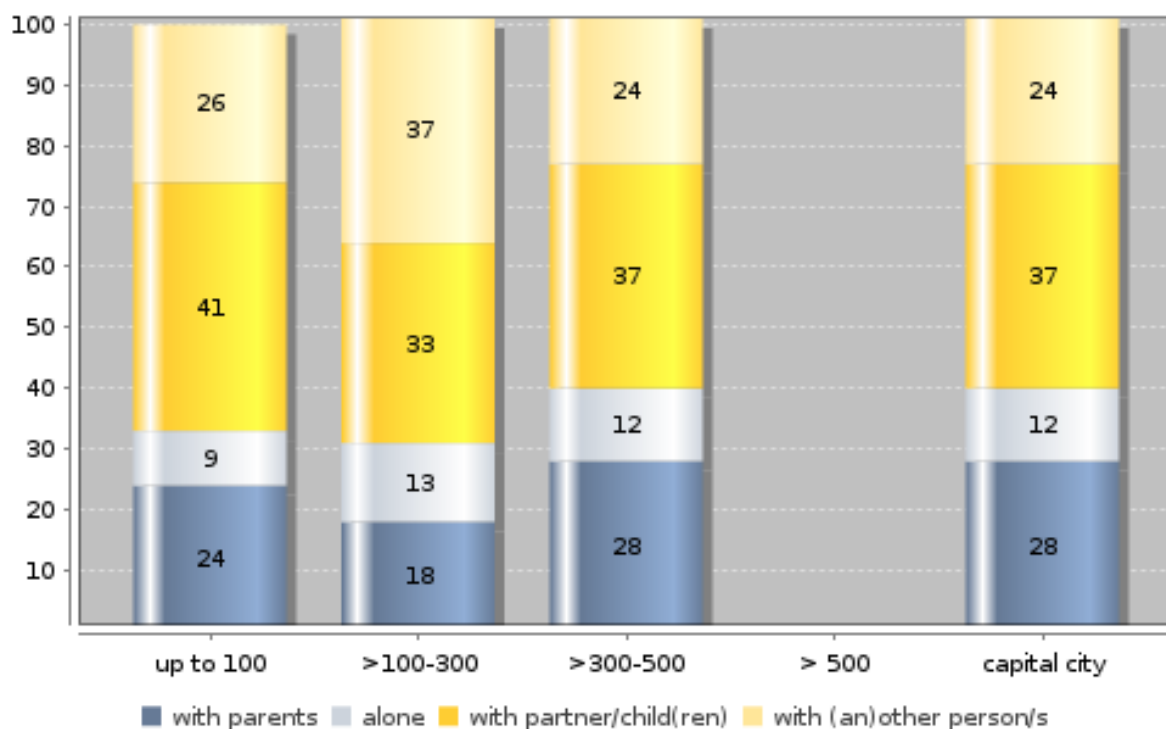
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

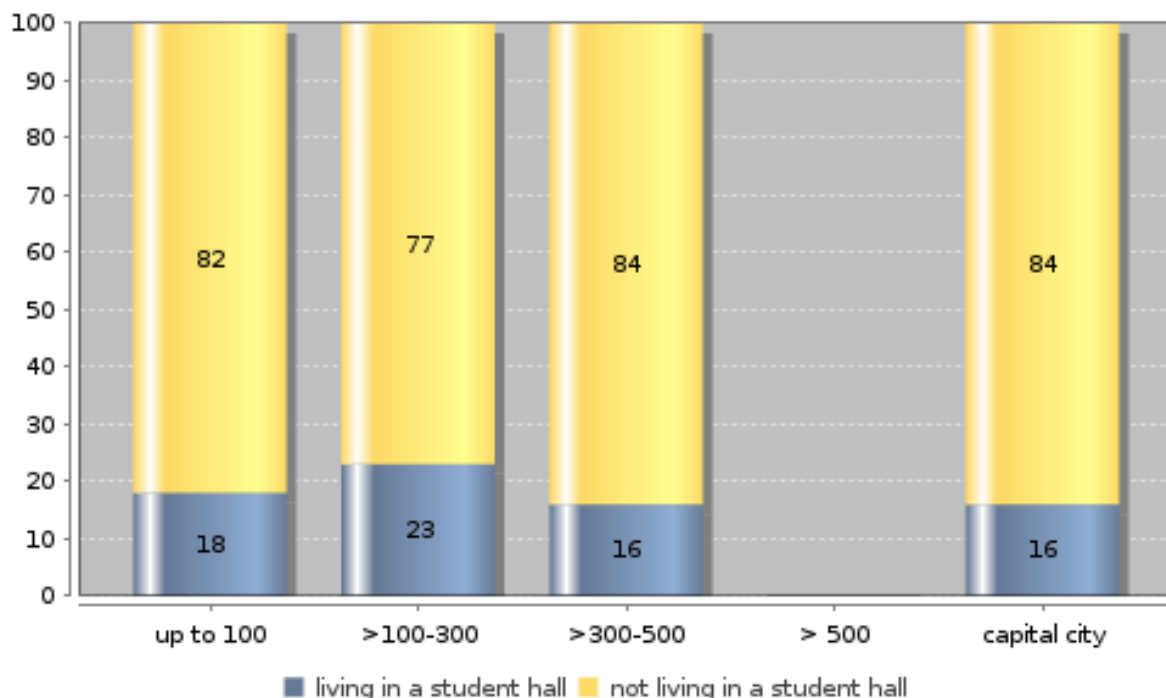
Key Indicators

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	3.2
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	4.6
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	2.6
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in capital city

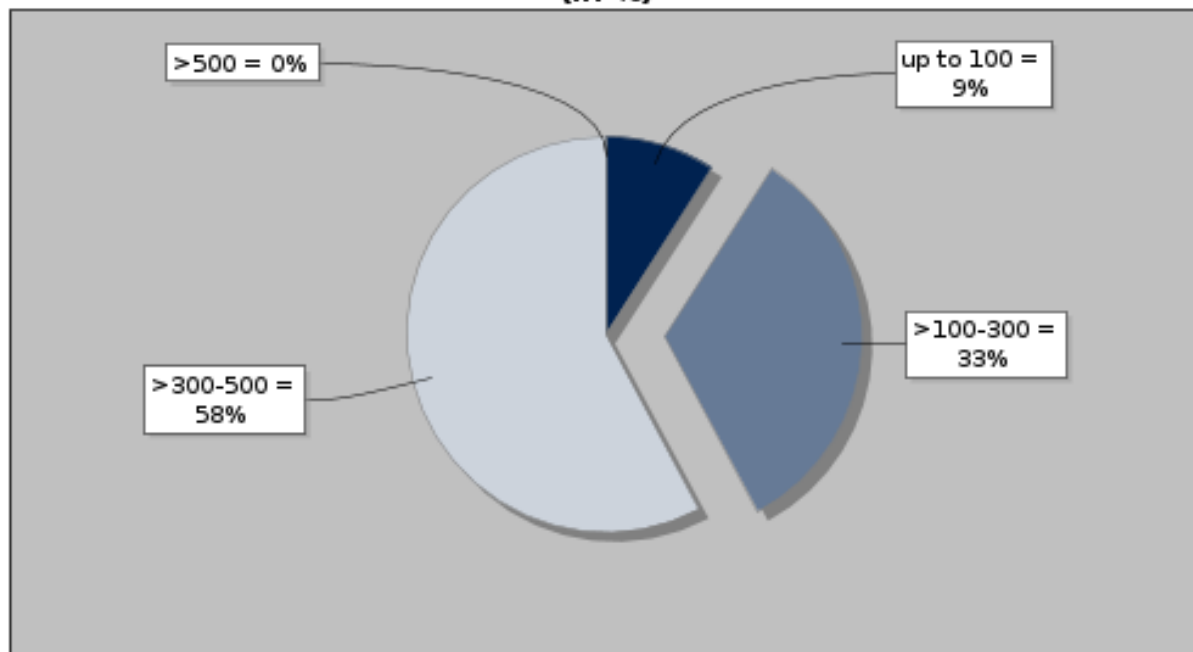
Type of housing by size of study location by 1,000 inhabitants (in %)



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

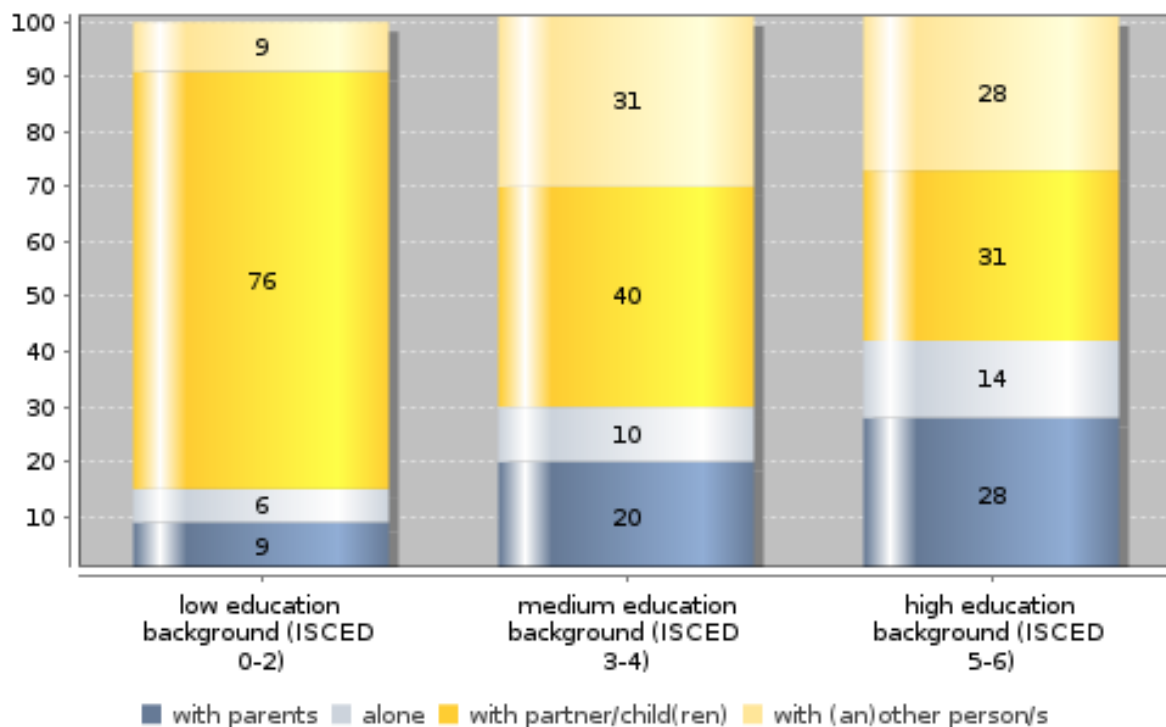
Topic: D. Accommodation

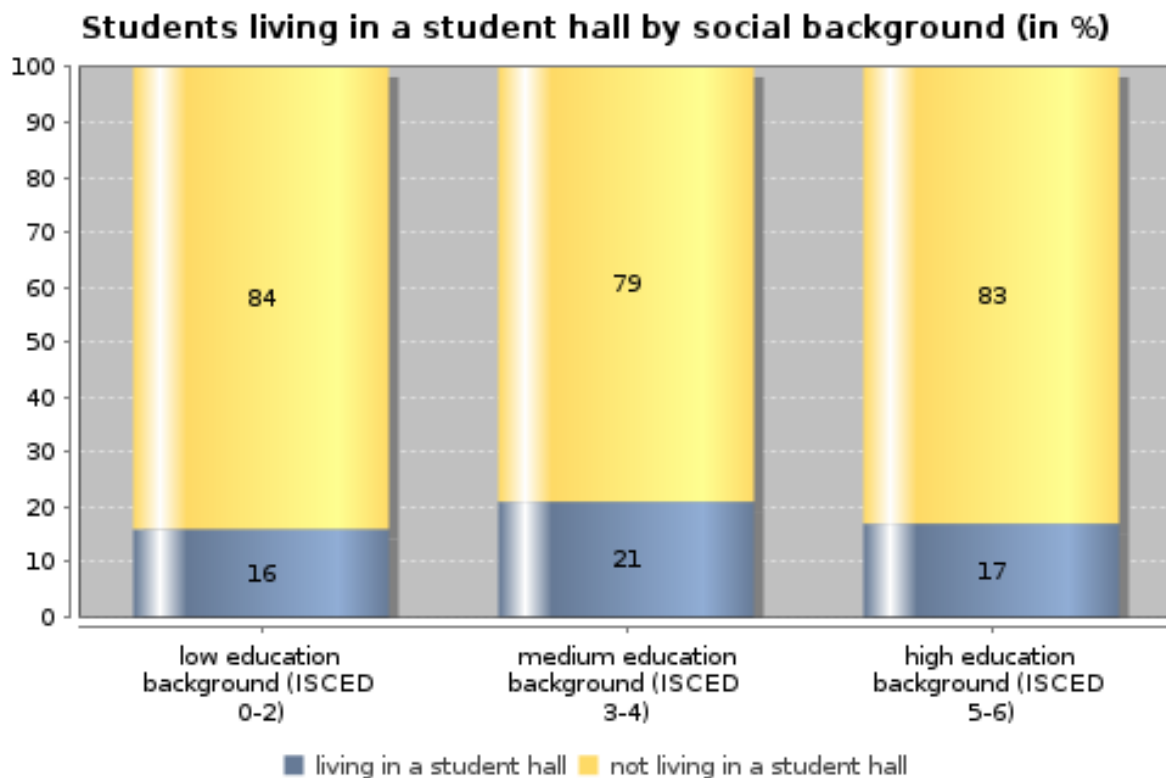
Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	9.1
Share of all students from low education background (ISCED 0-2) living in student halls, in %	15.6
Share of all students from high education background (ISCED 5-6) living with parents, in %	27.5
Share of all students from high education background (ISCED 5-6) living in student halls, in %	17.1

Form of housing by social background (in %)





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

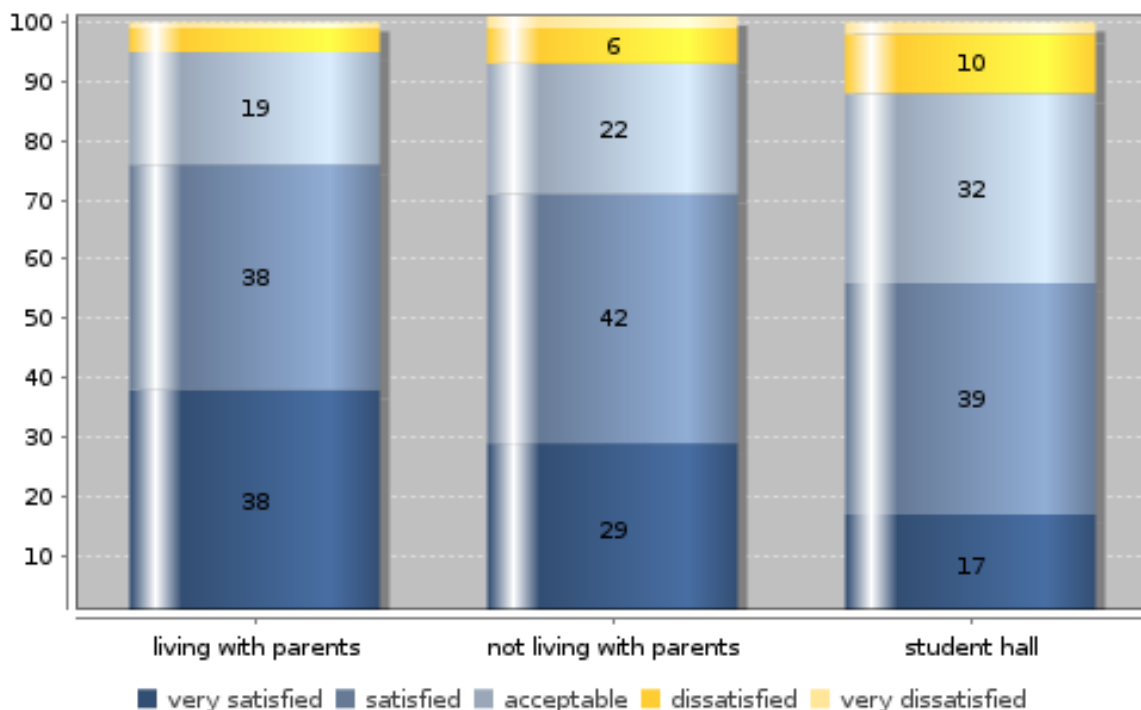
Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	76.2
Students not living with parents, who are (very) satisfied in %:	70.9
Students residing in student halls, who are (very) satisfied in %:	56.0
Students living with parents, who are (very) dissatisfied in %:	4.8
Students not living with parents, who are (very) dissatisfied in %:	7.5
Students residing in student halls, who are (very) dissatisfied in %:	11.6

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:

Topic: D. Accommodation

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

Key Indicators

Average monthly rent (total payments, median)

all students not living with parents	118.2
student hall	62.7

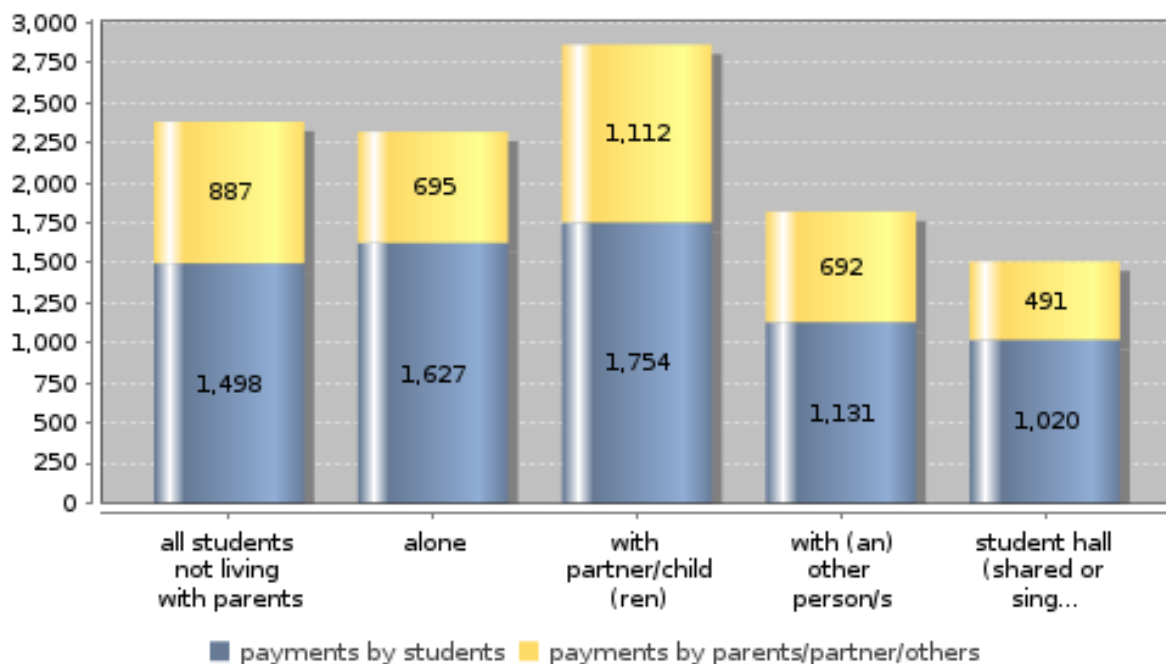
Average monthly rent (total payments, arithm. mean)

all students not living with parents	152.4
student hall	96.5

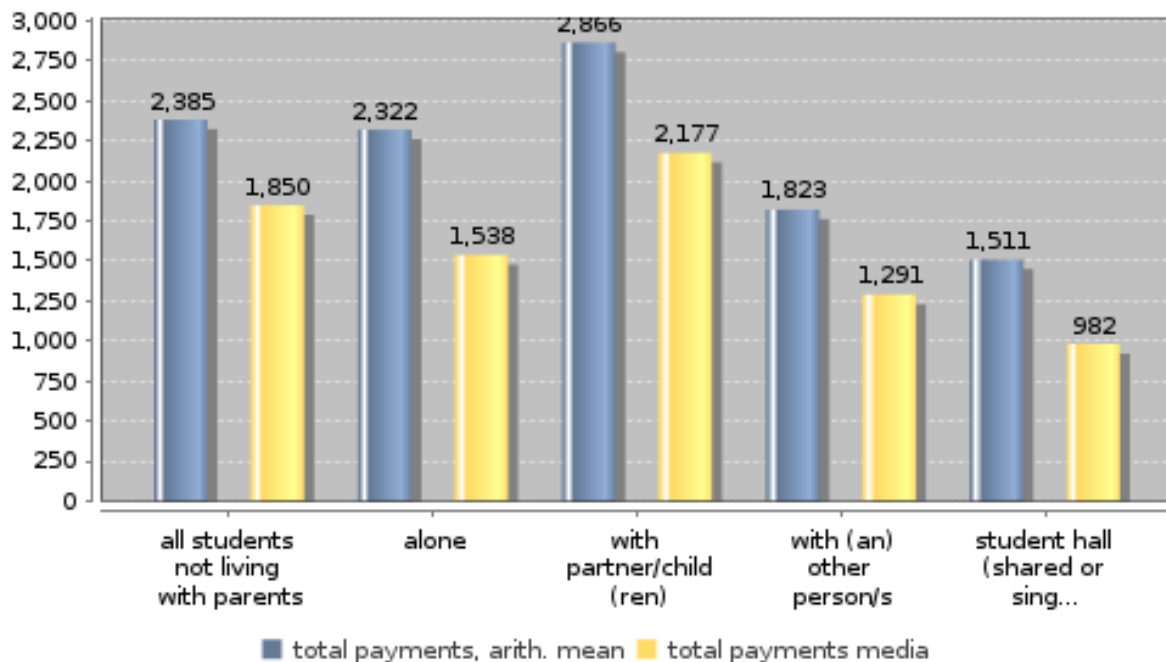
Ratio costs of student hall to costs of living alone

total payments, arith. mean	0.7
-----------------------------	-----

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:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

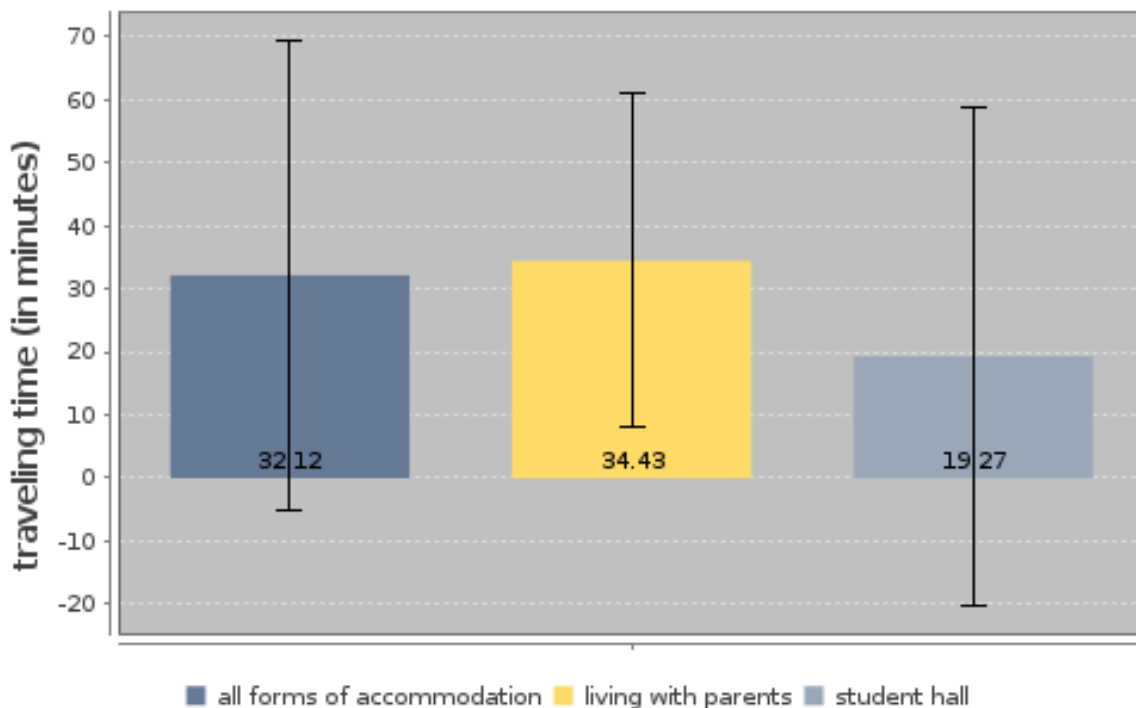
Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)

all forms of accommodation	20.0
living with parents	30.0
student hall	5.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

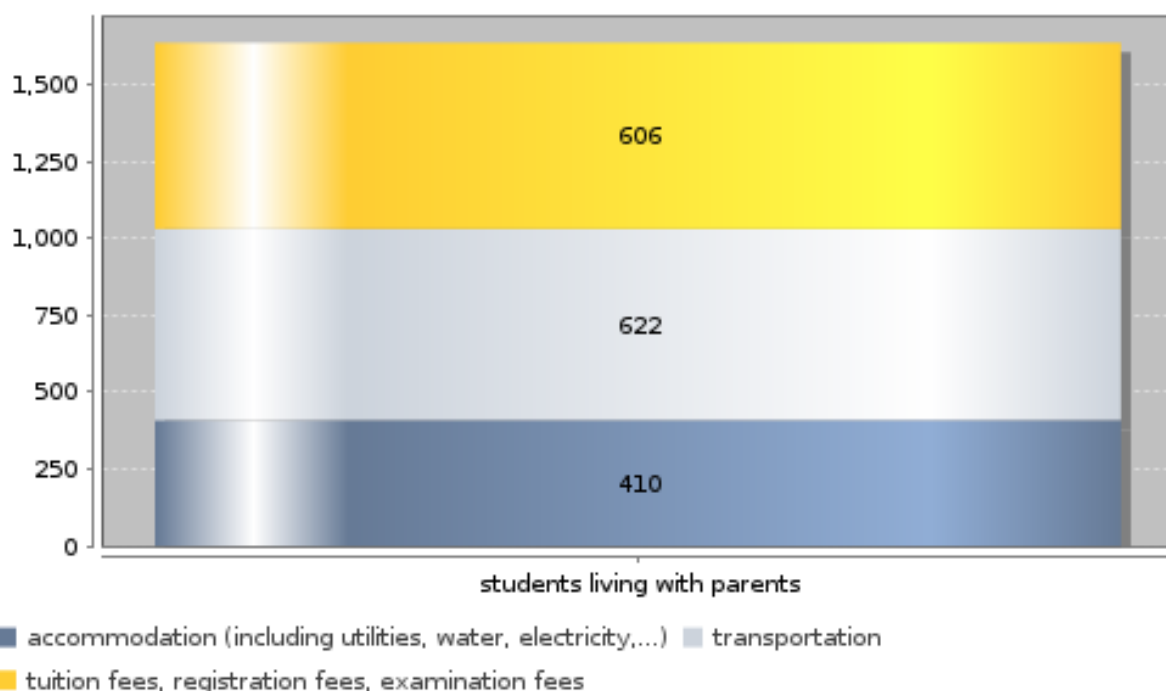
Topic: E. Living costs

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

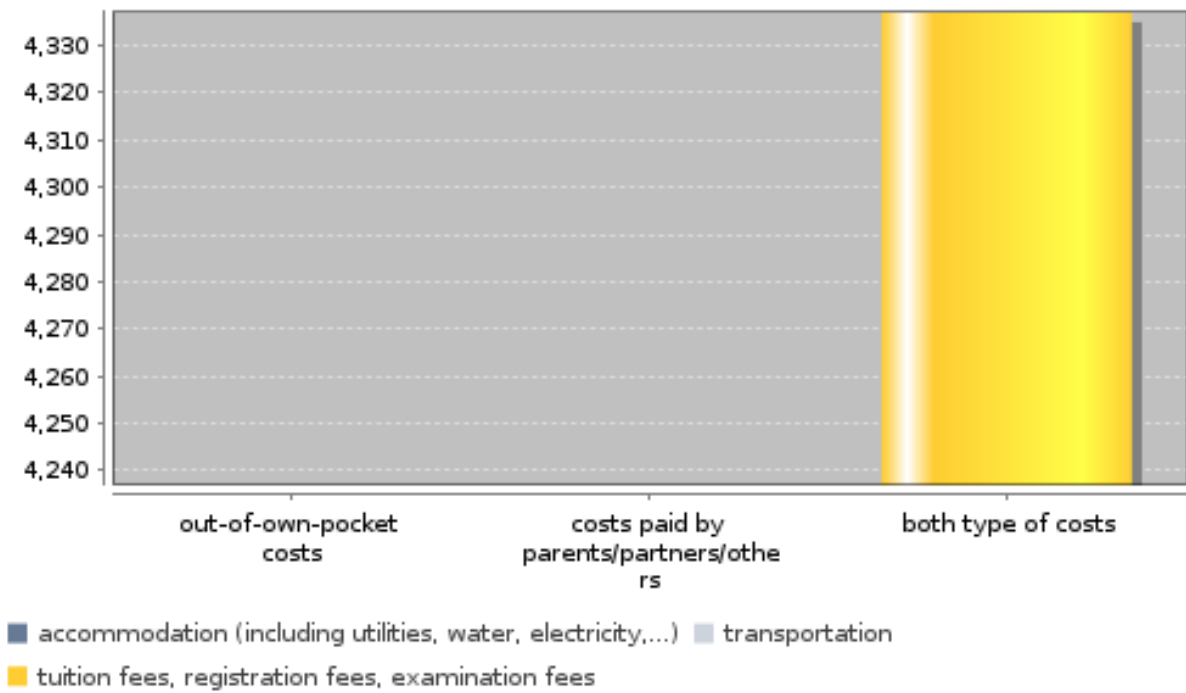
Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	14.6
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	10.5
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	15.0
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	11.4
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	9.9
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	22.1

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:

national interpretation of the results of the data analysis:

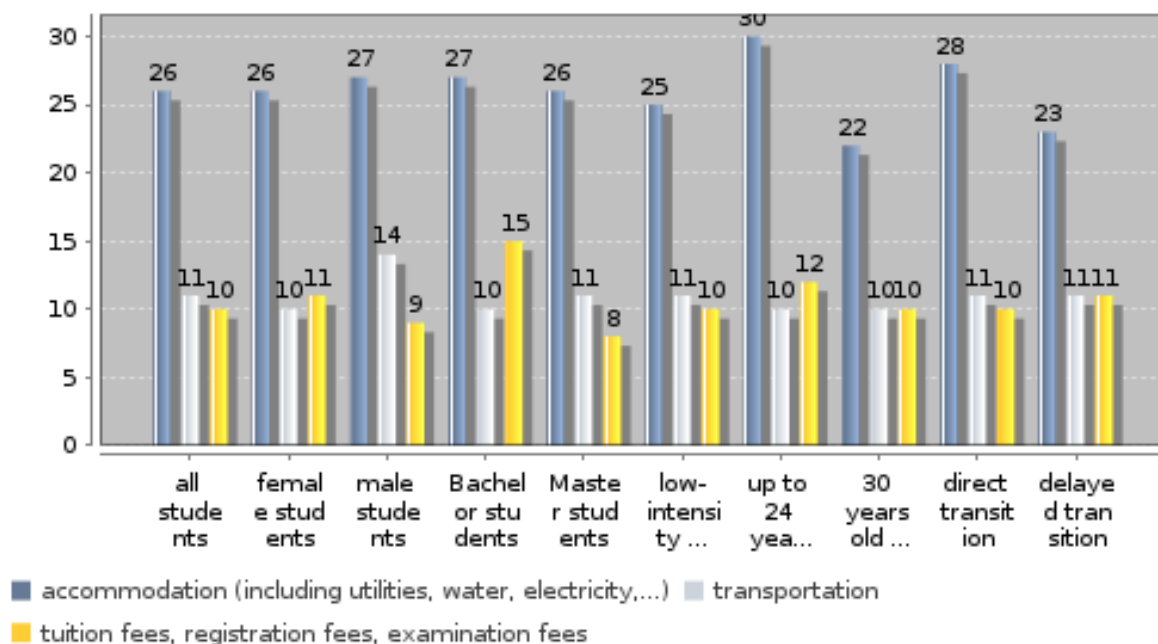
Topic: E. Living costs

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 %	14.7
Fees to higher education institution as share of total costs for MA students, in %	8.2
Fees to higher education institution as share of total costs for low-intensity students, in %	9.9
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	29.9
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	21.6

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

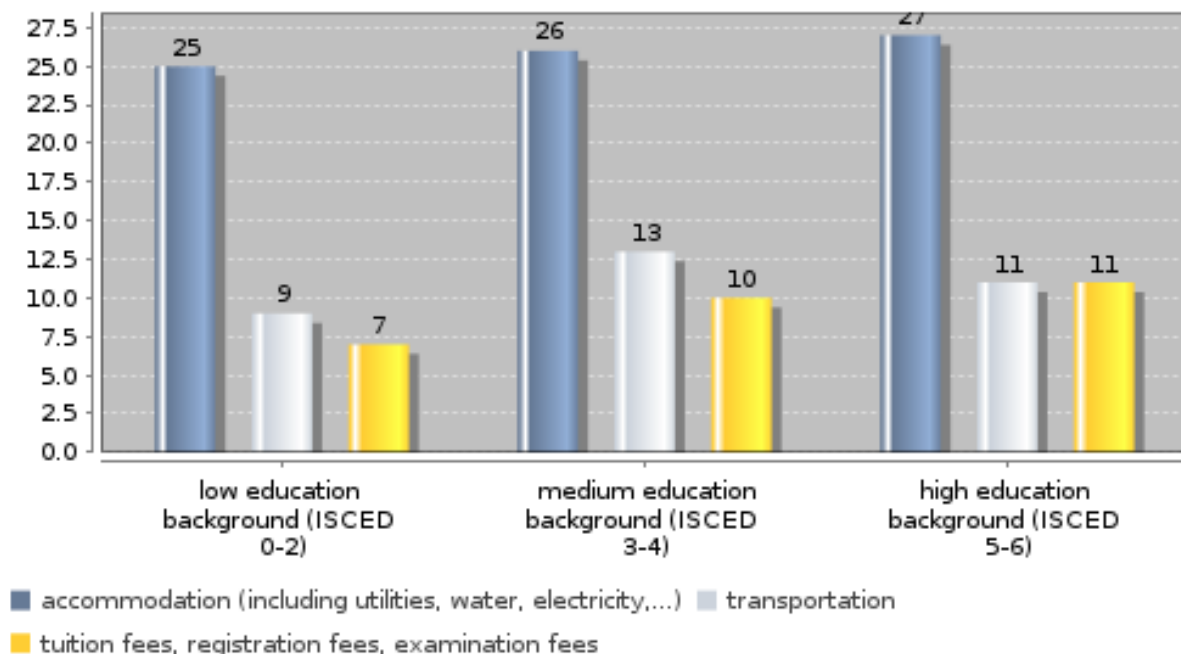
Topic: E. Living costs

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

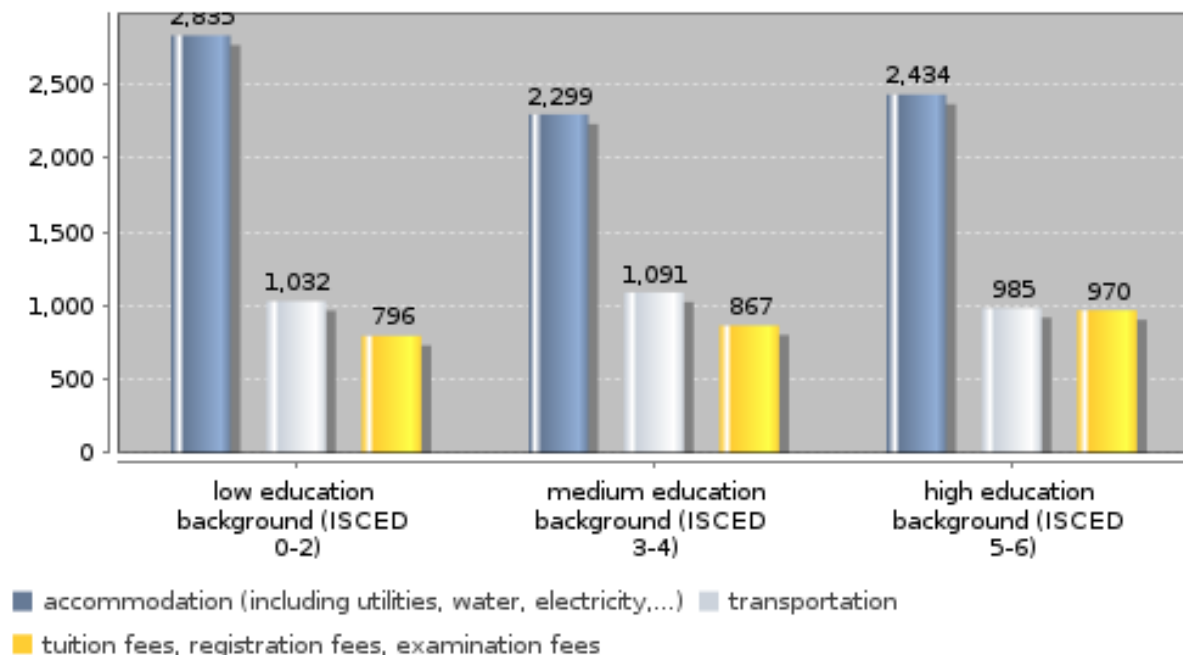
Key Indicators

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	6.9
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	10.6
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	24.6
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	26.5

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

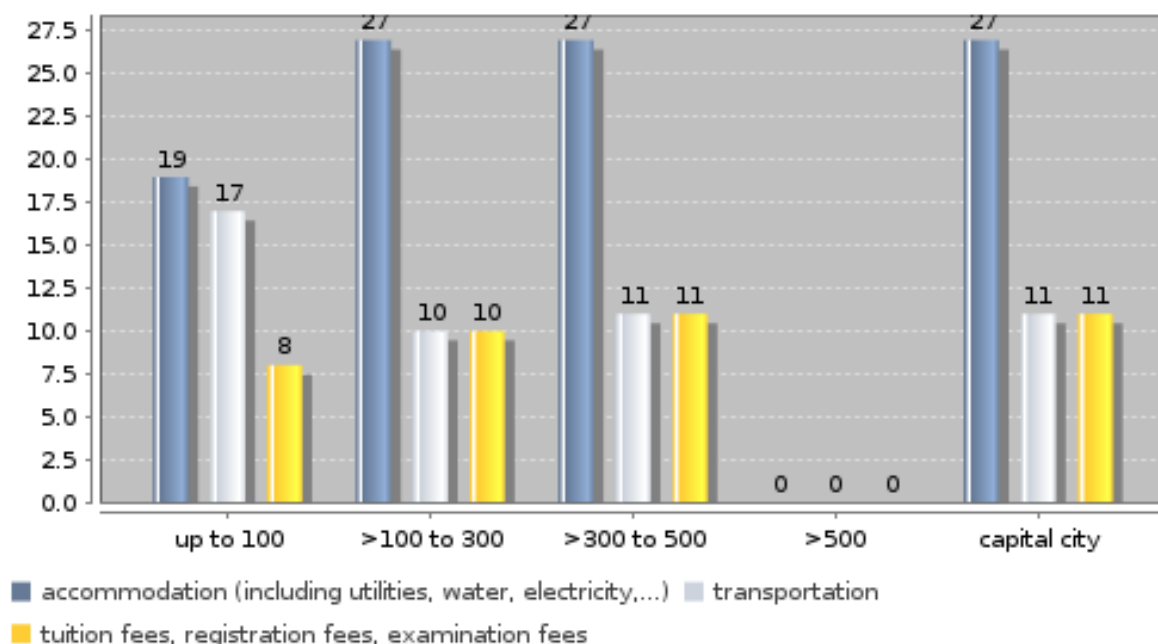
Topic: E. Living costs

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	8380.2
Total expenditure for study locations in capital city, amount	9774.97
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	19.1
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	26.6

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:

national interpretation of the results of the data analysis:

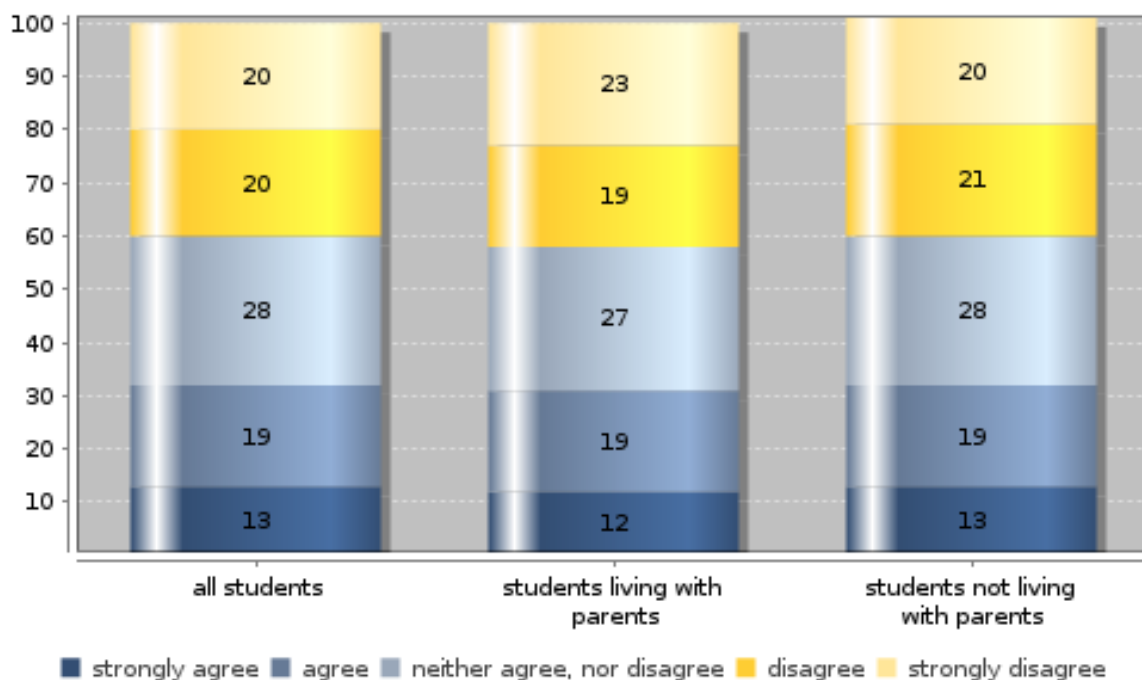
Topic: E. Living costs

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

Key Indicators

(Strong) agreement of all students that funding is sufficient, in %	31.6
(Strong) disagreement of all students that funding is sufficient, in %	40.8
(Strong) agreement of students living with parents that funding is sufficient, in %	31.3
(Strong) disagreement of students living with parents that funding is sufficient, in %	41.6
(Strong) agreement of students not living with parents that funding is sufficient, in %	31.7
(Strong) disagreement of students not living with parents that funding is sufficient, in %	40.6

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:

national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators

students living with parents

Median income of students with very strong agreement that funding is sufficient, amount 8647.67

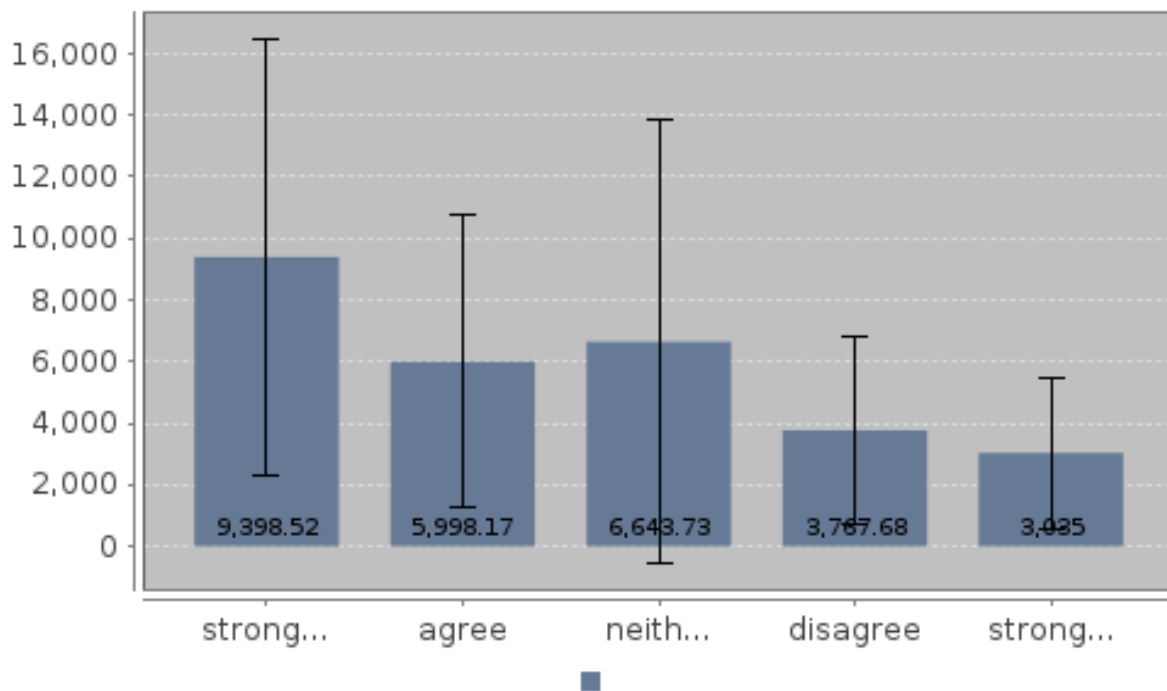
Median income of students with very strong disagreement that funding is sufficient, amount 2000.0

Students not living with parents:

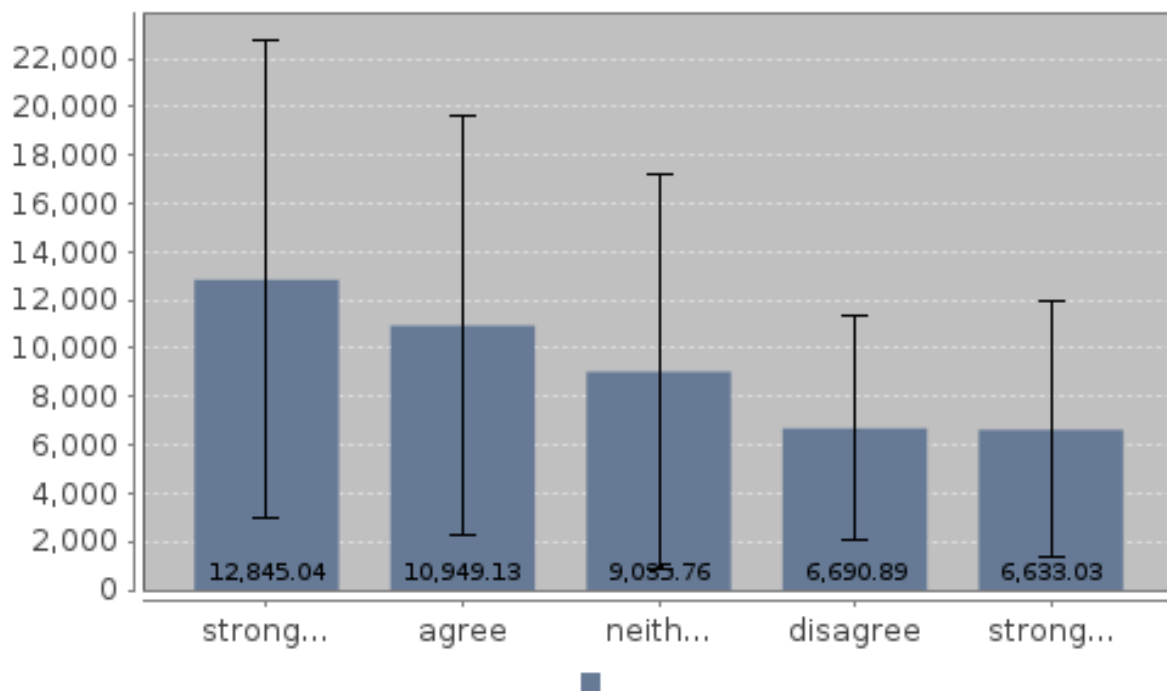
Median income of students with very strong agreement that funding is sufficient, amount 10541.86

Median income of students with very strong disagreement that funding is sufficient, amount 5500.0

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:

national interpretation of the results of the data analysis:

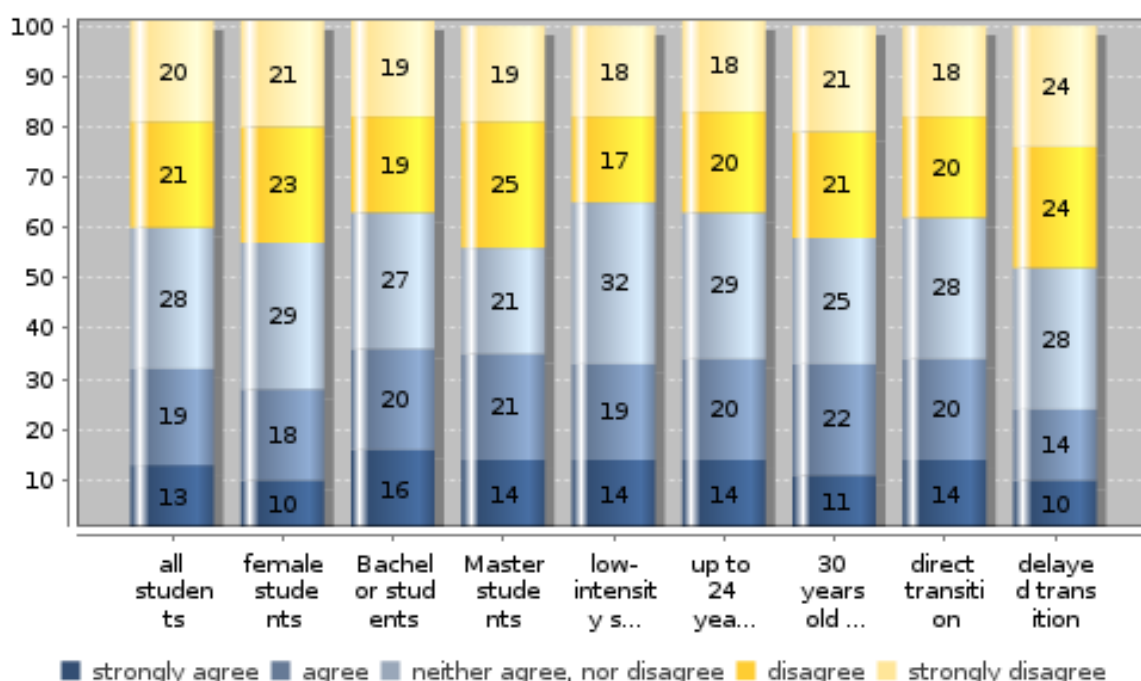
Topic: E. Living costs

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

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	33.2
(Strong) disagreement that funding is sufficient of low-intensity students, in %	35.1
(Strong) agreement that funding is sufficient of up to 24 years old, in %	33.2
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	38.0
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	33.6
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	41.7

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:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

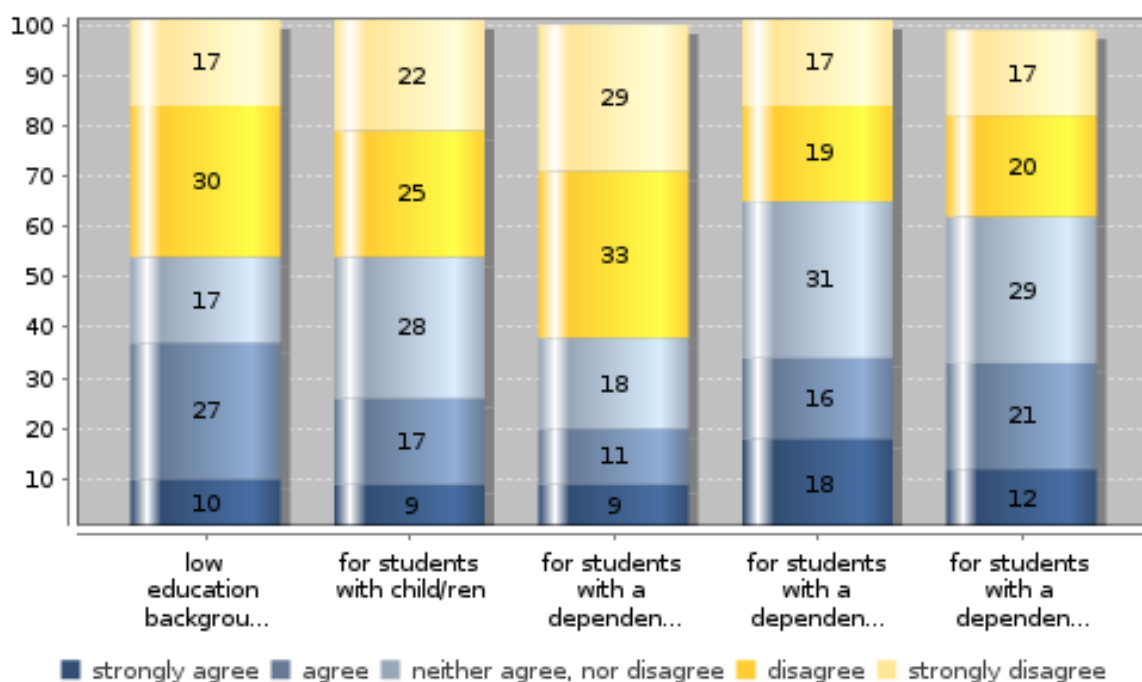
Topic: E. Living costs

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

Key Indicators

(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	46.7
(Strong) disagreement that funding is sufficient for students with child/ren, in %	46.0
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	61.7
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	37.4

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:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

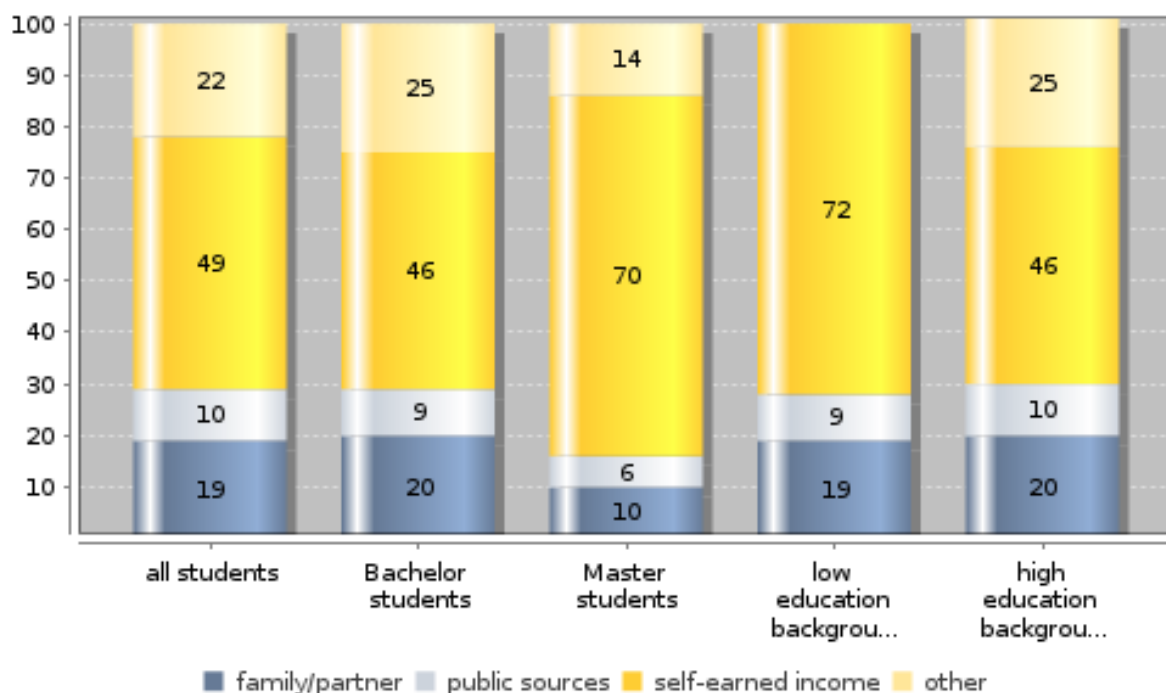
Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators

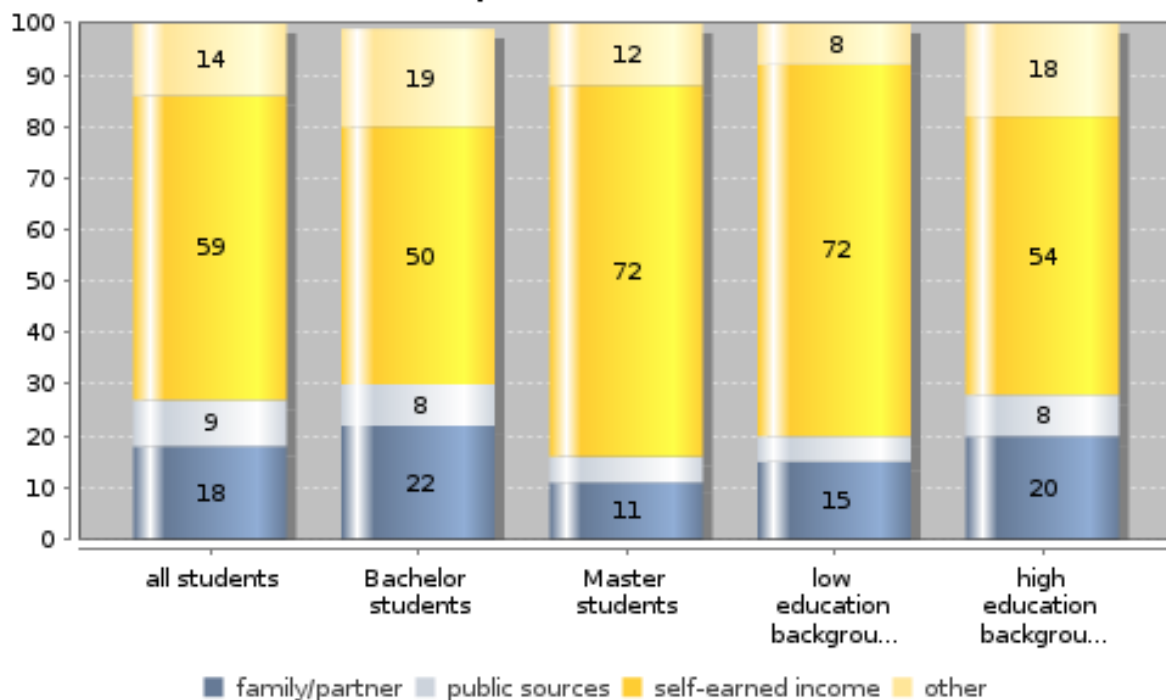
Composition of monthly income for students not living with parents

Family/partner contribution for all students, in %	18.0
Family/partner contribution for Bachelor students, in %	22.3
Family/partner contribution for students with low education background (ISCED 0-2), in %	14.9
Family/partner contribution for students with high education background (ISCED 5-6), in %	20.2
Job contribution for all students, in %	58.6
Job contribution for Bachelor students, in %	50.2
Job contribution for students with low education background (ISCED 0-2), in %	72.3
Job contribution for students with high education background (ISCED 5-6), in %	54.3

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

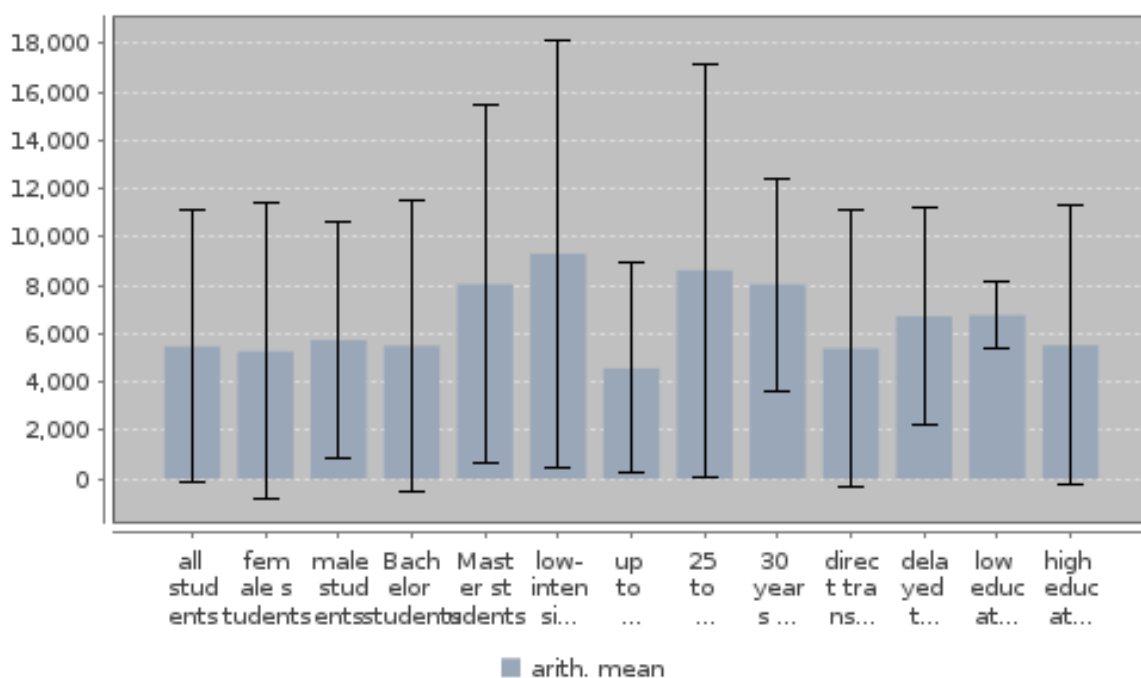
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	235.9
median income Bachelor students, amount	215.7
median income Master students, amount	287.2
median income low-intensity students, amount	383.5
median income 25-29 years old, amount	383.5

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

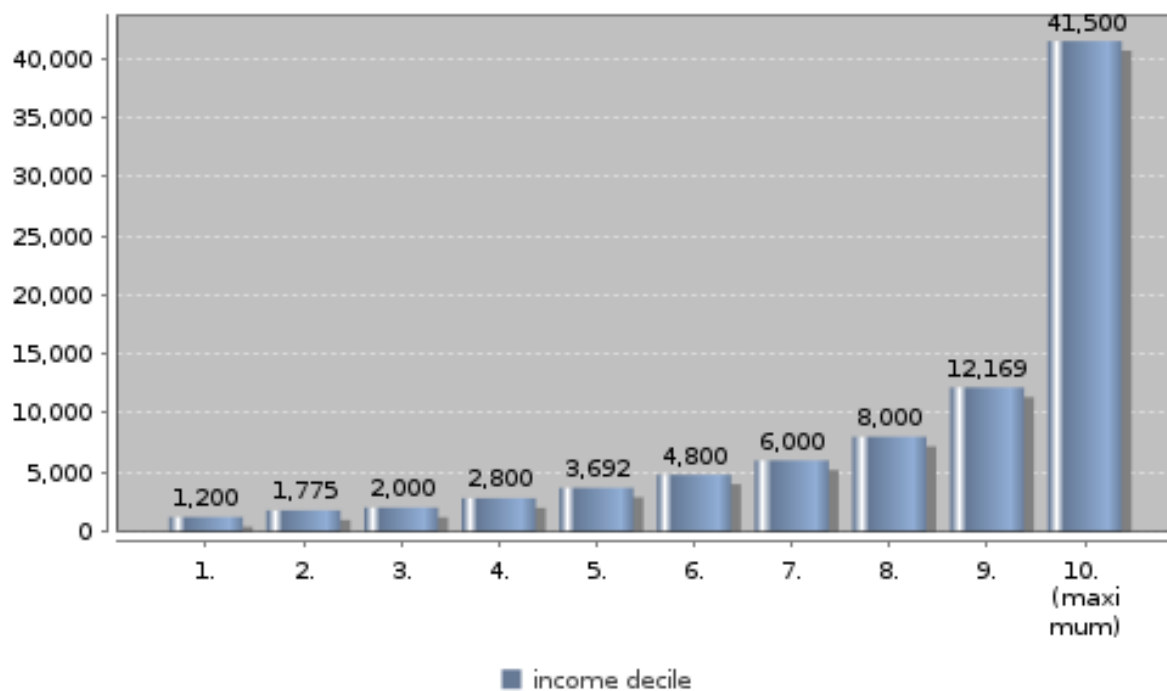
Topic: F. Funding and state assistance

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

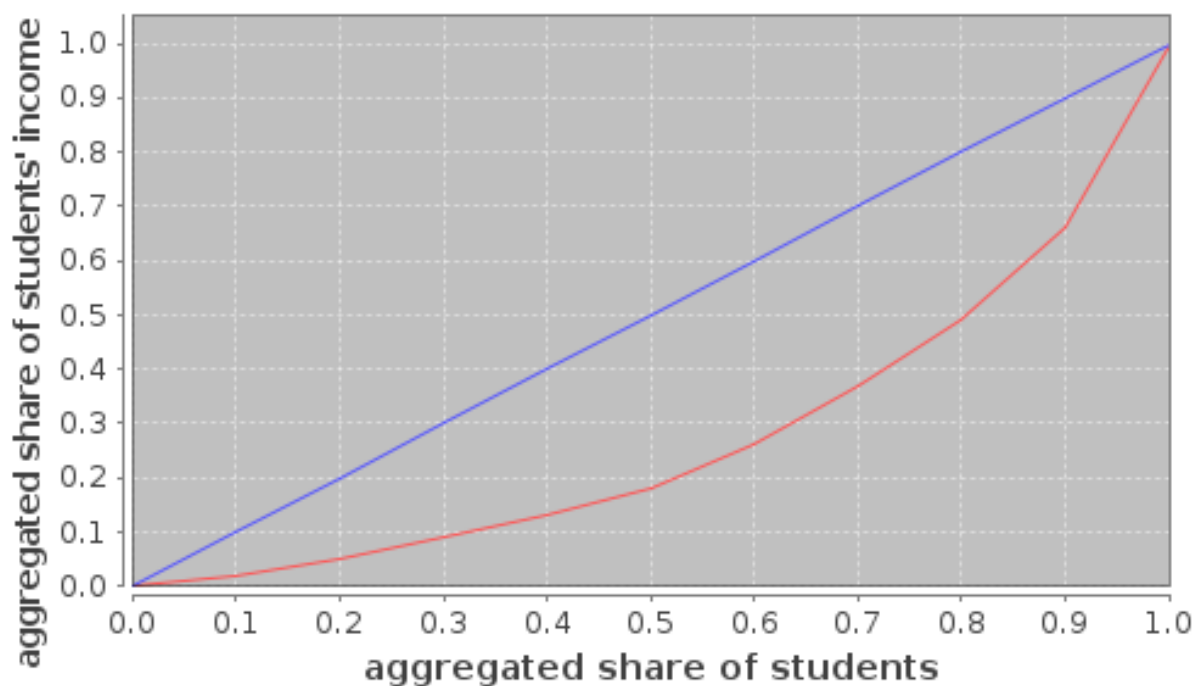
Key Indicators

Income cut-off point for lowest 20% of students, amount	113.4
Gini coefficient	0.46

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

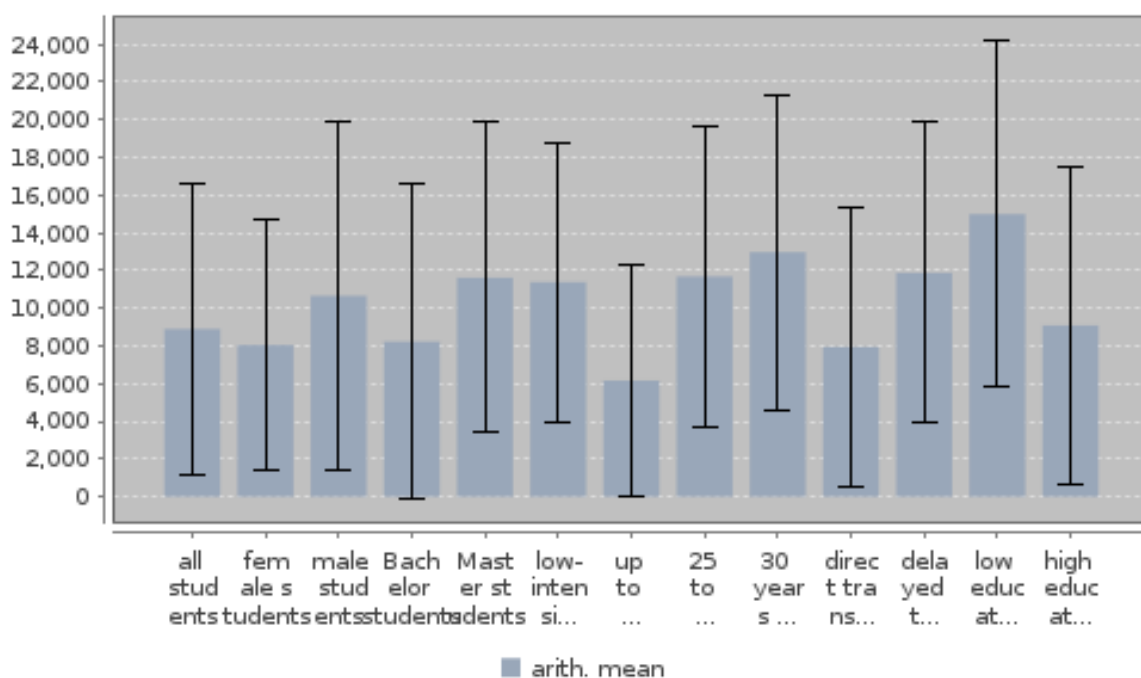
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	415.4
median income Bachelor students, amount	323.2
median income Master students, amount	639.2
median income low-intensity students, amount	639.2
median income 25-29 years old, amount	673.3

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

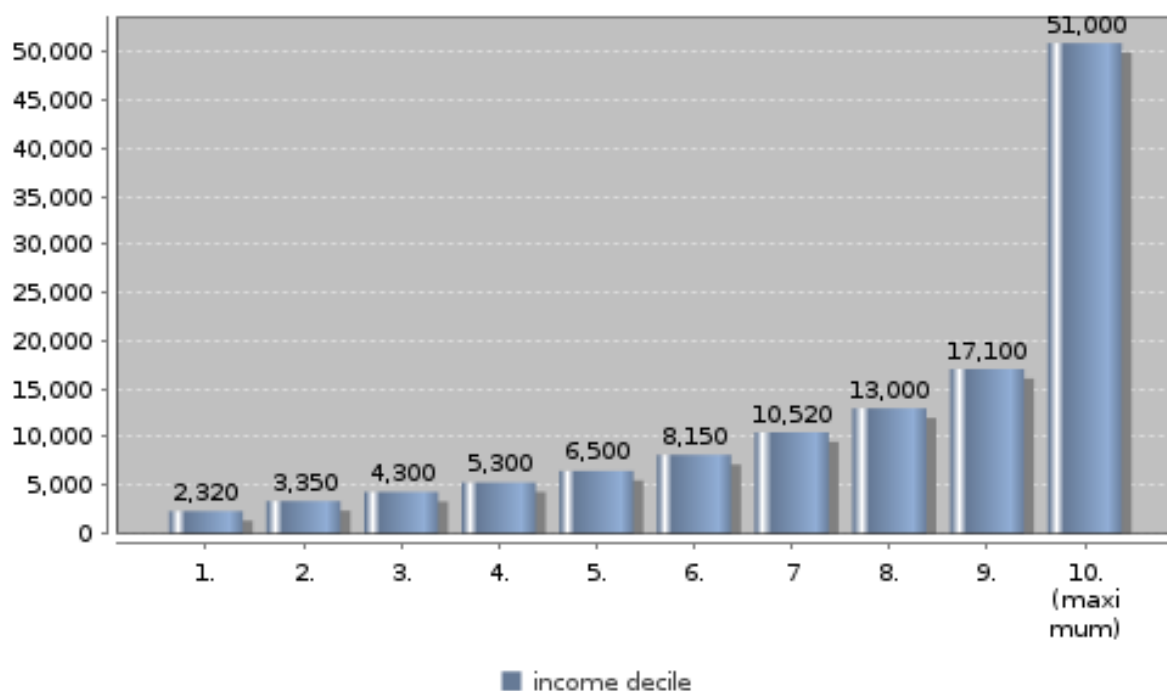
Topic: F. Funding and state assistance

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

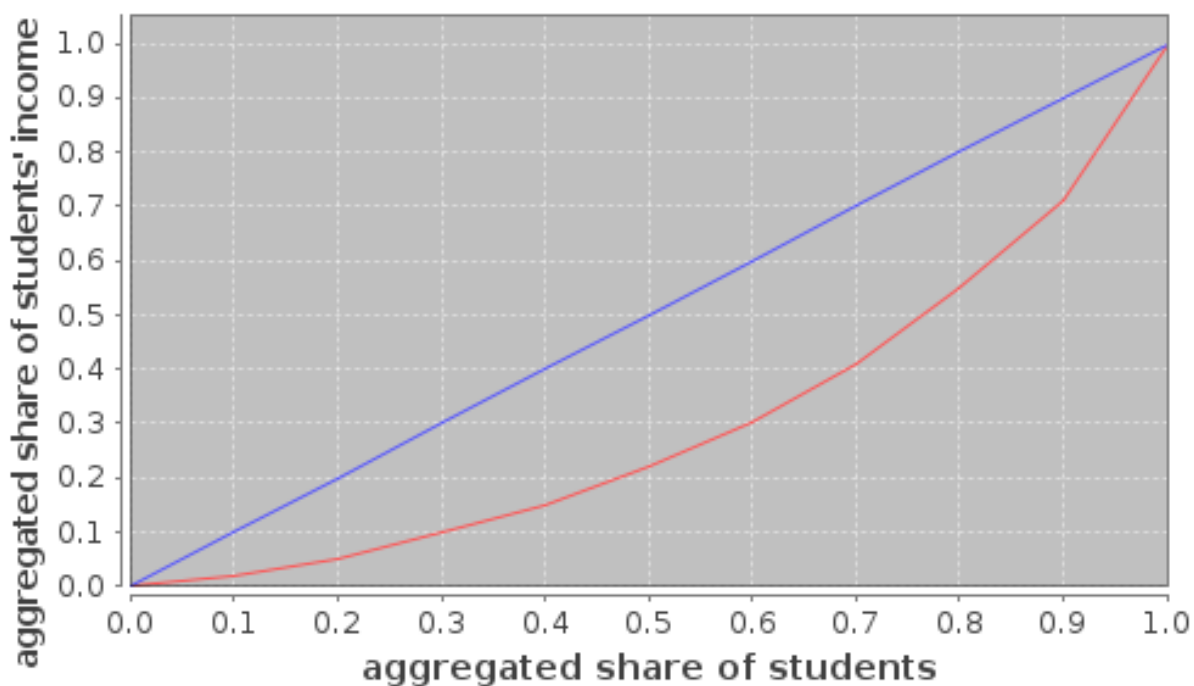
Key Indicators

Income cut-off point for lowest 20% of students, amount	214.1
Gini coefficient	0.42

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:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

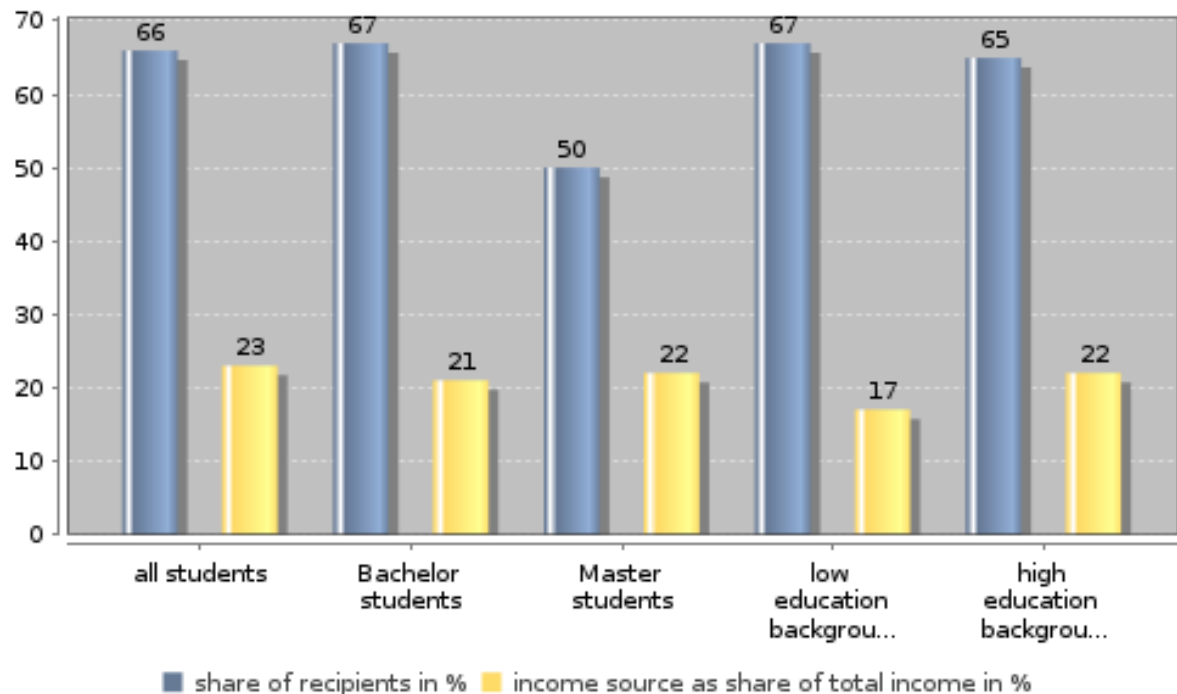
Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators

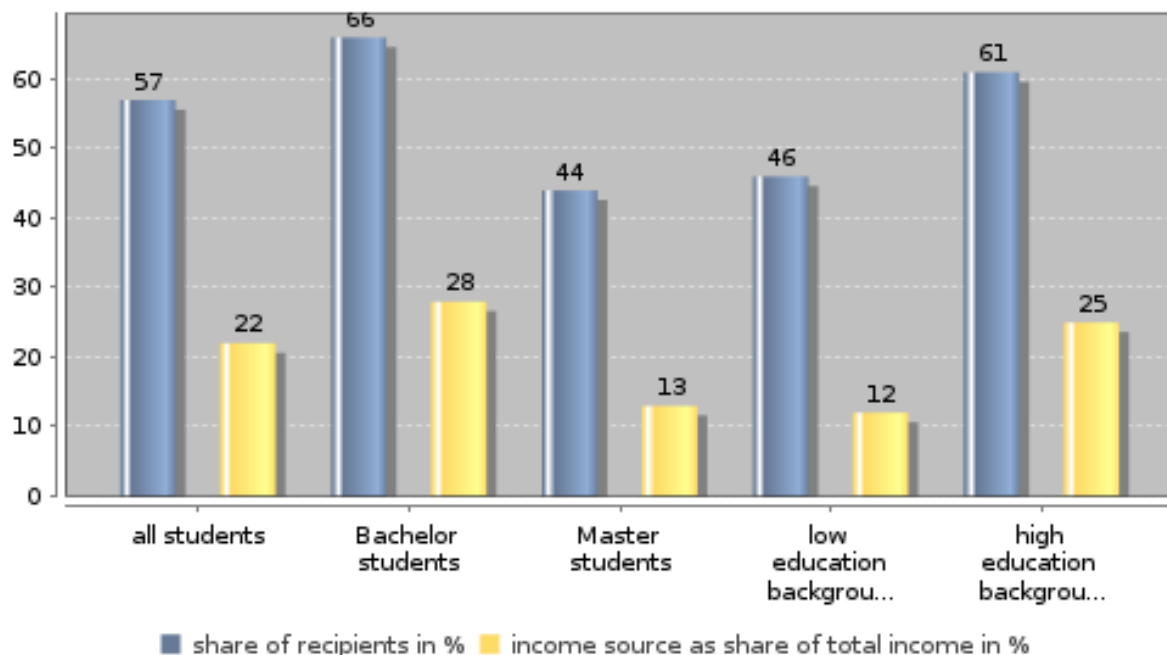
Family/partner contribution for students not living with parents

Share of recipients of all students, in %	56.5
Share of recipients of Bachelor students, in %	66.11
Share of recipients of students with low education background, in %	46.42
Share of recipients of students with high education background (ISCED 5-6), in %	61.12
Contribution to total monthly income of all students, in %	22.2
Contribution to total monthly income of Bachelor students, in %	27.9
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	12.3
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	25.3

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

Very few cases for people with low education background: for students living with parents 2, for students not living with parents 13

national interpretation of the results of the data analysis:

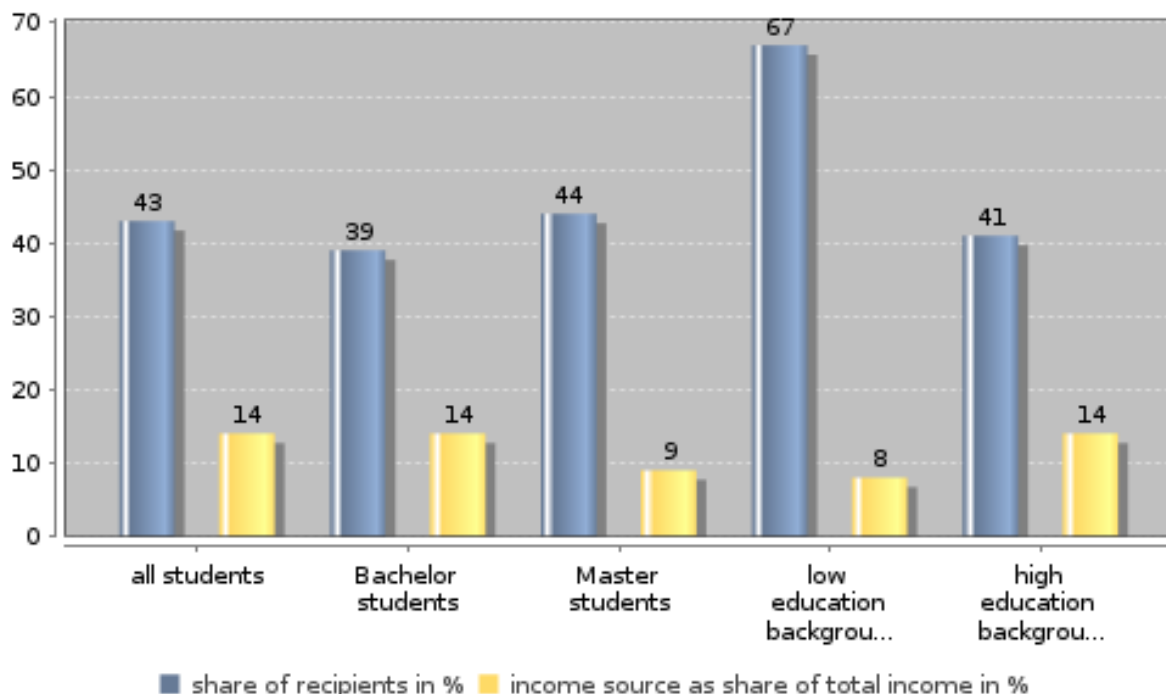
Topic: F. Funding and state assistance

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

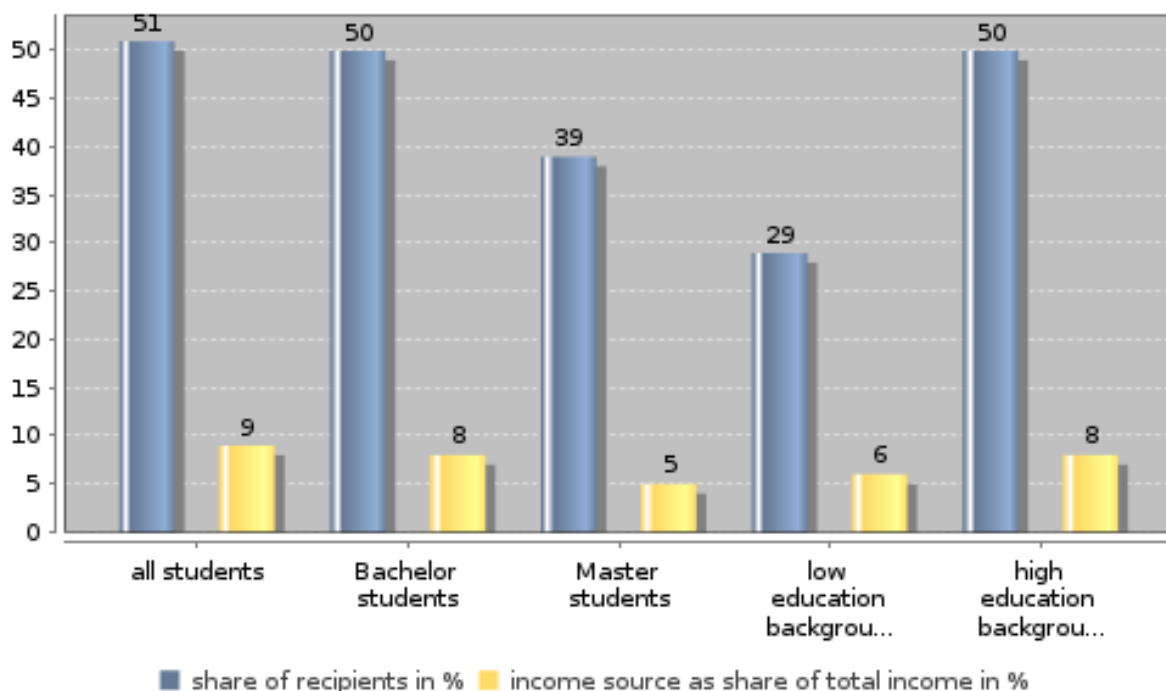
Key Indicators

Public support for students not living with parents	
Share of recipients of all students, in %	50.91
Share of recipients of Bachelor students, in %	49.58
Share of recipients of students with low education background, in %	28.57
Share of recipients of students with high education background (ISCED 5-6), in %	50.3
Contribution to total monthly income of all students, in %	8.7
Contribution to total monthly income of Bachelor students, in %	8.1
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	6.4
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	7.5

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

Very few cases for people with low education background: for students living with parents 2, for students not living with parents 8

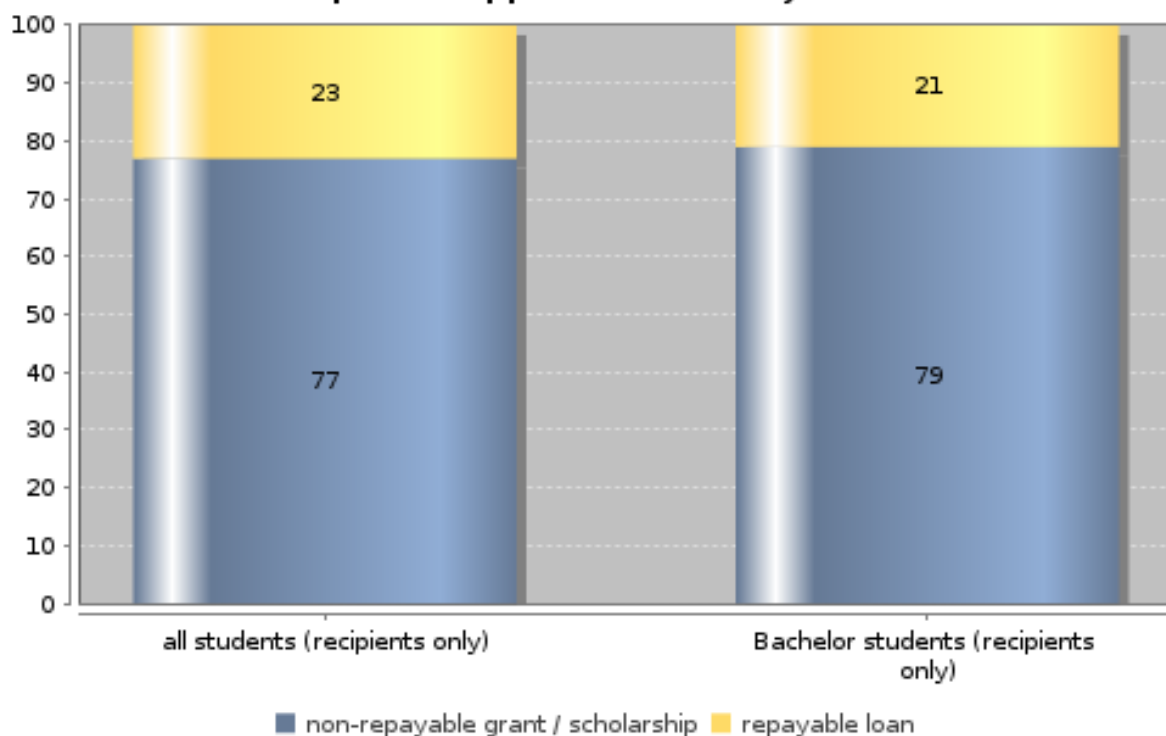
national interpretation of the results of the data analysis:

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

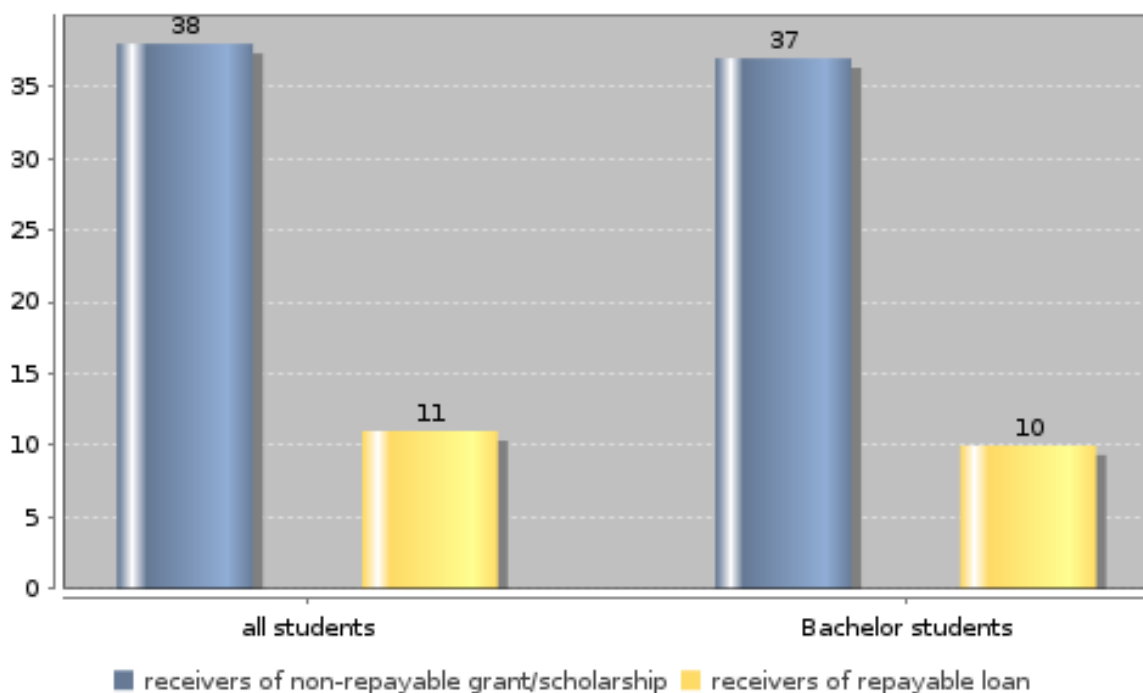
Key Indicators

Non-repayable public support as share of total public support for all students (recipients only), in %	76.9
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	79.0
Students who receive non-repayable support as share of whole student body, in %	38.1
Students who receive non-repayable support as share of all Bachelor students, in %	36.9
Students who receive repayable loans as share of whole student body, in %	11.4
Students who receive repayable loans as share of all Bachelor students, in %	9.8

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

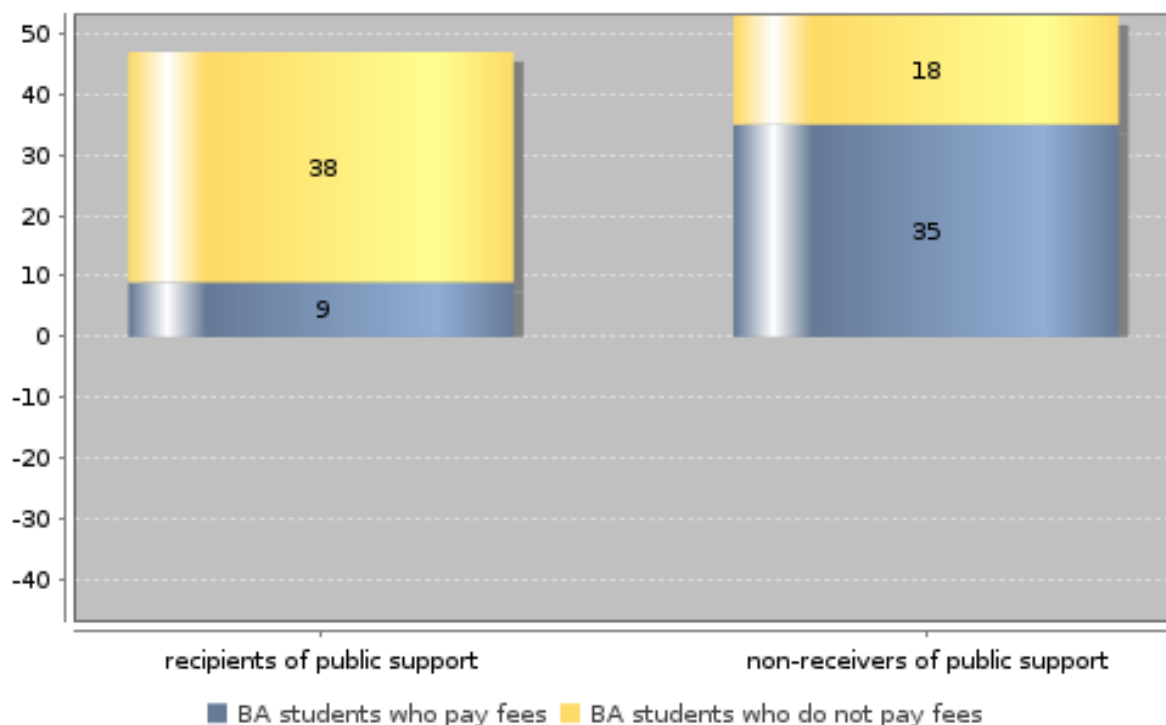
Topic: F. Funding and state assistance

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

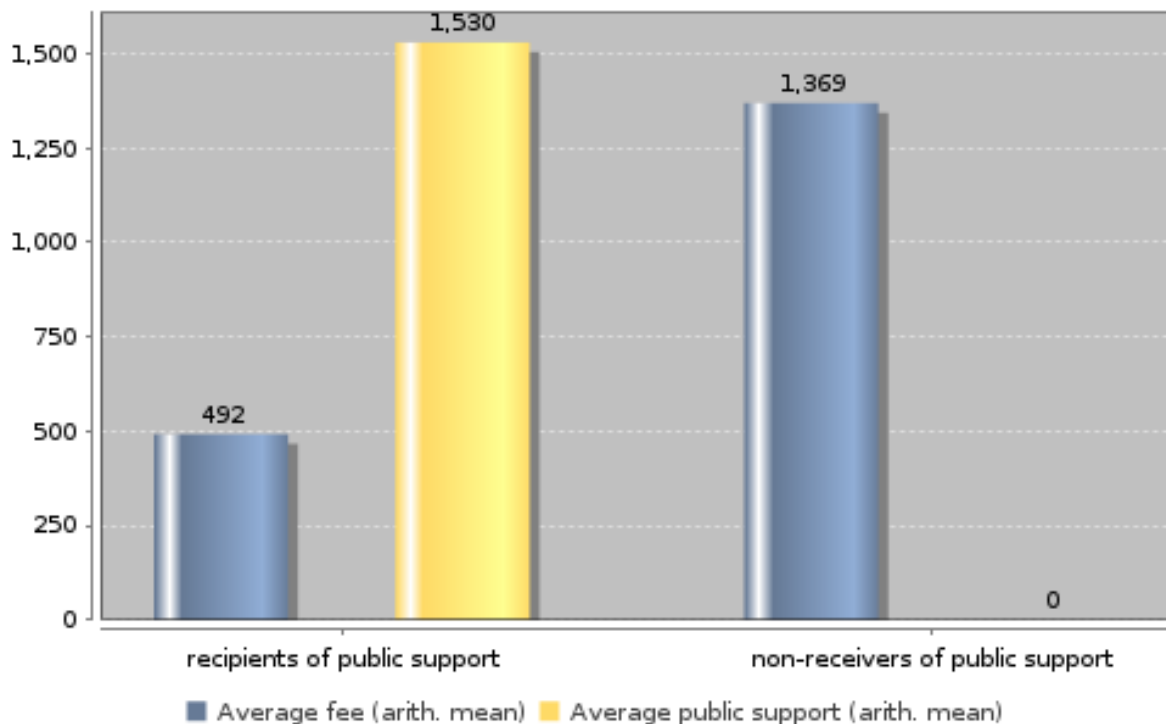
Key Indicators

Recipients of public support who pay fees, in %	9.1
Share of public support which covers fees for recipients of public support, in %	32.2

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

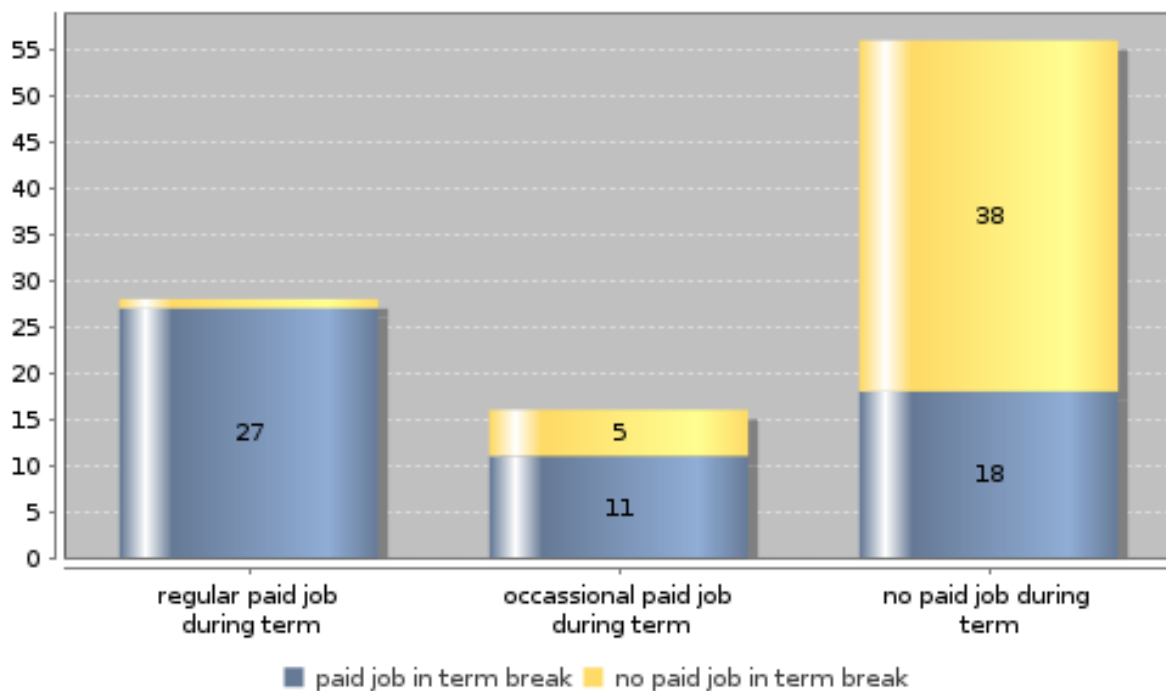
Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators

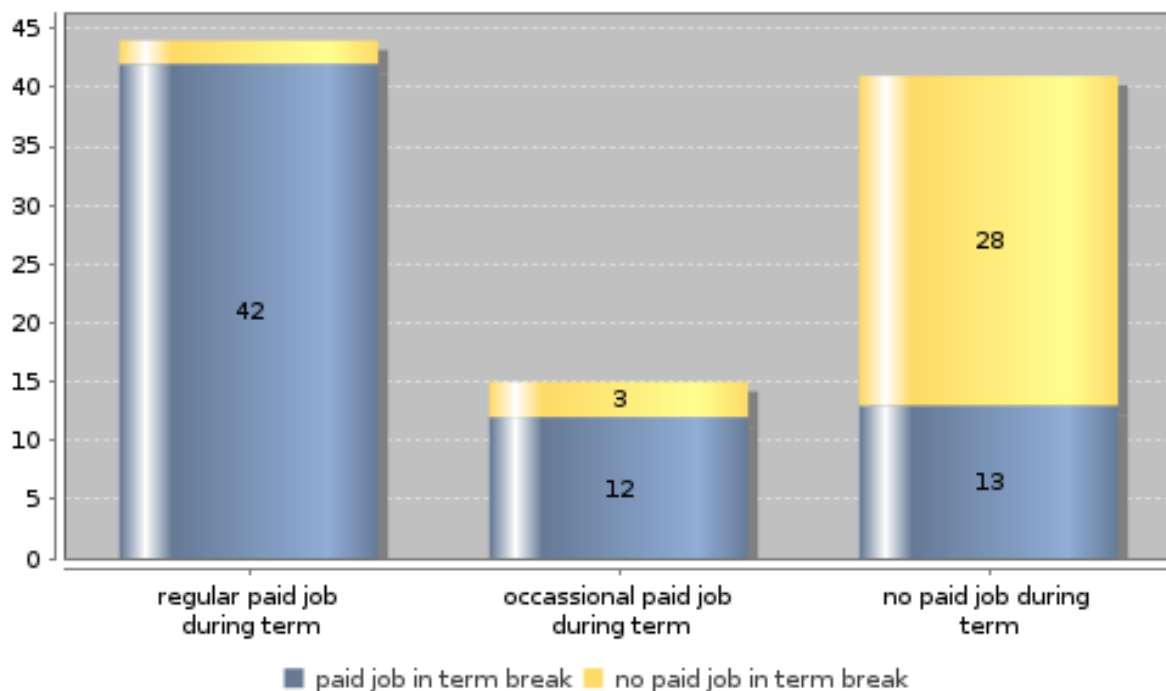
Employment rate of students not living with parents by type of employment:

Regular paid job during term, in %	44.1
Occasional paid job during term, in %	15.0
Regular paid job during term and in term break, in %	41.9
Occasional paid job during term and in term break, in %	11.9
No paid job at any time, in %	27.6

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

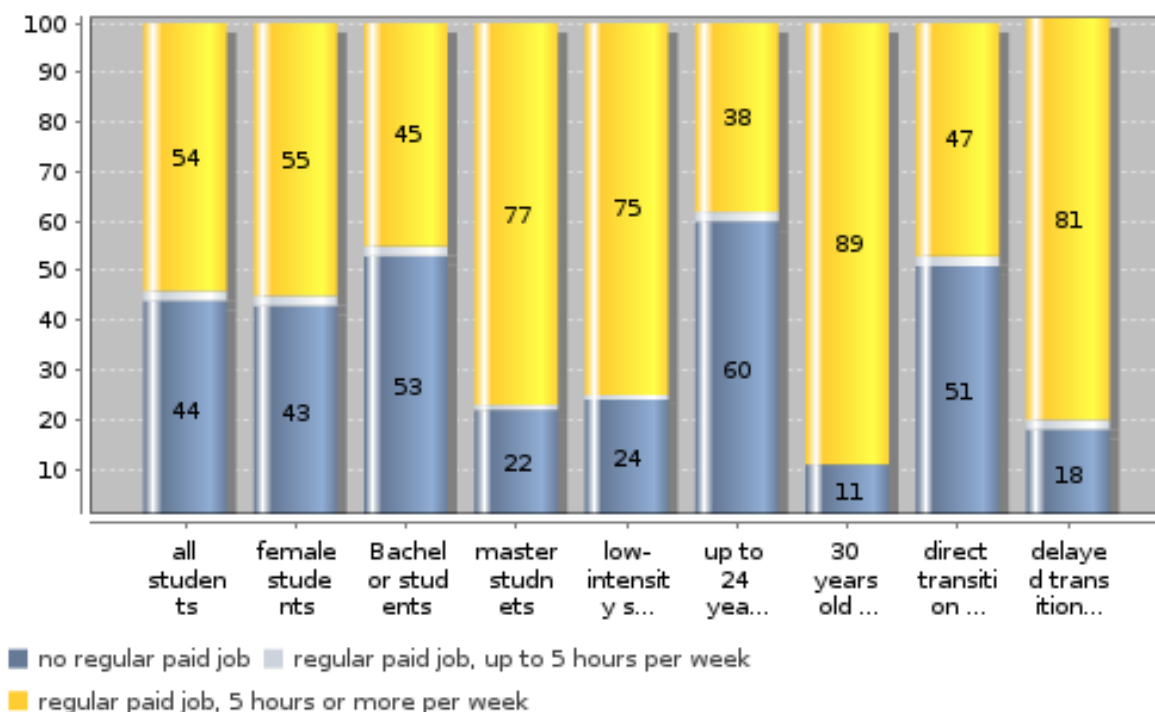
Topic: G. Time budget and employment

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

Key Indicators

Regular paid job, 5 hours or more per week, all students, in %	54.3
Regular paid job, 5 hours or more per week, BA students, in %	44.8
Regular paid job, 5 hours or more per week, low-intensity students, in %	75.2
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	88.7

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

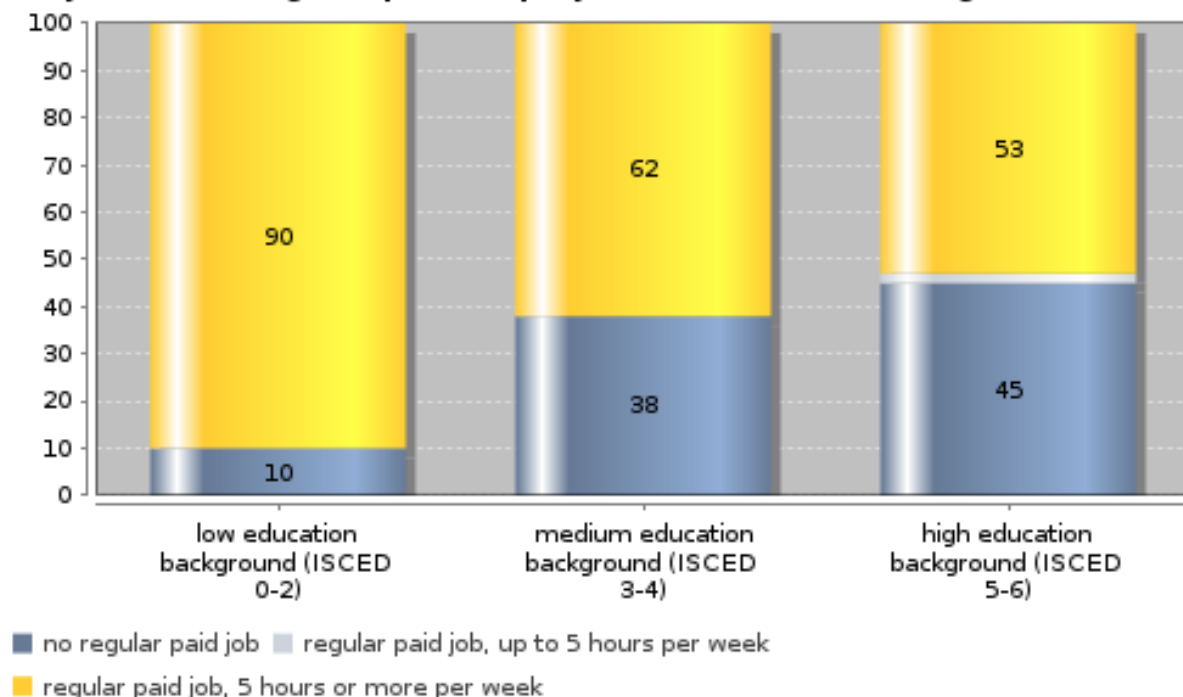
Topic: G. Time budget and employment

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

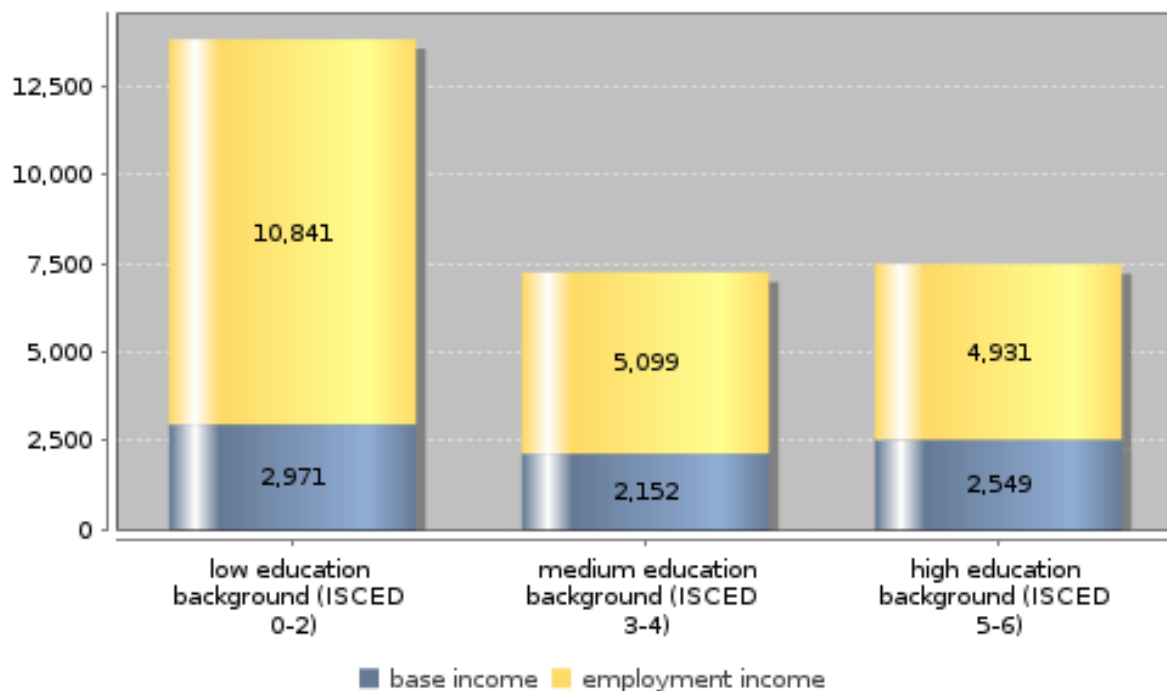
Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	89.7
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	52.9
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	78.5
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	65.9

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

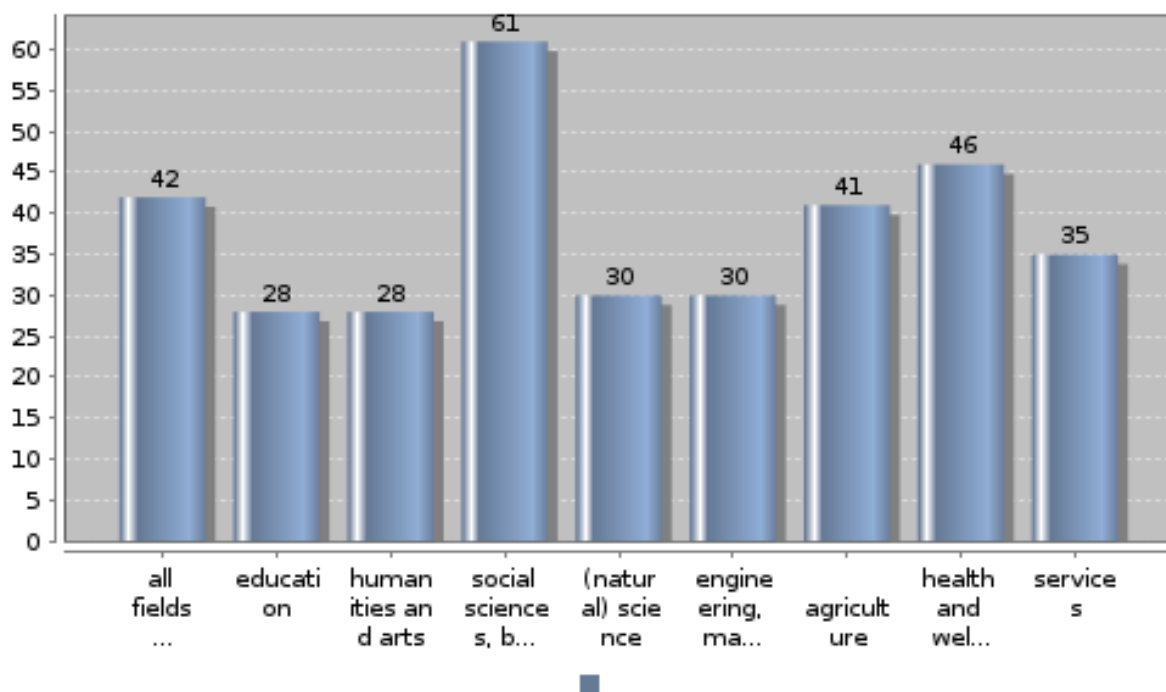
Subtopic 4: Employment rate during term-time by field of study

Key Indicators

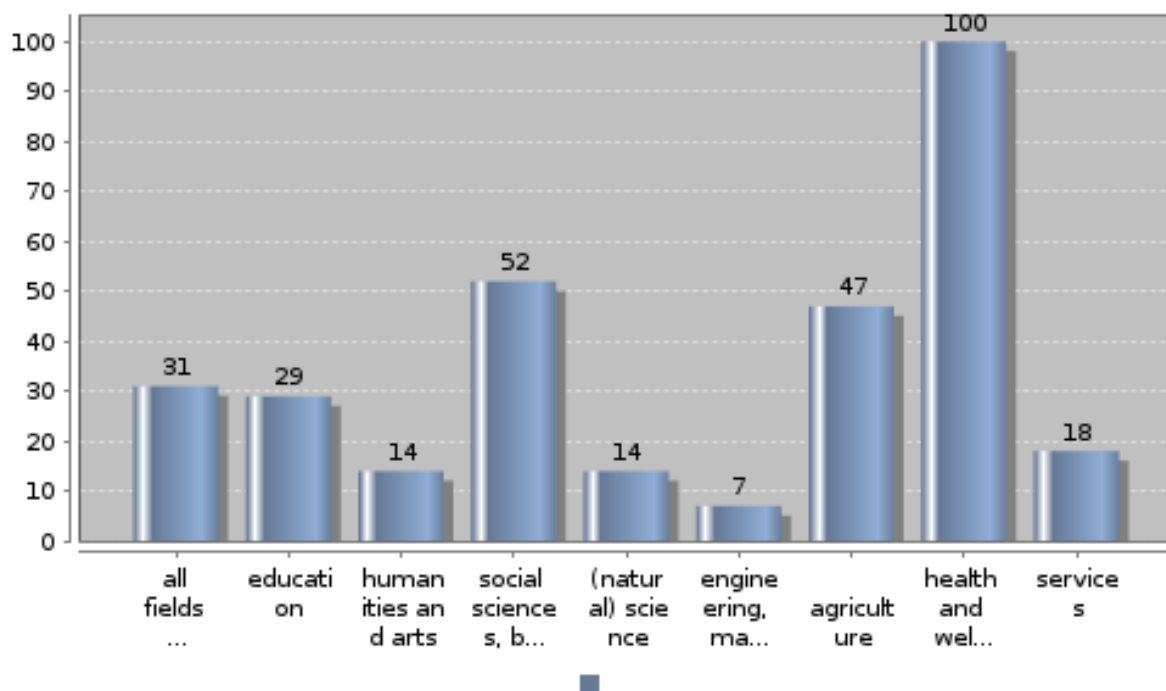
Employment rate of:

all students in engineering disciplines, in %	30.0
all students in humanities and arts, in %	27.5
BA students in engineering disciplines, in %	6.9
BA students in humanities and arts, in %	14.3

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:

national interpretation of the results of the data analysis:

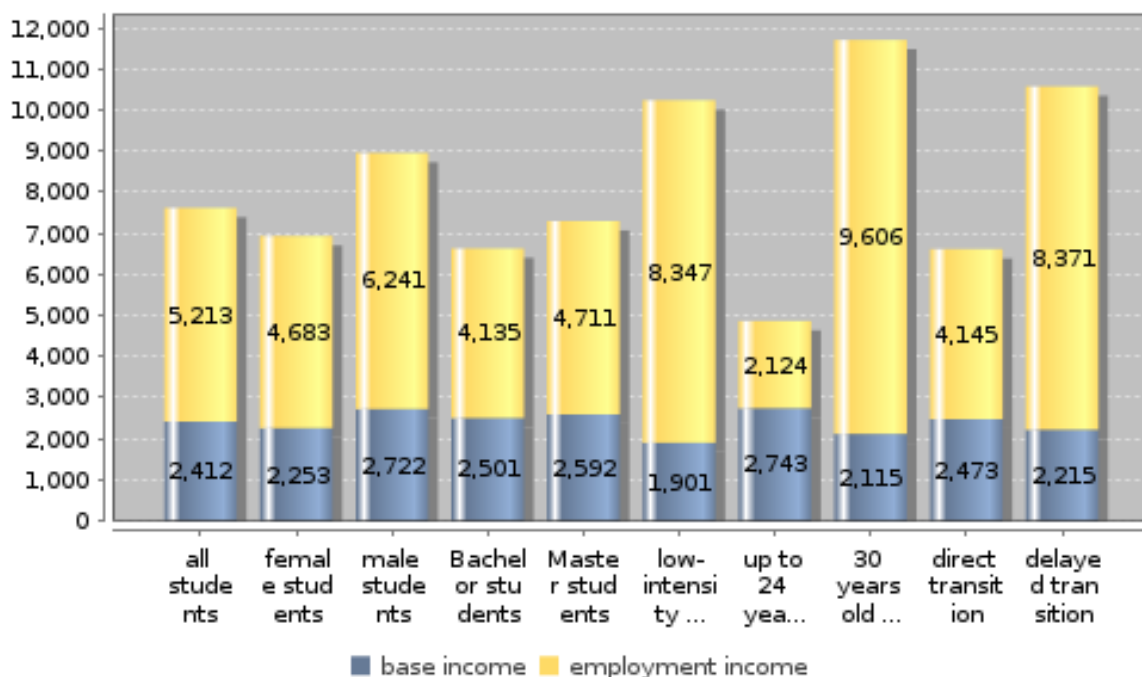
Topic: G. Time budget and employment

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

Key Indicators

Income from employment as share of total income for all students, in %	68.4
Income from employment as share of total income for BA students, in %	62.3
Income from employment as share of total income for low-intensity students, in %	81.5
Income from employment as share of total income for 30 years old or above, in %	82.0

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:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

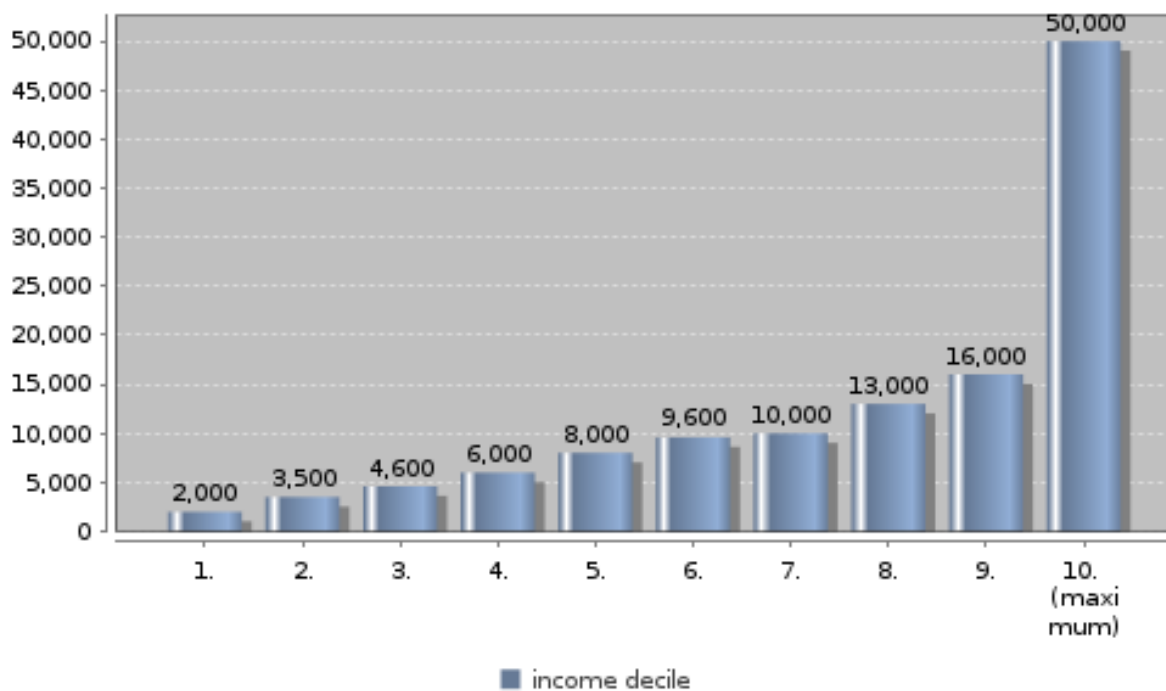
Topic: G. Time budget and employment

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

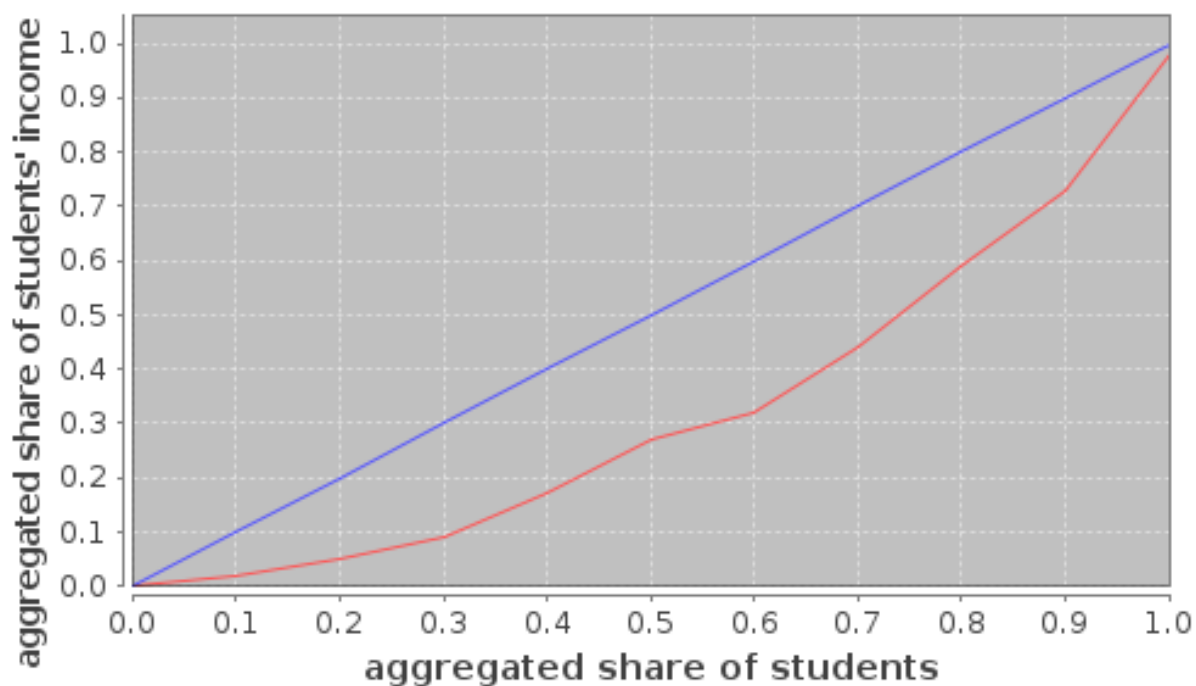
Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	223.7
Gini coefficient	0.34

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:

national interpretation of the results of the data analysis:

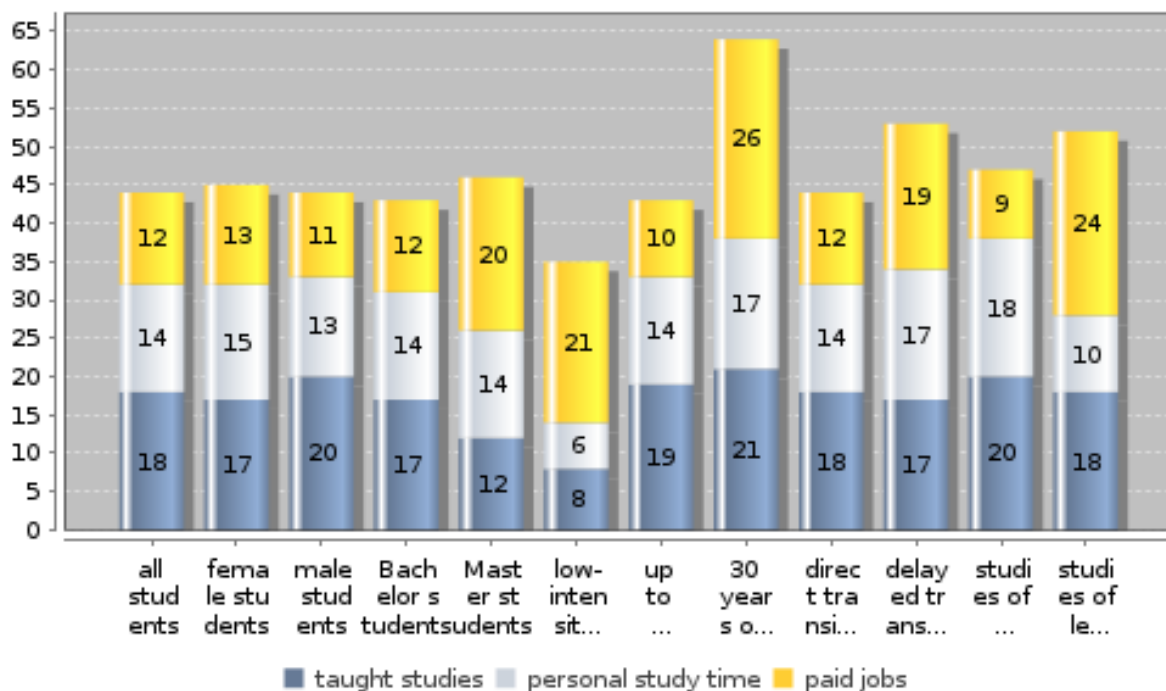
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

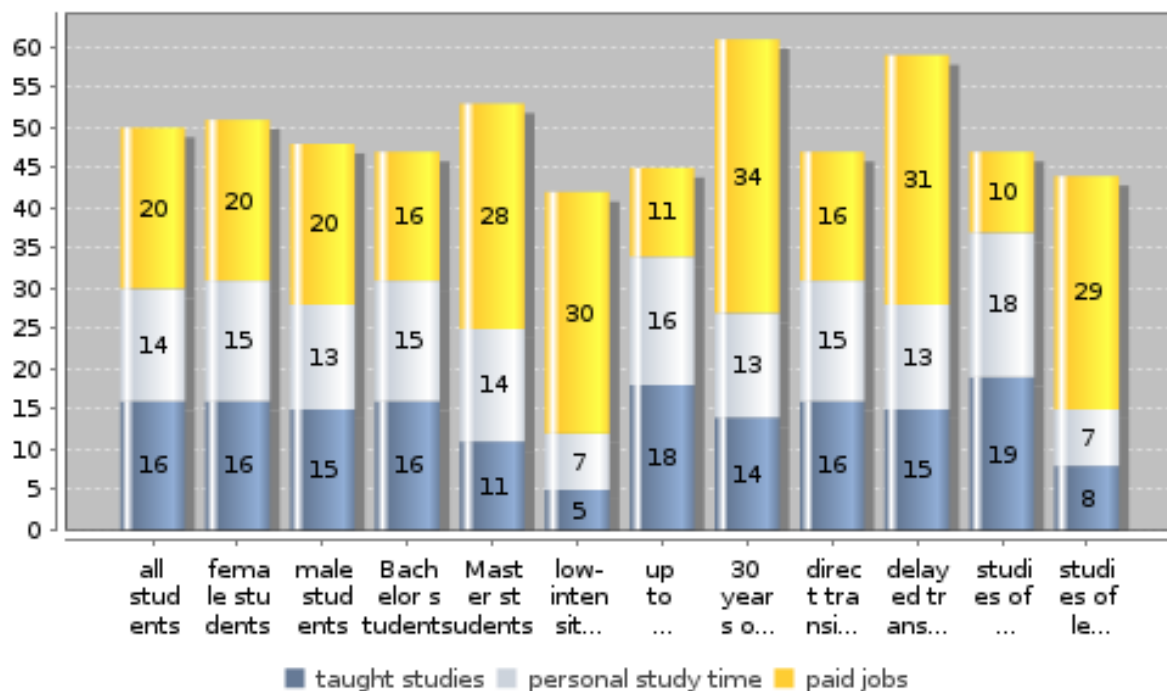
Key Indicators

Study-related activities of all students not living with parents, hrs/wk	30.0
Study-related activities of BA students not living with parents, hrs/wk	31.0
Study-related activities of MA students not living with parents, hrs/wk	25.0
Study-related activities of low-intensity students not living with parents, hrs/wk	12.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	37.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	15.0

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:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

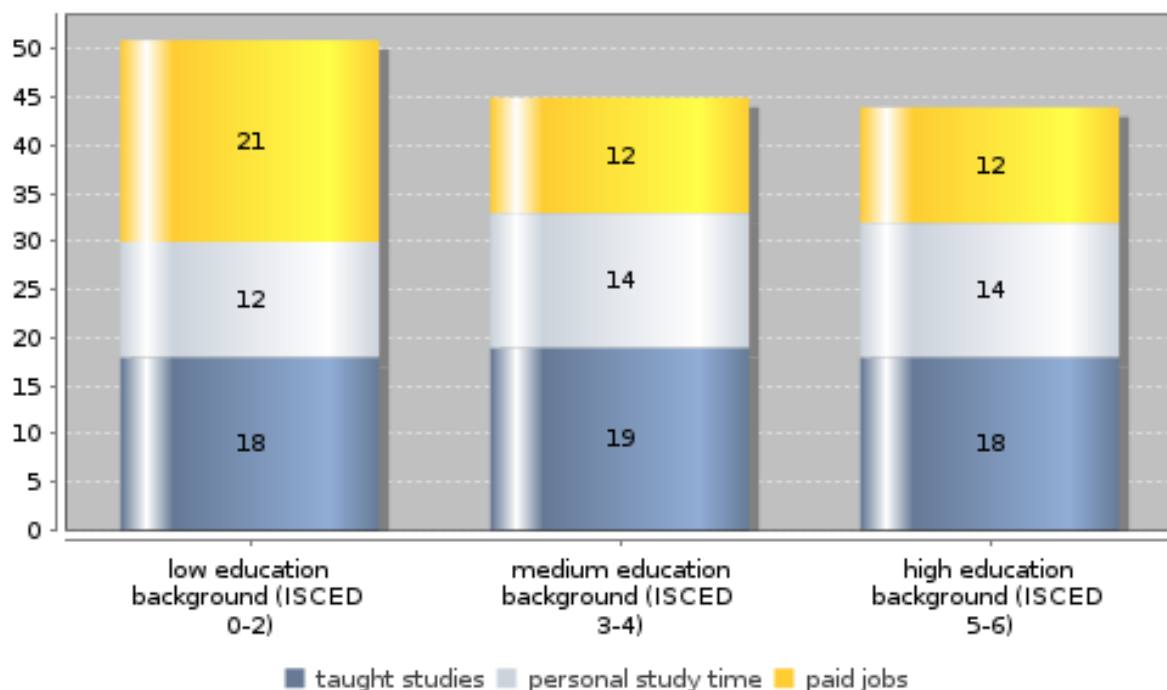
Topic: G. Time budget and employment

Subtopic 8: Time budget by social background

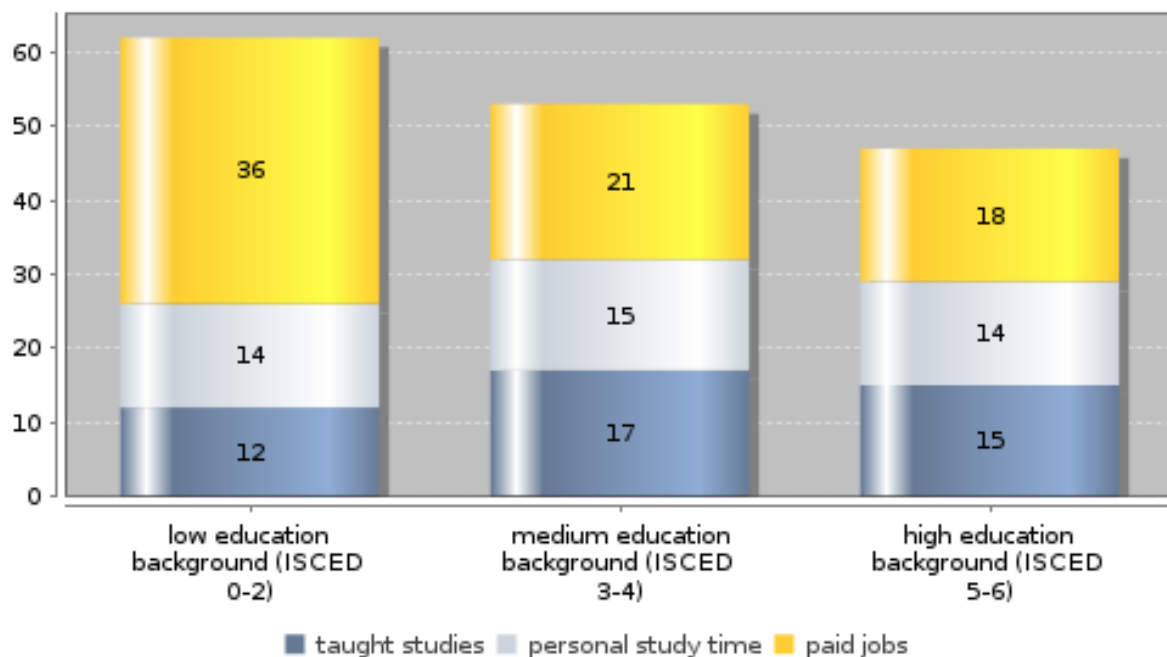
Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	30.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	26.0

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

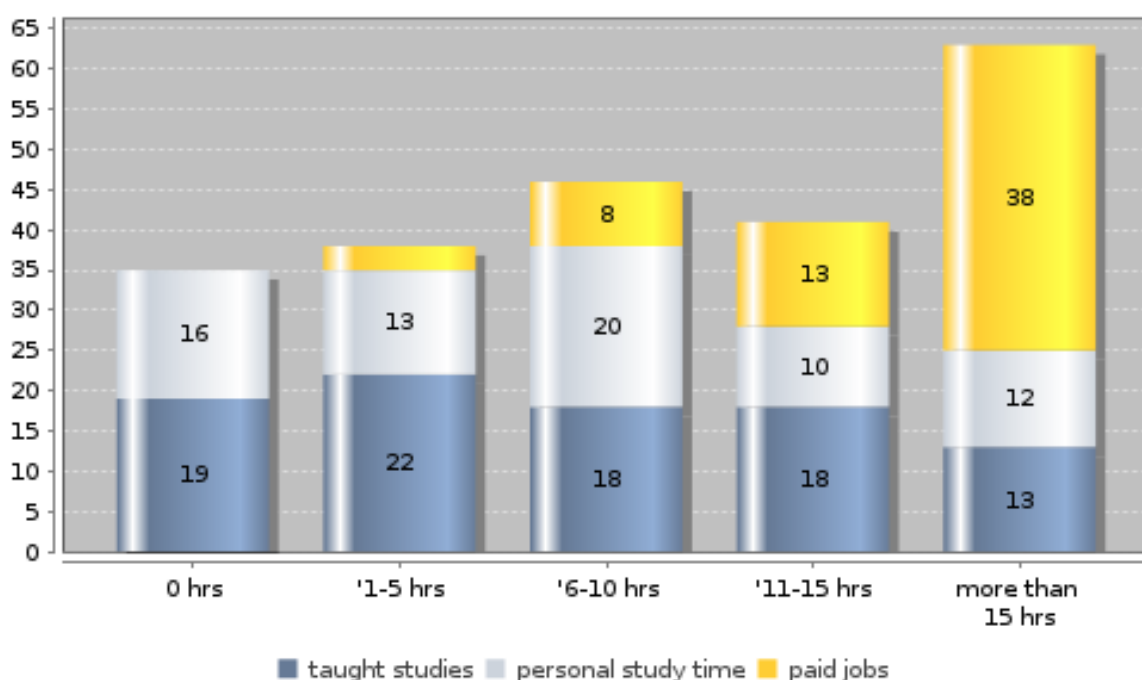
Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators

Study-related activities of students with no paid employment, hrs/wk	35.0
Study-related activities of students, who work 1-5 hrs/wk	35.0
Study-related activities of students, who work 11-15 hrs/wk	28.0
Study-related activities of students, who work more than 15 hrs/wk	25.0

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:

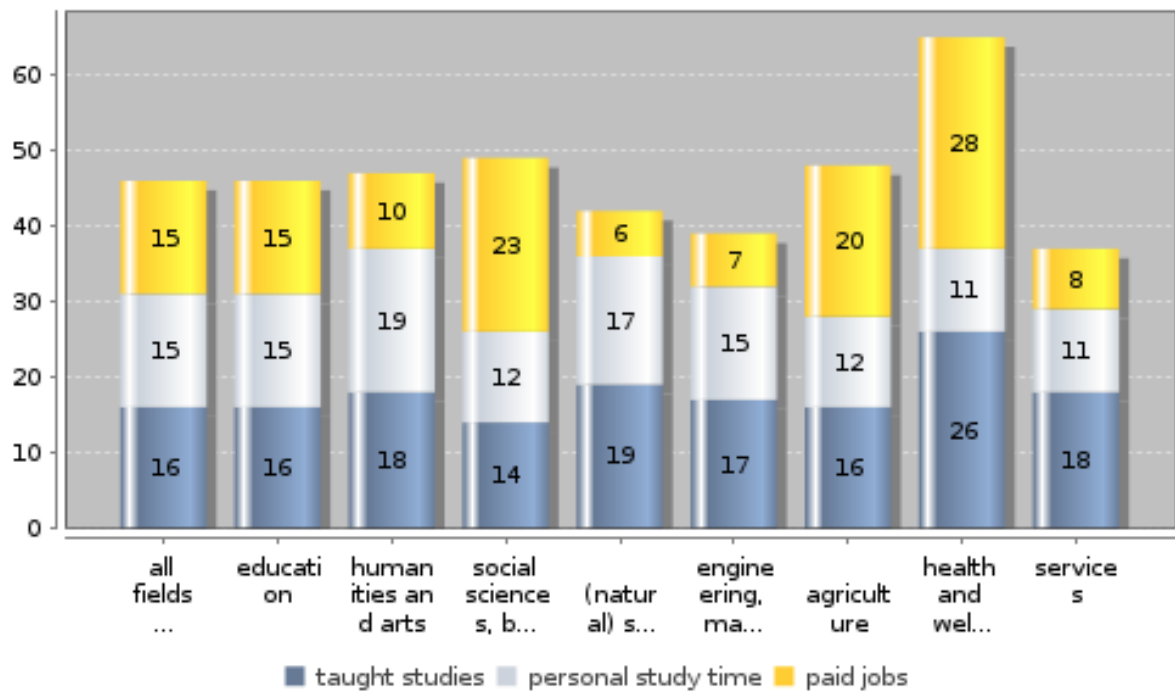
Topic: G. Time budget and employment

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

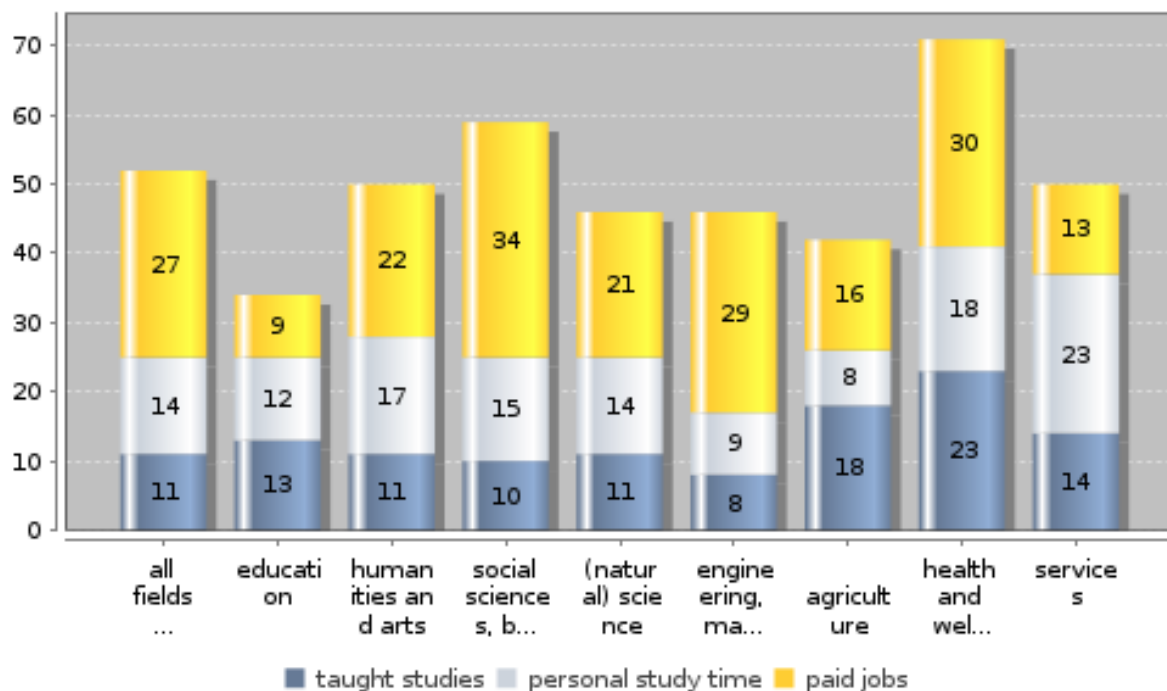
Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	31.8
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	37.1
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	16.8
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	27.6

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:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

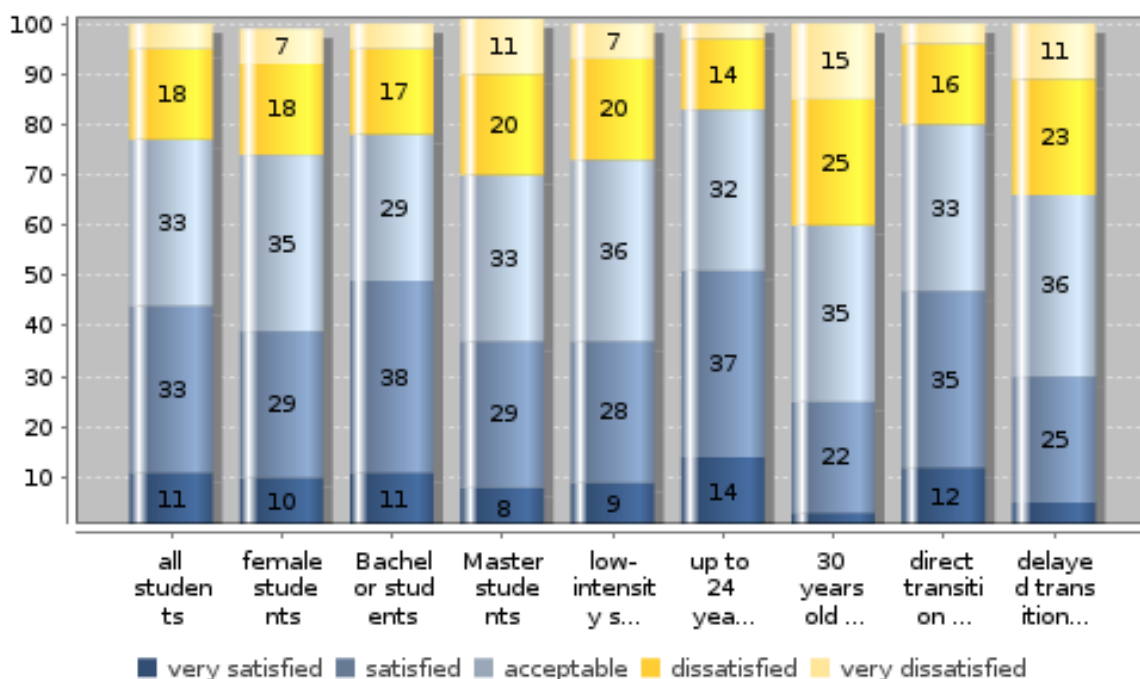
Topic: G. Time budget and employment

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

Key Indicators

Share of all students who are (very) satisfied, in %	43.6
Share of BA students who are (very) satisfied, in %	48.6
Share of low-intensity students who are (very) satisfied, in %	37.1
Share of 30 year olds or over who are (very) satisfied, in %	24.8

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

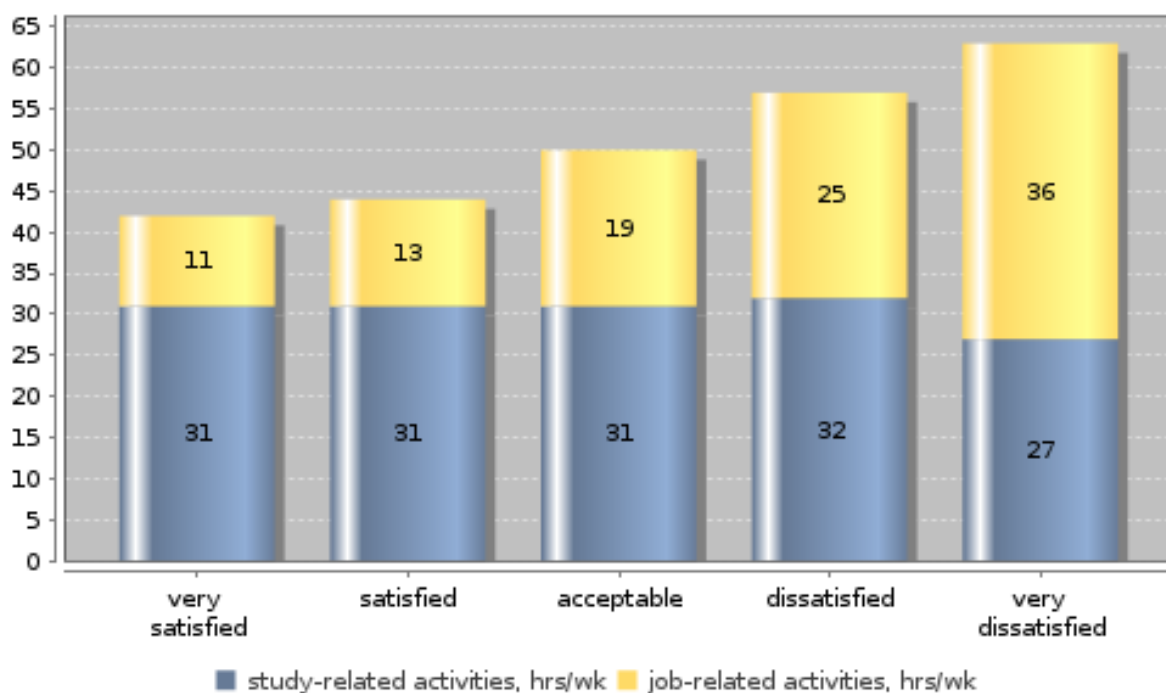
Topic: G. Time budget and employment

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

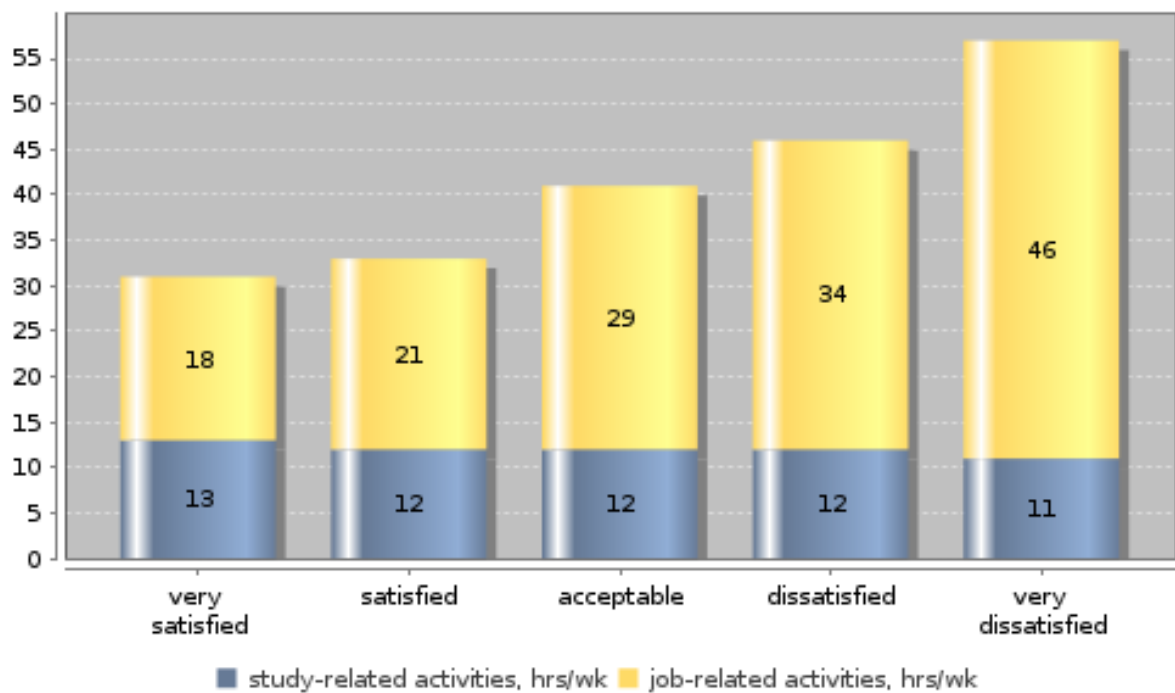
Key Indicators

Total workload of all students who are very dissatisfied, in hrs/wk	119.4
Total workload of BA students who are very dissatisfied, in hrs/wk	119.6
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	103.1

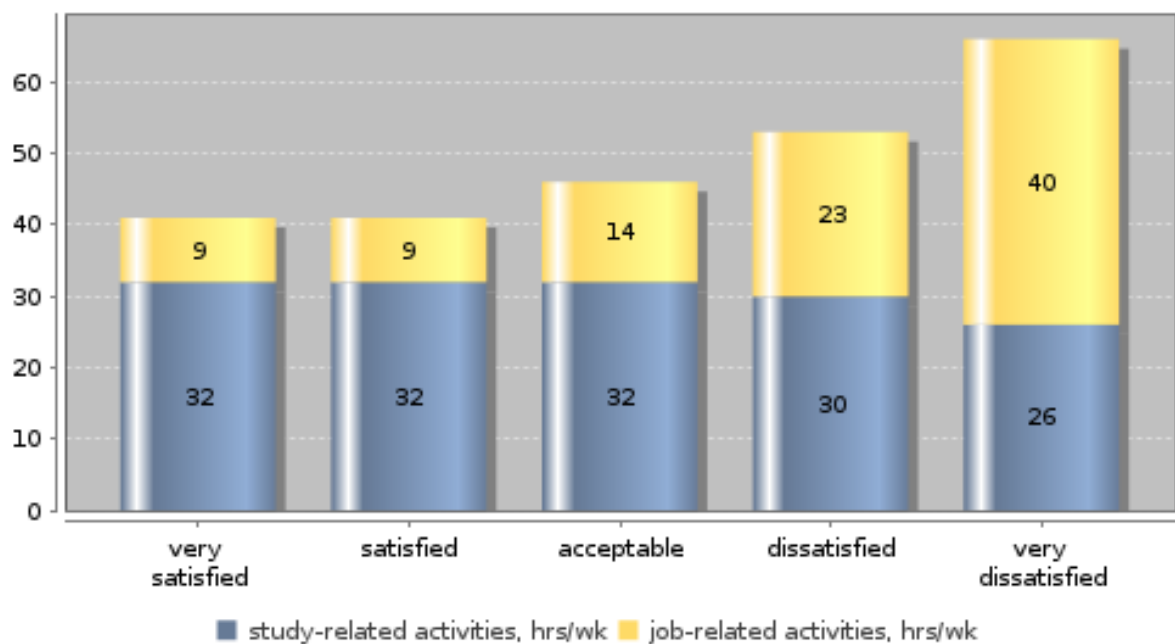
Time budget by students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

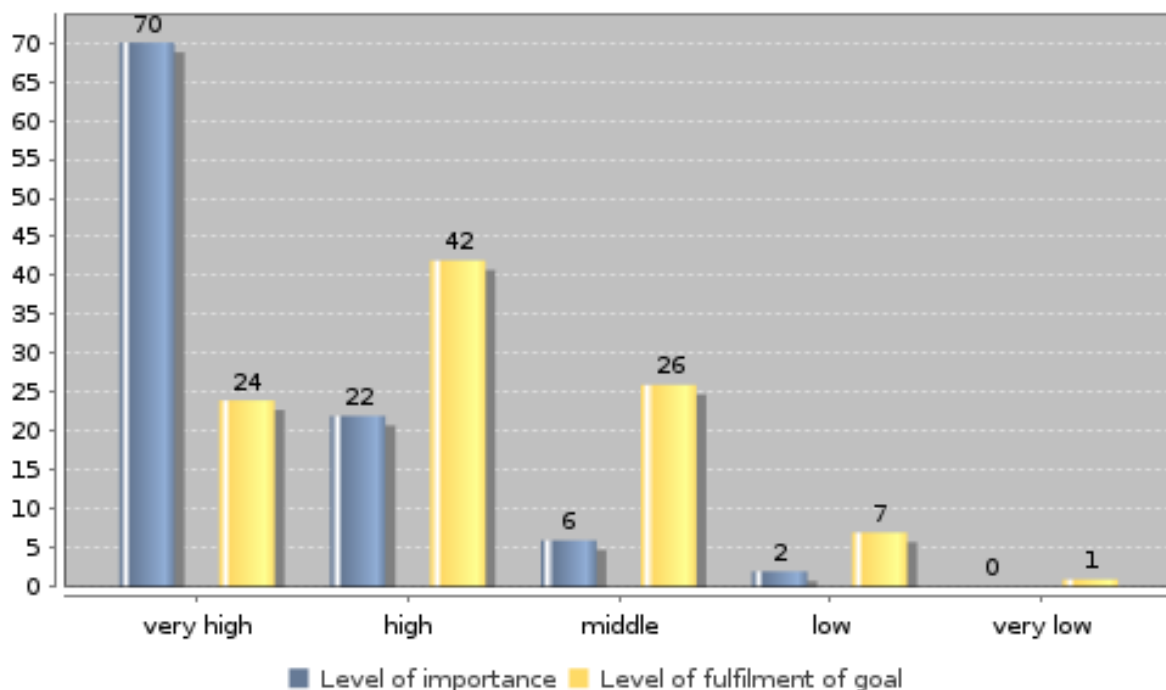
Topic: H. Assessment of studies

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

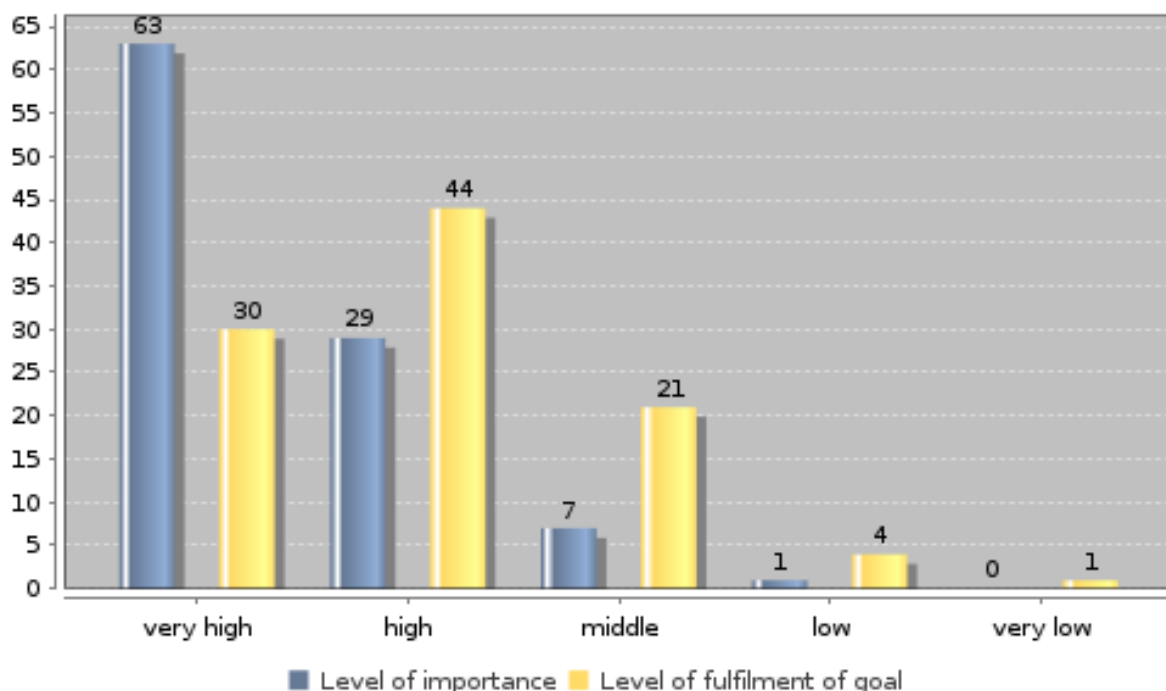
Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %	66.6
Share of all students whose goals are met at (very) high level - basis for personal development, in %	73.4

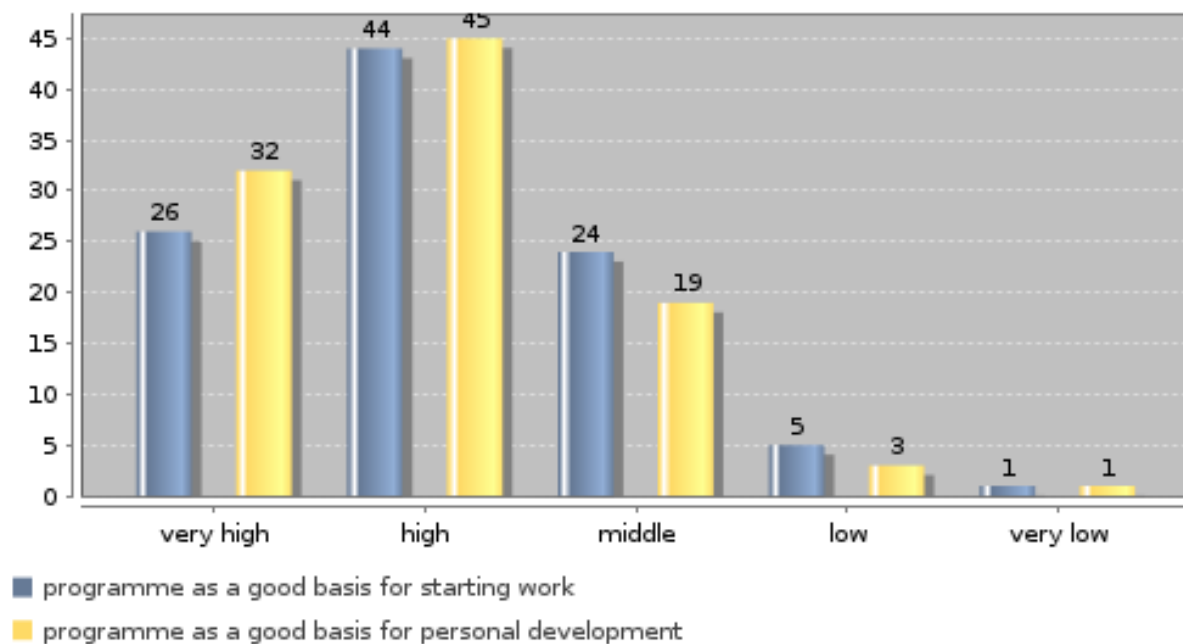
All students' assessment of study programme as good basis for starting work (in %)



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

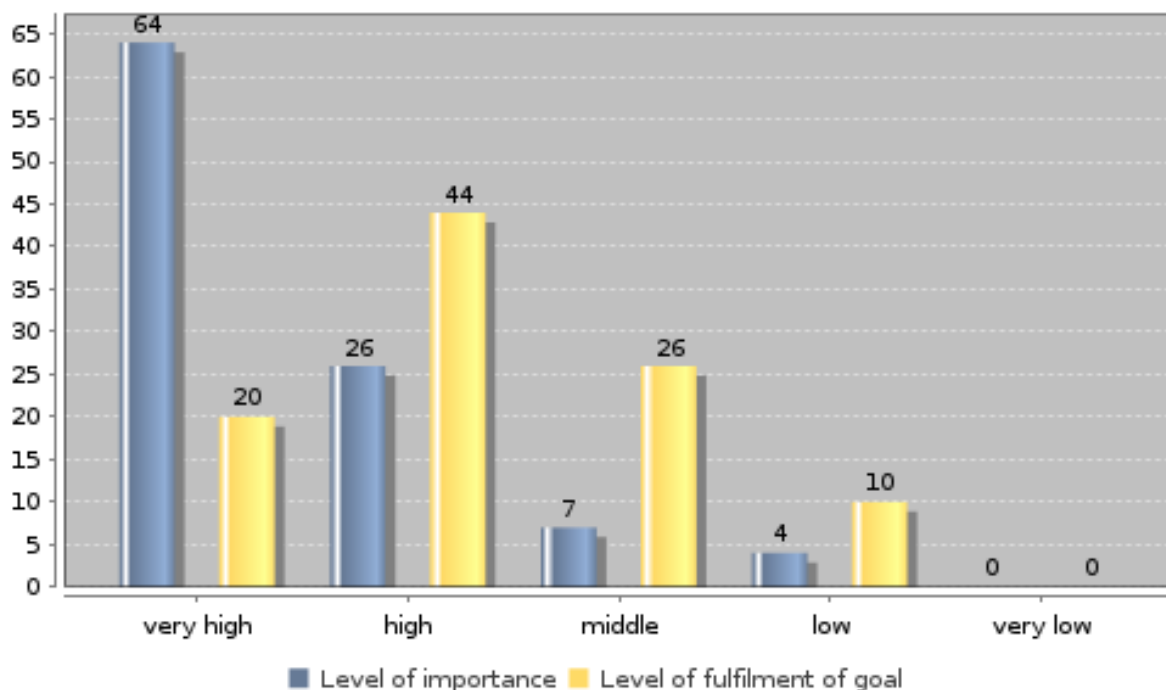
Topic: H. Assessment of studies

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

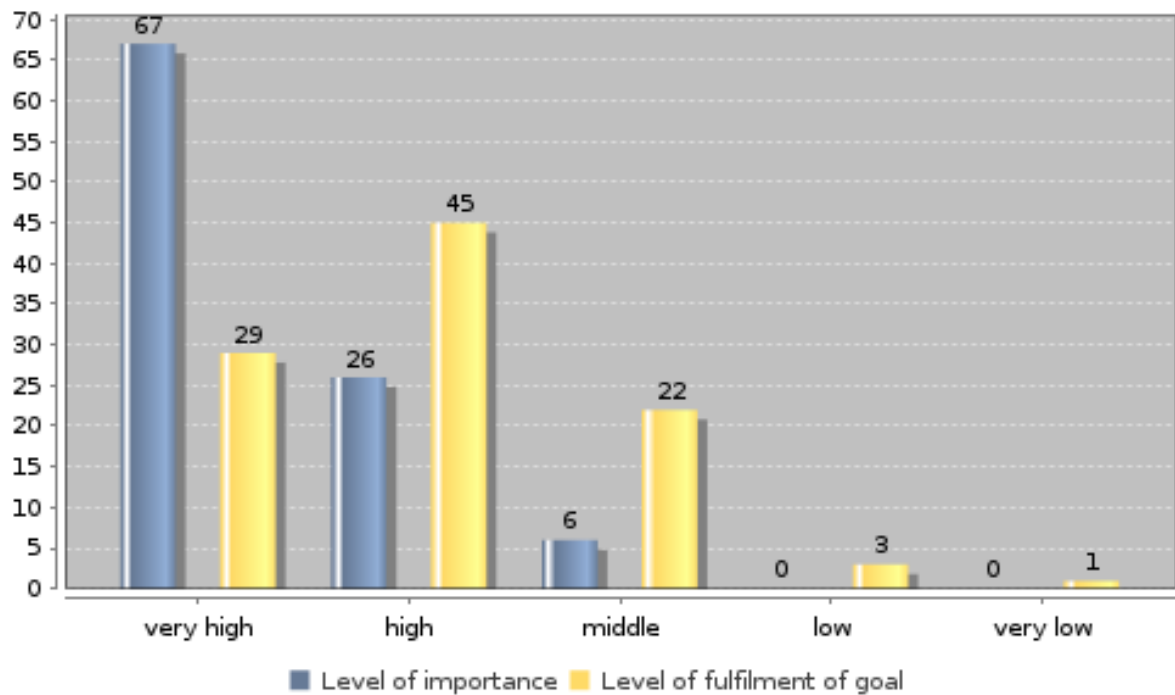
Key Indicators

Share of BA students whose goals are met at (very) high level - basis for starting work, in %	63.5
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	74.0

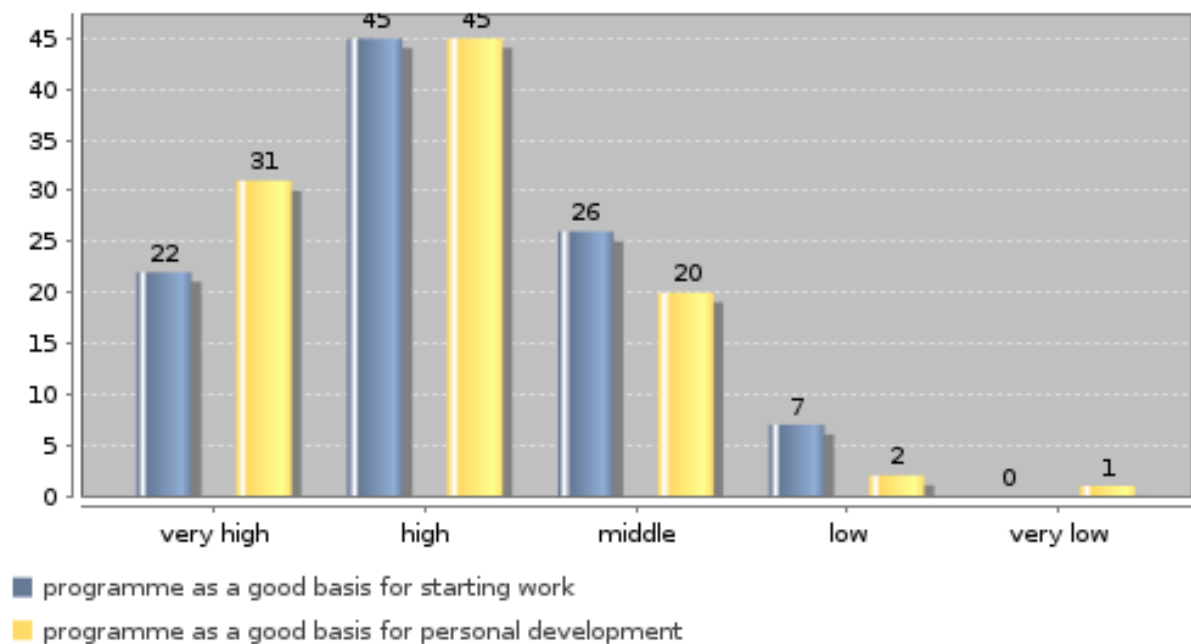
BA students' assessment of study programme as good basis for starting work (in %)



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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

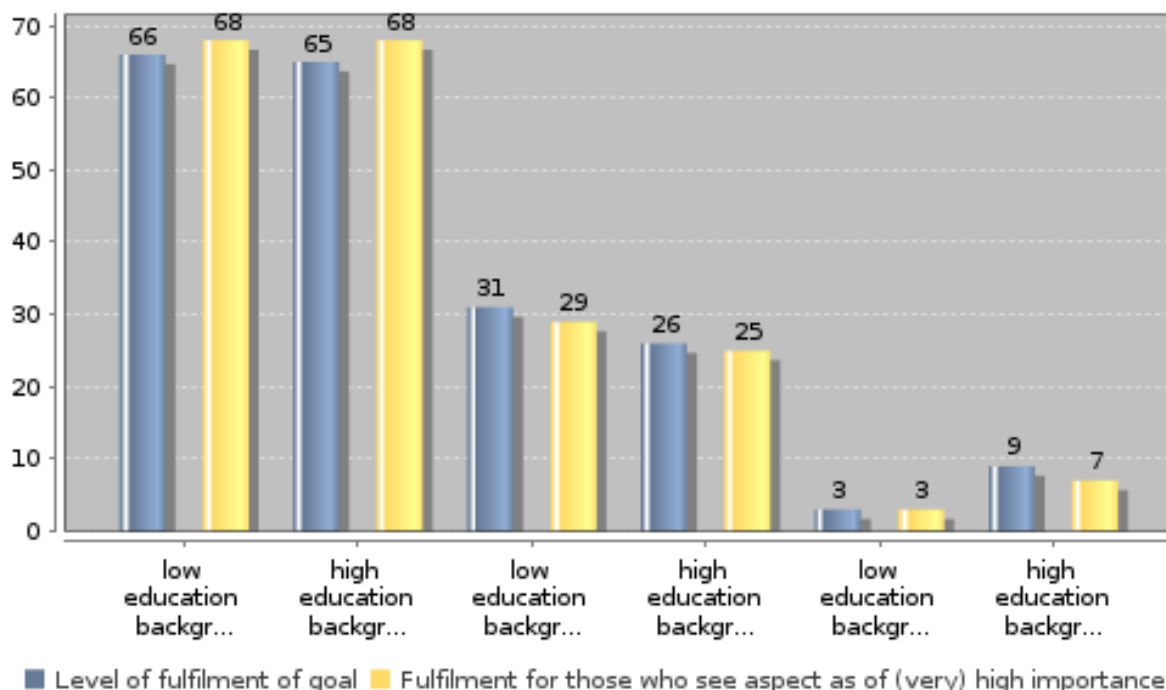
Topic: H. Assessment of studies

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

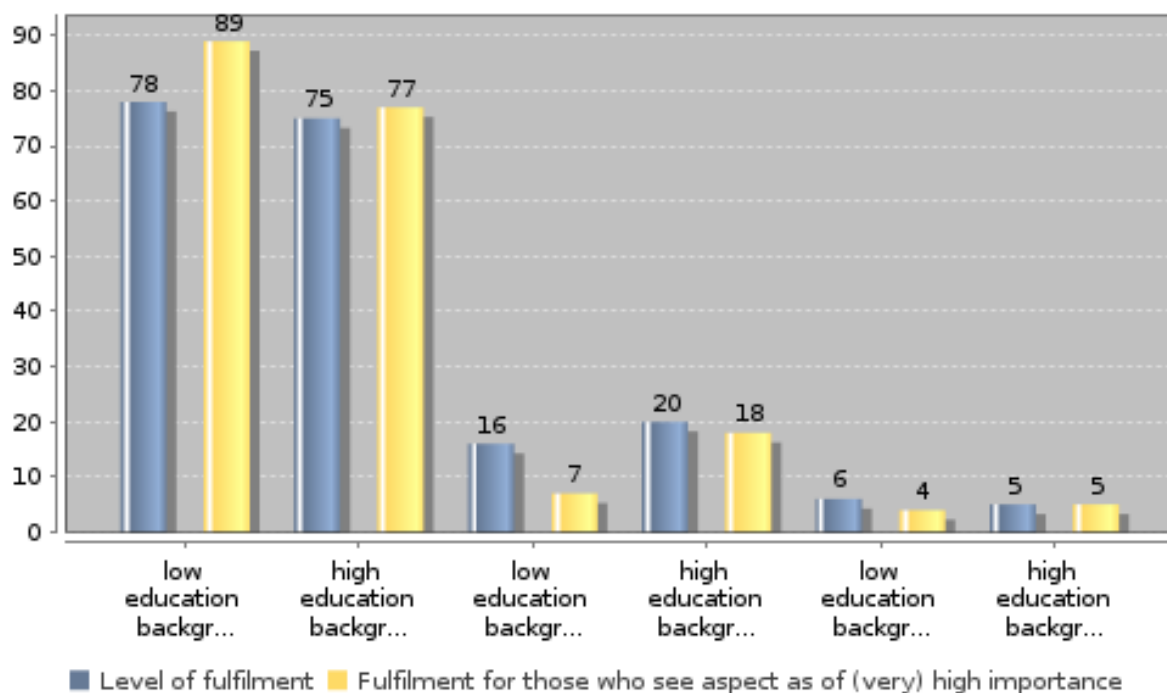
Key Indicators

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	65.6
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	78.1
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	64.8
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	74.9

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

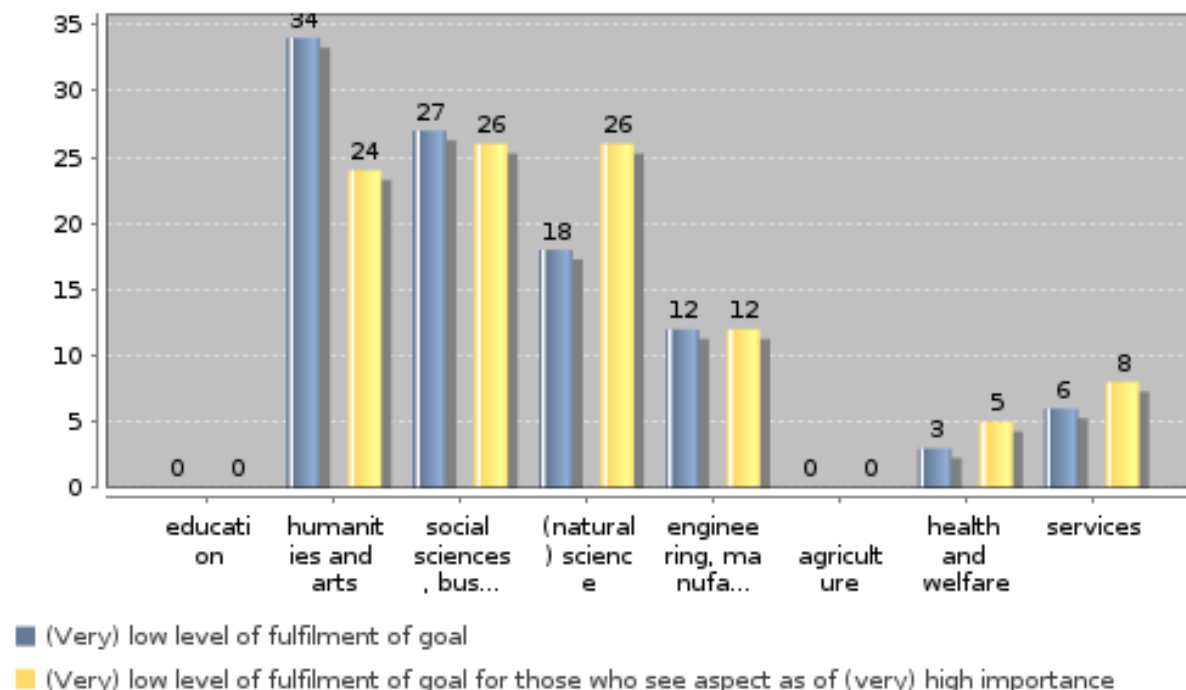
Topic: H. Assessment of studies

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

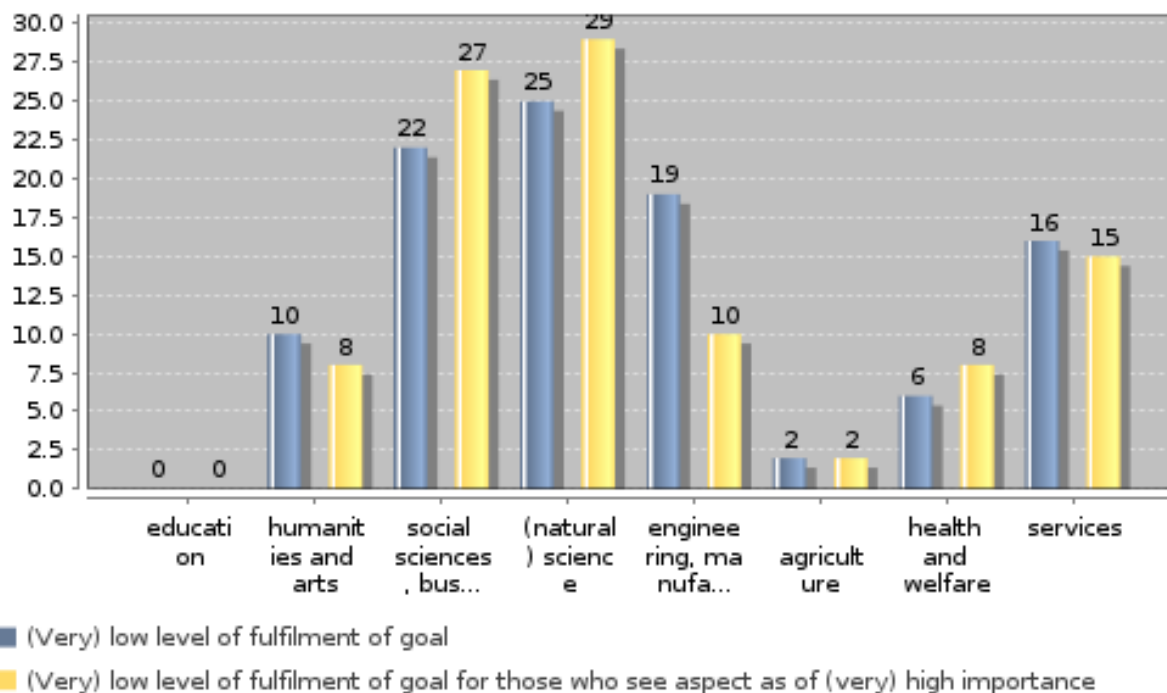
Key Indicators

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	24.2
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	8.3
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	12.1
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	10.4

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

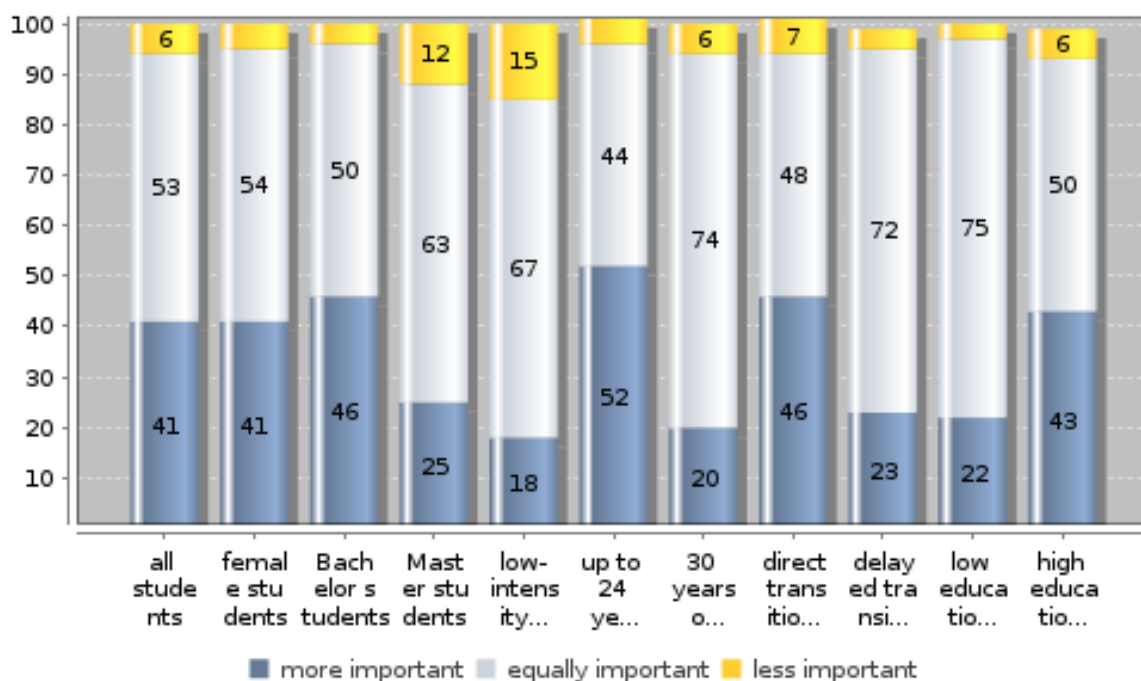
Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators

Share of all students for whom studies are more important, in %	40.9
Share of all students for whom studies are less important, in %	6.2
Share of BA students for whom studies are more important, in %	46.4
Share of BA students for whom studies are less important, in %	4.0
Share of low-intensity students for whom studies are more important, in %	17.6
Share of low-intensity students for whom studies are less important, in %	15.2
Share of 30 years old or older for whom studies are more important, in %	20.1
Share of 30 years old or older for whom studies are less important, in %	6.4

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

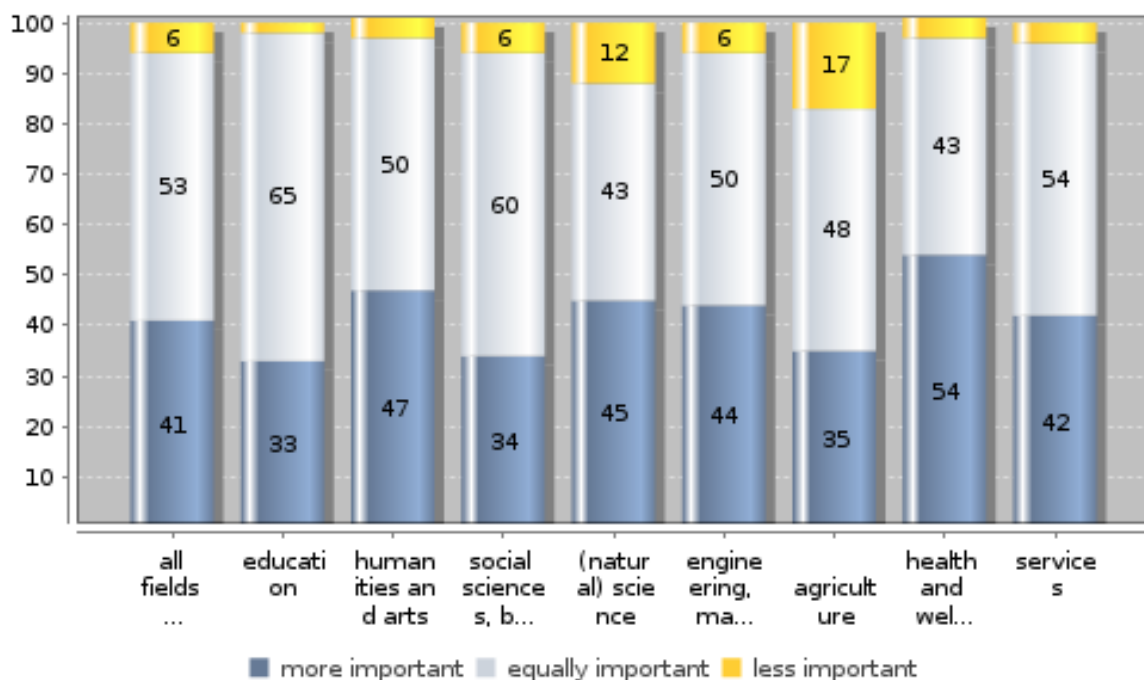
Topic: H. Assessment of studies

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

Key Indicators

Share of students in humanities and arts for whom studies are more important, in %	46.7
Share of students in humanities and arts for whom studies are less important, in %	3.6
Share of students in engineering disciplines for whom studies are more important, in %	44.0
Share of students in engineering disciplines for whom studies are less important, in %	6.0
Share of students in social sciences for whom studies are more important, in %	34.2
Share of students in social sciences for whom studies are less important, in %	5.8

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

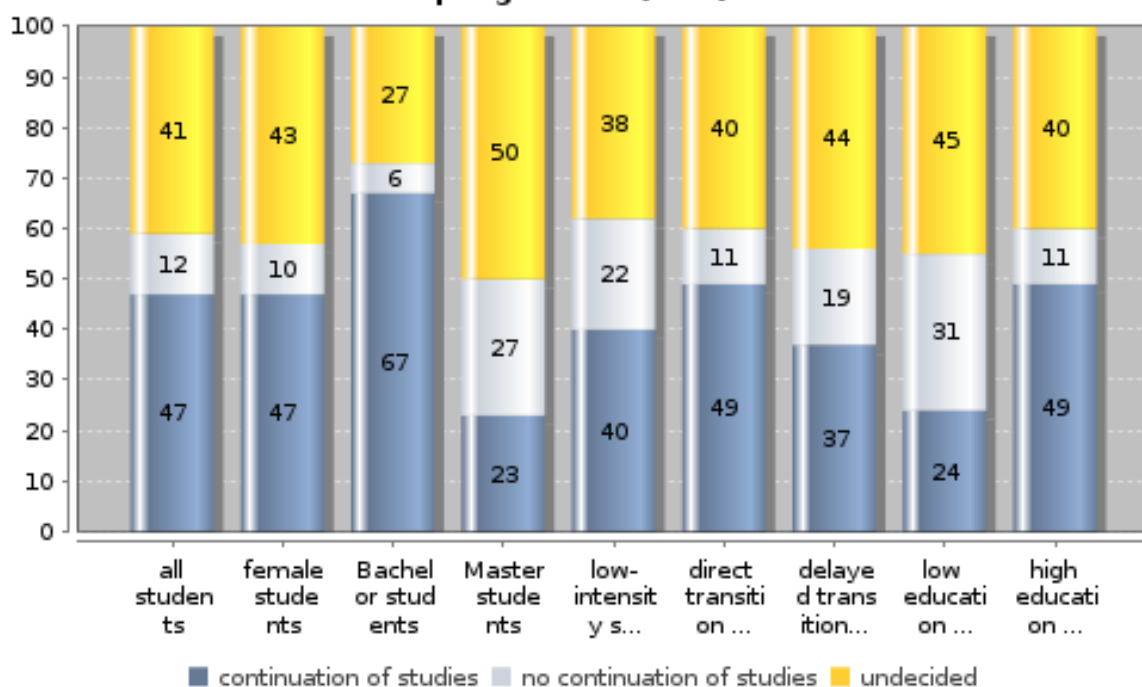
Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	46.9
Share of all students who plan not to continue studies, in %	12.2
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	24.1
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	31.0
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	48.8
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	10.8

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

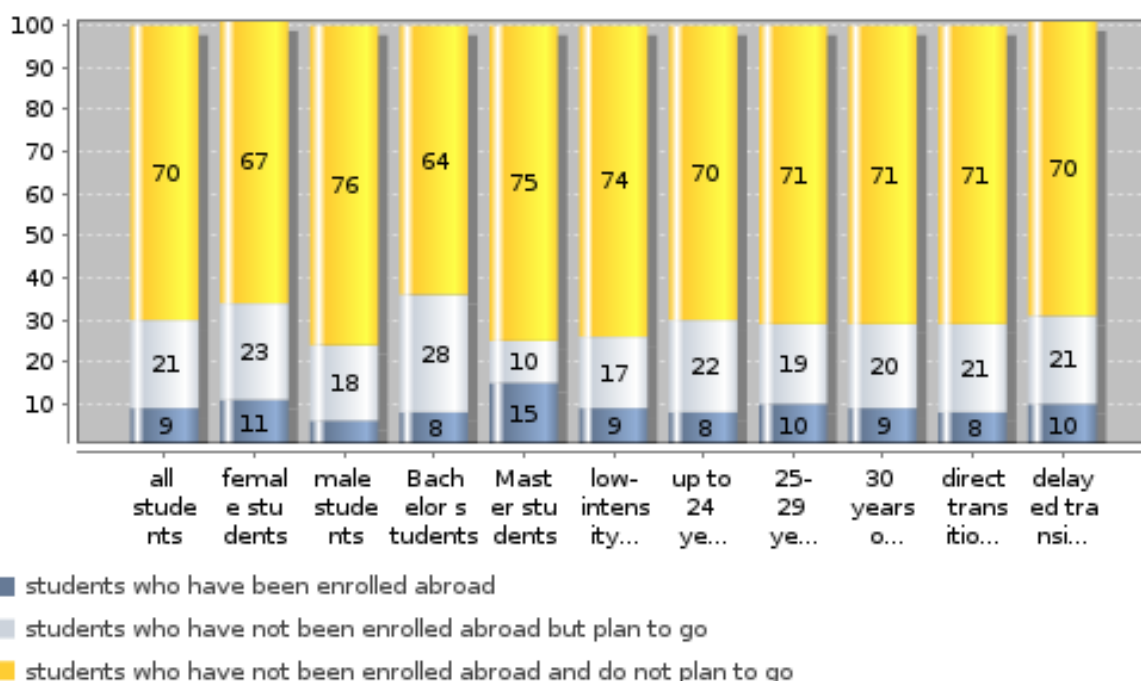
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	8.7
Enrolment rate of female students, in %	10.5
Enrolment rate of Bachelor students, in %	7.7
Enrolment rate of Master students, in %	14.7
Plans for foreign enrolment of all students, in %	21.0
Plans for foreign enrolment of Bachelor students, in %	28.3

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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

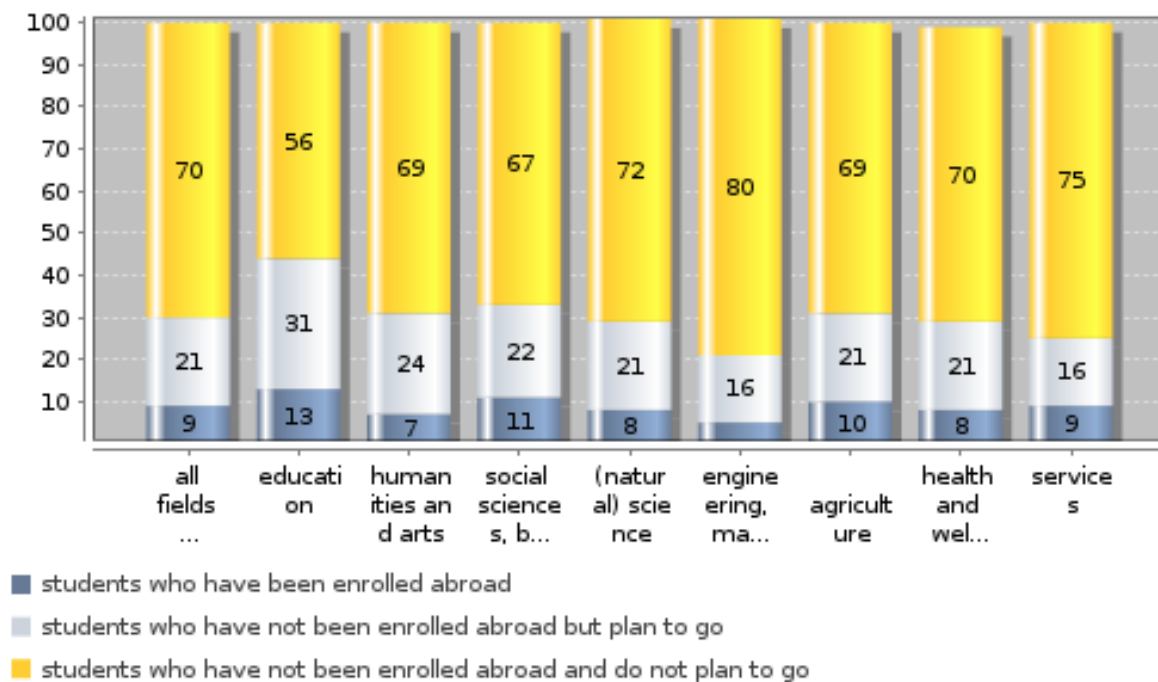
Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	7.2
social sciences, in %	10.7
(natural) science, in %	7.5
engineering disciplines, in %	4.8

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

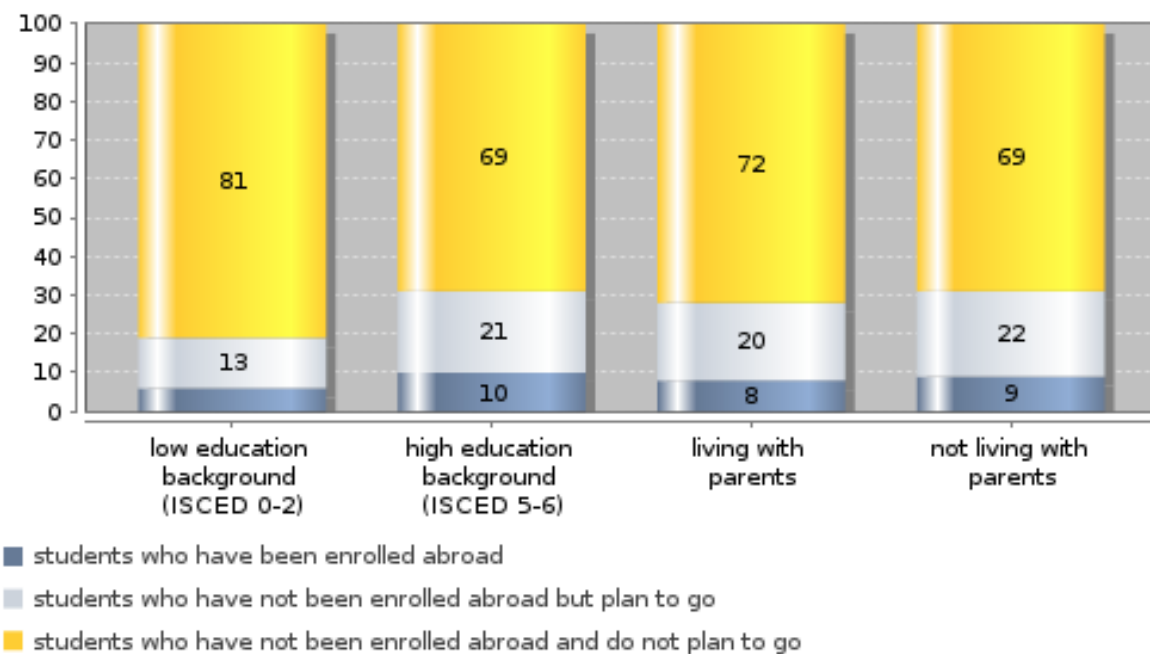
Topic: I. Internationalisation and mobility

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

Key Indicators

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	9.5
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	6.3
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)	1.5

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:

national interpretation of the results of the data analysis:

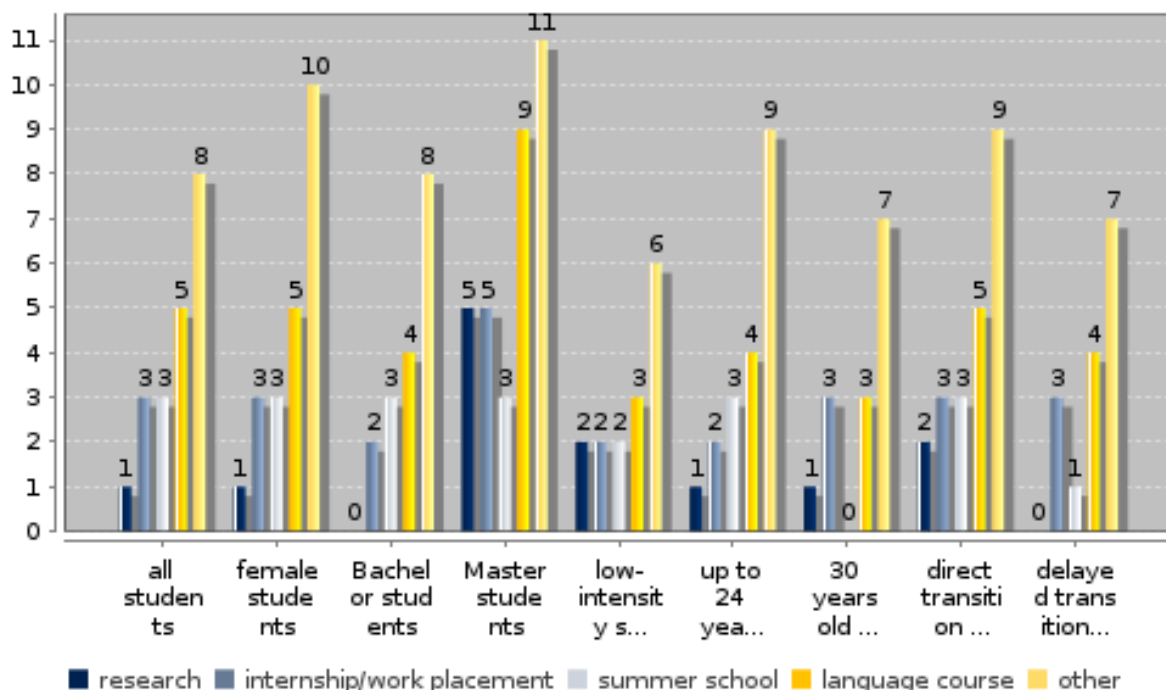
Topic: I. Internationalisation and mobility

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

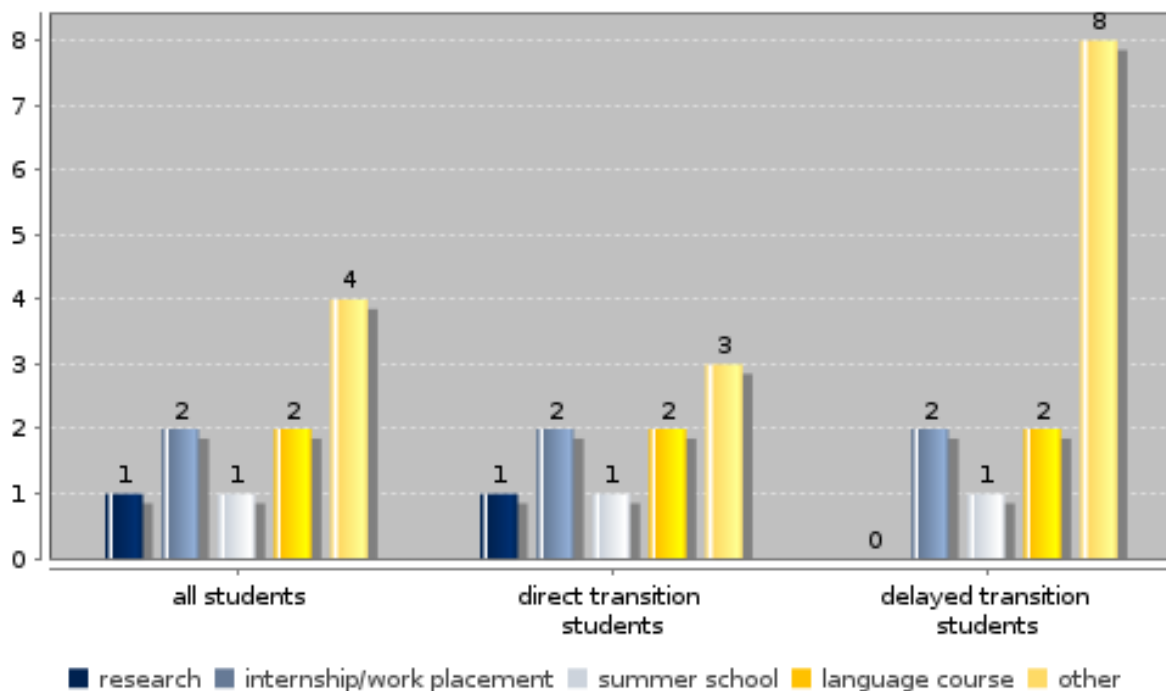
Key Indicators

Internship/work placement abroad, all students, in %	2.11
Language course abroad, all students, in %	1.81
No activities abroad, all students, in %	82.4
No activities abroad, students up to 24 years, in %	82.5

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

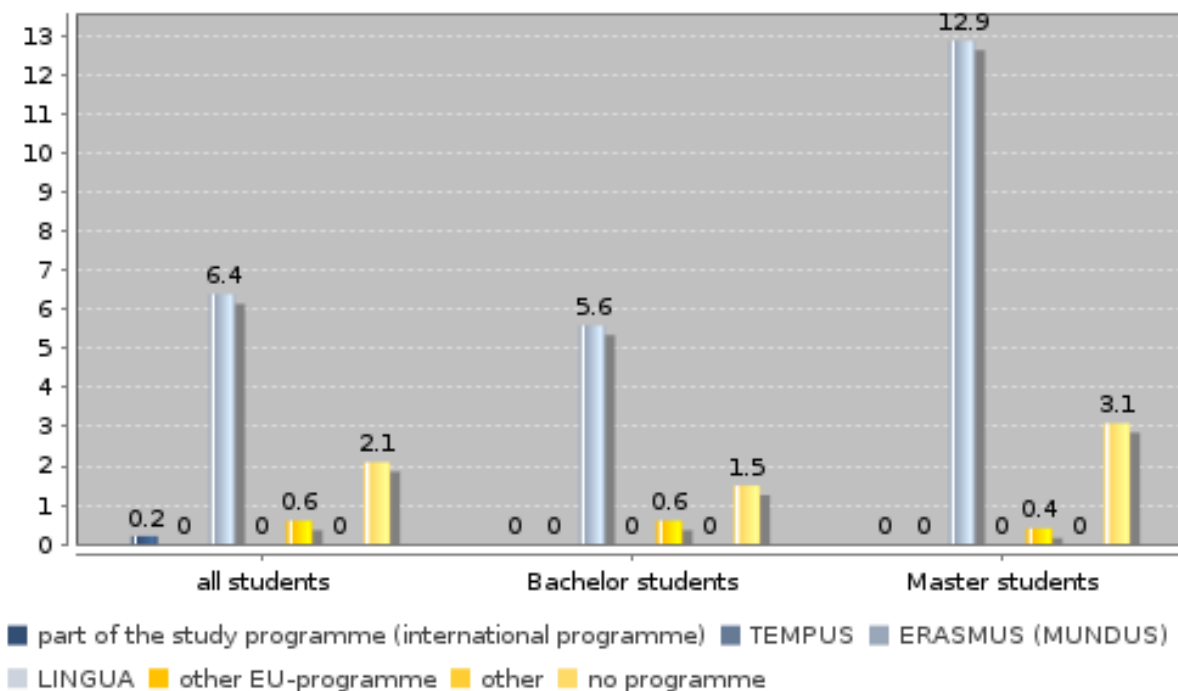
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

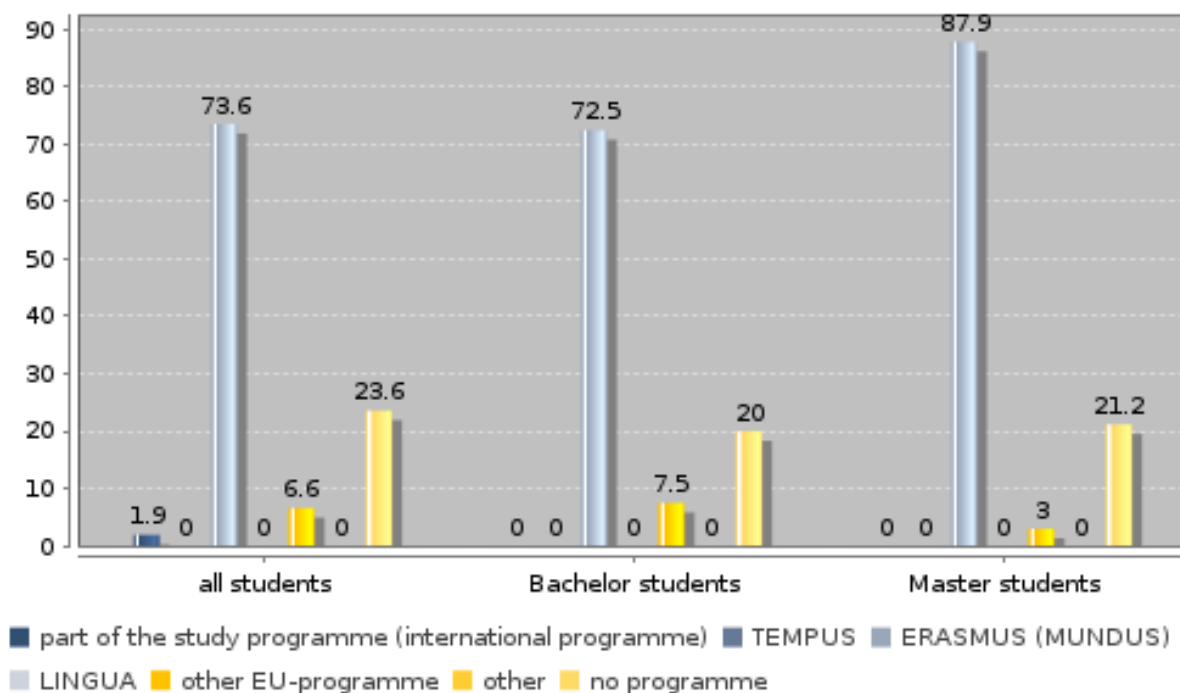
Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	23.6
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	73.6
Bachelor students with enrolment abroad, who went abroad without a programme, in %	20.0
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	72.5

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:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:

all students, in %	58.5
BA students, in %	72.5
students with high education background (ISCED 5-6), in %	74.3
students with low education background (ISCED 0-2), in %	0.0

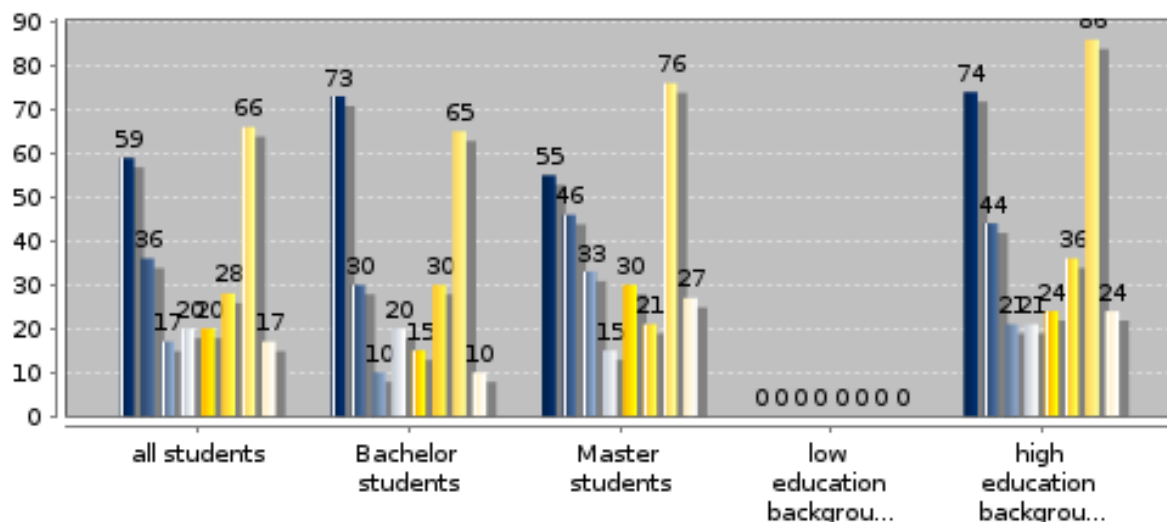
Share of students indicating their parents/family as primary source of funding:

students with high education background (ISCED 5-6), in %	10.3
students with low education background (ISCED 0-2), in %	68.9

Share of students giving public support as primary source:

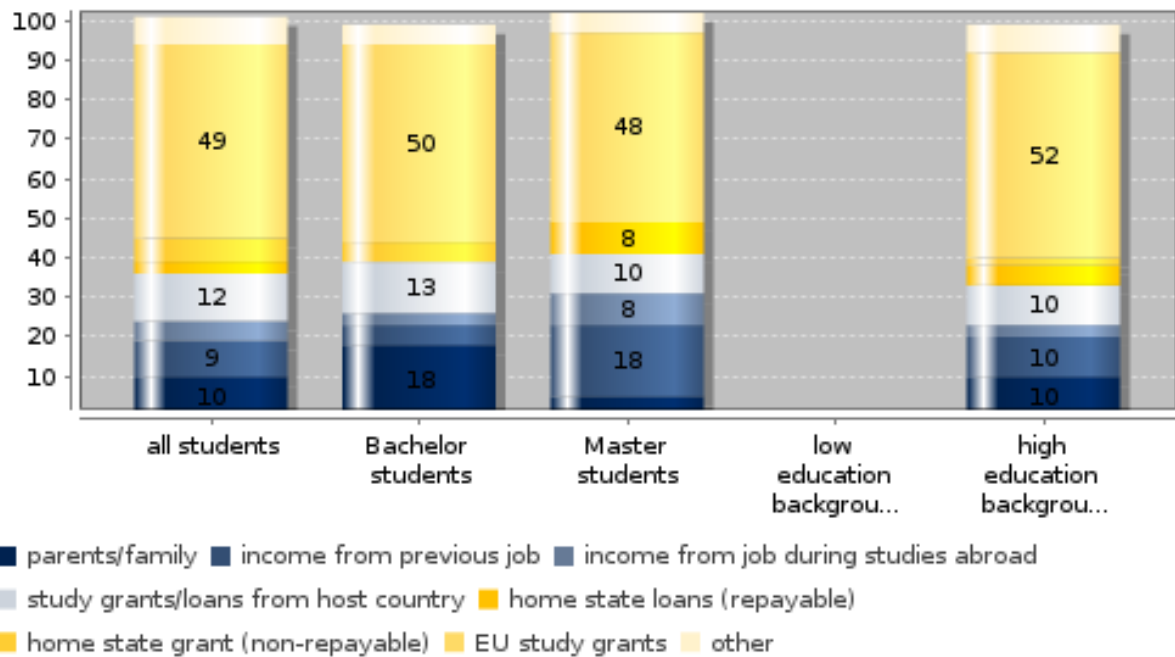
students with high education background (ISCED 5-6), in %	
students with low education background (ISCED 0-2), in %	

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 %)



details on missing data:

methodical issues or considerations for data interpretation:

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

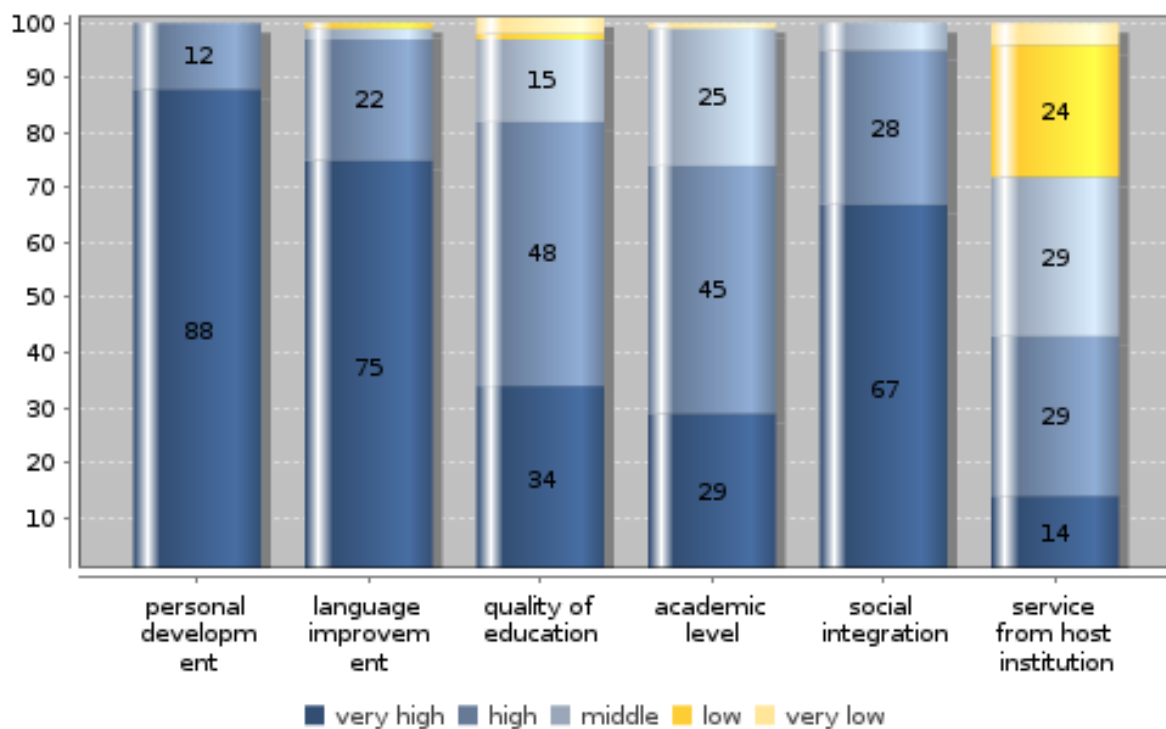
Subtopic 7: Important aspects and fulfilled expectations concerning the enrolment abroad

Key Indicators

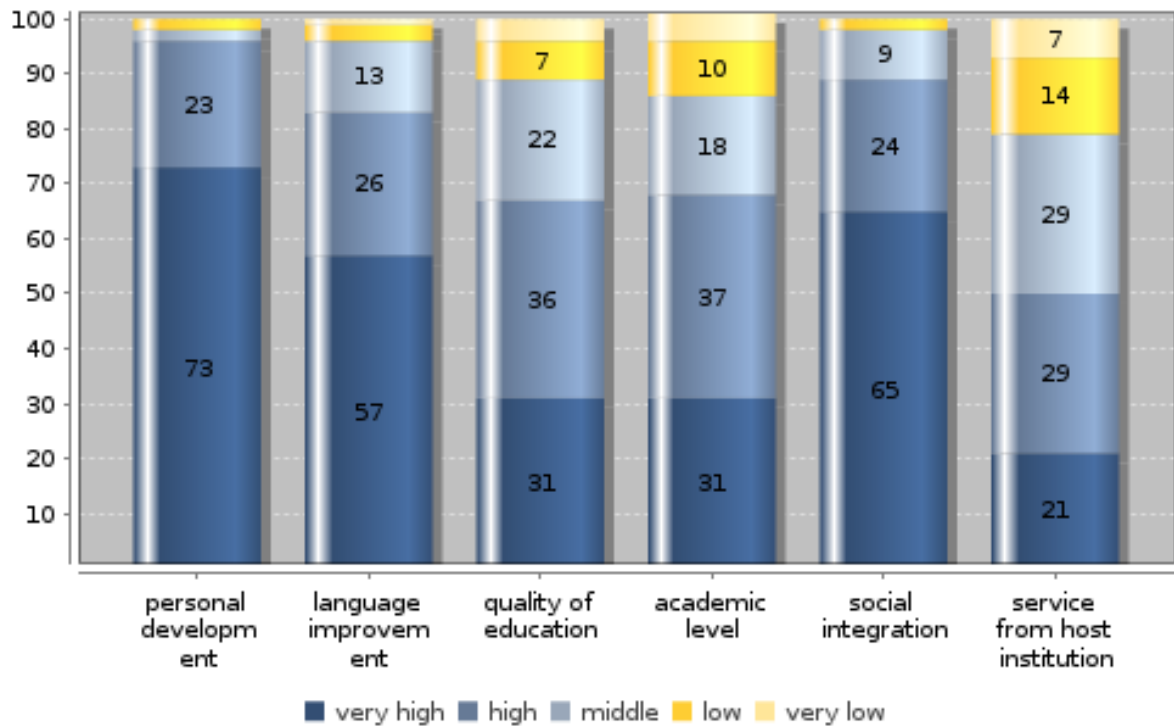
Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

personal development, in %	96.1
language improvement, in %	83.5
quality of education, in %	67.0
academic level, in %	68.0
social integration, in %	89.3
service from host institution, in %	50.5

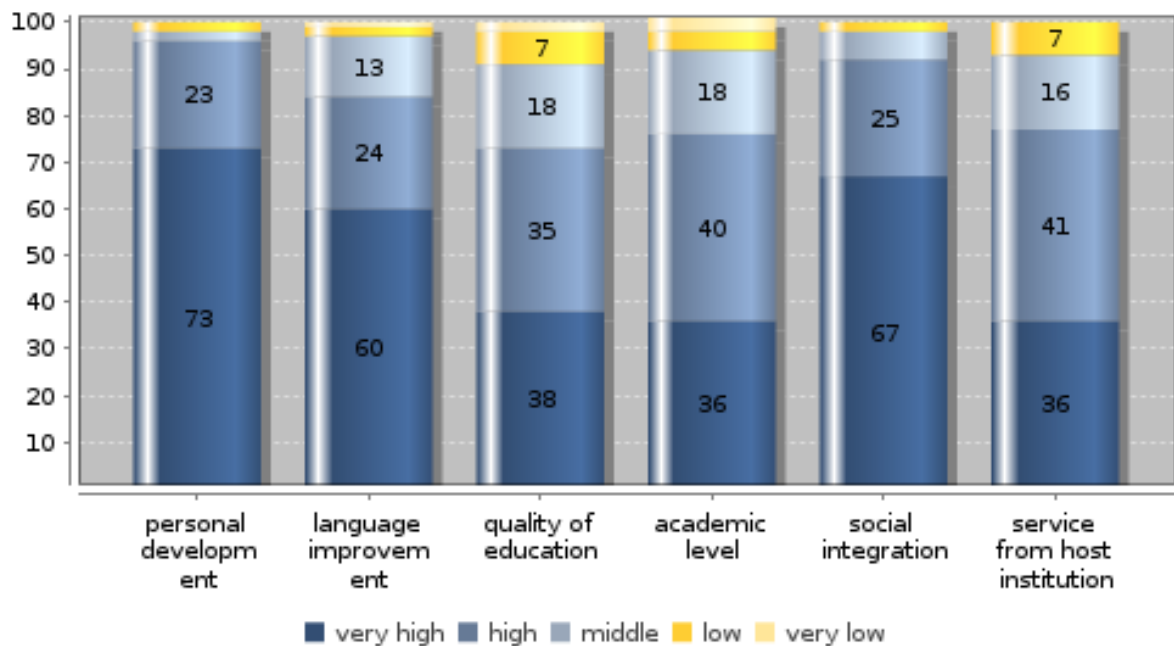
Importance of aspects concerning enrolment abroad (in %)



Fulfilment of expectations concerning enrolment abroad (in %)



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

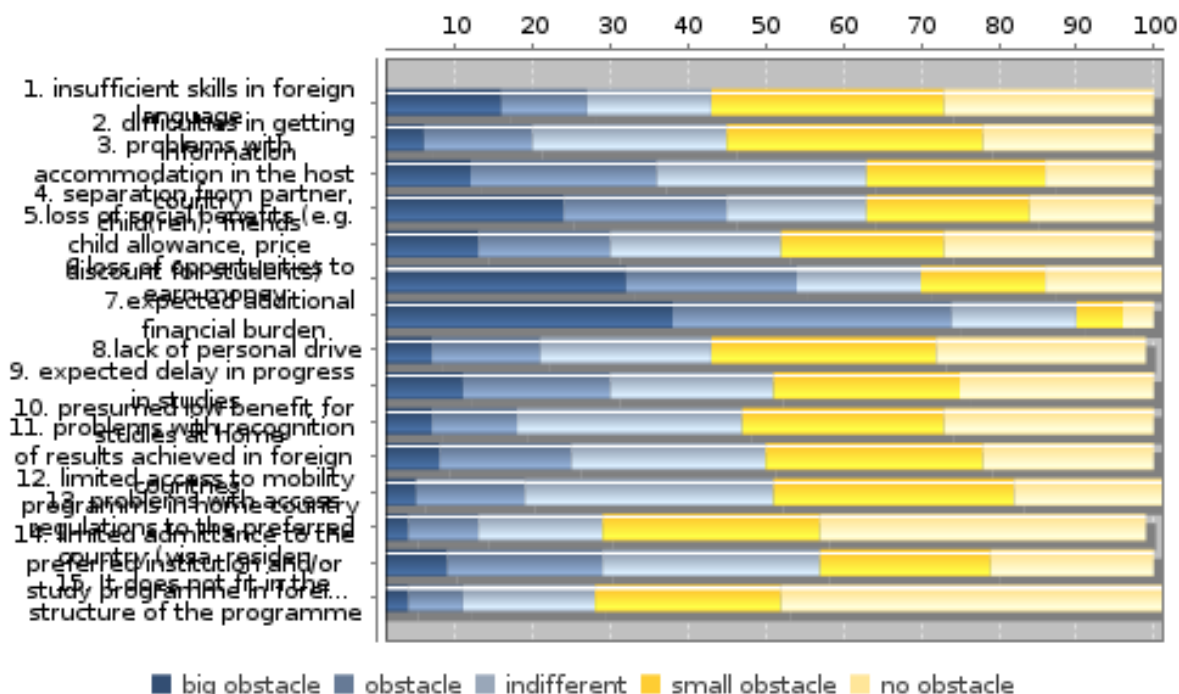
Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

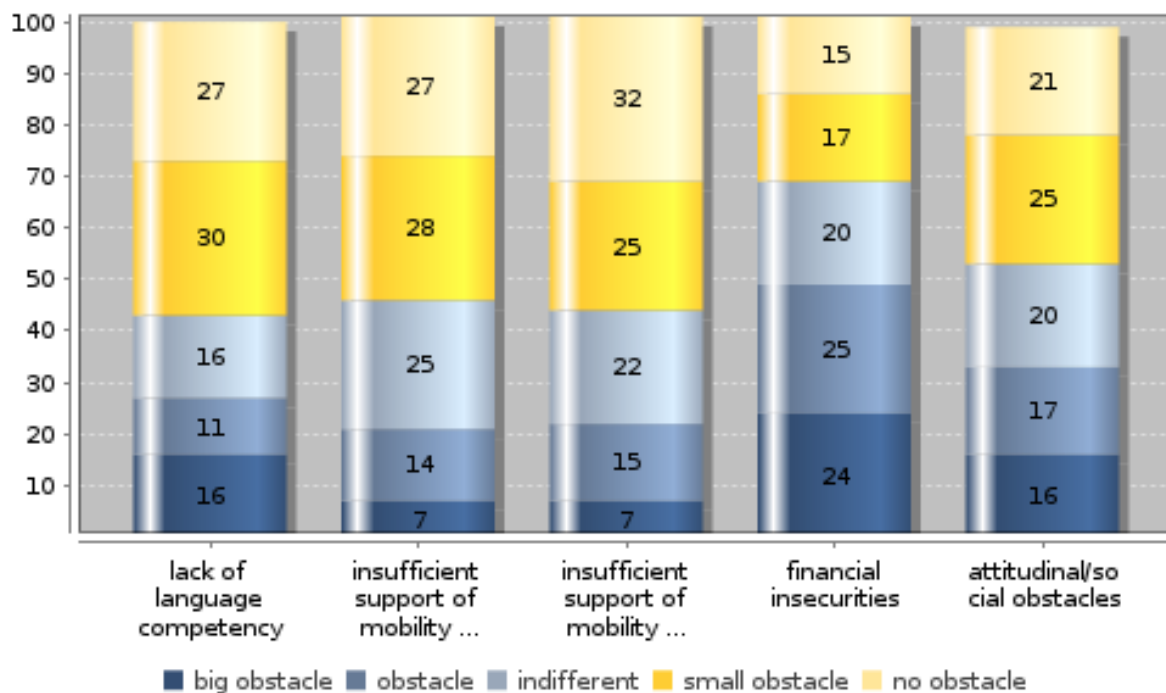
Big obstacle to enrolment abroad for students without enrolment abroad:

lack of language competency, in %	16.1
insufficient support in the home country, in %	6.8
insufficient support in the host country, in %	6.5
financial insecurities, in %	23.5
attitudinal/social obstacles, in %	15.6

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



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



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

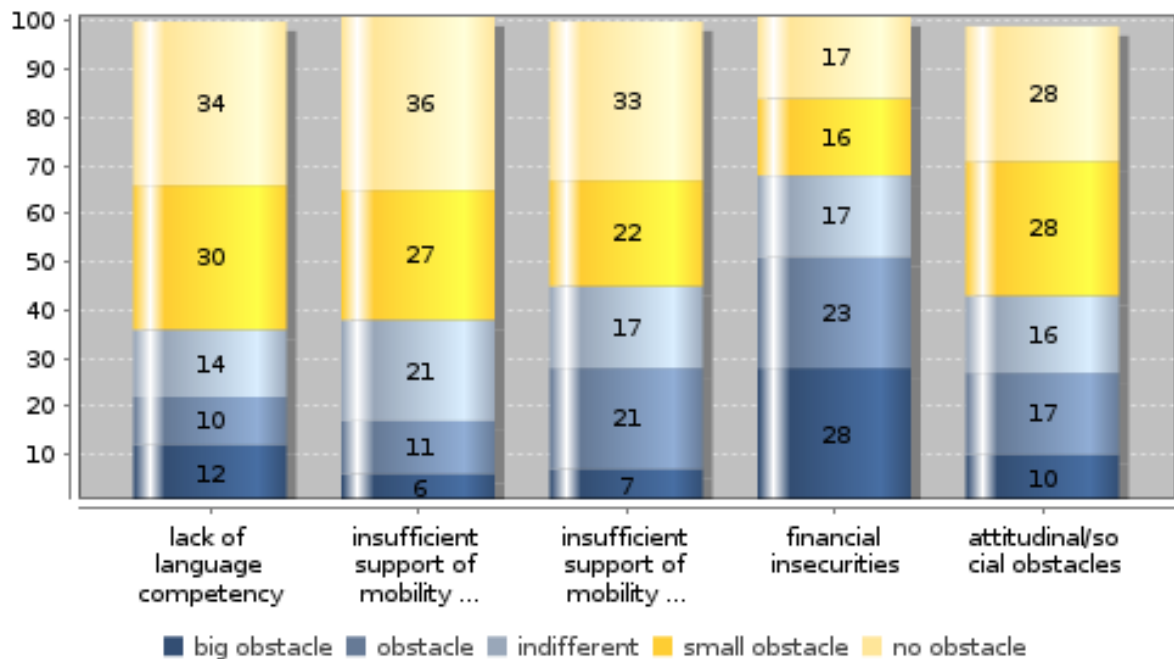
Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

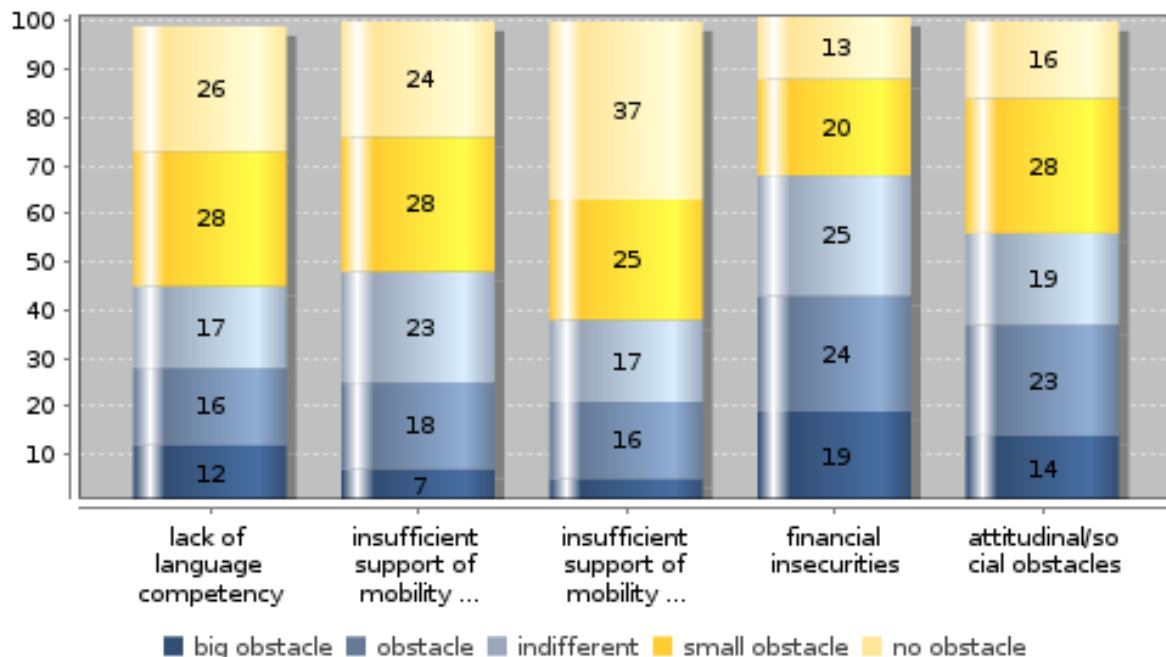
Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	11.8
engineering disciplines - lack of language competency, in %	12.2
humanities and arts - insufficient support in the home country, in %	5.6
engineering disciplines - insufficient support in the home country, in %	6.7
humanities and arts - financial insecurities, in %	28.0
engineering disciplines - financial insecurities, in %	18.5

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

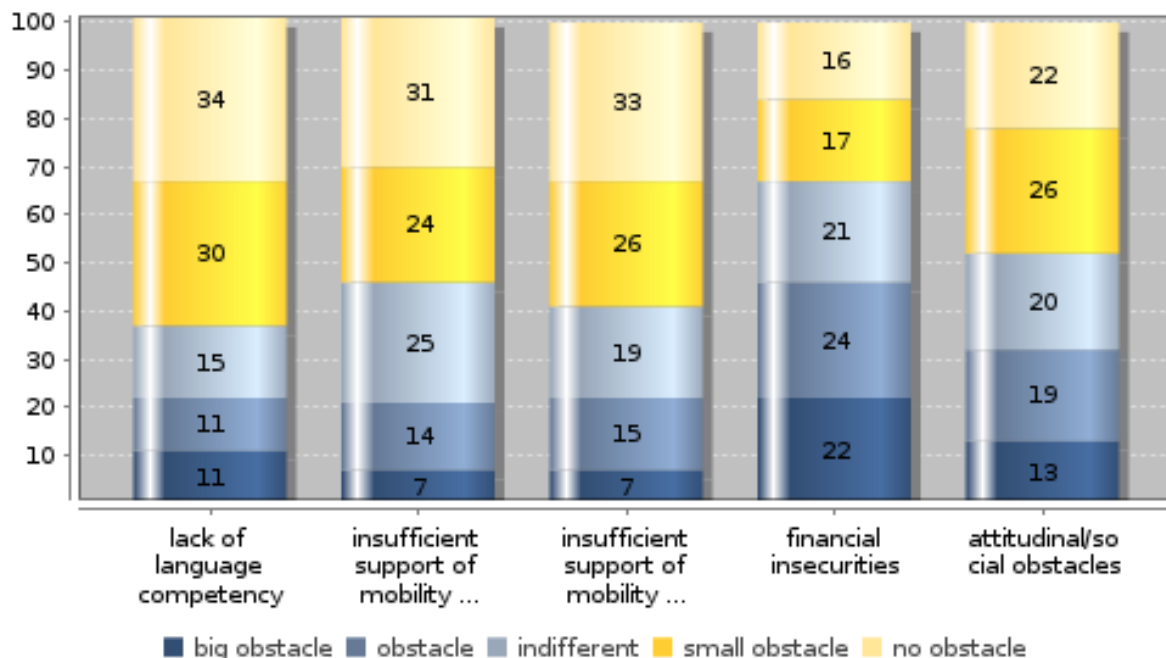
Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

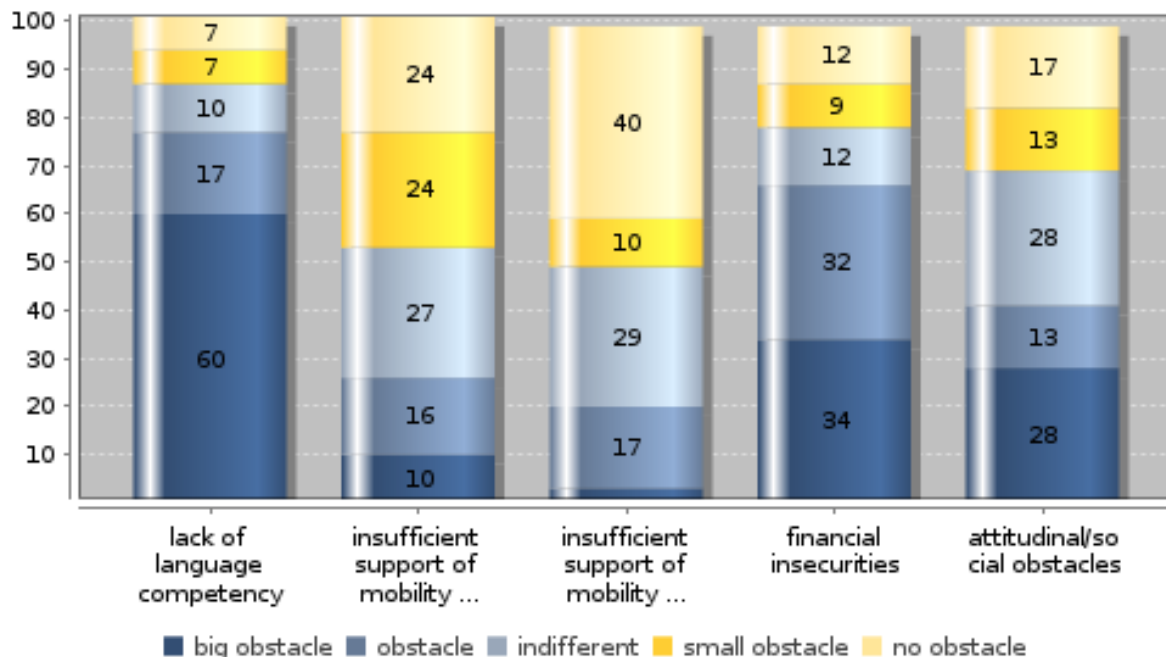
Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:

low education background (ISCED 0-2) - lack of language competency, in %	60.0
high education background (ISCED 5-6) - lack of language competency, in %	10.5
low education background (ISCED 0-2) - insufficient support in the home country, in %	9.6
high education background (ISCED 5-6) - insufficient support in the home country, in %	6.8
low education background (ISCED 0-2) - financial insecurities, in %	33.9
high education background (ISCED 5-6) - financial insecurities, in %	22.3

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:

national interpretation of the results of the data analysis:

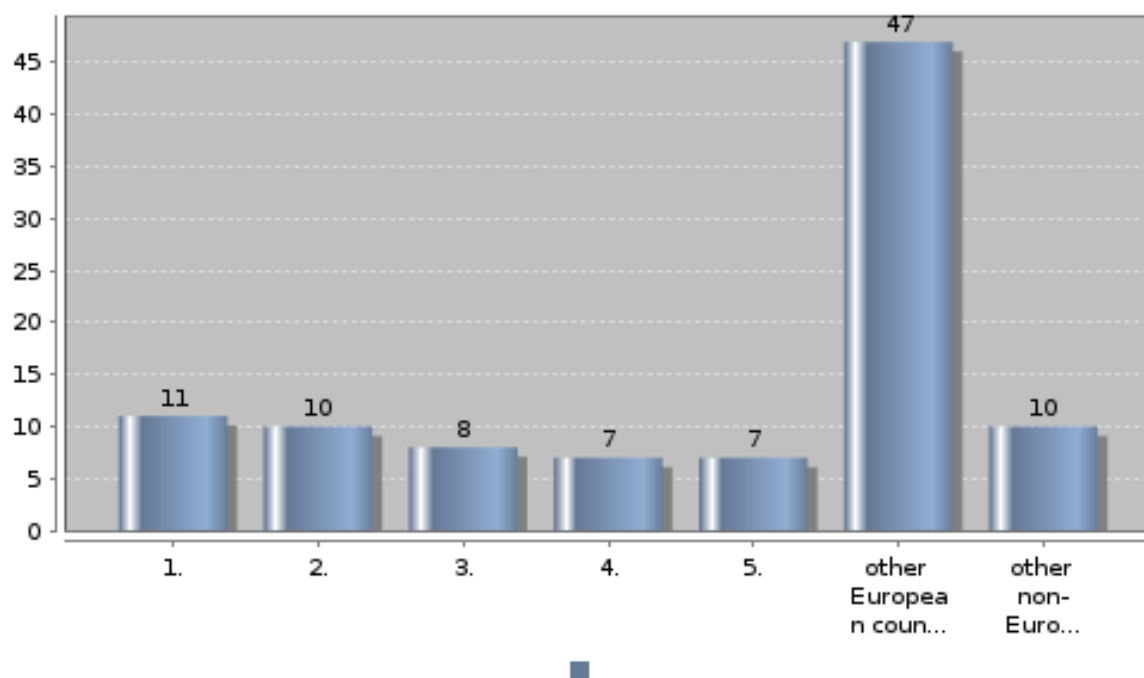
Topic: I. Internationalisation and mobility

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

Key Indicators

Students with study-related activities in most frequent host country, in %	0.0	Students with study-related activities in second most frequent host country, in %	10.3
	11.2		
	0.0		
Students with study-related activities in third most frequent host country, in %	0.0		

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



details on missing data:

methodical issues or considerations for data interpretation:

1. GBR, 2. US, 3. GER, 4. FIN, 5. SWE

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

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

70.3

0.0

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

6.5

1.0

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

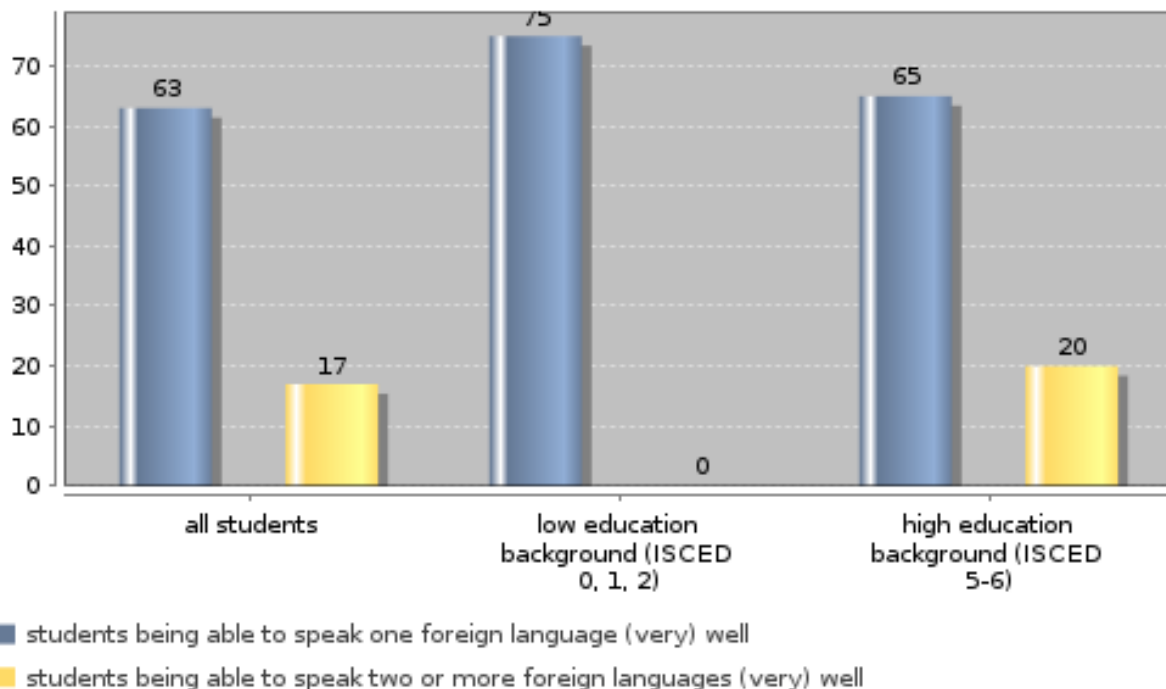
16.8

4.0

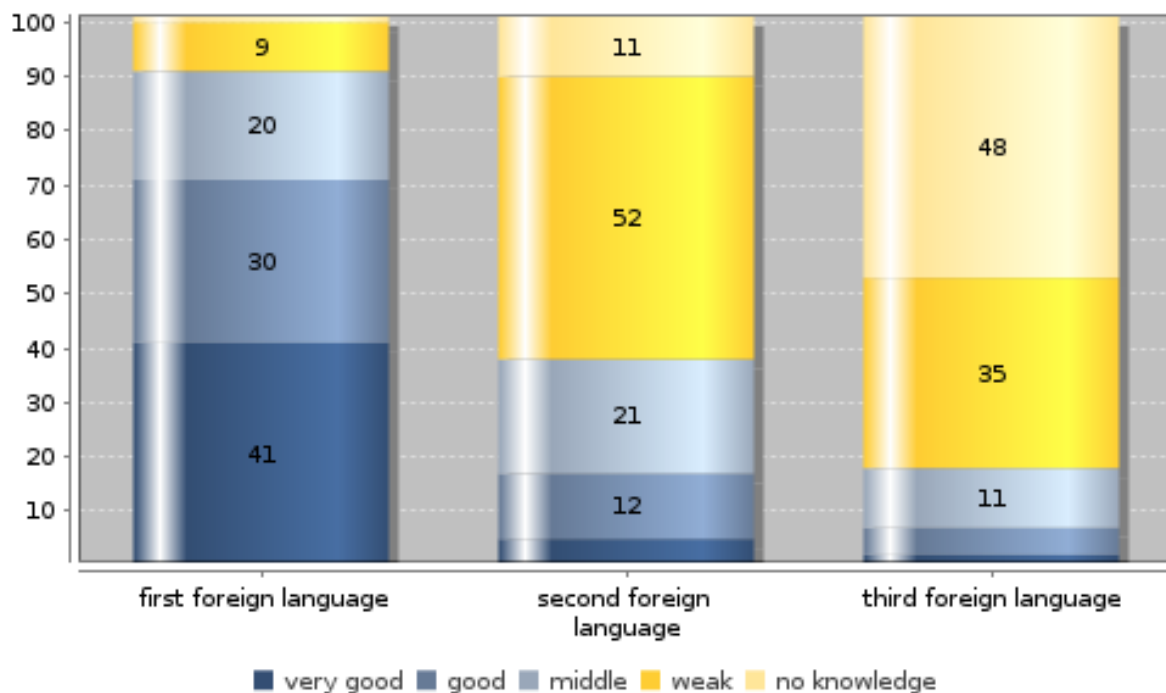
Share of all students being able to speak two or more foreign languages (very) well, in %

17.1

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Second language is russian.

national interpretation of the results of the data analysis:

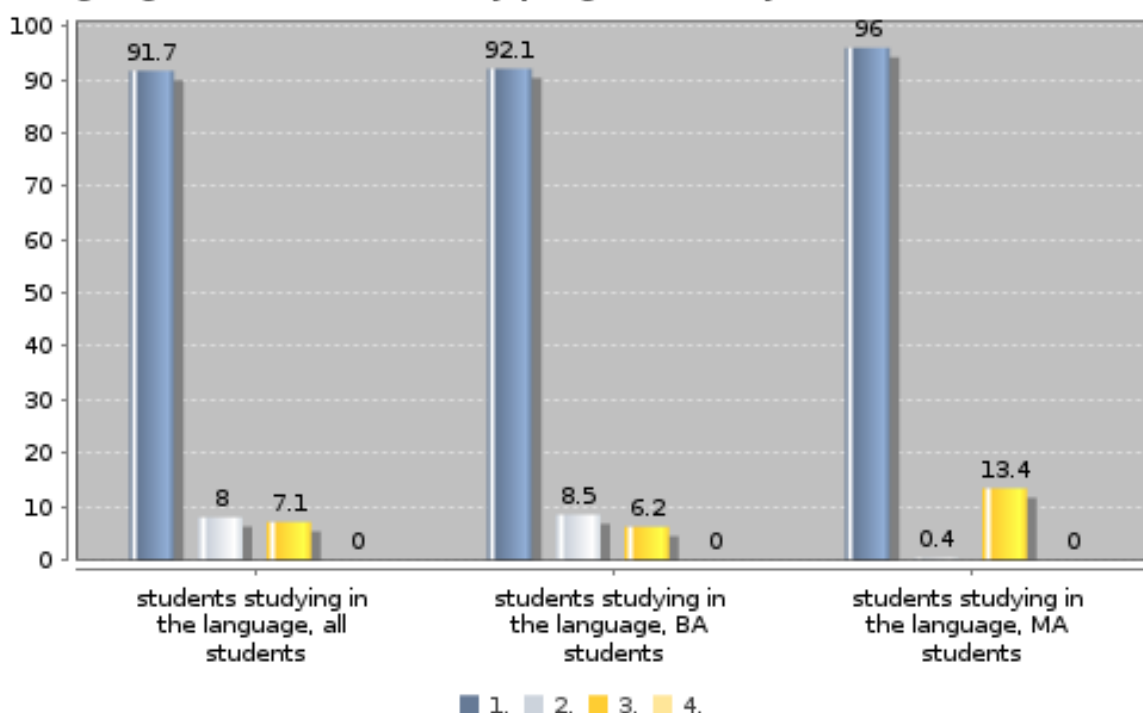
Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	0.0
2nd most frequent language of domestic study programmes, all students, in %	91.7
3rd most frequent language of domestic study programmes, all students, in %	0.0
4th most frequent language of domestic study programmes, all students, in %	8.0
5th most frequent language of domestic study programmes, all students, in %	1.0

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



details on missing data:

methodical issues or considerations for data interpretation:

First row Estonian

Second row Russian

Third row English

Bachelor students include only ISCED 5A level students; professional higher education students (ISCED 5B) are excluded.

national interpretation of the results of the data analysis: